

## Stephen M. Ross School of Business

### Diversity, Equity and Inclusion Strategic Plan Five-Year Strategic Objectives, Measures and FY21 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, equity and inclusion – together – are 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.

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### ***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 in and grow.

## **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 were significantly bolstered with the addition of these two groups.

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

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In AY 2020, the Ross Leadership Team and DEI Implementation Lead Team signaled our unwavering support of DEI with a very public pledge, the Ross Commitment to Action that includes, among other things, the creation of a new Dean's Council for Diversity, Equity and Inclusion, a faculty-led DEI Curriculum Taskforce, and a speaker series on race and business. In partnership with student leaders, Ross has created a plan to involve even more students in the DEI work at Ross. The Commitment to Action was integrated into the DEI strategic plan for AY21.

### ***Year Four (AY2020) Planning Process***

DEI Implementation Leads integrated feedback and input from constituents including students, student DEI committees, the dean, staff, faculty, faculty DEI committee, chief officers, and associate deans throughout the year and as we developed this Year Five Plan. In year Three, Ross completed an extensive SWOT (strengths, weaknesses, opportunities, and threats) analysis of the DEI work throughout the school and that analysis informed the focus and priorities for Year Four and Five. Throughout Year Four, continued involvement with the BBA and FTMBA DEI Committees sustained the work with students. The Faculty DEI committee, led by the Faculty Director of Diversity and Inclusion, drove the DEI work with faculty. Our HR unit continues to serve as the staff connection to DEI work and a new program called Inclusion Insights conversations was rolled out throughout the year to deepen conversation and learning around DEI. In addition, the infrastructure that our Dean and Chief of Staff/Chief Diversity Officer implemented to support the Coronavirus Pandemic response centered on equity and inclusion. A dozen committees were set up to meet the needs of all stakeholders within the Ross community, and equity and inclusion are at the core of these conversations.

### ***SWOT Analysis for Year Four (AY2020) and Year Five (AY2021) Plans***

The SWOT (strengths, weaknesses, opportunities and threats) analysis lead by the DEI Implementation Lead Team and completed with the Leadership Team, managing directors and Faculty DEI committee at Ross inspired deep awareness and renewed commitment. The analysis ensured strategic planning efforts are addressing needs of the highest order and to optimize impact. Key takeaways from the analysis:

- Momentum across faculty, staff and students has increased dramatically since Year One, as demonstrated by participation in DEI related trainings, workshops and programs.
- 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.

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- 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.
- 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.
- 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 Master's Program and the Part-Time, Executive and Global MBA programs are 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 Four (AY2020) Implementation Highlights***

The deployment of smaller, cross-functional teams continues to be highly effective in launching and sustaining many of our 2020 objectives. Highlights of collaborative efforts include:

- Cultivating Connections and Community virtual discussion groups for faculty co-facilitated by Carolyn Yoon, Faculty Director of Diversity & Inclusion, and Jill Steinberg, a retired clinical psychologist, were held to foster community and social connections, as part of a DEI initiative called Cultivating Connections and Community. Six virtual discussion groups consisting of 4-6 faculty met weekly for one hour for 3 weeks.
- 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 Sanger Leadership Center led a workshop on "Becoming an Inclusive Leader" for the Student Life Professional Development Conference open to faculty and staff. The session introduced participants to the six signature traits of inclusive leadership based on research from Deloitte. Participants had the opportunity to practice inclusive leadership skills and created an action plan for using inclusive leadership skills in daily life and supervision.
- The Identity and Diversity in Organizations (IDO) Milestone program increased the number of Peer Facilitators to a cohort of 22 junior and senior BBA students. During the fall and beginning of the winter semester, the facilitators led discussions and workshops focused on identities, diversity, and inclusion

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in BA200 and co-curricular IDO sessions. When we shifted to online learning in March, the peer facilitators worked with staff to move IDO programming online for 300 sophomores and 150 juniors. Under the leadership of lead facilitators, the facilitators developed ideas and activities that became the Online Identity Module and Online Diversity Module.

