

**PRELIMINARY AND ADVISORY
PRIVILEGED AND CONFIDENTIAL**

Ross School of Business (Michigan Ross)

Diversity, Equity, and Inclusion Strategic Plan | FY 2024

Strategic Plan Overview

Selected text from President's Diversity, Equity & Inclusion Charge:

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

Goals [Diversity Equity & Inclusion]:

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

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

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

Rationale:

At Michigan Ross, we champion the values of justice, equity, diversity, inclusion, belonging, and accessibility, recognizing that they foster an enriching learning and working environment, produce excellence and innovation, and empower us to make a positive impact on the world through business. We are dedicated to combating all forms of oppression – including but not limited to discrimination, racism, bias, prejudice, and sexism – by working with our faculty, staff, students, alumni, and business partners to promote a community that embodies our shared values.

Our strategic plan is grounded in the principles of equity and justice, with the goal of enhancing the experiences of our students, staff, and faculty, and their contributions to the broader community. We are committed to nurturing a sense of belongingness that enables every member of Michigan Ross to thrive. In pursuit of this objective, we are devoted to ongoing improvements in incorporating equity and inclusion into

the core of our school, in line with evolving societal aspirations for business schools and universities. The results of our efforts will be shared transparently with our community through annual progress reports.

Key Strategies & Constituencies*:

Members of the Michigan Ross Community are the primary constituency of this plan. The Michigan Ross Community consists of undergraduate and graduate students, staff, faculty, and our active alumni. The Michigan Ross DEI Team, in consultation with Michigan Ross Dean Sharon Matusik, have identified a limited number of strategic objectives to further our DEI goals. We have organized our work into three primary “pillars” which are directly aligned with the University’s distal objectives. We have identified high-impact objectives for each of the pillars that we believe will lead to outcomes that will drive positive equity-centered change for our School over the next five years.

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

Planning Process Used

Planning Lead(s):

Carolyn Yoon - Associate Dean for Diversity, Equity, and Inclusion

Thomn Bell - Director of Diversity and Inclusion, Ross Office of DEI

Carmen Quiñonez - Associate Director for Communication and Strategic Initiatives, Ross Office of DEI

Planning Team:

Office of DEI Staff

Ross Staff DEI Committee

Ross Faculty DEI Committee

BBA DEI Committee (Students)

Full-Time MBA DEI Committee (Students)

Part-Time and Online MBA DEI Committee (Students)

Planning Process Summary:

In July of 2021, the Ross DEI Leads developed an interim plan that focused on the same three pillars that drive our proposed DEI 2.0 plan. These pillars were intended to provide a framework and touchstone for our work over the 2-year gap between DEI 1.0 and 2.0. The DEI Leads spent the fall semester of 2021 reviewing the pillars and sharing our vision with the Ross Community. At the same time, the DEI leads were gathering qualitative data and actively encouraging our community to complete the University climate survey. The data collected via the climate survey, through conversations with key stakeholders over the course of AY 22 influenced our proposed plan. In addition, we began holding Community Conversations, which served as mechanism to engage our stakeholders in conversations regarding equity and justice, as well as provide an avenue to respond to critical incidents impacting our community. These conversations provided a platform belonging but also gave significant insight into some of the equity-related issues in our community.

We continued the community conversation structure during AY 23 and relaunched the Ross Staff DEI Committee. The committee spent much of the academic year providing feedback and insight into how to make Ross a desired place of employment. In addition to the work of the Staff DEI Committee, the Faculty DEI committee also provided significant insight and feedback on how to improve the experience of faculty at Ross. Before the formal beginning of AY 23, Ross welcomed our new Dean, Sharon Matusik. Dean Matusik developed her own qualitative process to understand and engage with all members of the Ross community. This qualitative feedback led to three targeted and focused Task Force Committees. These Task Force Committees provided actionable feedback on how to improve elements throughout our community, and this

information was used to support the strategic objectives in our proposed plan.

Finally, our DEI leads regularly engaged with various student stakeholder groups throughout AY 22 and AY 23 to better understand the student experience. These discussions led to significant efforts to improve belonging and address both the barriers to accessing Michigan Ross as a destination of choice and any potential disparities in experiences faced by certain members of the community.

