



Diversity Plan for Kelley School of Business Indiana University Bloomington *Updated September 2020*

The Kelley School of Business at Indiana University Bloomington (KSB-B¹) documented its current vision, mission, values, and goals statements more than a decade ago following a series of meetings with the faculty in preparation for renewal of our accreditation with the Association to Advance Collegiate Schools of Business (AACSB). We have modified and affirmed these statements through periodic reviews. The importance of diversity (as shown in italics) is clear in these statements.

- **Vision statement.** Our overarching vision is to be recognized as one of the most important business schools in the world. To achieve this vision, we must be an elite school of choice for the best faculty, students, and external partners who fit both our mission and values.
- **Mission statement.** 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.*²
- **Values statement.** At KSB, we are committed to maintaining a system of values grounded on:
 - Ethical conduct and integrity
 - Excellence, professionalism, and pride in all that we do
 - Personal initiative and individual responsibility
 - Full engagement of all of our faculty and staff in pursuing the mission of the School
 - Ongoing innovation in our programs and scholarship
 - A spirit of collaboration, civility, respect, and collegial conduct in all contexts
 - Open and forthright communication
 - ***Diversity and inclusiveness***
 - Just and equitable recognition for performance

¹ Kelley School of Business - Bloomington (KSB-B) and Kelley School of Business - Indianapolis (KSB-I) have created separate diversity plans. Because KSB-B is located in a small college town, and KSB-I is located in a city, the two units have different opportunities and challenges.

² The sentence in italics was added in 2017.

- **Goals.**
 - Preserve our collegial and collaborative faculty and staff culture
 - ***Continue to attract, retain, and develop high quality, diverse faculty***
 - Foster the creation and dissemination of outstanding research contributions
 - ***Continue to attract, retain, and develop a high-quality, diverse student body***
 - Maintain innovative, relevant, and rigorous programs supported by high-quality teaching
 - Build strong partnerships with other educational and research institutions
 - Forge strong relationships with valued corporate, professional, and community organizations
 - Actively engage alumni both domestically and internationally
 - Maintain, further develop, and create a portfolio of innovative and sustainable value-added revenue streams
 - Maintain and augment our high-quality facilities and technological capabilities.

Even beyond the importance given to diversity, equity, and inclusion (DEI) in these school-specific statements, the importance and benefit of building a diverse and multicultural population of students, faculty, and staff is well documented. In the book *Leadership in a Diverse Multicultural Environment*, authors Mary L. Connerley and Paul B. Pedersen³ review research in the field. Ultimately, this and other works highlight numerous advantages of a diverse student population for the entire student body. Among the documented benefits are the following:

- Increased opportunities to better prepare students for the diverse workforces and organizational environments they will enter and potentially lead.
- Enrichment of the learning environment inside and outside the classroom for all students from all backgrounds (e.g., evidence suggests that diverse student teams produce greater innovation and creative problem solving).
- Improved sense of belonging and inclusion for students from underrepresented populations.
- Opportunities for students to develop their communications, managerial, and leadership skills by interacting with people holding different perspectives and from different backgrounds and cultures, including opportunities for students to challenge and overcome personal stereotypes or prejudices.

The Kelley School places a high value on these and other benefits of DEI, and we commit to increasing DEI in our programs and in the composition of our student body, faculty, and staff. In July 2020, we established a schoolwide DEI Committee to examine every aspect of Kelley’s systems, structures, and curricula for unconscious biases and opportunities to foster a culture of inclusion and respect. The group, has also been tasked with making recommendations for improving diversity training and development for students, faculty, and staff, as well as recommendations for improving recruitment and retention of those three groups.

The committee’s comprehensive review and subsequent report in Spring 2021 will provide guidance in how to adjust Kelley’s Diversity Plan and identify ways to best measure our progress. As part of the effort, the Dean’s Student Insight Board is conducting a comparative study of diversity, equity, and inclusion metrics and initiatives at peer business schools.

In the following sections, we present the current DEI goals and objectives for Kelley’s undergraduate and graduate programs, followed by plans for faculty and doctoral candidates, and staff.

³ SAGE Publications (2005).

KSB-B UNDERGRADUATE PROGRAM DIVERSITY PLAN

The Kelley School has four main DEI goals for Bloomington's Undergraduate Program.

- Enhance recruitment, yield, and retention of URM (underrepresented minorities)⁴ and women students⁵
- Embed DEI content into the undergraduate program curriculum
- Continue to advance DEI through co-curricular and extra-curricular activities
- Ensure strong placement rates for URM and women students

In the paragraphs below we review each of these goals and the objectives we have set.

Goal 1: Enhance recruitment, yield, and retention of URM and women students. This is perhaps the area where we have put greatest emphasis since 2012. The Undergraduate Program on the Bloomington campus has increased recruitment of URM students and women through a variety of initiatives including (but not limited to) offering pre-college programming, enhancing communications aimed at diverse populations, and participating in organizations that focus on diversity recruitment.⁶

The responsibilities for undergraduate student recruitment, yield, and retention aimed at building a diverse student population are managed by the associate director for the Undergraduate Program and the Kelley admissions team, which works in conjunction with the [Kelley Office of Diversity Initiatives](#) (KODI). Together, these teams have developed several programs, including the following:

- Pre-college programming (**MEET; Up-Next Business Academy**)
- Recruitment programs (**Choose Business**)
- Pre-business school assistance (**Kelley Prep Academy**)
- Mentoring and support post-enrollment (**specialized academic advising and Kelley Futures**)

These teams also manage various scholarship programs aimed at enhancing diversity, including the **William R. Fry Scholars Program**, the **Dean's Council Scholarship**, and the **Conrad Prebys Scholars Program**.

In a similar vein, recruitment, yield and retention of women is managed by the recruitment staff for the Undergraduate Program in conjunction with the associate director for the Undergraduate Program and the assistant director of student experience. Together they manage pre-college programming, such as the **Young Women's Institute**, plus various recruitment events and retention efforts.

⁴URM (underrepresented minorities) includes Black/African American, Latino/Latina/Hispanic, American Indian/Native American, or Native Hawaiian/Pacific Islander, and those who identify as two or more races. We use this term to be consistent with how the university reports enrollment to the federal government. Because the representation of women within the Kelley School is underrepresented in some programs or faculty ranks, we distinguish women separately throughout this document.

⁵ This document emphasizes student diversity related to race, ethnicity and gender. While we recognize there are many additional forms of diversity that are valued and contribute positively to our learning environment, we also recognize that progress in some areas of diversity are more difficult to measure because the information is not collected at the time of application, and therefore, may be inconsistent in terms of reporting. For other areas of diversity that remain very important to our school but for which data may be less available, we will work to assess our progress using mechanisms such as periodic climate surveys.

