

# Stephen M. Ross School of Business

## Diversity, Equity and Inclusion Strategic Plan Five-Year Strategic Objectives, Measures and FY20 Actions

### I. Diversity Equity and Inclusion Strategic Plan: Overview

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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.

#### *Our Goals*

**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.

#### *Our Purpose*

At Michigan Ross, our purpose is to create a better world through business. We realize this purpose by developing ideas that lead to business solutions for the global challenges of our generation and developing people with a deep sense of purpose who have the character, capabilities, and connections to transform the world through business. Developing big ideas and the leaders necessary to change the world is made possible when we bring together people with unique and different perspectives and ensure members of our community have access to and a voice in our community. In this way, our commitment to diversity, equity and inclusion (DEI) is fundamental to our success.

#### *Our Commitment*

At Michigan Ross:

**We develop** leaders who create a better world through business.

**We provide** an intellectual and cultural space where people of different identities and cultures develop innovative business solutions that will transform business and society.

**We value** the contributions of our community and fostering an inclusive environment where individuals feel they belong and their voices matter.

**We believe** that developing global perspectives and intercultural 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 intercultural collaborative opportunities for the Ross Community to engage and grow.

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### II. Implementation Highlights and Planning Process

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Planning Lead(s): **Taryn Petryk**, Director of Diversity & Inclusion  
**Amy Byron-Oilar**, Chief of Staff and Chief Diversity Officer  
**Carolyn Yoon**, Faculty Director of Diversity & Inclusion

#### *DEI at Ross, 2014 to Present*

In AY 2014 & 2015, the Director of Diversity and Inclusion was charged by the Dean of the Ross School of Business with conducting a strategic review of diversity and inclusion initiatives and coordinating a school-wide effort to create the first ever Ross Diversity, Equity and Inclusion Strategic Plan.

In AY 2016, 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.

In AY 2017, Ross DEI Implementation Leads expanded community engagement efforts and the Ross community set about implementing the goals and objectives outlined in the Ross Diversity, Equity and Inclusion Strategic Plan.

In AY 2018 Ross DEI planning efforts were strengthened by the introduction of a MBA Student Council VP for Diversity and Inclusion. The VP serves an essential role in connecting and unifying the work of the DEI Implementation Leads and the work of the students. The creation of the MBA VP and committee subsequently inspired the BBA Taskforce for Diversity and Inclusion. Opportunities to advance the DEI work are significantly bolstered with the addition of these two groups.

In AY 2019, Ross strengthened the commitment and involvement of faculty through a strengthened partnership with the Faculty DEI Committee and Inclusive Teaching Workshops held throughout the year. Building on the momentum from our student councils, the BBA DEI Task Force and FT MBA committee solidified their infrastructure and commitment to moving the work forward.

#### *Year Three (AY2019) Implementation, Learnings, and Key Takeaways for Year Four Plan (AY 2020)*

Year Three proved to be another successful year for the implementation of Ross's DEI Strategic Plan. DEI Implementation Leads solicited feedback and input from constituents including students, staff, faculty, chief officers and associate deans throughout the year and as we planned for Year Four.

Input from our constituents was received in the following ways:

- Conducting full review of each action table with key constituents in June 2019
- Monthly meetings with Faculty DEI Committee
- Assessment and Surveys of completed DEI Action Items
- Academic Program Exit Surveys
- Inclusive Teaching question from the Faculty Activity Database
- SWOT analysis of the state of DEI at Michigan Ross

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### Implementation Highlights

The deployment of smaller, cross-functional teams continues to be highly effective in launching and sustaining many of our 2019 objectives. Highlights of collaborative efforts include:

- The delivery of many DEI Workshops and Programs for FT MBA Students (MBA DEI Student Committee, Student VP for DEI, Office of Diversity & Inclusion, Full-time MBA Program team)
- The offices of Global Initiatives and Diversity and Inclusion welcomed 33 Ross staff for a two-day workshop on unconscious bias, taught by the Cultural Intelligence Center. Attendees learned why bias matters, how to recognize sources of unconscious bias, how to identify bias in our work at Ross, and culturally intelligent strategies to disrupt bias. Participants became certified to facilitate the Managing Unconscious Bias Workshop. Content from this workshop will be integrated into future trainings and orientations for staff and students.
- The Erb Institute, a partnership between the Ross School of Business and the School for Environment and Sustainability (SEAS), established institute-specific objectives to support the DEI Strategic Plans of both schools. The Erb Student Advisory Board and staff created a dedicated blog series on the topic and launched an annual panel bringing business leaders to Ann Arbor for conversations about the intersection of DEI, business, and sustainability.
- The BBA Identity and Diversity in Organizations Milestone Requirement incorporated Identity sessions into BA200 and a peer facilitation program was solidified. (Office of Undergraduate Programs, Office of Diversity & Inclusion, BBA Students and BA200 Faculty).
- Cultural Intelligence and Understanding Identity sessions were streamlined into the Full-Time MBA program during Orientation and MAP Orientation (Full-time MBA Program team, Office of Diversity & Inclusion, Ginsberg Center and Cultural Intelligence Center).
- The Ross PhD program received a Rackham Faculty Allies Diversity Grant for 2019-2020 for a new initiative to increase well-being, cultural awareness, and inclusive teaching among graduate students. This was accompanied by Student Ally Diversity grant funding for Steve Shaw, a doctoral student, who will lead the initiative among PhD students with guidance from the faculty director of Diversity and Inclusion and managing director of PhD and Research Administration.
- The Executive MBA Women's Initiative partnered with student leaders to offer student-run Equity Chats. The goal was to give EMBA students a space to discuss the ways gender and other identities shape their experience in the workplace. (EMBA Staff and Students, Office of Diversity and Inclusion)
- The BBA DEI Task Force solidified their infrastructure and collaboration with faculty, staff and administration to move DEI forward with BBA students at Ross and in enhancing the BBA experience.
- The Faculty DEI Committee and Associated Deans championed DEI and this resulted in greater faculty awareness and involvement around DEI at Ross. Specifically, faculty feedback regarding an October 2018 CRLT workshop indicated nearly 80% of the respondents strongly agree it is important for them to foster an inclusive environment in their classes.