Throughout the preparation of the strategic plan, key student, staff, faculty, and alumni stakeholders were provided the opportunity to provide feedback and critical reactions to the various drafts of the proposed plan.

Data and Analysis: Key Findings

Summary of Data:

The first major set of data reviewed was from the Fall 21 Climate Study. The Climate Study revealed consistent themes across each stakeholder group (students, faculty, and staff) indicating a lack of sense of belonging for certain groups, specifically individuals with historically/contemporarily minoritized identities in American society. Specific trends indicated that the School needed to work to improve belonging outside of the classroom experience, among peer groups (faculty to faculty), and between leaders and staff.

In addition to climate data, our team reviewed trends related to enrollment, hiring (staff and faculty) over the past 10 years. Unfortunately, initiatives from DEI 1.0, while improving an understanding of commitment to Diversity, Equity, and Inclusion at the school, did not improve demographic diversity/representation across major stakeholder groups. Some stakeholder groups (staff) saw increase in racial and gender diversity, but the data reviewed did not show increased diversity among leadership/managers of staff. Similarly, diversity of faculty over time has not increased. Our Full-Time MBA program has experienced increased diversity over time, and continues to be one of the “most diverse elite MBA programs in the United States.” Despite the success of our Full-Time MBA program in this area, other programs have not experienced increased demographic diversity with respect to all racial/ethnic groups. These data reflect an overall experience that is driven by a culture of normalizing and perpetuating dominant identity frameworks, and thus has resulted in a sense of a lack of belonging for some communities (individuals with historically/ contemporarily minoritized identities in American society).

Key Findings, Themes and Recommendations:

Based on our discussions with key stakeholders and review of data we recognized very quickly we needed to provide significant emphasis and focus on the lived experience of being in our community, which resulted in a focus on a sense of belonging. Additionally, we found that the academic experience, specifically content being taught and emphasis of research in DEI related areas also needed to be bolstered. Finally, we needed to examine the structural barriers perpetuating our lack of consistent change in the school’s demographic makeup, which resulted in our final pillar, which intends to intentionally improve diversity over a period of time.

Strategic Objectives, Measures of Success and Action Plans*

The Michigan Ross Strategic Plan focuses on three primary pillars. Each pillar has two to four strategic objectives that will drive the work over the next five years.

Pillar One: Cultivating Authentic Belonging for all members of our community.

- Create and uphold a culture of authentic belonging for faculty, staff and students, rooted in compassion and empathy, respect and care (ethic of love)
- Develop equity-centered leadership capacity of faculty, staff and students.

Pillar Two: Promoting Excellence in Equity-Centered Scholarship and Education. We will center this work around three primary core DEI Competencies: Equity-Centered Knowledge, Empathy and Compassion, and Global/Intercultural Perspectives.

- Establish thought leadership in topics of diversity, equity, justice, and inclusion in academia, business, and society
- Develop curricular integrations and supplemental co-curricular offerings focused on improving the DEI competencies of students.
- Improve equity-based teaching skills among faculty

Pillar Three: Improving Representation and Outcomes of Students, Staff, and Faculty with Historically/Contemporarily Minoritized Identities in American society.

- Increase representation and retention outcomes while improving supports for all students by elevating and centering the experiences of students with historically/contemporarily minoritized identities in American society and international students
- Elevate Ross to be an employer of choice for faculty and staff by increasing representational diversity in all phases of the recruitment process and centering equity as a framework for improving the work culture and overall cultural health.

Introduction:

The Ross School of Business (Michigan Ross) plan covers students, faculty, staff, and alumni. The strategic objectives to advance the university-wide goals of diversity, equity, and inclusion have been aggregated into three distal objectives determined by the University. Each of these strategic objectives is accompanied by metrics that will be tracked over time and descriptions of single and multiple years we will take to accomplish those objectives. For additional detail on assignments, timelines, and accountabilities, see the Action Planning Table.

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

PEOPLE (Recruit, Retain & Develop a Diverse Community) Ross Pillar 3

Strategies and action items for **People** are designed to bolster and extend the work of all units by introducing effective programs and procedures aimed at recruiting, retaining, and supporting a diverse campus community. DEI-related recruitment and retention efforts across campus reflect the varied needs and goals of specific units and groups.

