



### Action Area 1: Access and Equity – Recruitment and Retention (faculty, staff, students)

Goal	Objective(s)	Strategy (Action Items)	Measures	Accountable Unit(s) P=Primary	Required Resources	Time-Line (Updated: 1/24/12)	Progress (Updated: 1/24/12)
#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 2. Provide role models for an increasingly diverse student population	1. Utilize University Affirmative Action Plan to identify underutilization of underrepresented groups and women 2. Utilize diverse professional associations, including the PhD Project 3. Support financially the PhD Project (focused on producing Business PhDs among underrepresented groups 4. Advertise in diverse publications 5. Utilize current faculty members of under-represented groups in recruiting efforts (not necessarily as “Inclusion Advocates) 6. Provide explicit “orientation” to Search Committee members	1. More diverse pools of faculty candidates 2. Increased number of hires of under-represented groups	1. Dean [ <b>Primary</b> ] and DEC (Dean’s Executive Committee) 2. Dean [ <b>Primary</b> ], DEC, and Search Committees 3. Dean [ <b>Primary</b> ], and DEC 4. Dean, and DEC[ <b>Primary</b> ], and Search Committees 5. Dean [ <b>Primary</b> ], DEC, and Search Committees 6. DEC [ <b>Primary</b> ]	1. Dean’s and DEC’s time 2. Dean’s and DEC’s time 3. Dean’s time and \$1,500/Year 4. Dean’s and DEC’s time, and \$500/Search 5. Faculty time 6. Administrative and Faculty time	1. Fall, 2010 2. On-going 3. Summer 2010 4. Recurring 5. Recurring 6. Winter, 2011	1. Fall, 2010 2. Past six years 3. Past six years 4. Past six years (e.g., <i>Diverse, Hispanic Outlook, and El Hispano</i> Magazines) 5. Past six years (e.g., H. James Williams, Denise de la Rosa, and David Cannon) 6. Dean has begun to provide “orientation” for search committees  <b>Overall</b> More diverse pools of faculty candidates and recent success in hiring two faculty members of color
#2. Promote a more holistic approach to undergraduate admission to increase access/diversity without	1. To create a more diverse learning community of outstanding scholars 2. To establish a critical	1. Obtain and incorporate into the admissions criteria the latest research on predictors of	1. More diverse pools of student applicants, including those from Grand Rapids	1. Director of Undergraduate Programs and Student Services [ <b>Primary</b> ] 2. Dean [ <b>Primary</b> ] and DEC	1. Dean’s and DEC’s time 2. \$5,000 for travel support 3. \$4,000 for Graduate student support	1. Fall, 2010 2. Fall, 2010 3. Fall, 2010 4. Fall, 2010	1. Fall, 2010 (in process) 2. Winter, 2011 3. Provost’s Office



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lowering standards. Increase the presence of students from historically underrepresented groups (Latino, Native American, African American) and international students	mass of persons of underrepresented groups to provide more “social” and “cultural comfort”	success beyond Grade-point-averages and test scores 2. Focus additional recruitment efforts in areas more likely to produce diverse candidates (Grand Rapids, Holland, Muskegon, Benton Harbor, Flint, Detroit, Chicago, etc.) 3. Intensify support efforts for (and tracking of) community college transfer students through their two years in the Seidman College 4. Identify/address barriers to access for transfer students 5. Require Seidman student organizations to include cultural competence objectives in their annual “Management Plans” 6. Review/evaluate effectiveness of Freshman Academy Program – Summer vs. Academic Year format 7. Explore University participation in POSSE program and/or other models that support minority student	2. Increased numbers of matriculating students representing traditionally under-represented groups 3. Student organizations actively enhancing their cultural competencies	3. Director of Undergraduate Programs and Student Services [ <b>Primary</b> ] 4. Dean, DEC, and Director of Undergraduate Programs and Student Services [ <b>Primary</b> ] 5. Associate Dean [ <b>Primary</b> ], Faculty Advisors, and Students 6. Director of Undergraduate Programs and Student Services [ <b>Primary</b> ] 7. Director of Undergraduate Programs and Student Services [ <b>Primary</b> ] 8. Dean and Director of Undergraduate Programs and Student Services [ <b>Primary</b> ] 9. Dean [ <b>Primary</b> ] and DEC	4. Dean’s and DEC’s time 5. Dean’s, DEC’s, and student time 6. Dean’s and DEC’s time 7. University resources 8. University resources 9. \$10,000-\$15,000 for new Summer “Enrichment Programs” (\$10,000 to expand existing Entrepreneurship “Teen Entrepreneurship Boot Camp”	5. Fall, 2011 6. Fall, 2010 7. Fall, 2010 8. TBD 9. Summer, 2012	tracking and providing data 4. University and College providing more information to prospective students and providing more need-based and merit-based scholarships 5. Began requiring College’s student organizations to include cultural competence objectives 6. <b>Not Sure (Must check with M. Quashigah)</b> 7. <b>Not Sure (Must check with M. Quashigah)</b> 8. <b>Not begun, at least not explicitly</b> 9. <b>Not Yet Begun</b> <b>Overall</b>