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### Key Learnings and Takeaways

This reflection was prepared as part of the strategic planning process and in relationship to a strengths, weaknesses, opportunities and threats analysis that the DEI Implementation Lead Team completed and vetted with the leadership team, managing directors and faculty DEI committee at Ross. It is intended to capture the most significant school-wide items at a high level to help ensure strategic planning efforts are addressing needs of the highest order and to optimize impact. It is not inclusive of all efforts underway. We recognize and appreciate that the “local” view or experience within areas of the school may be different from that at the school level and that many among us are working to advance diversity, equity and inclusion.

- Momentum across faculty, staff and students has increased dramatically since Year One, this is demonstrated by participation in DEI related trainings, workshops and programs between Fall 2017-Present:
  - Staff: 65 % of Staff have taken a session on Creating Inclusive Environments in the Workplace
  - Faculty:
    - 30% have attended an Inclusive Teaching workshop
    - 32% attended the CRLT Players: Responding to Student Climate Concerns Inclusive Teaching session
    - 23% attended the CRLT Players: Moving the Needle: Promoting Culture Change to Prevent Sexual Harassment
    - 36% of tenure-track faculty responded to the Inclusive Teaching question on the Faculty Activity Database (FAD) first added in 2017-18
    - The Inclusive Teaching question was expanded to include DEI activities on the FAD in 2018-19 and 50% of tenure-track faculty responded (39% increase in response rates)
  - Students (please note this is specifically for the 2018-2019AY)
    - 100% of sophomores, juniors, seniors have participated in the Identity, Diversity and Organizations Milestone Requirement (one workshop per year). First year students will have a diversity and inclusion component for 2019.
    - 100% master’s level graduate programs included a DEI touchpoint during Orientation:
    - PhD Program is committed to addressing and supporting mental health, well-being, cultural awareness and inclusive teaching via the Uplift program and Faculty Allies Grant that Ross received.
- Faculty awareness and involvement in inclusive teaching workshops increased this year and we are at a crossroads with faculty initiatives given that we are no longer at ground zero and momentum is continuing to build. This upcoming year, our goal is to engage faculty in answering the following question: How do we build resiliency to help faculty move past their fears, to taking risks (i.e., experimenting, learning and evolving)? Especially since faculty feedback re: October CRLT workshop indicated nearly 80% of the respondents strongly agree it is important for them to foster an inclusive environment in their classes.
- Curricular changes involving cultural intelligence, diversity and inclusion are uneven at the course level and are not being addressed holistically.
- Capacity and skill building with staff has increased and this is being demonstrated in the ways that DEI is being integrated into specific academic programs and the work of centers/institutes.
- Ross has a strong need to strengthen partnerships and communication with DEI Student Committees, Faculty Diversity and Inclusion Committee, Leadership Team, Implementation Leads, Marketing and Communications to ensure that we are streamlining our work.

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- Students and student committees drive our in-the-moment priorities and actions. Related to this, managing the actions stated in the DEI strategic plan is difficult. They are not a regular point of reference for the DEI Lead work.
- Global Initiatives and Office of Diversity and Inclusion collaborations have advanced CQ and Unconscious Bias work for Ross Staff (various workshops) and students (BA200).
- One Year Masters Program and the Part-Time, Executive and Global MBA programs continue to not fully integrated in the DEI strategic plan.
- We lack a cohesive statement about what we value and expect with regard to student culture.

### *Year Two (AY2018) Implementation, Learnings, and Key Takeaways for Year Three Plan (AY 2019)*

DEI Implementation Leads solicited feedback and input from constituents including students, student DEI committees, staff, faculty, faculty DEI committee, chief officers and associate deans throughout the year and as we planned for Year Three.

#### **Key Learnings and Takeaways**

- The deployment of smaller, cross-functional teams continues to be highly effective in launching and sustaining many of our 2018 objectives.
- The Ross Plan initially focused on undergraduate, PHD and Full-Time MBA students, faculty and staff. In year three, we will determine how best to incorporate all graduate programs.
- Throughout the academic year, DEI Leads created opportunities for faculty to hear from students about their experiences in the classroom, specifically as it relates to what assists and hinders student learning. Providing the opportunity for students to interact with faculty in this manner allowed for mutual learning and understanding to occur. In Year Three, we will implement more of these opportunities.
- On campus, and across the country, societal tensions related to issues of diversity, equity and inclusion continue to demand attention and resources to address the pressing needs of our community. The level of student support related to identity and bias continues to be demanding and significant effort is directed to addressing the needs of our students both in and out of the classroom. In the coming year, we will need to carefully prioritize our work to balance the immediate needs of our community with the longer-term goals of the DEI Plan.
- There is a need to strengthen key messaging and language to attract a more diverse group of people to support and participate in DEI Programs and Initiatives.
- Effort and resources need to be made to incorporate Alumni Relations and Development into DEI Programs and Initiatives.
- Supporting the DEI work requires a significant set of resources. Given our staffing model, we must continue to focus on the work that will make the largest impact and partner with many in our community to deliver on our commitments.

