



DARDEN

Diversity and Inclusion at the Darden Graduate School of Business: Leveraging Difference to Drive Excellence*

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THE CHALLENGE

Darden's excellence as an institution of business education is measured by how well we deliver on our mission to "improve the world by developing and inspiring responsible leaders and by advancing knowledge." We strive to produce transformational learning, cultivate a diverse and supportive learning community, and foster enduring relationships across the institution. We also endeavor to follow our moral compass. We strive to develop and inspire *responsible* leaders by relentlessly reinforcing our commitment to equity and fairness—both within our walls and in the larger business world. No doubt, we continue to learn and improve; we are far from perfect. However, our values-based mission to be excellent and ethical guides all of our diversity and inclusion work. **In order to serve our mission, we commit to develop the institutional capacity to leverage the differences among our stakeholders to drive excellence. In this way, we position ourselves to be the best institution of business education in the world.**

The competitive landscape of business education is changing. To maintain our stature as a pre-eminent business school, we must redouble our efforts to meet the demands of today's global marketplace, defined by volatility, uncertainty, complexity and ambiguity. Darden must develop leaders who can be successful in unstable, stressful, and unpredictable circumstances. Moreover, we must create mutually beneficial collaborations with critical private-sector global partners in order to prepare today's students for an economic marketplace that doesn't yet exist. And, we must grapple with an increasingly selective, mobile and technologically savvy consumer. It won't only be about what happens in the case classroom. We need new portfolios of credentialing offered online and/or experientially to serve customers and constituents who are diverse by age, professional background, class, and more.

These kinds of strategic challenges are rarely directly linked to diversity and inclusion work (Davidson, 2011). At Darden, they will be. We understand that diversity and inclusion are integral to solving the problems posed by these challenges. We must invite globally diverse students, alumni, faculty, and staff to Darden through rigorous and fair processes that insure we have the variety of voices we need. We must cultivate a culture and ethos that welcomes the worldviews of those diverse community members and equips us all to listen to and internalize the sometimes uncomfortable truths we will hear. Finally, we must leverage networks of alumni, faculty, and staff who, though they no longer operate solely within the walls of Darden, will remain partners and resources.

