Department of Management
Fowler College of Business
San Diego State University
Diversity, Equity, and Inclusion 5-Year Plan – Draft 10_29_21 Submitted

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Section 5: Diversity and Inclusion Statement (This statement was initially created by the Diversity Planning Committee then discussed multiple times and approved by the whole Department of Management)

The Management Department in the Fowler College of Business (FCB) at San Diego State University is committed to advancing a diverse and inclusive culture for students, staff, and faculty based on respect, equity, and value for unique perspectives. The department's diversity, equity, and inclusion plan is consistent with the FCB and San Diego State University's campus-wide diversity plans, principles, and initiatives. As a department that focuses on the human side of business, we seek to teach and role model the importance of being a leader who values and supports diversity, equity and inclusion. We value our diverse students and strive to recruit and retain faculty and staff who represent and advocate for our student population. We seek to promote diversity, inclusion and equity in all three areas of our work: teaching, research, and service.

Section 6: Assessment of Student Success

We conducted a thorough analysis of student success by following the guidelines outlined by Student Affairs and Campus Diversity. Please refer to Appendix A for all the data in summary form. First, we examined **degree results** by subgroups for the year 2019-2020 comparing Management majors to SDSU in general (Table 1). Results demonstrate that for under-represented minorities (URM), Gender, and Pell Grant recipients, the trends in the Management Dept. are very similar to the trends for SDSU in general.

Next, we examined **graduation rates** for (URM) vs. non-URM for two cycles (Tables 2a and 2b) and found that the gaps between URM and non-URM for 4-year, 5-year and 6-year graduation are similar to the gaps for SDSU in general. In most cases, the gaps for URM vs. non-URM in the Management Dept. are smaller than those for SDSU. We also examined the graduation rates for women vs. men for 4-year, 5-year and 6-year graduation rates (Table 3) and found that the Management Dept. is generally graduating more women than men and in some cases exceeds the gap in the amount of women over men in comparison to the university. Similarly, we examined the graduation rates of Pell vs non-Pell recipients (Table 4a and 4b) and found that Pell grant recipients who are Management majors are graduating sometimes at a higher rate than non-Pell recipients (See 6-years or less – Fall 2014, 5-years or less – Fall 2015, and 5-years or less – Fall 2014). In other instances, non-Pell recipients are graduating at a higher rate. Overall, there was no detectable pattern which shows that Pell grant recipients are consistently graduating at a lower rate than non-Pell. In contrast, SDSU in general, shows a consistent pattern of non-Pell students graduating at a higher rate than Pell grant recipients.

The next area we examined was the **DFW rate (students who receive a D, F or Withdraw)** in terms of all Management courses. Table 5 shows DFW and GPA by subgroups for various years. In general, we found that DFWs were received by Pell grant recipients more than for non-Pell. Although the gap is not big, it is a consistent pattern that necessitates further review and possible need for strategies and interventions. Similarly, we found that URM students consistently receive more DFWs than non-URM. Again, although the gap is not large as it

ranges from a 0.1 difference to 2.7, there is a consistent pattern that will need to be examined. Lastly, there is a gap in **GPA** between URM and non-URM with URM having a lower GPA and also a gap between Pell and non-Pell with Pell recipients having a lower GPA overall. This will be an area of consideration for our DEI plan.

Based on the results above, we delved deeper into **specific classes**. In Table 6, we examined DFWs for BA405. Although this is a class that includes all FCB students (not just Management), we believed it would be important to examine this class given that it is one of the core classes offered by the Management Dept. Looking at the results, we found no consistent pattern of URM or Pell recipients having more DFWs than non-URM or non-Pell. In terms of BA350 (Table 7), we found that URM and Pell recipients consistently received more DFWs than non-URM or non-Pell recipients. This will be another area to consider for our DEI plan.

Given that some of the courses examined were not exclusively attended by Management students, we looked specifically at a few courses that may have differences between Pell and non-Pell, URM and non-URM. We examined MGT462, MGT444, MGT352, and MGT401. These courses showed no distinct patterns over time.

Lastly, we looked at **enrollment trends** for URM/non-URM in Management and SDSU in general (Table 8) and for URM, Gender, and Pell grant recipients in the various emphasis areas within Management (Table 9). We have a similar number of URM enrollments in Management as with the University. The trend is showing a small increase in URM in recent years. Within Management, the enrollment numbers reveal that there are more URM students in HRM, more women in HRM and more men in Entrepreneurship, and more Pell Grant recipients in HRM. These are data points for the Management Dept. to better understand the demographics of the students who pick one emphasis over another.

