Fowler College of Business (FCB) – Diversity and Inclusion Plan[1]

I. Introduction

The Process
This Diversity and Inclusion plan was the result of a year-long process involving multi-stage input from FCB faculty, staff, students, administrators as well as from SDSU faculty and administrators outside of the business school. A diverse group of FCB, staff, and students were involved in two university-wide Institutes where unit-specific data were supplied and half-day work sessions were provided for each unit to collaborate on analyzing the data and developing a Diversity and Inclusion Plan. This subgroup included URM individuals and also included varying levels of seniority/rank/roles. Additional data also were provided by the Division of Diversity and Innovation and the FCB outside of these working Institute sessions and were analyzed and incorporated into this plan. When a faculty member, staff member, or student was unable to attend a meeting, their feedback was solicited and integrated via email and phone conversations. In addition, in accordance with shared governance principles, input was solicited from the following in sequential stages with changes to the plan at each level of input:

Who	When
Inclusion Council Representatives from across the university	October 2019 – October 2020
Division of Diversity and Innovation administrators (Jennifer Imazeki and Luke Wood)	April 2020 and June 2020
The FCB Diversity and Inclusion Committee (an advisory group of faculty, staff, and students)	Fall 2019 – Fall 2020
The FCB Steering Committee	Spring 2020 – Fall 2020
The FCB Chairs and Directors Committee	July 2020
The FCB Interim Dean (Bruce Reinig)	August 2020
All FCB faculty, lecturers, and staff	August 2020 (sentiment analysis and request for feedback) and September 2020 (vote)

Key Definitions and Further Process Details:
- College Vote: The resulting plan was put to a vote of all FCB faculty, staff, and part-time lecturers and was supported by 65% of respondents (86 individuals voted with representation from faculty, staff, and part-time lecturers).
- URM Definition: This plan utilizes the definition of Underrepresented Minorities (URM) that is provided by the CSU and includes Black/African American, American Indian/Alaskan Native, Chicano/a/x, Latino/a/x, or Hispanic individuals.
- Focus of the Plan: This plan focuses on faculty and staff as was requested by the Division of Diversity and Innovation in Fall 2019. Our concern for students was woven into discussions throughout this process despite the request in Fall 2019 to not focus on students at this stage of Diversity and Inclusion planning.
- Specific Individuals Involved in Drafting This Plan: A list of all the FCB individuals involved in drafting this plan is included at the end of the document.

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[1] Developed in consideration of AACSB Business Accreditation Standards (https://www.aacsb.edu/about/advocacy-and-awareness/diversity)

II. Diversity and Inclusion Statement

> The Fowler College of Business at San Diego State University is committed to advancing an inclusive culture for students, staff and faculty based on respect, equity, and value for unique perspectives. We value the diversity of our students and strive to recruit and retain faculty and staff who represent and advocate for our student population. The Fowler College of Business seeks to empower the next generation of culturally sensitive leaders. By innovatively solving problems through our teaching, research, and service, we endeavor to achieve societal impact on the regional and global communities to which we belong.

*Please note: This Diversity and Inclusion Statement will be posted to our unit's website once our plan has been approved by the university.

III. Results from the Unit's Environmental Assessment

Representation: *Please report what you learned about the representation of faculty and staff. For example, to what extent is the current employee demographic representative of the students and local community served?*

Current FCB employee demographics are limited in the representation of FCB students. Need for improvement in representation can be assessed by values of less than .8 that result when dividing the percentage of T/TT faculty/staff by the percentage of students (Herrin, Institute #1, 2019).

Using available data provided by DDI[2] in Fall 2019, there is evidence of limited representation regarding:
- URM[3] T/TT Faculty versus URM Students, 2018: (7%/27% = .26)
- URM Temporary Faculty versus URM Students, 2018: (9.5%/27% = .35)
- Female Temporary Faculty versus Female Students, 2018: (28%/44.6% = .63).