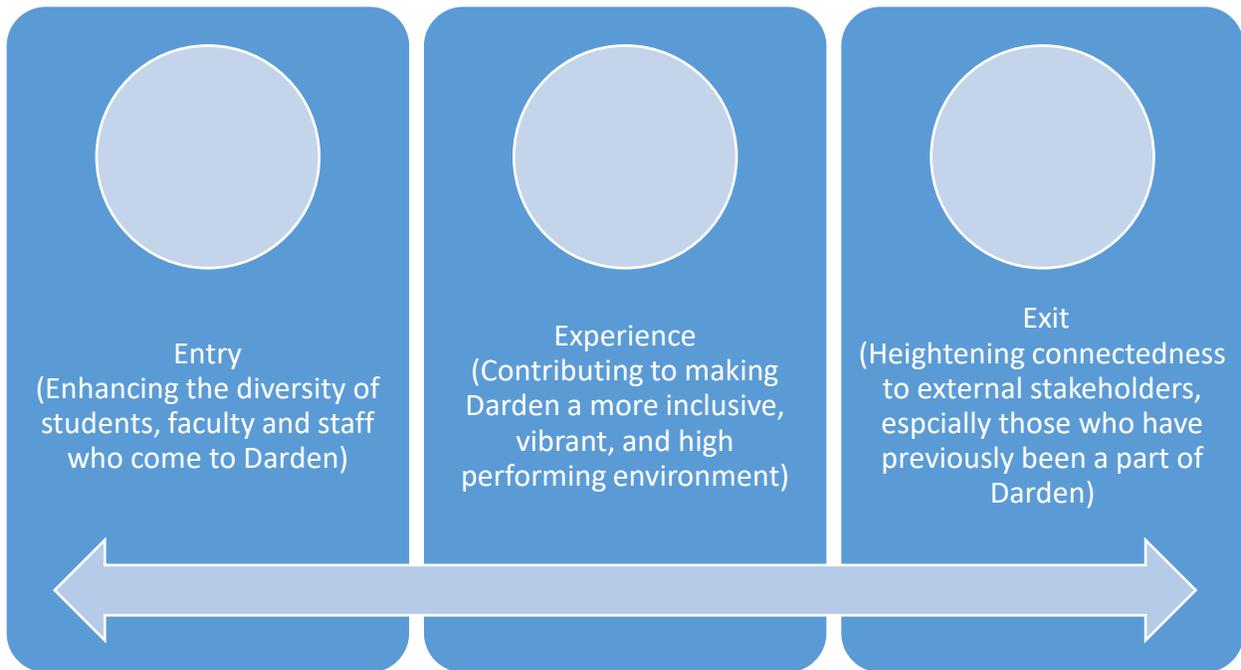
OUR STRATEGY

Darden will be the best business school in the world at attracting, incorporating, and leveraging diverse perspectives in ways that continuously improve the performance and enrich the experience of everyone within the Darden enterprise. The work on leveraging our diversity at Darden flows through three funnels of activity: entry, experience, and exit.

Entry activities describe how we, as an enterprise and institution recruit and select for difference. Depending upon the function, we will prioritize varieties of differences. Although we do not have quotas, for staff and student entry, for example, we may track gender, international, socioeconomic and race/ethnicity diversity, among others. For faculty, we may track the same dimensions along with diversity of academic disciplines.

Experience activities contribute to the development of an inclusive culture. The activities monitored here include classroom practices (including the diversity of cases taught), co-curricular activity, and cross-institutional programs that foster great inclusion of diverse people and perspectives. Processes that enhance institutional outcomes are critical here. We do not foster diversity for the sake of diversity. Rather, we seek to gain tangible improvements in how Darden operates because of the diversity we nurture, and how it relates to the reality of the working world in which our stakeholders lead and operate.

Exit activities capture how we remain connected to diverse stakeholders who were once part of Darden, but have since moved to other endeavors. The most significant set of stakeholders in this category are our alumni. However, we will also maintain connections to the networks of diverse faculty and staff who depart. Those networks enrich the diversity of Darden's external stakeholders.



THE STATE OF DIVERSITY AT DARDEN

Entry

MBA Admissions Outcome

The Darden School has both a Full-Time and Exec Format MBA program. Diversity enriches the school inside and outside of the classroom. Our corporate partners have come to expect it as they look to ensure they have a diverse work force. Darden has been making strong progress on diversity over the long term, and over the past two years has set records for gender, minorities, URM, and international (Figure 1).

Figure 1. Matriculated for 1990, 2000, 2010, 2015, 2017, 2018; total numbers (percentage).

Full-time Residential MBA								Executive MBA						
Application Period	2018	2013	2008	2003	1998	1995	1990	Application Period	2018	2017	2016	2015	2014	2013
Enrollment	335	316	333	316	237	260	248	Enrollment	137	129	120	90	93	98
Women	38%	30%	29%	27%	29%	29%	29%	Women	24%	29%	25%	31%	18%	15%
US Minority	18%	16%						Minority	18%	22%	24%	24%	20%	12%
Underrepresented Minority	11%	8%	9%	10%	6%	14%	12%	Underrepresented Minor	10%	14%	14%	14%	16%	4%
LGBTQ	4%							LGBTQ	1%	1%	0%	0%		
International (FN)	25%	29%	30%	25%	21%	13%	12%	International (FN)	4%	3%	5%	10%	5%	8%

Notes: Darden joined the Consortium for Graduate Study in Management in 1992, Admissions started asking questions about gender identity and sexual orientation in 2015.

Enterprise Employment Progress

The Darden School of Business had 72 hires during the monitoring period of September 1, 2015 to August 31, 2018 (get updated figures). The Darden School Foundation had... This figure includes temporary employees (collapse table to just show Darden School, Darden Foundation, Enterprise total. Not by occupational category. Same columns). The overall number of employees in the School increased from the previous year total of 292 to 308. The overall ratio of women in Darden increased slightly from 52.7% in 2016 to 53.6% in 2017

Faculty Diversity

Darden has made strong strides in faculty diversity over the past few years. Yet there is much still to accomplish. Since 2015, Darden has hired 24 full-time faculty. Of these, one-third are women, one-half are global (meaning they hold another citizenship or are dual-citizens), and X are faculty of color. Darden has never had more global or female faculty in its history. Darden has also been a strong incubator of URM leadership for the academy (Erika James (an African American woman on Darden’s faculty) became the dean of Emory Business School in 2014, Peter Rodriguez (a Hispanic male faculty member) became dean of Rice’s Business School in 2016, and Melissa Thomas-Hunt (an African American woman on Darden’s faculty) became vice provost at Vanderbilt in 2017). The flip side of this has been the loss of three talented URM faculty. Each had been promoted to senior leadership positions at Darden. However, Darden has not been successful in attracting any URM faculty in the past three years although two offers have been extended.