This data was presented to our whole faculty at our end-of-year faculty event on May 7, 2021. We had a discussion about the data and possible changes to make in terms of the curriculum.

Section 7: Planned Curricular Changes

Based on the results of the student success data discussed above (Section 6), we reviewed the curriculum by examining the courses offered in the major, minor, and specializations. The Management DEI Plan committee has formulated several suggestions for changes to our curriculum and pedagogy, and subsequently presented it to the Management Faculty in a Department meeting on May 7, 2021 and again on October 8, 2021. The following proposed curricular changes arose as a result:

1) Encourage faculty to invite more diverse guests (in relation to gender, race, background, religion, etc.) as speakers in their classes.
2) Continue to encourage faculty to use a more diverse set of case studies in their classes. Each area of the department will continue to be encouraged to create or update their case study list that will include a variety of cases (e.g., minority-owned and women-owned business cases, cases with DEI, social justice, and anti-racism issues) in addition to mainstream cases.

3) As research shows (e.g., Goldstein, et al., 1998; Wee, et al., 2014), certain subgroups may perform better with different types of assessments. Therefore, we will continue to encourage faculty to utilize a variety of assessment tools -- such as essay exams, papers, case studies, and group presentations -- that tap into different kinds of cognitive abilities and intelligences. This is done in an effort to reduce the gaps in DFWs as well as GPAs (as revealed by the data in Section 6). Each area of the department will continue to be encouraged to create or update their list of possible assessment types based on topic area and have it available on a shared department drive.
4) Faculty will continue to be encouraged to engage with diverse community-based organizations in their classes; for example, assign projects in low-income communities, write case studies about our local community businesses, create internships with diverse community businesses, develop training programs, and create partnerships with these organizations. Each area of the department will continue to be encouraged to create or update their list of resources, examples of projects, and contact information of organizations and business districts for faculty to use.
5) Encourage faculty to use additional textbook options, articles, and current events that shed light and bring in different perspectives thus promoting the value of DEI, social justice, and anti-racism in their classes.

Section 8: Strategies and Interventions

The following strategies and interventions arose from the student success data the committee explored above as well as examination of faculty diversity data in the Management Department (Appendix A – section II). These interventions were discussed by the faculty in the Management Department on October 8, 2021 and revised several times to reach consensus. In addition, these interventions were created to support and be congruent with the Fowler College of Business diversity plan goals. The first four interventions under Goal Area 1 were created based on requirements imposed by the Senate DEI committee.

Goal Area 1- Support College Goal #1: Increase URM and female faculty hiring effort

Intervention 1: Use Building on Inclusive Excellence (BIE) Criteria. The Department of Management will ensure that finalists for faculty positions meet at least two of the BIE criteria.

> **Resources needed**: Not applicable; this is part of the role of search committee members.

> **Responsibility**: The chair of the search committee will be responsible for including the BIE criteria in the job advertisement. The search chair will also be responsible for submitting the BIE Finalist Candidate form as soon as finalists are selected.

> **Assessment**: The University BIE review committee will not approve any candidates who do not meet the BIE criteria.

Intervention 2: Use Inclusion Representatives. The Department of Management will ensure that search committees have a certified Inclusion Representative. The Inclusion Representative will be a non-voting member if he or she is an external member.

Resources needed: Not applicable; this program is funded by the Chief Diversity Officer and the Center for Inclusive Excellence.

Responsibility: The search committee chair will recruit an approved Inclusion Representative.

Assessment: The department diversity committee will submit an annual report to the College Diversity Council detailing the implementation of this intervention.

Intervention 3: Require implicit bias training. The Department of Management will only approve search committee members who have participated in one of the University's Equity-Minded Hiring seminars or the online DEI workshop within the last two years.

Resources needed: This training program is funded by the Division of Student Affairs and Campus Diversity. Committee members will need to invest two or three 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 department diversity committee will submit an annual report to the College Diversity Council confirming the implementation of this intervention.

Intervention 4: **Improve pool proportionality**. In cases where pool proportionality (in terms of gender and race) is not reflective of terminal degree holders within the field, the Department of Management will ask the search committee to specify actions that have been taken to ensure a representative pool. Documentation of these actions will be provided to the College Diversity Council (The Hiring Guide already requires departments to submit a pool proportionality form to the Office of Faculty and Staff Diversity).

