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Diversity, Equity and Inclusion Strategic Plan
Five-Year Strategic Objectives, Measures and FY18 Actions

I. Diversity Equity and Inclusion Strategic Plan: Overview

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.

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Our Commitment

At Michigan Ross:

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

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 that promotes equity, diverse people and diverse perspectives.

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.

II. Implementation Highlights and Planning Process

Planning Lead(s):   **Taryn Petryk**, Director of Diversity & Inclusion
Amy Byron-Oilar, Chief People and Diversity Officer
Carolyn Yoon, 2017-2018 Faculty Director of Diversity & Inclusion
David Wooten, 2016-2017 Faculty Director of Diversity & Inclusion and Alfred L Edwards Collegiate Professor and Associate Professor of Marketing

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 with conducting a strategic review of Ross 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.

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The Ross process to collect data in Academic Year 2017

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.

Key Learnings from this last year:

- 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.

The Ross process to collect data in Academic Year 2016

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

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

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

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

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

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

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

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

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

Alumni: Ross has a strong relationship with their Black Business Alumni Association-they are very engaged in many aspects of the Ross School. We worked with the Black Business Alumni Association (BBAA) members to review the plan and get feedback. In addition, we asked them to send a broad invite out to all of their section-mates (regardless of ethnicity) to try and get a diverse pool of alumni to participate in broad alumni focus groups that we hosted in conjunction with some high draw football games (Homecoming-Northwestern, Michigan State, and Ohio

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State). The focus group on October 17, 2015 coincided with the Ross UpClose diversity weekend in order to take advantage of the strong BBAA Alumni presence at this event. A diverse group of alumni came and participated in the three focus groups. In addition to asking the three questions below we asked the alumni to circulate the following questions via-google form to their membership and friends who are alumni.

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

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

Sources of data

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

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

Process used to analyze data

- Ross analyzed the data for Academic Years 2014 & 2015 for students by taking the focus group data and categorizing the findings into themes in order to come up with students shared experiences regarding diversity, equity, and inclusion at Ross. The Ross Faculty and Staff data were analyzed by ADVANCE from the 2011 Climate Study. We added to that data based on the information gathered from focus groups and community forums and categorized that data into themes to determine if the findings and themes fit into the themes already identified by ADVANCE. After identifying the themes, we shared the information with the Diversity Committee to determine if they agreed with the categorizations and for feedback and input. The input was gathered, revisions were made and the final draft was sent to the Diversity Committee and the Dean for approval.

- Ross analyzed the data for Academic Year 2016 by taking the additional information collected during AY 15-16 from the unit meetings, the surveys, and the engagement events and categorized the data into themes. The themes were separated by constituency and summarized to demonstrate the shared experiences of students, faculty and staff regarding diversity, equity and inclusion at Ross. The themes were compiled and were

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discussed in the Ross Diversity and Inclusion Committee meeting. Input was gathered about the categories from Ross Research Assistants and the Diversity and Inclusion subcommittee members. The input from the various sources was used to make changes to the data in the document. The updated data was included in the draft of the strategic plan was sent to the Diversity Committee and Dean for review and approval.

III. Data and Analysis: Key Findings

Key Findings & Themes - 2017

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. Collaborative highlights include:
  - The launch of the Ross Summer Connection Program (Office of Undergraduate Programs, Office of Diversity & Inclusion).
  - The delivery of many DEI Workshops and Programs for MBA Students (MBA DEI Student Committee, Student VP for DEI, Office of Diversity & Inclusion, Full-time MBA Program team).
  - The BBA Identity and Diversity in Organizations Milestone Requirement implementation (Office of Undergraduate Programs, Office of Diversity & Inclusion, BBA Students).
  - Cultural Intelligence and Understanding Identity sessions incorporated into the Full-Time MBA Orientation (Full-time MBA Program team, Graduate Admissions, Office of Diversity & Inclusion, and Cultural Intelligence Center).
- 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

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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.