UNDERGRADUATE STUDENTS

Strategic Objective 1:

Increase representation and retention outcomes while improving support of students, particularly those with historically/contemporarily minoritized identities in American society and international students.

Metrics:

- Increase in applications and incoming student enrollments of individuals with historically/contemporarily minoritized identities in American society in each Ross degree program.
- Student success metrics (i.e., 4-year graduation rates, career placement rates) are at parity across all identity groups.
- High student satisfaction levels with support services.

Actions:

- Pilot the Empower & Thrive Initiative to 1) strengthen the pipeline program at Ross focusing on recruiting high school students who would be the first in their families to attend college, and 2) provide access to resources, skills, and support to reduce equity gaps.
- Partner with Ross Advancement to work on DEI-based fundraising that impacts student admissions and student experience.

Primary DEI Goal: *Equity and Diversity*

GRADUATE STUDENTS

Strategic Objective 2:

Increase representation and retention outcomes while improving support of students, including those with minoritized identities and international students.

- Increase in applications and incoming student enrollments from students with historically/contemporarily minoritized identities in American society in each Ross degree program
- Student success metrics (i.e., degree completion rates, career placement rates) are at parity across all identity groups.
- High student satisfaction levels with support services.

Actions:

- Partner with Ross alumni to generate interest in Ross graduate degree programs through their network and professional connections
- Partner with Ross Advancement to working on DEI-based fundraising that impacts student admissions and student experience

Primary DEI Goal: *Equity and Diversity*

FACULTY

Strategic Objective 3:

Elevate Ross to be an employer of choice for faculty by increasing broad diversity in all phases of the recruitment process and centering equity as a framework for improving the work culture and overall cultural health.

Metrics:

- Increase in broad diversity in all phases of the recruitment and hiring process with transparent data reported annually.
- Reduction in # faculty leaving Ross due to inequity issues.
- Track recruitment, retention, and promotion efforts.
- Track activities addressing work culture.

- Track junior faculty satisfaction related to belonging, support in promotion, and experiences with mentorship.
- Track improvement in job satisfaction ratings for faculty on climate survey.

Actions:

- Implement practices to address faculty concerns about workload inequity including working with area chairs on equitable distribution of service loads and allocation of greater teaching loads for those who are unable/unwilling to provide their share of service.
- Recommend and implement at least 3 activities per year addressing work culture, agency, and job satisfaction for faculty.
- Utilize work with Tenure Project to support junior faculty in pursuit of academic success
- Create and implement ELEVATE (Emphasizing Leadership, Equity, Values, Accountability, Teaching, and Excellence), which includes focusing on senior faculty providing mentorship for junior faculty to enhance and support academic growth and navigating institutional hierarchy.

Primary DEI Goal: *Diversity and Equity*

STAFF

Strategic Objective 4:

Elevate Ross to be an employer of choice for staff by increasing broad diversity in all phases of the recruitment process and centering equity as a framework for improving the work culture and overall cultural health.

Metrics:

- Increase in broad diversity in all phases of the recruitment and hiring process with transparent data reported annually.
- Reduction in # staff leaving Ross due to inequity issues.
- Track recruitment and retention efforts.
- Examine effectiveness of equity-centered process by examining all phases of the hiring process.
- Track activities addressing work culture.
- Track internal promotion/hire for leadership and development.
- Track and improve job satisfaction for staff on climate survey.

Actions:

- Compensation and career pathing study for staff is currently in progress, using an outside consultant. Review findings and correct any inequities in salary and career development opportunities.
- In collaboration with Ross Human Resources, build on the success of the Program Manager project to develop additional pathways for staff growth and promotion.
- Implement staff development program that is aligned and coordinated with Mindful Performance (Staff Evaluation).
- Work with Ross HR on increasing transparency of pathways for advancement and equity-based competency decisions.
- Implement practices to address staff concerns about workload inequity including working with managers on equitable distribution work of service loads for staff.

- Recommend and implement at least 3 activities per year addressing work culture, agency, and job satisfaction for staff.

Primary DEI Goal: *Diversity and Equity*

PROCESS (Promote an Equitable and Inclusive Campus Climate) Ross Pillar 1

Strategies and action items for **Process** are designed to support and strengthen the development of policies, procedures, and practices that create an inclusive and equitable campus climate and encourage a culture of belonging in which every member of our community can grow and thrive.