⁶ See Appendix 1 for a full review of year-by-year enrollments by group across all KSB-B programs as measured by Indiana University Bloomington.

Improving in areas of DEI requires that we articulate the Kelley School's target objectives. Providing metrics to measure our performance and communicate outcomes to our key stakeholders and constituents ensures that we are held accountable. The list below summarizes these diversity target objectives for our Undergraduate Program.

Goal 1: Objectives. The original diversity objectives set for January 2020 have been updated below and are now set for January 2025. Arrows are used to indicate instances when target levels were increased (↑) or decreased (↓). Targets marked with a single asterisk (*) indicate the program achieved the prior target at least 3 times in the previous 5 years. The tilde symbol (~) indicates the objective is new.

- 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: Embed DEI content into the Undergraduate Program curriculum. The KSB-B faculty have committed to integrating DEI concepts into our courses. One example is the experimental/pilot 3-credit hour ethics course, taught by Professor Josh Perry in Spring 2020. This course included significant DEI substance for one-third of the course. Moving forward, this experimental/pilot syllabus will be emulated in all L375 and L376 (honors) ethics courses. All 16 ethics faculty members are committed to satisfying the Indiana University "Diversity in the U.S." learning objectives in L375/L376 courses.

Appendix 2 contains the "Diversity in the United States" section of the Kelley School's May 2020 report on the Shared Goals requirements of the General Education Curriculum as mandated by the Bloomington Faculty Council.⁷ This report captures other examples of diversity in the Kelley Undergraduate curriculum.

The Kelley School is committed to increasing still further the emphasis on DEI. For the Fall 2020 semester, faculty members are participating in a series of discussions at the individual department level. In these discussions, faculty in each department are working to integrate DEI concepts into their curriculum and courses. Additionally, faculty members are asked to commit to adopt more inclusive pedagogies in their courses. Faculty members are asked to share their plans with their department chairperson and relevant program chairperson(s). This will allow our school to track and document the implementation and outcomes resulting from these efforts. In addition, we are creating a website to allow these best practices to be shared with Kelley colleagues.

Goal 2: Objectives. The following two objectives reflect the Kelley School's desire to improve integration of DEI content into the Kelley undergraduate curriculum.

- 75% of required courses will include evidence of DEI content by 2025.⁸
- 50% of elective courses will include evidence of DEI content by 2025.

⁷ The Kelley School will continue to update this diversity plan with the "Diversity in the United States" section of the annual report issued to the BFC.

⁸ As of August 2020, the required business courses are: C104/C106, T175, K201/K204, A100, C204/C205, T275, K303/K304, L201/L293, A201/A205, A202/A207, D270/?271/?272, G202, BE275/BE304, L375/L376, and J375.

Goal 3: Continue to advance DEI through co-curricular and extra-curricular activities. Since 2012, the Kelley School has engaged in a host of co-curricular or extra-curricular DEI activities. Appendix 3 contains a list of more than 150 active initiatives across all programs, followed by information on the clubs and student organizations for which diversity is a key component. Our goal is to continue these important co-curricular and extra-curricular activities. Ultimately, these activities do more than enhance the student experience, student satisfaction, and retention for underrepresented populations; these activities enhance the student educational experience for all students.

Goal 3: Objectives. While over the years, the Kelley School has added to the list of co-curricular and extra-curricular diversity activities, our ultimate aim is not simply adding more activities. The value of the activities (from the perspective of our student populations) is far more important than the sheer number of activities. Nevertheless, since the inception of the inventory in 2012, the school has not engaged in systematic tracking of the outcomes from these activities. Therefore, 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. Successful efforts devoted to DEI require more than attracting a diverse student population and providing diverse programming inside and outside the classroom. We must also provide support to URM and women students to ensure they have equitable opportunities to achieve the high levels of job placement success that characterizes the program.

Goal 4: Objectives. The following two objectives reflect how we will measure success for the Kelley School with regard to Goal 4.

- 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.

KSB-B GRADUATE PROGRAMS DIVERSITY PLAN: FULL-TIME MBA PROGRAM EXAMPLE⁹

In this section, we articulate our school's DEI goals and objectives with regard to our graduate students and programs. As with our Undergraduate Program, our DEI goals for the graduate programs are to:

- Enhance recruitment, yield, and retention of URM and women graduate students
- Embed DEI content into the curricula of graduate programs
- Continue to advance DEI through co-curricular and extra-curricular activities
- Ensure strong placement rates for URM and women graduate students

In the paragraphs that follow, we review each of these goals and the objectives for the Full-Time MBA Program.

⁹ Although the MBA Program is presented as an example, each graduate program has the goal of recruitment, yield, and retention, and program-specific activities devoted to achieving Goal 1. Similarly, each program has examples of how DEI content has been embedded into its program curriculum and co-curricular and extra-curricular activities (Goals 2 and 3). And, all programs have the goal of a job placement rate equal to or above the overall success rate of the respective program for URM and women graduate students (Goal 4).

Goal 1: Enhance recruitment, yield, and retention of URM and women graduate students. This is the area where we have put greatest emphasis since 2012, using a variety of initiatives, including targeted communications and participating in organizations that focus on diversity recruitment.

The responsibilities for graduate student recruitment, yield, and retention aimed at building a diverse student population in each program is managed by the director of diversity for the graduate programs along with the admissions team/staff member for each program. These teams also manage various scholarships, including **Consortium Fellows** (aimed primarily at URM candidates for the Full-Time MBA Program) and **Forte Fellows** (aimed primarily at women candidates for the Full-Time MBA Program).

Improving in areas of DEI requires that we articulate the Kelley School's target objectives. Providing metrics on which to measure our performance and communicate outcomes to our key stakeholders and constituents ensures we are held accountable. The following list summarizes these diversity target objectives:

Goal 1: Objectives. The original diversity objectives set for January 2020 have been updated below and are now set for January 2025. Arrows are used to indicate instances when target levels were increased (↑) or decreased (↓). Targets marked with a single asterisk (*) indicate the program achieved the prior target in at least 3 times in the previous 5 years. The tilde symbol (~) indicates the objective listed is new.

- 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. ↑*

Unlike the Undergraduate Program, increasing graduate fellowships/scholarships for URM candidates is not identified as a separate objective for the Full-Time MBA Program because the Kelley School has a long-standing commitment to offer financial support to all qualified URM candidates who accept our offer of admission. Most admitted URM MBA students are part of The Consortium, a national program that offers financial support, but all qualified candidates receive fellowships from Kelley.¹⁰

Goal 2: Embed DEI content into the curricula of graduate programs. The KSB-B faculty have committed to integrating DEI concepts into our courses and also into the co-curricular programming. For example, Me Inc., a personal and career development program that begins prior to the start of the MBA Program featured a live case analysis of a minority-owned business this fall. This case was written by a team of second-year MBA students. The MBA Core faculty have agreed to numerous steps, including to:

- Incorporate multiple cases/assignments in the Core that feature or focus on under-represented minorities and women.¹¹
- Allocate two days of the Core to lead DEI discussions using qualified external instructors
- Provide annual diversity and inclusion training for Kelley faculty and staff that deals with racism, implicit bias, and racial inequality using qualified and experienced person(s) of color.