Key Findings & Themes - 2016

Students

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

Faculty

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

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Staff

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

Recommendations Suggested During the Data Collection Process

- Ross should utilize its Sanger Leadership Center to integrate diversity and inclusion components into the already existing leadership workshops for students.
- Ross should develop a speaker series for all students that feature alumni, corporate sponsors, faculty and staff conducting interactive workshops on how to work with, develop, and support a team that is diverse and inclusive. A certificate should be awarded to students who attend a specific number of workshops or workshops that cover the core topics identified. Something similar to this approach already exists at the undergraduate level with the Ross School's Identity and Diversity in Organizations Milestone Requirement. However, a more formal diversity program should be added, particularly at the graduate level.
- Ross should host a Diversity and Inclusion in Business Conference annually that offers opportunities for students, faculty, and staff to develop diversity, inclusion, and intercultural skillsets that are leveraged at Ross, in the workplace and beyond.
- Ross should create an exchange buddy system for incoming international students and put together diverse teams by section to work on an annual global case competition hosted by corporate sponsors for 2nd year students and a Social Impact or Community Project for 1st year students that spans a duration of semester (Fall A and B).
- Ross should create and leverage opportunities to integrate current courses with diversity and inclusion content. This includes case studies with more diverse protagonists and ways to incorporate diversity and inclusion in different aspects of the course. The Dean's Office can create incentives for this by providing grants to faculty who want to revamp their course and by finding ways in the current faculty promotion/tenure structure to reward faculty who write cases-specifically those that are tied to the current reality of what managers face daily when it comes to managing across differences. Case writing is already rewarded in the annual review of faculty performance (and salary determination), but it is not very well recognized in the promotion and tenure process. In the long run, this could also be a function of the Office for Diversity and Inclusion, because it could become a Center or an Institute rather than an office and house faculty and staff who are dedicated to writing cases and conducting research or different aspects of Diversity and Inclusion in the workplace.

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- Ross should offer a Crucial Conversations course to the students in the beginnings of Fall A to help to facilitate difficult dialogues that come up in the classroom around diversity and inclusion initiatives (Ross has been offering Crucial Conversations training to faculty and staff for a couple of years, and this has greatly increased the ability of individuals in the Ross community to discuss difficult issues).
- All of Ross students should be required to have curriculum requirements similar to the Identity and Diversity in Organizations (IDO) curriculum that was piloted in 2014-2015 for BBA students and is now being offered as a milestone requirement.
- Ross should communicate and promote its diversity initiatives using its website, the Ross School's intranet (iMpact), social media, school forums, program and school-wide newsletters, and the Ross Dividend Magazine. We have revamped our website to include our diversity and inclusion initiatives and are currently leveraging our website presences to attract diverse community members, retain diverse talent and demonstrate our commitment to diversity equity and inclusion.
- Ross should explore opportunities to use our current conferences to create PhD pipelines for future faculty hiring
- Ross should offer diversity and inclusion training for staff, specifically unconscious bias training.
- Ross should provide resources and support for search efforts to attract a diverse candidate pool for staff searches.
- Ross should provide and promote the inclusive teaching training opportunities offered through CRLT for faculty. These should be supplemented with some short Ross-specific sessions that address some of the unique challenges related to diversity and inclusion that arise in the business school classroom.
- Ross should increase our participation in the Faculty Allies for Diversity Program sponsored by the Rackham Graduate School
- Ross should leverage their PhD alumni network to identify potential doctoral students or faculty candidates

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

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

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

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The four planning domains are briefly defined below:

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

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

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

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

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

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

Diversity

- Internal demographic data to examine the annual changes in demographic composition of students, faculty and staff

Equity

- Student demographic data regarding admissions, recruiting and retention of students
- Climate surveys for faculty, staff, and students

Inclusion

- End of the year and exit surveys for students
- Climate surveys for faculty, staff and students
- Entry surveys for staff
- Exit interviews for faculty and staff

VI. Action Planning Tables with Details and Accountabilities

Table Key

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

Primary D, E, & I Goal:
- D: Diversity
- E: Equity
- I: Inclusion

Undergraduate Programs

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

Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Primary D, E &I Goal	Domain(s)	2018 New & Cont. Actions
Build diverse pipeline of potential applicants	# of program hours, # of participants enrolled	Host and run LEAD Summer Business Programs; integrate MREACH students or host MREACH summer program	Academic Success	D	RRD	X
		Continue to implement and improve Ross Summer Connection, our bridge program for summer direct admits to Ross.	Academic Success and ODI	E	RRD	X
		Continue and improve PI to foster academic success at UM and to apply to Ross	Academic Success	E	RRD	X
		Support Michigan Business Women (MBW) on outreach efforts, especially w/ U-M first-year students	Student Experience, Advising, Admissions	E	RRD	X