However, there is evidence of representation relative to students[4] for:
- T/TT Female Faculty versus Female Students (36.6%/44.6%=.82)
- URM Staff versus URM Students (26%/27% = .96)
- Female Staff versus Female Students (69%/44.6%=1.55)

As of Fall 2018, URM comprised 27% of FCB students but only comprised 7% of FCB T/TT faculty. According to presentations by DDI (Institute #1 and #2) student diversity is increasing at a faster rate than T/TT faculty,[5] which suggests a need for increasing T/TT faculty diversity to levels greater than current student levels. Upper-level administration in the FCB (as of Spring 2020), which includes Deans, Associate Deans, and Chairs, is white 62.5% and 50% women.

Considering the FCB headcounts of T/TT faculty in terms of gender and rank, the following is notable[6]:
- As of Spring 2020, female T/TT faculty represent 34.7 % of the entire FCB T/TT faculty.
- From Spring 2018 to Spring 2020, the number of male assistant professors has increased from 12 to 16 while the number of female assistant professors has decreased from 9 to 8.
- As of Spring 2020, T/TT faculty with more than 6 years in the rank of associate professor include a higher representation of females than males (females 4/8=.50 vs. male 4/14=.28).

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[2] Division of Diversity and Innovation

[3] URM defined by the CSU (2020) includes Black/African American, American Indian/Alaskan Native, Chicano/a/x, Latino/a/x, or Hispanic.

[4] Note: An overall absolute percentage of less than 50% indicates an opportunity for improvement.

[5] Note: Student populations change with every cohort while T/TT faculty doesn't change nearly as quickly.

[6] Unfortunately, a similar discussion for URM is not possible since URM faculty N is very low (N=5).

- As of Spring 2020, the average number of years at the associate professor level (for those professors who have been an associate professor for at least six years) is 10.5 years for female faculty versus 7.25 years for male faculty.
- As of Spring 2020, proportionally female faculty (which represent 34.7 % of the entire FCB T/TT faculty) serve on college committees more than male faculty do (13 females vs. 22 males, 13/35= 37%), university committees (17 females vs. 17 males, 17/34=50%) and students organizations (7 females vs. 6 males, 7/13=53%).

Given that SDSU is a Hispanic Serving Institution and nearly half of FCB students are female, representation of Hispanic T/TT faculty as well as recruitment and promotion of female faculty are noted as a priority in need of improvement. It is also important to note that while increasing representation is important, we need to help the promotion of URM and female faculty as well so that we have representative role models for our students to improve equity and inclusion outcomes; proactive mentoring, cultural competencies, and a diversity mindset may achieve positive equity and inclusion outcomes when representation has not yet been achieved.

There is room for more deliberate efforts to attract, retain, and provide career opportunities for individuals with diverse backgrounds.

Climate: *Please report what you learned about organizational climate. For example, to what extent do SDSU faculty and staff perceive the climate environment to be welcoming, affirming, and supportive of diversity and inclusion?*

There are both positive attributes as well as areas in need of improvement regarding the diversity and inclusion climate in the FCB. Positive attributes include that hiring practices were reported to be effective by 93% of respondents in 2015[7] and the FCB work environment shows signs of support to employees with diverse backgrounds (according to 70.6% of FCB respondents in 2019[8]). Evidence of the need for potential improvements include that respondents feel they could be valued and appreciated more, morale could be higher, silos are perceived to exist, there are budgetary challenges, and, 87% of FCB respondents believed there to be racial conflict on campus as of 2015, which highlights that there also could be a more welcoming climate on campus. The plan calls for more education and awareness of the experiences by female and URM faculty so we can represent and serve better our students' population.

Specifically:
1. In staff climate survey results from 2015 (N=48, FCB respondents), noteworthy results include that:
- 87% of respondents somewhat or strongly agree that there is racial conflict[9] on campus
- 93% of respondents believe that the FCB's hiring practices are effective
- Employees' perceptions of feeling valued were 3.1/5 point Likert scale (1 min-5 max) indicating an area of potential improvement

2. A 2012 FCB climate survey involving 24 staff responses (60% response rate) and 14 lecturer responses (26% response rate) concluded that there was low satisfaction regarding involvement among staff and temporary faculty

3. The 2017 FCB climate survey (N=37) suggests that:
- Faculty and staff perceptions differ in that staff see the need for more rewards and higher pay for staff, increased solicitation of staff input, and more respect for staff relative to faculty perceptions of these elements

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[7] A 2015 SDSU Division of Diversity and Innovation survey

[8] A 2019 SDSU Division of Diversity and Innovation survey

[9] The survey statement asked on a Likert scale was "There is a lot of campus racial conflict here." This is a survey result provided in the "Institutional Data" slide deck of FCB-specific data (from Institute #1).

