

AZTEC SHOPS, LTD.

DIVERSITY, EQUITY, AND INCLUSION
STRATEGIC PLAN



SAN DIEGO STATE
UNIVERSITY

AZTEC SHOPS

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EXECUTIVE SUMMARY

This plan describes Aztec Shops' actions to further achieve our vision of being a more diverse, equitable, and inclusive organization. We are committed to implementing these actions and are accountable for achieving the desired results. We pledge to work diligently, embedding the principles of diversity, equity, and inclusion (DEI) into our policies, practices, and behaviors, to ensure we create and sustain a work environment where every person is valued, respected, and engaged.

We are fortunate to have a dedicated staff of full- and part-time professionals, as well as hundreds of part-time students who gain valuable work and life experience supporting our various business units. Each of us supports DEI, and we will continuously take positive steps to improve our awareness and culture.

Our campuses, communities, and country have been deeply affected by the deaths of George Floyd, Ahmaud Arbery, Breonna Taylor, and so many more. These recent troubling events make us more determined to drive change. This plan is a commitment to redouble our efforts to help forge a more diverse, equitable, and inclusive organization and society.

We look forward to partnering with university faculty, staff, students, alumni, stakeholders, and allies to create forums and programs focused on promoting diversity, equity, and inclusion and fostering equal opportunities.

Diversity, equity, and inclusion have been a force for change, education, and opportunity in America for thirty years. As we advance, we plan to promote equity by advocating for a diverse and inclusive environment at Aztec Shops, while enabling our managers to lead diverse teams and sustain inclusive work environments.

The senior management team (CEO and Directors) is seven individuals, and three are women. The last two outside hires were women (Jennifer/Heather). The last two internal promotions were one man (Todd) and one woman (Kathy). Since Todd became CEO, the following have been promoted to the next management level - Associate Directors - one man (Duane) and six women (Alyssa, Donna, Dawn, Kim, Cherie, and Melinda). One outside hire at this level is a woman (Susan). There is one other Associate Director - one man (Robert).

The board is currently comprised of nine men and three women, but this fluctuates year to year.

In developing our DEI strategic plan, we focused on four areas:

1. Workforce Diversity: Recruit a diverse, qualified group of potential applicants to secure a high-performing workforce drawn from all labor force segments by *focusing on recruitment and retention*. Also recruit a diverse, qualified group of potential governance leaders for volunteer board positions.

- Enhance Aztec Shops' ability to attract, hire, develop, and retain the best talent as an "Employer of Choice."
 - Create, develop, and sustain a diverse workforce and leadership pipelines.
 - Increase external efforts and outreach to ensure women's representation, and expand underrepresented minorities (URM) on our senior management team (CEO and Directors) and other leadership positions.
2. Workplace Inclusion: Cultivate a work environment that enables individuals to contribute to their full potential by not only encouraging collaboration, flexibility, and fairness but also by promoting further retention through engagement and inclusion.
- Cultivate an innovative culture that challenges conventional wisdom.
 - Sustain a culture of excellence through inclusion, honest communication, respect, and an appreciation for individual differences.
 - Eliminate barriers to equity and inclusion so that our employees can contribute fully to our mission and business.
3. Equitable and Ethical Culture: Develop structures and strategies to empower our leaders to manage diverse work teams and create inclusive workplaces.
- Leverage diversity to enhance service, solutions, and value in response to our employees', customers', and communities' changing demographics.
 - Create efficiencies within our processes through innovation, creativity, and engagement.
 - Perform as a diverse organization known for best practices and innovation.
4. External Engagement Outreach: Broaden access to diverse talent and suppliers by forming mutually beneficial partnerships with diverse community organizations and professional associations.
- Enhance economic inclusion by nurturing relationships with small and disadvantaged businesses owned by veterans, women, people of color, individuals with disabilities, LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersexed, Asexual, Agender, Ally), and other minority groups.
 - Create alliances and community partnerships that ensure the broadest access to diverse talent and suppliers.

Summary of actions included in our plan:

- Improve staff hiring policies, processes, and practices by evolving the language in job postings to address diversity needs within the organization; attract candidates from diverse backgrounds.

- Ensure interview committees are more representative of the campus and local communities. Ensure hiring managers have done significant outreach to candidates from diverse backgrounds, focusing on an applicant's skill set and experience with diversity, equity, and inclusion, thus enhancing their contributions to the organization.
- Establish a DEI council (representing a cross-functional group of staff, including student staff) to facilitate greater DEI transparency, communication, and accountability, focusing on expanding opportunities for all historically underrepresented communities.
- Broaden access to diverse talent by forging and leveraging stronger relationships with diverse community organizations and professional associations.
- Improve support for current women-, minority-, and veteran-owned small and disadvantaged businesses through increased education around supplier diversity initiatives, including possible funding for periodic events for minority suppliers/vendor community building (staff, buyers, business owners, etc.).
- Aztec Shops' Senior Management Team commits to lead with a shared DEI vision and visible DEI behaviors, infusing this vision throughout the organization, engaging in ongoing training, working toward a deeper understanding of DEI issues, and addressing barriers to diversity, equity, and inclusion.

Throughout our DEI strategic plan development process, we had discussions with many stakeholders, including leadership, staff, representation from the board of directors, and an external diversity consultant (Icarus Consulting). A focused-dialogue session, moderated by our consultant, was held with our senior management team.