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		recruitment/retention. 8. Support the formalizing of University-level support to guidance counselors who can provide support to students aspiring to attend GVSU 9. Develop pipeline programs for middle school and high school students to cultivate interest and enhance preparation for specific disciplines					Difficult to assess overall effectiveness of efforts
#3. Develop plan for recruitment/admission process for graduate students	1. To create a more diverse learning community of outstanding scholars 2. To establish a critical mass of persons of underrepresented groups to provide more “social” and “cultural comfort”	1. Obtain and incorporate into the admissions criteria the latest research on predictors of success beyond GMAT and undergraduate grade-point-averages 2. Develop Full-Time MBA Program, which will allow the recruiting of a critical mass of persons of underrepresented groups 3. Utilize partnerships with HBCUs to develop pipeline for recruiting minority talent 4. Partner with Consortium for Graduate Management Program to gain access to groups of very talented persons of	1. More diverse pools of student applicants, including those from HBCUs 2. Increased numbers of matriculating students representing traditionally under-represented groups 3. Increased number of persons of underrepresented groups graduating from the College, resulting in more alums who can promote and facilitate recruitment efforts 4. Increased number of qualified Full-Time MBA Program minority candidates	1. Director of Graduate Business Programs <b>[Primary]</b> Assistant Director 2. Dean, Associate Dean for Academic Programs, and Faculty <b>[Primary]</b> 3. Director & Assistant Director of Graduate Programs <b>[Primary]</b> 4. Dean, Director and Assistant Director of Graduate Programs <b>[Primary]</b> 5. Director of Graduate Programs <b>[Primary]</b> , Dean, Graduate Student Advisory Board 6. Director and Assistant Director of Graduate Programs, and existing	1. Graduate Programs Director's & Assistant Director's time 2. Dean's Faculty's time [Financial Resources required for Program being developed 3. Director & Assistant Director of Graduate Programs' time and \$5,000 for travel and to support initiatives 4. Dean's and Directors' time. 5. Director's, Dean's, and Graduate Student Advisory Board Members' time 6. Director's, Assistant Director's, and minority and international students'	1. Fall, 2011 2. Winter, 2011 3. Winter, 2010 and, then, continuous and recurring 4. Eliminated from list of strategies, for lack of progress 5. Fall, 2010 and Winter, 2011 6. Fall, 2010	1. Evaluated and concluded that GMAT still best predictor of success in MBA Program. Eliminated across-the-board requirement of GMAT for MSA and MST programs (more focus on grades in critical undergraduate courses) 2. Winter, 2011 implement program; first



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		underrepresented groups 5. Consult with Graduate Student Advisory Board regarding ideas for increasing minority student population (including international students) 6. Engage existing minority and international students in recruiting other minority and international students.		minority and international students	time		cohort began June 27, 2011 3. Continuing to work on HBCU partnerships, with varying degrees of success 4. <b>Eliminated from consideration</b> 5. Completed and utilizing input from students 6. Not utilized as well as might, at least not to this point  <b>Overall</b> Not as successful as hoped, at least not to this point; still, hopeful, especially as relates to full-time program
#4. Support University efforts to implement and promote inclusion initiatives across the campuses	1. To enhance and support the culture of teamwork, as it relates to cultivating an environment of inclusion at GVSU 2. To create more university-wide	1. Encourage a faculty member to serve on the Intercultural Advisory Council 2. Encourage and incent faculty members to become "Inclusion	1. Increased number of inclusion initiatives within and outside Seidman 2. Increased quality of inclusion initiatives within and outside of Seidman 3. Increased number of	1. Dean <b>[Primary]</b> and Dean's Executive Committee ("DEC") 2. Dean <b>[Primary]</b> and DEC 3. Dean <b>[Primary]</b> and DEC 4. Dean <b>[Primary]</b> and DEC 5. Dean <b>[Primary]</b> and DEC	1. Dean's and DEC's time 2. Dean's and DEC's time 3. Dean's, DEC's, and faculty's time 4. Dean's and DEC's time and \$1,000 to support breakfast sessions	1. Fall, 2009 2. Winter, 2010 3. Fall, 2010 and recurring 4. Winter, 2011 5. Fall, 2010 and recurring	1. Winter, 2010 (Monica Allen) 2. Winter, 2010, and in process; Dean and Unit Heads setting examples by