¹⁰ In a similar vein, most women who accept admission receive financial support through the school's Forte Fellowships Program.

¹¹ During the Fall 2020 semester, all members of the MBA Core faculty team had identified and were incorporating DEI concepts into their components of the MBA Core.

As noted earlier, the Kelley School is committed to increasing DEI content in our courses and also adopting more inclusive teaching pedagogies. The benefits of the series of departmental discussions describe earlier in this document will impact both undergraduate and graduate courses.

Goal 2: Objectives. With the commitment to include DEI content in the MBA Core already in place as of Fall 2020, the MBA Program will also commit to having at least 50% of elective courses include DEI content by 2025.

Goal 3: Continue to advance DEI through co-curricular and extra-curricular activities. Since 2012, the Kelley School has engaged in a host of co-curricular or extra-curricular DEI activities. Appendix 3 contains a list of some of these activities across all programs, followed by a list of clubs and student organizations for which diversity is a key component. Our goal is to continue these important co-curricular and extra-curricular activities. Ultimately, these activities do more than enhance the student experience, student satisfaction and retention for Kelley's underrepresented populations; they enhance the student educational experience for all students.

Goal 3: Objectives. As noted earlier, while over the years, the Kelley School has added to the list of co-curricular and extra-curricular diversity activities, our ultimate aim is not simply adding more activities. The value of the activities (from the perspective of our student populations) is far more important than the sheer number of activities. Nevertheless, since the inception of the inventory in 2012, the school has not engaged in systematic tracking of the outcomes from these activities. Therefore, beginning in the 2020-2021 academic year, we will identify measures for as many activities 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 graduate students. As noted above, successful efforts devoted to DEI require more than attracting a diverse student population and providing diverse programming inside and outside the classroom. We must also provide support to URM and women students to ensure they have equitable opportunities to achieve the high levels of job placement success that characterizes the program.

Goal 4: Objectives. The following two objectives reflect how we will measure success for the Kelley School with regard to Goal 4.

- Achieve placement rates for internships for URM and women equal to or above the overall success rate of the Full-Time MBA Program.
- Achieve placement rates for full-time jobs for URM and women graduates equal to or above the overall success rate of the Full-Time MBA program.¹²

KSB-B GRADUATE PROGRAMS DIVERSITY PLAN: OTHER GRADUATE PROGRAMS

For all other graduate programs, the same four goals apply:

- Enhance graduate student recruitment, yield, and retention
- Embed DEI content into the curricula of graduate programs
- Continue to advance DEI through co-curricular and extra-curricular activities
- Ensure strong placement rates for URM and women graduate student

¹²Full-time and internship placements are significantly influenced by overall economic conditions and, therefore, fluctuate from year to year. For this reason, the objectives are set relative to the overall performance of program's placement rates.

Below is a list of objectives for each program related to applications, enrollments and retention. Arrows are used to indicate instances when target levels were increased (↑), decreased (↓) or remained flat (→). Targets marked with a single asterisk (*) indicate the program achieved the prior target in at least 3 times in the previous 5 years. The tilde symbol (~) indicates the objective listed is new.

- **3/2 MBA Program¹³**
 - Increase URM applicants by 15% by 2025.~ Increase
 - women applicants by 20% by 2025.~ Achieve 10%
 - URM student enrollment by 2025. → Achieve 30%
 - women student enrollment by 2025. → Maintain
 - 95% URM student retention by 2025.↑* Maintain
 - 95% women student retention by 2025. ↑*

- **MSA in Accounting**
 - Increase URM applicants by 25% by 2025.~ Increase
 - women applicants by 25% by 2025.~ Achieve 20%
 - URM student enrollment by 2025. ↑ Achieve 50%
 - women student enrollment by 2025. →* Maintain
 - 95% URM student retention by 2025.↑* Maintain
 - 95% women student retention by 2025. ↑*

- **MS in Finance¹⁴**
 - Increase URM applicants by 20% by 2025.~ Increase
 - women applicants by 25% by 2025.~ Achieve 15%
 - URM student enrollment by 2025. ↑ Achieve 35%
 - women student enrollment by 2025. →
 - Maintain 95% URM student retention by 2025.↑*
 - Maintain 95% women student retention by 2025. ↑*

- **MSIS**
 - Increase URM applicants by 20% by 2025.~ Increase
 - women applicants by 25% by 2025.~ Achieve 12%
 - URM student enrollment by 2025. → Achieve 40%
 - women student enrollment by 2025. ↑* Maintain
 - 95% URM student retention by 2025.↑* Maintain
 - 95% women student retention by 2025. ↑*

- **Kelley Direct Online MBA and MS Programs¹⁵**
 - Increase URM applicants by 20x% by 2025.~ Increase
 - women applicants by 25% by 2025.~ Achieve 15%
 - URM student enrollment by 2025. ↑* Achieve 35%
 - women student enrollment by 2025. ↑* Maintain
 - 95% URM student retention by 2025.↑* Maintain
 - 95% women student retention by 2025. ↑*

¹³ All students applying to the 3/2 Program come from Kelley's Undergraduate Program.

¹⁴ This is a new program with only two years of data.

¹⁵ Given the small size of many of Kelley's online MS programs, these will be combined with the Kelley Direct online MBA Program.

Job Placement Objective. For each of the preceding programs, we set as an objective job placement rates equal to or above the overall success rate of the respective program for URM and women graduate students.¹⁶

KSB-B FACULTY AND DOCTORAL STUDENT DIVERSITY PLAN

The Kelley School of Business faculty believes strongly in the goal of increasing diversity, equity, and inclusiveness across all faculty classifications and students. Faculty members engage in research and other scholarship activities, share responsibility for education of students, and participate in governance and service activities. Research and other evidence supports that faculty diversity enhances all of these activities. While the case for faculty diversity and its impact on research is the subject of less research, there is evidence suggesting that diversity affects both the output and quality of research (Appendix 4).

The dimensions of faculty diversity that need immediate attention. While this plan emphasizes faculty diversity related to gender, race and ethnicity, we recognize there are many forms of diversity that are valued by the Kelley School and Indiana University. Nationality, sexual orientation, and age, for example, are important components of diversity. In addition, diversity related to background, skills, experiences, disciplinary areas and perspectives within those areas, rank, and seniority are also examples of faculty diversity that contribute positively to the learning environment. While we acknowledge the importance of supporting faculty diversity across all these areas, we recognize that certain areas of faculty diversity have been more difficult to achieve, and therefore, this plan focuses special attention in these areas where progress has been lagging.