The representation of female teaching faculty across all ranks increased from 23.3% in 2016 to 28.75% in 2017. Additionally, there was an increase in the overall representation for historically underrepresented racial minorities, increasing from 13.35% in 2016 to 15.9% in 2017. The percentage of teaching faculty from historically underrepresented racial minority groups also increased from 15.1% in 2016 to 18.75% in 2017.

To increase the likelihood of adding gender and ethnic diversity to our faculty, the Senior Associate Dean for Global Diversity and Inclusion joins as a member of each search committee. An analytical exercise has been conducted to provide lists of qualified diversity candidates to faculty areas conducting the searches. Search committees have been requested to bring forward pools of possible candidates that reflect some diversity. We remain in touch with the few URM candidates that we have made offers to, and are hopeful they will eventually come to Darden.

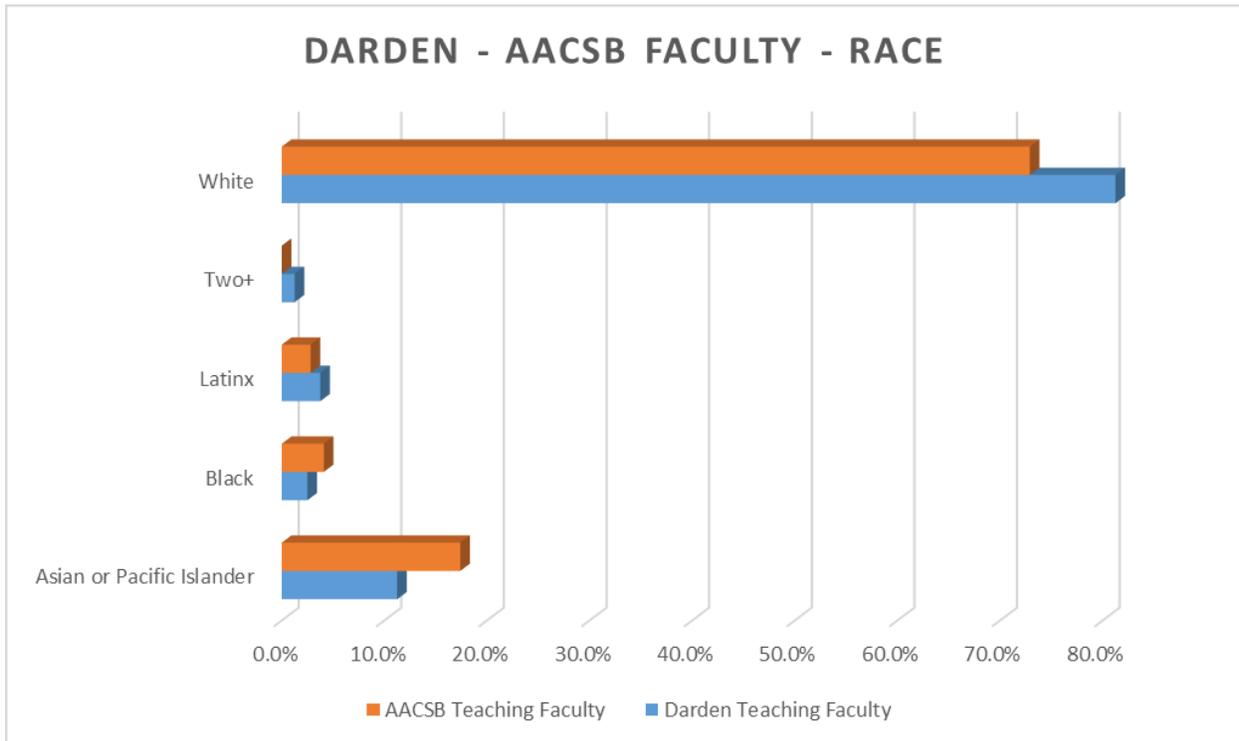
Enterprise Leadership

Darden has made strong strides to ensure its enterprise leadership is diverse and representative of the student and alumni body. In 2016, to clearly demonstrate its importance, Darden elevated global diversity to the role of Senior Associate Dean as a direct report to the dean for the first time in Darden history, and named an URM Melissa Thomas-Hunt to lead in this role. In academic year 2017-2018, six of the 13 direct reports to the dean were women, the highest percentage and number in Darden's history. Further, for the first time in Darden history, an URM minority (Michael Woodfolk) was named President of the Darden School Foundation (in 2017), and another URM as head of advancement (Kara Ramirez Mullins). Juliet Daum was also appointed as the first woman leader of Darden enterprise marketing reporting directly to the dean. Two of the fourteen members of the enterprise team (including the dean), have or have had foreign citizenship, indicating an opportunity to expand global presence on the team. Greg Fairchild, an URM faculty, has been named Associate Dean for Washington DC, and also appointed to a pan-University role. Martin Davidson, a URM faculty, was appointed Darden's SAD and Chief Global Diversity Officer, and also asked to chair the University selection committee for the CDO position of UVA.

Experience

Faculty Demographics

The faculty composition is important to the student experience. Our faculty should reflect the broader society. While we have made strides on gender and global representation, there is still work to be done with gender and hiring URM faculty.



Staff & Faculty Development

It has been an active year for dialogue and training as we look to ensure that Darden is a welcoming place for all members of the community. Highlights included:

