

DEI Landscape Analysis across Comparable Business Schools

May 2023



PennState
Smeal College of Business

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DEI Landscape Analysis Overview



Objective

Analyze comparable business schools to gain insights on where Smeal's competitors stand with respect to DEI and inform Smeal's DEI strategy.



Background

Conducted a landscape analysis across the 12 comparable business schools listed below, provided by Smeal, leveraging publicly available information. The information in this analysis is reliant upon the extent to which the School of Business or University's websites are regularly kept up to date with their DEI data and initiatives.



Comparable Universities

1. Indiana University (Kelley)
2. Michigan State University (Eli Broad)
3. Ohio State University (Fisher)
4. Temple University (Fox)
5. University of Illinois (Gies)
6. University of Maryland (Robert H Smith)
7. University of Michigan (Ross)
8. University of Minnesota (Carlson)
9. University of North Carolina, Chapel Hill (Kenan-Flagler)
10. University of Pittsburgh (Pitt)
11. University of Texas, Austin (McCombs)
12. University of Wisconsin (Wisconsin)



Key Findings



DEI strategies and goals are not measurable

Indiana University Kelley School of Business is the only school that has quantifiable and time-bound DEI goals (e.g. increase URM* applicants by 25% by 2025), while the rest are qualitative (e.g. promote inclusion and belonging).



Leading schools publish their DEI strategic plans

3 business schools (e.g. University of Michigan Ross School of Business) published comprehensive DEI strategic plans or reports to demonstrate their commitment publicly and hold themselves accountable. The remaining either have no plan, or it is included at the broader University level.



Schools have lower URM* rates than the state census demographics

All schools have lower student enrollment rates and representation of faculty and staff that identify as URM* compared to the state's census demographics they are located in. A few schools such as Temple University's business school is within 5% of the state URM census demographics.



There is a lack of accountability following DEI trainings for faculty/staff to track desired behaviors

Most schools (e.g. Michigan State University Eli Broad School of Business) include DEI topics in curriculum, and training is available for faculty/staff (e.g. workshops, certificates). However, there is a lack of evidence of subsequent behaviors being integrated into accountability frameworks for faculty/staff.



Graduates need DEI skills for today's workforce

Organizations value DEI programs and are seeking to recruit students with both cognitive and interpersonal DEI skills. In response, schools such as the University of Minnesota Carlson School of Management are adapting their curriculum to prepare students for today's workforce.

In general, schools that publicly published their DEI strategies, goals, and reports to keep leadership and employees accountable had better URM* student representation (compared to the state census demographics) than schools who didn't publish this information.



DEI Summary of Comparable Business Schools

All data points below are specific to the business school of the university, unless indicated that it is related to the university with a superscript "U" (U)

Key
■ Robust activity / high representation
■ No activity / low representation
■ Limited activity / moderate representation
■ N/A or no publicly available information

University (Business School)	DEI Strategy/ Goals	DEI Strategic Plan / Report Published	DEI Definitions	Student Demographics (compared to State) [^]		Faculty/Staff Demographics (compared to State) [^]		State Demographic (for reference)	Faculty/Staff DEI Training		DEI in Curriculum
				Data	Report/ Source Details	Data	Report/ Source Details		DEI Training	DEI in Curriculum	
0	Pennsylvania State University (Smeal)	Qualitative (statement)	Strategic Plan (2016-2025) (not fully specific to DEI)	Yes	14% URM ^s	Fall 2022 Student Enrollment (Smeal- Undergrad & Grad)	13.66% URM Faculty and Staff (11.06% URM Faculty; 14.18% Staff)	Fall 2022 Data Digest - Smeal	23.4% URM ^s	Optional Trainings & Resources ^U	DEI Goals for Curriculum; Cultural Diversity Rqmt ^U
1	University of Wisconsin (Wisconsin)	Qualitative	DEI Reports (2023) ^U	Yes	21% "Underrepresented Students of Color" incl. Hmong/Vietnamese/ Cambodian/Lao/Lao	Fall 2022 Undergrad Entering Class	8.8% URM Faculty URM Staff Unknown	2020 Diversity Update (pg 35)	17.8% URM	Badges & Resources ^U	DEI Topics in Required Course
2	Temple University (Fox)	Qualitative	Strategic Plan 2025 (not fully specific to DEI)	Yes	19.2% URM ^s	Fall 2020 Fox Student Enrollment - Undergrad & Grad (pg 7)	Unknown	N/A	23.4% URM ^s	DEI Resources & Certificate ^U	Unknown
3	Indiana University (Kelley)	Quantitative	Strategic Diversity Plan (2020)	Yes ^U	11.4% URM ^s	2020-21 Freshman Direct Admit	5.9% URM Faculty URM Staff Unknown	Official Diversity Statistics 2020 Kelley School of Business	20.7% URM ^s	Optional Trainings ^U	DEI Goals for Curriculum
4	University of Michigan (Ross)	Qualitative	DEI 5-year Plan (2020)	Yes	14.16% URM ^s	Ethnicity Report - Winter 2023 (Ross, All Academic Levels)	10% URM Tenure Track Faculty, 8.4% URM Non-tenure Track, 16.2% URM Staff ^U	Demographic Composition incl. New Hires from 2016 to 2021	23.1% URM ^s	DEI Goals for Training	DEI Milestone Requirement
5	Michigan State University (Eli Broad)	Qualitative	DEI Report (2022-23) ^U	Yes ^U	8.5% "Underrepresented Students"	Strategic Report - Underrepresented Students Admitted to Broad in 2020	14.89% URM Support Staff, 13.9% URM Faculty & Academic Staff, 11.8% Tenured System Faculty ^U	2021-22 Faculty, Academic Staff & Tenure System Faculty (pg 68-69)	23.1% URM ^s	Required Training ^U	Required Report Component ^U
6	University of Texas, Austin (McCombs)	Qualitative	DEI Plan (2022)	Yes	32% URM ^s excluding Pacific Islander	Student Undergrad Profile (Year Unknown)	9.5% URM Faculty, 31.83% URM Staff ^U	2022 Current Staff/Faculty Demographics	56.9% URM ^s	DEI Goals for Required Training	Unknown
7	Ohio State University (Fisher)	Qualitative (roadmap ^U)	No	Yes ^U	17.63% URM ^s ^U	2022-23 Total Enrollment (Autumn 2022) at Ohio State University	Unknown	N/A	20.5% URM ^s	Unknown	DEI Learning Opportunities
8	UNC, Chapel Hill (Kenan-Flagler)	Qualitative (commitments)	Strategic Plan (2021) ^U (not fully specific to DEI)	No	24% URM ^s ^U	Student Ethnic Diversity (Unknown Year & if Undergrad, Grad or both)	11.9% URM Faculty ^U	2020 Permanent Full-Time Faculty by Race/Ethnicity	36.7% URM ^s	Optional Trainings ^U	DEI Topics in Core & Elective Classes
9	University of Minnesota (Carlson)	Qualitative (pillars)	DEI Report (2021-2022) ^U	No	9.9% URM ^s	2021-22 Undergraduate demographics of Business School (pg 4)	Unknown (38.3% Faculty of Color but includes international & asian)	N/A	17.5% URM	DEI Competency & Experiences	DEI Topics in Required Course
10	University of Maryland (Robert H Smith)	Qualitative ^U (priorities)	Diversity Plan (2010) ^U (outdated)	No	23.7% URM ^s	Fall 2022 Students - Undergraduates of Business School	13.47% URM Faculty, Staff, and Grad Assistant	Fall 2022 University Employees	46.4% URM	Optional Trainings	Diversity Requirement ^U
11	University of Illinois (Gies)	Qualitative	Office of DEI Report (2018) ^U (outdated)	No	Unknown	N/A	10.1% Black/Hispanic Faculty ^U URM Faculty/Staff Unknown	Full-time Tenure System Faculty - Fall 2016	35.6% URM ^s	Optional Trainings ^U	DEI Learning Opportunities
12	University of Pittsburgh (Pitt)	Qualitative (commitments)	No	Yes ^U	11.9% URM ^s	Fall 2021 - Student Diversity Dashboard (Katz Graduate School; w/o International)	5.3% URM Faculty	Fall 2021 Faculty Diversity Dashboard	23.4% URM ^s	Workshops & Rqd Online Training ^U	DEI Learning Opportunities

* Includes Tuition, Room/Board, Books, Transportation, Fees, and other anticipated expenses. When multiple cost variations were provided, the first year, on-campus cost of attendance was listed. See Landscape Analysis Workbook for details and calculations.
 U University level instead of business school level.
[^] **Blue:** above or within 5% of state URM%; **Grey:** 5-10% below state URM%; **Black:** >10% below state URM%
 Note: See Excel for detailed calculations and supporting details about the above summary.

Summary of Student Racial Demographics by School

University (Business School)	Student URM %	School or University Level	Report/ Source Details	Student URM %					White	International	Asian	Unknown/ Blank/Other
				Black or African American	American Indian and Alaska Native	Native Hawaiian and Other Pacific Islander	Hispanic or Latino	Two or More Races				
0 Pennsylvania State University (Smeal)	14% URMs	Business School	Fall 2022 Student Enrollment (Smeal, Undergrad & Grad)	2.86%	0.18%	0.08%	8.09%	2.84%	61.59%	15.23%	6.92%	2.23%
1 University of Wisconsin (Wisconsin)	21% "Underrepresented Students of Color" (incl. Hmong/Vietnamese/Cambodian/Laotian)	Business School	Fall 2022 Undergrad Entering Class	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown
2 Temple University (Fox)	19.2% URMs	Business School	Fall 2020 Fox Student Enrollment - Undergrad & Grad (pg 7)	9.6%	0.1%	0.1%	6.8%	2.6%	55.0%	8.9%	13.6%	3.4%
3 Indiana University (Kelley)	11.4% URMs	Business School	2020-21 Freshman Direct Admit	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown
4 University of Michigan (Ross)	14.16% URMs	Business School	Ethnicity Report - Winter 2023 (Ross, All Academic Levels)	3.87%	0.21%	0.12%	6.37%	3.60%	42.32%	18.24% (Non Res)	19.44%	5.83%
5 Michigan State University (Eli Broad)	8.5% "Underrepresented Students"	Business School	Strategic Report - Underrepresented Students Admitted to Broad in 2020	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown
6 University of Texas, Austin (McCombs)	32% URMs excluding Pacific Islander	Business School	Student Undergrad Profile (Year Unknown)	5%	>1%	Unknown* see Asian column	24%	2%	30%	2%	35%* Includes Pacific Islander	2%
7 Ohio State University (Fisher)	17.63% URMs ^u	University	2022-23 Total Enrollment (Autumn 2022) at Ohio State University	7.76%	0.07%	0.04%	5.51%	4.25%	Unknown	Unknown	8.31%	Unknown
8 UNC, Chapel Hill (Kenan-Flagler)	24% URMs ^u	University	Student Ethnic Diversity (Unknown Year & if Undergrad, Grad or both)	9%	Unknown	Unknown	10%	5%	56%	5%	13%	3%
9 University of Minnesota (Carlson)	9.9% URMs	Business School	2021-22 Undergraduate demographics of Business School (pg 4)	2.8%	0.1%	0.1%	3.5%	3.4% "Multi-ethnic"	Unknown	6.1%	11.3%	Unknown
10 University of Maryland (Robert H Smith)	23.7% URMs	Business School	Fall 2022 Students - Undergraduates of Business School	9.7%	0%	0%	10%	4%	48.2%	3% US Non Resident	20.9%	4.4%
11 University of Illinois (Gies)	Unknown	N/A	N/A	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown
12 University of Pittsburgh (Pitt)	11.9% URMs	Business School	Fall 2021 - Student Diversity Dashboard (Katz Graduate School; w/o International)	3.6%	0%	0.1%	5.3%	2.9%	67.5%	Unknown	18.9%	1.7%

Cost of Attendance & Net Price by Socioeconomic Class

Net Price Key

- \$0 - \$10,000
- \$10,001 - \$20,000
- \$20,001+

While some schools have a higher total cost of attendance than others, the cost can be offset by federal, state/local government, or institutional grant or scholarship aid granted by socioeconomic status.

University (Business School)	Est. Cost of Attendance* Business School		In-State Net Price by Socioeconomic Class (2020-2021) - University				
	Resident	Non-Resident	\$0 - \$30,000 (Link)	\$30,001 - \$48,000	\$48,001 - \$75,000	\$75,001 - \$110,000	\$110,001 +
0 Penn State University (Smeal)	\$38,898	\$58,263	\$20,054	\$20,871	\$25,260	\$30,295	\$32,510
1 University of Wisconsin (Wisconsin)	\$28,916	\$58,912	\$3,753	\$4,697	\$9,844	\$21,706	\$26,048
2 Temple University (Fox)	\$42,161	\$60,209	\$17,212	\$17,613	\$22,225	\$24,917	\$28,199
3 Indiana University (Kelley)	\$28,670	\$56,620	\$5,625	\$6,914	\$11,484	\$20,628	\$23,279
4 University of Michigan (Ross)	\$33,555	\$72,153	\$4,692	\$6,904	\$12,432	\$18,938	\$27,199
5 Michigan State University (Eli Broad)	\$31,054	\$58,510	\$129	\$6,117	\$12,578	\$17,089	\$19,612
6 University of Texas, Austin (McCombs)	\$29,406- \$32,346	\$57,420- \$65,268	\$11,559	\$13,365	\$16,738	\$24,528	\$27,650
7 Ohio State University (Fisher)	\$31,008	\$57,164	\$7,759	\$8,932	\$14,619	\$22,494	\$26,051
8 UNC, Chapel Hill (Kenan-Flagler)	\$26,118	\$57,370	\$4,908	\$7,842	\$13,477	\$19,399	\$23,129
9 University of Minnesota (Carlson)	\$32,904	\$54,318	\$6,720	\$8,356	\$11,603	\$18,140	\$24,979
10 University of Maryland (Robert H Smith)	\$30,488	\$59,290	\$6,739	\$10,357	\$17,280	\$22,100	\$25,664
11 University of Illinois (Gies)	\$35,210- \$40,474	\$54,046- \$61,872	\$5,651	\$8,821	\$11,677	\$22,555	\$28,311
12 University of Pittsburgh (Pitt)	\$38,340	\$57,828	\$15,534	\$18,940	\$24,784	\$30,085	\$32,989

***Estimated Cost of Attendance: Specific to the business school.**
Includes Tuition, Room/Board, Books, Transportation, Fees, and other anticipated expenses. When multiple cost variations were provided, the first year, on-campus cost of attendance was listed. See Landscape Analysis Workbook for details and calculations.

Average net price: Specific to the University. Generated by subtracting the average amount of federal, state/local government, or institutional grant or scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state), books and supplies, and the weighted average for room and board and other expenses.

DEI Skills for Graduating Students

Based on research and conversations with leaders from various corporations and professional organizations, the below represents **key cognitive and interpersonal skills that companies are looking for recent graduates to have** as they enter today's workforce.

There was an emphasis in these conversations that to develop these skills, **students need hands-on experience of collaborating with others** to solve complex problems rather than learning theoretical concepts.

	Skill	Definition
Cognitive Skills	Communication	Ability to actively listen, ask the right questions, effectively convey a message to diverse audiences and ensure all voices are heard
	Cultural awareness	Understanding the nuances of different cultures and backgrounds, and where biases can exist
	Cognitive flexibility	Willingness to adapt, learn new skills and experiences, and understand different perspectives
Interpersonal Skills	Leadership	Ability to have courageous conversations and resolve conflicts among diverse populations and across diverse viewpoints
	Inclusiveness	Treating all people across identities and perspectives with respect and recognition. Actively reflecting and seeking feedback on one's own decisions, interactions and social and professional networks to self-reflect on inclusiveness
	Growth Mindset	Being in the driver's seat of your own learning journey to expand your world views and perspectives, and gain insights to continuously assess your own ideas, feelings, and decision making approaches
	Curiosity	Asking questions, challenging assumptions and exploring different perspectives to understand, connect, build empathy and increase awareness of different topics, experiences, and positions
	Self-awareness	Understanding and controlling one's own emotions, triggers, and biases
	Integrity	Being honest and making ethical decisions that are unbiased and fair
	Teamwork	Collaborating effectively with others to solve problems with a mindset that embraces diverse perspectives
	Relationships	Developing empathetic relationships of high value which are genuine, meaningful, and built on trust

Sources:

- Surveys and discussions with Chief Diversity Officers, NABA, and Ascend
- [PwC's Global Diversity & Inclusion Survey](#)
- [PwC Workforce of the Future - The competing forces shaping 2030](#)



Additional DEI Innovative Practices

In addition to the 12 comparable universities analyzed, below are additional DEI leading practices across other universities and professional organizations.