### *Year One (AY2017) Implementation, Learnings, and Key Takeaways for Year Two Plan (AY 2018)*

The DEI Implementation Leads solicited feedback and input from many constituents including students, staff, faculty, chief officers and associate deans as we reflected on year one implementation and planned for 2018.

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### Key Learnings and Takeaways

- The Ross Plan will be strengthened with the introduction of an integrative framework that will allow us to connect values and themes across our faculty, staff and all student populations. In its current form, the plan remains segmented by audience. This coming year, we will work to consolidate the plan where possible to ensure broad inclusion and consistency with key objectives.
- The limitation of metrics broadly and the prohibited use of targets specifically left many involved in the planning process feeling unequipped to drive real change. The DEI Implementation Leads recognize the need to encourage our community to continue in this important work without the full complement of measurements available in typical organizational change management. We look forward to the fruits of the metric work being one at the University level.
- On campus, and across the country, societal tensions related to issues of diversity, equity and inclusion demanded attention and resources to address the pressing needs of our community. We anticipate 2018 will be no different, and perhaps even more challenging. The DEI Implementation Team will develop an emergency/crisis protocol to ensure a timely, helpful and thoughtful response when situations arise.
- The level of student support related to identity and bias is increasingly demanding given our current climate. We are aware that we will need to carefully prioritize our work to balance the immediate needs of our community with the longer-term goals of the DEI Plan.
- Pipeline building for tenure track faculty is complicated in some respects because postdoc positions are infrequent in business schools.

### *2014 - 2016 Implementation and Learnings*

Ross used various engagement activities and data sources to gather information from students, faculty and staff to inform the development of the plan.

**Students:** At Ross, we 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.

**Faculty and Staff:** We engaged staff and faculty by having individual unit/area meetings (e.g., meetings with our undergraduate and graduate program offices, Erb Institute, MBA Admissions, and other similar offices). We also held an all-school town hall and lunch that included staff and faculty participants and solicited staff and faculty feedback with an online form.

**Alumni:** We worked with the Black Business Alumni Association (BBAA) members to review the plan and get feedback. Working with the BBAA, broad alumni focus groups were hosted in conjunction with some high draw football games (Homecoming-Northwestern, Michigan State, and Ohio State) and the Ross UpClose event.

Ross used a number of sources to develop our initial strategic plan: town halls, focus groups, climate surveys, students end of the year and exit surveys, forums designed for specific groups as outlined above, student organization general body meetings, U-M institutional data, and Ross faculty, staff and student data.

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### III. Data and Analysis: Key Findings

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#### *Key Findings & Themes - AY2019*

- Based on end of the year student focus groups and exit surveys, there continues to be a strong need to incorporate the IDO Milestone Requirement as a course requirement. For fall 2019, IDO and Cultural Intelligence will continue in BA200, and all Identity sessions will be built into the curriculum.
- Student involvement and commitment continue to be imperative to the success of the plan and is a strength for Ross. Specifically with the FT MBA DEI Committee and the BBA DEI Task Force.
- Based on the feedback from the Faculty Activity Database question on Inclusive Teaching, 4 Inclusive Teaching workshops were held and there are many faculty who are sensitive to and have already been incorporating inclusive teaching practices in their classrooms.
- Based on feedback from FT MBA Exit surveys, there continues to be a need to incorporate current issues relating to diversity and inclusion in course curriculum.
- Based on evaluations from the DEI workshops and trainings for staff, there is a great need and want to engage in these topics on a broader and deeper level.
- A DEI Staff Network is needed to ensure staff are feeling connected around these issues

As we move into the fourth year of implementation, in addition to the actions identified in the DEI Plan, the most significant priorities for 2020AY will be to:

- Ground efforts in evidence-based social science research on DEI and share this knowledge with faculty and staff in training programs and by other means
- Continue training and development for faculty and staff
  - Continue inclusive teaching workshops
  - Implement inclusive leadership workshops
  - Develop infrastructure for trained facilitators to move DEI work forward
  - Organize Faculty Conversations to share ideas and resources
  - Organize workshops/conversations about the prevention of sexual harassment and misconduct
- Focus on policies and practices and data
  - Policies and practices
    - Strive for transparency
    - Provide transparency about policies and decision-making, i.e., foster ownership and inclusion through policy development and implementation
  - Data Collection
    - Collect and share data with respect to survey results and employment practices
    - Organize working groups to collect more insights about climate
    - Small group faculty meetings aimed at understanding the lived experience to supplement the survey data. Might also help support efforts re sexual misconduct / culture building.
    - Develop criteria and metrics for assessing faculty on DEI efforts; and provide information to faculty
- Collect and share examples of contributions and behaviors that support a positive and inclusive climate and those that work against our goals by enabling a climate of incivility.



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- Continue to build more connections between faculty and students. Flip the inclusive teaching discussion to talk with faculty about how they manage and experience the Ross climate in the classroom. In talking with female faculty they routinely face challenges from Ross students. Under-represented or LGBTQ faculty likely experience the same. It might be interesting to approach the inclusivity of the classroom from the faculty perspective. Could also help inform student orientation.
- Leverage the DEI Faculty Committee to a greater extent to engage their peers and move curriculum, professional development and overall DEI commitment
- Develop a strategic approach to Ross representation on a national level to showcase Michigan Ross's contributions as a leader in DEI across business schools. Should include a coordinated approach with affiliated organizations such as the Consortium for Graduate Study in Management, Managing Leaders for Tomorrow (MLT), Graduate Management Admission Council (GMAC), AACSB, Forte, and other diversity industry organizations.

