

**Diversity, Equity, and Inclusion (DEI) Strategic Plan 2021-2026**

**Objective:** Be the top business school at equipping students, faculty, staff, and alumni to lead in a diverse world

**Goals:**

- Increase representation of historically excluded\* identity groups among students, staff, faculty, and leadership
- Equip all students, faculty, staff, and alumni with the skills and knowledge to effectively lead diverse teams globally
- Cultivate a climate of belonging (for students, staff, faculty, and alumni), ensuring no disparities exist across various identity groups

Strategies	Initiatives (Owners)	Tactics (month/year)
<p><b>1. Diversity &amp; Representation:</b> Increase representation by diversifying applicant pools and improving processes</p>	<p>1.1 Increased diversity of Haas Board membership (Avery, Harrison) 1.2 Raise \$20 million to support DEI-related scholarship fund (Avery) 1.3 Enhance communications, outreach, and recruitment initiatives for all degree programs to diversify admissions applicant pools (Chitale, Kreitzman, Hacker, Blair) 1.4 Increase diversity pool for faculty searches (Dutta, Moore, Parlour, Bautista) 1.5 Open Staff and Professional Faculty positions include inclusive language and skillset (Marquez, Stowsky, Lindsey)</p>	<p>1.1a. Appoint 3 Board members who identify as Black or African American or Afro Latinx (4/21) 1.1b. Appoint 2 Board members who identify as Native American, First Nation, and/or Indigenous Latinx (7/21) 1.2a. Develop and implement fundraising strategy and action plan + timelines (6/21) 1.2b. Launch 5 year campaign (1/21) 1.3a. Develop a plan for each degree program for increasing and improving outreach to historically underrepresented communities* (6/21) 1.3b. Improve top-of-funnel Berkeley Haas brand articulation, pipeline expansion, and conversion of underrepresented prospective students (6/21) 1.4a. Develop a comprehensive strategy for recruitment of underrepresented* faculty (8/21) 1.4b. Explore visiting faculty and pro-doctoral fellowships focused on DEI research specialties (5/21) 1.5a. Identify and implement process for inclusive job descriptions and searches (7/21)</p>
<p><b>2. Lifelong Learning:</b> Increase curricular offerings to integrate DEI skills</p>	<p>2.1 Identify specific DEI-related knowledge, skills and competencies every Haas student should acquire during their degree program (Bautista, Johnson, Breen, Walker) 2.2 Explore a collaborative mechanism for professional and ladder faculty to present business topics from an inclusive lens (Dutta, Moore) 2.3 Increase DEI-related leadership knowledge, skills and competencies for alumni at large (Frost, Bautista, Wong) 2.4 Increase DEI-related leadership knowledge and skills (Marquez, Bidgood, Lindsey)</p>	<p>2.1a. Create task force to identify DEI skills, existing offerings and gaps, and develop the competency model for MBA students (1/21) 2.1b. Create task force for Undergraduate DEI skills (11/21) 2.2a. Create job description for DEI consultant for faculty teaching support (4/21) 2.2b. Faculty proposal for increase diverse representation in their course (6/21) 2.3a. Offer diversity-related programming developed by Haas or other partners (12/21) 2.3b. Create and offer asynchronous online DEI curriculum (9/21) 2.4a. Distribute online DEI curriculum for staff (9/21) 2.4b. Incentivize all staff to use their professional development allotment to complete curriculum (12/21)</p>
<p><b>3. Cultivate Belonging:</b> Building psychological safety and improved engagement</p>	<p>3.1 Evolve co-curricular programming with a DEI lens for students across degree programs (Johnson, Breen, Walker, Kreitzman, Hacker, Fellner) 3.2 Implement inclusive leadership learning programs for senior leaders, managers/supervisors (Marquez, Bautista) 3.3 Staff engagement and professional opportunities are representative across demographic variables (Chandler, Marquez) 3.4 Cultivate meaningful connections among alumni and students from historically underrepresented* identity groups (Frost, Rosenberg, Lindsey) 3.5 Reduce disparities in retention and promotion for URM and women ladder and professional faculty (Dutta, Moore, Stowsky, Bautista) 3.6 Balance representation of historically underrepresented* communities across communications for students and alumni (Frey, Bautista, Frost) 3.7 Create opportunities and programs for students and alumni to discuss career-related topics based on affinity groups (Scott, Ng, Benoit)</p>	<p>3.1a. Conduct inventory/audit to establish baseline of speakers from historically underrepresented communities* (5/21) 3.1b. Launch mechanism for ongoing representation of underrepresented groups (8/21) 3.2a. Contract external vendor to offer program and coaching (10/21) 3.3a. Administer staff climate survey to establish baseline of Belonging (7/21) 3.3b. Develop plan to address any gaps identified by survey (10/21) 3.3c. Analyze employee promotion &amp; retention rate by department (8/21) 3.3d. Identify and roll out tools for managers to address disparities (11/21) 3.4a. Plan for quarterly engagement events for underrepresented alumni (3/21) 3.4b. Establish identity based alumni affinity groups (6/21) 3.5a. Develop plan and implement program addressing needs of URM &amp; women faculty in academia (9/21) 3.5b. Develop and implement a formalized approach to support mentoring for URM and women professional faculty (12/21) 3.6a. Conduct annual audit of representation starting Fall 2020 (3/21) 3.6b. Create and implement communication approach (7/21) 3.7a. Provide training for career coaches to enhance coaching based on affinity groups (10/21)</p>

\*DEI at Haas prioritizes initiatives to address historical barriers for groups underrepresented based on race, ethnicity, gender, sexuality, disabilities, religion, veteran status, and citizenship.