

Seidman College of Business

Action Area 1: Retention and Recruitment (faculty, staff, students)

Goal	Strategy	Objective	Measures	Progress/Updates
#1. Increase the presence of faculty members from underrepresented groups (Latino, Native American, African American), LGBT, International, and faculty with disabilities	1. To enhance teaching and learning environment	Utilize University Affirmative Action Plan to identify underutilization of underrepresented groups and women	More diverse pools of faculty candidates	Completed Fall, 2010
	2. Provide role models for an increasingly diverse student population	Utilize diverse professional associations, including the PhD Project	Increased number of hires of under-represented groups	Past six years
		Support financially the PhD Project (focused on producing Business PhDs among underrepresented groups)		Past six years
		Advertise in diverse publications		Past six years (e.g., Diverse, Hispanic Outlook, and El Hispano Magazines)
		Utilize current faculty members of under-represented groups in recruiting efforts (not necessarily as "Inclusion Advocates")		Past six years (e.g., H. James Williams, Denise de la Rosa, and David Cannon)
		Provide explicit "orientation" to Search Committee members		Not Yet Begun
#2. Promote a more holistic approach to undergraduate admission to increase access/diversity without lowering standards. Increase the presence of students from historically underrepresented groups (Latino, Native American, African American) and international students	To create a more diverse learning community of outstanding scholars	Obtain and incorporate into the admissions criteria the latest research on predictors of success beyond Grade-point-averages and test scores	More diverse pools of student applicants, including those from Grand Rapids	Fall, 2010 (in process)

	To establish a critical mass of persons of underrepresented groups to provide more “social” and “cultural comfort”	Focus additional recruitment efforts in areas more likely to produce diverse candidates (Grand Rapids, Holland, Muskegon, Benton Harbor, Flint, Detroit, Chicago, etc.)	Increased numbers of matriculating students represented traditionally under-represented groups	Not Yet Begun
		Intensify support efforts for (and tracking of) community college transfer students through their two years in the Seidman College	Student organizations actively enhancing their cultural competencies	Not sure (please check with L. Brownley)
		Identify/address barriers to access for transfer students		Not sure (please check with L. Brownley)
		Require Seidman student organizations to include cultural competence objectives in their annual “Management Plans”		Not Yet Begun
		Review/evaluate effectiveness of Freshman Academy Program — Summer vs. Academic Year format		Not Yet Begun
		Explore University participation in POSSE program and/or other models that support minority student recruitment/retention.		Not Yet Begun
		Support the formalizing of University-level support to guidance counselors who can provide support to students aspiring to attend GVSU		Not Yet Begun
		Develop pipeline programs for middle school and high school students to cultivate interest and enhance preparation for specific disciplines		Not Yet Begun

#3. Develop plan for recruitment/admission process for graduate students	To create a more diverse learning community of outstanding scholars	Obtain and incorporate into the admissions criteria the latest research on predictors of success beyond GMAT and undergraduate grade-point-averages	More diverse pools of student applicants, including those from HBCUs	Fall, 2010 (in process)
	To establish a critical mass of persons of underrepresented groups to provide more "social" and "cultural comfort"	Develop Full-Time MBA Program, which will allow the recruiting of a critical mass of persons of underrepresented groups	Increased numbers of matriculating students representing traditionally under-represented groups	Winter, 2010 (in process)
		Utilize partnerships with HBCUs to develop pipeline for recruiting minority talent	Increased number of persons of underrepresented groups graduating from the College, resulting in more alums who can promote and facilitate recruitment efforts	Fall, 2010 (in process)
		Partner with Consortium for Graduate Management Program to gain access to groups of very talented persons of underrepresented groups	Increased number of qualified Full-Time MBA Program minority candidates	Not Yet Begun
		Consult with Graduate Student Advisory Board regarding ideas for increasing minority student population (including international students)		Fall, 2010
		Engage existing minority and international students in recruiting other minority and international students.		Fall, 2010
Action Area 1: Access and Equality - Policy/Administrative Initiatives				
Goal	Strategy	Objective	Measures	Progress/Updates

#4. Support University efforts to implement and promote inclusion initiatives across the campuses	To enhance and support the culture of teamwork, as it relates to cultivating an environment of inclusion at GVSU	Encourage a faculty member to serve on the Intercultural Advisory Council	Increased number of inclusion initiatives within and outside Seidman	Winter, 2010 (Monica Allen)
	To create more university-wide opportunities for inter-college/unit collaborations to enhance inclusion & equity	Encourage and incent faculty members to become "Inclusion Advocates" and "Inclusion Champions"	Increased quality of inclusion initiatives within and outside of Seidman	Winter, 2010, and in process
		Actively share "Best Practices" with other colleges/units	Increased number of collaborations and partnerships between Seidman and other units across the campus	Not Yet Begun
		Host "Brown Bag Lunches" and other focus group sessions around issues of inclusion & equity		Began during 2008 but would like to expand (need resources)
		Encourage faculty/staff member to serve on the University Climate Study Committee		Fall, 2010
		Encourage faculty/staff member to serve on University MLK Executive Planning Committee		Winter, 2010 (Monica Allen)
#5. Improve quality of research, in terms of diversity/inclusion	To add to the literature on affects on diverse populations	Provide a mechanism for reminding faculty members to develop plans to diversify human research subjects, in culturally sensitive ways	More diversity evident in human research subjects	Not Yet Begun
	To sensitize faculty members to potential and real differences across cultures and ethnicities	Continue to encourage cross-disciplinary and interdisciplinary teaching and research	More research projects and discussions addressing issues of differences across cultures and ethnicities	For the past six years and continuing (resources required to focus directly on multicultural issues (\$10,000))