### *Key Findings & Themes - AY2018*

- Based on end of the year student focus groups and exit surveys, there is a strong need to incorporate the IDO Milestone Requirement as a course requirement. For fall 2018, IDO will be incorporated into BA200, and all Identity sessions will be built into the curriculum. In addition, the Cultural Intelligence assessments and debriefing will take place in BA200 as well.
- Student involvement and commitment continue to be imperative to the success of the plan and is a strength for Ross. Specifically with the FT MBA DEI Committee and the BBA DEI Task Force.
- Students were pleased to see the new initiatives launched in 2018 and many expressed support for us to continue and expand these offerings. Specifically, the Ross Summer Connection was noted as a key initiative to expand.
- In collaboration with the FT MBA DEI Committee, specific actions to increase faculty engagement with the Faculty DEI Committee and program-facing Associate Deans were successful and resulted in 25% of our faculty attending Inclusive Teaching Workshops during winter 2018. Providing the opportunity for students to share their classroom experiences with faculty allows for mutual appreciation and understanding to occur and this format is built into our Year 3 plan for faculty professional development.
- Based on the feedback from the Faculty Activity Database question on Inclusive Teaching, there are many faculty who are sensitive to and have already been incorporating inclusive teaching practices in their classrooms.
- Based on feedback from FT MBA Exit surveys, there is a need to incorporate current issues relating to diversity and inclusion in course curriculum.
- Based on evaluations from the DEI workshops and trainings for staff, there is a great need and want to engage in these topics on a broader and deeper level.

As we move into the third year of implementation, in addition to the actions identified in the DEI Plan, the most significant priorities for 2019 will be to 1) determine the most beneficial way for staff to have a voice in the DEI strategic planning and implementation process; 2) integrate Ross's overarching strategic planning efforts with the DEI Strategic Plan; 3) collaborate with Specialty Masters, Part-Time and Executive MBA Programs to ensure their needs are represented; 4) continue to build on the Inclusive Teaching momentum we developed with faculty this past year and work on specific actions to increase faculty engagement with the Faculty DEI Committee and program-facing Associate Deans; 5) explore the

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creation of an online DE&I portal to electronically collect and communicate information about Ross DE&I activities; and 6) strengthen partnerships and communication with DEI Student Committees, Faculty Diversity and Inclusion Committee and Implementation Leads.

### *Key Findings & Themes – AY2017*

Input from faculty, staff and students were primarily received in three ways. First by way of assessing the success of newly launched objectives, second through ongoing engagement around broader societal unrest and local acts of hate, and lastly by conducting a full review of each action table with key constituents. Key findings and themes follow:

- The deployment of smaller, cross-functional teams was highly effective in launching many of our 2017 objectives.
- As evidenced by the significant number of accomplishments in 2017, Ross is fortunate to have many champions for this important work.
- Student involvement and commitment is imperative to the success of the plan and it is to be counted as a strength for Ross. For example, the Full-Time MBA Council created several roles in support of this work. We now have a Vice President for DEI and Inclusion Representatives in each MBA section, as a result, we are already seeing increased involvement with, and support for, DEI related initiatives.
- Ross staff have a strong desire to learn more about how to improve diversity, equity and inclusion, especially in service of improving the student experience at Ross.
- Students were pleased to see the new initiatives launched in 2017 and many expressed support for us to continue and continually improve these offerings.
- Current strategic objectives for student populations do not reflect our desire to attract diverse populations into traditionally less diverse fields of work upon graduation. This will be addressed in planning for 2019.
- Our work to inspire stronger faculty engagement in the DEI Plan and related conversations continues. In the coming year, we will explore specific actions to increase faculty engagement with the Faculty DEI Committee and program-facing Associate Deans.
- Our planning for faculty is not inclusive of clinical faculty and lecturers. We will address this in planning for 2019.

As we move into the second year of implementation, in addition to the actions identified in the DEI Plan, the most significant priorities for 2018 will be to 1) launch a renewed DEI faculty committee with a faculty lead who will serve as Faculty Director of Diversity and Inclusion and with a specific set of charges for the 17-18 academic year, 2) launch a renewed DEI staff committee, 3) outline a community engagement plan, and 4) improve communications with our constituents. The communication strategy will take into consideration the implementation structure to include web content, regular updates on actions outlined in our strategic plan and how best to share stories of community.

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### *Key Findings & Themes – AY2016*

**Students** expressed a desire for:

- More cross-cultural collaborations and engagement.
- More promotion of diversity, equity, and inclusion initiatives.
- A school-wide diversity initiatives and training requirement.
- More support for and information about how to bring up diversity, equity and inclusion issues.
- Better messaging and overall communication of diversity, equity and inclusion initiatives at Ross.
- More planned social interactions and engagement between international and domestic students.

**Faculty** expressed a desire for:

- Cultivating a real sense of a “faculty community” across Ross (beyond the areas).
- Ross to do more with respect to recruiting women and faculty of color, while acknowledging the shortage of candidates.
- The identification of 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** expressed a desire for:

- More involvement in decisions and implementation of diversity equity and inclusion initiatives from staff who are not in leadership roles.
- The development of a culture of learning about diversity, equity and inclusion topics.
- Creating a safe space to engage and have discourse about diversity, equity, and inclusion.
- Creating an inclusive culture to recruit and retain diverse talent and a diverse community
- Unconscious bias training and additional diversity, equity and inclusion training

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

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*\*All strategic objectives and related actions will be pursued in accordance with the law and University policy. Please see table VI for Action Planning Tables with Details and Accountabilities.*

The Ross plan covers faculty, staff, executive and full-time MBA, PHD 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.

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**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.