	# of program hours, # of participants enrolled, # of UM applications	Continue and Improve several on campus MREACH events for HS students	Academic Success	D	RRD	X
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	X
		Ensure that marketing materials – mailings, website, social media –appeal to a diverse set of applicants	Admissions and Marketing	D	RRD	
Yield top applicants from diverse populations	Yield	Create and award scholarships for students with a demonstrated commitment to diversity	Development and Admissions	D	RRD	
Create an inclusive climate in which all students can thrive	BBA Year End and Exit Surveys	Work with diversity clubs to meet the needs of their members and to continue outreach/education efforts to the full Ross Community Assist application-based clubs to develop processes to diversify their membership Pursue supplemental training and learning opportunities (e.g., Och Women in Finance trek and Diversity Case Competitions) Encourage interprogram (grad to undergrad), and intergenerational (alumni to student) interaction with a diverse set of mentors in various roles (e.g. career coaches, TAs, PI mentors etc.)	Student Experience and Academic Success	I	PEIC	X

		Strengthen collaborations between diversity clubs and RCS to enhance their visibility to corporate partners and improve the employment outcomes of their members Maintain and foster peer to peer mentorship and coaching relationships Implement changes to grading and student records to increase collaboration. Explore the creation of a Diversity Trek for Finance Sector				
		Integrate diversity issues in core classes through cases, discussions, exercises, and other relevant approaches	Student Experience, Faculty D& I	I	ES	
Provide opportunities to increase cross-cultural interactions and develop intercultural competency	Number and mix of students engaging in program and workshop opportunities	Expand and promote global engagement opportunities	Advising Global Initiatives	I	ES	X
	Exit Surveys	Support the formation of diverse teams in core classes	Student Experience	I	ES	X
		Engage BBA students in nontraditional, diversity focused minors (e.g., IGR and Social Change) Strengthen the prominence of Minor in Entrepreneurship, Minor in Business, and Sales track as alternative business academic paths	Faculty and Advising	I	ES	X

X		Expand and enhance IDO, the milestone requirement that imparts general and specific knowledge on identity and diversity issues Strengthen and develop an infrastructure for IDO peer facilitation group Research the connection between DEI understanding and skillset to career success	Student Experience and ODI	I	ES	X
X		Develop external corporate partnerships to share real-world expertise with Ross students	Student Experience	I	ES	X
X		Assess and train students in IDI, CQ, StrengthQuest and Gallup Wellbeing	Student Experience	I	ES	X

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

Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Primary D, E &I Goal	Domain(s)	2018 New & Cont. Actions
Build diverse pipeline of potential applicants	Partnerships maintained	Continue to strengthen partnerships with organizations that engage in pipeline building efforts by providing information and visibility	Admissions	D	RRD	X
Identify and attract a diverse applicant pool	Number and mix of applications	Continue to offer Admissions events to diverse audiences in targeted regions of the world	Admissions and Marketing	D	RRD	X
		Develop a suite of marketing materials – mailings, website, social media – that appeals to a diverse set of applicants	Admissions and Marketing	D	RRD, S	
Yield top applicants from diverse populations	Yield	Maximize yield of scholarship dollars. Create scholarships for students who support initiatives that are tied to the Michigan Ross purpose.	Development and Admissions	E	RRD	X
		Continue to support yield events for diverse audiences	Admissions	D	RRD	X
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	Programs Office	I	PEIC	X
		Create opportunities for students to share experiences and build empathy	Programs Office, ODI, Student Orgs	I	PEIC	X
		Continue the Women's Initiative for the Executive MBA Program	Program Office and ODI	I	PEIC	X