- The Executive MBA Program developed the Underrepresented Minority/Students of Color Initiative to engage current EMBA students and alumni in networking and discussions on issues facing underrepresented minorities in the EMBA program. All students are welcome to and can serve as a participant or mentor in the program.
- The BBA DEI Task Force solidified their infrastructure and collaboration with the BBA Council and is now a formal committee under the leadership of the VP for DEI, a newly established position in BBA Council. Two highlights include the development of a Diversity, Equity and Inclusion Model for First Year students and an Inclusive Classrooms instructional video for faculty.
- The FT MBA Inclusive Leadership Summit was held in the fall semester for all club Presidents to receive training on developing 1) skills for creating inclusive environments and 2) methods for productive conflict resolution and communication.
- As part of the Ross Business + Society 2020 Series, Michigan Ross and UM Athletics partnered with Steve Ross's RISE To Win organization to facilitate a strategic roundtable discussion with members of our communities. The roundtable incorporated a solutions-oriented agenda that focused on provoking positive change in the community and an experiential-based training session that provided topics and skills, such as privilege and perspective taking.
- Staff Conversation Series: The Ross Staff Needs Group, created to ensure belonging and inclusion after staff moved to remote work as a result of Covid-19, launched a series of seven online programs for staff to earn from, connect with and support each other, and provide research-based tools to increase the level of thriving in the face of these challenges.

### ***Year Four (AY2020) Implementation, Learnings, and Key Takeaways for Year Five (AY2021)***

The key learnings from this past year:

- DEI is institutionalized in the programs, initiatives and objectives of the Office of Undergraduate Programs and the FT MBA Programs and Admissions office. The progress achieved over the last 4 years, per the DEI Strategic Plan, will continue and is sustainable.
- Better data and metrics continue to be a need from the perspective of our DEI Faculty Committee. Knowing more about who is hired, promoted, granted leadership opportunities, rewarded, given access to resources, etc., will give us an important window into how our employment processes underscore our commitment to DEI. The committee firmly believes that we must have baseline data at the area level to move our work forward.
- Today, conversations about DEI are normalized throughout Ross; this was not the case four years ago. We feel like we have entered into conversations about "DEI 2.0" one year early, as our stakeholders want to move past education and into systematic changes.

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- The reactions by the Ross community to the external fundraiser that Stephen M. Ross held for President Trump in August 2019 provided an opportunity to demonstrate how diversity, equity and inclusion are embedded in the values of the school. The external fundraiser led to some strong reactions from members of the community that Stephen Ross, the schools namesake, was being associated with President Trump. These reactions ranged from support for Mr. Ross' right to hold a fundraiser to calls for our School to condemn Mr. Ross' involvement with President Trump. Dean DeRue held separate town halls for faculty, students, staff, and alumni to give everyone an opportunity to express their views, ask questions, and to engage in the topic. Dean DeRue communicated Mr. Ross' guiding principle that even though he doesn't agree with President Trump on many issues, he is committed to working across political aisles to engage in the most important issues of our time. As such, Mr. Ross had used the event to advocate for progress on gun control and climate change. Dean DeRue further explained that it would not be appropriate to interfere with any other person's political views or choices. To underscore these views, Dean DeRue framed the Dean's Annual Report around diversity, equity and inclusion. In doing so, the Dean made the case for our students, faculty, staff and alumni that DEI is inseparable from our values and the mission of the school.
- The Coronavirus Pandemic and the Racial Injustice movement redirected our work for the 2nd half of the year. It allowed another opportunity for Ross to live into the norms and values at the center of our DEI strategic plan. Specifically, the Community and Communications Group, with four sub-committees for staff, faculty, students and alumni were designed to look at the needs of the constituents and make equity and inclusion a core part of the planning process. During our return to campus scenario planning, all Ross units were encouraged to consider equity as they devised their plans. In addition, the DEI Implementation Team worked with school leadership to prepare for the impact that Covid-19 and the Racial Injustice movement have had and will continue to have in our community by devising strategies to mitigate the issues.