### V. Goal-related Metrics

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#### Undergraduate Students

Demographic Composition:

- Headcount
- Race/ethnicity
- Sex

Graduation Rates:

- 4-Year
- 6-Year

Enrollment:

- Entry status (new, continuing)
- Student class level (freshman, sophomore, junior, senior)

Climate Survey Indicators:

- Satisfaction with overall UM climate/environment
- Semantic aspects of the general climate of UM campus overall
- Semantic aspects of the DEI climate at UM campus overall
- Feeling valued at UM campus overall
- Feeling of belongingness at UM campus overall
- Assessment of UM institutional commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success at UM campus overall
- Feeling able to perform up to full potential at UM campus overall
- Feelings of academic growth at UM campus overall
- Feelings of discrimination at UM campus overall

Climate Indicators

- End of year and exit surveys

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### Graduate Students

Demographic Composition:

- Headcount
- Race/ethnicity
- Sex

Enrollment:

- Student class level (Graduate-Masters/Doctoral/Professional)

Climate Survey Indicators:

- Satisfaction with climate/environment in department of School/College
- Assessment of semantic aspects of the general climate in department of School/College
- Assessment of semantic aspects of the DEI climate in department of School/College
- Feeling valued in department of School/College
- Feeling of belongingness in department of School/College
- Assessment of department in School/College commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in department of School/College
- Feeling able to perform up to full potential in department of School/College
- Feelings of academic growth in department of School/College
- Feelings of discrimination in department of School/College

Climate Indicators

- End of year and exit surveys

### Staff

Demographic Composition:

- Headcount
- Race/ethnicity
- Sex
- Age (Generation cohort)

Climate Survey Indicators:

- Satisfaction with unit climate/environment in work unit
- Assessment of semantic aspects of the general climate in work unit
- Assessment of semantic aspects of the DEI climate in work unit
- Feeling valued in work unit
- Feeling of belongingness in work unit
- Assessment of work unit commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in work unit
- Feeling able to perform up to full potential in work unit
- Feelings of professional growth in work unit
- Feelings of discrimination in work unit

Climate Indicators

- Exit surveys and interviews

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### Faculty

#### Demographic Composition:

- Headcount
- Race/ethnicity
- Sex
- Tenure status

#### Climate Survey Indicators:

- Satisfaction with climate/environment in department of School/College
- Assessment of semantic aspects of the general climate in department of School/College
- Assessment of semantic aspects of the DEI climate in department of School/College
- Feeling valued in department of School/College
- Feeling of belongingness in department of School/College
- Assessment of department in School/College commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in department of School/College
- Feeling able to perform up to full potential in department of School/College
- Feelings of academic growth in department of School/College
- Feelings of discrimination in department of School/College

#### Climate Indicators

- Exit interviews

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### VI. Action Planning Tables with Details and Accountabilities

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#### 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	DE&I Goal	Domain(s)
Build diverse pipeline of potential applicants	# of program hours, # of participants enrolled	Host Summer Business Program to increase visibility of business school opportunities for high school students.	Academic Success (Ac. Success)	D	RRD
		Continue to improve and expand Ross Summer Connection.	Acad Success, ODI	E	RRD
		Continue and improve PI to foster academic success at UM and to apply to Ross.	Acad Success	E	RRD
		Continue and expand All Access weekend to increase the pipeline of targeted populations.	Admissions	E	RRD

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	# of program hours, # of participants enrolled, # of UM applications	Continue and Improve MREACH program and events for HS students. Increase opportunities for partnership with UM Detroit Office.	Acad Success	D	RRD
Identify, recruit and attract a diverse applicant pool	Number and mix of applications	Continue to offer admissions events to general and diverse audiences (one to many) and individual recruiting discussions (one on one).	Admissions	D	RRD
		Continue and expand the Peer Recruiters for Outreach program.	Admissions	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	Work with clubs interested in diversity and inclusion to meet the needs of their members and to continue outreach/education efforts to the full Ross Community.	Student Experience, Acad Success	I	PEIC
		Develop onboarding and recruitment practices for clubs and organizations to educate club leaders and membership on developing and learning best practices for creating inclusive organizations.	Student Exp	I	PEIC
		Pursue supplemental training and learning opportunities (e.g., Och Women in Finance trek and Diversity Case Competitions).	Student Exp, Acad Success	I	PEIC
		Create a Task Force to better understand the student experience between recruitment and access to knowledge, current information, interview skills and techniques.	Student Exp, Academic Success, ODI	I	ES, PEIC

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		Expand the Preparations Initiative Trek for career education and exposure to include more locations and opportunities.	Acad Success	I	PEIC
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		Integrate identity and diversity related topics and or content in core classes through cases, discussions, language, exercises, and other relevant approaches.	Student Exp, Fac Dir DI, ODI, Associate Deans	I	ES
		Pilot opportunities for academic success to expand events and resources school-wide.	Acad Success		
Provide opportunities to increase cross-cultural interactions and develop intercultural competency	Number and mix of students engaging in program and workshop opportunities	Create a roadmap for a curriculum of a 4 year program that brings together all DEI programs and initiatives to ensure that students are connecting skills and competencies gained during their time at Ross.	Student Exp, ODI, Faculty Dir DI, Associate Deans	I	PEIC, ES
		Work to ensure that the BBA DEI Task Force is a sustained entity.	Student Exp., ODI	I	PEIC
		Clarify IDO learning outcomes and evaluate infrastructure to ensure that the program is effectively meeting the goals of the student experience. Develop a timeline for FY21 IDO strategy development.  Strengthen communication regarding the purpose of IDO and completion of milestone.  Develop plan to assess learning outcomes and student experience in IDO.	Student Exp, ODI	I	ES
		Assess the implementation of CQ to determine if we are effectively incorporating the assessment and framework into the student experience. Determine how if and how to fully integrate CQ into the Ross Experience.	Student Exp, ODI		

