



McINTIRE SCHOOL
of COMMERCE

Inclusive Excellence Plan 2021

Commerce is about collaboration, fostering inclusive communities and learning by doing. As we look ahead to the next century for McIntire, we see how far we've come — and how much we aspire to accomplish. We want to make meaningful contributions to the communities around us and we want to make the dream of a commerce education a reality for more people in more places. We are committed to promoting responsible, strategic growth in order to increase our impact, broaden our reach, and continue evolving modern business education.

—Nicole Thorne Jenkins, John A. Griffin Dean

Introduction – Mission and Vision

Background

The University of Virginia 2030 Plan states, “we should strive not simply to be great, but also to be good, recognizing that in the not-too-distant future, it will likely be impossible for a university to be truly great if it is not also good.” At the McIntire School of Commerce, we want to be known for providing transformational learning experiences that prepare business leaders who are both great and good. We strive to create an environment that supports **Commerce for the Common Good**, the idea that recognizes the importance of commerce as the purposeful exchange of goods, services and ideas to strengthen and advance society in ways that benefit all. Our overarching aim is to provide students access to business education and opportunities that develop intercultural fluency and inclusive excellence, which require our faculty and staff to have these same skills. The McIntire School is dedicated to educate and inspire students to become visionary leaders who shape global business with integrity, purpose and a fundamental understanding of how commerce can contribute to the common good.

This collaborative plan outlines a series of goals and initiatives aimed at organizational change to address diversity, equity, and inclusion (DEI), as critical to achieving excellence at McIntire. These goals were developed through a collaborative process overseen by the McIntire Office of Diversity, Equity and Inclusion (ODEI) involving students, faculty and staff which began in the Fall of 2019. This process has primarily been conducted through engagement and ongoing review with McIntire’s Diversity Advisory Committee. In July of 2020, with Dean Nicole Jenkins arrival, McIntire undertook a school-wide, short-term (12-18 months) strategic planning process identifying three key areas to initiate improvement and/or further development. Several of goals developed through that process have strong intersection with the ongoing DEI work and have been included in this plan. A more comprehensive, longer-term strategic planning process will take place post-COVID which will likely expand these initiatives.

2021 Strategic Planning Themes

Organizational Strategic Initiative: We want to be known to the University and in higher education as a leading model for effective and efficient operations with a workplace culture that is collaborative and inviting.

We aspire to create an agile and purposeful administrative environment that ensures intentional visibility and access to information to support sound operational decision-making. The School encourages a collaborative and inclusive culture where members of the community work well together, value different perspectives, and promote professional learning and growth.

Academic Strategic Initiative: We want to be known for providing transformational learning experiences that prepare business leaders who are both great and good.

We aspire for our academic programs to offer a curriculum that is relevant, integrated, engaging, and highly experiential. Moreover, we aspire for these programs to be innovative and prepare a diverse group of graduates who not only excel in terms of business expertise but are also willing and able to tackle society’s grand challenges. This requires us to instill in students a civic-mindedness, cultural fluency, and a desire to use business as a force for good. We strive for these programs to be both accessible and inclusive.

Research Strategic Initiative: We want to be known as a highly-regarded research boutique engaged in scholarship that creates value for the McIntire community and the broader society.

We value top-quality research and aspire to develop our research reputation around niches and to engage in scholarship that is well-regarded by both academics and practitioners. Given McIntire’s small scale/scope, such an approach will help to raise its research quality and visibility, and also enable us to develop a more cohesive narrative around the School’s identity and focus.

Self-Assessment

Background

In 2016, a McIntire Diversity Task Force created a **2016 Diversity Strategic Plan** which recommended a centralized Office of Diversity, Equity and Inclusion and created a public definition and rationale (below) related to Diversity and Inclusion at McIntire and outlined three broad goals and objectives:

At McIntire, we acknowledge that every individual adds values and diversity to our community. We know that we all must work together to capitalize on diversity through equitable and inclusive relationships. Thus, The McIntire School describes diversity, equity and inclusion as follows: Diversity is a collection of unique characteristics, both seen and unseen, that enrich our community by challenging assumptions, inspiring thoughtful discussion, and contributing to the development of innovative solutions. Diversity works when our community is inclusive, acknowledging and removing barriers to empower all our members to engage fully and to contribute in and out of the classroom. McIntire works when we recruit, support, and educate a community as diverse as the global work force, and when we celebrate the unlimited possibilities of our shared talents.

McIntire's diversity goals and objectives focus on three broad areas:

RECRUIT: We will actively recruit students, faculty, and staff who enrich our classrooms through a diversity of thought and experience, challenge assumptions and biases, and add to a respectful dialogue about the meaning of success and responsibility as business professionals and leaders.

SUPPORT: We will empower students, faculty, and staff to acknowledge unique experiences; to engage more fully in and out of the classroom; and to collaborate in breaking down barriers that limit potential and impede success.

EDUCATE: We will educate our community to acknowledge and respect differences and to learn from the unique talents and perspectives of all members of the McIntire School.

The three goals developed in 2016 align well with the five IE Frameworks of the University's Inclusive Excellence plan and provide an opportunity to expand goals and actions and specifically to consider growth around Community and Partnership. Going forward, Diversity, Equity and Inclusion at the school level should be imbedded and part of all that we do and is an essential element of being both great and good and achieving Commerce for the Common Good.

Self-Study

Since its establishment in 2016, the Office of Diversity, Equity and Inclusion, working closely with the McIntire Diversity Advisory Committee, has undertaken a number of initiatives highlighted in each of the IE Framework dimensions reviewed below.