The difficulty of attracting and retaining URM faculty and tenure-track women. It is important to answer the above question by addressing the impact of unintended bias on hiring decisions and the more practical issue regarding the availability of candidates representing faculty diversity. With regard to the first, “Implicit bias” affects academics at all stages of the academic “pipeline,” from hiring to tenure. A recent study by Sarsons (2015) evaluating tenure decisions among men and women showed that men are tenured at roughly the same rate regardless of whether they coauthor or solo-author, whereas women suffer a significant penalty when they coauthor. Similar biases have been observed in evaluations of teaching and research (Bayer and Rouse, 2016). Milkman, Akinola, and Chugh (2015) conducted a study in which 6,500 professors in 89 disciplines across 259 US universities received an email with a request from a fictional prospective student, asking for a meeting to discuss research opportunities prior to applying to a doctoral program. The study randomly assigned the student’s name to signal gender and race, but messages were otherwise identical. Faculty ignored requests from women and minorities at higher rates than requests from Caucasian men.

Implicit bias may also come into play on the part of students regarding a faculty member’s teaching performance. A growing literature provides evidence suggesting bias in teaching evaluations against women and minority faculty (see Flaherty, 2016, for a discussion). For example, MacNell, Driscoll, and Hunt (2015) designed an experiment where assistant instructors in an online class each operated under two different gender identities, and found that students rated the male identity significantly higher than the female identity, regardless of the instructor’s actual gender. Of similar note, Boring, Ottoboni, and Stark (2016) show bias in student evaluation scores by a large and significant amount against female instructors. To the extent that teaching evaluations are considered in tenure and promotion evaluations, such biases may affect tenure and promotion decisions, and thereby affect faculty retention.

¹⁶ Some programs do not have internship opportunities for students due to the length of the program.

Addressing these implicit bias tendencies will require different responses than the challenge of having too few URM and women candidates in the “pipeline.” Recruitment and retention of URM faculty members to Bloomington, for instance, may be affected by our community’s lack of population diversity. In the case of tenure-track women who are part of a dual career couple, Bloomington offers fewer employment options for spouses and partners. This explanation finds support in the fact that other college towns have similar percentages of URM and tenure-track women faculty members and in the fact that these percentages are smaller than at typical business schools in large cities. As an example, we note the Kelley School of Business at IUPUI in Indianapolis has achieved greater success in attracting URM faculty members because of its location.

Some actions on the part of Indiana University are beginning to help. The Dual Career Network, for example, has made a difference in some types of faculty diversity. However, more initiatives at both the university and school levels are needed.

Beyond the challenges that are specific to our local community, we must also recognize that the pipeline of URM candidates graduating from doctoral programs in business schools is far too small even though virtually every business school in the U.S is interested in growing the number of faculty members from diverse backgrounds. Thus schools are competing for a very small pool of candidates. The consequence of this is an intense competition for graduating URM doctoral students (with each graduating doctoral student receiving multiple job offers) and schools recruiting existing URM faculty members away from competitors (thus hindering retention).

Faculty diversity: 2025 objectives. Each of our goals is linked to measurable objectives that were determined in part through a series of meetings of small cross-rank and cross-departmental faculty groups. Each group was established to consider metrics for a single goal. For faculty diversity, we felt it was important to track two particular areas of diversity: URM faculty and women faculty. We agreed to track the number and percentage of URM faculty members and the number and percentage of women faculty members with an aim to have at least 10% URM faculty members and at least 33% female faculty members by IU’s bicentennial year of 2020. Importantly, we exceeded the 33% level for non-tenure-track women faculty. It is our objective, therefore, to aim for 40% by 2025. We have set a target of 33% for tenure-track women as well.

Unfortunately, as of July 2020, only the Management & Entrepreneurship (M&E) Department and the Communication, Professional and Computer Skills (CPCS) Area have achieved the level of 10% URM faculty members. As such, the DEI Committee (described earlier in the document) has been asked to re-examine the actions we are taking to determine what more can be done to achieve this target level across all departments.

It is important to note that for many years, Kelley has had a practice of allocating “extra” or “additional” faculty lines to departments that are able to attract URM faculty candidates. It is important to understand why this arrangement exists. The Kelley School typically makes faculty hires to fill specific gaps in departmental areas of research and/or teaching. These gap areas may not coincide closely with areas of research and/or teaching expertise among the pool of available URM faculty candidates. This is especially true given the limited number of URM faculty who enter the market each year (following graduation from doctoral programs) or the limited number of established URM faculty members who may be willing to move from their existing schools. Thus, the school’s willingness to add extra lines is one mechanism for promoting growth of URM faculty members.

Although the overarching objective of increasing URM faculty and women is important, faculty diversity is more than percentages of these two aspects of diversity. Representatives of each department worked with their departmental faculty to identify the following measures the Kelley School will track going forward:

- Number and percentage of offers made to URM faculty candidates and women tenure-track candidates.
- Number of times per year campus-wide strategic hiring funds are requested and granted.
- Number and percentage of URM faculty candidates granted tenure and/or promotion.
- Number and percentage of tenure-track women granted tenure and/or promotion.
- Number and percentage of URM and women faculty who seek and are provided dual-career support by the campus.

While we feel it would be helpful to track the number and percentage of URM candidates and women tenure-track candidates interviewed at KSB each year, we cannot identify URM candidates directly. The campus would have to share information about the diversity of the applicant pool.¹⁷ Furthermore, while we can agree that upward movement in these numbers is our aim, we will also do our best to track these same metrics for schools in our competitive set so that we can evaluate our progress relative to competitors.¹⁸

Actions designed to achieve a diverse faculty through recruitment and retention efforts are important; however, we feel it is also important to take actions that create a more positive and inclusive climate. With this goal in mind, we have identified several other measures we will track:

- Changes (positive or negative) in leadership positions (number and level) held by URM and women faculty members.
- Number of URM and women faculty members who visit campus for academic presentations in departmental research and/or teaching seminars.
- Number of women and URM faculty members attending various KSB-sponsored faculty or doctoral student symposia/conferences/workshops etc.
- Number of women and URM faculty members with fellowships and faculty chairs/professorships.

Finally, we think it is important to note that we will examine and report these measures on a schoolwide basis only. Different business disciplinary areas have larger or smaller pools of URM and women candidates. ~~We~~ would make it difficult for each department to achieve a common target unilaterally. While we will attempt to examine departments relative to their peers, competing business schools are increasingly sensitive to the data they are willing to share with peers/competitors. Thus, collecting comparative data from other business schools' departments on a regular basis and gathering data that isn't lagged by a year or more may be difficult. We feel strongly that without this consistent and comprehensive department-level comparative data, reporting metrics on an individual departmental basis would not be valuable and could even be misleading.