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### Graduate Programs – Full-Time 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	DE&I Goal	Domain(s)
Build diverse pipeline of potential applicants	Partnerships maintained	Continue to strengthen partnerships with organizations like MLT, Forte and CGSM that engage in pipeline building efforts by providing information and visibility.	FTMBA Admissions	D	RRD
		Continue to leverage alums in recruiting. Explore how external alumni groups for OFB, AFA, MBW etc., would be beneficial in the recruitment strategy.	FTMBA Admissions, Prgm Office and ODI	D	RRD
Identify and attract a diverse applicant pool	Number and mix of applications	Develop strategy to differentiate Ross among top MBA programs with DEI messaging.	FTMBA Admissions, Prgm Office and ODI	D	RRD
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 purpose.	Development, FTMBA and EMBA Admissions	E	RRD
Create an inclusive climate in which all students can thrive	MBA Year End and Exit Surveys	Continue to support all clubs in their efforts to build confidence and self-awareness, and impact the broader Ross community.	FTMBA Prgm Office	I	PEIC
		Create opportunities for students to authentically engage and share experiences with each other to assist in creating empathic leaders.	FTMBA Prgm Office, ODI, Student Orgs	I	PEIC

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		Share exit survey data with faculty to build the case for more inclusive teaching practices.	FTMBA Prgm Office, ODI, Faculty Director D&I	I	ES, PEIC
		Assess current professional staff infrastructure at Ross and benchmark top MBA Programs to determine best structure to support the DEI life cycle of students.	FTMBA Prgm Office, ODI FTMBA Admissions	I	PEIC, ES
		Develop an infrastructure to support students in the continuity of engaging current issues.	FTMBA Prgm Office, ODI, Student Orgs	I	PEIC
		Integrate identity and diversity related topics and or content in core classes through cases, discussions, exercises, language, and other relevant approaches.	FTMBA Prgm Office, ODI, Fac Dir D&I, Assoc Deans	D	ES
Improve intercultural competency by enhancing skillsets that promote the ability to thrive in culturally diverse situation	CQ Assessment	Continue to expand and utilize CQ Assessment throughout the year to assess students' CQ and engage across differences and similarities.	FTMBA Prgm Office, ODI	I	PEIC, ES
		Continue to promote and offer workshops where students can share experiences, awareness and understanding of identity and culture as it relates to issues of DEI.	FTMBA and EMBA Prgm Office, ODI		

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### Graduate Programs – Executive 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	DE&I Goal	Domain(s)
Identify and attract a diverse applicant pool	Number and mix of applications	Explore collaborations with organizations like Forte that engage in pipeline building efforts by providing information and visibility.	EMBA Admissions, Marketing	D	RRD
		Continue to invest in outreach opportunities within and outside of Ross to increase EMBA visibility amongst diverse populations.	EMBA Admissions, Marketing	D	RRD
Create an inclusive climate in which all students can thrive	EMBA Year End and Exit Surveys	Review diversity of EMBA faculty and its impact on student experience.	EMBA Program Office	I	PEIC
		Assess how race and gender are represented and reflected in course curriculum and its impact on student experience.	EMBA Program Office	I	PEIC
		Support the continuation and growth of student led EMBA Equity programming for current students and alumni who are interested in and care about advancing equity in business.	EMBA Program Office	I	PEIC
		Continue and expand the Women’s Initiative for the EMBA Program.	EMBA Program Office	I	PEIC
		Explore the DEI Infrastructure within the EMBA program to maximize experience and resources.	EMBA Program Office	I	PEIC

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		Support the continuation and growth of student and alumni led events, open to all, that address the experiences of women and URM's in the EMBA community.	EMBA Program Office	I	PEIC
Improve intercultural competency by enhancing skillsets that promote the ability to thrive in culturally diverse situation	CQ Assessment	Ensure that there is a DEI lens in the EMBA Leadership Development Program.	EMBA Program Office	I	PEIC, ES
		Increase DEI capacity of EMBA Coaches and Staff.	EMBA Program Office	I	PEIC, ES

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### 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	DE&I Goal	Domain(s)
Educate our community on sexual harassment and misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.	Training completion reports	Support unit-level participation in mandatory training.	Prgm Office		
Build diverse pipeline of potential applicants (e.g. PhD Project)	Continued partnerships, Number of PhD Project students admitted into the Bridge or PhD program	Continue membership with The PhD Project. Continue to recruit PhD students at the annual conference and faculty from students graduating from the PhD Project.	Prgm Office	D	RRD
	Program Evaluation, Number of students admitted into the Bridge program, Bridge students that graduate with certificate, Bridge students that are admitted into the PhD program	Continue the Ross Bridge to PhD program for qualified undergraduate and master's students in collaboration with and co-funded by Rackham.	Prgm Office	E	RRD, PEIC, ES
	Referrals from PhD alumni	Continue to partner with Alumni Relations to leverage our PhD alumni network to identify potential doctoral students. Offer application fee waiver for students referred to apply by alums.	Prgm Office, Alumni Relations	D	RRD