Resources needed: We will request that the Division of Student Affairs and Campus Diversity acquire membership to diverse job websites such as https://diversejobs.net, https://www.blacksinhighered.com, and https://www.hispanicsinhighered.com in order to increase pool proportionality. Further, search committee chairs may need assistance from the Division of Student Affairs and Campus Diversity to understand the data and whether there is a need to increase pool proportionality.

Responsibility: The department search committee chair is responsible for submitting the pool proportionality form.

Assessment: The department diversity committee will submit an annual report to the College Diversity Council detailing implementation of this intervention.

Goal Area 2: Climate/Sustainability in the Management Department

Intervention 1: Establish a Department Diversity Committee. The Department of Management will establish a standing committee on Diversity, Equity and Inclusion by the end of Spring 2022. This group will meet regularly to discuss progress on the goals and interventions established in this Plan.

Resources needed: Committee members will need time to attend meetings and complete any associated tasks.

Responsibility: The department chair will designate a chair to convene the committee. The committee chair will establish a regular schedule of meetings and coordinate the work of the committee.

Assessment: The department diversity committee in conjunction with the Chair of the Department will submit an annual report to the College Diversity Council detailing activities and progress on implementation of all planned interventions.

Goal Area 3 – Student Success (for all students; especially URM and Pell Grant students)

Intervention 1: Provide resources to faculty and students on improving student success. Assist faculty and students in learning about the various resources available on campus that can assist with student success (e.g., student counseling, student advising, EOP, tutoring, career services). Create a list of resources for faculty to distribute to students and for faculty to become familiar with in order to support student success. Encourage faculty to complete the EOP Grade checks which are automatically sent to faculty every semester (for low-income and first-generation students) and to engage with URM and Pell Grant students early in the semester who might be experiencing learning difficulties. This goal is in direct alignment with data found regarding student success in Section 6.

Resources needed: We are requesting that The Division of Student Affairs and Campus Diversity create an online resource page for faculty to share with students. We will also request that the Division of Student Affairs and Campus Diversity explore ways of communicating to faculty the on-campus resources that are being utilized and suggestions regarding which resources would be most helpful in reducing DFW and GPA gaps between Pell/non-Pell and URM/non-URM.

Responsibility: The department diversity committee will ensure that available campus resources are identified and communicated to faculty.

Assessment: The department diversity committee will assess whether there are improvements to the DFW and GPA gap for Pell and URM students as well as reduction of DFW and increase in GPA for all students. This will be done every two years.

Goal Area 4 – Supports College Goal #2: Faculty and Staff Success

Intervention 1: Encourage participation in professional learning about inclusive practices. The Department of Management will encourage all faculty and staff to participate in training and workshops on inclusive teaching and inclusive student support by identifying appropriate training opportunities and advertising to all faculty and staff through departmental emails.

Resources needed: Training/workshops provided by the Division of Student Affairs and Campus Diversity and other campus units.

Responsibility: The department Diversity Committee will be responsible for compiling information on appropriate training opportunities and disseminating this information to all faculty and staff.

Assessment: The department diversity committee will submit an annual report to the College Diversity Council detailing implementation of this intervention.

Section 9: Accountability

In addition to the accountability mechanisms that are outlined under *Responsibility* and *Assessment* for each intervention in Section 8 above, accountability will be facilitated by the Chair of the Department. At the beginning of each new academic year, the Management Department Diversity Committee will establish goals for the year that are consistent with the Department of Management's Diversity Plan. Progress will be monitored annually with documentation that will be submitted to the FCB Diversity and Inclusion Liaison Committee. This annual report will be written by the Management Diversity Committee. The Management Diversity Committee along with the Chair of the Management Department will be the two entities accountable for the accomplishment of the set objectives.

Any challenges faced in implementation will be brought up to the Management Department in Department meetings. If assistance is needed in overcoming challenges, the Management Department Diversity Committee will seek advice and assistance from the Division of Student Affairs and Campus Diversity.

❖ Please note that Appendix A has been left out for the online version of this plan in order to protect the confidentiality of staff, faculty, and students.

References

Goldstein, H., Yusko, K., Braverman, E.P., Smith, D.B., & Chung, B. (1998). The role of cognitive ability in the subgroup differences and the incremental validity of assessment center exercises. *Personnel Psychology, 51(2)*, 357-374.

Wee, S., Newman, D. A., & Joseph, D. L. (2014). More than g: Selection quality and adverse impact implications of considering second-stratum cognitive abilities. *Journal of Applied Psychology, 99*, 547-563.