Staff Representation, Access, Climate + Intergroup Relations

Full five-year representation data secured through UVA Diversity Dashboard can be found on [UVA Box](#) and is current through 2019.

McIntire has a long-held perception as a very "White" community and data support this perception, particularly among the University staff employees with 87% of staff members reporting a race/ethnicity of White (compared with 73% across the University in 2019) and 4% Black staff members compared to 11% University-wide. Other racial and ethnic identities at McIntire tend to mirror the overall University racial demographics. Within McIntire there tends to be clustering by like demographics. McIntire's University female staff far exceed the male with 72% identifying as female in 2019 while in that same year 53% of all University staff identified as female. While turnover has been fairly low in recent years, each open position provides an opportunity to recruit a diverse applicant pool. While COACHE (Collaborative on Academic Careers in Higher Education) and SERU (Student Experience in the Research University) provide some data on faculty

and students, very little data exists to provide insight into the wellbeing and sense of inclusion among staff members.

Faculty Representation, Access, Climate + Intergroup Relations

McIntire's 2020 faculty demographics further highlight a predominately white (76%) and male (62%) gender and racial composition, however, it is noteworthy that these numbers have shown small but consistent declines over the past 5 years with more recent hiring of female-identified faculty and faculty of color. It is also notable that McIntire's representation of Black faculty 6% (vs 4% at UVA) and Asian faculty 17% (vs 14% at UVA) slightly exceeds the University faculty representation. When evaluating market availability for faculty in related fields as a recruitment benchmark (SED, Survey of Earned Doctorates) McIntire shows statistically significant underutilization only at the full professor rank for female faculty. With positive utilization at the Assistant and Associate ranks for female identifying faculty this provides opportunity for advancement for higher level and leadership positions. While this is positive relative to market availability data comparisons, McIntire must commit to both advancing faculty and increasing the overall diversity of our faculty to better mirror the student body and the global business world in which our students enter. Representation and role models are critical to the development and sense of belonging for student success.

COACHE data, collected biannually, provides the primary means of evaluating faculty satisfaction; however, the number of faculty reporting (31 out of 87 Commerce faculty in 2020) results in minimal representation. As with overall faculty responses, McIntire faculty tend to report a high level of collegiality, and quality student engagement as positive experiences.

As a result of the 2016 Strategic plan, in the Fall of 2018, the Office of Diversity, Equity and Inclusion customized a faculty and candidate guide developed through UVA CHARGE and made it available as a resource for posting job announcements, using a consistent candidate evaluation tool to ensure an equitable search processes. While the material was created and distributed, it is unclear how widely the resource was utilized by search committees. Additionally, McIntire joined the PHD Project in 2017-2018, a national program with the goal of increasing the representation of Black/African American, Latinx/Hispanic American, and Native American faculty in business schools. All McIntire faculty positions are now posted through this organization; potential exists to make greater use of this membership.

Student Representation, Access, Climate + Intergroup Relations

UNDERGRADUATE STUDENT REPRESENTATION

At both the graduate and undergraduate level, student enrollment at McIntire is predominately White and male with more Asian American and International students than UVA's overall student population. However, consistently over the past five years, McIntire's percentage enrollment of undergraduate White students has been lower than the University enrollment with higher enrollment of Asian American and International students. Over the past five years, McIntire's enrollment of undergraduate female students has been 43% compared to 55% overall at UVA, however, as noted below, in Fall 2020 this number reached 50% significantly higher than peer business schools. McIntire's most significant underrepresentation relative to the University is among African American students at 3.5% over the past five years vs. 6% at the University level. The enrollment of undergraduate Hispanic students at McIntire has slowly increased over the past five years to 6%, which is just slightly below University enrollment. Progress has also been made over the past five years with the number of First-Generation students increasing to 8.5% at McIntire compared to 12% overall at UVA and data also indicates that McIntire has increased the number of students from low-income backgrounds over the past several years. As a public institution, we have great obligation and opportunity to continue to recruit underrepresented populations.

In Fall 2018, McIntire launched the **Commerce Cohort Program**, an undergraduate recruitment initiative which provides a first-year experience program to a select group of high-achieving, high-need first- and second-year UVA students from underrepresented backgrounds with an academic interest in Commerce. After completing

two first-year courses, second-year Cohort students have the opportunity to continue to develop skills through Cohort-exclusive experiences. Approximately 25-30 students have participated in the program each year over the past three years and currently 16 (Fall 2020) of the original Cohort are third year undergraduates at McIntire and 22 are expected to enroll for Fall 2021. Alumni and corporate interest in this program are high, and the School intends to increase enrollment of Commerce Cohort participants starting in Fall 2021.

In Fall 2018, the McIntire Office of Undergraduate Admission developed *Days at McIntire*, a recruitment program targeted to prospective female-identifying students and sponsored by PwC. For the first time in over a decade, the Fall 2020 entering undergraduate class was 50% female. The office also conducted recruiting events with United for Undergraduate Socioeconomic Diversity (UFUSED), Questbridge, POSSE Scholars, Blue Ridge Scholars, and Hoos First Look – focused on first generation and low-income students. In Fall 2018, a question was added regarding first generation status on UVA Common Application for undergraduate students and data suggests increasing numbers of first-generation undergraduate students have matriculated to McIntire over the past few years: 2017 – 6%, 2018 – 8.3%, 2019 – 13%, and 2020 – 10%.