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	opportunities for inter-college/unit collaborations to enhance inclusion & equity	Advocates” and “Inclusion Champions” 3. Actively share “Best Practices” with other colleges/units 4. Host “Brown Bag Lunches” and other focus group sessions around issues of inclusion & equity 5. Encourage faculty/staff member to serve on the University Climate Study Committee 6. Encourage faculty/staff member to serve on University MLK Executive Planning Committee	collaborations and partnerships between Seidman and other units across the campus	6. Dean [Primary] and DEC	5. Dean’s, DEC’s, and faculty’s time 6. Dean’s, DEC’s, and faculty’s time	6. Fall, 2010 and recurring	getting involved 3. Discussing opportunities with other colleges 4. Began during 2008 but would like to expand (need resources) 5. Fall, 2010 6. Winter, 2010 (Monica Allen); more faculty and staff (including Dean) participating in MLK programs and activities  <b>Overall</b> Making progress in this area
#5. Improve quality of research, in terms of diversity/inclusion	1. To add to the literature on affects on diverse populations 2. To sensitize faculty members to potential and real differences across cultures and ethnicities 3. To promote faculty members’ comfort in conducting and discussing research on diverse communities,	1. Provide a mechanism for reminding faculty members to develop plans to diversify human research subjects, in culturally sensitive ways 2. Continue to encourage cross-disciplinary and interdisciplinary teaching and research	1. More diversity evident in human research subjects 2. More research projects and discussions addressing issues of differences across cultures and ethnicities 3. Greater sense of “cultural competency” among faculty members	1. Dean [Primary] and Dean’s Executive Committee (“DEC”) 2. Dean [Primary], DEC, and Intellectual Contributions Committee (ICC)	1. Dean and Dean’s Executive Committee’ (“DEC”) time and \$10,000 per year, for three years, to support diversifying of human research subjects 2. Dean’s, DEC’s, and ICC’s time and \$10,000 per year, for three years, to support interdisciplinary teaching and research projects	1. Fall, 2010 and Winter 2011 (during research proposal solicitations) 2. Fall, 2010 (During workload plans process) and Winter 2011	1. <b>Not Yet Begun</b> 2. For the past six years and continuing (resources required to focus directly on multicultural issues (\$10,000)  <b>Overall</b>



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	thereby enhancing cultural competence and understanding across the GVSU community of scholars and learners					(during research proposal solicitations)	More opportunity and work to be done in this area



**Action Area 2: Campus Climate**

Goal	Objective(s)	Strategy (Action Items)	Measures	Accountable Unit(s) P=Primary	Required Resources	Time-Line (Updated: 1/24/12)	Progress (Updated: 1/24/12)
#1. Expand and promote “opportunities to dialogue about race, ethnicity, and other inclusion-related topics	1. To allow faculty and staff “learning opportunities” in small, safe discussions of these issues 2. To promote better understanding of issues that are often tough to broach	1. Expand the “Dean’s Diversity Discussion” model, by encouraging other Seidman units to implement such sessions 2. 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)	1. Increased number of “Diversity Discussions” throughout the College 2. Enhanced “cultural competence” throughout the College	1. Dean [ <b>Primary</b> ] and DEC 2. Associate Dean [ <b>Primary</b> ], Faculty Advisors, and students	1. Dean’s, DEC’s, and Faculty and Staff members’ time and \$2,000 for the College 2. Associate Dean’s and Faculty Advisors’, and students’ time	1. Fall, 2010 2. Fall, 2010	1. Dean’s Diversity Discussion growing, in terms of persons participating, however, other units not yet adopting 2. Not explicitly required in students’ “Management Plan,” however, student groups engaging (e.g.,

							Dean's Undergraduate Student Advisory Board hosting conference with Delaware State and North Carolina Central Universities (two HBCUs) and discussing issues of diversity  <u><b>Overall</b></u> Making progress in this area
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**Action Area 3: Diversity in Curriculum/Co-curriculum**