Challenge	Leading Practice	Examples
Lack of diversity within faculty	Introduce recruiting pathways to increase DEI in faculty recruitment	At UMass Amherst, Faculty members can be hired into the Tenure-Track Pathway or the Postdoctoral Pathway Fellowship to help recruit and retain diverse faculty. <ul style="list-style-type: none"> In the Postdoctoral Pathway Fellowship, participants have 50% lighter teaching duties in the first 2 years so they can focus on research and publications. Individuals in both programs receive support and resources that help them succeed at the institution (e.g. peer mentors, diversity resources, connections).
Lack of time and resources to run DEI programs	Employ dedicated DEI staff members with clear R&Rs	CU Denver has 9 dedicated full-time staff members for DEI programs at the university level, including: <ul style="list-style-type: none"> Undocumented student coordinator (help students to get into fields where they can be employed) Career readiness role (ensure students have experiences, internships, job exposure, etc. to be competitive)
	Separate DEI R&Rs between students, faculty, and staff	Colorado College separates which resources are focused on students, faculty and staff for DEI , given the needs and challenges are different, it reduces duplication of effort, and it allows focus.
	Partner with professional organizations and corporations to recruit URMs	NABA partners with universities (e.g. Southern Methodist University & Texas Christian University) to host a one-week summer program called ACAP (Accounting Career Awareness Program) for 500+ high-school students nationwide. ~80% of students go to college and major in accounting or business. Universities approach NABA to get involved.
Curriculum, communications, and policies don't embrace DEI or engage URMs	Establish process to evaluate syllabi and external communications for inclusivity	At CU Denver, <ul style="list-style-type: none"> Discipline Directors and/or the Department Heads review syllabi for inclusiveness using a rubric There is an accessibility review of the university website They have plans to create a landing page in Spanish
	Update curriculum to engage today's generation	NABA is partnering with universities to update accounting curriculum to provide more case studies and experiential learning opportunities - including TikTok content to get students excited about learning and the profession.
	Perform equity audits of policies	Colorado College conducts equity audits to review every policy from an equity lens to understand how each policy may impact different populations that are not the majority.
DEI Offices are not authoritative bodies	Organize to drive broader change	The Equity Champions Coalition (ECC) advances Colorado's statewide policy and informs higher education support and services for vulnerable students to remove educational completion gaps by race, ethnicity, and income. The ECC is comprised of key student support or DEI roles at universities (e.g. VPs of DEI).

Appendix

Landscape Analysis Details by School



PennState
Smeal College of Business

1. University of Wisconsin

Wisconsin School of Business



University of Wisconsin

Wisconsin School of Business (1 of 8 slides)

A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - DEI Strategy/Plan

Business School Level

Diversity, Equity, and Inclusion Homepage

- **Vision:** We empower people of all backgrounds to thrive in business and make businesses thrive.
- **Goals:**
 - Enhance diversity: Particularly with underrepresented minorities and women among students, faculty, and staff.
 - Develop skills related to inclusive leadership and cultural dexterity: Develop skills related to inclusive leadership and cultural dexterity for students, faculty, and staff leading to greater inclusion and increased retention.
 - Ensure equity and inclusion in all systems and processes: Ensure equity and inclusion in all systems and processes, including student and faculty recruitment, admissions, promotions, resource allocation, and decision-making for all stakeholders.
- **Definitions:**
 - Diversity: The range of experiences, identities, and perspectives of individuals within and outside the WSB community. Core to diversity is any characteristic, visible or invisible, that influences the way a person or a group is perceived and treated.
 - Equity: Promoting impartiality and fairness within the procedures, processes, and distribution of resources at WSB.
 - Inclusion: Every individual feels welcomed, respected, and a sense of belonging. They feel like are an integral member of the WSB community and are supported by WSB and its community members to do their best work.

University Level

- **Reports & Policies: Diversity Framework Goals**
 - Goal 1: Promote shared values of diversity and inclusion.
 - Goal 2: Improve coordination of campus diversity planning.
 - Goal 3: Engage the campus leadership for diversity and inclusion.
 - Goal 4: Improve institutional access through effective recruitment of diverse students, faculty, staff and through effective relationship building with the wider community.
 - Goal 5: Improve institutional success through improved retention.

University of Wisconsin

Wisconsin School of Business (2 of 8 slides)

A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - DEI Strategy/Plan

University Level (Continued)

Campus Climate Survey: In fall 2021, more than 13,000 UW–Madison undergraduate, graduate, professional, and non-degree-seeking students — a 28% response rate — shared their thoughts, experiences, and concerns about campus in the university’s student Campus Climate Survey.

- Most students from nearly all backgrounds reported a positive campus climate at UW–Madison. Approximately three out of four students reported very or extremely often feeling safe, welcome, and respected; 61% felt like they belong very or extremely often, and 57% never or rarely felt excluded. However, students with a disability, nonbinary, transgender, Buddhist, older undergraduate, LGBTQ+, students of color (particularly African American/Black and American Indian/Alaska Native), and Pell Grant eligible students responded less positively than their peers. The gaps in reported perceptions between these students and their counterparts were about the same in 2021 compared to 2016.
- Students generally reported valuing diversity. Nearly four out of five students indicated that valuing diversity is very or extremely important to one’s future success and that they often try to create a welcoming environment for other students here at UW–Madison. Three out of four students said it is very or extremely important to them that UW–Madison has a strong commitment to diversity. These numbers did not change substantially from 2016.
- About 2% of students requested instructional accommodations for a religious observance and 6% requested instructional accommodations for a disability during the semester of the survey. For religious observance accommodations, 59% said their requests were usually or always granted and 53% said their accommodations were very or extremely effective. For disability accommodations, 80% said their requests were usually or always granted and 63% said their accommodations were very or extremely effective. (Exact comparisons to the 2016 survey are not possible.)
- In open-ended feedback about ways to improve campus climate, students continued to express frustration at delayed institutional responses to hate and bias incidents on campus. Students mentioned wanting a strong and authentic institutional response to such incidents.

University of Wisconsin

Wisconsin School of Business (3 of 8 slides)

A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Key Rates

Business School Level

Program Numbers for Fall 2022 Entering Class

- 1,192 new undergraduate students
- 756 direct admits
- 47% female
- 96% retention rate
- 14% first-generation students
- 35% students of color*
- 21% underrepresented students of color**

Career Placement Class of 2019

- 92% full-time position secured (offers within six months of graduation)
- 98% of undergraduates completed internships

*Students of color is defined as an individual who identifies as one or more of the following racial and ethnic groups: American Indian or Alaskan Native, Asian or Pacific Islander, African-American/Black, Hispanic/Chicano/Latino(a).

**Underrepresented students of color is defined as an individual who identifies as one or more of the following racial and ethnic groups: American Indian or Alaskan Native, African-American/Black, Hispanic/Chicano/Latino(a), and Hmong/Vietnamese/Cambodian/Laotian.



University of Wisconsin

Wisconsin School of Business (4 of 8 slides)

A. General	B. Demographics	C. Programs			D. Policies and Procedures
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources
					DEI Curriculum Rqmts

Key Observations - Population

	White	Black / African American	American Indian / Alaska Native	Asian	Native Hawaiian / Other Pacific Islander	Two or More Races	Hispanic or Latino	International	Unknown/Blank/Other	URM / Minority/ Student of Color*	Female	Male
2022 Wisconsin Census	80.2%	6.8%	1.2%	3.2%	0.1%	2.2%	7.5%	Unknown	Unknown	17.8% URM	49.9%	Unknown
(Date Unknown) University Student Representation (Racial/Ethnic Diversity and Male/Female)	67.66%	2.05%	0.2%	7.86%	0.06%	3.68% Multi-Ethnic	6.14%	9.47%	2.88%	12.13% URM	52.2%	47.8%
2019 University Faculty Representation *	77%	2.8%	0.4%	14.3%	0.1%	1.3%	4.2%	Unknown	Unknown	8.8% URM 23% of Faculty are "Racial/Ethnic Minorities"	53%	Unknown
Fall 2022 Business School Student Entering Class	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	9%	Unknown	21% "Underrepresented Students of Color"	47%	58%

*The University's [2020 Diversity Update](#) shows DEI trends and progress since 2011, such as:

- Percent Enrollment of Minority Students
- Minorities as a Percentage of Faculty and Staff in Last 10 Years

Blue denotes that this is not a URM calculation and the data point was taken from the linked source.

University of Wisconsin

Wisconsin School of Business (5 of 8 slides)

A. General	B. Demographics	C. Programs			D. Policies and Procedures
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources

Key Observations - Student Recruiting

Business School Level

BEL Program: a college preparatory program for students from diverse backgrounds that have strong academic records and leadership skills. There is no cost for the program.

- Join us for 2 summers: Start the summer after 11th grade. Dive deeper into college prep and business exploration each year.
- Get to know the UW–Madison campus: Adjust to college life, spend their summers in beautiful Madison, Wisconsin, and have access to the university’s world-class facilities.
- Earn a full-tuition scholarship: BEL students who are admitted to UW–Madison and major in business are granted a full-tuition scholarship for four years of attendance

Posse Program: Posse identifies public high school students with extraordinary academic and leadership potential who may be overlooked by traditional college selection processes. Focusing on four major cities, New York, Los Angeles, Washington D.C., and Chicago, Posse extends to these students the opportunity to pursue personal and academic excellence by placing them in supportive, diverse teams—Posses—of 10 students. Posse partner colleges and universities award Posse Scholars four-year, full-tuition leadership scholarships.

The following new pre college camps are in development:

- Entrepreneurship Boot Camp
- Finance and Banking
- McNulty-Hale Women’s Leadership Experience

Business Basics: Learn about the undergraduate programs offered at the Wisconsin School of Business.

Junior Business Badgers: Explore different career pathways

University Level

Fall 2020 Undergraduate Participation in Academic Support Communities

Academic Support Community	Total Participants	Underrepresented Students of Color*	Male	First Generation	Pell Grant Eligible
Center for Educational Opportunity (CEO)	500	65%	29%	88%	72%
PEOPLE	447	82%	34%	69%	63%
Posse	171	85%	46%	52%	49%
Mercile J Lee Scholarship Program	515	88%	38%	35%	28%

*Underrepresented students of color (UW System definition) includes domestic students who identify as Black/African American, American Indian/Alaska Native, Hispanic/Latino/a, Southeast Asian(Cambodian, Laotian, Vietnamese, and Hmong).

University of Wisconsin

Wisconsin School of Business (6 of 8 slides)

A. General	B. Demographics	C. Programs	D. Policies and Procedures			
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Faculty & Staff Recruiting

Business School Level

Making Diversity, Equity, and Inclusion Part of our DNA

We are exploring avenues to expand the pool of diverse faculty, such as forming partnerships with Historically Black Schools and Colleges (HBCUs) to allow for visiting faculty exchanges. We are leveraging and investing in relationships we have already established, such as that with the Consortium for Graduate Study in Management, of which I am currently chair of the board of trustees.

Our new Diversity, Equity, and Inclusion Advisory Committee provides recommendations to program and unit leaders on proposed initiatives. Comprised of staff, faculty, and students, the committee is integral in helping us advance the goals highlighted in our Roadmap 2025 DEI framework.

University Level

Strategies, Roles, & Success Measures

We will promote excellence in teaching and prioritize the recruitment, development, and retention of high-quality, diverse faculty and staff.

UW System Administration Role

- Advance an inclusive and engaging workplace:
- Secure the resources to provide competitive compensation packages
- Coordinate with universities to enhance professional development that fosters career progression
- Assist the universities in recruiting, developing, and retaining a high-quality, diverse, and innovative faculty and staff

Success Measures

Increase access and improve rates of success of historically underserved populations, including low-income, first generation, and underrepresented racial/ethnic minorities.

- Close gap in participation of underrepresented students after high school by 50%, increasing participation rates by 7 percentage points for Hispanics, 11 percentage points for Native Americans, and 12 percentage points for African-Americans
- Increase Pell-eligible in-state students to 35,000 from 26,000
- Increase enrollment of first-generation new freshmen to 10,000 from 8,400
- Significantly reduce the retention and graduation rate gaps for underserved students, improving System-wide graduation rates for that cohort by 12 percentage points

University of Wisconsin

Wisconsin School of Business (7 of 8 slides)

A. General	B. Demographics	C. Programs	D. Policies and Procedures			
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Faculty & Staff DEI Resources

Business School Level

Business Badger Badges: Business Badger Badges is a co-curricular leadership program at the Wisconsin School of Business. This customizable program includes workshops, conferences, case competitions, and more. Students earn digital badges to display on their LinkedIn profile or résumé to demonstrate expertise in an area of leadership.

Inclusive Leadership - Gain an understanding of social justice concepts and the role that diversity and identity play in the enhancement of teams and businesses. Learn to acknowledge various backgrounds/identities and help create inclusive and welcoming environments. The goal of the badge is to empower students to find a way to self-direct their ongoing DEI education by selecting their own experience to complete with some helpful guidance from our team.

University Level

Exceptional Service Support Program acknowledges and supports assistant and associate professors, especially women and those from historically underrepresented groups, who perform service activities beyond what is expected of tenure-track and tenured faculty members.

Inclusion Resources: Workshops, conferences, lunch & learns, initiatives, and other activities that have served the campus community in support of equity and inclusivity.

Issues & Accountability: To promote shared values of diversity and inclusion, to engage campus leadership in this endeavor, and to improve institutional access and success through effective retention policies. Explore the new and expanded commitments for equity and inclusion. Below we highlight some notable efforts in the past year.



A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - DEI Curriculum Requirements

Business School Level

We empower people of all backgrounds to thrive in business and make businesses thrive. Progress requires embedding values of diversity, equity, and inclusion into the DNA of our community. To prepare trusted leaders, the school embed diversity, equity, and inclusion in the curriculum.

- Undergraduate students learn about social identities and cultures, as well as inclusive engagement, through an inclusive Leadership Badge.
- Inclusion embedded in academics: Wisconsin undergraduate business students are exposed to the principles of inclusion early in their academic career. The topics of identity, diversity, inclusive leadership, and unconscious bias are introduced to each entering class as part of the required Personal and Professional Foundations in Business course.



2. Temple University

Fox School of Business



A. General	B. Demographics	C. Programs		D. Policies and Procedures		
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - DEI Strategy/Plan

Business School Level

Strategic Plan 2025

The Fox School of Business is committed to diversity, equity and inclusion. As part of our **Strategic Plan 2025**, we identified Inclusive Culture as a key pillar to guide us forward. We aim to be a place where all members of our community can grow, develop and thrive in their careers. In the recruitment, development and retention of our faculty and staff, we also prioritize diversity, equity and inclusion to ensure that everyone is part of a positive, open-minded and respectful environment. The Fox School and the School of Sport, Tourism and Hospitality Management (STHM) Diversity Equity and Inclusion Council provides an internal-facing formalized structure to ensure DEI values, practices and policies are integrated into every aspect of the culture.

Mission

The Fox and STHM Diversity, Equity and Inclusion Council (DEI) will advocate for the integration of diversity, equity and inclusion in all aspects of our workforce, student body, curricula, operations and culture. We are committed to creating an environment built on transparency, trust and respect by valuing differences, encouraging meaningful discourse and hearing all perspectives from our community. We will sustain an open dialogue with leadership and all stakeholders to support a culture where all individuals feel safe through transparency and accountability. Together we intend to educate, advocate and facilitate programs and initiatives that align with the Inclusive Culture pillar of the Fox Strategic Plan.