- Faculty believe that resources are less adequate to publish quality research relative to staff perceptions of research resources
- Possible threats to a welcoming and affirmative climate mentioned are: morale, silos, budget, and the need for more appreciation. In the future, we could benefit from questions on climate surveys about efforts like mentoring and proactive reaching out to URM students as well as about how comfortable faculty are in dealing with diversity-related conflict

4. The 2019 DDI climate survey that involved FCB respondents (N=88) suggests that:
- 70.6% of respondents agree or strongly agree that the work environment is supportive of employees with diverse backgrounds
- 62% of respondents agree or strongly agree that there is a demonstrated commitment to retaining employees with diverse backgrounds
- There is room for more deliberate efforts to attract, retain, and provide career opportunities for individuals with diverse backgrounds

Success: *Please report what you learned about faculty and staff success. For example, to what degree are faculty from different backgrounds making timely progress to tenure and promotion?*

According to data provided by DDI in Fall 2019, which only focused on the promotion from Associate to Full Professor, no URM[10] T/TT faculty have been promoted to Full Professor yet in the FCB. Also, there are no examples of URM administrators or department chairs in the FCB but a majority of current department chairs as of Spring 2020 are female (4 out of 5). As indicated above, there is data suggesting that female faculty remain at the associate rank level for a longer time than males and represent a higher proportion of those with delayed promotion considering the total number of associate professors. Since promotion often coincides with childbearing and childrearing years, there is a need for maternity leave guidelines at the college level and revaluation of related policies and guidelines. There also is a need for indicators of staff success and also for staff to have opportunities to experience success. The FCB has learned that we need to devote a significant amount of time, effort and attention toward the recruiting, hiring and retention of URM and female faculty. Our goal is not only to attract and hire URM and female faculty, but also to create a welcoming collegial environment in which they will thrive and progress through the professorial ranks and take leadership positions within their respective departments.

IV. The Unit's Goals for Diversity and Inclusion

Units should identify three goals for the next one to five years, informed by the unit's diversity and inclusion statement and the environmental assessment. Excellent goals will be SMART:
Specific, Measurable, Attainable, Relevant and Timely.

Goal 1: **Increase URM and female faculty hiring effort**
Objective: By 2025, FCB faculty candidate semi-finalist pools (defined as those who are interviewed at conferences or via Zoom/Skype) will consist of a similar percentage of URM individuals and females as in the national pool of candidates in a given field.

Goal 2: Increase staff retention, morale, and participation
Objective: Achieve a sustainable staff retention model through an increase of staff morale and increase participation rate by 2025 measured via staff responses to a FCB climate survey run every year that includes quantitative and qualitative questions.

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[10] URM defined by the CSU includes Black/African American, American Indian/Alaskan Native, Chicano/a/x, Latino/a/x, or Hispanic.

Goal 3: Increase efforts toward promotion to full professor of URM and female faculty
Objective: Achieve improvement in the promotion rate of URM faculty (compared with non-URM faculty) and in the promotion rate of female faculty (compared to male faculty) to full professor for each department by 2030.[11]

Goal 4: Increase URM temporary faculty[12] access, hiring, and representation
Objective: By 2025, FCB temporary faculty will consist of at least a similar percentage of URM individuals as in the national pool of tenure-track candidates in a given field.

V. Planned Strategies and Interventions

Colleges should identify specific interventions to improve representation, climate, and success for faculty and staff. For each intervention, units should identify incentives, resources, and other factors that may affect the unit's ability to successfully implement their intended strategies, as well as how you intend to address any challenges.