While business schools may appear to follow common faculty recruitment and retention practices, in actuality, different functional areas/departments have unique practices, related to factors such as market conditions, academic associations, and disciplinary customs. For this reason, we believe our efforts to increase faculty diversity will be more successful if each department creates its own tactical plan. Appendices 5-11 provide the tactical plan for each KSB-B department.¹⁹

¹⁷ In addition to KSB's lack of direct information about candidates' URM status, tracking and targeting a specific annual schoolwide percentage for URM candidates is difficult because the pool of URM faculty candidates is small relative to the number of hiring schools and varies significantly year-to-year and from area-to-area. Exacerbating this challenge is the fact that faculty lines vary significantly year-to-year and area-to-area, making it difficult to issue annual targets.

¹⁸ For context, we recommend this competitive set include information about the populations of cities/towns in which the competing schools are located.

¹⁹ KSB-B has one area in addition to seven departments. The Communication, Profession and Computer Skills (CPCS) area is comprised entirely of non-tenure-track faculty (lecturers). This area has a higher percentage of female faculty than male faculty members; therefore, no new tactics are needed. The

While each plan is different, the Kelley School encourages all departments to adopt the following best practices:

- Create faculty search committees that are diverse and inclusive in terms of race and gender.²⁰
- Ensure that all search committees are familiar with and operate within IUB's *Policies, Procedures, and Best Practices for Faculty Recruitment*.
- Write job descriptions designed to attract a broad and inclusive range of candidates.
- Encourage the creation of various diversity support groups to promote professional and social engagement. This has the added benefit of creating avenues for sharing best practices across departments or avenues for voicing concerns without linking concerns to any one person.
- Initiate steps to increase exposure of URM candidates to the URM community in Bloomington. These steps may include having URM candidates meet with the Associate Vice-Provost for Faculty Development and Diversity (currently John Nieto-Phillips) or URM faculty at Kelley or other units on campus.

The other benefit of having departments/areas create their own plans is that we can monitor success of a larger variety of tactics and share best practices. This, in turn, may speed adoption of innovative practices.

Efforts taken to ensure faculty training and development with regard to diversity hiring.

Indiana University and the Kelley School support training and development of faculty members engaged in hiring. The following document contains information about diversity and fairness in faculty recruiting, and in doing so, the document highlights the steps to be taken to enhance the diversity of candidate pools and avoid unconscious bias. <https://vpfaa.indiana.edu/doc/policies-procedures-best-practices-faculty-recruitment.pdf>. Kelley faculty take part in training and development led by the Office of the Vice Provost for Faculty and Academic Affairs.

Other forms of diversity training for faculty. It is imperative that we provide development opportunities for our faculty to ensure they feel comfortable on two fronts: (1) Integrating DEI concepts into their courses and (2) Employing pedagogical techniques that create a more inclusive classroom environment. Beginning in the Fall 2020 semester, the Kelley School is offering a series of training opportunities for faculty members. The school is also conducting departmental meetings aimed at sharing best practices for teaching DEI concepts and enhancing classroom inclusivity. Ultimately, Kelley's success in this area will be reflected in the number of Kelley courses that integrate DEI concepts and enhanced classroom pedagogies aimed at increasing inclusivity. Thus, specific target objectives are presented in the program sections (i.e., undergraduate and graduate) of this diversity plan.

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

area has also achieved a higher percentage of URM faculty members than the departments. Even so, the area will increase its efforts to further build diversity by widening its faculty search activities beyond the immediate region to include larger urban areas in the Midwest such as Chicago, Detroit, Cincinnati, and St. Louis.

²⁰ Achieving diversity of faculty recruitment committees must take into consideration the aim of not overburdening tenure-track minority faculty members. This requires regular thoughtful discussions between the department chairperson and minority faculty members (e.g., URM and/or tenure-track women) to avoid unintended consequences.

School's documentation for the Association to Advance Collegiate Schools of Business (AACSB) accreditation process.²¹

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,²² and measure faculty outcomes.

Steps KSB is taking with regard to URM faculty retention. Faculty retention is as important as faculty recruitment. It is our desire to retain 100% of qualified faculty members. While this is true of all faculty members regardless of race, ethnicity, gender, sexual orientation, disability or any other characteristic, we recognize that URM faculty members may benefit greatly from additional resources, such as mentoring. At the same time, we recognize that underrepresented faculty may need protection from onerous service requirements that often are assigned to URM faculty more than others for purposes of representation. As such, our retention efforts will be a key focus for the Kelley School.

Building a more diverse doctoral program. While we are seeing more women enter doctoral programs, the number of URM doctoral students remains small. There is an urgent need to grow the pipeline of URM faculty candidates.²³ One program that is helping to do this is the Ph.D. Project (<https://www.phdproject.org/>), and KSB is an active member of this organization. Yet, even with this successful program, the "pipeline" of available candidates remains small. Each candidate graduating from the Ph.D. Project typically receives numerous job offers, thus competition to hire these graduates is stiff.

While Kelley can seek out URM faculty employed at other schools, ultimately this does not help solve the larger "pipeline" problem. For this reason, it is important to devise plans and track performance to improve the diversity our doctoral program by identifying untapped pools of candidates.

- Reach out to Historically Black Colleges and Universities (HBCUs) to market Ph.D. program.
- Continue to collaborate with the Ph.D. Project.
- Explore corporate relationships, seeking sponsorship of minority employees as doctoral students.

²¹ AACSB conducts a review every 5 years to affirm a school's status as accredited. One component that is submitted as part of the continuous improvement review (CIR) process is documentation showing faculty member qualifications. Faculty members report their engagement in activities during the preceding 5 years and earn points for their involvement in these activities. The activities are aimed at ensuring faculty members' knowledge and skills as educators and researchers remain up to date. In September 2020, DEI teaching and/or research activities were added to the worksheets used by faculty members to demonstrate qualifications. This addition elevates the importance and value the school places on faculty training and development in the area of DEI.

²² Once a reporting mechanism is in place, the School could set targets such as having x% of faculty engage in DEI training and developmental activities annually or having every faculty member engage in DEI training and development over a 3-year period.

²³ A highly robust job market and high salaries may product interest in the profession overall, but these factors may not result in immediate growth due to various factors [e.g., the number of years involved in doctoral training (5+ years), the reduced income levels doctoral candidates may experience (especially if they have been earning higher post-MBA corporate salaries), etc.].

Given our geographic location, we are particularly interested in increasing the pool of highly qualified candidates by reaching out to those who are already familiar with, and relished their time at, Indiana University and Bloomington.

- Reach out to minority student associations on the IU campus to discuss Ph.D. program.
- Leverage Kelley’s undergraduate, MBA and specialized masters degrees as a conduit to attract URM candidates into our Ph.D. program.²⁴
- Access mailing lists of Kelley alumni belonging to URM and women’s groups to advertise the KSB Ph.D. program.