This plan includes a detailed plan for each action outlined above, with the next steps, deadlines, staff owners, and respective financial impact. We have also added supporting information describing actions already taken and initiatives underway. We will review our action plan and progress with the board of directors and the University's Division of Diversity and Inclusion regularly. We will conduct a Staff Town Hall Meeting to discuss our diversity, equity, and inclusion action plan. We commit to making this plan public and providing updates on milestones along the way.

PURPOSE

Our board of directors (BOD), CEO, and all other senior management team members have expressed their interest in promoting a diverse workforce and an equitable and inclusive workplace. Our CEO regularly voices his goal to have a workforce inclusive of all and has directed the development of a more advanced diversity and inclusion strategy.

Our CEO understands that Aztec Shops is a dynamic organization that serves an increasingly diverse student body, workforce, community, and customer base. This requires the organization to have a long-term diversity, equity, and inclusion strategy that sustains market and industry

relevancy, growth, innovation, and long-term success. The senior management team aspires for Aztec Shops to be recognized as an employer of choice and an organization that keeps students and the community at the center of everything we do. To reach these goals, senior leaders realize that the organization must leverage diversity, equity, and inclusion to enhance the relationships between Aztec Shops and students, employees, faculty, staff, alumni, customers, suppliers, and communities. Our senior management team considers this critical to the company's long-term success.

CURRENT STATE

ORGANIZATION OVERVIEW

Aztec Shops, Ltd., founded in 1931, is a nonprofit corporation that functions as an auxiliary organization of San Diego State University. The corporation provides a diverse portfolio of products and services supporting the SDSU campuses, including the SDSU Bookstore, SDSU Dining, and commercial and real estate properties surrounding campus. Aztec Shops also operates other select enterprises. Aztec Shops is comprised of the following three primary divisions:

1. Campus Stores:

- SDSU Bookstore (San Diego campus). The SDSU Bookstore is one of the country's largest campus bookstores based on sales volume. The 25,000 square-foot facility – located in the heart of campus – carries every course material (required and optional) for every class taught at SDSU. Aztec Shops is the exclusive licensee of the San Diego State University logo and related images, and the bookstore features the most extensive selection of SDSU-imprinted clothing and gifts. The store also houses the "aztechnology," full-service computer hardware and software department. A broad selection of school supplies, cards, gifts, and graduation regalia round out the store's offerings.
- shopaztecs.com (the SDSU Bookstore online sales channel).
- Montezuma Publishing (thesis and dissertation services and custom course materials).
- The Aztec Store at Imperial Valley. The Aztec Store carries course materials, SDSU-imprinted clothing and gifts, computer supplies, school supplies, gifts, regalia, and grab-and-go food and beverage.
- Gameday on-site spirit stores at Aztec Stadium, Viejas Arena, and Tony Gwynn Stadium.

2. SDSU Dining:

- SDSU Dining is responsible for running or overseeing approximately fifty restaurants and food-service outlets on the San Diego campus. The corporation operates SDSU's Meal Plan Program, residence-hall dining programs, and our self-operated

restaurants. Besides the varied quick-service and fast-casual restaurants, SDSU Dining operates seven convenience stores (Aztec Markets) on campus, including a 3,000-square-foot store in East Commons. SDSU Dining's Catering division is the recognized caterer for all events on campus.

- SDSU Dining manages the food operations at the Faculty-Staff Club.
- SDSU Dining handles concessions at Aztec Stadium, Viejas Arena, Tony Gwynn Stadium, and the Cal Coast Credit Union Open Air Theatre.

3. Real Estate:

In partnership with the SDSU Division of Business and Financial Affairs, Aztec Shops manages a portfolio of properties. These commercial and real estate entities on the San Diego campus include:

- University Towers Residence Hall
- 55th Street Apartments
- Fraternity Row Apartments
- Piedra del Sol Apartments
- Sanctuary Suites
- College Square

DIVERSITY, EQUITY, AND INCLUSION (DEI) STATEMENT

The values that guide our business decisions are spelled out in our Diversity, Equity, and Inclusion Statement. The bottom line is our diversity, equity, and inclusion statement challenges us to put the needs and well-being of the people we serve first.

We believe our first responsibility is to the students, staff, faculty, alumni, customers, vendors, and communities who use our products and services. To meet their needs, we must apply a diversity, equity, and inclusion lens to everything we do. We must constantly strive to provide value, reduce our costs, provide equitable services, provide healthy food for our diverse customers, maintain reasonable prices, sustain inclusive working and living environments, and manage and promote diverse teams of staff members.

Our customer orders will be serviced promptly, equitably, and accurately – with an emphasis on dignity and respect. We aspire to strengthen our relationship with our minority suppliers, treat them as our business partners, and enhance their ability to thrive.

We are responsible for all employees who work with students, faculty, and others from around the corner and across the world. We will provide an inclusive work environment where each person is considered worthy of dignity and respect. We will respect their differences and recognize their contributions to the campus, community, and country. We will create and sustain a workplace where employees have a sense of belonging, fulfillment, and purpose in their jobs.

Compensation will be fair and equitable, and working conditions safe and secure. We will support our staff's health and well-being and help them fulfill their family and other personal responsibilities. We will create and maintain an environment where employees feel free to make suggestions and feel safe in voicing concerns.

We will ensure there must be equal opportunities for employment, development, and advancement. We will equip our supervisors and managers with the skills and knowledge to act as equitable and inclusive leaders.

