



Stephen M. Ross School of Business

Diversity, Equity and Inclusion Strategic Plan Five-Year Strategic Objectives, Measures and FY17 Actions

I. Diversity Equity and Inclusion Strategic Plan: Overview

Selected text from President's Diversity Charge:

At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity and inclusion. It is central to our mission as an educational institution to ensure that each member of our community has full opportunity to thrive in our environment, for we believe that diversity is key to individual flourishing, educational excellence and the advancement of knowledge.

Goals: Diversity, Equity and Inclusion:

Diversity: We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective.

Equity: We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.

Inclusion: We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

Rationale: Mission, Vision, Values (of School, College or Unit)

Stephen M. Ross School of Business Mission

The Michigan Ross mission is to develop leaders who make a positive difference in the world.

Pillars

The Ross DNA is like no other business school. The four pillars of our mission articulate the four elements that we see as essential to developing leaders who make a positive difference in the world. Each of these pillars is being integrated into all of the Ross School's academic programs and other key initiatives. Diversity and inclusion are at the heart of one of the school's four pillars (the boundaryless pillar as outlined below) which, combined, define the Ross School's differentiating strengths and position our school at the forefront of global business education.



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Positive: Through positive business practices, the potential of people and firms will be realized, and society's most pressing problems will be addressed.

Boundaryless: Solutions are not confined to one sector, function, or type of person, and true innovation comes from a boundaryless approach to problem solving. The boundaryless pillar emphasizes that the Ross School believes that demographic diversity as well as diversity of background and perspectives are essential to an inclusive climate and equitable outcomes. Such a climate fosters interactions that create truly viable and sustainable solutions to critical problems. Thus, all members of the Ross community participate in practices and, where appropriate, educational activities that increase their ability to enact a boundaryless approach to problem solving.

Analytic: Analytic rigor must be the foundation for all business decision making in the 21st century.

Action: Business acumen consists of a set of knowledge and skills that can only be developed by bridging the gap between theory and practice and engaging in action-based learning.

Statement of Commitment

At Michigan Ross:

We develop leaders who make a positive difference in the world.

In supporting and promoting diversity and inclusion initiatives, Michigan Ross is mindful of the intersections of identities and cultures and actively encourages the Ross Community to bring their 'whole selves' to their Ross School activities in order to build an inclusive community.

We value the contributions of our community and fostering an inclusive environment that promotes equity, diverse people and diverse perspectives.

We believe that developing global perspectives and inter- and multicultural skills within our community is essential in preparing the Ross Community to thrive in their personal and professional lives.

Michigan Ross is committed to developing diverse perspectives by providing interdisciplinary and multicultural collaborative opportunities for the Ross Community to engage and grow.

II. Planning Process Used

Planning Lead(s): **Shá Duncan Smith**, Director of Diversity & Inclusion
David Wooten, Faculty Director of Diversity & Inclusion and Alfred L Edwards Collegiate Professor and Associate Professor of Marketing

Planning Team: **Ross Diversity & Inclusion Committee**
Allan Afua, faculty
Norm Bishara, faculty



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Heather Byrne, staff
Amy Byron-Oilar, staff
Amy Dittmar, faculty & Associate Dean
Shá Duncan Smith, staff
Jane Dutton, faculty
Paul Kirsch, staff
Soojin Kwon, staff
Laurie Morgan, faculty
Valerie Suslow, faculty & Associate Dean
David Wooten, faculty
Lynn Perry Wooten, faculty & Associate Dean

Other Collaborators: Ross Student Government
Ross Student Organizations
Ross Alumni

Planning Process Summary

In AY 2014-15, the Director of Diversity and Inclusion was charged by the Dean of the Ross School with conducting a strategic review of Ross Diversity and Inclusion Initiatives and coordinating a school-wide effort to craft the first ever Ross Diversity, Equity and Inclusion Strategic Plan. This process included generating a comprehensive inventory of current D&I initiatives; gathering student feedback and leveraging existing data to identify potential gaps in the school's efforts; and engaging the recently established D&I Committee, student leaders, and alumni in a series of conversations to explore opportunities to enhance the school's existing D&I initiatives. These inputs formed the basis of the initial draft of the Ross D&I Strategic Plan.

In AY 2016, the Director of Diversity and Inclusion collaborated with Ross senior leadership and the D&I Committee to offer a series of engagement and idea generation activities to faculty, staff, students and alumni designed to enhance the Ross Diversity, Equity and Inclusion strategic plan. In addition, Ross worked closely within the Provost's Academic Affairs Planning Group to align the Ross Diversity, Equity and Inclusion Strategic Plan with the U-M campus wide diversity equity and inclusion strategic planning process.

Process used to collect data

The Ross Diversity, Equity and Inclusion Strategic Planning Initiative process to collect data in Academic Years 2014 & 2015 included four major components:

- Gathering the students' feedback about diversity and inclusion initiatives at Ross through focus groups and student surveys. Assessing faculty and staff perceptions of Ross Climate through the Advance Climate Study conducted at Ross in 2011.
- Identifying and evaluating the inventory of diversity and inclusion resources at Ross, and the perceived effectiveness of those resources.
- Conducting a gap analysis of resources offered and identifying opportunities to enhance old initiatives and introduce new initiatives.