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		Continue to match Ross PhDs with Ross BBAs who submit a thesis for the capstone requirement.	Prgm Office	D	RRD
Identify and attract a diverse applicant pool	Number and mix of applications	Expand admissions events scheduled with diverse audiences in targeted regions of the world. Plan 2 events in addition to DocNet international events.	Prgm Office	D	RRD
		Develop a suite of marketing materials – mailings, website – that appeals to a diverse set of applicants.	Prgm Office, Marketing	D	RRD, S
		Explore the development of a pipeline program for PhD students who are interested in becoming business school faculty.	ADF&R, Prgm Office, Faculty Director of D/I	D,E	RRD
Yield top applicants from diverse populations	Yield	Continue to leverage Rackham Merit Fellowship (RMF) in support of academic excellence and inclusiveness.	Prgm Office	E	RRD, ES
		Continue membership with DocNet, a consortium of business doctoral programs, and participation in recruiting events.	Prgm Office	I	RRD, PEIC
Create an inclusive climate in which all students can thrive	Yearly PhD and Exit Surveys	Continue first-year cohort orientation including 8 Modules on responsible conduct of research and scholarship (RCRS) and first year pro-seminar Develop annual survey (May) to collect program information and feedback from previous year.	Prgm Office	I	ES

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Promote and foster well-being for all students	Program evaluation and feedback	Continue the “Up lift” committee created in 17-18, to promote health and well-being and to create connections to resources for hidden disabilities with representation from Ross faculty, CAPS, staff, PhD students. The committee will prepare and present approximately four events each year.	Prgm Office	I	PEIC
Provide opportunities to increase cross-cultural interactions and develop intercultural competency	Yearly PhD and Exit Surveys	Continue to review Cultural Intelligence (CQ) Assessment and training to determine how to integrate in the PhD program.	Prgm Office, ODI	I	ES, PEIC

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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	DE&I Goal	Domain(s)
Educate our community on sexual harassment and misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.	Training completion reports	Support unit-level participation in mandatory training.	Ross HR, Unit Heads		
Attract and retain a diverse staff	Completion rates of surveys; baseline data from surveys	Enhance staff experience surveys to include DEI components in alignment with Ross Way and UM DEI Lifelong Learning Model: Enhance onboarding survey for new staff (90 day), Adjust exit interview survey to include DEI assessment questions, Explore implementation of Stay Interviews with High Performers/Strong Contributors (Staff Bonus, Staff Award recipients) including DEI component.	Ross HR	I	RRD
	Assessment of learning outcomes of training; YOY increases in diversity of applicants	Establish intentional recruitment strategy to seek to increase diversity of applicants (particularly with respect to underrepresented minorities):  Training - Selection Bootcamp enhancements: Increase offerings (2-3), Include “writing an inclusive job description” content into training, Enhance Unconscious Bias content based on new training material, Include DEI learning outcome assessment in survey.	Ross HR	D	RRD, ES

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		<p>Sourcing - Increase the diversity of our applicant pools: Implement Textio for inclusive job descriptions, Explore additional methods to increase diverse candidate application (such as minority career fairs).</p> <p>Selection – Explore mechanisms that might help increase the diversity of our interview pools, Launch Interview Architect Pilot.</p>			
	Metrics identified, tracking and reporting established by end of FY20	Partnership with DEI Leads to determine what needs to be measured with respect to staff.	Ross HR, DEI Leads	D,E,I	RRD, PEIC
	Pilot assessment data	Flexible Work Options Program: Utilize a cross function task force to develop/design program pilot; Launch Pilot by January 2020.	Ross HR, Task Force	I	RRD, PEIC
Create an inclusive and equitable climate in which all staff can thrive	Feedback from climate assessments	To foster and support an environment that is inclusive, respectful and free from discrimination and harassment, continue to 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, ODI, Leadership	I	PEIC
	# of participants and successful implementation of event	Involve staff in a hack-a-thon focused on solving a DEI problem we are facing: Consider creative ways to attract diverse applicants.	Ross HR	I	PEIC
	Survey response rate; # of suggestions; # of process updates	Explore how we might introduce DEI into MP conversations: Utilize annual survey to collect feedback re: how we might incorporate DEI in Mindful Performance discussions, Update MP process/tools based on feedback.	Ross HR	E,I	RRD

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	% participation in school wide focus groups; # of action items identified; progress of action items	Successful communication and action planning related to the Ross Way Survey Results: School wide results & focus group meetings; action items informed by staff feedback, Org group specific focus group meetings; action items informed by staff feedback.	Ross HR, Leadership Team	E,I	RRD, PEIC
Create an environment that fosters cross-cultural engagement and understanding	Strategy developed and approved by the leadership team in early 2020	<p>In partnership with Diversity Director, develop a cohesive and unified DEI staff training and development strategy aligned to the Ross Way and UM DEI lifelong learning model; framework will include both individual contributors and supervisors at the various stages of the employment lifecycle (recruiting, onboarding, ongoing development, performance, off boarding, etc).</p> <p>Leverage various stakeholder groups to inform strategy (SIG, Management Forum, P&amp;C Working Group, Leadership Team) Pilot components of strategy and assess effectiveness; make adjustments to strategy based on feedback.</p>	Ross HR	E,I	RRD
Create an environment that uses diversity as a lever to foster innovation	# of supervisors engaging in discussions; # of sessions held; % of staff participation; DEI learning outcomes assessment (pre and post session)	<p>Partner with Director of Diversity and DEI facilitator group to increase awareness and dialogue around DEI among all staff.</p> <p>Experiment with Inclusion Insights Videos and other UM Org learning DEI developed content: Staff Meetings, Brown Bags, Onboarding Modules (integration of DEI Lifelong Learning Model).</p>	Ross HR, ODI	E,I	PEIC, ES