Key Observations - Key Rates

University Level

- We award more than \$100 million in scholarships each year.
- Seventy percent of eligible first year students receive need-based aid.

Business School Level

- More than 51% of the class of 2026 are students of color
- 91.6% of students were employed within six months

Key Observations - Population

	White	Black / African American	American Indian / Alaska Native	Asian	Native Hawaiian / Other Pacific Islander	Two or More Races	Hispanic or Latino	International	Unknown/ Blank/Other	URM / Minority/ Student of Color*	Female	Male
2022 Pennsylvania Census	74.8%	12.2%	0.4%	3.9%	0.1%	2.3%	8.4%	Unknown	Unknown	23.4% URM	50.6%	Unknown
2022 - 2023 University Student Enrollment (Undergraduate)	49.7%	15.8%	0.2%	13.8%	0.1%	4.3%	9.2%	3.5%	3.4%	29.6% URM	Unknown	Unknown
Fall 2020 Business School Enrollment	55%	9.6%	0.1%	13.6%	0.1%	2.6%	6.8%	8.9%	3.4%	19.2% URM	41.4%	58.5%



A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Student Recruiting

Business School Level

B4USoar offers students from Philadelphia's public and charter high schools the opportunity to attend college classes, free of charge, and explore new paths for the future. This award-winning program for Philadelphia high school students earned the 2023 Inspiring Programs in Business Award from INSIGHT Into Diversity magazine. Junior and senior high school students get a real campus experience with in-person classes, mentorship and high-quality education. With B4USoar, get the tools, support and confidence students need to succeed in college, with free tuition and transferable college credits.

Temple Education Scholars (TES) - Dual enrollment program for high school seniors

Pathway to College and Successful Careers - Senior Year Only Program. Dual enrollment program for seniors

Temple Pre-College Programs

- Workshops
- Summer Academy
- Summer Scholars

Key Observations - Faculty & Staff Recruiting

University Level

Recruiting Policies

Temple University values relationships with employing organizations that follow the National Association of Colleges and Employers' Principles for Professional Practice for Employment Professionals. When recruiting Temple talent, we expect recruiters to:

- Practice reasonable, responsible, and transparent behavior
- Act without bias
- Ensure equitable access
- Comply with laws
- Protect student confidentiality
- Non-Discrimination Policy

Non-Discrimination Policy

The Career Center adheres to Temple University's Equal Opportunity Compliance policies and will make our facilities, fairs, and platforms available only to recruiting organizations whose practices are consistent with this policy.

Temple University's Commitment to a Safe, Harassment-Free Environment

Temple expects all members of the university community – students, faculty, staff, employers, mentors, and visitors – to pursue work and education in a safe environment, free from harassment based on protected characteristics, sexual misconduct, and interpersonal violence. All individuals must provide a space that is free of discrimination and sexual harassment.



A. General	B. Demographics	C. Programs			D. Policies and Procedures
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources
					DEI Curriculum Rqmts

Key Observations - Faculty & Staff DEI Resources

Business School Level

Open Enrollment Programs (Not faculty/staff specific):

Building Basic Competency will help professionals develop skills for working effectively in a diverse setting. It will benefit managers and employees alike, providing education on basic concepts around cultural difference, biases and their impact on workplace structures, and how to evaluate and improve the workplace climate. Participants will learn how to think strategically about their own workplace challenges and share their insights. The program is designed for professionals who want to improve their effectiveness in a diverse setting and those who have struggled to manage teams with diverse backgrounds. The program will be taught by leading subject matter faculty and expert diversity, equity and inclusion consultants. The format will include extensive peer-to-peer exchanges.

The Center for Ethics, Diversity and Workplace Culture (CEDWC) is a hub for research, dialogue and innovation within Temple University Fox School of Business and the School of Sport Tourism and Hospitality Management (STHM). Leora Eisenstadt, director of the center, brings together leaders in industry, government and academia to focus on building and harnessing diverse workforces and creating ethical and healthy workplace cultures.

- CEDWC will sponsor research and host conferences and major speaker series, featuring thought leaders from academia and industry along with whistleblowers and other change-makers. And it will bring together faculty who focus on DEI themes and issues to spur collaborations across disciplines.
- “We plan to educate our student body and to train professionals,” Eisenstadt says. “We are collaborating with our corporate partners and alumni to craft events and programs to prepare our students to enter a diverse workforce and substantive executive education programs that meet the needs of managers across the country.”

What will CEDWC offer to students?

- Our plan is to educate undergraduates, graduate students and professionals. We will be sponsoring large-scale events like a speaker series and day-long conferences to delve deeper into issues from both academic and practical perspectives. We will be supporting faculty who want to bring these issues into their classrooms, providing guest speakers and curricular ideas. Eventually, we hope to offer **Experiential Learning opportunities** in collaboration with our corporate partners. And we will begin offering Diversity, Equity, and Inclusion (DEI) training to professionals. CEDWC’s goal is to provide educational experiences for members of our community at all stages of their careers.

University Training/Certificates:

Certificate in Diversity Leadership: The Certificate in Diversity Leadership is jointly sponsored by IDEAL and the College of Education. The certificate is open to Temple University students and employees, as well as outside professionals interested in advancing their knowledge and skills in diversity facilitation. The certificate consists of four graduate courses.

Diversity Trainer Institute: The Diversity Trainer Institute comprises a designated amount of workshops for members of the Temple University community to receive a non-credit certificate focusing on multicultural education and/or gender & sexuality inclusion. Students, staff and faculty members are eligible to participate in the Gender and Sexuality Inclusion section of the Diversity Institute, and can receive a certificate after successfully completing the following workshop sections: Safe Zone I- Understanding LGBTQIA+ Issues; Safe Zone II- Advocating for the LGBTQIA+ Community

Safe Zone Certificate: Being an advocate indicates an acceptance of LGBTQIA identities and a commitment to working against discrimination directed towards LGBTQIA folks. This two-part interactive training operated through the Office of Institutional Diversity, Equity, Advocacy and Leadership and Wellness Resource Center, will consist of the following elements:

- Review LGBTQIA terminology and assumptions
- Discuss forms of oppression
- Provide resources and detail the role of an ally and support techniques
- Provide an understanding of bystander intervention

A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - DEI Curriculum Requirements

There was no publicly available information about DEI Curriculum requirements that we could find.



3. Indiana University

Kelley School of Business



A. General	B. Demographics	C. Programs			D. Policies and Procedures
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources
					DEI Curriculum Rqmts

Key Observations - DEI Strategy/Plan

Business School Level - Diversity Strategic Plan

Vision: Our overarching vision is to be recognized as one of the most important business schools in the world.

Mission: The mission of the Kelley School of Business is to transform the lives of students, organizations, and society through management education, research, and service. Our aim is to: (1) develop a diverse body of students who are citizens of the world and who have a positive impact on their organizations and the communities in which they live, (2) conduct and disseminate high-quality research that advances both business theory and practice, and (3) serve, directly and indirectly, through instructional and research efforts, constituents and communities at all levels -- local, national, and international. In fulfilling our mission, we emphasize a collaborative approach that encourages the creation of value-added partnerships among faculty, students, alumni, other universities and academic units at IU, and with private sector and not-for-profit organizations. We also recognize that fulfillment of our mission is best served by an inclusive culture that respects faculty and student diversity in all forms.

Undergraduate Goals and Objectives:

Goal 1: Enhance recruitment, yield, and retention of URM and women students

Objective:

- Increase URM applicants by 25% by 2025.
- Increase women applicants by 25% by 2025.
- Achieve 18% URM student enrollment by 2025.
- Achieve 40% enrollment of women by 2025.
- Maintain 95% URM student retention by 2025.
- Maintain 95% women student retention by 2025.
- Increase by 50 the number of donor-supported undergraduate scholarships aimed at URM and women by 2025.

Goal 2: Embedded DEI into the Undergraduate Program Curriculum

- Experimental/pilot 3-credit hour ethics course

Objective:

- 75% of required courses will include evidence of DEI content by 2025
- 50% of elective courses will include evidence of DEI content by 2025

Goal 3: Continue to advance DEI through co-curricular activities

- Identify goals, desired outcomes, and associated measures for as many extra-curricular DEI activities and student orgs as possible

Objective:

- Beginning in the 2020-2021 academic year, we will identify goals, desired outcomes, and associated measures for as many initiatives in the inventory as possible. In subsequent years, we will track outcomes with the aim of establishing target objectives against which we will measure actual performance.

Goal 4: Ensure strong placement rates for URM and women undergraduate students

Objective:

- Achieve placement rates for internships for URM and women students equal to or above the overall success rate of the undergraduate program.
- Achieve placement rates for full-time jobs for URM and women graduates equal to or above the overall success rate of the undergraduate program.



A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Key Rates

Business School Level

Freshman Direct Admit 2020 - 2021

- 224 (11.4%) Underrepresented Racial Minorities
- 646 (32.8%) Women

Undergraduate Placement

- 97.4% Overall Success Rate
- 97.9% Women
- 94.7% Underrepresented Racial Minority Students



Key Observations - Population

The Finance Department at Kelley School of Business claims to be one of the most global and gender diverse among its peer cohort of Big 10 schools.

As is clear from the table (based on observable characteristics), the lack of underrepresented racial minority groups and women amongst tenure-track faculty is an issue for all of their peer schools.

Indiana University is ranked 4th and Pennsylvania State University is ranked 14th.

Source: [Diversity Strategic Plan September 2020](#)

Table 1: Big 10 schools

Institution	Type	Enroll-ment	TT faculty in Finance	Women (TT)	% of women (TT)	Foreign-degree at any stage (TT)	% Foreign-degree at any stage (TT)	URM*
University of Nebraska–Lincoln	Public	25,260	16	7	44%	7	44%	-
Michigan State University	Public	50,085	15	5	33%	8	53%	-
Purdue University	Public	39,464	16	5	31%	8	50%	-
Indiana University Bloomington	Public	48,514	25	7	28%	18	72%	-
Ohio State University	Public	58,322	16	4	25%	8	50%	-
University of Iowa	Public	36,660	15	3	20%	10	67%	-
Rutgers University–New Brunswick	Public	40,720	26	4	15%	18	69%	-
Northwestern University	Private	21,000	27	4	15%	14	52%	-
University of Illinois at Urbana–Champaign	Public	43,603	28	4**	14%	10	36%	-
University of Michigan	Public	43,625	22	3	14%	14	64%	-
University of Wisconsin–Madison	Public	49,193	15	2	13%	6	40%	-
University of Maryland, College Park	Public	38,140	24	3	13%	14	58%	-
University of Minnesota	Public	51,147	16	2	13%	9	56%	-
Pennsylvania State University	Public	45,518	20	1	5%	7	35%	-

*Based on observable website/CV data

**Two faculty members are listed as Assistant Professors since 1988 and 1993.

TT faculty	Assistant Professor, Associate Professor, Professor
Foreign degree	From bio or CV to see if foreign degree earned for BS or MS or PhD
Women	Pictures/name

Key Observations - Population

	White	Black / African American	American Indian / Alaska Native	Asian	Native Hawaiian / Other Pacific Islander	Two or More Races	Hispanic or Latino	Unknown/ Blank/ Other	International	URM / Minority/ Student of Color*	Female	Male
2022 Indiana Census	77.5%	10.2%	0.4%	2.7%	0.1%	2.3%	7.7%	Unknown	Unknown	20.7% URM	50.4%	Unknown
2021 - 2022 University Student Enrollment - IU Campuswide	Unknown	7.1%	0.1%	7%	0.0%	4.9%	9.9%	Unknown	Unknown	22% URM "29% Students of Color"	Unknown	Unknown
2020 - 2021 Business School Students (Freshman Direct Admit)	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	11.4% URM	32.8%	Unknown
2023 Student Class Profile	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	12% URM	32%	Unknown
2021 University Tenure & Tenure Track Faculty Representation	72.2%	5.0%	0.1%	16.4%		1.2%	5.1%	Unknown	Unknown	27.8% "Faculty of Color"	Unknown	Unknown
2020-21 Business School Faculty Representation	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	5.9% URM	34.8%	Unknown

Blue denotes that this is not a URM calculation and the data point was taken from the linked source.



A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Student Recruiting

Business School Level

- [Kelley Prep Academy](#) - Designed to give support to first-year students that belong to underrepresented groups applying to the Kelley School
- [Kelley Women's Leadership Institute](#) - Designed for high school women interested in business
- [William R. Fry Scholars Program](#) - The scholarship supplements recipients' other Indiana University administered gift aid to cover designated fees & tuition and room & board expenses.
- [Dean's Council Scholarship](#) - A prestigious award for exceptional students. Each year, a select group of directly admitted, incoming freshmen receives the Kelley Dean's Council Scholarship. Special consideration is given to underrepresented racial minority students.
- [Conrad Prebys Scholars Program](#) - The Conrad Prebys Scholars Program was established in 2016 to support qualified direct admit freshmen to the Kelley School of Business Bloomington. Special consideration is given to underrepresented populations, including but not limited to financially challenged students, and/or students with diverse cultural experiences.
- [Director of Diversity & Inclusion - Graduate Programs \(New Role in 2020\)](#) - The Director is tasked to build and sustain our pipeline of diverse candidates, to provide support for our current students, as well as provide opportunities for all stakeholders in the graduate programs to develop skills and awareness around equity, diversity, and inclusion.

Key Observations - Faculty & Staff Recruiting

Business School Level

Faculty Diversity Initiatives

- Kelley School initiatives to ensure the recruitment and retention of diverse faculty members include:
 - Creating faculty search committees that are diverse and inclusive in terms of race and gender.
 - Ensuring all search committees operate in compliance with the university's Guide for IU Bloomington Academic Searches.
 - Writing job descriptions designed to attract a broad and inclusive range of candidates.
 - Advertising and promoting job postings in outlets targeting diverse job candidates.
 - Including among the required application materials that candidates address their past experiences and future plans in support of Kelley's commitment to being an equitable and inclusive learning and working environment.
 - Encouraging departments to undertake their own programs and initiatives.

University Level

Enhancing the Candidate Pool

- Continuously explore markets of job candidates and recruiting for roles.
- Not waiting until the position is open to start the search to build a pipeline of qualified diverse candidates.
- Networking and information sharing is a large part of recruiting strong and diverse faculty.

Kelley Business School, Department DEI Tactical Plan

- Each department (e.g. Accounting, Finance) has established individual recruitment goals that include elements of DEI (see goals starting on page 49)



Indiana University

Kelley School of Business (6 of 7 slides)

A. General	B. Demographics	C. Programs	D. Policies and Procedures			
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Faculty & Staff DEI Resources

University Level

Diversity Education and Cross-Cultural Engagement

- Facilitating a series of cross-cultural leadership development programs with student leaders, faculty, and staff from across all campuses over a four-month period.
- Conducting 29 DEI educational sessions for more than 1,200 participants.
- Hosting a “Diversity, Equity, and Inclusion” Leadership Retreat for IU faculty and staff.

Training Opportunities

- Providing training and development opportunities for faculty members is an important step; however, we must also create rewards that encourage participation and metrics to track and measure participation. To encourage faculty members to pursue DEI training and development opportunities, KSB has included these activities in the AACSB faculty qualification worksheets. These worksheets are completed by faculty members as part of our School’s documentation for the Association to Advance Collegiate Schools of Business (AACSB) accreditation process.
- A second way to encourage participation in DEI activities is through the faculty annual review process. In September 2020, Dean Kesner contacted John Applegate, IU Executive Vice President for University Academic Affairs, requesting that the University’s annual faculty reporting tool (Digital Measures – Activity Insight or DMAI worksheet), incorporate questions about DEI activity (rather than the current checkbox system currently being used). Executive Vice President Applegate brought the idea to a team of key administrators who were enthusiastic about the idea of adding DEI questions onto the DMAI reporting tool. It is expected that the tool will be adjusted in 2021 so that faculty annual reports submitted in Fall 2022 will contain explicit DEI activities in research, teaching, and service. These types of changes on the AACSB worksheet and DMAI report elevate the importance and value placed on DEI activities and allow KSB to better track faculty involvement. This, in turn, will allow KSB to set future goals for faculty engagement, identify specific target objectives, and measure faculty outcomes.