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- Providing recommendations and an implementation plan

The Ross Diversity, Equity and Inclusion Strategic Planning Initiative process to collect data in Academic Year 2016:

Ross used various engagement activities and data sources to gather information from students, faculty and staff.

Students: At Ross we have conducted individual meetings with student organizations such as Out for Business, Michigan Business Women, and the Black Business Undergraduate Society. In addition we had two planning sessions sponsored by the Student Government Association. The first included the elected Student Government leadership at an Undergraduate and Graduate Level. The second included leaders of student organizations in an open town-hall format. These events took place on September 27 and October 6th. In addition, we held an October 26th Diversity Inclusion Summit with student leaders and an all school diversity town hall and lunch that included students on November 12, 2015.

Staff: We have been engaging staff by having individual unit/area meetings (e.g., meetings with our undergraduate and graduate program offices, Erb Institute, MBA Admissions, and other similar offices). In these meetings we have been asking the following 5 questions of the team members:

1. What should be the Ross DEI focus areas/priorities?
2. What DEI innovative ideas should Ross consider?
3. What are Ross' DEI blind spots or what is Ross missing?
4. Based on reviewing the then current strategic plan (crafted in 2014-15):
 - What are strengths?
 - What are weaknesses?
 - What are opportunities?
 - What are threats?
5. What are (the high level) 5-year diversity, equity, and inclusion goals/priorities for your unit?

We also held an all-school town-hall and lunch that included staff participants (November 12, 2015). In addition, we sent a form out (multiple times) to all staff to solicit their feedback by asking the first three questions.

Faculty: We have been engaging department faculty by having unit/area meetings. Going center by center and academic department by academic department asking the following questions of the teams:

1. What should be the Ross DEI focus areas/priorities?
2. What DEI innovative ideas should Ross consider?
3. What are Ross' DEI blind spots or what is Ross missing?
4. Based on reviewing the then current strategic plan:
 - What are strengths?

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- What are weaknesses?
 - What are opportunities?
 - What are threats?
5. What are (the high level) 5-year diversity, equity, and inclusion goals/priorities for your unit?

We also held an all-school town hall and lunch that included faculty participants (November 12, 2015). In addition, we sent a form out to all faculty to solicit their feedback asking the first three questions (multiple times).

We have promoted the University-level inclusive teaching focus groups and grant opportunities for faculty. We held a special faculty review session in our Diversity Committee to discuss the questions above.

Alumni: Ross has a strong relationship with their Black Business Alumni Association—they are very engaged in many aspects of the Ross School. We worked with the Black Business Alumni Association (BBAA) members to review the plan and get feedback. In addition, we asked them to send a broad invite out to all of their section-mates (regardless of ethnicity) to try and get a diverse pool of alumni to participate in broad alumni focus groups that we hosted in conjunction with some high draw football games (Homecoming-Northwestern, Michigan State, and Ohio State). The focus group on October 17, 2015 coincided with the Ross UpClose diversity weekend in order to take advantage of the strong BBAA Alumni presence at this event. A diverse group of alumni came and participated in the three focus groups. In addition to asking the three questions below we asked the alumni to circulate the following questions via-google form to their membership and friends who are alumni.

1. What should be the Ross DEI focus areas/priorities?
2. What DEI innovative ideas should Ross consider?
3. What are Ross' DEI blind spots or what is Ross missing?

We plan on having Alumni participate in additional focus groups via webinar and encourage them to provide their input in the form.

Sources of data

Ross used the following as sources for data for the diversity equity and inclusion strategic planning process:

- Town Halls
- Focus Groups
- Climate Surveys
- Students end of the year and exit surveys which ask some diversity-related questions
- Forums designed for specific groups as outlined above
- Student Organization General Body Meetings
- U-M Institutional Data
- Ross Internal Human Resource and Student Data



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Process used to analyze data

- Ross analyzed the data for Academic Years 2014 & 2015 for students by taking the focus group data and categorizing the findings into themes in order to come up with students shared experiences regarding diversity, equity, and inclusion at Ross. The Ross Faculty and Staff data were analyzed by ADVANCE for the 2011 Climate Study. We added to that data based on the information gathered from focus groups and community forums and categorized that data into themes to determine if the findings and themes fit into the themes already identified by ADVANCE. After identifying the themes we shared the information with the Diversity Committee to determine if they agreed with the categorizations and for feedback and input. The input was gathered and revisions were made and the final draft was sent to the Diversity Committee and the Dean for approval.
- Ross analyzed the data for Academic Year 2016 by taking the additional information collected during AY 15-16 from the unit meetings, the surveys, and the engagement events and categorized the data into themes. The themes were separated by constituency and summarized to demonstrate the shared experiences of students, faculty and staff regarding diversity, equity and inclusion at Ross. The themes were compiled and were discussed in the Ross Diversity and Inclusion Committee meeting. Input was gathered about the categories from Ross Research Assistants and the Diversity and Inclusion subcommittee members. The input from the various sources was used to make changes to the data in the document. The updated data was included in the draft of the strategic plan was sent to the Diversity Committee and Dean for review and approval.