Goal 1: **Increase URM faculty hiring effort**

Objective: By 2025, FCB faculty candidate semi-finalist pools (defined as those who are interviewed at conferences or via Zoom/Skype) will consist of a similar percentage of URM individuals and females as in the national pool of candidates in a given field.

Overall responsibility across Interventions G1_1-4: Search Committee Chair
Overall assessment across Interventions G1_1-4: Debriefing report

Intervention 1: Consultation with Inclusion Representative. The FCB will advance searches to the Office of Employee Relations and Compliance after the Department search committees have consulted with a certified Inclusion Representative made available by DDI[13] within 48 hours. If no Inclusion Representative is available by DDI, the Department will indicate so to the Dean in their search report at the end of each recruitment season.

Resources needed: Not applicable; this program is funded by DDI which is responsible to provide the Inclusion Representative.

Responsibility: The search committee chair will contact DDI to request that an Inclusion Representative be available for consulting in the search process.

Assessment: The search committee chair will submit a debriefing report at the conclusion of the search to the Dean submitting evidence of the request.

Intervention 2: Improve pool proportionality. In cases where pool proportionality is not reflective of terminal degree holders within the field, the FCB will require the search committee to specify actions that have been taken to ensure a more representative pool (e.g. job announcements posted with the PhD Project). [The Hiring Guide already requires departments to submit a pool proportionality form to the Office of Employee Relations and Compliance (OERC).]

Resources needed: The search committee chair will need training by DDI to interpret the data and understand appropriate actions to increase pool proportionality.

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[11] The 2030 date included in Goal 3 assumes 5-6 years to tenure and 4-5 additional years until promotion to full professor.

[12] URM temporary faculty includes adjuncts and lecturers.

[13] Division of Diversity and Innovation

Responsibility: The search committee chair is responsible for submitting the pool proportionality form and any required documentation to OERC.

Assessment: The search committee chair will submit a debriefing report at the conclusion of the search to the Dean detailing implementation of this intervention.

Intervention 3: Require implicit bias training. The FCB will only approve search committee members who have participated in one of the University's implicit bias seminars within the last two years.

Resources needed: This program is funded by the DDI. Committee members need to invest approximately 2 hours to complete the basic training.

Responsibility: The search committee chair is responsible for confirming that all members have participated in the training prior to beginning review of applications.

Assessment: The search committee chair will submit a debriefing report at the conclusion of the search to the Dean detailing implementation of this intervention.

Intervention 4: Engage with the PhD Project or similar organizations. The search committee chair will commit to engage with the PhD Project program (or other similar organizations) by advertising positions with the organization and asking them for resources and collaboration (e.g. presence and engagement at main conferences in the field, more involvement in doctoral consortiums and other opportunities to reach new potential faculty during their doctoral degree).

Resources needed: The search committee chair may need training by DDI on PhD Project or similar programs and the opportunities offered.

Responsibility: The search committee chair is responsible for contacting the PhD Project or similar programs.

Assessment: The search committee chair will submit a debriefing report at the conclusion of the search to the Dean detailing implementation of this intervention.

Goal 2: Increase staff retention, morale, and participation
Objective: Achieve a sustainable staff retention model through an increase of staff morale and increase staff participation by 2025 measured via staff responses to a FCB climate survey run every year that includes quantitative and qualitative questions.

Overall responsibility across Interventions G2_1: FCB Staff Committee co-chairs

Overall responsibility across Interventions G2_2, 3, 4: FCB Staff Development Committee

Overall assessment across Interventions G2_1-4: A FCB climate survey run every year by the Dean's office

Intervention 1: Shared governance opportunities. The FCB will continue to support staff professional development as well as foster an equitable and inclusive environment by providing on-going shared governance opportunities on college committees.
Resources needed: Time for the FCB Staff Committee co-chairs.

Responsibility: FCB Staff Committee co-chairs will be responsible for developing on-going opportunities for staff representation on college committees.

Assessment: A FCB climate survey run every year by the Dean's office will assist in determining the intervention success.

Intervention 2: Connections-building programs. The FCB will provide opportunities for informal connection-building programs between senior and new staff.
Resources needed: Time for the FCB Staff Development Committee

Responsibility: FCB Staff Development Committee will be responsible for informal connection-building programs between senior and new staff.