ALL CONSTITUENCIES

Strategic Objective 1:

Create and uphold a culture of authentic belonging for faculty, staff and students, rooted in compassion and empathy, respect and care (ethic of love).

Metrics:

- Achieve parity in satisfaction levels on climate survey for 2026 across all identity groups.
- Increase in sense of belonging for all identity groups in 2026 climate survey data.
- Change in the numbers and types of concerns and conflicts requiring resolution.

Actions:

- Organize three social activities (in Fall, Winter, and Summer) to foster a sense of community and belonging
- Partner with affinity groups, staff and faculty DEI groups and ERGs to create more robust programming targeted offerings open to all but centering people with minoritized identities.
- Identify and implement potential solutions to address faculty concerns about power/hierarchy and workload inequity.
- Create and share faculty norms of behavior called ELEVATE (Emphasizing Leadership, Equity, Values, Accountability, Teaching, and Excellence)
- Clearly communicate pathways for students, staff, and faculty for reporting concerns and conflicts for resolution.
- Publicize existing University pathways to report concerns and encourage students, staff, and faculty to report concerns for resolution.
- Encourage students, staff, and faculty to report concerns for resolution to managers, leadership, and/or the Equity, Civil Rights and the Title IX Office (ECRT), as needed.

Primary DEI Goal: *Inclusion and Equity*

Strategic Objective 2 (Fundraising):

Fundraise private support for the Ross School of Business to: 1) to promote Ross's DEI objectives and 2) promotes excellence in equity-centered research and teaching.

Metrics:

- Donations
- Increase in diversity of students across all degree programs

Actions:

- Promote a vision for Michigan Ross to be a thought leader in the field of diversity, equity, and inclusion through high impact research and teaching.
- Increase donor relations for our Academic Success programs and for scholarships supporting, among others, URM students.
- Establish measures of success for proposed Equity Lab, a research consortium for faculty to support and enrich scholars doing research on topics related to DEI.
- Launch Empower and Thrive Initiative (ETI) support program for first generation college students at Ross.

Primary DEI Goal: *Equity and Inclusion*

UNDERGRADUATE STUDENTS**Strategic Objective 3:**

Develop curricular integrations and supplemental co-curricular offerings focused on improving students' DEI competencies (Equity-Centered Knowledge, Empathy and Compassion, and Global/Intercultural Perspectives).

Metrics:

- Increase in DEI competencies and capabilities of students measured through assessments in Signature Learning Experience courses (BA 100/102, BA 200, RIS, and BA 400).

Actions:

- Develop DEI content and knowledge to build students' competencies across all Ross degree programs.

Primary DEI Goal: *Equity*

Strategic Objective 4:

Develop equity-centered leadership capacity of students.

Metrics:

- Increase in DEI competencies and capabilities of students measured through assessments in BA 100/102, BA 200, RIS Experience, and BA 400

Actions:

- Integrate cultural intelligence (CQ) framework into student programs and provide training for staff and faculty to build internal capacity for CQ.

Primary DEI Goal: *Equity and Inclusion*

GRADUATE STUDENTS**Strategic Objective 5:**

Develop curricular integrations and supplemental co-curricular offerings focused on improving students' DEI competencies (Equity-Centered Knowledge, Empathy and Compassion, and Global/Intercultural Perspectives).

Metrics:

- Increase in DEI competencies and capabilities of students, measured through co-curricular assessments (to be developed).

Actions:

- Develop DEI content and knowledge to build student competencies across all Ross degree programs.
- Partner with Core Course Coordinators in the full-time MBA program to embed DEI content and knowledge in core courses

Primary DEI Goal: *Equity*

Strategic Objective 6:

Develop equity-centered leadership capacity of students focusing on three DEI competencies (Equity-Centered Knowledge, Empathy and Compassion, and Global/Intercultural Perspectives).

Metrics:

- Increase in DEI competencies and capabilities of students, measured through co-curricular assessments that are needed to be developed.

Actions:

- Integrate Cultural Intelligence (CQ) framework into student programs and provide training for staff and faculty to build internal capacity for CQ.

Primary DEI Goal: *Equity and Inclusion*

STAFF

Strategic Objective 7:

Develop equity-centered leadership capacity of staff through building capacity around three DEI competencies (Equity-Centered Knowledge, Empathy and Compassion, and Global/Intercultural Perspectives).