III. Data and Analysis: Key Findings

Key Findings & Themes: Summary of Data

Review Results Academic Years 2014 & 2015

Students: The information gathered from various sources (focus groups, surveys, and student forums) illustrated that Ross students reported the following as observations and opportunities for enhancement in the climate at Michigan Ross:

- Ross has a strong community that is made up of sub-communities.
- Ross should promote diversity of perspectives and disciplines.
- Ross should integrate diversity and inclusion concepts in courses, workshops, trainings, and orientation (both curricular and co-curricular).
- Cases in Ross courses need to address issues of diversity and inclusion and should feature diverse protagonists.
- Student organizations are very competitive at an undergraduate level and are likely to include a particular “type” or be perceived as cliquish.
- Female MBA students wanted more female faculty in the core and more interaction with female faculty.
- PhD students as groups feel isolated and not connected to the Ross Community at large.



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- International students and domestic students do not engage as much as either group would like, and it's very hard to move away from this structure in the community.

Faculty: The information gathered from the 2011 Ross Climate Study conducted by Advance reported that the faculty have experienced the climate at Michigan Ross in the following ways:

- One-fifth of faculty reported experiences of bias or exclusion due to gender, race, or other personal characteristics by a superior and a colleague.
- Female faculty were more likely than male faculty to have reported experiences of bias by a student, and senior faculty were more likely than junior faculty to have reported experiences of bias by a superior and a colleague.
- Few faculty agreed that their colleagues expect them to represent “the point of view” of their gender or race-ethnicity.
- Female faculty reported a higher level of tokenism (based on two items about whether or not faculty agreed that their colleagues expect them to represent “the point of view” of their gender or race-ethnicity) in the school compared to their male colleagues.
- Faculty reported moderately high levels of tolerance within the school, and also rated the school as generally non-homophobic, non-racist, and non-sexist.
- Compared to male faculty, female faculty rated the school as less tolerant and more racist, homophobic, and sexist. Senior faculty rated the school as more sexist than junior faculty.
- In open-ended responses, some faculty described a lack of diversity or sensitivity to diversity issues, whereas others indicated that the school is too concerned with appearing “politically correct.”

Staff: The information gathered from the 2011 Ross Climate Study conducted by Advance illustrated that the Ross staff experienced the climate at Michigan Ross in the following ways:

- Comparisons by department revealed some departments have higher levels of staff dissatisfaction, particularly related to the unit's work environment and the supervision they receive.
- Many staff comments expressed desires to improve the sense of community at Ross, including better information sharing and opportunities to know about and interact with other departments.
- Several staff also expressed concerns about a negative work climate, including lack of respect, favoritism, and decreasing incentives.

Review Results Academic Year 16

Students

- Students expressed that they wanted Ross to foster more cross-cultural collaborations and engagement
- Students wanted Ross to promote current diversity, equity, and inclusion initiatives more



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- Students expressed the desire to have a school-wide diversity initiatives and training requirement
- Students expressed concerns about isolation and lack of support and information about the process for bringing up diversity, equity and inclusion issues
- Students thought messaging and overall communication of diversity, equity and inclusion initiatives at Ross could improve
- Students expressed the desire to have more planned social interactions and engagement between international and domestic students

Faculty

- Faculty expressed not having a real sense of a “faculty community” in the school-wide Ross Community (outside of the areas/departments)
- Faculty expressed the need for Ross to do more with respect to recruiting women and faculty of color
- Faculty identified a supply shortage of URM faculty candidates, especially those trained at top research institutions
- Faculty highlighted potential limitations of the PhD Project, a major effort to address the shortage of URM faculty candidates
- Faculty expressed the need to explore creative ways to leverage the PhD Project and the American Economics Association’s project to bring more potential URM faculty into the Ph.D. pipeline

Staff

- Staff expressed that they would like more involvement in decisions and implementation of diversity equity and inclusion initiatives from staff who are not in leadership roles
- Staff expressed that they would like to develop a culture of learning about diversity, equity and inclusion topics
- Staff expressed that they want to create a safe space to engage and have discourse about diversity, equity, and inclusion
- Staff expressed the desire to focus on creating an inclusive culture to recruit and retain diverse talent and a diverse community
- Staff expressed the need to have unconscious bias training and additional diversity, equity and inclusion training

Recommendations Suggested During the Data Collection Process

- Ross should utilize its Sanger Center to integrate diversity and inclusion components into the already existing leadership workshops for students.
- Ross should develop a speaker series for all students that feature alumni, corporate sponsors, faculty and staff conducting interactive workshops on how to work with, develop, and support a team that is diverse and inclusive. A certificate should be awarded to students who attend a specific number of workshops or workshops that cover the core topics identified. Something similar to this approach already exists at the



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undergraduate level with the Ross School's new Identity and Diversity in Organizations milestone requirement. However, more formal diversity program should be added, particularly at the graduate level.