- We scheduled Town Hall meetings twice during the summer of 2017 to ensure the faculty and staff could gather to discuss the impact of the alt-right and white supremacist demonstrations in Charlottesville. The goal of the gatherings was 1) to process emotionally the events in the community and 2) to plan contingencies for future events.
- The University provided implicit bias training for those involved in equity, diversity and inclusion work at the school.
- We offered faculty training to assist with ensuring that the events of August 11-12, 2017 were recognized as the start of the school year.
- We hosted Title IX training for faculty and staff to ensure there was an understanding of our responsibilities as employees and educators at the University.
- We hosted community dialogues at Darden and on Central Grounds on the one year anniversary of the August 11-12 events.

Student Programming

Our students take the commitment of the University to student self-governance to heart and work at engaging their classmates in discussing issues and understanding communities that may be different from their own. Below are just a few of the student run events that took place this academic year.

Black History Month FC Kick-Off: BBSA kicked off Black History Month with a first coffee. They provided donut holes, good music and fun vibes as they prepared us to embark on a month of programming that celebrates African American people and their history.

Love is Love 2018 Week: Pride at Darden hosted Love is Love week. They started the week with a Celebratory FC where they waved flags, danced and shared rainbow sprinkled cupcakes with the community. They also announced the week of programming which concluded with their annual Drag show that for the third year in a row has sold out.

Africa Week: The Darden Africa Business Organization (DABO) hosted the first ever Africa Week. The week included a number of successful African presenters who were not only in business but many moving forward industries (like cocoa) in Africa spoke to our students about their past, experience and ways they could support if there was interest in working in Africa. Their events also included the screening of the new movie hit Black Panther at Violet Crown Theatre (Thursday, Feb 22nd, co-sponsored with BBSA and the Tech club) on the downtown mall and an African Dance Workshop at North Grounds (Friday, Feb 23rd).

Diversity Dialogue: Moving forward post August 12th: BBSA cohosted a Diversity Dialogue with DJSa to talk about what plans of action they should be implementing or bringing forth to the administration to ensure that UVA and Darden move forward from August 12th but not forget. Instead, use this as an opportunity to dialogue and learn to be comfortable embracing difference.

Exit

Alumni Representation

Over time, our alumni population has become more diverse. While this has been great for our student population and external stakeholders, there have been struggles with inclusion. How do we leverage and respect the differences that are in our community. The alumni population is increasingly diverse as the student body has become more diverse over time.