### **III. Data and Analysis: Key Findings**

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- Student and alumni activism in support of Black Lives Matter and racial justice demonstrate a strong need for specific actions and metrics that will result in measurable change at Ross. As a direct result, the Year Five DEI Strategic Plan is driven by the Ross Commitment to Action.
- DEI has become institutionalized in the programs, initiatives and objectives of the Office of Undergraduate Programs and the FTMBA Programs and Admissions office. Where actions in previous plan versions are ongoing and sustainable, they have been removed from the Year Five Plan. This will allow us to focus our attention on the next set of actions required to advance our work.
- Yearly student focus groups and exit surveys in the BBA Program continue to indicate a strong preference to move away from the IDO Milestone Requirement in favor of a course requirement. For fall 2020, IDO and Cultural Intelligence will continue in BA200, and all Identity sessions will be built into the curriculum. The Dean announced a faculty taskforce this year to explore the path forward for IDO.



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- 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. The Student Allies for Diversity in Graduate Education are continuing to work on initiatives to make DEI an integral part of the Ross PhD program.
- As a direct result of the Covid-19 Pandemic and the Racial Injustice Movement there is a need for faculty to prepare to respond in the classroom. We will continue delivering workshops on Equity and Inclusiveness in the Classroom.
- Feedback from FT MBA Exit surveys indicates a continuing need to incorporate current issues relating to diversity and inclusion in course curriculum.
- Evaluations from the DEI workshops and trainings for staff indicate a great need and desire to engage in these topics on a broader and deeper level.
- In response to questions about DEI and inclusive teaching activities on Faculty Activities Database (FAD; faculty annual reports), we have experienced year over year increases in responses. Over the three years since this question was added to the FAD, 85% of all tenure-track and clinical faculty have responded to this question at least once; over the two years since the question was added to the FAD for the non-tenure-track faculty, 53% have responded in at least one of the two years.

As we move into the fifth year of implementation, in addition to the actions identified in the DEI Plan, the most significant priorities for 2021AY will be to:

- Activate and implement the Ross Commitment Action through a series of committees and task forces that are supported by a new network of students, faculty, staff and alumni participants.
- 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
- Focus on policies, practices and data
- 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 faculty, one theme that comes up is that female faculty 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.

#### 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, and students. The strategic objectives needed to further the university-wide goals of diversity, equity and inclusion have been aggregated into the 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 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.

## V. Goal-Related Metrics

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### Students

#### Demographic Composition

- Headcount
- Race/ethnicity
- Sex

#### Graduation Rates and Time to Completion

#### Enrollment

- Entry status (new, continuing)
- Student class level (Undergraduate: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> year; Graduate: Masters/Doctoral/Professional)

#### Climate Survey Indicators

- Satisfaction with overall UM climate/environment and School climate/environment
- Semantic aspects of the general climate of UM campus overall and School climate/environment
- Semantic aspects of the DEI climate at UM campus overall and School climate/environment
- Feeling valued at UM campus overall and in the School

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- Feeling of belongingness at UM campus overall and in the School
- Assessment of UM institutional and School commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success at UM campus overall and in the School
- Feeling able to perform up to full potential at UM campus overall and in the School
- Feelings of academic growth
- Feelings of discrimination at UM campus overall and in the School

Climate Indicators: End of year and exit surveys

### Faculty and Staff

Demographic Composition

- Headcount
- Race/ethnicity
- Sex
- Age (Generation cohort)
- Tenure status (faculty)

Climate Survey Indicators

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

Climate Indicators: Exit surveys and interviews

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

#### *Strategic Imperatives*

- We develop leaders who create a better world through business. Consistent with this, our diverse and culturally intelligent students will understand their identities, values and perspectives and those of others and how this shapes their leadership.
- Our diverse and culturally intelligent faculty and staff thrive and contribute to a positive and inclusive environment.

During the 20-21 academic year, these strategic imperatives are supported by the following strategic objectives and actions.

#### *A. Recruitment, Retention and Development*

Strategic Objective	Detailed Action Items	Measures of Success	Constituents Served	Group/Persons Accountable	DE&I Goal
Increase diversity of students, faculty and staff year over year	<b>Diversity the Ross School Leadership.</b> Increase diversity of the Leadership Team, Executive Committee, Area Chairs, and Alumni Boards.	Demography of LT, EC, ACs, Ross boards (incl. international representation)	Alumni, Faculty, Staff, Students	Dean, Senior AD, and Chief Development Officer	DEI
	<b>Expand support for broadly diverse students.</b> We will expand support for our Ross School outreach programs, increase scholarship support for students, and work to elevate student voices in the Ross School and beyond.	Funds raised and yield of students  Demography and representation of underrepresented students by program by year  # of underrepresented students served via pipeline programs	Students	Chief Development Officer, Program ADs	DE