We are responsible for enriching the communities in which we live, work, and play. We will help our communities be healthier by supporting social justice and helping them address disparities in diversity. We must be good citizens and support our university communities, diverse organizations, and professional associations. We will continue to purchase new products, provide inclusive and secure living facilities, and launch diverse and healthy eating choices. As a business, we are expected to experiment with new ideas. We will continue to research the best practices for diversity, equity, and inclusion and adapt and integrate them into our culture to improve our organization while implementing innovative programs and investments for growth.

ENVIRONMENTAL SCAN

REPRESENTATION

Areas Analyzed

- We looked at our demographics across different departments to determine whether any populations would benefit from targeted support, such as role models, advocates, and mentors.
- We examined our data about groups that we are not reaching and groups we would like to reach.

Demographic Snapshot

- We looked beyond the campus and examined the Metropolitan Statistical Area (MSA) to see what groups are especially underrepresented in the labor force we recruit from, began identifying how to increase access for these groups and at what levels in the organization.
- We looked at our traditional recruiting sources to see if they have enough of a "critical mass" in the labor force to recruit the talent we need.

Findings

- African American representation (1.8%) in our full-time ranks is practically nonexistent. Even when we add in our part-time African American population, the

percentage of our overall African American representation (4.7%) is far below what should be expected based on the workforce available from which we recruit and hire.

- African American female representation in the ranks of Executive/Senior Level Officials and Managers is 6.7%. African American female representation in the ranks of First/Mid-Level officials and Managers is 2.3%. There is African American female talent in Part-time and Temporary employee ranks; however the organization must evaluate if this talent is suitable for the leadership pipeline since the lion share of employees work in administrative positions.
- Non-white employees (73.5%) and females (57.8%) make up the lion's share of the part-time workforce.
- The Hispanic American representation in our overall workforce is 36%; however, 68% of the Hispanic workforce comes from our part-time ranks.
- The comparison of the percentage of male employees (41.8%) and female employees (58.2%) compares favorably to the demographics of the University, the Metropolitan Statistical Areas (MSA), and local/state available labor pools.
- Looking at our hiring data (not reflected in the above chart), our recent full-time staff hires reflect (or exceed) availability pools – for women, for historically underrepresented racial/ethnic groups (African American, Chicano/Latino, Native American/Alaska Native), and Asian groups.
- Underrepresented minorities' representation in our executive/senior-level official and managers ranks is 13.3%. African American representation is 6.7%, and Hispanic/Latino representation is 6.7%.
- Underrepresented minorities' representation in first/mid-level officials and managers is 51.1%. The Hispanic/Latino representation in this group is 28%, Asian American representation is 9.3%, Two or more races representation is 11.6%, and African American/Black representation is 2.3%.
- The percentage of males (37.2%) and females (62.8%) in our first/mid-level officials and managers ranks compares favorably to the University's demographics.
- Looking at our data, the percentage (58.7%) of women (full-time staff) reflects (or exceeds) availability pools. However, this is not the case for historically underrepresented (URM) racial/ethnic groups (African American, Chicano/Latino, Native American/Alaska Native) and Asian groups.
- Our recent hires are incrementally advancing the organization's goals of expanding all employees' diversity, regardless of rank.

- Considering the availability pools for some of our jobs, the numbers of women and underrepresented minorities in publishing, marketing, and real estate management should enable us to begin mirroring availability pools as opportunities to fill new positions occur.
- The organization's credibility and continued business success depend, in part, on its ability to recruit and retain women and more people of color amid significant demographic and social changes in the state.
- To sustain our organization's future business success, we must adjust our management and leadership skills to ensure we can recruit, manage, and retain an increasingly diverse workforce.
- It is a natural, logical occurrence that our employee population's demographic mix would begin to mirror the workforce. Since this has not happened within our organization segments, we must step back and honestly and objectively consider if unintentional barriers to representation and diversity are at play.
- Today, and even more so soon, Aztec Shops must benefit from every segment of a qualified, available workforce. Therefore, we will implement an ongoing analysis of the workforce and ensure it includes an analysis of sexual orientation, age, and disabilities—to the extent our data makes this feasible. It's important to note that some of our data rely on employees' self-identifying (voluntarily supplying information when asked).
- The workforce's demographic mix in our region is becoming more racially, ethnically, and gender represented. Therefore, we must have a workforce planning strategy that enables us to access a workforce with the required skill sets needed to run our business.
- We must increase our efforts to reach our goals by changing how we recruit new employees – expanding our search for talent to places we have not traditionally recruited.
- We must also build retention and development strategies to attract and keep qualified people of color – particularly African American employees.

CLIMATE

Areas Analyzed

- We examined our responses, quantitative results, and qualitative comments to identify the level of belonging employees feel within their unit, including differences between groups or identities.

- We looked to see if there was a significant percentage of exclusionary behavior experienced.
- We assessed employees' perceptions of the importance of diversity, equity, and inclusion within their unit.

Results

Based on Aztec Shops' climate survey results, there are no challenges indicated by the data. The data indicate several strengths:

- There was no significant difference in the way employees responded to key questions between groups, including race, gender, identity, or disability status.
- When asked about the importance of diversity in their unit, all groups responded well within the norm.
- Students from marginalized groups (women, people of color, LGBTQIA+) seemed as satisfied with the organization's diversity, equity, and inclusion (DEI) climate as white males (the norm-referenced group).
- There were no quantitative responses or experiences of any specific groups that stood out or raised any area of concern for the senior management team or Human Resources.