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

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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	Primary D, E &I Goal	Domain(s)	2018 New & Cont. Actions
Build diverse pipeline of potential applicants (e.g. PhD Project)	Continued partnerships	Continue membership with The PhD Project. Continue to recruit PhD students at the annual conference and faculty from students graduating from the PhD Project.	Program Office	D	RRD	X
	Program Evaluation	Create a bridge to the Ross PhD program for qualified undergraduate and master's students in collaboration with and co-funded by Rackham	Program Office	E	RRD, PEIC, ES	X
		Partner with Alumni Relations to leverage our PhD alumni network to identify potential doctoral students	Programs Office Alumni Relations	D	RRD	X
		Continue to match Ross PhDs with Ross BBAs who submit a thesis for the capstone requirement	Program Office	D	RRD	X
Identify and attract a diverse applicant pool	Number and mix of applications	Admissions events are scheduled with diverse audiences in targeted regions of the world	Program Office	D	RRD	X
		Develop a suite of marketing materials – mailings, website, social media – that appeals to a diverse set of applicants	Program Office Marketing	D	RRD, S	X
Yield top applicants from diverse populations	Yield	Continue to leverage Rackham Merit Fellowship (RMF) in support of academic excellence and inclusiveness	Program Office	E	RRD, ES	X
		Continue membership with DocNet, a consortium of business doctoral programs, and participation in recruiting events	Program Office	I	PEIC	X

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Create an inclusive climate in which all students can thrive	PhD Year End and Exit Surveys	Continue first-year cohort orientation including 8 Modules on responsible conduct of research and scholarship	Program Office	I	ES	X
		Acknowledge students as "Faculty in Training" to prepare for life in the academy by exposing students to key elements of an Assistant Professor role – research, teaching, service and administration	Program Office	I	ES	X
		Continue Teacher Development Program, which provides two years of supportive preparation before students enter the classroom as instructors and a teaching support group while students are actively teaching	Program Office	I	ES	X
		Continue mental health initiative to promote health and well-being and to create connections to resources for hidden disabilities	Program Office	I	PEIC	X
		Promote appreciation and the value of difference through educational opportunities. Specifically, students are expected to collaborate outside their fields	Program Office	I	ES	X
Provide opportunities to increase cross-cultural interactions and develop intercultural competency	PhD Year End and Exit Surveys	Review Cultural Intelligence (CQ) Assessment and training to determine how to integrate in the PhD program	Program Office and ODI	I	ES, PEIC	X
		Continue joint PhD Business and Economics program initiated with LSA in 16-17	Program Office	I	ES	X

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

Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Primary D, E &I Goal	Domain(s)	2018 New & Cont. Actions
Attract and retain a diverse staff	The number and mix of staff applications	Update Ross 102 (Introduction for Managers) and Faculty Director onboarding materials to include Ross commitment to diversity and managerial responsibilities with respect to cultivating a diverse and inclusive environment	Ross HR	I	PEIC, RRD	X
Create an inclusive and equitable climate in which all staff can thrive	Feedback from bi-annual climate assessments	Continue to cultivate diversity on committees (staff involvement group, community learning group, staff recognition awards, green team, etc.) and in communications and features	Ross HR Committee and Leadership	I	PEIC, ES	X
		Engage Ross staff climate survey champions in process of debriefing survey results expected in Fall 2018	Ross HR and ODI	I	PEIC	X
		Review performance review KSAs for consistency with DEI commitment; highlight important connections or update as necessary	Ross HR and Community Input	I	PEIC	X
		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, Ross Mgmt (Staff & Faculty)	I	PEIC	X

Create an environment that fosters cross-cultural engagement and understanding	Feedback from bi-annual climate assessments	Develop Crucial Conversations refresher workshop to keep the model top of mind	Ross HR	I	ES	X
		On an annual basis in both the management forum and Ross connections groups, dedicate a session for a workshop/activity designed to expand awareness or develop skills related to diversity, equity and inclusion. Assign rotating responsibility to plan and implement the event in order to foster shared responsibility in cultivating a diverse and inclusive community	Ross HR and Rotating Unit Mgmt	I	ES	X
Create an environment that uses diversity as a lever to foster innovation	Feedback from bi-annual climate assessments	Identify and implement a training program for Ross staff that explores the value of diversity, creates more awareness about how to contribute to a diverse community, and helps team leverage diversity for decision-making and innovation	Ross HR and ODI	I	ES	X

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

Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Primary D, E &I Goal	Domain(s)	2018 New & Cont. Actions
Identify and attract top faculty from diverse backgrounds	Number and mix of faculty applications	Increase participation in the various PhD Project Doctoral Student Associations	Assoc Dean for Faculty & Research & Unit Search Comm	D	RRD	X
		Encourage faculty search committees to attend STRIDE Continue to review the faculty interviewee list and encourage and promote diverse interview pool	Assoc Dean for Faculty & Research	E	RRD	X
		Explore ways to influence awareness of unconscious bias and perceptions on a search committee	Assoc Dean for Faculty & Research	E	RRD	X
		Leverage select Ross conferences to create PhD pipelines for future faculty hiring	Assoc Dean for Faculty & Research	D	RRD	X
		Explore ways to market Ross to attract diverse candidates and create materials for prospective faculty	Assoc Dean for Faculty & Research	D	RRD	X