GRADUATE STUDENT REPRESENTATION

McIntire's five highly-ranked graduate degrees create a many business opportunities and delivery methods for recent college graduates and professionals. The immersive, one-year programs in Accounting, Business Analytics, Commerce, Global Commerce, and Management of Information Technology offer a variety of opportunities to expand business education to a broader audience. Given the one-year nature of the programs, year-to-year demographic data is variable and not easily comparable to University graduate enrollment data. Overall, the enrollment in graduate programs over the past five years tends to be predominately White (49% in 2019) and male (57% in 2019) with 9% Asian American and 26% international (a majority of students enrolled in the M.S. in Global Commerce are non-U.S. citizens). However, this varies greatly by program. For instance, in 2019, the M.S. in Accounting program enrollment reflected 8% African American and 27% international students. Program location also impacts the student profile: for instance, in 2019, the Charlottesville cohort of the M.S. in the Management of IT program enrollment was 92% male and 75% White, while in the same year, the cohort in Northern Virginia was 75% male, 20% African American, 20% Asian, and 7% Hispanic. The M.S. in Commerce program has faced the greatest challenges in attracting and enrolling female-identifying and U.S. minority applicants over the past years, but current efforts yielded an increase for Fall 2020.

In an effort to increase the diversity of the applicant pools specifically in M.S. in Commerce and M.S. in Accounting programs, McIntire Office of Graduate Admission has hosted two programs, **Meet McIntire and Women in Business**. These are interactive weekends for college juniors and seniors from diverse backgrounds designed to help them explore the University of Virginia and gain a holistic view of what it is like to be a graduate business student at McIntire. Through Meet McIntire and Women in Business, undergraduate students from underrepresented backgrounds learn how to navigate the admissions process; attend a mock graduate classes; gain leadership and team-building experience; and get to know the diverse students, faculty, alumni, and staff who are an integral part of McIntire's close-knit community. The programs have been a successful generating more applicants from underrepresented backgrounds for the M.S. in Accounting program and more female students in the M.S. in Commerce program. In an effort to actively evaluate and eliminate barriers to entry, Graduate Admission removed the requirement for standardized test scores from some programs and is evaluating the necessity of the test for all programs. Data collected from the Graduate Program office in 2020 showed that 66% of US underrepresented minorities who applied to programs were admitted, compared to the overall acceptance rate of 44%. However, the number of underrepresented minorities applying to the program remains small, so increasing the diversity of the pool is a key opportunity. Data also shows that the number one reason accepted students do not accept offers of admission is lack of scholarship support relative to peer school.

STUDENT SUCCESS, CLIMATE AND INTERGROUP RELATIONS

Across all programs, 99% of students who enter a McIntire degree program complete their degree within the anticipated time frame. McIntire programs are highly ranked: in January 2021, *Poets & Quants* ranked McIntire second among the nation's best undergraduate business programs. The School achieved this ranking on the strength of various factors, including faculty availability and the accessibility of the alumni network. Notably, the School earned the highest marks of any U.S. business school for academic experience, which calculated alumni survey responses to questions about acquiring a "first job in a desired industry/company" and the availability of "signature learning opportunities and international experiences."

Undergraduate data collected via the University 2020 [SERU survey](#) shows equally high ratings of the student experience by all undergraduate students who completed the survey (133 out of 700 total undergraduates). On almost every dimension, Commerce student responses are higher than UVA students overall (1881). Given the small sample size, further analysis by demographic variable was not possible. One question, however, should be given attention: *Overall, I feel comfortable with the campus climate for diversity and inclusion in my major* (1 – 6, for Strongly Disagree to Strongly Agree). The mean response for Commerce student was above average at 4.0 but lagged slightly behind the University mean at 4.3, indicating a clear opportunity that McIntire can do better to enhance the campus climate around Diversity and Inclusion.

Recognizing the lack of data and assessment measures for student culture and climate, a set of standard Belongingness Questions with an opportunity for open responses was added to the 2016 undergraduate student assessment. These questions sought to assess the extent to which students' felt the McIntire community values differences. 2016-2017 was measurement year one. In the spring of 2019, all graduate programs also added the same Belongingness Questions to their end-of-program surveys. This data is evaluated annually by ODEI and the Student Services and Academic Operations (SSAO) Office, and shared with program directors. The two questions are:

McIntire as a community values differences in backgrounds, perspectives and experiences.

I believe my background, perspectives and experiences have been valued as a student at McIntire.

There were no statistically-significant revelations identified from these belongingness data, given the small sample sizes and limited responses based on demographic variable. However, for the undergraduate program, MS Accounting and MS Commerce we combined the four (three for MS) years of data and were able to discern some common trends. While the number of students responding in the negative to the two questions has declined, the data shows a common trend that not all students have the same experience across demographic groups. Specifically, African American, Hispanic and Multi-Race students respond negatively to the questions at a higher rate than all other students. This reinforces informal observations that our students from underrepresented backgrounds may not have the same sense of belonging as other students in the School. It is encouraging to note that no differences surfaced across gender for either question. It should also be noted that the sample size of underrepresented students in the MS Commerce program was simply too small to derive any trends. Overall, McIntire provides students with an exceptional educational experience, however, the sense of belonging and value experienced by students is not consistent across all racial differences.