Goal	Objective(s)	Strategy (Action Items)	Measures	Accountable Unit(s) P=Primary	Required Resources	Time-Line (Updated: 1/24/12)	Progress (Updated: 1/24/12)
#1. Enhance student education regarding culturally diverse perspectives (race, class, disability, sexual orientation, religion, etc.)	1. To increase the number and breadth of culturally diverse course content 2. To enhance the quality of course content addressing issues of cultural diversity and inclusion	1. Promote and reward course content that integrates culturally diverse perspectives, where appropriate 2. Develop local community connections with diverse cultural groups 3. Create course-based and co-curricular opportunities to teach about "power, privilege, and difference"	1. Increased number of courses including content addressing culturally diverse perspectives, where appropriate 2. More culturally competent students	1. Dean [ <b>Primary</b> ], DEC, and Teaching & Learning Committee 2. Dean [ <b>Primary</b> ], DEC, Faculty, and Staff, and Students 3. Faculty [ <b>Primary</b> ]	1. Dean's, DEC's, and Committee members' time and \$4,000 for appropriate course development 2. Dean's, DEC's, Faculty's, Staff's, and Students' time 3. Dean's, DEC's, and Committee members' time and \$4,000 for development of appropriate course and co-curricular opportunities	1. Fall, 2012 2. Fall, 2010 3. Fall, 2012	1. <b>Not Yet Begun</b> 2. Continuing to nurture relationships with community cultural groups 3. <b>Not Yet Begun</b>  <u><b>Overall</b></u> Much work remains in this

							area; however, encourage by results of "GVSU Climate Study"
#2. Raise awareness and understanding of inclusion issues among the faculty and staff	<ol style="list-style-type: none"> <li>1. To increase the number of diversity and inclusion training and educational workshops</li> <li>2. To increase the quality of training experiences focused on diversity and inclusion</li> <li>3. To increase the cultural competence of a greater number of faculty and staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Collaborate with new Director of Intercultural Training</li> <li>2. Encourage faculty and staff members with particularly appropriate expertise and perspective to share with the University community</li> <li>3. Encourage faculty and staff to participate in training workshops and programs</li> <li>4. Co-sponsor diversity and inclusion related conferences and programs across the campus</li> <li>5. Encourage faculty/staff participation in "Core Trainings," including "Respect in the Global Workplace," "Understanding Affirmative Action," "Understanding the ADA," and "Sexual Harassment Awareness"</li> <li>6. Create an Inclusion "Did you Know" email blast process</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased number of diversity and inclusion training workshops, seminars, and other educational opportunities for faculty and staff</li> <li>2. More culturally competent faculty and staff (as measured, for example, by anonymous surveys of their understanding of inclusion issues)</li> </ol>	<ol style="list-style-type: none"> <li>1. Dean <b>[Primary]</b> and DEC</li> <li>2. Dean, DEC <b>[Primary]</b>, and Faculty</li> <li>3. Dean, DEC <b>[Primary]</b>, and Faculty</li> <li>4. Dean <b>[Primary]</b> and DEC</li> <li>5. Dean <b>[Primary]</b> Faculty/Staff</li> <li>6. Dean <b>[Primary]</b> Dean's Office Staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Dean's, and DEC's, time</li> <li>2. Dean's, DEC's, and Faculty's time</li> <li>3. Dean's, DEC's, and Faculty's time</li> <li>4. Dean's, DEC's, and Faculty's time and \$5,000 to co-sponsor conferences and programs</li> <li>5. Faculty/Staff time</li> <li>6. Staff time and input from Office of Inclusion &amp; Equity</li> </ol>	<ol style="list-style-type: none"> <li>1. Winter, 2012</li> <li>2. Winter, 2012</li> <li>3. Winter, 2012</li> <li>4. Ongoing</li> <li>5. Winter, 2012</li> <li>6. Winter, 2012</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Not Yet Begun</b></li> <li>2. <b>Not Yet Begun</b></li> <li>3. <b>Not Yet Begun</b></li> <li>4. Past six years and continuing (Office of Multicultural Affairs)</li> <li>5. <b>Not Yet Begun</b></li> <li>6. <b>Not Yet Begun</b></li> </ol> <p><b><u>Overall</u></b> Many opportunities and much work to be done in this area</p>