A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - DEI Curriculum Requirements

Business School Level

Embed DEI content into the Kelley Business School Undergraduate Program curriculum

- 75% of required courses will include evidence of DEI content by 2025
- 50% of elective courses will include evidence of DEI content by 2025
- Each department in the business school has specific curriculum goals

4. University of Michigan

Ross School of Business



A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - DEI Strategy/Plan

Business School Level

DEI Goals

- **Diversity:** 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:** Commit to working actively to challenge and respond to bias, harassment, and discrimination. They 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:** Commit to pursuing deliberate efforts to ensure that the campus is a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. They 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.

Commitment: At Michigan Ross:

- We develop leaders who create a better world through business.
- We provide an intellectual and cultural space where people of different identities and cultures develop innovative business solutions that will transform business and society.
- We value the contributions of our community and fostering an inclusive environment where individuals feel they belong and their voices matter.
- We believe that developing global perspectives and intercultural skills within our community is essential in preparing the Ross Community to thrive in their personal and professional lives.

Michigan Ross is committed to developing diverse perspectives by providing interdisciplinary and intercultural collaborative opportunities for the Ross Community to engage in and grow.

A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Key Rates

University Level

Enrollment Fall 2021

- 32,282 Undergraduate Students

Fall 2020 Student Retention Rate

- 97%

Fall 2014 Six-year graduation rates

- 93%

2020-2021 Pell recipients

- 5,703

Class entering 2015 percentage graduated after four years

- 80.9%

2021 Post Graduation Outcomes

- 64% Full-time employment

Note: These rates by demographic group are unknown.

A. General	B. Demographics		C. Programs			D. Policies and Procedures
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Population

	White	Black / African American	American Indian / Alaska Native	Asian	Native Hawaiian / Other Pacific Islander	Two or More Races	Hispanic or Latino	International	Unknown/Blank/Other	URM*	Female	Male
2022 Michigan Census	74.2%	14.1%	0.7%	3.4%	0%	2.7%	5.6%	Unknown	Unknown	23.1% URM	50.4%	Unknown
2021 University Student Total Representation	53%	3.9%	0.1%	17%	Unknown	5%	7.3%	8.5%	Unknown	16.3% URM excluding Native Hawaiian/Other Pacific Islander	51.2%	Unknown
Winter 2023 Business School Student Representation (All Academic Levels)	42.32%	3.87%	0.21%	19.44%	0.12%	3.60%	6.37%	18.24% Non Res	5.83%	14.16% URM	40.43%	59.57%
2021 University Tenure Track Faculty Representation	69.1%	4.7%	0.3%	17%	Unknown	1.6%	4.1%	1.8%	Unknown	10.7% URM excluding Native Hawaiian/Other Pacific Islander	36%	Unknown
2021 Non Tenure Track Faculty Representation	67.9%	3.6%	0.3%	15.3%	Unknown	2%	3.7%	6%	Unknown	9.6% excluding Native Hawaiian/Other Pacific Islander	51.4%	Unknown
2021 Staff Representation	74.8%	10.7%	0.2%	5.9%	Unknown	2.2%	3.6%	1.1%	Unknown	16.7% excluding Native Hawaiian/Other Pacific Islander	71.1%	Unknown

Behind the Numbers Article (July 14, 2022) Before class profile data was certified & released

“When I became director of admissions at Ross in 2013, our female enrollment was at 32%, and for fall 2022, we anticipate women representing 47% of the incoming class. Michigan Ross continues to be a place where Women at Ross thrive, and I am glad to see more women coming out of high school pursuing business degrees. Additionally, students with racially minoritized identities (Black, Hawaiian, Hispanic, and Native American) now represent 17% of our class compared to 2% in 2013.”

A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Student Recruiting

University Level

Wolverine Pathways Program:

Launched in 2016 as an initiative within the University of Michigan (U-M) Diversity, Equity and Inclusion Strategic Plan, Wolverine Pathways (WP) was created with the primary goal of establishing a college preparatory pipeline to the University of Michigan Ann Arbor campus (UM-AA) and also to support college readiness and access more broadly to highly motivated students from historically underserved schools and communities in the state of Michigan.

WP is administered through the U-M Office of Diversity, Equity and Inclusion and was developed and designed in collaboration with expert faculty and staff from U-M schools and colleges.

A core program value is that every student deserves the opportunity to pursue a wide range of professional and academic pathways. Toward this end, WP provides free college preparatory enrichment and guidance for 7th through 12th grade students who either:

- Live in Detroit
- Live within the boundaries of Southfield Public or Ypsilanti Community school districts, OR
- Attend one of the program's partner schools in Grand Rapids

WP student scholars and their families participate in year-round programming designed to facilitate their college preparation and academic development. WP scholars are challenged to grow socially and emotionally by joining a community of college-oriented scholars. The program seeks to foster relationships, both professional and personal, that encourage student academic resilience and achievement and will continue to provide opportunities through college and beyond.

As of winter 2022, WP has served more than 1,150 scholars of all races and ethnicities residing in Ypsilanti, Detroit and Southfield in grades 7 through 12 and graduated 470 scholars. Based on outcome indicators to date, Wolverine Pathways has been an asset in diversifying UM-AA's undergraduate population UM-AA admissions and yield statistics for WP graduates are compelling. WP students are more likely to be accepted and enrolled at UM-AA than other students from their high schools. Across the first four cohorts of WP applicants, WP students were 2.1 times more likely to be admitted to UM-AA and 2.4 times more likely to enroll at UM-AA than peers from their respective high schools. Additionally, from 2018 to 2021, WP scholars had an admittance yield of 63% to UM-AA (compared to 46% for non-WP students from the same high schools) and an enrollment yield of 86% to UM-AA (compared to 73% for non-WP students from the same high schools).

A. General	B. Demographics	C. Programs		D. Policies and Procedures		
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Faculty & Staff Recruiting

Business School Level

Action Plan as part of the DEI Strategic Plan:

Mandatory DEI training for hiring committees / managers. All faculty and staff who are engaged in recruiting of new faculty and staff must engage in DEI training prior to beginning the recruitment process. Additional action items are as followed:

- Increased Diversity for the Ross School of Business Leadership Team
- Require DEI statement from faculty job candidates
- Develop the next generation of faculty

Key Observations - Faculty & Staff DEI Resources

Business School Level

Action Plan as part of the DEI Strategic Plan:

Expand inclusive teaching programs.

- In addition to our current opt-in inclusive teaching workshops and programs, which have engaged 35% of our faculty, we will add programs that are tailored to each academic area and increase overall participation.

Build staff awareness and capabilities.

- In partnership with Organizational Learning and other institutional partners, deliver programs and materials focused on awareness and capability building.
- Consider how we might leverage the Michigan Expectations Model.

Expand unconscious bias training.

- Increase the number of unconscious bias training sessions.

Continue emphasizing DEI in faculty performance.

- Three years ago, we incorporated DEI-related contributions formally into faculty activity reports and annual evaluations. Last year, over 50% of Ross faculty reported DEI-related contributions, and we will continue emphasizing the importance of these contributions in the years ahead.

Expand CQ assessment and training.

- Introduce the Cultural Intelligence (CQ) assessment and training for the PhD Program.



A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - DEI Curriculum Requirements

Business School Level

In AY 2020-2021 17.52% of courses had DEI related content in course description

DEI Five Year Strategic Plan

- Create a DEI Curriculum Taskforce
- Create new courses focused on diversity, equity, and inclusion
- IDO 2.0 task force to develop and implement proposals designed to enhance quality of Business Administration's Identity, Diversity and Organizations milestone requirement
- Launch a speaker series focused on race in business
- Expand inclusive teaching programs

Action Items

We continue to support and advance our strategic objectives through our policies and procedures, organizational structure, and curriculum and research.

- Develop metrics to assess progress on inclusive and equity-focused teaching
- Revise and embed DEI courses/content in programs
- Align curriculum and DEI initiatives/programming
- Develop a DEI curricular and co-curricular framework
- Promote DEI research and formalize incentives for DEI-based research

Key Takeaway from SWOT Analysis (specifically for the 2018-2019 AY)

- 100% of sophomores, juniors, seniors have participated in the Identity, Diversity and Organizations Milestone Requirement (one workshop per year). First year students will have a diversity and inclusion component for 2019.



5. Michigan State University

Eli Broad College of Business



A. General	B. Demographics	C. Programs			D. Policies and Procedures
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources
					DEI Curriculum Rqmts

Key Observations - DEI Strategy/Plan

Business School Level

[Diversity, Equity & Inclusion Website](#)

Vision: Foster a culture and climate of belonging and success: Build a community grounded in mutual respect where everyone feels valued, supported to do their best work, and able to advance.

- Short-term (1-2 years): To be a leader at MSU with best-in-class practices, policies and achievements in enhancing diversity, equity, and inclusion.
- Longer-term (2-4 years): To be a leader among the Big 10 and peer business schools and become an exemplar with the best-in-class practices, policies and achievements in the areas of diversity, equity, and inclusion.

Goals:

- Promote inclusion and belonging
- Ensure equity in policies and practices
- Increase diversity of people and perspectives

Principles of Engagement:

Engagement of all stakeholders

- We will seek to involve faculty, staff, students, alumni, employers, advisory boards, and other supporters in our DEI efforts

Breadth and depth of initiatives

- We will ensure that our DEI efforts cover the entire spectrum of our programs and activities, including engaging in signature endeavors that signal distinct expertise

Embedded in Teaching, Research and Outreach

- We will strive to embed our DEI efforts pervasively in our curriculum, scholarly activity, and interactions with the community

Ambitious KPIs and Accountability

- We will aspire to meet ambitious goals and targets and be accountable to our stakeholders for our performance.

University Level

[Diversity, Equity, & Inclusion Report \(2021\)](#)

- Diversity represents our varied collective and individual identities and differences. We recognize that diversity is a central component of inclusive excellence in research, teaching, service, and outreach and engagement. We are committed to engaging, understanding, promoting and fostering a variety of perspectives. We affirm our similarities and value our differences. We uphold that to truly be excellent, a university must support diversity.
- Equity goes beyond fair treatment, opportunity and access to information and resources for all, although these are crucial to the success of the university. Rather, equity can only be achieved in an environment built on respect and dignity that acknowledges historic and contemporary injustices. We are committed to intentionally and actively redressing barriers, challenging discrimination and bias, and institutionalizing access and resources that address historical and contemporary social inequalities.
- Inclusion actively invites all to contribute and participate. In the face of exclusive differential power, we strive to create balance. Every person's voice is valuable, and no one person is expected to represent an entire community. We are committed to an open environment and campus where student, alumni staff, faculty and community voices are equally respected and contribute to the overall institutional mission.

For reference: Most recent [Diversity, Equity & Inclusion Report \(2022-2023\)](#)

Michigan State University

Eli Broad College of Business (2 of 7 slides)

A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Key Rates

Business School Level

Broad 2020: 2015-2020 Strategic Report

- 8.5% Underrepresented students admitted to Broad in 2020
- 7.6% Students of color in 2020 graduating class
- 44.8% Women in the 2020 graduating class
- 98.6% Underrepresented students who graduate within 6 years (students entering 2014 and graduating by 2019)



Michigan State University

Eli Broad College of Business (3 of 7 slides)

A. General	B. Demographics	C. Programs			D. Policies and Procedures
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources
					DEI Curriculum Rqmts

Key Observations - Population

	White	Black/ African American	American Indian & Alaska Native	Asian	Native Hawaiian / Other Pacific Islander	Two or More Races	Hispanic or Latino	International	Unknown/Blank/ Other	URM / Minority/ Student of Color*	Female	Male
<u>2022 Michigan Census</u>	74.2%	14.1%	0.7%	3.4%	Unknown	2.7%	5.6%	Unknown	Unknown	23.1% URM	5.4%	Unknown
<u>Fall 2022 Total Student University Enrollment</u>	71.1%	7.1%	0.3%	8.3%	0.1%	4.2%	6.7%	8.7%	2.3%	18.4% URM	52.9%	47.1%
<u>2020 Business School Student Admissions</u>	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	8.5% "Underrepresented students"	Unknown	Unknown
<u>Fall 2022 University Support Staff Representation</u>	81.44%	7.32%	0.48%	3.67%	0.08%	0.78%	6.23%	Unknown	Unknown	14.89% URM	59.6%	40.4%
<u>Fall 2022 University Faculty & Academic Staff Representation</u>	70.8%	7.1%	0.5%	15.3%	0.2%	0.8%	5.3%	Unknown	Unknown	13.9% URM	48%	52%
<u>Fall 2022 University Tenure System Faculty Representation</u>	69%	5.3%	0.6%	19.2%	0.3%	0.4%	5.2%	Unknown	Unknown	11.8% URM	39%	61%
<u>2021 University Representation Student Persistence Rates</u>	89.8%	84.2%	92.9%	90.6%	100%	90.3%	82.7%	Unknown	Unknown	Unknown	Unknown	Unknown
<u>2022 University Student Graduation Rates (6-year Percentage)</u>	86%	65%	61%	80%	100%	77%	67%	79%	67%	Unknown	Unknown	Unknown

Blue denotes that this is not a URM calculation and the data point was taken from the linked source.



A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Student Recruiting

University Level

Recommendation Three: Student Body

Recruit and retain a more diverse student body.

Actions:

- Expand pre-college and pathway programs with the goal of supporting historically underrepresented, first-generation and Pell Grant-eligible students
- Establish and build upon existing relationships and recruitment pathways in partnership with Minority-Serving Institutions (MSIs) and diverse global institutions

Metrics/Milestones :

- Number of historically underrepresented, first-generation, Pell Grant-eligible and/or economically disadvantaged applicants and matriculants
- Number of partnerships and quality of partner engagement with MSIs

Upward Bound

- Upward Bound (UB) is a family of scholars who are committed to preparing high school students for successful transition to post-secondary institutions. UB strives to empower underrepresented youth and to build a support system which enhances their academic and social experiences.
- 100% graduation rate and 99% rate for college matriculation



A. General	B. Demographics	C. Programs		D. Policies and Procedures
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting
				Faculty & Staff DEI Resources
				DEI Curriculum Rqmts

Key Observations - Faculty & Staff Recruiting

University Level

Recommendation Four: Staff Diversity Initiatives and Success

Expand recruitment, retention and career development support for staff from diverse backgrounds. Few of the actions are as follows:

- Create staff diversity hiring toolkits, providing supervisors and managers with resources to effectively incorporate DEI hiring best practices
- Identify and increase access to high-impact DEI learning experiences for staff
- Improve access to employment through recruitment strategies that attract candidates with diverse backgrounds, experiences and expertise
- Establish diverse hiring committees and equip them to conduct inclusive searches
- Implement proven practices to ensure more diverse candidate pools
- Encourage academic and administrative unit heads to create innovative programs to attract diverse candidate pools

Recommendation Five: Faculty, Academic Staff and Administrator Diversity

Ensure greater diversity among faculty, academic staff and administrators. Few of the actions are as follows:

- Prioritize recruitment and retention of historically underrepresented faculty, academic staff and administrators through various initiatives and investments, in alignment with the university's AAP
- Create and sustain cutting-edge recruitment and retention initiatives Explore cluster hires, DEI-centered positions, DEI-informed search processes, strong succession plans and pathway programs for postdoctoral research associates to transition to faculty positions
- Allocate significant funding to promote diversity, equity and inclusion across the university to recruit and retain world-class, tenure-stream faculty and extraordinary senior faculty, postdoctoral research associates and academic administrators
- Implement processes, tools and strategies to enhance DEI in the search procedures for faculty, academic staff, administrators and campus leaders
- Establish and train search committees that are diverse in demographic characteristics and expertise but homogeneous in commitment to a proactive, fair and equitable processes

Diversity Research Network

- The Diversity Research Network (DRN), located within the Office for Inclusion and Intercultural Initiatives has emerged on campus as an identifiable resource for MSU faculty doing DEI-related research and scholarship. DRN has some funding support from the Office of Research and Innovation. The DRN supports both faculty of color in their research on any topic and also supports other faculty research and scholarship related to diversity, equity and inclusion. Among the contributions of the DRN are the establishment of central information sources through a well-curated and updated website, a network of scholars doing DEI-related work and an ongoing grants program for launching projects and incorporating research into the Creating Inclusive Excellence Grants program. Regular communication from the DRN supports these efforts. The DRN seems to “punch above its weight” in terms of impact compared to resources (staff, space, funding) provided to it.