Education and Scholarship

STUDENT EDUCATION

From Fall 2016 to Fall 2020, all third-year students experienced a *Valuing Differences Seminar* in August. (A compressed online video was offered in Fall 2020). In Fall 2017 and Spring 2018, ODEI developed and delivered class sessions for COMM 1800 (prerequisite first-year course with approximately 600 students enrolled per year) on bias and stereotyping and its impact on workplace decisions. In Fall 2018 through Fall 2020, ODEI adopted *PWC Blind Spots Training* as curriculum foundation for a class session to be delivered in small seminar discussion sections in COMM 1800. These offerings have ensured that all undergraduate students are exposed to these topics. Given that there is no standalone DEI courses offered by "teaching

faculty” in the core curriculum or any additional courses, the issues of diversity, equity and inclusion have not been viewed as *required* or *critical skills* for business success. Coverage of these topics tends to be left up to individual faculty.

Much has been written about the need for students to see and learn from individuals with whom they can identify. An informal survey of guest speakers in McIntire classes during the 2019-2020 academic year found that 73% of the guests identified as male and 88% identified as White. Thus, the role models and examples we bring to the classroom are not reflective of the diversity of our student body, alumni, or corporate supporters. There is great opportunity for increased engagement with more diverse guests, speakers and materials in every classroom at the McIntire School.

FACULTY/STAFF EDUCATION

In January 2016, a *Valuing Differences Training* for faculty and staff and another for student leaders was conducted by Korn Ferry. In Spring 2019, through a University Bridging Grant, McIntire delivered an Inclusive Classroom Training from the University of Michigan Players for staff and faculty, followed by two workshops for staff and faculty through Hoos Brave: Multi-Cultural Fluency and The Power of Privilege. While the curriculum and feedback from participants was positive, the attendance at all but the Michigan Players events was less than 25. Michigan Players had very high attendance as it was strongly promoted by the Dean’s Office. Over the past five years, trainings have been offered each semester in collaboration with UVA ACTS or the UVA Center for Teaching Excellence.

In January of 2021, McIntire ODEI delivered a five-week online small group dialogue series for over one hundred McIntire faculty and staff using Stanford University’s Anti-Racism and Allyship Journey curriculum. The engagement, participation and outcomes of this were positive and distinctly increased from prior engagement opportunities, likely as a result of vocal support from School top leadership.

While the initiatives undertaken since 2016 represent major advancements and increased McIntire’s visibility around DEI work, they have tended to be primarily student focused, event-based, and episodic, lacking a cohesive, school-wide commitment. Thus, great opportunities exist to imbed Diversity, Equity and Inclusion throughout all we do – curriculum, training, roles, responsibilities and especially with a focus on processes and policies.

Infrastructure and Investment

As stated previously, the initiatives undertaken since 2016 represent major advancements and have increased McIntire’s visibility around DEI work. The establishment of an office with a designated Associate Dean represented a commitment from school leadership. However, relative to other offices and efforts within the school, funding and support has been limited. ODEI has been successful in securing external support for many of the initiatives undertaken. ODEI works with McIntire Corporate Relations and Alumni, Development & Engagement to involve companies and alumni around diversity and inclusion interests and initiatives. In 2016, a \$15,000 Jefferson Trust Grant, an annual \$10,000 gift from ALTRIA for the Valuing Differences workshop, as well as \$8000 from P&G for office furnishing were secured. In 2019, ODEI secured a \$50,000 Grant for the Inclusive Classroom curriculum. Working with Undergraduate Admission and Alumni Relations, the School secured annual commitments for the Commerce Cohort program which will reach \$75,000 in 2021. Finally, there now exists an endowment fund with over \$250,000 from many donors committed to enhancing Diversity, Equity and Inclusion initiatives at the School.

Community and Partnership

Commerce for the Common Good recognizes the importance of commerce — the purposeful exchange of goods, services and ideas — to strengthen and advance society. Historically, the McIntire School of Commerce has educated and inspired generations of students to become visionary leaders who shape global business

with integrity, purpose and a fundamental understanding of how commerce can contribute to the common good. This contribution has been seen by high student participation through community service organizations, most notably for example IRS-trained University of Virginia student volunteers through the Madison House Creating Assets, Savings and Hope program (CASH). McIntire student participation in this program has been very high for many years. However, much more could be done to provide McIntire community members with more opportunities to apply business skills and acumen to the benefit of our local community.

As McIntire embarks on its next century, the School is in an excellent position to influence and shape students' understanding of how to effectively interact with those from different cultures and backgrounds in a manner that better prepares them to contribute and engage in meaningful relationships that benefit the greater society and better use commerce for the common good. For example, while McIntire faculty, staff and students regularly engage with community organizations in the Charlottesville area and across the Commonwealth, there are opportunities for further coordination of these efforts and to further integrate best practices in community-engaged scholarship, teaching and learning.

In celebration of its 100th anniversary in 2021, the McIntire School proudly kicked off in March 2019 the Centennial Speaker Series, with University of Virginia alumna, local resident and bestselling author Margot Lee Shetterly. Ms. Shetterly joined UVA's McIntire School of Commerce and School of Engineering as a Visiting Scholar in 2019, with the goals of furthering her research into untold histories of African Americans and inspiring students to explore the intersections of history, technology, race, gender, work identity, and social mobility. The Centennial Speaker Series presents thought-provoking keynotes and conversations featuring visionaries in business and beyond. Representing a wide range of industries across private and public sectors, the series offers relevant and insightful perspectives at the intersection of leadership and business. Speakers reflect the rich diversity of the McIntire learning community and the rapidly changing global business landscape and provide opportunity for the local community to engage in these topics. Through the speaker series, social media, news articles and features, over the past several years McIntire's Alumni Engagement and Communication Teams have done excellent work to highlight the diversity and depth of McIntire's impact in pursuing a community that is both great and good both locally, nationally and globally.