Assessment: A FCB climate survey run every year by the Dean's office will assist in determining the intervention success.

Intervention 3: Rewards. The FCB will provide opportunities for high-performing staff determined by their supervisors to be rewarded within union/collective bargaining agreements. The FCB will define creative methods with which to reward deserving staff. The Dean will work with Academic Affairs and HR to address the IRP (in-range progression) process into one that benefits staff.
Resources needed: FCB Staff Development Committee will work with the Dean to a) determine staff rewards, b) identify funding for staff rewards.

Responsibility: FCB Staff Development Committee will be responsible for developing a plan in collaboration with the Dean's Office that works within CSU and union guidelines.

Assessment: A FCB climate survey run every year by the Dean's office will assist in determining the intervention success.

Intervention 4: Community building opportunities. The FCB will provide and encourage new opportunities for team-building events in the regional and campus communities related to diversity/inclusion and involvement in employee resource groups (ERGs).
Resources needed: Time for the FCB Staff Development Committee.

Responsibility: FCB Staff Development Committee will be responsible for determining events that FCB staff could participate in and for increasing awareness of ERGs among staff members. All staff will be encouraged to attend implicit bias training.

Assessment: A FCB climate survey run every year by the Dean's office will assist in determining the intervention success.

Goal 3: Increase efforts toward promotion to full professor of URM faculty and female faculty

Objective: Achieve improvement in the promotion rate of URM faculty (compared with non-URM faculty) and in the promotion rate of female faculty (compared to male faculty) to full professor for each department by 2030.

Overall responsibility across Interventions G3_1-4: FCB Faculty Development Committee

Overall assessment across Interventions G3_1-3: A FCB climate survey run every year by the Dean's office.

Overall assessment across Interventions G3_4: FCB policy guidelines modified/introduced by May 2022.

Intervention 1: Mentorship and Sponsorship program. The FCB will establish a mentoring and sponsorship program for more senior faculty to mentor new faculty.
Resources needed: Time for Faculty Development Committee to a) establish a mentoring program, b) identify possible funding to support mentoring efforts/events.

Responsibility: Faculty Development Committee

Assessment: A FCB climate survey run every year by the Dean's office

Intervention 2: Faculty connection building. The FCB will establish career advancement faculty peer groups for research, teaching, and paper writing and create low-stakes connection building among faculty across departments via having coffees/lunches one/twice per semester ("invite someone different from you to lunch").
Resources needed: Time for a committee (e.g. Faculty Development Committee) and/or individual in a staff/faculty development position (appointed by the Dean's Office) to establish and administer this effort.

Responsibility: The Faculty Development Committee could oversee that these groups and connections are occurring.

Assessment: A FCB climate survey run every year by the Dean's office.

Intervention 3: Inclusive Behavior Training. The FCB will be provided with training opportunities by DDI on inclusive behaviors during meetings (e.g., inviting non-tenured professors to speak up more).
Resources needed: DDI will be invited to offer at least one training a year to the FCB College (all departments invited).

Responsibility: The Faculty Development Committee will ensure that training is at least offered once a year (preferably during the Fall semester).

Assessment: A FCB climate survey run every year by the Dean's office.

Intervention 4: **FCB policy guidelines**. The FCB will develop college-level policy guidelines (e.g. maternity leave, service expectations) by May 2022 in order to promote recruitment and advancement of female faculty.

Resources needed: Time for the Faculty Development Committee.

Responsibility: The Faculty Development Committee will propose policy guidelines to the Steering committee by May 2021.

Assessment: FCB policy guidelines are going to be modified/introduced by May 2022.

Goal 4: Increase URM temporary faculty[14] access, hiring, and representation
Objective: By 2025, FCB temporary faculty will consist of at least a similar percentage of URM individuals as in the national pool of tenure-track candidates in a given field.

Overall responsibility across Interventions G1_1-2: Dean's office and department chairs
Overall assessment across Interventions G1_1-2: The FCB website will show case examples by May 2022.