Create an inclusive environment in which all faculty can thrive	Faculty retention and promotion rates	Increase Mentoring opportunities: Promote Advance Launch for new junior faculty Every unit has written faculty mentoring policy to help junior faculty members thrive Explore opportunities to organize more formal affinity groups	Assoc Dean for Faculty & Research and Unit Chairs	I	RRD, PEIC	X
	Faculty Climate Survey	Assess Faculty Culture Provide CRLT Workshop on Inclusive Teaching as a Professional Development Opportunity for all Ross Faculty	Assoc Dean for Faculty & Research and Ross HR	I	PEIC, ES	X
		Participate in the Faculty Allies for Diversity program sponsored by Rackham Graduate School	Assoc Dean for Faculty & Research	I	PEIC, RRD	X
	Statistical Analysis of Faculty Evaluations (administered by Executive Committee)	Explore what it would mean in practice to monitor evidence of bias in faculty evaluations that are administered by Executive Committee	Assoc Dean for Faculty & Research	E	PEIC, RRD	X
	Feedback from bi-annual climate assessments	To foster and support an environment that is inclusive, respectful and free from discrimination and harassment, define and clearly articulate for faculty the resources available at Ross and UM, channels available to help resolve any concerns that arise, and how to file a complaint	Assoc Dean for Faculty & Research and ODI	I	PEIC	X
Develop capabilities to teach a diverse student population		Encourage all Ross faculty to attend the CRLT Workshop on Inclusive Teaching as a Professional Development Opportunity	Assoc Dean for Faculty & Research Faculty Dir D&I	I	RRD	X

X		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	Assoc Dean for Faculty & Research Faculty Dir D&I	I	PEIC, ES	X

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Office of Diversity & Inclusion
Strategic Imperative: Develop diverse and culturally intelligent students who thrive and succeed in any environment.

Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Primary D, E &I Goal	Domain(s)	2018 New & Cont. Actions
Develop students' capacities to understand their own identities, values, perspectives, and learning	Workshop and session Evaluations Student DEI Climate Surveys	Offer workshops to explore and understand how identities and cultural backgrounds affect others and ourselves in our experiences at Ross. Offer workshops to establish a culture around openly communicating across identity differences and similarities	ODI	I	ES	X
Help students integrate their diversity related learning into their professional and personal identities and other learning experiences at Ross		Continue Diversity and Inclusion in Organizations Workshops Continue Intercultural Development and Leadership Workshops Explore avenues for students to showcase and integrate their learning	ODI, Programs Offices, Corporate Partners	I	ES	X
Promote a positive and inclusive Ross Community	Program Evaluations Workshop Evaluations	Consult with Individual Units/Departments and serve as a resource for identifying, strategizing and attaining diversity and inclusion goals Collaborating with students, faculty, and staff to engage in Community Conversation about diversity and inclusion issues affecting the Ross community and the world	ODI	I	PEIC, RRD	X

		To foster and support an environment that is inclusive, respectful and free from discrimination and harassment, define and clearly articulate for students the resources available at Ross and UM, channels available to help resolve any concerns that arise, and how to file a complaint	ODI	I	PEIC	X
		Continue to support the Faculty Director for Diversity and Inclusion position	Dean	D,E,I	PEIC	X
		In anticipation of continued political change and social unrest, develop protocol to respond to unforeseen legislative changes, protests, threats to inclusion	Dean, CPDO, ODI	D,E,I	PEIC	X

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

Process for Progress Review

The DEI Leads Amy Byron-Oilar, Chief People and Diversity Officer, Taryn Petryk, Director of Diversity and Inclusion, and Carolyn Yoon, new 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 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 year one. In addition, Amy Byron-Oilar's role was expanded to include responsibility for the School's Diversity, Equity and Inclusion strategy. Amy now serves as the school's Chief People and Diversity Officer.

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 will continue to serve as a resource to Ross units to develop strategies and initiatives to accomplish unit diversity and inclusion goals.