A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Faculty & Staff DEI Resources

University Level

Required DEI Training - DEI Foundations

In Fall 2022, DEI Foundations achieved an estimated:

- 81% completion rate for students
- 98% for employees

Recommendation Four: Staff Diversity Initiatives and Success

- Require regular DEI training and identify other related developmental opportunities
- Provide unit leaders with training and other resources to support DEI best practices within six months of hire, as well as ongoing training and resources
- Establish a Staff Diversity Initiatives Task Force to develop new formal programming to help ensure diversity, satisfaction and success at all employment levels



Key Observations - DEI Curriculum Requirements

University Level

DEI is a required report component for all undergraduate programs

The diversity, equity and inclusion curriculum taskforce on curriculum transformation, charged by the Office of the Provost, is embedding metrics and milestones in the Academic Program Review process to assess progress and accountability for DEI. Each undergraduate program must report on improvements made to its curricula to infuse DEI components throughout degree programs, minor programs and general education courses. DEI is now a required component in each undergraduate program's report. The efforts of the workgroup provide criteria and a framework for formal and informal curricula as well as educational programs to empower MSU to become a national leader in DEI.

Recommendation Seven: Curriculum Transformation Work with shared governance and academic unit heads to elevate DEI in the curriculum. Few of the actions are as follows:

- Establish a curriculum task force, with consultation from programs and centers in which curriculum centers around DEI, to identify ways to incorporate DEI within university-wide undergraduate requirements
- Implement a minimum of two DEI-related requirements in the formal curriculum for undergraduate students
- Identify and increase access to high-impact DEI learning experiences
- Increase the number of DEI stackable certificate programs offered across the university

6. University of Texas, Austin

McCombs School of Business



A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - DEI Strategy/Plan

Business School Level

Diversity, Equity and Inclusion Plan

Diversity at the McCombs School of Business, very broadly defined, is an indispensable component of the academic excellence. To achieve the highest academic excellence, we seek to draw from the strengths reflected in the diversity of the students, faculty and staff. They believe that embedding diversity, equity and inclusion principles in all aspects of McCombs will result in more meaningful and fulfilling learning and work environments, trusting relationships, and improved collaboration and innovation.

Key DEI Goals:

- Goal 1. Attract and Retain Diverse Talent: Open the doors wider to attract and retain diverse applicants for faculty, student, staff, and administrator roles.
- Goal 2. Enhancing Student Experiences: Improve student experiences and successes in and outside the classroom by improving retention and graduation rates, and by cultivating students' sense of being part of a larger, supportive community.
- Goal 3. Equity in Professional Opportunities: Ensure equity in opportunities for all McCombs faculty and staff, with a transparent process for employment decisions.
- Goal 4. Fostering an Inclusive Climate: Foster an inclusive school climate that supports and encourages community members and provides a strong sense of belonging among all students, faculty, staff, and administrators.
- Goal 5. Adopt a Metrics-Driven Community Based Approach: Use a data-driven evidence-based approach for enhancing the DEI efforts.

Key Observations - Key Rates & Population

Additional "Key Rates" specific to the business school besides the below are unknown

	White	Black / African American	American Indian / Alaska Native	Asian	Native Hawaiian / Other Pacific Islander	Two or More Races	Hispanic or Latino	International	Unknown/ Blank/Other	URM / Minority/ Student of Color*	Female	Male	First Generation College Students
2022 Texas Census	40.3%	13.2%	1.10%	5.5%	0.20%	2.2%	40.2%	Unknown	Unknown	56.9% URM	50.1%	Unknown	N/A
2022 University Student Representation	36.7%	5.2%	0.1%	20.6%	0.1%	2.7%	24.2%	9.1%	1.3%	32.3% URM	55.3%	44.7%	Unknown
(Unknown Date) Business School Student Representation	30%	5%	>1%	35%		2%	24%	2%	2%	32% URMs excluding Pacific Islander	48%	52%	17%
Class of 2025 University Student Profile	30.7%	5.4%	0.1%	26%	<0.1%	3.1%	29.1%	4.2%	1.4%	37.8% URM	59.3%	40.7%	24.2%
2022 Business School Faculty Representation	67.9%	4.9%	0%	14.5%	0%	0%	4.6%	8%	0%	9.5% URM	30.9%	69.1%	N/A
2022 University Staff Representation	60.07%	6.65%	0.22%	7.94%	0.07%	1.94%	22.95%	Unknown	0.16%	31.83% URM	54.4%	45.5%	N/A

A. General	B. Demographics	C. Programs			D. Policies and Procedures
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources
					DEI Curriculum Rqmts

Key Observations - Student Recruiting

Business School Level

A Sense of Belonging

Mills says it’s challenging to attract minority tenure-track faculty members, because vacancies don’t often open and the talent pool of Black and Latinx people with doctorates in business is relatively small. That means all elite universities compete for them. To gain traction more quickly, Mills looked to non-tenured lecturer positions. “We realized that minority alumni were not regularly contacting department chairs to investigate teaching here,” Mills says.

So, instead, the school reached out to Black and Latinx professionals in San Antonio and Austin who earned master’s degrees from McCombs, asking whether they would consider being lecturers. Directly soliciting these applications to a position that is open to anyone substantially widens the pool of available talent. So far, Brown, who is African American, and Leigh Edwards, BBA ’09, MPA ’09, who is Latina, have accepted positions as lecturers in accounting.

The immediate benefits are clear: Greater diversity in the teaching corps means more mentors and role models not only for students of color, but also for white students, who benefit from exposure to a more diverse set of professionals.

To spread the word about those camps, Charles Enriquez, director of student affairs for the BBA program at McCombs, and his team fan out to high schools across Texas. They tell students about the McCombs Future Executive Academy, Discover Yourself in Accounting Majors and Careers (DYNAMC), and Subiendo Academy for Rising Leaders. “A lot of students are told to go to college and there is a big push in STEM, to be engineers. So, we are trying to show them that a business career is a good fit for them,” Enriquez says.

Her goal is to raise \$12 million for a legacy endowment, with the earnings used to provide undergraduate or graduate scholarships. McCombs, she and others say, loses many qualified minority students to other elite business schools who are offering free or near-free rides. She says she wants some of what is raised to go to the Texas Exes, because the alumni organization is not bound by court rulings that restrict use of race in awarding scholarships. That would help level the playing field with elite private universities that are not hindered by such legal restrictions.

All three camps offer students an all-expenses-paid week at the UT Austin campus. They learn from top McCombs faculty members and keynote speakers, network with industry professionals, and participate in competitive projects that help them build new skills. Brown, who attended high school in the Dallas area, says her experiences in DYNAMC sold her on McCombs. The friendships and connections she made helped her get through school and beyond, she says. “I had a community from DYNAMC,” she says. “And I had a lot of success by having that community.”

A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Student Recruiting (Continued)

Business School Level

Summer High School Programs

A free, six-day experience focused on business and leadership that offer rising junior and senior high school students the chance to learn and interact with McCombs students, faculty, and corporate representatives. Outstanding African-American, Latino and Native American students, first-generation students, and students who have overcome social or economic hardship are strongly encouraged to apply. However, all students are welcome to apply. This is a chance to students to see what it's like to live and learn on campus before they graduate high school!

- McCombs Future Executive Academy - MFEA brings high school students together for a week of hands-on workshops and learning opportunities. Participants learn about the multiple fields in business.
- Subiendo: The Academy for Rising Leaders is a five-day leadership development program.
- Discover Yourself In Accounting Majors and Careers (DYNAMC) introduces students to the opportunities offered with a degree in accounting.

Key Observations - Faculty & Staff Recruiting

University Level

10-Year Strategic Plan

Hire Exceptional Faculty

Attract the most accomplished and highest-potential scholars and teachers of any public research university.

To continue to attract the best scholars and teachers, we will:

- Develop a university-wide faculty hiring and retention vision across titles and ranks that is directly linked to our teaching, research, impact, and DEI strategies.
- Identify, target, and recruit outstanding, established faculty members and high-potential early career scholars from around the nation and world.
- Provide more resources, financial packages, housing support, community, recognition, awards, and other offerings for current and prospective faculty members.

To better support our faculty, we will:

- Grow community-building through mentorship and the creation of small, inclusive communities.
- Expand training programs that prepare faculty for leadership in research, university administration, and high-impact public activities.
- Increase diversity, equity, inclusion, and belonging among faculty leaders to inspire the next generation of scholars and teachers, by continuing to implement the core initiatives of the [UT Strategic Plan for Faculty Diversity, Equity, and Inclusivity](#) published in 2021, as well as additional initiatives embedded in our broader
- Plan for an Equitable and Inclusive Campus and this holistic Strategic Plan for this university.
- Help scholars share their knowledge with the world and become recognized experts at the state, national, and international scales.

A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Faculty & Staff DEI Resources

University Level

UT Austin Faculty Strategic Plan 2021

Priority 5

- Design and implement resources and training for all tenured, tenure track, and non-tenure track faculty members on inclusive student interactions. This process has already begun with the formation of the UT Access, Equity, and Inclusion Institute, a three-year (2019-2022) pilot collaboration between the Vice Provost for Diversity unit and the LGBTQ Studies Program that seeks to improve faculty practices that lead to enhanced access, equity, and inclusion with regard to students.

Priority 6

- Design and implement resources and training for department chairs, College and School administrators, and tenured, tenure track, and non-tenure track faculty aimed at creating and sustaining an inclusive culture within CSs and their component units. Climate and practices of diversity, equity, and inclusive have a direct impact on units' abilities to recruit and retain diverse faculty and staff.

Completed Targets

- Develop workshops and other resources for training in writing about and evaluating contributions to diversity. Begin the training of academic personnel in writing about and evaluating these contributions.

A. General	B. Demographics	C. Programs			D. Policies and Procedures
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources
					DEI Curriculum Rqmts

Key Observations - DEI Curriculum Requirements

There was no publicly available information about DEI Curriculum requirements that we could find.

7. Ohio State University

Fisher College of Business



A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - DEI Strategy/Plan

Business School Level

At Fisher, we embrace diversity, equity and inclusion and recognize their value in shaping ideas within our community of learning and beyond. Ours is an environment reflective of business, where recognizing and respecting our differences can spark new ideas, better processes and positive change and where students and faculty alike are empowered to share viewpoints, challenge assumptions and debate ideas.

University

The Ohio State University ODI:

The Ohio State University Office of Diversity and Inclusion (ODI) is one of the oldest and most prominent offices of its kind in the nation. Founded in 1970, ODI supports the recruitment, retention and success of students, faculty and staff who enhance the diversity of The Ohio State University. ODI oversees the Frank W. Hale Jr. Black Cultural Center, the Todd Anthony Bell National Resource Center on the African American Male, the Louis Stokes Alliances for Minority Participation (LSAMP) Program, the Morrill Scholarship Program, the nine-city Young Scholars Program, ACCESS Collaborative, as well as being home to a wide-range of retention, mentoring, scholarship, and access programs, including Latine Student Success, the James L. Moore III Scholars, and the Regional Campus Transitioners.

Vision : To be the nation's premier leader and model for diversity, equity and inclusion in higher education and broader society.

Mission : The Office of Diversity and Inclusion (ODI) advances diversity, equity and inclusive excellence throughout the university enterprise by implementing student recruitment, retention and success programs, supporting faculty and staff initiatives, and partnering with campus and community stakeholders in the United States and beyond.

Values: Leadership and Teamwork, Respect and Civility, Resource Stewardship, Access and Opportunity, Collaboration and Partnerships, Social Justice and Advocacy.

ODI Strategic Roadmap:

Internal insights and opportunities :

- Organizational focus
- Communication and structure
- Staff development
- Process and procedures
- Resources to fund the mission

External factors and influencer input :

- Higher education and growing cost
- Shifting demographics
- Social landscape
- Growing inequality
- Academic and community leaders, alumni insights
- Covid-19 pandemic

Definitions: Ohio State strives to be a model for inclusive excellence. We value **diversity**, the range of differences that make each of us unique. We foster **inclusion**, an environment in which all individuals feel engaged, respected, valued and connected, and in which individuals feel comfortable bringing their unique ideas, backgrounds and perspectives to their work in support of Ohio State's mission.



A. General	B. Demographics	C. Programs			D. Policies and Procedures
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources
					DEI Curriculum Rqmts

Key Observations - Key Rates

Business School Level

Undergraduate Programs - Class Profile (Date Unknown)

Total Students in Business Columbus Campus: 6,627

Upper division: 3,901

- Seniors: 2,178
- Juniors: 1,723

Lower division: 2,726

- Sophomores: 1,676
- Freshmen: 1,050

Key Observations - Population

	White	Black/ African American	American Indian & Alaska Native	Asian	Native Hawaiian / Other Pacific Islander	Two or More Races	Hispanic or Latino	International	Unknown/Blank/Other	URM / Minority/ Student of Color*	Female	Male
<u>2022 Ohio Census</u>	77.7%	13.2%	0.3%	2.7%	0.1%	2.6%	4.3%	Unknown	Unknown	20.5% URMs	50.7%	Unknown
<u>2022-2023 University Total Student Enrollment</u>	Unknown	7.76%	0.07%	8.31%	0.04%	4.25%	5.51%	Unknown	Unknown	17.63% URMs 25.94% "Total Minorities"	~52%	~48%
<u>Business School Student Representation (Date Unknown)</u>	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	16%	Unknown	17% "Minority"	40%	Unknown

Blue denotes that this is not a URM calculation and the data point was taken from the linked source.



A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Student Recruiting

University

- [The CHAMPS Program](#) is a comprehensive mentoring program between college parenting students and Columbus area high school teen girls and young women who are parenting or pregnant.
- [The Upward Bound Program](#) is one of the federal TRiO programs, which are educational opportunity outreach initiatives. This includes outreach and support programs targeted to serve and assist low-income, first-generation college students, and students with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs.
- [JPMorgan Chase](#) made history with the largest corporate donation in the Office of Diversity and Inclusion history in support of a pair of programs targeted at improving the academic success for students of color.
- [The ODI Regional Campus Transitioners](#) (RCT) Initiative supports the transition of students relocating to the Columbus campus from one of The Ohio State University's regional campuses. They prioritize students who identify with at least one of the following underrepresented minority (URM) groups: African American/Black, American Indian/Native American, Hispanic/Latino, Two or more races

Key Observations - Faculty & Staff Recruiting

University

[Inclusive Recruitment and Hiring](#) resources are available for faculty and staff to utilize during the hiring process:

- [Implicit Bias Module Series](#)
- Crafting a broad job description that includes DEI goals
- Effective interviewing
- Appointing a Diversity Advocate
- Actively recruiting beyond traditional hiring sources
- Thoughtfully evaluate candidates
- Use of a diversity statement
- Hosting an effective interview

Key Observations - Faculty & Staff DEI Resources

There was no publicly available information about DEI Curriculum requirements that we could find.



A. General	B. Demographics	C. Programs			D. Policies and Procedures
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources
					DEI Curriculum Rqmts

Key Observations - DEI Curriculum Requirements

Business School Level

Fisher Inclusion Champions: The purpose of the Fisher Inclusion Champions Program (FICP) is to deepen the college's commitment to diversity, equity and inclusion (DEI) by further educating Fisher community members about relevant DEI topics. FICP cohort members are required to participate in two university DEI trainings or workshops, as well as a minimum of two activities that supports any of our diverse or underrepresented racial minority populations at Fisher.