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		Continue ongoing developed Ross DEI Training: Know, Reflect, Engage: Identity in the Workplace, Creating an Inclusive Environment: Facilitation and Development Skills, Cultural Intelligence (CQ) - values clusters, Unconscious Bias, Explore Workshop/Program specific to managers.			
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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	DE&I Goal	Domain(s)
Educate our community on sexual harassment and misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.	Training completion reports	Support unit-level participation in mandatory training.	Assoc Dean for Faculty & Research (ADF&R), Faculty Dirs, Area Chairs		
Identify and attract top faculty from diverse backgrounds	Number and mix of faculty applications	Continue participation in the various PhD Project Doctoral Student Associations.	ADF&R, Unit Search Comm, Faculty Dir, D&I	D	RRD
		The Area Chair and one person selected by the area chair who participate on faculty search committees attend STRIDE.	ADF&R	E	RRD
		Continue to review the faculty interviewee list and encourage and promote diverse interview pool.	ADF&R	E	RRD
		Explore implementing submission of statement in faculty job applications that focuses on commitment to DEI.	ADF&R, Fac Dir DI.	E	RRD
		Explore ways to market Ross to attract diverse candidates and create materials for prospective faculty.	ADF&R	D	RRD

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		Collect data on hiring, promotion, time in rank, pay, exec education training, access to resources; analyze and compare across areas in Ross, and to University data; report results to faculty for transparency and accountability.	ADFR&R	D,E	RRD
		Hold a conference in 2020 for faculty members and doctoral students who teach and conduct research at the intersection of business and DEI.	ADFR&R, Deans, DEI Imp. Team	D, I	RRD, PEIC
Create an inclusive environment in which all faculty can thrive	Faculty development, retention and promotion rates	Continue to promote Advance Launch for new junior faculty,	ADF&R, Unit Chairs	I	RRD, PEIC
		Revisit written faculty mentoring policy with each area to help junior faculty members thrive.	ADF&R, Unit Chairs	I	RRD, PEIC
	Faculty Climate Survey	Assess Faculty Culture – share survey results documenting where we are, what has changed, and what needs improvement.	ADF&R, Fac Dir D&I	I	PEIC, ES
		Have the DEI Faculty Committee engage with faculty peers to promote curriculum, professional development and overall DEI commitment.	ADF&R Fac Dir D&I	I	PEIC, RRD
		Organize Faculty Conversations and/or Working Groups to collect insights about DEI.	ODI, Fac Dir D&I	I	PEIC
	Analysis of data entered in Faculty Activities Database	Provide transparency about policies and decision-making, i.e., foster ownership and inclusion through policy development and implementation.	ADF&R	I,E	PEIC, RRD
		Collect and share examples of contributions and behaviors that support a positive and inclusive climate and those that work against our goals by enabling a climate of incivility.	ADF&R, Fac Dir D&I	I	PEIC

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	Statistical Analysis of Faculty Evaluations (administered by Executive Committee)	Develop criteria and metrics to assess Inclusive Teaching Practices.	ADF&R, Exec Comm	E	PEIC, RRD
		Organize workshops/conversations about the prevention of sexual harassment and misconduct.	ADF&R, ODI	E	PEIC
	Feedback from 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.	ADF&R, ODI	I	PEIC
		Provide information about DEI evidence-based social science research.	Fac Dir D&I, ODI	E	ES, PEIC
Develop capabilities to teach a diverse student population	Statistical Analysis of Faculty Evaluations and Faculty Activity Database (administered by Executive Committee)	Develop a suite of CRLT and Ross Workshops on Inclusive Teaching and encourage all Ross faculty to attend.	ADF&R, Fac Dir D&I	I	RRD
		Encourage the development and use 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.	ADF&R, Fac Dir D&I	I	PEIC, ES
		Develop Faculty Resources site for inclusive teaching.	Fac Dir D&I	I	PEIC, ES
		Continue to build more connections between faculty and students.	Fac Dir D&I	I	PEIC



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

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#### *Process for Progress Review*

The DEI Leads Amy Byron-Oilar, Chief of Staff and Chief Diversity Officer, Taryn Petryk, Director of Diversity and Inclusion, and Carolyn Yoon, Faculty Director for Diversity and Inclusion are the key stewards of the plan. The Leads collaborate with the faculty, staff and student diversity and inclusion committees to assess and implement the plan.

Throughout the year, the Leads 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 with recommendations will be presented to Ross Leadership Team in June.

#### *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; demographic data; community feedback and climate surveys of faculty, staff, and students.

#### *Sustainability & 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. The Ross Leadership Team has demonstrated their commitment to diversity and inclusion by engaging with the implementation of the plan throughout the first three years.

Faculty and staff managers and 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 (ODI) will continue to serve as a resource to Ross units to develop strategies and initiatives to accomplish unit diversity and inclusion goals by doing the following:

- Offer workshops to 1) explore and understand how identities and cultural backgrounds affect others and ourselves in our experiences at Ross and 2) establish a culture around openly communicating across identity differences and similarities
- Consult with Individual Units/Departments and serve as a resource for identifying, strategizing and attaining diversity and inclusion goals
- Collaborate with students, faculty, and staff to engage in Community Conversation about diversity and inclusion issues affecting the Ross community and the world



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- 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
- Continue to support the Faculty Director for Diversity and Inclusion position
- In anticipation of continued political change and social unrest, strengthen protocol to respond to unforeseen legislative changes, protests, threats to inclusion
- Collaborate with Specialty Masters, Part-Time and Executive MBA Programs to ensure their needs are represented in the plan

Ross will continue to partner in the University's efforts in the Action Collaborative on Preventing Sexual Harassment in Higher Education organized by the National Academies of Sciences, Engineering, and Medicine. Coordinate with UM representatives from LS&A, College of Engineering, and College of Medicine, and participate in the Sexual Harassment Prevention Working Group.