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	<p><b>Our commitment to DEI will differentiate Ross.</b> Develop strategy to differentiate Ross among top programs based on our commitment to DEI, related initiatives and student experiences.</p>	<p>Number of underrepresented students applying to each program</p> <p>Awards, earned media, and citations for DEI-related research and educational activities</p>	Students	Program ADs, Chief Marketing Officer	D
	<p><b>Require DEI statement from faculty job candidates.</b> Explore pathway to implement submission of statement in faculty job applications that communicates past, present, and/or future contributions to promoting DEI in their professional careers for AY22 incoming faculty.</p>	<p>Number and mix of faculty applications</p> <p>Implementation of a required statement</p>	Faculty	Senior AD, AD for DEI	DE
	<p><b>Cultivate awareness and interest in the Ross PhD Program.</b> Create a network to increase awareness, provide information, and encourage applications to the Ross PhD Program. We will focus on developing outreach efforts to various departmental units at UM, Michigan State, and Wayne State given the robust evidence of greater probabilities of success at recruiting URM PhD candidates from these universities, although outreach efforts will be open without regard to race/ethnicity. We will also engage in outreach to other colleges and universities outside of Michigan.</p>	<p>Outreach to undergraduate and graduate students at colleges and universities</p> <p># of underrepresented students applying to PhD program</p> <p># of students yielded</p>	PHD Students	Senior AD, AD for DEI	DE
	<p><b>Provide structured mentoring program for PhD students.</b> Design and implement the Ross PhD Student Mentoring Program.</p>	<p>Participation of mentors and students</p> <p>Climate survey results from students for feelings of belonging, being valued</p>	PHD Students	Senior AD, AD for DEI	I

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Prepare and support our faculty and staff for career advancement	<b>Develop the next generation of faculty.</b> We will fully utilize the <a href="#">Ross Bridges to Doctoral Fellows Program</a> to attract, develop and retain more diverse PhD students and faculty.	# of applicants, trends over time	PHD Students and Faculty	Senior AD, AD for DEI	DE
	<b>Leverage the data for transparency and accountability.</b> Collect data on hiring, promotion, time in rank, pay, executive education opportunities, access to resources; analyze and compare across areas in Ross and to University data; report results to faculty leadership for transparency and accountability.	Ross faculty dashboard is created and information is shared	Faculty	Senior AD, AD for DEI, Chief of Staff	DE

### B. Education and Scholarship

Strategic Objective	Detailed Action Items	Measures of Success	Constituents Served	Group/Persons Accountable	DE&I Goal
Develop capacity of faculty, staff and students to contribute to a diverse, equitable and inclusive community at Ross; within their communities outside of Ross; and in business broadly	<b>Create a DEI Curriculum Taskforce.</b> This task force will develop and facilitate implementation of proposals designed to enhance diversity, equity and inclusion in the Ross curriculum for both undergraduate and graduate programs. This includes but is not limited to the types of topics covered in courses, the educational materials used in courses, the use of speakers and guests, among other issues. Importantly, this task force is charged with focusing specifically on the curriculum, and is expected to achieve measurable outcomes this academic year. In addition to these short-term changes, this task force is also asked to develop a multi-year plan that identifies key changes and priorities over the next several years.	Achievement of short-term actions described, multi-year plan is developed  Earned media (big curriculum initiative)  AY21: Initiation of case writing competition  Increase DEI content in the programs  AY22: % of core classes that address DEI-related content	Faculty and Students	Co-chairs of Curriculum Taskforce (Senior AD, OYM AD)	DI