Still another initiative designed to attract more URM doctoral candidates was started in August 2020. Kelley School Dean Idie Kesner proposed to the Big Ten Dean’s Affinity Group²⁵ an initiative to promote doctoral business education to URM candidates. This initiative will bring together chairpersons/deans of Big Ten business school doctoral programs in a virtual environment to speak to URM business students across Big Ten business schools. The purpose of the session will be to introduce students to the academic career path and the resources available from all Big Ten business schools to support recruitment of URM candidates. The plan is to hold the first session during the fall 2020 semester or early spring 2021 semester. The names of participating students will be shared by the Big Ten schools for follow-up interactions. KSB will track URM enrollments (including participants in the program) to see if this initiative produces results over time. Importantly, this initiative will endorse the Ph.D. Project to program participants.

Furthermore, as we did in the case of faculty initiatives, we asked each department’s faculty members to propose steps they would take to attract more URM doctoral candidates to their department as a way of encouraging innovative tactics and sharing successful best practices. Appendix 11 contains this information.

To monitor our progress toward doctoral student diversity, we will track the number and percentage of URM and women students enrolled and graduating from the doctoral program and compare this number to our competitive set.²⁶ In addition, we will track and monitor the success of our various initiatives to identify untapped pools of candidates.

Target objectives for recruitment, yield and retention of URM and women in KSB-B’s doctoral program.

Much like the target objectives for our undergraduate and masters programs, we also have targets for the doctoral program.

1. Receive 6% applicants from URM candidates by 2025.²⁷
2. Receive 45% applicants from women candidates by 2025.²⁸
3. Achieve 5% URM student enrollment by 2025. →
4. Achieve 45% women student enrollment by 2025. →
5. Maintain 95% URM student retention by 2025. ↑*
6. Maintain 95% women student retention by 2025. ↑*

²⁴ We do not single out gender diversity because the Doctoral Program is comprised of 47% women.

²⁵ This group is composed of deans from the Big Ten business schools.

²⁶ As with faculty diversity measures, we think it is important to include information about school location when tracking this information.

²⁷ This is a newly added objective for the Kelley School. Rates of applications from URM candidates over the last 6 years have averaged 3%. ²⁸ This is a newly added objective for the Kelley School. Rates of applications from women candidates over the last 6 years have averaged 40%.

Ensuring the faculty diversity plan stays current and useful. While this plan is an important first step, we acknowledge that we must refine and improve it over time. Therefore, we will ask the Kelley School’s Academic Council to review the plan annually (including KSB’s vision, mission, values, goals and objectives). We will use this review as an opportunity to adjust the plan, share best practices across departments, and ratify our ongoing commitment to the plan. We will also use this opportunity to report on the performance metrics we have documented above in an effort to remind all faculty members of the importance of this initiative and the need for “buy-in” and support of all members.

The impact of the COVID-19 pandemic on faculty diversity goals and objectives. The COVID-19 pandemic has affected just about every aspect of our environment from student recruitment and retention to how we conduct our classes. Thus, it is not surprising to learn that the pandemic has had an impact on the Kelley School’s faculty diversity as well. The economic consequences of the pandemic have resulted in lower enrollments, required budget cuts, a freeze on staff hiring and limits to faculty hiring. We anticipate lower faculty and staff hiring for the 2020-2021 academic year and possibly longer. If there is little or no hiring, this will likely impact our school’s ability to make progress on the number and percentage of URM faculty and staff.

At the same time, the COVID-19 pandemic has led to significant accommodations regarding the timeline for promotion and tenure. These accommodations have been made not only to address any personal illness a faculty member might experience (especially related to COVID-19), but also as a recognition that faculty members may have caregiver responsibilities for family members, including children. It is also important to recognize that data shows the health and economic impact of COVID-19 has been far greater on the Black/ African American, Latino/Latina/Hispanic, and Native American communities.

Indiana University and the Kelley School are working to respond to the negative effects related to COVID-19. The following URL contains more information about COVID-19 faculty-related issues including extension of the probationary period: <https://vpfaa.indiana.edu/doc/covid19-related-issues-faqs.html>.

Ways IUB can contribute to KSB’s faculty diversity efforts. Finally, even with the Kelley School’s best efforts, obstacles to achieving faculty diversity may persist. Indiana University also plays a role in KSB’s success. For this reason, we recommend the Provost’s Office on the IUB campus conduct analyses to determine whether some of the following issues identified below might be creating challenges to the recruitment and retention of a diverse faculty:

- Are IUB’s current Family and Medical Leave (FMLA) policies on par with other competing universities?²⁹
- Are IUB’s policies regarding extensions of the “clock” for promotion and tenure on par with other competing universities?
- Does IUB provide family support mechanisms (day care options; dual career network-type programs, etc.) on par with other competing universities?
- Across the IUB campus, how does the performance of women faculty members, who are granted family leave in the pre-tenure period, compare to their male counterparts, and also how do they compare to male and female colleagues who do not take family leaves during the pre-tenure period.³⁰

²⁹While at most universities, these leave and “clock” extension policies are set at the campus level, the Kelley School may be able to support studies of the type suggested here by soliciting information from competing business schools as input data.

³⁰ Antecol, Bedard & Stearns (2016) suggest that in business school environments, women faculty members taking family leave during the pre-tenure period have lower research productivity than their male counterparts who take family leave or than faculty members of both genders who do not take leaves. The Kelley School will conduct its own analysis within departmental areas to examine if this same situation exists for KSB faculty.

The hope is that if less supportive policies and practices (between IUB and competitors) are uncovered, we can begin the important work of reducing such competitive disadvantages, which may be standing in the way of recruiting and maintaining a diverse faculty.

KSB-B STAFF DIVERSITY PLAN

Over the past several years, the Kelley School has established diversity plans for the faculty body and also programmatic plans that address DEI initiatives for our student body. Far less work has been done to ensure diversity of our staff and to provide diversity training and development for staff members. While women are well represented in our staff ranks (68%), the percentage of URM staff members in PA positions as of 2020 was just 6.8%. This number has remained essentially flat since 2015.

In September 2020, we set in motion a process for gathering ideas from staff members about ways to increase diversity within various units. We are managing this process similarly to the process we have used with faculty. Each unit is contributing ideas, which will be shared to elicit best practices. We will also track progress going forward. The bullet points below illustrate a few examples of the types of initiatives presented in areas of recruitment/hiring and training/development.

Increasing the URM staff representation. Importantly, given the staff hiring freeze in place due to the coronavirus pandemic, we may have limited ability in the near term to address staff diversity. Moreover, without knowing when the hiring freeze will be lifted, it is difficult to set targets and specific dates by which we hope to achieve these targets. Nevertheless, we agree that when the hiring freeze is lifted, the school will implement steps to increase staff diversity, establishment appropriate objectives/targets, and measure and report outcomes.