Goals and Objectives Summary

Access + Success

STUDENTS

- Enhancing the pipeline and increasing the number of students interested in business education who apply to McIntire's programs is a critical goal to increasing overall student diversity at both the graduate and undergraduate level.
- Recruit, advise and support student applicant pools that reflects the racial, gender and economic demographics of the state of Virginia. (REPRESENT VIRGINIA, Racial Equity Task Force)
- Enhance access and diversity of the Graduate student applicant pool and student population to our pre-experience (MS Accounting, MS Commerce and MS Global Commerce) programs.
- Increasing the pipeline and number of students interested in business education and applying to business programs is a critical goal to increasing overall student diversity.
- Increase yield or number of graduate students accepting graduate offers of admission as well as diversity of applicant pool through scholarship support.

STAFF/FACULTY

- Evaluate McIntire's current faculty recruitment and hiring processes to increase the overall diversity of hiring pools and faculty hires. Look to identify and address potential bias in the process, increase efficiency and streamline processes.
- Encourage a collaborative and inclusive culture where members of the community work well together, value different perspectives, and promote professional learning and growth for junior faculty members.

Education + Scholarship

- We want to be known for providing transformational learning experiences that prepare business leaders who are both great and good.
- We aspire for our academic programs to offer a curriculum that is relevant, integrated, engaging, and highly experiential.
- Moreover, we aspire for these programs to be innovative and prepare a diverse group of graduates who not only excel in terms of business expertise but are also willing and able to tackle society's grand challenges. This requires us to instill in students a civic-mindedness, cultural fluency, and a desire to use business as a force for good. We strive for these programs to be both accessible and inclusive.

Climate + Intergroup Relations

- The School encourages a collaborative and inclusive culture where members of the community work well together, value different perspectives, and promote professional learning and growth.
- Empower all members of the McIntire community with the courage, understanding, knowledge and skills to take effective antiracist actions and to foster a culture of belonging and inclusion.

Infrastructure + Investment

- We want to be known to the University and in higher education as a leading model for effective and efficient operations with a workplace culture that is collaborative and inviting.
- We aspire to create an agile and purposeful administrative environment that ensures intentional visibility and access to information to support sound operational decision-making. The School encourages a collaborative and inclusive culture where members of the community work well together, value different perspectives, and promote professional learning and growth.

Community + Partnership

- We aspire for our academic programs to offer a curriculum that is relevant, integrated, engaging, and highly experiential. Moreover, we aspire for these programs to be innovative and prepare a diverse group of graduates who not only excel in terms of business expertise but are also willing and able to tackle society's grand challenges. This requires us to instill in students a civic-mindedness, cultural fluency, and a desire to use business as a force for good.
- Supporting Local Communities: McIntire is expanding its network in the city of Charlottesville to provide academic and co-curricular opportunities for our students to use their newly acquired skills to help members of the broader community with tax preparation, increased financial acumen, business plan support and the like. Our students want to be of service and we want to provide them with opportunities to help others and to invest in the city that they call home.

Goals, Actions, Measures, and Implementation Plan

Access + Success					
2030 Vision: <i>Recruit and support exceptionally talented, diverse, and service-oriented students. Recruit, support, and retain excellent and diverse faculty and staff.</i>					
Goals/Objectives	Actions	Outcomes (Data/Metric)	Timeframe(s)	Responsible Office/Position	Funding/Resource Allocation
<p>STUDENTS</p> <p>Enhancing the pipeline and increasing the number of students interested in business education who apply to McIntire’s programs is a critical goal to increasing overall student diversity at both the graduate and undergraduate level.</p> <p>Recruit, advise and support student applicant pools that reflects the racial, gender and economic demographics of the state of Virginia. (REPRESENT VIRGINIA, Racial Equity Task Force)</p>	<p>Identify and address barriers to entry: Evaluate prerequisite coursework, application timeline. Provide differentiated academic advising and supports to increase students’ competitiveness in the applicant pool.</p>	<p>Data indicates that U.S. racial minorities and females drop out of the prerequisite courses at a greater rate than other students; track and ensure retention through the pre-requisite sequences to application. Track student grades by gender/ethnicity.</p>	<p>Prerequisite evaluation and redesign will take place during calendar year 2021, with any changes reviewed and accepted by curriculum committee (UPC) and faculty by end of Fall 2021.</p>	<p>Working Groups to evaluate prerequisites and time line to entry during 2021-2022 to include Associate Dean Undergraduate Program, Director of Undergraduate Admission, and Undergraduate Program Committee</p>	<p>Within current budget</p>
	<p>Increase current and prospective undergraduate students’ sense of inclusion within McIntire through advising, affinity group support, and programs to provide opportunities for students’ self-discovery and empowerment.</p>	<p>Increased gender, racial and economic diversity of applicant pool.</p> <p>Increased belongingness data from URM undergraduate student assessment end of program survey.</p> <p>Increased Affinity Group support to include mentoring and support of undergraduate students.</p>	<p>Each of the three outcomes in this set are annual as well as long-range targets.</p>	<p>Student Services – Student Life Team and Undergraduate Admission Team</p>	<p>ODEI Endowment Funding and corporate support available for affinity groups based upon activities proposed.</p>