Alumni Engagement

Our history with engaging our diverse alumni community has been inconsistent. This year, because of the events that took place on grounds we were intentional about our activities and thoughtful about how best to engage our alumni. Activities offered through the Darden Enterprise include:

- Board of Trustees – cocktail reception with Consortium students during fall meeting

- Sr. Assoc. Dean/Chief Diversity Officer presents webinar to all alumni, “Leading Through Turbulence: How the Charlottesville Crisis Makes Darden Stronger”
- Sr. Assoc. Dean/Chief Diversity Officer presents at Leadership Roundtable (60 alumni volunteer leaders) – same discussion as webinar above
- Sr. Assoc. Dean/Chief Diversity Officer presents at Reunion Lunch and Learn “Crossing the Line: Talking About What Matters Most at Work”
- National Black MBA Association and Prospanica Conference Alumni Social with current students in Philadelphia
- Tours of D.C. Museums (Holocaust and African American History and Culture) with Professor Yael Grushka-Cockayne in January and May
- Darden African Business Organization – helped student leaders identify speakers for Africa Week
- Board member Kristy Alimard (MBA ’03) keynote at GWiB conference
- Relaunch of Dean’s Diversity Advisory Council
- Connected Reunion alumni with BBSA membership
- Participated in Oral History Project – identified URM and women for interviews

Employment Attrition

As mentioned previously, Darden has been a source and target for recruiting for others. Three of our URM faculty were poached for top positions at prestigious schools, and two other recently tenured women poached by HBS and the Army War College. We are working to refill the pipeline. In general however, undesired attrition has not been a problem at Darden among strong performers.

Twenty-two separations were recorded during the period from September 1, 2016 to August 31, 2017. Capturing, analyzing and reflecting on these data provide insight into how to diminish undesired. Moreover, in cases in which the departure was unavoidable (talented professionals who receive opportunities we cannot replicate), we can be strategic in maintaining strong ties. These ties could lead to referrals and future hires of women and minority professionals at Darden.

PATH FORWARD

In light of this assessment of our current state of diversity and inclusion at Darden, we plan to undertake a set of initiatives over the next five years that will support Darden to become a more productive, inclusive, and vibrant institution. At Darden—and in many organizations settings—a disproportionate amount of emphasis is placed typically on diversity at entry stage. This is not surprising as activity in this domain lends itself well to measurement (e.g., headcount). In addition, many practitioners hold that once diversity is achieved, inclusion will follow. However, evidence suggests that emphasis on entry at the expense of investing in creating an inclusive climate leads to a “revolving door” dynamic (Leonard & Levine, 2006; McKay et al., 2007; Muhammad, Metz, & Kulik, 2015; Nishii, 2013). That is, diverse students, faculty, and staff join Darden with great enthusiasm, but are soon frustrated and disillusioned when they find an unwelcoming climate, in which they experience bias in both practices and people at the school. Frequently, the bias in

unintentional, but that does not reduce the negative impact it has on people who differ from the majority.

With this dynamic in mind, we propose a number of strategically driven activities that enhance Darden's diversity and inclusion. We believe activity in each of the three domains should be continued/undertaken. In the sections that follow, we highlight a few of those activities for each domain. However, we believe that greater emphasis on experience is paramount and therefore offer somewhat more developed action plans for this area of activity.

Entry

MBA Admissions

In our MBA Admissions process, we maintain strong partnerships with a number of entities that promote diversity and inclusion along multiple dimensions of difference, including [The Consortium for Graduate Study in Management](#), [Management Leaders for Tomorrow](#), [The Forte Foundation](#), and [Reaching Out MBA](#). We will continue to collaborate with our current diversity partners for all of our degree programs, while also seeking additional partnerships that will connect us to talented MBA candidates.

Faculty Recruiting

We will continue to enhance our pipelines for identifying and recruiting both accomplished and high potential faculty from diverse backgrounds and identities. We will continue to leverage and seek out new pipeline organizations such as the [PhD Project](#). We will also leverage the emerging networks of new faculty we have and will continue to recruit at Darden. The SAD and Chief Global Diversity Officer will remain engaged on all faculty searches. We will leverage the University's TOPs hiring process as appropriate. In this period of rapid faculty recruitment, Darden's dean and faculty are meeting a variety of diverse candidates. Building strong professional relationships with those who value the Darden culture holds the possible referrals. In addition, we will continue to update and disseminate the lists of women and minority faculty at competitor schools. We will explore ways to enhance the list, perhaps adding additional categories of difference. We will ensure the hiring committees have access to best practices, and bring forward diverse candidate pools.