Several groups have proposed initiatives for future hiring. Two of these examples are listed below. We will work with these groups to begin implementing their ideas.

- **Office of Marketing & Communications (OMC).** When the unit has openings, these job opportunities will be promoted through the network of diversity leaders and alumni to attract more URM applicants. OMC will adopt blind screening of resumes to minimize unconscious bias with regard to gender or race. OMC will also create an onboarding program for new Kelley employees that not only immerses new team members in the Kelley brand, but also includes training and resources related to DEI.
- **Information Technology Systems.** This unit will collaborate with students and professional organizations on outreach and recruiting efforts. This group will reach out proactively to the following URM communities during the recruiting cycle: Women in Business Technology, IU Women in IT, Black Professionals in Tech Network (BPTN), National Society of Black Engineers (NSBE), National Society of Hispanic MBAs (NSHMBA), Pan-Asian organization for business professionals (Ascend), and other student organizations that represent URM students.

Working to increase retention of URM staff and supporting opportunities for advancement and promotion within KSB-B or IUB more broadly

The Kelley School is an active participant in the IUHR Gallup Survey used to gauge staff engagement. Leaders in every unit meet periodically to discuss opportunities for improving employee engagement and satisfaction

within their units, and collectively the KSB leadership identifies several items we will tackle as a school. There are two survey items that touch on diversity, equity, and inclusion.

- I-2: *IU treasures diverse opinions and ideas.*
- I-4: *If I raised a concern about discrimination, I am confident my organization would do what is right.*

We will adopt these items for our schoolwide focus and set as our objective improving our scores on these two survey items.

Similarly, there are two dimensions that focus on opportunities to learn and grow as staff members:

- Q6: *There is someone at work who encourages my development.*
- Q12: *In the last year, I have had opportunities at work to learn and grow.*

We will set schoolwide objectives to improve on these two items as well.

Increasing DEI staff training and development for staff. DEI staff training and development has begun in many units within the school. Below are two examples:

- **Undergraduate Program.** In Fall 2019 staff members in the undergraduate office participated in a day of training related to implicit bias, and the Kelley School will work to make other implicit bias training programs available to all staff members in the future. In addition, the Undergraduate Program has begun a series of monthly programs designed around DEI issues.
- **Kelley Direct MBA Program.** In the fall of 2020, Kelley Direct staff members will take the *Intercultural Development Inventory (IDI)*, a valid and reliable developmental assessment of intercultural competence. Each staff member will also receive an *Individualized Intercultural Development Plan*, tailored to their specific IDI results, which provides a roadmap for self-reflection and professional development activities for intercultural development. Once the results of the IDI have been compiled into a report, program leadership will design a KD staff DEI development plan tailored to the development needs of the KD team, which may include training in courageous conversations about race, micro-aggressions, privilege, culture, inclusive practices and conflict management. Staff will have a facilitated virtual retreat Spring of 2021 with a representative from IU HR who is certified in Cultural Intelligence, an instrument that measures a person's level of interest and confidence in multicultural interactions; knowledge about cultural similarities and differences; ability to adapt across multicultural contexts; and ability to plan for multicultural interactions. This instrument will build upon principles introduced during the Intercultural Development Inventory. Department leaders will work with each individual staff member on their Professional Development Plans, tailoring activities and development to the interests and needs of Kelley Direct staff throughout the year, with an emphasis on DEI issues.

Other units have recommended DEI training and development initiatives as well. As such, we will ensure unit directors have opportunities to share best practices and lessons learned with fellow directors.

In addition to specialized training occurring in specific units, KSB staff members across all units are encouraged to participate in IUHR programs related to DEI including (but not limited to) the following: (1) Diversity, Inclusion, and Belonging, (2) Adding Value through Diversity, and (3) Diversity and Inclusion in a Global

Enterprise. There are also several webinars available to staff members such as “Who’s Represented in America Today” and “Having Difficult Conversations about Race & Other Identities: Overview of Intergroup Dialogue.”

As noted earlier, steps to increase the number and percentage of URM staff members may be delayed until the COVID-related hiring freeze is lifted. In the meantime, the Kelley School will work to identify ways of improving DEI at the Kelley School and creating objectives and targets for future reporting.

APPENDIX 1

OFFICIAL DIVERSITY STATISTICS 2011-2020 KELLEY SCHOOL OF BUSINESS – BLOOMINGTON

Blue=URM; Red=Women

URM is defined by IU as Black/African American, Latino/Latina/Hispanic, American Indiana/Native American, Native Hawaiian/Pacific Islander, and

ALL of the “Two or More Races” category.

| Beginning Students | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|---------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------------|--------------------------|-------------------------|--------------------------|--------------------------|
| Freshman | 55 (7.3%) | 69 (7.9%) | 84 (7.2%) | 108 (8.7%) | 141 (9.5%) | 179 (12.2%) | 193 (11.7%) | 205 (11.7%) | 272 (13.8%) | 224 (11.4%) |
| Direct Admit | 243 (32.2%) | 305 (34.7%) | 398 (33.9%) | 406 (32.8%) | 519 (35.1%) | 521 (35.4%) | 540 (32.6%) | 593 (33.9%) | 658 (33.4%) | 646 (32.8%) |
| Full-Time MBA | 17 (8%) 68 (32%) | 23 (13%) 53 (30%) | 28 (14%) 52 (25%) | 21 (11%) 59 (32%) | 11 (6%) 54 (29%) | 14 (8%) 56 (30%) | 29 (14%) 59 (29%) | 17 (9%) 64 (35%) | 19 (14%) 45 (33%) | 9 (10%) 32 (35%) |
| Kelley Direct (MBA + MS) | 4 (4%) 56 (27%) | 18(7%) 41 (18%) | 16(7%) 60 (21%) | 22(7%) 74 (21%) | 29 (8%) 120 (28%) | 22 (7%) 78 (24.9%) | 42 (9.5%) 118 (26.8%) | 39 (9.1%) 95 (22.1%) | 48 (9.4%) 137 (26.7%) | 55 (8.7%) 144 (22.8%) |
| MSIS | 2 (2%) 40 (37%) | 8 (6%) 48 (38%) | 6 (5%) 46 (36%) | 6 (6%) 42 (42%) | 3 (3%) 38 (44%) | 4 (3%) 44 (38%) | 12 (9%) 47 (37%) | 7 (5%) 53 (41%) | 12 (9%) 53 (38%) | 13 (10%) 41 (32%) |
| 3/2 MBA | 0 (0%) 13 (22%) | 2 (3%) 26 (44%) | 4 (9%) 10 (22%) | 4 (8%) 14 (29%) | 1 (2%) 16 (38%) | 3 (8%) 8 (20%) | 2 (4%) 13 (23%) | 1 (2%) 12 (25%) | 1 (3%) 11 (34%) | 5 (8%) 10 (16%) |
| MS in Accounting | 2 (3%) 25 (36%) | 1 (1%) 32 (47%) | 1 (1%) 39 (46%) | 1 (2%) 24 (36%) | 0 (0%) 26 (51%) | 5 (12%) 22 (52%) | 3 (9%) 18 (53%) | 9 (14%) 35 (53%) | 10 (21%) 17 (36%) | 10 (24%) 21 (51%) |
| Doctoral Total Enrollment | 2 (2.8%) 25 (34.7%) | 2 (3%) 20 (29.9%) | 2 (2.7%) 23 (31.5%) | 1 (1.4%) 29 (39.7%) | 1 (1%) 28 (41%) | 1 (1.8%) 26 (45.6) | 0 (0%) 30 (48%) | 2 (2.9%) 30 (43%) | 2 (3%) 25 (38%) | 1 (2%) 24 (39%) |
| Faculty | 13 (5.8%) 71 (31.4%) | 15 (6.5%) 67 (29.1%) | 15 (6.5%) 64 (27.8%) | 14 (5.6%) 73 (29.3%) | 15 (5.7%) 88 (33.6%) | 18 (6.3%) 97 (34%) | 17 (5.8%) 99 (34%) | 18 (6%) 101 (33.4%) | 19 (5.8%) 113 (34.8%) | 20 (5.9%) 118 (34.8%) |