	Double the size of the Commerce Cohort Program.	Retention of students through the Commerce Cohort to application and increased racial, gender and economic demographics measures in the applicant pool.	For 2021-2022 increase the number of students in the Commerce Cohort program from 30 to 60 by changing the program model.	Office of Undergraduate Admission	\$5,000,000 endowment to fund program and full-time Director
<p>Enhance access and diversity of the Graduate student applicant pool and student population to our pre-experience (MS Accounting, MS Commerce and MS Global Commerce) programs.</p> <p>Increasing the pipeline and number of students interested in business education and applying to business programs is a critical goal to increasing overall student diversity.</p>	<p>Building on the current offering of “Meet McIntire” and “Women in Business”, these events will be evaluated and expanded to include mentoring, (could be virtual, web based, asynchronous, 3x3 video program) to include programmatic learning opportunities.</p>	<p>Offer new Meet McIntire programs. Seek alumni from URM groups to serve as mentors and help educate students about the benefits of business education and careers. Could follow a yearlong cohort style model. Increase connections with HBCU contacts to promote the program and seek students beyond UVA.</p>	<p>Evaluate in 2021-2023 with proposed launch for Fall 2023</p>	<p>Office of Graduate Marketing and Admission</p>	<p>Depending upon the breadth and depth of the program, could require significant financial and human resources to manage and deliver expanded programs. Possible opportunity for grant funding or alumni support.</p>
	<p>Grow the total number of UVA students who have access to a Commerce credential by increasing possible “on ramps” and accessibility for students to business education via current and future certificate programs and</p>	<p>Track number and demographic diversity of applicants to program as well as undergraduate degree information.</p>	<p>2021-2023 Real Estate minor to launch 2021-2022</p> <p>Business Minor to be studied and proposed for future launch.</p>	<p>Associate Deans Graduate and Undergraduate Programs, Director of Graduate Admission and Marketing, Academic Program Managers.</p>	<p>Seek funding to support increased minors - Jeff Trust and certificate programs, scholarship support. Tuition and philanthropy.</p>

	<p>increased minor programs for non-business undergraduate students. Advise and encourage those students to consider McIntire graduate program after completion of minors and certificates.</p>				
	<p>Increase accessibility for students to business education via changed delivery structure and scheduling of MS MIT program in NOVA. Schedule all Saturday classes in NOVA vs Charlottesville.</p>	<p>Track number and demographic diversity of applicants to program, especially noting whether this format change yields desired result of increasing accessibility.</p>	<p>2021-2022 to implement new schedule.</p>	<p>Associate Dean Graduate Programs, Director of Graduate Admission and Marketing.</p>	<p>None</p>
	<p>Expand existing Pathways for UVA students to include students enrolled at UVA Wise with focus on First Gen, Low Income students to apply to MSC and MSA programs. To support this expansion, build connections with Accounting faculty and career services staff members.</p>	<p>Track number and demographic diversity of applicants to program.</p>	<p>2021-2024 recruitment cycles.</p>	<p>Graduate Marketing and Admission Team.</p>	<p>Utilize current scholarship funds that are designated for rural Virginians to further improve yield with this group.</p>

Increase yield or number of students accepting graduate offers of admission as well as diversity of applicant pool through scholarship support.	Increase scholarship support for graduate students.	Track yield of applicant pool	Ongoing	Development, Alumni Relations and Graduate Admission and Marketing	Significant scholarship support required from private gifts.
STAFF/FACULTY Evaluate McIntire's current faculty recruitment and hiring processes to increase the overall diversity of hiring pools and faculty hires. Look to identify and address potential bias in the process, increase efficiency and streamline processes.	Develop and require for all faculty and staff searches, McIntire Search and Hiring Policy Manual to include search processes which appropriately promote inclusive excellence as a key McIntire value.	All search committee chairs will review search pool certifications from UHR with oversight from relevant Associate Dean. Benchmark throughout the recruitment and search process to ensure diversity of the pool relative to HR benchmark data. Audit the search and selection processes to ascertain racial and ethnic diversity among the candidate pool, especially at the various decision points.	McIntire Search and Hiring Policy Manual to be completed and implemented May 2021.	Associate Dean DEI and Special Assistant for Academic Administration to complete review and create Guide and provide guidance and support to Sr. Associate Dean (Faculty) and Associate Dean, Administration (Staff)	No direct costs associated with process. Increased resources for increased advertising and recruitment budgets recommended.
Encourage a collaborative and inclusive culture where members of the community work well together, value different perspectives, and promote professional learning and growth for junior faculty members.	Mentoring Junior Faculty - Establish a pool of senior faculty as formal research and teaching advisors for junior faculty to be connected outside of department areas with a focus in women faculty at the Associate rank.	Continue to track annual data from EOCR to ensure faculty are moving through the ranks at equal rates.	Initiated 2021	Sr. Associate Dean	none

	Will receive two Mellon Grant funded Post Doc positions in Racial Equity between 2021-2024.		Implement Fall 2021	Sr. Associate Dean	Mellon Grant match secured, the university agreed to match funding for one Commerce scholar. The Provost's office also committed \$100,000 per post-doc as transition funds if they are hired into a faculty line at UVA.
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Education + Scholarship		<i>2030 Vision: Enable faculty, staff, and students to work across traditional boundaries and prepare servant-leaders to shed new light on enduring and profound questions in our diverse community and globally connected world.</i>			
Goals/Objectives	Actions	Outcomes (Data/Metric)	Timeframe(s)	Responsible Office/Position	Funding/Resource Allocation
<p>We want to be known for providing transformational learning experiences that prepare business leaders who are both great and good.</p> <p>We aspire for our academic programs to offer a curriculum that is relevant, integrated, engaging, and highly experiential.</p> <p>Moreover, we aspire for these programs to be innovative and prepare a diverse group of</p>	<p>Undergraduate Integrated Core Experience - Goal to increase diversity across blocks and teams and prevent self-segregation creating dominate cultures and perceived stereotypes by blocks.</p> <p>Student Team Assignments: Evaluate and develop recommendations regarding group assignment process, and inputs to this process, which could be used across all school programs, with the goal of preventing isolation and exclusion within groups.</p>	<p>Student belongingness data would ideally show little to no consistent difference across demographic variables.</p>	<p>Evaluate and change enrollment process for Fall 2021</p>	<p>Working Group formed, chaired by Associate Dean for Student Services</p>	<p>none</p>