Metrics:

- Increase in DEI competencies and capabilities of staff, measured using Ross Mindful Performance (Staff Evaluation Model).

Actions:

- Begin to develop Staff DEI Professional Development Program
- Provide leadership training focused on DEI for staff who manage employees.
- Work with Ross HR to relaunch Mindful Performance Program with DEI integration

Primary DEI Goal: *Equity and Inclusion*

FACULTY

Strategic Objective 8:

Develop equity-centered leadership capacity of faculty through building capacity around three DEI competencies (Equity-Centered Knowledge, Empathy and Compassion, and Global/Intercultural Perspectives).

Metrics:

- Increase in DEI competencies and capabilities of faculty, measured by data collected in the Faculty

Activities Database and other assessments (to be developed).

Actions:

- Provide leadership training focused on DEI for the Leadership Team, Area Chairs, Executive Committee, PhD Area Coordinators, and faculty.

Primary DEI Goal: *Equity and Inclusion*

PRODUCTS (Support Innovative and Inclusive Teaching, Research, and Service) Ross Pillar 2

Strategies and action items for **Products** are designed to integrate DEI solutions into our educational program offerings and teaching methodology, and to ensure excellent scholarly research and thought leadership on diversity, equity and inclusion.

FACULTY

Strategic Objective 1:

Establish thought leadership in topics of diversity, equity, justice, and inclusion in academia, business, and society.

Metrics:

- Increase in output and impact of DEI-related research and thought leadership activities by faculty and PhD students
- Increase in number of submissions and participants at annual Equity Research Conference (ERC)

Actions:

- Fund and institutionalize Equitable Opportunity (EO) Lab, develop research-based workshop(s) on centering equity
- Launch annual Equity Research Conference (ERC)

Primary DEI Goal: *Equity*

Strategic Objective 2:

Improve equity-based teaching skills among faculty.

Metrics:

- High student satisfaction levels with integration of diversity and inclusion in courses as assessed by responses on course evaluations.

Actions:

- Provide opportunities for faculty professional development with respect to teaching by creating a cycle of learning, feedback and reflection, and implementation.

Primary DEI Goal: *Equity and Inclusion*

Goal-related Metrics – Ross School of Business Measures Tracked Over Time
(updated May 2, 2023)

School Metrics

The categories of metrics are organized by constituency and are as follows:

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)

Career Placement

Climate Survey Indicators (sample indicators listed below):

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

Graduate Students

Demographic Composition:

- Headcount
- Race/ethnicity
- Sex

Enrollment:

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

Career Placement

Climate Survey Indicators (sample indicators listed below):

- 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

Staff

Demographic Composition:

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

Climate Survey Indicators (sample indicators listed below):

- 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

Faculty

Demographic Composition:

- Headcount
- Race/ethnicity
- Sex
- Tenure status

Climate Survey Indicators (sample indicators listed below):

- 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

Action Planning Tables with Details and Accountabilities

PEOPLE (Recruit, Retain & Develop a Diverse Community). Ross Pillar 3

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable,specific)	Group/person accountable
Undergraduate and Graduate Students	Increase representation and retention outcomes while improving support of students with historically and contemporarily minoritized identities in American society and international students.	<ul style="list-style-type: none"> • Applications and incoming student enrollments in each Ross degree program mirror national populations demographics for all identity groups • Student success metrics (i.e., degree completion rates, career placement rates) are at parity across all identity groups. • High student satisfaction levels with support services. 	<ul style="list-style-type: none"> • Pilot the Empower & Thrive Initiative to 1) strengthen the pipeline program at Ross focusing on recruiting high school students with historically minoritized identities, and 2) provide access to resources, skills, and support to reduce equity gaps. • Partner with Ross Advancement to working on DEI-based fundraising that impacts student admissions and student experience • Partner with Ross alumni to generate interest in Ross graduate degree programs through their network and professional connections 	Ross DEI Office and Program Offices, Ross Dean's Office, Admissions Teams, Ross Advancement, Ross alumni
Faculty and Staff	Elevate Ross to be an employer of choice for faculty and staff by increasing representational diversity in all phases of the recruitment process and centering equity as a framework for improving the work culture and overall cultural health.	<ul style="list-style-type: none"> • Increase in representational diversity in all phases of the recruitment and hiring process with transparent data reported annually • Reduction in # faculty and staff leaving Ross due to inequity issues • Track recruitment and retention efforts. • Examine effectiveness of equity centered 	<ul style="list-style-type: none"> • Implement practices to address faculty and staff concerns about workload inequity including working with area chairs and managers on equitable distribution of work (for staff) and service loads. • Compensation and career pathing study for staff is currently in progress, using an outside consultant. Review findings and correct inequities in salary and career development opportunities • Recommend and implement at least 3 activities addressing work culture, agency, and job 	Ross DEI Office, Ross Leadership Team, Faculty DEI Committee, Staff DEI Committee