Experience

Enterprise Leadership Team Development

One of the most robust findings in the research in diversity and inclusion management is that significant change toward greater diversity and inclusion requires leadership engagement (Jayne & Dipboye, 2004). To this end, Darden's Enterprise Leadership Team will focus on two activities:

1. Strategic conversations that explore how diversity and inclusion support the strategic direction of the school. These conversations will be structured based on a rigorous framework that helps generate sustainable change in processes and practices
2. Ongoing leadership skill development that highlights inclusive leadership, bias management, and change leadership

Management Accountability

Compelling research by Alexandra Kalev and her colleagues demonstrated that the most effective levers to bring more diverse representation into an institution are structural process changes (Kalev, Dobbin, & Kelly, 2006). For example, rewarding managers for tangible diversity outcomes such as promoting or hiring diverse candidates was more effective in changing behavior than mandatory diversity training. In coming months, the Darden Enterprise Team will continue to focus on managerial activities that create measurable success toward building a diverse and inclusive school. The team will develop its knowledge of research on best practices for diversity and inclusion. Team members will apply those insights in a series of strategic conversations about which practices and processes to adopt and drive throughout the school. These discussions will affect student, faculty, and staff management.

Faculty Development

We will undertake an ambitious program of faculty development over the next two years with the goal of supporting all faculty to create more inclusive classrooms. Darden is at a critical transition point as we engage in an unprecedented volume of faculty hiring, in concert with the retirement of a number of venerable senior faculty. It is critical that we preserve the best parts of our “Classroom Culture DNA” while continuing to develop our faculty. To promote our competency as inclusive instructors, we will initiate a number of programs in 2018-2020. These include:

1. Designing a Faculty Forum series (one of our teaching development structures) on creating inclusive learning spaces. The design of the Forums is evolve, but will incorporate:
 - a. Case simulations
 - b. Critical incident analyses
 - c. Role plays of difficult moments in the classroom
2. Enhancing our teaching peer coaching opportunities for in-classroom observation and debriefing with experienced faculty supporting new and junior colleagues. This program will incorporate mutual learning, the premise being that new faculty may bring insights and techniques that improve on traditional Darden practices.
3. Providing compelling incentives for developing teaching materials—*across all disciplines*—that incorporate diverse protagonists and that tackle business challenges in which global and domestic diversity is salient.
4. Filming a series of video clips, to be entitled “Talking teaching.”
 - a. The basic task will be to capturing exceptional and diverse Darden faculty in conversation in the studio discussion how they teach: philosophy, technique, and even secret tactics.
 - b. The extended spontaneous conversation will be edited and clips will be repurposed for use in faculty development, admissions, and alumni engagement.

Exit

Alumni Engagement

Darden’s Alumni Engagement professionals can be instrumental in carrying the message of diversity and inclusion to all of our alumni. There are likely a number of ways to promote the

message including orienting our alumni chapter leadership to promote offerings (chapter gatherings, faculty talks, etc.) that would appeal to a broad audience. We can support those chapter leaders to reach out to diverse networks of classmates and co-located alums by perhaps, providing contact resources to diverse networks of alums.

Board Governance

Our Alumni Engagement and Advancement professionals are instrumental in designing volunteer board structures for the school. They can be critical influencers to work with our boards and committees to ensure greater diversity. Research suggests this kind of diversity is just good business sense (Miller & Triana, 2009). Moreover, it provides a way of engaging energized and resource-rich alums who would reconnect with Darden if they simply had an invitation. Finally, it provides representation in Darden's alumni governance structures that ensures diverse stakeholder voices are being heard.

CONCLUSION

The Darden Diversity Plan is designed to be a living document. It is a preliminary blueprint that will continue to evolve based on the input from the diverse stakeholders in the larger Darden enterprise. Once members of the institution are aligned toward a tangible vision and definition of diversity and inclusion, they will begin to brainstorm and innovate. Since they know better than any diversity officer how diversity can further their work, our objective is to help them execute. In this way, Darden will add another piece of the puzzle that leads to this being the premier business school in the world.

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