Several areas did not show up in our data review but remain our biggest concerns:

- It will be important not to allow the pandemic's negative impact and the divisive tone of public-square rhetoric to enter the workplace through employee behavior and attitudes.
- We strengthen employee trust in the way we recruit, interview, hire, develop, and promote our top talent.
- Our biggest hopes for the future in terms of our diversity, equity, and inclusion efforts rest in the fact that there is an opportunity for and desire of our senior leaders to learn how to embed equity and inclusion into our day-to-day operations. Once these skills have been developed and enhanced, our senior management team will apply an equity and inclusion lens to all major decisions and hold their teams accountable for achieving our goals.

ACTIONS NEEDED TO MOVE FORWARD

Despite our best efforts, our workforce's diversity, especially in the senior ranks, is not at the level desired. Icarus Consulting analyzed climate survey results and confirmed that the organization must improve its progress by moving our DEI efforts to the next stage, emphasizing measurable results aligned with the business's goals. This direction is based on the following rationale:

- A strategic, results-focused approach to DEI with clearly defined outcomes has a better chance of gaining traction, being relevant, and succeeding.
- We are more likely to have long-term success when all employees are fully engaged and dedicated to DEI success.
- Clearly defining terms and setting clear goals is essential to the effectiveness and long-term success of the organization.

Clarify DEI Mission: We will develop a clear line of sight between diversity and inclusion and the company's business results. The organization's DEI strategy aims to help the company achieve and sustain success by fully leveraging all employees' talents to achieve superior business results.

Clarify Outcomes: We will focus on a results-oriented approach. Leveraging diversity and inclusion as a strategy to enhance business results, optimally serving our community, and providing funds for campus and organizational needs, will become the primary objective.

Simplify Initiatives: We will increase effectiveness (results) by narrowing our focus. The next five years' efforts will perfect the internal DEI strategy and initiatives by creating a clear sightline to the business's goals.

GOALS

GOAL 1: WORKFORCE DIVERSITY

Recruit from a diverse, qualified group of potential applicants to secure a high-performing workforce drawn from all labor force segments by focusing on recruitment and retention. Also recruit a diverse, qualified group of potential governance leaders for volunteer board positions.

GOAL 2: WORKPLACE INCLUSION

Cultivate a work environment that encourages collaboration, flexibility, and fairness to enable individuals to contribute to their full potential and promotes further retention by focusing on engagement and inclusion.

GOAL 3: EQUITABLE AND ETHICAL CULTURE

Develop structures and strategies to equip our leaders to manage diverse work teams and create inclusive workplaces.

GOAL 4: EXTERNAL ENGAGEMENT OUTREACH

Broaden access to diverse talent and suppliers by forming mutually beneficial partnerships with diverse community organizations and professional associations.

PLANNED STRATEGIES AND INTERVENTIONS

GOAL 1: WORKFORCE DIVERSITY

Recruit from a diverse, qualified group of potential applicants to secure a high-performing workforce drawn from all labor force segments by focusing on recruitment and retention and improving succession/leadership pipeline. Also recruit a diverse, qualified group of potential governance leaders for volunteer board positions.

Objective 1A:

Increase the diversity of and candidate pool for Aztec Shops senior management positions. Develop a talent management plan to increase the senior team's diversity and include better outreach to underrepresented minorities (URM), particularly people of color, to ensure they are aware of potential future opportunities.

Objective 1B:

Increase diversity of the leadership pipeline by focusing on the diversity of succession plans, strengthening development programs, and increasing diverse talent participation rates.

Interventions for Both Objectives 1A and 1B:

1. Ensure the hiring and recruitment processes inform students of full-time openings and consider part-time students to promote into full-time positions.
2. Ensure hiring, development, special assignments, and succession pools have at least one qualified diverse candidate.
3. Evaluate African American female talent in the part-time ranks and identify high-potential diverse leaders and employees slated for critical positions within each department
4. Identify and nominate diverse talent for appropriate leadership development programs.
5. Mentor diverse talent in the succession/leadership pipeline.
6. Develop metrics and track the progress of diverse candidates.

Resources and Financial Impact

Minimal impact – mainly time on the part of the hiring managers and Human Resources.

Responsibility

Develop a process to track the progress of diverse candidates selected for senior management positions and other critical jobs (Dec 2021, Human Resources).

Assessment

1. Evaluate the year-over-year improvement in the percentage of underrepresented minorities (URM), particularly people of color, at the executive and middle-level manager ranks.
2. Evaluate the year-over-year increase in the percentage of underrepresented minorities (URM), particularly people of color, in leadership development programs.
3. Measure the total percentage of managers through director-level employees by demographic group and compare with the percent of each group that participated in leadership development programs in the past twelve months.
4. Analyze applicant pool data for all leadership development programs by demographic groups.
5. Measure the percentage of employees engaged in mentoring relationships by all demographic categories.
6. Measure the number of managers through director-level employees engaged in mentoring relationships by demographic categories.
7. Measure the percentage of all demographic groups incorporated into the company succession-planning system.

Objective 1C:

Increase staff expertise in making bias-free hiring decisions.

Interventions

1. Conduct training on implicit bias and micro-aggressions every two years.
2. Include explicit language in job postings to address diversity needs within teams. As staff positions open, hiring managers will include job description language that includes expertise, experience, or demonstrated understanding of the needs of communities historically underrepresented in business and how to best address these needs.
3. Ensure a diverse panel of staff members conducts all interviews.
4. Ensure the applicant pool and interview slates are presented for consideration to hiring managers to include diverse candidates.
5. Include at least one question related to diversity and inclusion in the interview questions.

6. Senior management will review staff diversity and hiring metrics once per year and present results to the board.

Resources and Financial Impact

Minimal impact – mainly time on the part of the hiring managers and Human Resources.