		<p>process (staff) by examining all phases of the hiring process</p> <ul style="list-style-type: none"> • Track activities addressing work culture • Track internal promotion/tenure/leadership and growth/development opportunities • Track and improve job satisfaction metrics on climate survey • Track junior faculty satisfaction related to belonging, support in promotion, and experiences with mentorship. • Track improvement in job satisfaction ratings for faculty and staff on climate survey. 	<p>satisfaction for faculty and staff</p> <ul style="list-style-type: none"> • Utilize work with Tenure Project to support junior faculty in pursuit of academic success • Begin implementation of ELEVATE (Emphasizing Leadership, Equity, Values, Accountability, Teaching, and Excellence) focusing on senior faculty providing mentorship for junior faculty to enhance and support academic growth and success. • In collaboration with Ross Human Resources, build on the success of the Program Manager project to develop additional pathways for staff growth and promotion. • Implement staff development program that is aligned and coordinated with Mindful Performance (Staff Evaluation). • Work with Ross HR on increasing transparency of pathways for advancement and equity-based competency decisions. 	
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PROCESS (*Promote an Equitable and Inclusive Campus Climate*) *Ross Pillar 1*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable,specific)	Group/person accountable
All	Create and uphold a culture of authentic belonging for faculty, staff, and students, rooted in compassion and empathy, respect and care (ethic of love)	<ul style="list-style-type: none"> • Achieve parity in satisfaction levels on climate survey for 2026 across all identity groups. • Increase in sense of belonging for all identity groups in 2026 climate survey data • Change in the numbers and types of concerns and conflicts requiring resolution. 	<ul style="list-style-type: none"> • Organize three social activities (in Fall, Winter, and Summer) to foster a sense of community and belonging • Partner with affinity groups, staff and faculty DEI groups and ERGs to create more robust programming targeted offerings centering people with minoritized identities. • Identify and implement potential solutions to address faculty concerns about power/hierarchy and workload inequity.. • Create and share faculty norms of behavior called ELEVATE (Emphasizing Leadership, Equity, Values, Accountability, Teaching, and Excellence) • Clearly communicate pathways for students, staff, and faculty for reporting concerns and conflicts for resolution. • Publicize existing University pathways to report concerns and encourage students, staff, and faculty to report concerns for resolution. • Encourage students, staff, and faculty to report concerns for resolution to managers, leadership, and/or the Equity, Civil Rights and the Title IX Office (ECRT), as needed. 	Ross DEI Office, Ross Leadership Team, Staff and Faculty DEI Committees, Ross Human Resources

All	Fundraise private support for the Ross School of Business to: 1) <u>to promote Ross's DEI objectives</u> and 2) promotes excellence in equity-centered research and teaching.	<ul style="list-style-type: none"> • Donations • Increase in diversity of students across all degree programs 	<ul style="list-style-type: none"> • Promote a vision for Michigan Ross to be a thought leader in the field of diversity, equity, and inclusion through high impact research and teaching. • Increase donor relations for our Academic Success programs and for scholarships supporting URM students. • Establish a Diversity Scholars Program • Establish measures of success for proposed Equity Lab, a research consortium for faculty to support and enrich scholars doing research on topics related to DEI. • Launch Empower and Thrive Initiative (ETI) support program for first generation college students at Ross. 	Ross Advancement and Ross DEI Office
Undergraduate and Graduate Students	Develop curricular integrations and supplemental co-curricular offerings focused on improving students' DEI competencies (Equity-Centered Knowledge, Empathy and Compassion, and Global/ Intercultural Perspectives).	<ul style="list-style-type: none"> • Increase in DEI competencies and capabilities of students measured through assessments in BA 100/102, BA 200, RIS Experience, and BA 400 (for undergrads) and through co-curricular assessments (for grad students) 	<ul style="list-style-type: none"> • Develop DEI content and knowledge to build student competencies across all Ross degree programs • Partner with core course coordinators in the FT MBA program to embed DEI content and knowledge in core courses 	Ross DEI Office, Dean's Office, Associate Deans of Undergraduate Programs, Associate Dean of Graduate Programs, Faculty/Dept. Chairs