- Ross should host a Diversity and Inclusion in Business Conference annually that offers opportunities for students, faculty, and staff to develop diversity, inclusion, and intercultural skillsets that can be leveraged at Ross, in the workplace and beyond.
- Ross should create an exchange buddy system for incoming international students and put together diverse teams by section to work on an annual global case competition hosted by corporate sponsors for 2nd year students and a Social Impact or Community Project for 1st year students that spans a duration of semester (Fall A and B).
- Ross should create and leverage opportunities to integrate current courses with diversity and inclusion content. This includes case studies with more diverse protagonists and ways to incorporate diversity and inclusion in different aspects of the course. The Dean's Office can create incentives for this by providing grants to faculty who want to revamp their course and by finding ways in the current faculty promotion/tenure structure to reward faculty who write cases—specifically those that are tied to the current reality of what managers face daily when it comes to managing across differences. Case writing is already rewarded in the annual review of faculty performance (and salary determination), but it is not very well recognized in the promotion and tenure process. In the long run, this could also be a function of the Office for Diversity and Inclusion, because it could become a Center or an Institute rather than an office and house faculty and staff who are dedicated to writing cases and conducting research or different aspects of Diversity and Inclusion in the workplace.
- Ross should offer a Crucial Conversations course to the students in the beginnings of Fall A to help to facilitate difficult dialogues that come up in the classroom around diversity and inclusion initiatives (Ross has been offering Crucial Conversations training to faculty and staff for a couple of years, and this has greatly increased the ability of individuals in the Ross community to discuss difficult issues).
- All of Ross students should be required to have curriculum requirements similar to the Identity and Diversity in Organizations (IDO) curriculum that was piloted in 2014-2015 for BBA students and is now being offered as a milestone requirement.
- Ross should communicate and promote its diversity initiatives using its website, the Ross School's intranet (iMpact), social media, school forums, program and school-wide newsletters, and the Ross Dividend Magazine. We have revamped our website to include our diversity and inclusion initiatives and are currently leveraging our website presences to attract diverse community members, retain diverse talent and demonstrate our commitment to diversity equity and inclusion.
- Ross should explore opportunities to use our current conferences to create PhD pipelines for future faculty hiring
- Ross should offer diversity and inclusion training for staff. Specifically unconscious bias training.
- Ross should provide resources and support for search efforts to attract a diverse candidate pool for staff searches.
- Ross should provide and promote the inclusive teaching training opportunities offered through CRLT for faculty. These should be supplemented with some short Ross-specific



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sessions that address some of the unique challenges related to diversity and inclusion that arise in the business school classroom.

- Ross should increase our participation in the Faculty Allies for Diversity Program sponsored by the Rackham Graduate School
- Ross should leverage their PhD alumni network to identify potential doctoral students or faculty candidates

IV. Strategic Objectives, Measures of Success and Action Plans*

**All strategic objectives and related actions will be pursued in accordance with the law and University policy.*

The Ross plan covers faculty, staff, graduate students (including the few very postdoctoral students at Ross), and undergraduate students. The strategic objectives needed to further the university-wide goals of diversity, equity and inclusion have been aggregated into four domains determined by the University. Each of these strategic objectives is accompanied by success measures that will be tracked over time, as well as descriptions of single and multiple year actions we will take to accomplish those objectives. For additional detail on assignments, timelines and accountabilities, see Section VI.

The four planning domains are briefly defined below:

Education and Scholarship (ES): This domain involves the consideration of whether diversity, equity, and inclusion are foundational aspects of the curricula and scholarship within our schools and colleges. In addition, for schools, colleges, and units, this also may pertain to the types and quality of educational events that are taking place for members of our own communities.

Recruitment, Retention, and Development (RRD): This domain is centered on the questions of who is in our schools, colleges, and units, as well as who is successful in these spaces. We should be exploring these issues at the student, staff, and faculty levels.

Promoting an Equitable and Inclusive Community (PEIC): This domain speaks to our efforts in the creation and nurturance of a multicultural and inclusive campus community. This means more than just mitigating overt acts of discrimination and bias, but rather increasing our collective awareness of the influence of implicit bias on decision-making, communication, and conflict within the community, and our commitment to creating and promoting welcome and inclusive spaces. We must also be mindful that differences do not only arise from visible identities, but a variety of experiences that contribute to inclusion.

Service (S): This domain involves exploring whether diversity, equity and inclusion issues are seamless and fundamental underpinnings of our service delivery models. We should be mindful to examine whether our service is equitable, tailored to the unique needs of the populations we serve, and inclusive.

Please see table VI for Action Planning Tables with Details and Accountabilities.

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V. Goal-related Metrics – School, college or unit measures tracked over time

Diversity

- Internal demographic data to examine the annual changes in demographic composition of students, faculty and staff (For example 4% increase in women faculty or 3% increase in international MBA students).
- Demographic data to examine, separately, recruiting, retention, and promotion of faculty and staff.

Equity

- Demographic data to examine equitable practices in admissions, recruiting and retention of students.
- The climate studies and questions outlined in the “inclusion” section also address perceptions of equity among students, faculty, and staff.

Inclusion

- Continue offering climate questions on end of the year and exit surveys for students.
- Climate studies for faculty and staff every 3-4 years (conducted by ADVANCE so we can compare over time).
- Entry surveys for staff.
- Exit interviews for faculty and staff.