Responsibility

1. Implement processes for ensuring interview committees are more representative. (Dec 2021, Human Resources).
2. Develop a checklist to ensure the applicant pool and hiring slate are diverse (Dec 2021, Human Resources).
3. Add new questions to gauge candidates' awareness of diversity, equity, and inclusion (DEI) principles when screening applicants and interviewing candidates (June 2021, Human Resources).
4. Explore using an editing app to screen job postings' language (Dec 2021, DEI Committee).

Assessment

1. Evaluate the number of interview panels that have at least one woman and URM.
2. Ensure interview panels' screening questionnaires include at least one question about diversity, equity, and inclusion.
3. Measure the percentage of managers and supervisors involved in recruitment activities and outcomes of outreach efforts.

Objective 1D:

Establish a diversity council to increase transparency, communication, and shared accountability in our DEI efforts.

Interventions

1. Establish a diversity council reflecting a cross-functional group of staff, including student staff. The group's purpose will be to identify and assist the CEO and HR with recruitment, yield strategies, DEI goal setting, monitoring metrics, enhanced coordination and effectiveness of DEI efforts, and tangible feedback to ensure Aztec Shops has a diverse, equitable, and inclusive work environment.
2. Ensure the DEI committee is diverse in all aspects and has at least one or more student employee members from URM.

3. Include part-time employees to provide input on recruiting and hiring processes and encourage participation in recruitment efforts.

Resources and Financial Impact

Aztec Shops to train Diversity Council members at an appointment equivalent of *up to* twenty hours a month of their schedules.

Responsibility

1. CEO and Director of Management Services use existing processes to source and select Diversity, Equity, and Inclusion Council members. Council members nominate chair and co-chair (June, 2021).
2. Director of Management Services partners with similar university organizations to build on the council's recommended structure and invite other members to serve (June, 2021).

Assessment

1. Measure the number and percentage of managers and supervisors involved in the Diversity, Equity, and Inclusion (DEI) Council efforts.
2. Measure the number and percentage of part-time employees involved in the Diversity, Equity, and Inclusion (DEI) Council efforts.
3. Measure the number and percentage of student employees involved in the Diversity, Equity, and Inclusion (DEI) Council efforts.
4. Measure the percentage of employees who express interest in being on the DEI Council.

Objective 1E:

Recruit a diverse, qualified group of potential governance leaders for volunteer board positions.

Interventions

1. Ensure officers and campus partners consider diverse, qualified individuals for board nominations.
2. Develop metrics and track composition of board.

Resources and Financial Impact

Minimal impact – mainly time on the part of board officers and CEO.

Responsibility

Develop a process to track composition of board (Dec 2021, Human Resources).

Assessment

1. Evaluate the year-over-year improvement in the percentage of underrepresented minorities (URM), particularly people of color, on the board.
2. Evaluate the year-over-year increase in the percentage of underrepresented minorities (URM), particularly people of color, on the board.

GOAL 2: WORKPLACE INCLUSION

Cultivate a work environment that encourages collaboration, flexibility, and fairness to enable individuals to contribute to their full potential and promotes further retention by focusing on engagement and inclusion.

Objective 2A:

Senior management leaders commit to increasing diversity, strengthening belonging, deepening personal understanding of DEI principles, and sustaining an inclusive environment at Aztec Shops where everyone is valued, respected, and engaged.

Interventions

1. The CEO and senior management team will expand the way they engage with employees:
 - Host an open dialogue with employees on issues related to diversity, equity, and inclusion.
 - Invite employees to review and comment on the Diversity, Equity, and Inclusion (DEI) strategy, but it may be most helpful after the DEI Council has already discussed the information itself.
 - Invite employees to review and comment on climate survey results. For maximum benefit, be sure to plan a well-structured conversation centered on a few key questions of interest and importance. Use an experienced and trusted facilitator.
 - Hold employee focus groups. A focus group provides the opportunity for structured, facilitated conversations with a small group of employees around certain key diversity, equity, and inclusion-related questions.
 - Host Employee Town Hall Meeting. Town Hall meetings are public discussion forums where employees throughout the department are invited to share their concerns, hopes, and suggestions with the unit's strategic planning team.

Resources and Financial Impact

Minimal impact – mostly involves senior leaders' time.

Responsibility

The CEO and Human Resources Department by December 2021.

Assessment

1. Establish retention goals for full-time, part-time, and part-time student employee pools.
2. 80% or more employees who respond to a Pulse Survey with results that say, "*There is a promising future for me at the company.*"

GOAL 3: EQUITABLE AND ETHICAL CULTURE

Develop structures and strategies to equip our leaders to manage diverse work teams and create inclusive workplaces.

Objective 3A:

The senior management team visibly demonstrates a commitment to DEI in strategic planning, talent management, resource allocation decisions, and internal communication.

Interventions

1. The senior management team, including the CEO, attends a DEI workshop and eventually requires other senior staff leaders to attend similar training. This will enable a shared level of understanding of DEI.
2. Senior management team develops an annual goal for evolving DEI at Aztec Shops, reviewed once per year by the senior management team, board of directors, and Diversity Council. Each senior management team member is responsible for developing a DEI goal with their respective teams, thereby enabling DEI to be embedded into its business practices.
3. The senior management team deepens our understanding of DEI. Management Team models defining principles of "forever learners" and reads and discusses DEI education series recommended by the University's Office of Diversity, Equity, and Inclusion (i.e., articles about implicit bias, microaggressions, privilege, and other articles to increase personal awareness of the impact of our behaviors on others).