GE-N Courses and GE-L Courses

- **Fisher College of Business GE-N Courses:** It has been designed to emphasize education for global citizenship and the cultural and diversity issues it encompasses, and to give greater emphasis to high-impact practices such as service learning, undergraduate research, study abroad, and internships.
- **Fisher College of Business GE-L Courses:** It is designed to provide students with a better understanding of society's traditions and past, its accomplishments and aspirations, its relation to and responsibility for the natural world, its diversity and plurality, and its problems and needs. The goal of the GE-L is aimed at helping students develop skills, competencies, and breadth of knowledge to become educated, productive citizens.



8. University of North Carolina, Chapel Hill

UNC Kenan-Flagler Business School



A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - DEI Strategy/Plan

Business School Level - [Diversity, Equity and Inclusion Homepage](#)

- **Mission:** Build and inspire business leaders who make the world a better place. The school is developing the students' knowledge, understanding and skills so they graduate ready to be team members and leaders who understand the value of diversity, equity and inclusion (DEI).
- We want to represent the communities in which we live, work and serve, and we are working to build a diverse, inclusive community where we:
 - Welcome all identities, cultures and perspectives
 - Celebrate diversity
 - Treat each other equitably and respectfully
 - Feel valued and a true sense of belonging
 - Share ideas, listen to and learn from each other
- Our work includes: (i.e. commitments)
 - Learning inside and outside of class
 - Hearing our students' voices
 - Increasing DEI in industry
 - Partnering with industry

Funding DEI - Business Program Enhancement Fee

Once admitted to the Undergraduate Business Program (UBP), students are charged a program enhancement fee per semester, which covers many aspects of the undergraduate program: student programming and scholarships, expanded student advising, career, study abroad and wellness services, and club funding, to name a few. As of the Fall 2022 term, majors are charged \$1,000 per term and minors are charged \$500 per term of their junior and senior years (for a maximum of 4 terms). Students will not be charged a fee in their sophomore year. The program enhancement fee (PEF) supports Diversity-focused programming (Mentors to Allison Mentorship Program (AMP) recruits and mentors first-year students from diverse backgrounds to apply to UNC Kenan-Flagler) and new staff member focused on diversity programming and recruiting.

University Level - [Diversity & Inclusion Office](#)

- **Our Vision:** The University Office for Diversity and Inclusion at UNC at Chapel Hill aspires to have all community members feel respected, valued, and visible with the ability to thrive.
- **Our Mission:** Our mission for diversity, equity, and inclusion is to celebrate all members of the Carolina community, to broaden our collective understanding, and foster a sense of belonging by uplifting diverse identities, cultures, experiences, and perspectives. To help create and sustain a diverse, inclusive and welcoming environment for all students, faculty, staff and alumni.
- **[Strategic Plan - Build our Community Together:](#)**
 - Objective 1.1: Invest in policies, systems, and infrastructure that promote belonging, community and transparency throughout the University community.
 - Objective 1.2: Enhance the educational benefits of diversity, equity, and inclusion through effective student recruitment, enrollment, retention and graduation.
 - Objective 1.3: Prioritize diversity, equity, and inclusion in teaching, research and service, and in hiring, evaluation, retention and promotion of under-represented faculty and staff.

Key Observations - Key Rates & Population

Additional "Key Rates" for the business school besides the below are unknown

	White	Black / African American	American Indian / Alaska Native	Asian	Native Hawaiian / Other Pacific Islander	Two or More Races	Hispanic or Latino	International	Unknown/ Blank/Other	URM / Minority/ Student of Color*	Female	Male
<u>2022 North Carolina Census</u>	61.9%	22.3%	1.6%	3.4%	0.1%	2.5%	10.2%	Unknown	Unknown	36.7% URM	51.1%	Unknown
<u>Fall 2021 University Student Representation</u>	56%	9%	Unknown	13%	Unknown	5%	10%	5%	3%	24% URM 37% "Minority"	60%	40%
<u>2020 All Faculty Representation</u>	73.4%	5.5%	0.4%	11.3%	0.1%	1%	4.9%	Unknown	3.4%	11.9%	50.8%	49.2%
<u>2018 4- Year University Graduation Rate</u>	83.6%	76.0%	63.3%	89.2%	100%	80.9%	85.7%	76.1%	85.4%	Unknown	85.6%	79.4%

Blue denotes that this is not a URM calculation and the data point was taken from the linked source.

A. General	B. Demographics	C. Programs			D. Policies and Procedures
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources
					DEI Curriculum Rqmts

Key Observations - Student Recruiting

Business School Level

Summer Programs

- **Project Uplift** enables high-achieving rising high school seniors to experience college life on Carolina's campus.
- **Uplift PLUS** is an intensive, five-week summer academic enrichment and college-readiness program for Project Uplift participants for North Carolina residents.
- **Upward Bound Program at UNC-Chapel Hill** is a Federal TRIO Program funded to serve 102 eligible high school Scholars in select schools in Durham, Chatham and Lee Counties.

Clubs & Organizations: Organizations are open to all students and often act as a driver for student interest in business. Partnerships with employers help build interest in business.

- **Allison Mentorship Program:** The program is a professional development and admissions application support program for first-year and transfer students from underserved populations at UNC who are interested in a business major/minor.
- **Partnership with Carolina Covenant:** We host a Carolina Covenant-specific welcome dinner and information session and have regular inclusion in their newsletter.
- **Direct Transfer Program and Collaboration with C-STEP Program:** Through C-Step, talented low- and moderate-income high school and community college students are guaranteed admission to Carolina.
- **Assured Admission Program with UNC's Excel@Carolina** *This is not exclusively a diversity program but a highly diverse assured admit class results in a diversity pipeline to the business major/minor.*
- **Summer Diversity Programming:** Our Admissions team works with the UNC Office of Diversity & Inclusion to co-host business-oriented programming for diverse high school students.
- **Summer Bridge:** helps students transition from high school to college. Students will spend the summer prior to their first year at Carolina on campus, where they will have the opportunity to develop as a student, academically and socially, and earn as many as six credit hours towards graduation.

Key Observations - Faculty & Staff Recruiting

University Level

University of North Carolina System Drops DEI Hiring Requirement amid Growing Backlash

The statement added that hiring practices will further prohibit "statements of commitment to particular views on matters of contemporary political debate or social action contained on applications or qualifications for admission or employment included as criteria for analysis of an employee's career progression." A non-profit organization, Color Us United, had started a petition earlier to abolish DEI requirements for UNC medical school applicants. The group asked signatories who "are concerned as we are about the dangers of woke medicine," to attach their names to the petition in order "to get the attention of the UNC Dean and the Trustees." Kenny Xu, president of Color Us United, hailed the decision by UNC's Board of Governors. "My organization, Color Us United, saw the requirement of diversity statements in the promotion and tenure of UNC Medical School faculty. These forced requirements stifle innovation and hurt the right of medical faculty to speak freely. UNC's decision to reverse this requirement is just a start to the end of 'Diversity, Equity, and Inclusion' in medical institutions, but it's a welcome first step," Xu told National Review on Saturday afternoon.

Strategic Opportunities

Institutionalize recommendations from UNC ADVANCE to develop and sustain leadership pathways and mentoring opportunities for women and underrepresented faculty who aspire to leadership roles at Carolina, with similar leadership pathways and mentoring opportunities for staff created as well.

A. General	B. Demographics	C. Programs	D. Policies and Procedures			
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Faculty & Staff DEI Resources

University Level

Campus Wide Trainings:

- Green Zone Training
- Haven Training
- Mental Health First Aid
- Standard Safe Zone Training
- Safe Zone Gender Identity & Gender Expression
- UndocuCarolina

Carolina Dialogue Across Difference Program (CDADP): Carolina Dialogue Across Difference (CDADP) is a three-level Certificate Program that supports faculty and staff in developing the skills needed to facilitate difficult conversations in their communities. Participants engaged in the program will learn about Intergroup Dialogue (IGD), experience dialogue, and ultimately receive facilitator training aligned with their professional goals and work environment. At the conclusion, participants will have been trained in IGD and when ready, can act as co-facilitation partners with UODI staff as peer facilitators in their respective communities.

Faculty and staff begin as participants together for the first and second levels of CDADP and will have the opportunity to participate in field-specific subgroups during the third.



A. General	B. Demographics	C. Programs			D. Policies and Procedures
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources
					DEI Curriculum Rqmts

Key Observations - DEI Curriculum Requirements

Business School Level

Building skills and Knowledge in Class

From orientation to for-credit courses to workshops, events and guest speakers, and career preparation, we are committed to preparing students to understand, negotiate and address complex DEI topics. Core and elective classes build students' critical skills and knowledge so they are prepared to address the varied facets of DEI.

Three core courses explore DEI issues at different levels:

- Individual level (intentions, feelings and beliefs)
- Team/organization/unit
- Institutional/cultural

Courses

- Business Ethics (BUSI 404)
- Management and Corporate Communication (BUSI 401)
- Leading and Managing: An Introduction to Organizational Behavior (BUSI 405)

Electives addressing a wide range of topics related to DEI include:

- Social Advocacy and Activism (BUSI 490-104)
- Sustainable Business and Social Entrepreneurship (BUSI 507H)
- Diversity and Inclusion at Work (BUSI 523)
- Gender Issues in the Workplace (BUSI 527)
- Leadership Communication (BUSI 528)
- Intercultural Communication in the Global Workplace (BUSI 529)
- Managerial Decision Making (BUSI 547)
- Groups and Teams in Organizations (BUSI 555)
- International Development (BUSI 611)



9. University of Minnesota

Carlson School of Management



University of Minnesota

Carlson School of Management (1 of 5 slides)

A. General	B. Demographics	C. Programs			D. Policies and Procedures
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources
					DEI Curriculum Rqmts

Key Observations - DEI Strategy/Plan

Business School Level

[The Carlson School](#) is pursuing a thoughtful, deliberate approach to “live into” Inclusive Excellence—so it becomes ingrained within our mission to serve our students, faculty, staff, alumni, and more. The framework to incorporate this atmosphere within the Carlson School is outlined in the Five Pillars of Inclusive Excellence:

1. **Access & Success:** Reducing barriers to participation and achieving equitable success levels across groups, in faculty, staff, and student constituencies. This pillar involves a specific, intentional focus on underrepresented communities. We also include special attention to international and first-generation college students.
2. **Climate & Intergroup Relations:** Creating and maintaining an affirming environment that integrates differing viewpoints and lived experiences; assessing, evaluating, and adjusting the climate to reflect organizational values.
3. **Education & Scholarship:** Providing education, training, research opportunities, and professional development to build crucial skills for making equity visible.
4. **Infrastructure & Investment:** Developing physical and organizational structures that promote psychological safety and center, support, and fully integrate Inclusive Excellence goals.
5. **Community Partnership:** Engaging the community as an anchor of equity to deepen Inclusive Excellence.

Carlson School of Management is committed to fostering a diverse, inclusive community that encourages all to reach their full potential through learning, working, and service. By enhancing and sustaining an ethical, culturally-grounded, and anti-racist institution, the school will equip the leaders of tomorrow to live the values of “business as a force for good.” The school promotes “Inclusive Excellence” framework.

University Level

[DEI Initiatives - MPact 2025](#)

- **Student Representation** - UMN has made a clear commitment to increasing the number of BIPOC and underrepresented students across the campuses.
- **Faculty & Graduate Student Representation** - While initiative mapping to MPact 2025 indicates a number of initiatives focused on recruitment of historically underrepresented faculty and graduate students, those interviewed would like to see more support in this area.
- **Employees** - There appears to be a real sense of burnout among staff who do DEI work. While OHR reported increased attention on staff with a number of efforts in the planning stage, almost none of the organizational structures focused their initiatives on either employee job satisfaction or other employee issues. Given the important role of staff in the educational enterprise, attention and focus on employee job satisfaction, support, and development is critical, and warrants urgent attention
- **Intended Beneficiaries** - Given how central faculty and staff are to students’ success, feelings of belonging, and their overall UMN experience, it is essential for faculty and staff to be engaged in adapting systems, practices, and interpersonal interactions which can positively enhance climate and reduce disparities within the student experience.
- **Campus Climate** - Although there are a significant number of campus climate initiatives, faculty and staff report that there remain challenges that include lack of visibility and access to DEI-centered policies and effective practices such as inclusive pedagogy; inconsistent responses and reporting on incidents of bias; BIPOC staff, faculty and students shouldering the bulk of DEI work with little recognition; and some faculty and staff not knowledgeable about DEI.
- **Partnerships** - There are examples across UMN of partnerships developed and sustained over many years in support of DEI goals. Those interviewed cited a need to broaden their partnership base. A lack of financial resources and staff capacity has limited the development of new internal and external partnerships. OED could facilitate more effective and sustained partnerships, within and outside the UMN system, if there were more capacity (staffing and budget provided) to support this work.

University of Minnesota

Carlson School of Management (2 of 5 slides)

A. General	B. Demographics	C. Programs			D. Policies and Procedures
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources
					DEI Curriculum Rqmts

Key Observations - Key Rates

Business School Level

Incoming Students 2021

- 673 First-year Students
- 381 Transfer Students
- 26.5% Students of Color
- 16% First-Generation Students

Class of 2021 Employment Statistics

- 97.6% of 2021 graduates received a job offer within 90 days of graduation

Financial Resources for URMs: In the last academic year, 133 underrepresented students received a total of \$1,740,526 from 109 scholarship funds aimed toward underrepresented students, which includes women, students of color, first-generation, LGBTQ+, and active military or veterans.

Key Observations - Population

Blue denotes that this is not a URM calculation and the data point was taken from the linked source.

	White	Black / African American	American Indian / Alaska Native	Asian	Native Hawaiian / Other Pacific Islander	Two or More Races	Hispanic or Latino	International	Unknown/ Blank/Other	URM / Minority/ Student of Color*	Female	Male
2022 Minnesota Census (Date Unknown)	78.1%	7.4%	1.4%	5.4%	0.1%	2.8%	5.8%	Unknown	Unknown	17.5% URM	49.9%	Unknown
University Student Representation	64.1%	5.9%	0.2%	11.1%	Unknown	4.5% "Multi-Ethnic"	4.8%	7.6%	1.9%	15.4% URM Excluding Native Hawaiian/Other Pacific Islander	53.7%	46.3%
2021 - 2022 Business School Student Representation (Undergrad)	Unknown	2.8%	0.1%	11.3%	0.1%	3.4% "Multi-Ethnic"	3.5%	6.1%	Unknown	9.9% URM 27.2% "Student of Color"	42.8%	57%
2021 - 2022 Business School Faculty & Staff Representation (Date Unknown)	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	38.3% "Faculty of Color" 20.3% "Staff of Color"	Unknown	Unknown
University Faculty Male/Female Diversity Breakdown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	54.3%	45.7%



University of Minnesota

Carlson School of Management (3 of 5 slides)

A. General	B. Demographics	C. Programs	D. Policies and Procedures			
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Student Recruiting

Business School Level

Staff Training:

- **Removing Bias training:** To ensure inclusivity and accessibility extend beyond the classroom experience, Carlson School staff are working to improve the recruitment process for students. The Business Career Center now requires all recruiters to complete a Removing Bias training, which promotes inclusive practices such as avoiding gendered language in recruitment materials and increasing awareness of possible implicit biases. Nearly 90 recruiters from a wide variety of industries representing opportunities for undergraduate and graduate students have completed the program. Ongoing recruiter training will continue in the fall. Inclusivity efforts are also evident in the Carlson School's career coaching services. Notably in the last academic year, undergraduate students from historically excluded populations accessed coaching services in higher proportion than their total population. In addition, the Business Career Center is increasing job post tracking of parental leave offerings and remote work options, and pushing for salary transparency.

