

## Overview

Over the course of DEI 1.0, the Michigan Ross community developed a vision to guide our efforts and serve as a touchstone for diversity, equity, and inclusion efforts. As a community, we enacted this [vision](#) through strategic objectives and action items supported by MBA students through a [call to action](#) in the summer of 2020.

During the five year period of DEI 1.0, we worked with many committed staff, faculty and students to achieve objectives and action items large and small. In the summary below, we outline key actions and initiatives that have helped make Michigan Ross a more diverse, equitable and inclusive community.

As we reflect on our successes, challenges, and opportunities during DEI 1.0, we look toward the future, intent on advancing diversity, equity, and inclusion in all that we do. We will develop practices and systems that fight discrimination, racism, bias, prejudice, and all forms of oppression.

## Fostering Inclusion

During DEI 1.0, it was our goal to develop specific strategies that fostered the inclusion of all stakeholders, with a specific focus on centering students. Several programs and trainings were offered over the course of five years, aimed to enhance knowledge, and deepen inclusion skills. This included embedding DEI content in orientation programs offered by Michigan Ross program offices. Two long-term initiatives were implemented during DEI 1.0 that have become part of the culture at Ross:

### Unconscious Bias Training for Staff and Students

The Full Time MBA Student DEI Committee partnered with the Ross Director of Diversity and Inclusion to run six cohorts of MBA students through a four-week Unconscious Bias training program. Similarly, the Staff DEI Committee ran 16 cohorts of Ross staff through a four-week training program. These two trainings were designed to challenge bias, build capacity around allyship, and enhance inclusive practices throughout Ross. In addition to these programs, other offices, departments, and student groups facilitated similar training in Unconscious Bias.

### Diversity Week

One of the largest contributors to our progress is the broad DEI buy-in we have at Ross. One specific student achievement of note is [Diversity Week](#). During the month of February, the Michigan Ross MBA students organize a week of programming to foster belonging and elevate voices from our community's Affinity Clubs. While the programming is centered around the MBA students, there are programs and offerings open to all students, staff, and faculty, as well as prospective students.

### Faculty Training

As part of DEI 1.0, our Senior Associate Dean implemented DEI centered training for all new faculty hires. The Associate Dean for DEI partnered with the University of Michigan's Center for Research on Learning and Teaching to offer various sessions and

learning opportunities for our faculty. These trainings were a central part of formal efforts to engage faculty in dialogic learning experiences to foster practices that would enhance belonging and inclusion in the classroom. Finally, we implemented training and provided practical implementation strategies for building inclusive environments in the classroom, specifically focusing on gender identity and expression, name pronunciation, and setting inclusive norms to name a few as practices to build environments of inclusion. The focus on building inclusive learning environments in the classroom space yielded positive results, as our most recent climate data indicated students felt a greater sense of belonging in the classroom environment at Ross compared to other spaces throughout the university.

### **Highlighting Student Stories**

Throughout DEI 1.0, the Michigan Ross Marketing and Communications team has made a considerable effort to share stories and provide a platform for student experiences. Specifically, the team has increased stories [related to DEI](#) programs, Affinity Clubs and Organizations events, and amplified experiences of, among others, students with minoritized identities. These stories have fostered a sense of belonging by providing a platform for students to share counternarratives, and talk about their identities, their organizations, and speak truth to power around equity related issues.

### **Strategic Practices and Infrastructure Investment**

Over the course of the five years, Ross leadership, office and program areas, students, faculty and staff units all worked to develop practices to formalize and institutionalize our commitments to DEI. While the infrastructure was in its infancy, there was progress made to ensure long-lasting change and DEI support throughout Ross. This was most notably done through investing in new positions and changing practices to enhance diversity initiatives in programs and also create equitable opportunities for partnerships with the school. Most notably, our infrastructure and investment came both financially by developing new faculty positions focused on DEI, and intentionally allocation of time by staff, faculty and students via the development of several working committees and teams.

### **DEI Research and Teaching Awards**

As part of our academic mission, we strive to innovate through research and quality pedagogical practice. The Business +Impact initiative at Ross, in collaboration with the Diversity, Equity and Inclusion Faculty Committee, and the Dean's Office, created a set of [annual research awards](#) to celebrate and honor research related to diversity, equity, and inclusion by Ross faculty, a Ph.D. student, and an undergraduate senior thesis student. The winners were selected by a review process designed and implemented by the Faculty DEI Committee members.