Resources and Financial Impact

1. Funds for senior management team, including the CEO, for DEI training and professional development for the fiscal years 2022 and 2023.
2. Ongoing funding earmarked each year for professional leadership development focused on DEI.

Responsibility

1. Senior Management Team members to attend a DEI workshop and/or implicit bias and microaggression seminar (HR and CEO – Dec 2021).
2. HR incorporates the DEI plan into Aztec Shops Strategic Priorities and shares it with all stakeholders (HR and CEO – Spring/Summer 2021).
3. Senior Management Team adopts a DEI goal for FY 2022 and writes a DEI goal for each of their teams to include a mid-year performance check-in (CEO – June/July 2021).
4. Begin to adopt a framework for succession-planning conversations focusing on hiring, retaining, and promoting diverse staff (HR – Dec 2021).

Assessment

1. Measure the percent of supervisors and managers who report feeling confident in their ability to lead diverse teams.
2. Measure the percent of employees who report that they feel their supervisor or manager is equipped to have respectful dialogue about differences with employees and peers.
3. Monitor the number of supervisors and managers who participate in self-directed diversity, equity, and inclusion learning activities with the intent of deepening their understanding of multicultural perspectives.
4. Measure the percent of staff who report that they are treated with dignity and respect (staff satisfaction survey).

GOAL 4: EXTERNAL ENGAGEMENT AND OUTREACH

Broaden access to diverse talent and suppliers by forming mutually beneficial partnerships with diverse community organizations and professional associations.

Objective 4A:

Develop and use tools to support outreach to Minority Business Enterprises, Female Business Enterprises, and veteran-owned businesses that supply products and services to Aztec Shops for use or resale that help lower operating costs and enhance customer service.

Interventions

1. Conduct education programs and outreach campaigns that enhance customers', suppliers', and stakeholders' understanding of Aztec Shops' products and services.

2. Make good faith efforts to identify opportunities to partner with Small Business Enterprises (SBEs) owned by underrepresented minorities.
3. Identify diverse contractors and suppliers to build potential business partnerships and update diversity supplier governance in procurement processes to measure outreach and partnerships.
4. Identify diverse organizations that align with Aztec Shops' strategy to develop effective community diversity partnerships.

Resources and Financial Impact

Moderate impact – based on a snapshot of the organization's current spend level and set an incremental target for increasing current spending.

Responsibility

CEO, Human Resources and Financial Services by December 2021.

Assessment

1. Aspire to increase dollars spent with minority-owned and women-owned businesses.
2. Aspire to increase the number of strategic partnerships by collecting MOUs, and memorializing stakeholder relationships with small and disadvantaged businesses.

Objective 4B:

Strengthen relationships with diversity-focused external stakeholders.

Interventions

1. Develop communication messages for specific channels and target the right talent pools.
2. Prioritize conferences with a diversity and inclusion focus.
3. Partner with diversity and inclusion associations.
4. Leverage employee resource groups to help with specific recruitment initiatives.

Resources and Financial Impact

Moderate impact – based on a snapshot of the organization's current spend level and set an incremental target for increasing current spending.

Responsibility

CEO and Senior Management Team by December 2021.

Assessment

1. Measure the percentage of qualified applicants from various hiring sources used by the company within the past twelve months by demographic group.
2. By utilizing written agreements, the number of strategic partnerships memorializes stakeholder relationships: colleges and universities, trade schools, apprentice programs, and community organizations.
3. Measure the number of vendor relationships with female and minority businesses.

LOOKING TO THE FUTURE

Creating and sustaining a diverse, equitable, and inclusive organization must be a shared responsibility throughout the organization and not the responsibility of one person or team. There is an opportunity and desire in our senior management team to learn more about embedded equity and inclusion in our day-to-day operations. Once these skills have been developed and enhanced, our senior management team will apply an equity and inclusion lens to all major decisions and hold their teams accountable for achieving our goals.

We recognize that our goals are ambitious. Implementing our first DEI plan may be met with communication and learning curve challenges, including how we model diversity, equity, and inclusion. However, we are committed to achieving these goals. By taking a strategic approach to diversity and inclusion – one that aligns two-way communication, outreach, hiring, retention, and creating a culture of inclusivity with the organization's strategic priorities – we are confident that we will positively impact the success of our workforce in the long-term.

We understand and anticipate there will be challenges; therefore, we will monitor the following issues which could impact our strategy and progress:

- Managers' and employees' ability to give and receive direct, timely, and meaningful job performance and career feedback must improve.
- It will be important not to allow the economy's negative impact and the divisive tone of public-square rhetoric to enter the workplace through employee behavior and attitudes.
- The workforce planning, leadership development, and succession-planning processes need to be tightly aligned to maximize their collective benefit and sustain DEI efforts.
- Address managers' reluctance to give candid, timely, frequent job performance, and career feedback to different employees.

- Some employees may give more credence to their perception—rather than the data or facts-- for not being promoted or considered for training or development opportunities.

We will review our plan annually to assess progress and incorporate revisions required by the University or local, state, and federal law. While a full update is planned for a five-year cycle, we will continue to engage company leaders, supervisors, managers, and employees to ensure that diversity, equity, and inclusion are a part of their daily decision-making and thought processes becoming ingrained in our company's culture.