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	<p><b>Create new courses focused on diversity, equity, and inclusion.</b>          The DEI curriculum task force will identify ways to enhance diversity in our courses and co-curricular offerings. In addition, we will expand our DEI course offerings. This week, for example, the Ross School and U-M’s Office of Academic Innovation announced a new online course initiative led by Ross Professor Lindy Greer titled Leading Diverse and Inclusive Teams and Organizations.</p>	<p>Number of new courses,          # of students enrolled</p>	<p>Students</p>	<p>Co-Chairs of Curriculum Taskforce (Senior AD, OYM AD), Program ADs</p>	
	<p><b>IDO 2.0.</b>          This task force will develop and implement proposals designed to enhance the quality of the BBA program’s Identity, Diversity and Organizations milestone requirement. The final deliverable, to be completed by May 2021, will be a report outlining how the IDO milestone requirement is being refined to improve the quality of education and student experience.</p>	<p>Proposals are received, plans are in place for implementation in AY21-22</p>	<p>BBA Students</p>	<p>Undergraduate AD, AD for DEI</p>	<p>I</p>
	<p><b>Launch a speaker series focused on race in business.</b>          The Ross School’s Business &amp; Society speaker series for 2020-21 will focus on race in business. Planning will commence in July, and the organizing team will consist of students, faculty, staff, and alumni.</p>	<p>Series is launched, students, faculty, staff and alumni attend          # of participants</p> <p>Earned media</p>	<p>Students, Faculty and Staff</p>	<p>Chief of Staff, AD for DEI</p>	<p>DI</p>
	<p><b>Expand inclusive teaching programs.</b>          In addition to our current opt-in inclusive teaching workshops and programs, which have engaged 35% of our faculty, we will add programs that are tailored to each academic area and increase overall participation.</p>	<p>Increased % of participation and development of new workshops that meet the needs of faculty</p> <p>% of faculty participating</p> <p>Session evaluations re: usefulness of content</p> <p>Climate survey results from students for feelings of belonging, being valued</p>	<p>Faculty</p>	<p>Senior AD, AD for DEI</p>	<p>DEI</p>



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	<p><b>Build staff awareness and capabilities.</b> In partnership with Organizational Learning and other institutional partners, deliver programs and materials focused on awareness and capability building. Consider how we might leverage the Michigan Expectations Model.</p>	<p>Training is sourced and offered, staff attend, success is evaluated at the end of the year</p> <p>% of staff participating Session evaluations re: usefulness of content</p> <p>Climate survey results from staff for feelings of belonging, being valued</p>	Staff	Chief of Staff, AD for DEI	DEI
	<p><b>Mandatory DEI training for hiring committees / managers.</b> All faculty and staff who are engaged in recruiting of new faculty and staff must engage in DEI training prior to beginning the recruitment process.</p>	<p>100% of staff and faculty engaged in recruiting complete training</p>	Faculty and Staff	Senior AD, AD for DEI, Chief of Staff	DEI
	<p><b>Expand unconscious bias training.</b> Increase the number of unconscious bias training sessions.</p>	<p>Training is sourced and offered, faculty and staff attend, success is evaluated at the end of the year % of faculty/staff participating</p> <p>Session evaluations re: usefulness of content</p> <p>Climate survey results for feelings of belonging, being valued</p>	Faculty and Staff	Chief of Staff, AD for DEI	DEI
	<p><b>Continue emphasizing DEI in faculty performance.</b> Three years ago, we incorporated DEI-related contributions formally into faculty activity reports and annual evaluations. Last year, over 50% of Ross faculty reported DEI-related contributions, and we will continue emphasizing the importance of these contributions in the years ahead.</p>	<p># of faculty reporting, trends over time</p>	Faculty	Senior AD	



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	<b>Expand CQ assessment and training.</b> Introduce the Cultural Intelligence (CQ) assessment and training for the PhD Program.	Yearly PhD and Exit Surveys % participation	PHD students	Senior AD, AD for DEI	I
	<b>Develop DEI-related competencies of EMBA students.</b> Ensure that DEI content is incorporated into the Leadership Development Programs.	DEI is embedded into LDP Student evaluations on usefulness of LDP content	EMBA Students	EMBA AD, AD for DEI	I