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VI. Action Planning Tables with Details and Accountabilities

Table Key

Four Domains:

- ES: Education and Scholarship
- PEIC: Promoting an Equitable, Inclusive Community
- RRD: Recruitment, Retention and Development
- S: Service

Primary D, E, & I Goal:

- D: Diversity
- E: Equity
- I: Inclusion

Undergraduate Programs

Strategic Imperative: Graduate diverse and culturally intelligent students who thrive and succeed in any environment.

Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Primary D, E & I Goal	Domain(s)	2017 Action
Build diverse pipeline of potential applicants	# of program hours, # of participants enrolled	Host and run LEAD Summer Business Programs; integrate MReach students or host MReach summer program	Programs Office	D	RRD	
		Develop a bridge program for summer direct admits to Ross.	Program Office	E	RRD	X
		Execute PI to foster academic success at UM and to apply to Ross	Programs Office	E	RRD	
		Support Michigan Business Women (MBW) on outreach efforts, especially w/ U-M first-year students	Programs Office Advising Staff Admissions	E		X

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Execute MREACH, to encourage to consider and apply to college, to apply to UM, and to apply to Ross	# of program hours, # of participants enrolled, # of UM applications	Host and execute several on campus MReach events for HS students	Programs Office		RRD	
Identify, recruit and attract a diverse applicant pool	Number and mix of applications	Admissions events to general and diverse audiences (one to many), recruiting discussions (one on one)	Admissions	D	RRD	
		Develop a suite of marketing materials – mailings, website, social media – that appeals to a diverse set of applicants	Admissions Marketing	D	RRD	
Yield top applicants from diverse populations	Yield	Create and award scholarships for students with a demonstrated commitment to diversity	Development Admissions	D	RRD	
Create an inclusive climate in which all students can thrive	BBA Year End and Exit Surveys	<p>Work with diversity clubs to meet the needs of their members and to continue outreach/education efforts to the full Ross Community</p> <p>Assist application-based clubs to develop processes to diversify their membership</p> <p>Pursue supplemental training and learning opportunities (e.g., Och Women in Finance trek and training and Diversity Case Competitions)</p> <p>Encourage interprogram (grad to undergrad), and intergenerational (alumni to student) interaction with a diverse set of mentors in various roles (e.g. career coaches, TAs, PI mentors etc.)</p>	Programs Office	I	PEIC	X
		Integrate diversity issues in core classes through cases, discussions, exercises, and other relevant approaches	Programs Office	I	ES	

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		Strengthen collaborations between diversity clubs and RCS to enhance their visibility to corporate partners and improve the employment outcomes of their members Conduct Strengths Quest evaluation for all students, part of BA200 sophomore core				
Provide opportunities to increase cross-cultural interactions and develop intercultural competency	Number and mix of students engaging in program and workshop opportunities	Expand and promote global engagement opportunities	Advising Staff Global Initiatives	I	ES	X
	Student evaluation of programs and periodic program evaluations (SWOT of offered programs to determine progress)	Design intentional process to form diverse teams in core classes		I		
		Engage BBA students in nontraditional, diversity focused minors (e.g., IGR and Social Change)	Faculty Advising Staff	I	ES	
		Expand and enhance IDO, the milestone requirement that imparts general and specific knowledge on identity and diversity issues.	Programs Office	I	ES	X
		Develop external corporate partnerships to share real-world expertise with Ross students	Programs Office	I		X
		Assess and train students in IDI, CQ, and Gallup Wellbeing	Programs Office	I	ES	

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Graduate Programs - MBA

Strategic Imperative: Graduate diverse and culturally intelligent students who thrive and succeed in any environment.

Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Primary D, E & I Goal	Domain(s)	2017 Actions
Build diverse pipeline of potential applicants		Strengthen partnerships with organizations that engage in pipeline building efforts by providing information	Admissions	D	RRD	
Identify and attract a diverse applicant pool	Number and mix of applications	Admissions events to diverse audiences in targeted regions of the world	Admissions Marketing	D	RRD	X
		Develop a suite of marketing materials – mailings, website, social media – that appeals to a diverse set of applicants	Admissions Marketing	D	RRD, S	
Yield top applicants from diverse populations	Yield	Maximize yield of scholarship dollars. Create scholarships for students who support initiatives that are tied to the Michigan Ross mission, particularly its boundaryless pillar	Development Admissions	E	RRD	
	-	Continue to support yield events for diverse audiences (e.g. Up Close)	Admissions	D	RRD	
Create an inclusive climate in which all students can thrive	MBA Year End and Exit Surveys	Support all clubs in their efforts to build confidence and self-awareness, and impact the broader Ross community	Programs Office	I	PEIC	X
		Create opportunities for students to share experiences and build empathy (e.g. Ross Coming Out Week and #BlackLivesMatter)	Programs Office D&I Student Orgs	I	PEIC	X
		Create a culture of accountability by developing students' abilities to give and receive critical feedback	Programs Office	I	PEIC	

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Improve intercultural competency by enhancing skillsets that promote the ability to thrive in culturally diverse situations	CQ Assessment	Assess students' CQ during orientation, MAP, and MBA2 orientation	Programs Office	I	PEIC, ES	X
	Number and mix of students engaging in study abroad opportunities	Provide global experiences or greater opportunities for cross-cultural collaborations	Programs Office Global Initiatives	I	PEIC, ES	X

Graduate Programs - PhD

Strategic Imperative: Graduate diverse and culturally intelligent students who thrive and succeed in any environment.

Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Primary D, E & I Goal	Domain(s)	2017 Actions
Build diverse pipeline of potential applicants (e.g. PhD Project)		Strengthen partnerships with organizations that engage in pipeline building efforts by providing information	Admissions	D	RRD	
		Leverage our PhD alumni network to identify potential doctoral students	Admissions Programs Office	D	RRD	
Identify and attract a diverse applicant pool	Number and mix of applications	Admissions events to diverse audiences in targeted regions of the world	Admissions	D	RRD	
		Develop a suite of marketing materials – mailings, website, social media – that appeals to a diverse set of applicants	Admissions Marketing	D	RRD, S	
Yield top applicants from diverse populations	Yield	Leverage Rackham Merit Fellowship (RMF) Promote RMF Connections Program to enhance the academic and social transition into U-M doctoral programs	Admissions Development	E	RRD, ES	

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		Create informational events and visit days for diverse audiences (e.g., Up Close for PhD students)	Admissions	E	RRD	
Create an inclusive climate in which all students can thrive	PhD Year End and Exit Surveys	First-year cohort orientation 8 Modules on responsible conduct of research and scholarship	Programs Office	I	ES	
		Create opportunities for students through “Faculty in Training” Initiatives Teacher Development Program Service Opportunities (i.e. Student Organizations and Administrative Opportunities) “Faculty in Training Institute” designed support students in academic writing and presentation Promote participation in research conferences	Programs Office	I	ES	
Provide opportunities to increase cross-cultural interactions and develop intercultural competency	PhD Year End and Exit Surveys	Provide global experiences or greater opportunities for cross-cultural collaborations Provide Cultural Intelligence (CQ) Assessment and training throughout PhD experience Enhance skillsets that promote the ability to thrive in culturally diverse situations Develop global mindsets Workshops on Health and Well-Being/Hidden Disabilities	Programs Office D&I	I	ES, PEIC	X
Explore interdisciplinary opportunities	PhD Year End and Exit Surveys	Promote appreciation and the value of difference through educational opportunities Promoting attendance across Area Research Seminars	Programs Office	I	ES	X
Explore opportunity for Doctoral Bridge Program	Program Evaluation	Create a bridge to the Ross Ph.D. program for qualified undergraduate and master’s students in collaboration with and co-funded by Rackham	Programs Office	E	RRD, PEIC, ES	

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Staff

Strategic Imperative: Develop a diverse and culturally intelligent staff that thrive and contribute to a positive and inclusive environment.

Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Primary D, E & I Goal	Domain(s)	2017 Actions
Attract and retain a diverse staff	The number and mix of staff applications	Continue to partner with U-M Recruiting & Employment Services Diversity Recruitment Initiative	Ross HR UHR	D	RRD	
		Develop a series of statements for use in job postings to clearly articulate our commitment to a diverse, equitable and inclusive work environment: <ul style="list-style-type: none"> • In our statement about Ross, include a commitment to diversity • In addition to the EEOC language, develop a statement encouraging diverse candidates to apply • Engage Ross community to develop a statement for all Ross job descriptions to articulate each individual's responsibilities to contribute to a diverse work community 	Ross HR Ross Mrkt & Comm Ross Community	D	RRD	X
		Continue the investment initiated in FY2016, so that all Ross jobs, regardless of affirmative action goals, are posted to the Diversity Employers site	Ross HR Ross Dean	D	RRD	
		Review Ross Selection Bootcamp materials to include: Ross commitment to diversity, resources and techniques to recruit diverse candidate pools, and exploration of unconscious bias.	Ross HR Ross D&I Director	E	RRD, PEIC	

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		Update Ross 102 (Introduction for Managers) and Faculty Director onboarding materials to include Ross commitment to diversity and managerial responsibilities with respect to cultivating a diverse and inclusive environment.	Ross HR Ross Mgmt (Staff & Faculty)	I	PEIC, RRD	
		Add a question in the Ross 101 survey “Why Ross?” to assess brand strengths.	Ross HR	I	PEIC, RRD	X
		Develop a series of career workshops aimed at exposing Ross staff to career opportunities, career paths, and contacts within Ross.	Ross HR	I	PEIC	X
Create an inclusive and equitable climate in which all staff can thrive	Feedback from bi-annual climate assessments	Continue to foster inclusion and equity by using the School’s broad set of communication channels (monthly Dean’s newsletter, all staff meetings, joint faculty and staff meetings, management forum, etc.)	Ross Dean Ross HR Ross Leadership	I	PEIC	
		Continue to cultivate diversity on committees (staff involvement group, community learning group, staff recognition awards, green team, etc.) and in communications and features (staff profile, Ross 430, student profiles in all staff meetings).	Ross HR Committee Leadership	I	PEIC, ES	
		Develop an activity for inclusion in the onboarding program to reinforce the importance of bringing one’s authentic self to work, encourage staff to think deeply about their individual strengths and how they might apply them to add diverse perspectives at Ross.	Ross HR Ross D&I Director	I	ES, PEIC	X
		To foster and support an environment that is inclusive, respectful and free from discrimination and harassment, define and clearly articulate for staff the resources available at Ross and UM, channels available to help resolve any concerns that arise, and how to file a complaint.	Ross HR Ross D&I Director Ross Mgmt (Staff & Faculty)	I	PEIC	X