Recruitment Initiatives:

- **Pathways Programs:** Experiential learning opportunities at the Carlson School for middle and high school students from underrepresented populations are strengthening pathways to higher education following years of commitment from staff and student mentors
- **Business Innovation Academy:** It is a one-week, interactive, and hands-on summer day camp for underrepresented rising 7th- and 8th-graders. Hosted on-campus, the Carlson School aims to ignite students' passion for learning and provide opportunities to explore higher education and careers in business. The purpose of this summer program is to boost students' personal awareness and self-confidence, as well as improve problem-solving and soft skills.
- **Analytics U:** Analytics U at the Carlson School of Management is a free week-long pathway program for underrepresented high school students, introducing them to how data science can play a critical role in solving real world problems that impact our everyday lives. The program will also include:
 - College access and professional development opportunities*
 - Connections and networking with industry professionals in the metropolitan area
 - An immersive educational experience at the Mall of America
- **Emerging Leaders of Color:** Emerging Leaders of Color (ELOC) is a free 8-month pathway program for underrepresented high school students, introducing them to the following:
 - Business classes, faculty, and career options
 - Professional development
 - Networking with professionals from the Twin Cities corporate community
 - Mentorship from a current Carlson School student
 - College preparation activities
- **Recruitment Fairs:** This includes People of Color Career Fair at Minneapolis Convention Center, Minneapolis Professional Diversity Career Fair, ROMBA and Mossier LGBTQ+ Career Fairs, ForteLaunch events.

University of Minnesota

Carlson School of Management (4 of 5 slides)

A. General	B. Demographics	C. Programs	D. Policies and Procedures			
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Faculty & Staff Recruiting

There was no publicly available information about DEI Curriculum requirements that we could find.

Key Observations - Faculty & Staff DEI Resources

Business School Level

Climate & Intergroup Relations

- **Understanding Allyship:** The week featured a combination of in-person and virtual panels, workshops, coffee talks, and speakers. Sessions included networking with LGBTQIA2S+* Carlson School alumni and a fireside chat with Civil Rights icon. Organizers received positive feedback, with students and alumni voicing support for creating space for engagement and education about what it means to be a good ally. Resources provided online included recommended reading and videos to help foster continued conversations.
- **Strategic Collaboration:** A community-based approach to developing our DEI knowledge and collaborating across units helps us maintain a stronger, more unified effort to incorporate diversity, equity, and inclusion throughout the Carlson School, our community, and every aspect of our mission. The group will evolve to focus more on professional development, community building, and service to the school, in the hopes to strengthen our community and create better opportunities for partnership.
- **Increasing Cross-cultural Competency:** Among these ongoing efforts includes conducting cultural intelligence (CQ) assessments and facilitating meaningful discussions across different academic and program units at the Carlson School. CGI professional staff then work with students to develop strategies and action-oriented steps to provide the necessary tools to be more effective when working across cultural differences. During the 2021-2022 academic year, CGI facilitated 695 interactions with faculty, students, and staff.

Faculty and Staff Cultural Competency

- Women's Leadership Conference
- Equity & Diversity Certificate Program

Creating a Center for Diversity, Equity, and Inclusion in Business

- Through intensive community engagement and corporate partnerships, the Center will serve as a resource hub within the Carlson School for both internal and external stakeholders. This involves updating and consulting with current business and thought leaders to increase equity mindedness in our corporate and community partners' workplaces; modeling and facilitating equity-minded organizational leadership through inclusive excellence; and equipping and supporting faculty and staff who interact with our Carlson School students, who will graduate to create and lead workplaces across industries.

University Level

OED Education Program Update: In Spring 2023, the Office for Equity and Diversity (OED) Education Program will continue to offer our Equity and Diversity Programming online via Zoom.

Diversity Community of Practice (DCoP): A grassroots community of faculty and staff from collegiate and administrative units that started on the Twin Cities Campus. All systemwide faculty and staff are invited to join monthly meetings via Zoom. The purpose of the DCoP is to develop and leverage personal, professional, and technical expertise, and to share innovative strategies that ensure successful implementation of equity and diversity goals at the University of Minnesota.

Inclusivity in the Classroom: In early fall 2021, the Dean's Advisory Committee on Diversity, Equity, and Inclusion (DACDEI) helped host inclusive teaching workshops. More than 130 faculty, instructors, and staff registered for the sessions, which were led by Drs. Abdul Omari and Jennifer Trost. The workshops offered ways for instructors to be more inclusive when facilitating student discussions and how to address issues of bias or microaggressions in the classroom. In the spring semester, Lecturer Ameer McDonald led three follow-up sessions for continued discussion based on the workshops.



University of Minnesota

Carlson School of Management (5 of 5 slides)

A. General	B. Demographics	C. Programs			D. Policies and Procedures
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources
					DEI Curriculum Rqmts

Key Observations - DEI Curriculum Requirements

Business School Level

Education & Scholarship

Broadening Perspectives: The Student Engagement and Career Development team updated its long-running Career Skills class, a required course for all undergraduate students, to feature a wider range of perspectives about bias in various aspects of the career development process, such as resume bias and code-switching. Comparing pre- and post-class surveys, students reported a significantly boosted confidence level in their ability to articulate how bias, racism, and equity topics emerge.

Embedding DEI into the Curriculum: The MBA core embodies diversity in a few important ways. First, some parts of the core are directly about managing in environments that are increasingly diverse. Second, traditional—and centrally important—core business topics can be effectively illustrated with examples that reflect the diversity of the contemporary business landscape. Select highlights include:

- Increasing discussion of how income and wealth distribution differ by race and exploring causes such as housing discrimination.
- Renewing focus on the diversity of management leaders and board representation.
- Exploring sustainability strategies that discuss global nutrition and inequality.
- Accounting for cultural differences in managing global networks.
- Discussing the digital divide in internet access and net neutrality.
- Examining implicit bias in hiring and possible bias in performance metrics

Increasing Cross-cultural Competency: As part of the Carlson School's curricular commitment to global business experience, the Carlson Global Institute (CGI) enhances the cross-cultural awareness and competencies of our students. Among these ongoing efforts includes conducting cultural intelligence (CQ) assessments and facilitating meaningful discussions across different academic and program units at the Carlson School. CGI professional staff then work with students to develop strategies and action-oriented steps to provide the necessary tools to be more effective when working across cultural differences.

During the 2021-2022 academic year, CGI facilitated 695 interactions with faculty, students, and staff. Integrating this content into specific programs, like the MAcc and MHRIR degrees, allows for the application of intercultural concepts in both global and domestic settings.

"By conducting these assessments, students learn how to navigate potential areas of conflict and work more collaboratively with international business partners. Broadening that perspective and understanding is essential to creating a more inclusive learning and working environment." Kristen Canterbury, Director of Education Abroad, Carlson Global Institute

10. University of Maryland

Robert H. Smith School of Business



A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - DEI Strategy/Plan

Business School Level

Diversity and Inclusion Homepage

- The Robert H. Smith School of Business is proud to embrace the TerrapinSTRONG vision of an inclusive environment where every member of our community feels that they belong and are empowered to reach their full potential.

University Level

What Is TerrapinSTRONG?

- **Vision:** The University of Maryland strives to create an inclusive environment where every member of our community feels that they belong and are empowered to reach their full potential.
- **Mission:** TerrapinSTRONG introduces and infuses its vision of inclusion and our institutional values across the university to create a more cohesive identity and a stronger commitment to community, connection and inclusion.
- **Priorities:**
 - **Community:** TerrapinSTRONG creates a sense of belonging and an expectation of personal responsibility among UMD community members. It acknowledges the exclusionary issues in our shared community history, communicates our values, indicates the importance of taking care of our community and emphasizes the role every person plays in the success of this place.
 - **Connection:** TerrapinSTRONG connects people to history, place, and people. TerrapinSTRONG helps members of the UMD community build relationships, find support systems and understand how their work connects to the wider vision of inclusion. It provides opportunities for engagement with ourselves, with each other and with our institution.
 - **Inclusion:** TerrapinSTRONG emphasizes the importance of an environment where everyone can reach their full potential. It represents the diversity of our campus community in the past, present, and future, provides resources for support of diverse people, and encourages practices that serve everyone. TerrapinSTRONG brings underrepresented voices to the table and clearly communicates our commitment to be a welcoming and safe place."

The Transforming Maryland: Expectations for Excellence in Diversity and Inclusion (2010) report was published December 2010. The strategic plan articulates three principles for which we must strive as a preeminent research university: impact, leadership, and excellence. The diversity of our faculty, staff, and students is a fundamental component of each of those principles. Our 10-year diversity plan is visionary, inspirational, and inclusive, and calls on our university to serve as a leader for the next generation of scholars. It clearly sets forth our aspiration and our determination to become a model diverse community of learning, exploration, and self-examination whose impact will be felt across the state of Maryland and the nation.



Key Observations - Key Rates & Population

Additional "Key Rates" besides the below are unknown

	White	Black / African American	American Indian / Alaska Native	Asian	Native Hawaiian / Other Pacific Islander	Two or More Races	Hispanic or Latino	International	Unknown/ Blank/Other	URM / Minority/ Student of Color*	Female	Male
2022 Maryland Census	49%	31.4%	0.7%	6.9%	0.1%	3.1%	11.1%	Unknown	Unknown	46.4% URM	51.3%	Unknown
Fall 2022 University Student Representation	41.6%	12.6%	0.1%	22.3%	0.1%	4.8%	10.3%	3.7%	4.5%	27.9% URM	49.2%	50.8%
Fall 2022 Business School Student Representation	48.2%	9.7%	0.1%	20.9%	0%	4%	10%	3% US Non Resident	4.4%	23.7% URM	47%	52.7%
Fall 2022 University Employee Representation (Faculty, Staff, Grad Assistant)	42.48%	13.39%	0.11%	8.80%	0.09%	1.47%	7.24%	16.24% Foreign	10.17%	22.31% URM	49.63%	50.37%
Fall 2022 University - Faculty (Primary Instruction)	60.18%	7.55%	0.15%	12.11%	0.08%	1.07%	5.44%	2.84% Foreign	10.58%	14.3% URM	41.5%	58.5%
Fall 2022 University - Faculty (Primary Research)	46.71%	4.11%	0%	12.63%	0%	0.94%	3.64%	22.56% Foreign	9.40%	8.7% URM	41.1%	58.9%
Fall 2022 University - Staff	44.93%	24.4%	0.12%	8.13%	0.17%	1.81%	11.52%	1.32% Foreign	7.60%	38.02% URM	57.3%	42.7%
Fall 2022 University - Grad Assistant	26.26%	5.49%	0.12%	6.11%	0.02%	1.46%	3.88%	42.82% Foreign	13.83%	10.98% URM	47.5%	52.5%
Fall 2022 Business School Employee Representation (Faculty, Staff, Grad Assistant)	39.58%	9.05%	0%	12.84%	0%	1.47%	2.95%	18.95% US Non Resident	15.16%	13.47% URM	46.95%	53.05%



A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Student Recruiting

There was no publicly available information about DEI Curriculum requirements that we could find.

Key Observations - Faculty & Staff Recruiting

There was no publicly available information about DEI Curriculum requirements that we could find.

Key Observations - Faculty & Staff DEI Resources

Business School Level

Diversity and Inclusion Training at Smith

Smith facilitates a variety of training modules for all incoming undergraduate and graduate students, faculty, staff, academic departments and administrative units and centers. Topics are customized as requested and center on identity, privilege, bias, ally behavior, self-care, anti-racism, civility and social movements. Each session includes a curated list of additional resources for those who wish to delve deeper into their learning.

Our Diversity and Inclusion team is committed to strategically and methodically assessing and improving the way we demonstrate inclusion and equity at Smith. Our team can facilitate training in several areas, including, but not limited to:

- Diversity and Inclusion
- Implicit Bias
- Cultural Competency

University Level

TerrapinSTRONG

- 5,676 Staff and 2,148 faculty (74% of full-time employees) have completed the TerrapinSTRONG training
- All students and employees are asked to complete the training
- 215 employees (66%) have completed the training in the business school



A. General	B. Demographics	C. Programs			D. Policies and Procedures
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources
					DEI Curriculum Rqmts

Key Observations - DEI Curriculum Requirements

University Level

Diversity Requirement

UMD requires students to complete a minimum of 40 credits of General Education, including 4-6 credits of "Diversity". The Diversity requirement emphasizes the promises and problems of plural societies and the challenges that must be addressed to achieve just, equitable, and productive societies.

Two categories of courses comprise the Diversity requirement:

- Understanding Plural Societies
- Cultural Competence

On March 1, 2022, the University Senate overwhelmingly approved meaningful changes in UMD's General Education diversity requirement (e.g. new courses, content)

TerrapinSTRONG

- 8 UNIV100-Equivalent courses have embedded TerrapinSTRONG models
- 7 colleges/schools have built TerrapinSTRONG Canvas courses

Other initiatives from academic year 2021-2022 include:

- Identity exploration workshops
- Ally training
- Workshops for students from marginalized identities
- Relationship-building events
- TerrapinSTRONG messaging integrated into existing programs



11. University of Illinois

Gies College of Business



A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - DEI Strategy/Plan

Business School Level - [Diversity & Inclusion](#)

In 2020, we invited Dr. Denise Lewin Loyd – a longtime Gies professor whose research focuses on diversity and teams – to lead us in this important work as our first Associate Dean for Equity at Gies College of Business. We’ve also made diversity, equity, and inclusion a strategic priority – one that’s built upon the foundation of our core values. Together, these steps are at the heart of our commitment to making change a reality in our College culture.

Our Goals

- To make Gies a model for a diverse, equitable and inclusive community.
- To be actively anti-racist and to train the next generation of business leaders to do the same.
- To engage the public and our corporate partners in our DEI efforts.
- To weave our DEI values and efforts into the fabric of our culture.

University Level

The University published a [DEI report](#) in 2018 showcasing efforts but it does not outline future plans or strategies.



University of Illinois

Gies College of Business (2 of 6 slides)

A. General	B. Demographics	C. Programs			D. Policies and Procedures
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources
					DEI Curriculum Rqmts

Key Observations - Key Rates

University Level - Admit Rates

- 44.8% Total Admit Rate
- 37.1% First-Choice Admit Rate
- 27% Gies College of Business First-Choice Admit Rate
- **98% Secured a First Destination Post Graduation Opportunity**
- **\$73,530 Average undergraduate starting salary**

Note: These rates by demographic group are unknown.

Key Observations - Population

	White	Black/ African American	American Indian & Alaska Native	Asian	Native Hawaiian / Other Pacific Islander	Two or More Races	Hispanic or Latino	International	Unknown/Blan k/ Other	URM / Minority/ Student of Color*	Female	Male
2022 Illinois Census	60%	14.7%	0.6%	6.1%	0.1%	2.2%	18%	Unknown	Unknown	35.60% URM	50.6%	Unknown
(Unknown Date) University of Illinois at Urbana-Champaign Student Representation	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	19,265 Students of Color on Campus (Date & Percentage Unknown)	45%	55%
2020 University Student Enrollment (including graduate)	43%	6%	0%	17%	0%	3%	12%	20%	Unknown	21% URM	Unknown	Unknown
Fall 2016 Faculty/Staff Diversity	Unknown	4.6%	Unknown	Unknown	Unknown	Unknown	5.5%	Unknown	Unknown	10.1% Black & Hispanic	Unknown	Unknown

Blue denotes that this is not a URM calculation and the data point was taken from the linked source.

University of Illinois

Gies College of Business (3 of 6 slides)

A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Student Recruiting

University Level

Programs for Underrepresented Ethnic Backgrounds

- **Early Arrival Program:** Designed to offer an opportunity for incoming students whom might feel their backgrounds are unique to the Gies community to engage in early, safe, and relational interactions with peers and other Gies community members.
- **The Emerging Business Leaders Program:** Our Emerging Business Leaders (EBL) program is a summer program designed for high-achieving underrepresented racial minority students entering their senior year of high school. Participants live on campus and learn from world-renowned faculty, work on a capstone group project with other students, and connect with corporate executives to expand their knowledge on business-related careers.