	To promote faculty members' comfort in conducting and discussing research on diverse communities, thereby enhancing cultural competence and understanding across the GVSU community of scholars and learners		Greater sense of "cultural competency" among faculty members	
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Action Area 2: Campus Climate

Goal	Strategy	Objective	Measures	Progress/Updates
#1. Expand and promote "opportunities to dialogue about race, ethnicity, and other inclusion-related topics	To allow faculty and staff "learning opportunities" in small, safe discussions of these issues	Expand the "Dean's Diversity Discussion" model, by encouraging other Seidman units to implement such sessions	Increased number of "Diversity Discussions" throughout the College	Not Yet Begun
	To promote better understanding of issues that are often tough to broach	Encourage student groups to dialogue, as well (perhaps, include attendance at a Town Hall type meeting or Black History Month, Hispanic History Month, and American Indian Month as a requirement for the Management Plan)	Enhanced "cultural competence" throughout the College	Not Yet Begun

Action Area 3: Diversity in Curriculum/Co-curriculum

Goal	Strategy	Objective	Measures	Progress/Updates
#1. Enhance student education regarding culturally diverse perspectives (race, class, disability, sexual orientation, religion, etc.)	To increase the number and breadth of culturally diverse course content	Promote and reward course content that integrates culturally diverse perspectives, where appropriate	Increased number of courses including content addressing culturally diverse perspectives, where appropriate	Not Yet Begun
	To enhance the quality of course content addressing issues of cultural diversity and inclusion	Develop local community connections with diverse cultural groups	More culturally competent students	Not Yet Begun
		Create course-based and co-curricular opportunities to teach about "power, privilege, and difference"		Not Yet Begun

#2. Raise awareness and understanding of inclusion issues among the faculty and staff	To increase the number of diversity and inclusion training and educational workshops	Collaborate with new Director of Intercultural Training	Increased number of diversity and inclusion training workshops, seminars, and other educational opportunities for faculty and staff	Not Yet Begun
	To increase the quality of training experiences focused on diversity and inclusion	Encourage faculty and staff members with particularly appropriate expertise and perspective to share with the University community	More culturally competent faculty and staff (as measured, for example, by anonymous surveys of their understanding of inclusion issues)	Not Yet Begun
	To increase the cultural competence of a greater number of faculty and staff	Encourage faculty and staff to participate in training workshops and programs		Not Yet Begun
		Co-sponsor diversity and inclusion related conferences and programs across the campus		Past six years and continuing (Office of Multicultural Affairs)
		Encourage faculty/staff participation in "Core Trainings," including "Respect in the Global Workplace," "Understanding Affirmative Action," "Understanding the ADA," and "Sexual Harassment Awareness"		Not Yet Begun
		Create an Inclusion "Did you Know" email blast process		Not Yet Begun
Action Area 4: Organizational Learning - Internal				
Goal	Strategy	Objective	Measures	Progress/Updates
#1. Ameliorate any workplace conflict and unconscious bias in the College of Business	To educate faculty and staff regarding unconscious bias	Encourage faculty and staff to seek University-provided training and development opportunities	Increased faculty understanding of unconscious bias and how it can derail even the best of intentions	Not Yet Begun
	To assist faculty in developing skills to minimize and address workplace conflict	Encourage faculty and staff to create and participate in training and development activities in the College of Business	More congenial and collegial workplace	Not Yet Begun
Action Area 4: Organizational Learning - Community Outreach				

Goal	Strategy	Objective	Measures	Progress/Updates
#1. Develop and nurture key partnerships and relationships with community entities doing (or interested in doing) similar work around inclusion and equity	To support the development of a more diverse and culturally competent community	Continue and enhance partnerships with Grand Rapids Public Schools (including conducting “audits” of business and entrepreneurship programs and working with the Ottawa High School Center of Innovation in Entrepreneurship)	Increased number of key partnerships and collaborations with community organizations to enhance diversity and inclusion in the community	Offering assistance since 2007 (John Reifel working with Ottawa High School Center)
	To make the community more hospitable for the University's faculty, staff, and students of underrepresented groups	Continue to work with the Grand Rapids Area Chamber of Commerce's diversity programs	Enhance “community comfort” level for University representatives of underrepresented groups	Past six years (nothing specifically during the past two semesters)
		Develop a listing of community organizations with which the College ought to collaborate or partner	More faculty and staff members participating in collaborations with external entities	Not Yet Begun
		Support University's TRIO and Upward Bound Programs	More faculty and staff involvement in the TRIO and Upward Bound programs	Past six years (nothing, per se, during past two semesters)
		Continue engagement and collaboration of SBTDC with Hispanic and minority businesses and initiatives		Fall, 2010 (Dante Villarreal)