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		Enhance Ross employment metrics to reflect race/ethnicity, gender and age (plus veteran and/or disability status, if possible) in order to assess equity with respect to employment actions (hires, transfers, promotions, pay increases, terminations, etc.).	Ross HR	E	PEIC, RRD	
		Create more visibility with respect to equity by consolidating equity reviews and reclassifications into an annual process.	Ross HR	E	PEIC, RRD	X
Create an environment that fosters cross-cultural engagement and understanding	Feedback from bi-annual climate assessments	Build a climate of trust, respect and engagement by continuing the Staff Involvement Group Initiative.	Ross Dean Ross Center for Pos Orgs Staff Involvement Group Members	I	PEIC	
		Continue to promote the classroom observation program.	Ross HR Staff Involvement Group Members	I	ES, PEIC	
		Continue to offer Crucial Conversations training. Develop refresher training and/or suggested interventions/activities to keep the model top of mind (i.e., workshops, newsletter, etc.).	Ross HR	I	ES	
		Regularly schedule Appreciative Advising training for student-facing staff.	Ross HR	I	ES	

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		On an annual basis in both the management forum and ross connections groups, dedicate a session for a workshop/activity designed to expand awareness or develop skills related to diversity, equity and inclusion. Assign rotating responsibility to plan and implement the event in order to foster shared responsibility in cultivating a diverse and inclusive community.	Ross HR Rotating Unit Mgmt	I	ES	
Create an environment that uses diversity as a lever to foster innovation	Feedback from bi-annual climate assessments	Continue to promote Ross Community-wide collaborations and initiatives (i.e., green clean, health rally, staff involvement group, community learning group and Ross connections).	Ross HR Committee Leadership	I	PEIC, ES	
	Workshop and Training Evaluations	Provide the newly created Energizing the Positive Leader in You training program on an annual basis.	Staff Involvement Group Ross HR	I	ES	
		Identify and implement a training program for Ross staff that explores the value of diversity, creates more awareness about how to contribute to a diverse community, and helps team leverage diversity for decision-making and innovation.	Ross HR Ross D&I Director	I	ES	X

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Faculty

Strategic Imperative: Develop a diverse and culturally intelligent faculty that thrive and contribute to a positive and inclusive environment.

Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Primary D, E & I Goal	Domain(s)	2017 Actions
Identify and attract top faculty from diverse backgrounds	Number and mix of faculty applications	Increase participation in the various PhD Project Doctoral Student Associations Professional Societies (i.e. Academy of Management, American Association of Marketing, Chronicle etc.	Assoc Dean for Faculty & Research & Unit Search Comm	D	RRD	
		Encourage faculty search committees to attend STRIDE Review the faculty interviewee list Encourage and promote diverse interview pool Create flexibility in number of offers for competitive qualified candidates to take advantage of availability of diverse candidates Participate in President's Postdoctoral Fellowship Program (PPFP)	Assoc Dean for Faculty and Research	E	RRD	
		Leverage select Ross conferences to create PhD pipelines for future faculty hiring	Assoc Dean for Faculty and Research	D	RRD	X
		Leverage our PhD alumni network to identify potential faculty candidates	Assoc Dean for Faculty and Research	D	RRD	X
Create an inclusive environment in which all faculty can thrive	Faculty retention and promotion rates	Develop formal mentoring programs for junior faculty across areas Every unit has written faculty mentoring policy to	Assoc Dean for Faculty & Research	I	RRD, PEIC	

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		help junior faculty members thrive Promote and encourage informal networks (affinity groups)	& Unit Chairs			
	Faculty Climate Survey	Assess Faculty Culture	Assoc Dean for Faculty & Research & Ross HR	I	PEIC, ES	X
		Participate in the Faculty Allies for Diversity program sponsored by Rackham Graduate School	Assoc Dean for Faculty & Research	I	PEIC, RRD	X
	Statistical Analysis of Faculty Evaluations (administered by Executive Committee)	Monitor evidence of bias in faculty evaluations that are administered by Executive Committee	Assoc Dean for Faculty & Research	E	PEIC, RRD	
	Feedback from bi- annual climate assessments	To foster and support an environment that is inclusive, respectful and free from discrimination and harassment, define and clearly articulate for faculty the resources available at Ross and UM, channels available to help resolve any concerns that arise, and how to file a complaint.	Ross D&I Director Assoc Dean for Faculty & Research	I	PEIC	X
Develop capabilities to teach a diverse student population		Encourage all Ross faculty to attend the CRLT Workshop on Inclusive Teaching as a Professional Development Opportunity	Assoc Dean for Faculty & Research Faculty Dir D&I	I	RRD	X
		Incentivize the development of teaching materials, including cases that discuss diversity, equity and inclusion directly as well as functional cases and classroom material that utilize a diverse set of individuals in the cases and in examples.	Assoc Dean for Faculty & Research Faculty Dir D&I	I	PEIC, ES	X

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Office of Diversity & Inclusion

Strategic Imperative: Develop diverse and culturally intelligent students who thrive and succeed in any environment.

Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Primary D, E & I Goal	Domain(s)	2017 Actions
Develop students' capacities to understand their own identities, values, perspectives, and learning	Pre/Post Integrative Knowledge Inventory Integrative Knowledge Portfolio Pages that reflect student's learning	Introduce student to the Integrative Knowledge Portfolio during Orientation, MAP and a series of workshops throughout the year Offer identity development and personal brand workshops Promote Ross Leadership Academy	D&I Learning Design Sanger Leadership Center Programs Office	I	ES	X
	Pre/Post Integrative Knowledge Inventory Integrative Knowledge Portfolio Pages that reflect student's learning	Integrating the IKP in Office of Diversity and Inclusion Workshop Series	D & I Learning Design Programs Office	I	ES	X
Help students integrate their diversity related learning into their professional and personal identities and other learning experiences at Ross	Pre/Post Integrative Knowledge Inventory Integrative Knowledge Portfolio Pages that reflect student's learning	Create an Integrative Knowledge Portfolio capstone course to culminate students learning experiences at Ross as it relates to Diversity and Inclusion initiatives. Diversity and Inclusion in Organizations Workshops Intercultural Development and Leadership Workshops	D&I Learning Design Programs Office Corporate Partners	I	ES	

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		Develop roleplays via videos to explore team dynamics and interactions in diverse teams, particularly with international students.				
Promote a positive and inclusive Ross Community	Program Evaluations Workshop Evaluations	Consult with Individual Units/Departments and serve as a resource for identifying, strategizing and attaining diversity and inclusion goals Collaborating with students, faculty, and staff to engage in Community Conversation about diversity and inclusion issues impacting the Ross Community and the World.	D&I	I	PEIC, RRD	X
		To foster and support an environment that is inclusive, respectful and free from discrimination and harassment, define and clearly articulate for students the resources available at Ross and UM, channels available to help resolve any concerns that arise, and how to file a complaint.	Ross D&I Director	I	PEIC	X
		Create Faculty Director for Diversity and Inclusion	Dean	D,E,I	PEIC	X



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VII. Plans for Supporting, Tracking and Updating the Strategic Plan

Process for Progress Review

The Ross Director of Diversity and Inclusion is the key contact for stewardship of the plan in FY17. She will be assisted by the Ross Chief People Officer, the Faculty Director of Diversity and Inclusion and the Ross Diversity and Inclusion Committee in tracking and supporting the plan implementation.

In Fall 2016, these groups will review the plan with multiple constituencies and gather feedback and additional ideas to continually refine the plan. A midyear status report on progress will be presented to the Ross leadership team in January and a final evaluation of Year One progress and Year Two recommendations will be presented to Ross Leadership in June, 2017.

Assessment

As this plan is implemented, indicators for each of the four dimensions (Recruitment, Retention and Development; Education and Scholarship; Promoting an Equitable and Inclusive Community; and Service) will be identified and will include a combination of progress on detailed action plans; admissions, employment and teaching data; community feedback and bi-annual climate surveys of faculty, staff and students.

Sustainability & Accountability

Leadership Commitment & Strategic Focus

The Ross Senior Leadership team has demonstrated their commitment to diversity and inclusion as articulated by the boundaryless pillar that underlies the School's mission:

Solutions are not confined to one sector, function, or type of person and true innovation comes from a boundaryless approach to problem solving.

The development of a diversity, equity, and inclusion strategic plan with specific goals and metrics further strengthens Ross's diversity and inclusion goals, which are tied to and integrated in Ross' educational quality goals, institutional structure, & mission.

An example of inclusive excellence in practice at Ross is Associate Dean Lynn Wooten's introduction and the faculty's agreement to integrate the curriculum initiative, Identity and Diversity in Organizations as a milestone curriculum requirement for Ross undergraduate students. Identity and Diversity in Organizations demonstrates Ross leadership's continued commitment to diversity and inclusion as a strategic focus in courses as well as in the Ross Community environment. Similarly, the Senior Associate Dean for Faculty and Research (formerly Wally Hopp and now Francine Lafontaine) has worked closely with the Dean to materially increase the number of female faculty and female doctoral students at the Ross School.

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Management & Program Accountability

Ross leadership will continue to evaluate and monitor efforts across programs to determine effectiveness, identify gaps in resources, and ensure Ross is accomplishing its diversity and inclusion goals.

Ross will enhance leadership development to enable department managers and chairs to champion a positive and inclusive community in support of our 2023 Vision for a Positive Work Community, which was developed jointly by faculty and staff. An example of a leadership development Ross would continue to promote is *Energizing the Positive Leader in You* training (developed and offered for the first time during the 2015-2016 academic year) which provides staff with the tools to promote a positive and inclusive community climate.

Faculty and staff managers or supervisors at Ross will serve as diversity and inclusion ambassadors within the departments to support and promote diversity and inclusion initiatives and training for Ross Community members.

The Ross Office of Diversity and Inclusion will continue to serve as a resource to Ross units to develop strategies and initiatives to accomplish unit diversity and inclusion goals.