Key Observations - Faculty & Staff Recruiting

University Level

Illinois Distinguished Postdoctoral and Visiting Scholars Program: Individuals from underrepresented groups (all fields) and women (in STEM) who are promising candidates for campus faculty positions may be nominated for the Illinois Distinguished Postdoctoral and Visiting Scholar Program. Funding is available to support up to four post-doctoral research associate or visiting scholar positions that would enhance campus diversity. Candidates do not apply directly, but are nominated by academic units that wish to hire them.

2023-24 Guidelines (Funding and Appointments)

- The stipend for the 2023-2024 year is \$56,000 (for a 12-month appointment) and includes health benefits.
- An additional \$5,000 is provided for research, travel, and related expenses.
- Academic units may supplement the stipend and/or expense allowance.
- Initial Program appointments are for up to one year (12 months). Reappointments for up to an additional year are generally available, subject to the VCDEI's approval. The VCDEI may extend Program appointments beyond two years but will do so only in extraordinary circumstances.



A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Faculty & Staff DEI Resources

Business School Level

During Black History Month, the Office of Diversity, Equity, and Inclusion and the Access and Multicultural Engagement Program in the Office of Undergraduate Affairs hosted a presentation by Dr. Andre Perry, a senior fellow in the Brookings Institution's Metropolitan Policy Program. Perry, who studies the racial wealth gap, shared with the Gies audience how important business education is in teaching students about inequities and how societal leaders can make a difference by intentionally investing in Black businesses.

Training (Provided by HR & other offices)

- Diversity training and education is truly a collaborative effort at Illinois. There are a multitude of diversity trainings available for the campus community and many offices share in the responsibility of advancing understandings of diversity and inclusion.
- Illinois Human Resources offers the Fostering a Culture of Respect series as part of their HR Manager's sequence.
- Student Affairs units including University Housing and the Social Justice Leadership Education Office, the Office for Inclusion and Intercultural Relations and the Dean of Students office provide training to students and resident advisors as well as partnering across campus to provide additional training resources through ally trainings for Racial Justice, LGBT and Trans, Faith Zone and Veterans and Five Days for Change. The Vice Chancellor for Diversity, Equity and Inclusion offers trainings about bias in the search process, Title IX and ADA. These trainings represent a few of the many offerings across the campus and many of these units frequently partner to bring tailored trainings to departments by request.

College/Unit Diversity Leadership

The College of Applied Health Sciences, Business, Education, Fine and Applied Arts, Media, Division General Studies, i-School, Library, School of Social Work, Athletics, Vice Chancellor for Student Affairs, Facilities and Services and Vice Chancellor for Research all appointed diversity committees comprised of faculty, staff, and students. The work of these committees ranged in scope from benchmarking with peer institutions and developing an action plan for diversity work to informing recruitment efforts for students, faculty, and staff, to organizing diversity training for the college. Some examples of successful initiatives that grew from the college leadership for diversity include:

- The College of Business hosted an Inclusive Culture Advocate Series which included Price Waterhouse Cooper (PwC) Blindspots Training and Jewish Sensitivity Training

University Level

Campus Culture and Belonging Series

The Office of the Vice Chancellor for Diversity, Equity & Inclusion hosts the Campus Culture and Belonging Series, designed to invite campus community members together in dialogue on topics critical to fairness, democratic engagement, and social justice. The Campus Culture and Belonging Series aims to:

- Create space for complex and thoughtful discourse on critical issues
- Increase our campus community's capacity to respond to inequity and promote fairness
- Develop individual's knowledge and skills to promote change



A. General	B. Demographics	C. Programs	D. Policies and Procedures			
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Faculty & Staff DEI Resources (Continued)

University Level

Workplace Diversity Education

The Office of Academic Inclusive Excellence coordinates institutional-wide efforts related to workplace diversity education and offers scheduled and on-demand diversity and inclusion-focused educational programs. AIE also provides educational resources and tools designed to assist departments with enhancing their diversity and inclusion efforts. Workshops include:

- The Value of Diversity
- Microaggressions, Bias, and Discrimination: Barriers to Creating an Inclusive Environment
- Implicit Bias and Its Impact
- Responding to Bias in the Workplace
- Diversity and Inclusion
- Managing a Diverse Workforce
- Moving Beyond Compliance Towards a Respectful and Inclusive Work Environment
- Creating a Culture of Change: Leading a Diverse Workforce

The HR series consists of:

- Fostering a Culture of Respect I: Understanding the Legal Landscape of Discrimination and Harassment.
- Fostering a Culture of Respect II: Disability Equity: Laws, Etiquette, and Awareness.
- Fostering a Culture of Respect III: The Power of Inclusivity and Cultural Competence.

Social Justice and Inclusion Training

- Five Days for Change
- In the Zone Allies and Advocates Trainings
- Sexual Misconduct Prevention & Training for Employees
- Programs and Trainings by Request



A. General	B. Demographics	C. Programs			D. Policies and Procedures
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources
					DEI Curriculum Rqmts

Key Observations - DEI Curriculum Requirements

Business School Level

- **Community Program:** Face-to-face, facilitated learning experience that offers meaningful and substantive interaction across differences and represents an opportunity to increase awareness and understanding of societal inequities and their structural causes and nurture an ethos of social responsibility. Gies Community Groups prepare Gies Business students to live, work, and lead in a complex, diverse, and stratified society.
- **Student Leadership Program:** Targeted to all undergraduate students who are committed to learning about the importance of diversity, equity, and inclusion and are willing to become culturally competent. Students in the AME Leadership program will increase their knowledge, awareness, and skills in DEI work and understand how this work impacts the business field.

University Level

For First Year Students

- **Learning and Diversity at Illinois:** The Learning about Diversity at Illinois E-Text module is presented in eight topic areas which include Engaging Comfortably with Difference, Searching for Similarities, Examining Assumptions, Anticipating the Impact of Identity Terms, Understanding Microaggressions, Environmental Microaggressions, and Responding to Microaggressions. This training is presented annually to all in-coming first year students in their college 100/101 courses.
- **I-Connect:** Targeted to all undergraduate students who are committed to learning about the importance of diversity, equity, and inclusion and are willing to become culturally competent. Students in the AME Leadership program will increase their knowledge, awareness, and skills in DEI work and understand how this work impacts the business field.

For All Students

In the Zone, a collaboration funded by a Student Affairs Initiatives Grant to bring together the allies and advocates trainings which provided identity specific training for faculty, staff, and students. Offerings included:

- Disability Ally Program
- ICARE Bystander Intervention Training
- LGBTQ+ Ally Network
- Racial Justice Allies and Advocates Training
- Undocumented Student Ally Training
- Veteran Ally Workshops



12. University of Pittsburgh

Pitt Business



Key Observations - DEI Strategy/Plan

Business School Level

Our mission at Pitt Business is to produce knowledge through research on issues relevant to business and society; prepare our students to create business value through leadership and practice; and promote global dialogue on economic and entrepreneurial activities that improve society.

At the University of Pittsburgh Joseph M. Katz Graduate School of Business and College of Business Administration, we aim to create leaders that use business as a force for social good. We transform our students into change-agents who keep asking questions, challenging current practices, and embracing and impacting humanity. Our commitment to equity, diversity, and inclusion is intertwined into our vision for our Pitt Business community. That's exactly why we continue to keep working, to keep reinventing, in order to push the edge of what's possible. Business never stops reinventing itself. Neither do we.

To foster and support a more equitable community for all, we've reimaged the core components of our programs.

Pitt Business Commitment to DEI

Leadership

- Diversity Pitt Business Leadership Team (ongoing)
- Create a steering committee for EDI initiatives (some progress)
- Engage and support diverse student organizations and leaderships

In the Classroom

- Increase diverse representation of guest speakers
- Assess EDI curriculum and increase coverage of EDI in case studies, readings, and assignments
- Create EDI courses

Out of the Classroom

- Partner with minority-owned businesses and community non-profits
- Strengthen diversity in international programs
- Create new multicultural programs and workshops
- Expand inclusive advising and career development

Ongoing Initiatives

- Faculty and Staff EDI Certificate Program
- Diversity the next generation of faculty
- Increase representation of staff
- Expand support for diverse students

School Operations

- Diversify procurement process
- Partner with EDI-focused organizations for recruitment
- Equitable hiring and retention practices
- Strengthen diverse alumni networks



A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - DEI Strategy/Plan (Continued)

University Level

Strategies

Transform the campus climate to reinforce the value of diversity and inclusion as essential to advancing our teaching, research, community engagement and to enriching the student experience

- Enrich the student experience through engagement with diverse cultures and perspectives, expanded opportunities for study abroad, and by integrating global perspectives in the curriculum
- Help to attract and retain a diverse regional population and University community through the recruitment and retention of a diverse student body, faculty, and staff

Definitions

Diversity: The wide variety of shared and different personal and group characteristics among human beings. The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

Equity: The proportional distribution of desirable outcomes across groups. Sometimes confused with equality, equity refers to outcomes while equality connotes equal treatment. More directly, equity is when an individual's race, gender, socio-economic status, sexual orientation, etc. do not determine their educational, economic, social, or political opportunities.

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities and decision/policy making in a way that shares power. Inclusion promotes broad engagement, shared participation, and advances authentic sense of belonging through safe, positive, and nurturing environments. Inclusion is key to eliminating systemic inequality.

Social justice: A broad term that connotes the practice of allyship and coalition work in order to promote equality, equity, respect, and the assurance of rights within and between communities and social groups. Social justice includes a vision of society in which the distribution of resources is equitable, and all members are physically and psychologically safe and secure. Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole.

A. General	B. Demographics	C. Programs			D. Policies and Procedures
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources
					DEI Curriculum Rqmts

Key Observations - Key Rates

Business School Level

- 16% “Minority”
- 19% First generation College Students
- 29% Acceptance Rate

Key Observations - Population

	White	Black / African American	American Indian / Alaska Native	Asian	Native Hawaiian / Other Pacific Islander	Two or More Races	Hispanic or Latino	International	Unknown/Blank/Other	URM / Minority/ Student of Color*	Female	Male	Gender Unknown
<u>2022 Pennsylvania Census</u>	74.8%	12.2%	0.4%	3.9%	0.1%	2.3%	8.4%	Unknown	Unknown	23.4% URM	50.6%	Unknown	N/A
<u>2021 University Student Representation</u>	63%	5.7%	0.1%	10.5%	0%	3.9%	5.9%	8.3%	2.6%	15.6% URM	56.1%	43.7%	0.2%
<u>2021 Business School Student Representation</u>	67.5%	3.6%	0%	18.9%	0.1%	2.9%	5.3%	Unknown	1.7%	11.9% URM	41%	58.9%	0.1%
<u>2021 University Faculty Representation</u>	71.3%	3.6%	0.1%	17.8%	0.1%	0.7%	3.5%	Unknown	2.9%	8% URM	46.2%	53.7%	N/A
<u>2021 Business School Faculty Representation</u>	64.9%	1.8%	0.0%	26.3%	0.0%	0%	3.5%	Unknown	3.5%	5.3% URM	33.3%	66.7%	N/A
<u>2021 University Staff Representation</u>	77.1%	9.2%	0.1%	7.3%	0.1%	0.9%	2.4%	Unknown	2.9%	12.7% URM	61%	38.6%	N/A
<u>2021 Business School Staff Representation</u>	88.5%	5.1%	0%	1.3%	0%	0%	1.3%	Unknown	3.8%	6.4% URM	69.2%	30.8%	N/A

Blue denotes that this is not a URM calculation and the data point was taken from the linked source.

A. General	B. Demographics	C. Programs			D. Policies and Procedures	
DEI Strategy/Plan (Vision, Mission, Goals)	Key Rates	Population (State, Student, Faculty, Staff)	Student Recruiting	Faculty & Staff Recruiting	Faculty & Staff DEI Resources	DEI Curriculum Rqmts

Key Observations - Student Recruiting

There was no publicly available information about DEI Curriculum requirements that we could find.

Key Observations - Faculty & Staff Recruiting

University Level

Diversifying the Faculty: This resource addresses only one aspect of a much larger issue that the Association of American Colleges and Universities has made a centerpiece of its programming for more than a decade.

University of Pittsburgh Faculty Recruitment: The University of Pittsburgh is dedicated to recruiting, retaining, and recognizing an excellent and diverse faculty. Attracting the most diverse and qualified pool of candidates is essential to every search, and to the continued excellence of Pitt.

University Plan: **Promote Diversity and Inclusion**

Help to attract and retain a diverse regional population and University community through the recruitment and retention of a diverse student body, faculty and staff.

Key Observations - Faculty & Staff DEI Resources

University Level

Education: Fostering equity, diversity, and cultivating inclusion are truly the work of each and every member of the University community. It is imperative to the University's continued excellence that a diverse and inclusive educational and employment environment is created and maintained. To reach that goal, the University offers a variety of workshops, educational opportunities and sessions focused on specific needs, including in-person interactive workshops as well as online courses.

- **Diversity and Inclusion Certificate Program:** The Office for Equity, Diversity, and Inclusion is excited to announce with support from the Office of Human Resources Organizational Development Department, we have developed a Diversity and Inclusion Certificate Program ("DICP" or the "Program") for all University employees. The Program is designed to provide employees with the knowledge and skills to help the University reach the diversity and inclusion goals.
- **Institutional Equity Workshops:** The Office for Equity, Diversity, and Inclusion offers and/or coordinates educational sessions and training for students, staff and faculty in a variety of settings, including both in-person and online programs. Courses include: Anti-harassment, Fostering Diversity and Inclusion in the Workplace - A Supervisor's Rule, Microaggressions, Different Like You, Recruiting for Excellence and Diversity, Title IX, Responsible Employee, Respect my Generation.
- **Title IX Training:** Educating faculty, staff and students on identifying, preventing, responding to, and reporting sexual misconduct is critical in order to prevent and to reduce the impact of sexual violence. Learn about the many educational opportunities.
- **Accessibility Education:** To assist staff, faculty, and students in meeting the responsibilities described in the EIT Accessibility Policy and Procedure, the university will make training and support readily available.
- **Online Trainings:** The University strives to maintain an educational and employment that is free from unlawful discrimination or harassment. To reach that goal, faculty and staff are required to complete several online educational courses.
- **Faculty Recruitment:** Embarking on the recruitment of a new faculty member is an exciting and important opportunity. Here faculty will find important information about faculty searches as well as answers to FAQs.



A. General	B. Demographics	C. Programs			D. Policies and Procedures	
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Key Observations - DEI Curriculum Requirements

Business School Level

EDI in the Classroom

Pitt Business is creating a wide range of equity, diversity, and inclusion learning opportunities for students in the classroom. Including equity, diversity, and inclusion in the classroom enables students to share diverse knowledge, participate in an inclusive environment, and build broader perspectives necessary to devise solutions to challenges confronting businesses. Here are some of the classroom innovations happening at Pitt Business:

- EDI Consulting Projects
- New Course in CBA
- Diversifying Guest Speaker Representation
- Enhancing EDI Curriculum Materials
- Engaging EDI Alumni

Course Offered

- **BUSENV 1757 - Race and Business Ethics:** In what ways are corporations responsible for alleviating racial injustice? The Race and Business Ethics course is designed to give students the confidence and ability to address pressing social issues that are affecting corporate decision-making. Corporate leaders are making heavy investments in training and leadership programming to build a deeper understanding of racial injustice with the hope of bringing about a more fair and equitable society. The pressure on leaders to envision social issues as a part of corporate strategy comes from internal and external stakeholders and is consistent with the rise of important business movements that include sustainability and corporate social responsibility. Topics addressed in the course include African-American entrepreneurship, white racial identity, theories of justice, and structural racism, among others. Course assignments include a formal debate concerning front-page issues, leading a conversation about race via social media networks, and reading-based examinations. Students who take the course will be presented with readings, speeches, films, and other media that take a scholarly approach to the issue of race and the variety of ways it continues to exert its force on culture and commerce.

New Course in CBA: Race & Business Ethics Course (not required)

Enhancing EDI Curriculum Materials: Pitt Business courses are increasing the number of case-study and curriculum assignments that cover diversity and inclusion. Pitt Business courses are expanding the representation of guest speakers in the classroom.

Thank You!

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PennState
Smeal College of Business