APPENDIX A – DEMOGRAPHICS (FULL-TIME WORKFORCE)

Source: Aztec, HRIS DataBase Jan 2021

Employee Type	EEO Classification	Values	Ethnicity/Gender															
			Count Totals	Hispanic or Latino		Asian (NHOL)		Black or African American (NHOL)		Native Hawaiian or Other Pacific Islander (NHOL)		Two or More Races (NHOL)		White (NHOL)		Gender Totals		
				F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Full-Time	Administrative Support Workers	Employee Count Percentage	9 3.3%	4 44.4%	2 22.2%									3 33.3%		9 100.0%	0 0.0%	
	Craft Workers	Employee Count Percentage	3 1.1%											3 100.0%		3 100.0%		
	Executive/Senior Level Officials and Managers	Employee Count Percentage	15 5.5%	1 6.7%				1 6.7%						7 46.7%	6 40.0%	9 60.0%	6 40.0%	
	First/Mid Level Officials and Managers	Employee Count Percentage	43 15.6%	10 23.3%	2 4.7%	3 7.0%	1 2.3%	1 2.3%					3 7.0%	2 4.7%	10 23.3%	11 25.6%	27 62.8%	16 37.2%
	Laborers and Helpers	Employee Count Percentage																
	Operatives	Employee Count Percentage	6 2.2%		3 50.0%		1 16.7%						1 16.7%		1 16.7%	1 16.7%	5 83.3%	
	Professionals	Employee Count Percentage	12 4.4%			1 8.3%				1 8.3%					7 58.3%	3 25.0%	9 75.0%	3 25.0%
	Sales Workers	Employee Count Percentage	1 0.4%												1 100.0%		1 100.0%	
	Service Workers	Employee Count Percentage	20 7.3%	4 20.0%	8 40.0%	1 5.0%									3 15.0%	4 20.0%	8 40.0%	12 60.0%
	Total Full-Time Employee Count		109	19	13	7	2	2	1	4	2	31	28	64	45			
Total Full-Time Percentage		39.6%	17.4%	11.9%	6.4%	1.8%	1.8%	0.9%	3.7%	1.8%	28.4%	25.7%	58.7%	41.3%				

APPENDIX B – DEMOGRAPHICS (PART-TIME WORKFORCE)

Source: Aztec, HRIS Data Base, Jan 2021

Employee Type	EEO Classification	Values	Count Totals	Ethnicity/Gender												Gender Totals		
				Hispanic or Latino		Asian (NHOL)		Black or African American (NHOL)		Native Hawaiian or Other Pacific Islander (NHOL)		Two or More Races (NHOL)		White (NHOL)				
				F	M	F	M	F	M	F	M	F	M	F	M	F	M	
RegPTN	Administrative Support Workers	Employee Count Percentage	7 2.5%	2 28.6%					1 14.3%					1 14.3%	2 28.6%	1 14.3%	5 71.4%	2 28.6%
	Craft Workers	Employee Count Percentage																
	Executive/Senior Level Officials and Managers	Employee Count Percentage																
	First/Mid Level Officials and Managers	Employee Count Percentage																
	Laborers and Helpers	Employee Count Percentage																
	Operatives	Employee Count Percentage	6 2.2%	1 16.7%					1 16.7%				1 16.7%	1 16.7%	2 33.3%	2 33.3%	2 33.3%	4 66.7%
	Professionals	Employee Count Percentage	1 0.4%											1 100.0%	1 100.0%		1 100.0%	
	Sales Workers	Employee Count Percentage	9 3.3%	2 22.2%		4 44.4%	1 11.1%						1 11.1%	1 11.1%	8 88.9%	1 11.1%	8 88.9%	1 11.1%
	Service Workers	Employee Count Percentage	21 7.6%	5 23.8%	6 28.6%	2 9.5%		1 4.8%					1 4.8%	1 4.8%	2 9.5%	3 14.3%	11 52.4%	10 47.6%
		RegPTN Employee Count	44	9	7	6	1	2	1				3	2	7	6	27	17
	RegPTN Employee Percentage	16.0%	20.5%	15.9%	13.6%	2.3%	4.5%	2.3%				6.8%	4.5%	15.9%	13.6%	61.4%	38.6%	
Part-Time	Administrative Support Workers	Employee Count Percentage	5 1.8%	2 40.0%	1 20.0%									2 40.0%	3 60.0%	2 40.0%	2 40.0%	
	Craft Workers	Employee Count Percentage																
	Executive/Senior Level Officials and Managers	Employee Count Percentage																
	First/Mid Level Officials and Managers	Employee Count Percentage																
	Laborers and Helpers	Employee Count Percentage	1 0.4%											1 100.0%	1 100.0%		0.0%	
	Operatives	Employee Count Percentage	5 1.8%	2 40.0%	1 20.0%				1 20.0%				1 20.0%		2 40.0%	3 60.0%	2 40.0%	3 60.0%
	Professionals	Employee Count Percentage																
	Sales Workers	Employee Count Percentage	33 12.0%	5 15.2%	4 12.1%	7 21.2%	4 12.1%	3 9.1%					1 3.0%	2 6.1%	5 15.2%	2 6.1%	21 63.6%	12 36.4%
	Service Workers	Employee Count Percentage	78 28.4%	20 25.6%	17 21.8%	5 6.4%	6 7.7%	4 5.1%					2 2.6%	3 3.8%	11 14.1%	10 12.8%	42 53.8%	36 46.2%
		RegPTS Employee Count	122	27	24	13	10	7	1				3	6	19	12	69	53
	RegPTS Percentage	44.4%	22.1%	19.7%	10.7%	8.2%	5.7%	0.8%				2.5%	4.9%	15.6%	9.8%	56.6%	43.4%	
	Total Part-Time Employee Count	166	36	31	19	11	9	2				6	8	26	18	96	70	
	Total Part-Time Percentage	60.4%	21.7%	18.7%	11.4%	6.6%	5.4%	1.2%				3.6%	4.8%	15.7%	10.8%	57.8%	42.2%	