### *C. Promoting an Equitable and Inclusive Community*

Strategic Objective	Detailed Action Items	Measures of Success	Constituents Served	Group/Persons Accountable	DE&I Goal
Create a positive and inclusive climate in which all faculty, staff and students can thrive	<b>Elevate diverse voices in Ross School leadership.</b> Create Dean’s Council for Diversity, Equity, and Inclusion that will be composed of students, faculty, staff, and alumni. This Council will be the Dean’s primary advisory group for DEI-related initiatives and priorities, establishing goals and tracking progress with visible metrics and reporting, and mobilizing people and resources to ensure we achieve our shared goals.	Deans Council is created, meets regularly, contributes to the school’s DEI strategy, members are involved in initiatives  Actions identified in the DEI strategic plan are achieved  Committee members report a sense of accomplishment and contribution	Students, Faculty, Staff and Alumni	Dean, Chief of Staff	DEI
	<b>Build community among EMBA diverse students and alumni.</b> Support the continuation and growth of student and alumni led events, open to all, to address experience of women and URM’s in the EMBA community.	EMBA Year End Exit Surveys	EMBA Students	EMBA AD, AD for DEI	DI
	<b>Create small faculty discussion groups.</b> Organize Virtual Faculty Conversations and/or Working Groups to create community and connection among faculty.	Faculty Climate survey	Faculty	Senior AD, AD for DEI	I

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Increase gender and URM representation of businesses in our action-based learning portfolio and among businesses designated as preferred suppliers and vendors year over year	<b>Expand representation of minority-owned businesses.</b> We will increase the number of minority-owned businesses represented in our action-based learning (ABL) portfolio of projects (e.g., Multidisciplinary Action Projects; MAP projects), entrepreneurship programs, and student recruitment activities.	Number of women- and minority-owned or led businesses engaging in ABL projects	All Ross Community	AD for Engaged Learning, Program ADs	
	<b>Diversify the Ross School supply chain.</b> We launched and will continue an initiative to examine the Ross School's supply chain, with an explicit goal of increasing the diversity of businesses designated as preferred suppliers and vendors.	Increase number of women- and minority-owned businesses on approved suppliers list  % of spend, spend patterns	All Ross Community	CFO	D
Educate our community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive	<b>Educate faculty, staff and students.</b> Support central efforts to educate faculty, staff, and students on the <b>forthcoming</b> University of Michigan Policy on Sexual and Gender-Based Misconduct Prevention ("umbrella policy").	Training completion reports	Faculty and Staff	AD for DEI, Chief of Staff	EI
	<b>Develop value statements.</b> Develop and socialize unit-specific value statements that align and reinforce the forthcoming university level values that promote culture and climate change consistent with both the Diversity, Equity & Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.	Value statements are reviewed and updated	Faculty and Staff	AD for DEI, Chief of Staff	EI
Share pathways for conflict resolution	<b>Publish Channels for Resolution and Complaint.</b> To foster and support an environment that is inclusive, respectful and free from discrimination and harassment, continue to define and clearly articulate for staff, faculty and students the resources available at Ross and UM, channels available to help resolve any concerns that arise, and how to file a complaint.	Feedback from climate assessments	Faculty, Staff and Students	AD for DEI, Chief of Staff, Program ADs	EI

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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 stewards of the plan. The Leads collaborate with the school's leadership, faculty, staff, student diversity and inclusion committees, and the Dean's Council for Diversity, Equity and Inclusion to assess, refine, implement, and evaluate 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. At a minimum, a report on progress will be presented to the Dean's Council for Diversity, Equity and Inclusion, three to four times a year. Additionally, the DEI Leads will be working with student leaders to determine the frequency and mode for updates for the Ross community this coming year.

#### ***Assessment***

As this plan is implemented, success will be evaluated by: the indicators for each of the four dimensions (Recruitment, Retention and Development; Education and Scholarship; Promoting an Equitable and Inclusive Community; and Service) in the detailed action plans; demographic data; community feedback; and climate surveys of faculty, staff, and students.

#### ***Sustainability & Accountability***

Ross leadership, working with the Dean's Council, 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.

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 DEI Leads 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:

- Offering 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.
- Consulting with Individual faculty and staff, units, and areas and serving 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 affecting the Ross community and the world.
- Fostering and supporting an environment that is inclusive, respectful and free from discrimination and harassment, defining and clearly articulating for students the resources available at Ross and UM, channels available to help resolve any concerns that arise, and how to file a complaint.

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- In anticipation of continued political change and social unrest, strengthening protocol to respond to unforeseen legislative changes, protests, or threats to inclusion.
- Collaborating with the various Program Offices 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.