<p>graduates who not only excel in terms of business expertise but are also willing and able to tackle society's grand challenges. This requires us to instill in students a civic-mindedness, cultural fluency, and a desire to use business as a force for good. We strive for these programs to be both accessible and inclusive.</p>	<p>Curriculum revision – look for opportunities to embed issues of diversity and inclusion within required curriculum.</p> <p>Specifically, provide resources via MyMcIntire portal site for faculty to increase cases and readings with diverse perspectives as well as library of videos and guest speaker recommendations.</p>	<p>Course evaluations, end of program evaluations.</p>	<p>Summer 2021 have portal resource available.</p>	<p>Office of ODEI to create portal resources</p> <p>Associate Deans, Student Services, Undergraduate and Graduate Programs via Curriculum Committees should evaluate curriculum.</p>	<p>Minimal for portal work.</p>
	<p>Develop curriculum for student audience that outlines School goals for DEI learning over the course of one's tenure. Consider a two-year curriculum plan for undergraduate students and a one-year plan for graduate students. Consider cultural intelligence testing pre and post or other forms of measurement and goal setting.</p>	<p>Bi-annual evaluation SERU review processes well as McIntire end of program data.</p>	<p>Pilot, Evaluation and benchmarking 2021-2023 with full implementation for Fall 2023</p>	<p>SSAO with Associate Director Student Diversity, Equity and Inclusion to develop student curriculum.</p>	<p>Could be organized with minimal funding but programming provides opportunity for external support.</p>
	<p>Develop curriculum for faculty/staff audience that outlines School goals for DEI learning; consider a five-year plan for faculty/staff</p> <p>Staff and Faculty Workshops and Experiences to Increase Cultural Fluency - offer consistent and ongoing opportunities for staff and faculty to</p>	<p>Bi-annual evaluation and review processes (COACHE) as well as internal program assessment and faculty annual review process.</p>	<p>Reporting on DEI engagement to be added to 2022 faculty and staff annual review process.</p> <p>Evaluation and development of five-year plan 2021-2023 with full implementation for Fall 2023</p>	<p>Office of Diversity Equity an Inclusion in consult with Sr. Leadership and in collaboration with new Director of Training in the UVA Division of Diversity.</p>	<p>Could be organized with minimal funding but programming provides opportunity for external support.</p>

	<p>increase their skills and knowledge around inclusive practices. Expand existing DEI-related training, through more frequent offerings on a broader range of topics, with even stronger organizational emphasis on participation. Form discussion groups (6-8 faculty and staff each) that meet to discuss materials (e.g., articles, books, book chapters, videos, podcasts) related to DEI.</p> <p>Provide opportunity and encourage staff and faculty report on this participation and progress in their annual reports and to outline plans for the future each year.</p>		<p>Programming in place by Sept. 1 each academic year.</p>		
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Climate + Intergroup Relations		2030 Vision: <i>Continuously promote and strengthen an inclusive community of trust, a culture of integrity, mutual respect, excellence, collaboration, and innovation.</i>			
Goals/Objectives	Actions	Outcomes (Data/Metric)	Timeframe(s)	Responsible Office/Position	Funding/Resource Allocation
The School encourages a collaborative and inclusive culture where members of the community work well together, value different perspectives, and promote professional learning and growth.	Set the example of effective, equity-minded management by senior leadership by providing training topics such as building an inclusive culture, equity-minded leadership and decision-making.	Collect and track data to reveal student, faculty and staff feedback regarding inclusive culture. Long term improvements in student, faculty and staff data	Evaluation of program options (USC Equity Institute, UVA Diversity Equity Minded Decisions Training) to be completed by Dean's	Office of Diversity Equity and Inclusion in consultation with Sr. Leadership and in collaboration with new Director of Training in the UVA Division of Diversity	Dependent upon program: could be \$80,000 (USC) or could be no cost for the curriculum.

		regarding inclusive culture.	Leadership Team during 2021-2022		
	Given lack of staff climate data, partner with UVA Division of Diversity to create staff climate survey and follow up with focus group feedback sessions or Pulse Survey approach.	Provide benchmark data of staff sense of well-being and continue to collect and track.	2021 – 2024 collaboration and data collection.	Sr. Associate Dean, Administration and Office of Diversity Equity and Inclusion in consult with UVA Division of Diversity	None if utilize internal/UVA resources
	Create Student Diversity Advisory Committee to include representation from McIntire Affinity Groups, Commerce Council(s), Undergraduate/Graduate Admission, Student Services, Career Services, and ODEI. The goal of the Committee is to advise and guide DEI efforts across the School from a student perspective and to collaborate on student development and educational programming focused on inclusive excellence.	Student belongingness data should show no consistent difference across demographic variable.	To implement 2021 -2022	Associate/Director Student Inclusion in SSAO	Can be accomplished within current funding, but dependent upon programming recommendations could have costs associate and also could provide opportunity for external funding sources.
Empower all members of the McIntire community with the courage, understanding, knowledge and skills to take effective antiracist actions and to foster a culture of belonging and inclusion.	Provide anti-racism and ally ship education series for students along with (above) Faculty and Staff Workshop series for faculty and staff.	SERU, McIntire Student Assessment data Feedback surveys from program participants at each workshop.	Staff and Faculty Stanford Journey Piloted Spring 2021 Student Journey to be developed for 2021-2022 based upon lessons learned in spring 2021	AD DEI in SSAO in collaboration with Program Managers and Diversity Advisory Committee	Can be accomplished within current funding, but dependent upon programming recommendations could have costs associate and also could provide opportunity for external funding sources.