APPENDIX C – DEMOGRAPHICS (TEMP EMPLOYEES)

Source: Aztec, HRIS DataBase Jan 2021

Employee Type	EEO Classification	Values	Ethnicity/Gender														
			Count Totals	Hispanic or Latino		Asian (NHOL)		Black or African American (NHOL)		Native Hawaiian or Other Pacific Islander (NHOL)		Two or More Races (NHOL)		White (NHOL)		Gender Totals	
				F	M	F	M	F	M	F	M	F	M	F	M	F	M
TMPS NOT INCLUDED IN TOTAL EMPLOYEE COUNT																	
TMPS	Administrative Support Workers	Employee Count Percentage	3 1.1%	1 33.3%		1 33.3%				1 33.3%					2 66.7%	1 33.3%	
	Craft Workers	Employee Count Percentage															
	Executive/Senior Level Officials and Managers	Employee Count Percentage															
	First/Mid Level Officials and Managers	Employee Count Percentage															
	Laborers and Helpers	Employee Count Percentage															
	Operatives	Employee Count Percentage															
	Professionals	Employee Count Percentage															
	Sales Workers	Employee Count Percentage															
	Service Workers	Employee Count Percentage	1 0.4%											1 100.0%	1 100.0%		
Total TMPS Employee Count		4	1		1				1				1	2	2		
Total TMPS Percentage		1.5%	25.0%		25.0%				25.0%				25.0%	50.0%	50.0%		

APPENDIX D – DEMOGRAPHICS (TOTAL NON-TEMP WORKFORCE)

Source: Aztec, HRIS Data Base, Jan 2021

Employee Type	EEO Classification	Values	Count Totals	Ethnicity/Gender												Gender Totals	
				Hispanic or Latino		Asian (NHOL)		Black or African American (NHOL)		Native Hawaiian or Other Pacific Islander (NHOL)		Two or More Races (NHOL)		White (NHOL)		F	M
				F	M	F	M	F	M	F	M	F	M	F	M	F	M
		<u>Total Full-Time Employee Count</u>	109	19	13	7	2	2		1		4	2	31	28	64	45
		<u>Total Full-Time Percentage</u>	39.6%	17.4%	11.9%	6.4%	1.8%	1.8%		0.9%		3.7%	1.8%	28.4%	25.7%	58.7%	41.3%
		<u>Total Part-Time Employee Count</u>	166	36	31	19	11	9	2		6	8	26	18	96	70	
		<u>Total Part-Time Percentage</u>	60.4%	21.7%	18.7%	11.4%	6.6%	5.4%	1.2%		3.6%	4.8%	15.7%	10.8%	57.8%	42.2%	
		<u>Total Veteran Employee Count</u>															
		<u>Total Veteran Percentage</u>															
		<u>Total Disabled Employee Count</u>															
		<u>Total Disabled Percentage</u>															
		<u>Grand Total Employee Count</u>	275	55	44	26	13	11	2	1	10	10	57	46	160	115	
		<u>Grand Total Percentage</u>		20.0%	16.0%	9.5%	4.7%	4.0%	0.7%	0.4%	3.6%	3.6%	20.7%	16.7%	58.2%	41.8%	
TMPS NOT INCLUDED IN DATA ABOVE																	
		<u>Total TMPS Employee Count</u>	4		1			1			1			1	2	2	
		<u>Total TMPS Percentage</u>	1.5%		25.0%			25.0%			25.0%			25.0%	50.0%	50.0%	

APPENDIX E – TERMS AND DEFINITIONS

Diversity – A defining feature of Aztec Shops' past, present, and future is the variety of personal experiences, values, and worldviews that arise from cultural and circumstantial differences. Such differences include race, ethnicity, national origin, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, geographic region, and more. Workforce diversity results from taking intentional and proactive workforce planning actions designed to achieve the appropriate mix of qualified employees who have the required skills to perform their job, BUT who differ from each other in various ways (i.e., race, ethnicity, gender, etc.), AND who are needed to perform together at a high level to help achieve desired business goals.

Employee Engagement – The degree to which employees feel they have a personal stake in the company's long-term success, which, in turn, leads to increased productivity and innovation. Employee engagement is measured by how employees are willing to exchange discretionary effort, superior performance, and total commitment for respect, recognition, dignity, and meaningful work.

Engaged Employee – A person who is fully involved in and enthusiastic about their work and who will, therefore, act in a way that furthers their organization's interests. Engaged employees are more innovative and productive and, therefore, less likely to leave.

Equity – The aspiration to have an organization that treats all full-time, part-time, and part-time student employees fairly in all phases of business and operations while at the same time striving to identify and eliminate barriers that have prevented the full participation of marginalized groups.

Inclusion – The act of creating a culture, workplace, and environment in which any individual or group can feel valued, respected, welcomed, and supported. An inclusive climate embraces differences and offers respect in words and actions so that all people can fully participate in the organization's opportunities. Inclusion results from intentional and proactive efforts to leverage the organization's culture and values to create an environment where ALL employees are valued, respected, and engaged. Inclusion, in turn, motivates them to perform at a high level, which benefits them and the company.

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