Undergraduate and Graduate Students	Develop equity-centered leadership capacity of students focusing on three DEI competencies (Equity-Centered Knowledge, Empathy and Compassion, and Global/Intercultural Perspectives).	<ul style="list-style-type: none"> • Increase in DEI competencies and capabilities of students measured through assessments in BA 100/102, 200, RIS Experience, and BA 400 	<ul style="list-style-type: none"> • Integrate cultural intelligence (CQ) framework into student programs and provide training for staff and faculty to build internal capacity for CQ. 	Ross DEI Office, Program Offices
Staff and Faculty	Develop equity-centered leadership capacity of faculty through development of three DEI competencies (Equity-Centered Knowledge, Empathy and Compassion, and Global/. Intercultural Perspectives).	<ul style="list-style-type: none"> • Increase in DEI competencies (Equity-Centered Knowledge, Empathy and Compassion, and Global/Intercultural Perspectives) and capabilities of staff and faculty. Staff development measured through Mindful Performance, and faculty through the Faculty Activities Database and other assessments (to be developed). 	<ul style="list-style-type: none"> • Begin to develop Staff DEI Professional Development Program • Provide leadership training focused on DEI for staff who manage employees. • Work with Ross HR to relaunch Mindful Performance Program with DEI integration • Provide training for staff and faculty to build internal capacity for CQ. • Provide leadership training focused on DEI for the Leadership Team, Area Chairs, Executive Committee, PhD Area Coordinators, and faculty. 	Ross DEI Office, Dean's Office, Ross Leadership Team, Executive Committee, Area Chairs, PhD Area Coordinators, and Managers

PRODUCTS *(Support Innovative and Inclusive Teaching, Research, and Service)* Ross Pillar 2

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable,specific)	Group/person accountable
Faculty	Establish thought leadership in topics of diversity, equity, justice, and inclusion in academia, business, and society	<ul style="list-style-type: none">• Increase in output and impact of DEI-related research and thought leadership activities by faculty and PhD students• Increase in number of submissions and participants for annual ERC conference	<ul style="list-style-type: none">• Fund and institutionalize Equitable Opportunity (EO) Lab, develop research based workshop(s) on centering equity• Launch annual Equity Research Conference (ERC)	Ross DEI Office, Dean's Office, Faculty DEI Committee, EO Lab Scholars and Fellows
Faculty	Improve equity-based teaching skills among faculty	<ul style="list-style-type: none">• High student satisfaction levels with diversity and inclusion in courses as assessed by responses on course evaluations	<ul style="list-style-type: none">• Provide opportunities for faculty professional development with respect to teaching by creating a cycle of learning, feedback and reflection, and implementation.• Begin Faculty Learning Circles for teaching (Pilot)	Ross DEI Office, Dean's Office, Senior Associate Dean, Ross Leadership Team

Plans for Supporting, Tracking and Updating the Strategic Plan

The Ross School of Business (Michigan Ross) Associate Dean for Diversity Equity and Inclusion and the Director for Diversity and Inclusion are the key contacts for stewardship of the plan. They will be assisted by critical stakeholders throughout Ross (HR, various DEI Committees, and the Dean's Office) in tracking and supporting the plan implementation.

The Ross DEI Office will conduct an annual review of the plan with all relevant constituencies and gather feedback and additional ideas to be implemented throughout the year. The Associate Dean for DEI and the Director of Diversity and Inclusion will report provide regular progress reports and present recommendations for additional action/objectives to School's Leadership Team in April of each year. They will provide a final evaluation of the plan that includes metrics and outcomes.

The Ross DEI Office will provide an annual report which will be made available on the Ross DEI website and communicated to main stakeholders in June of each year.