Intervention 1: **Alliance with URM institutions and organizations**. Improve the visibility of FCB among potential temporary URM faculty hires by building alliances with institutions and organizations that will help to increase diversity within the FCB.

Resources needed: The Dean's office and department chairs will work on this intervention.

Responsibility: The Dean's office and department chairs.

Assessment: The FCB website will show case examples by May 2022.

Intervention 2: **FCB URM Marketing**. Improve the visibility of FCB as a desirable workplace among URM communities. Utilize college website and social media to highlight faculty, staff, and student diversity.

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[14] URM temporary faculty includes adjuncts and lecturers.

Resources needed: The Dean's office will work on this intervention.

Responsibility: The Dean's office and their FCB marketing staff.

Assessment: The FCB website will show case examples by May 2022.

VI. Accountability

In addition to the accountability mechanisms that are outlined under *Responsibility* for each intervention in the section above, accountability will be facilitated by a FCB Diversity and Inclusion Liaison Committee. The mandate of the FCB Diversity and Inclusion Liaison Committee will be formalized through an addition that will be made to the Fowler College of Business policy file during the 2020-21 academic year. This FCB policy addition will outline the structure of the committee and its responsibility (accountability and support toward Diversity and Inclusion initiatives at the college level) which will require that specific personnel are accountable for ensuring the thorough implementation and completion of this plan.

At the beginning of each new academic year, the FCB Diversity and Inclusion Liaison Committee together with the FCB Diversity and Inclusion Liaisons will establish goals for the year that are consistent with the FCB Diversity and Inclusion plan. Progress will be monitored annually with documentation that will be submitted by the FCB Diversity and Inclusion Liaison Committee to the Fowler College of Business Dean's office. The FCB Diversity and Inclusion Committee will be the main unit accountable for the accomplishments of the set objectives.

VII. FCB Diversity and Inclusion Committee Participants: Fall 2019 through Fall 2020

Representation of Faculty, Staff, Temporary Lecturers, Administrators, and Students:
Kelly Bowen
Iana Castro
Leon Chan
Alex Denoble
Andrew Do
Aaron Elkins
David Ely
Jaemin Kim
Catherine Miranda
Raquel Montgomery
Paula C. Peter
Amy Randel
Bruce Reinig
Stephanie Smith
Michael Sloan

	GOAL 1 **Increase URM and female faculty hiring effort**	GOAL 2 **Increase staff retention, morale, and participation**	GOAL 3 **Increase efforts toward promotion to full professor of URM and female faculty**	GOAL 4 **Increase URM temporary faculty access, hiring, and representation**
Objective	By 2025, FCB faculty candidate semi-finalist pools (defined as those who are interviewed at conferences or via Zoom/Skype) will consist of a similar percentage of URM individuals and females as in the national pool of candidates in a given field.	Achieve a sustainable staff retention model through an increase of staff morale and increase participation rates by 2025 measured via staff responses to a FCB climate survey run every year that includes quantitative and qualitative questions.	Achieve improvement in the promotion rate of URM faculty (compared with non-URM faculty) and in the promotion rate of female faculty (compared to male faculty) to full professor for each department by 2030.	By 2025, FCB temporary faculty will consist of at least a similar percentage of URM individuals as in the national pool of tenure-track candidates in a given field.
Responsibility	-Search Committee Chair	-FCB Staff Committee co-chairs -FCB Staff Development Committee	-FCB Faculty Development Committee	-Dean's office -Department Chairs
Assessment	-Debriefing report to be submitted to the Dean	-An annual FCB climate survey	-An annual FCB climate survey -New/modified FCB policy guidelines by May 2022	-FCB website by May 2022
Interventions	1. Consultation with Inclusion Representative 2. Improve pool proportionality 3. Require implicit bias training 4. Engage with the PhD Project or similar organizations	1. Shared governance opportunities 2. Connections-building programs 3. Rewards 4. Community building opportunities	1. Mentorship and Sponsorship program 2. Faculty connection building 3. Inclusive behavior training 4. FCB policy guidelines	1. Alliance with URM institutions and organizations 2. FCB URM Marketing

Summary Table for the FCB Diversity and Inclusion Plan