#### Action Area 4: Organizational Learning - Internal

Goal	Objective(s)	Strategy (Action Items)	Measures	Accountable Unit(s) P=Primary	Required Resources	Time-Line (Updated: 1/24/12)	Progress (Updated: 1/24/12)
#1. Ameliorate any workplace conflict and unconscious bias in the College of Business	<ol style="list-style-type: none"> <li>To educate faculty and staff regarding unconscious bias</li> <li>To assist faculty in developing skills to minimize and address workplace conflict</li> </ol>	<ol style="list-style-type: none"> <li>Encourage faculty and staff to seek University-provided training and development opportunities</li> <li>Encourage faculty and staff to create and participate in training and development activities in the College of Business</li> </ol>	<ol style="list-style-type: none"> <li>Increased faculty understanding of unconscious bias and how it can derail even the best of intentions</li> <li>More congenial and collegial workplace</li> </ol>	<ol style="list-style-type: none"> <li>Dean [<b>Primary</b>] and DEC</li> <li>Dean [Primary] and DEC</li> </ol>	<ol style="list-style-type: none"> <li>Dean's, DEC's, Faculty's and Staff's time</li> <li>Dean's, DEC's, Faculty's and Staff's time</li> </ol>	<ol style="list-style-type: none"> <li>Winter, 2010</li> <li>Winter, 2010</li> </ol>	<ol style="list-style-type: none"> <li><b>Not sure of progress to-date</b></li> <li><b>Not sure of progress to-date</b></li> </ol>



#### Action Area 4: Organizational Learning – Community Outreach

Goal	Objective(s)	Strategy (Action Items)	Measures	Accountable Unit(s) P=Primary	Required Resources	Time-Line (Updated: 1/24/12)	Progress (Updated: 1/24/12)
#1. Develop and nurture key partnerships and relationships with community entities doing (or interested in doing) similar work around inclusion and equity	<ol style="list-style-type: none"> <li>To support the development of a more diverse and culturally competent community</li> <li>To make the community more hospitable for the University's faculty, staff, and students of underrepresented groups</li> </ol>	<ol style="list-style-type: none"> <li>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)</li> </ol>	<ol style="list-style-type: none"> <li>Increased number of key partnerships and collaborations with community organizations to enhance diversity and inclusion in the community</li> <li>Enhance "community comfort" level for University representatives of underrepresented groups</li> </ol>	<ol style="list-style-type: none"> <li>Dean [<b>Primary</b>], Associate Dean, DEC, Director of Entrepreneurship Center</li> <li>Dean [<b>Primary</b>] and DEC</li> <li>Dean [<b>Primary</b>] and DEC</li> <li>Dean [<b>Primary</b>], DEC, Faculty, Staff, and Students</li> <li>Director of MI-SBTDC [<b>Primary</b>] and Director [<b>Primary</b>] of Region 7</li> </ol>	<ol style="list-style-type: none"> <li>Dean's, Associate Dean's, DEC's, and Director's time</li> <li>Dean's and DEC's time</li> <li>Dean's and DEC's time</li> <li>Dean's, DEC's, Faculty's, Staff's, and Students' time and some amount of Dollars to promote and executive student initiatives</li> <li>SBTDC Directors' time</li> </ol>	<ol style="list-style-type: none"> <li>Winter, 2010 and, then, ongoing and recurring</li> <li>Winter, 2010 and ongoing</li> <li>Spring, 2012</li> <li>Fall, 2010 and, then, ongoing and recurring</li> </ol>	<ol style="list-style-type: none"> <li>Offering assistance since 2007 (John Reifel working with Ottawa High School Center)</li> <li>Past six years (nothing specifically)</li> </ol>

		<div>2. Continue to work with the Grand Rapids Area Chamber of Commerce's diversity programs</div> <div>3. Develop a listing of community organizations with which the College ought to collaborate or partner</div> <div>4. Support University's TRIO and Upward Bound Programs</div> <div>5. Continue engagement and collaboration of SBTDC with Hispanic and minority businesses and initiatives</div>	<div>3. More faculty and staff members participating in collaborations with external entities</div> <div>4. More faculty and staff involvement in the TRIO and Upward Bound programs</div>	SBTDC		<div>5. Fall, 2009 and ongoing</div>	<div>during the past two semesters)</div> <div>3. <b>Not Yet Begun</b></div> <div>4. Past six years (nothing, per se, during past two semesters)</div> <div>5. Much success over the years, including recent hiring of two Native Americans to support Tribal communities across the State of Michigan</div> <div><b>Overall</b> Making progress in this area</div>
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Developed by the Seidman College of Business Dean’s Executive Committee (DEC)  
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