Infrastructure + Investment		2030 Vision: <i>Be a community that consistently lives its values and ensure that our systems enable our students, faculty, and staff to do their best work.</i>			
Goals/Objectives	Actions	Outcomes (Data/Metric)	Timeframe(s)	Responsible Office/Position	Funding/Resource Allocation
<p>We want to be known to the University and in higher education as a leading model for effective and efficient operations with a workplace culture that is collaborative and inviting. We aspire to create an agile and purposeful administrative environment that ensures intentional visibility and access to information to support sound operational decision-making. The School encourages a collaborative and inclusive culture where members of the community work well together, value different perspectives, and promote professional learning and growth.</p>	Use the MyMcIntire portal as a go-to source for School and unit information sharing	Increased engagement and usage of material and programming. Long term improvements in student, faculty and staff data regarding inclusive culture.	Spring 2021 – Fall 2022 and ongoing	ODEI working with Portal Working group	Possible within current resources, but may require additional portal support person
	Create Hiring Policy Manual (see access and success)	Increased underrepresented faculty and staff demographics.	Spring 2021	ODEI with Sr AD and AD Administration.	None for manual
	Hire Associate Director of Student Diversity, Equity and Inclusion to be housed in Student Services and Academic Operations	Long term increase in student, faculty and staff data regarding inclusive culture.	Spring 2021	Student Services Office	Funding allocated
	Continue to build and increase the McIntire Diversity, Equity and Inclusion Fund to reach \$3mm mark by end of Capital Campaign	Dollars raised	2025	ODEI with External Affairs.	
	Add question to staff and faculty annual evaluation process to recognize engagement in DEI work and increasing cultural fluency	Increased engagement in programming and focus on skills development from faculty and staff. Long term improvement in faculty and staff data regarding inclusive culture.	Question to be in all evaluations for 2021 evaluation cycle.	AD DEI, Sr Associate Dean and Associate Dean Administration	none

Community + Partnership		2030 Vision: <i>Be a strong partner with and good neighbor to our region, contributing to economic and social well-being by providing accessible healthcare, innovative education, opportunity, and engaging alumni.</i>			
Goals/Objectives	Actions	Outcomes (Data/Metric)	Timeframe(s)	Responsible Office/Position	Funding/Resource Allocation
We aspire for our academic programs to offer a curriculum that is relevant, integrated, engaging, and highly experiential. Moreover, we aspire for these programs to be innovative and prepare a diverse group of graduates who not only excel in terms of business expertise but are also willing and able to tackle society's grand challenges. This requires us to instill in students a civic-mindedness, cultural fluency, and a desire to use business as a force for good.	As part of Staff and Faculty development offer workshop series focusing on the History of Race and Equity at UVA and Charlottesville , likely using the Remembering our Future curriculum developed by UVA EOCR or Race and Place videos developed by Louis Nelson.	Increased awareness, conversation and engagement related to issues of race and racism locally.	2021-2022	ODEI as part of annual workshop series.	None if use University's existing resources.
	Development of a Day of Caring with no classes or other programming scheduled and all members of the McIntire community can participate in service project at UVA and surrounding communities	Increased awareness, conversation and engagement of students in local community. Improved responses on SERU	2021-2022	SSAO, Student Life Team	Minimal
Supporting Local Communities McIntire is expanding its network in the city of Charlottesville to provide academic and co-curricular opportunities for our students to use their newly acquired skills to	As part of the focus on Commerce for the Common Good, Faculty will be encouraged to incorporate local community engagement into their curriculum, teaching and/or research.	Increase the number of opportunities for students to participate in community focused activities. Increased reporting of community-engaged	2021-2023	Area coordinators and faculty	Philanthropy and existing university resources

<p>help members of the broader community with tax preparation, increased financial acumen, business plan support and the like. Our students want to be of service and we want to provide them with opportunities to help others and to invest in the city that they call home.</p>	<p>For example, we envision developing programs that would not only provide business expertise but also allow for on-site volunteering and grant awards to area non-profits. Exposing students to issues surrounding small or minority-owned business and nonprofits allows them to experience the difficulties associated with making decisions about allocating scarce funds to competing vital needs, the different challenges and opportunities that exist in the local economy, and to think about the possibility of starting a business in their own community or in the nonprofit sector.</p>	<p>teaching and scholarship on faculty annual review reports.</p>			
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Communication Plan

Once submitted and reviewed, this IE Plan will replace the current 2016 plan on the McIntire Diversity, Equity and Inclusion website and will provide a roadmap for accountability and measurement. For internal purposes, the MyMcIntire portal has been adopted as the “go to” resource for internal stakeholders. This portal will be used to release materials and updates and communicate progress and information. As can be seen from the report, resource materials will be released via the portal as they are developed. ODEI and other units within McIntire are growing the resources and updates that are available via the portal and this will serve as an excellent channel through which updates and new information can be shared internally.