In addition to the annual DEI Research Awards, was the development of [J. Frank Yates Diversity and Inclusion Teaching Excellence Award](#). This award was developed through the work of the DEI Curriculum Taskforce which met during DEI 1.0. The award recognizes a member of the Michigan Ross teaching faculty “who demonstrates a

commitment to diversity and inclusion and makes a significant positive impact on the learning and personal growth of our students.” Professor Yates was a longtime member of the business school faculty known for his effective teaching, his impactful research and publications, and his commitment to diversity and inclusion. Nominations for the award are generated by students. The Faculty DEI committee reviews the student nominations and determines the winner of the award.

### **The development and formalization of several DEI Committees throughout the School**

Many members of the community, from faculty and staff to students and alumni, have contributed to our progress as a school in a volunteer capacity. With ambitious goals and a small team, community members stepping up to take on responsibilities has become essential to getting this work done. Part of this volunteerism took shape through task forces and councils outlined in the Ross Commitment to Action: the DEI Curriculum Taskforce, Identity and Diversity in Organizations Task Force, Dean’s Council for Diversity, Equity and Inclusion, and Ross School Supply Chain Task Force. These formalized structures involved faculty, staff, students and alumni. Each group had specific objectives and responsibilities related to DEI and helped the school make progress on our Strategic Plan and Commitment to Action in unique ways.

Continuously evolving student leadership structures have also contributed to our progress. Leadership roles on the Full-Time MBA DEI Committee consist of the VP of DEI, along with the VP of Entering/Exiting Communities, VPs of Inclusive Classrooms, VPs of Student Life, VP of Leadership & Inclusion Chair Lead, VP of Committee Communications, and the VP of Committee Community. In addition to those roles, the MBA program also launched Inclusion Chairs for each section, with the goal of creating a more inclusive experience for students inside and outside of the classroom. Both the Part-Time and Online MBA programs have functional DEI committees and a VP of DEI. In addition to the development of DEI Committees at the graduate level, our undergraduate BBA students have developed a functional DEI committee and a VP of DEI who serves as a member of leadership with the BBA Council. All of these committees provide formal structures for programming and have direct connection to academic unit leadership for feedback and to enhance communications around DEI related issues and concerns.

### **DEI Plans Developed by Various Functional Units**

Several of our units throughout the School developed their own DEI strategic plans. This work included stakeholders within the teams defining annual and long-term goals related to DEI that they wanted to embed in their work. This work resulted in the development of items such as: [The Racial Equity Pledge](#), [The Inclusive and Equitable Resource Guide](#), and Inclusive Language Guide, as well as practices that foster DEI and [sustainability initiatives](#) to name a few.

### **The Appointment of a faculty director for the BBA Milestone Program and the creation of the Associate Dean for Diversity, Equity, and Inclusion**

In the fifth year of the strategic plan, Carolyn Yoon was named the Associate Dean for

Diversity, Equity, and Inclusion and Chief Inclusion Officer, as part of the Ross Leadership Team. In addition, in an effort to formalize our DEI work in the curriculum, Dr. Yoon was also named Faculty Director of the Ross BBA Milestone program, Inclusive Leadership Pathways, formerly known as Identity and Diversity in organizations.

### **Moving Toward the Future and DEI 2.0**

One of our biggest challenges during DEI 1.0 was moving out of the mentality that DEI work was an add on. Much of DEI 1.0 involved many action items, but because the infrastructure was being developed or did not exist, it resulted in much of the work being reactionary rather than proactive. Thus at the end of 1.0 there was a concentrated effort to develop and enhance practices, and strategic initiatives to support implementation and integration of our DEI framework in all that we do, while also intentionally building infrastructure to ensure our practices became embedded. This resulted in changing how our units throughout Ross functioned, as well as how we emphasized and celebrated excellence in DEI work.

As we entered a new phase of DEI at Michigan Ross during the summer of 2021, it became clear that we needed to be more intentional about our approach and make some shifts in how we framed our discussions and practice. We began by developing a [guiding plan](#) that built off of our success of DEI 1.0, and shifted our focus around diversity and inclusion to efforts of equity and justice. To build around the concepts of equity and justice, we entered into a two year phase where we narrowed our scope on enhancing belonging, centering equity and excellence in the classroom and in our research, and by centering our recruiting and retention practices around the concept of equity.