APPENDIX 2

GENERAL EDUCATION CURRICULUM ANNUAL REPORT EXCERPT

This is the “Diversity in the United States” section of the Kelley School’s May 2020 General Education Curriculum Report on the Shared Goals requirement as mandated by the Bloomington Faculty Council.

Diversity in the United States (DUS)

The Kelley School of Business Undergraduate Program has seven program learning goals. Realizing that business professionals must acquire knowledge and develop skills that will prepare them to flourish in diverse environments, two of the seven program learning goals at Kelley are focused on integrating diversity/inclusiveness and cultural awareness throughout both the required and elective components of our curriculum. Our national accrediting body, the Association for the Advancement of Collegiate Schools of Business (AACSB), holds Kelley accountable for effectively meeting our stated program learning goals and student learning outcomes.

To ensure that Kelley students meet the specific DUS requirements, faculty in our Department of Business Law & Ethics have spent the last nine months undertaking a complete redesign of our required ethics course (L375 or L376-Honors), and expanded it from 2 credits (10 weeks) to 3 credits (16 weeks).

This revised ethics course will be offered beginning Fall 2020, and with enrollments capped at 50, it will offer students the opportunity to engage in reflective written exercises and discussion-based classroom sessions. With an expansion of six weeks and an additional credit hour, the curriculum of our required ethics course will now fully incorporate the mandated minimum of two DUS Learning Outcomes from each of three categories.

Although the Business Law & Ethics faculty have been working on this curricular revision since Fall 2019 and will continue to meet through Summer 2020, a final decision regarding which specific DUS Learning Outcomes will be included in the revised L375 and L376-Honors syllabus has not been reached. However, it is anticipated that the following Learning Outcomes will be explicitly included in the new course syllabus for L375 and L376-Honors:

Knowledge:

- Know about the social constructions of identities created through legal, cultural, political and historical practices.
- Understand the personal protections guaranteed by the US Constitution, its amendments, and legal code and how federal, state, and local laws do and do not provide a foundation for equity and social justice.

Analysis and Interpretive Skills:

- Be able to identify, analyze, and evaluate the ways in which individuals and groups in the US have unequal experiences, access to opportunity, or life outcomes based on the intersections of race, gender, social class, citizenship, (dis)ability, indigeneity, sexual orientation, religion and creed, or other dimensions of difference.
- Analyze and critique the methods, goals, and actions of groups and individuals within movements towards political, social, and legal change.

Intra- and Interpersonal Skills:

- Will learn and employ communicative tools for the practice of civil discourse while seeking

common ground in discussing concepts of diversity, inclusion, and equity.

- Will be able to identify and challenge their implicit biases and inherited assumptions and will ask questions to understand backgrounds and perspectives different than their own.
- Will cultivate a growth mindset of openness and tolerance and be willing to stretch beyond their comfort while learning about their position in relationship to others.
- Can practice relevant skills of civic engagement and can address equity and inclusion at different levels of advocacy.

Moreover, both the Kelley School's program learning goals for diversity/inclusion and cultural awareness at Kelley and many of the fourteen DUS learning outcomes are further bolstered by a large number of additional courses set forth below, totaling an additional 19.5 credits, that are required of all Kelley School undergraduates:

- T175: Kelley Compass 1 - The Individual (required of all Kelley students 1.5cr): Students will learn to present themselves to others through analysis of cultural and historical influences, reframing their life experiences, reflection upon values, identity formation, and professional priorities.
- T275: Kelley Compass 2 – Intra- and Inter-personal skills (required of all Kelley students 1.5cr): Students will learn team dynamics, including conflict resolution, working with difference, inclusivity practices within organizations, as well as implicit and unconscious bias and blind spots and how to cultivate a growth mindset of openness and tolerance.
- T375: Kelley Compass 3 – The Business Professional (required of all Kelley students 1cr): Students study model of leadership and how power is marshalled in professional organizational environments.
- Z370: Integrated Business Core – Leadership (required of all Kelley students 3.0cr): Students study theories of how leaders can combine the personalities, knowledge, skills, and abilities of individual workers to achieve the firm's goals, including strategies for creating a culture that recognizes the value of each employee and honors difference.
- L201/293: Legal Environment of Business (required of all Kelley students 3cr): Students gain an understanding of the law and how it operates to create and challenge equity and social justice through an exploration of duties to avoid harming others (tort) and to keep promises (contract)
- X271: Global Business Analysis (required of all Kelley students 1.5cr) OR X272: Global Business Immersion (required of all Kelley students 3.0cr): Students explore how power differentials in the global economy shape business environments.
- G202: Business, Government and Society (required of all Kelley students 2cr): Students explore indigenous populations and issues related to marginalization, sovereignty and colonization within borders, and effectiveness of activist campaigns and tactics.
- C104/106: Business Presentations (required of all Kelley students 3.0cr): Students focus on theory-based skill development that will enable them to deliver audience-centered messages, work in teams, and effectively communicate to a wide variety of audiences on topics including concepts of diversity, inclusion and equity.
- C204/205: Business Communications (required of all Kelley students 3.0cr): Students will learn to write effective, strategic ethical messages and effectively communicate to a wide variety of audiences, with a deeper understanding of implicit biases.

The following courses are required of certain Majors and Co-Majors also incorporate aspects of the Kelley School's program learning goals for diversity/inclusion and cultural awareness as well as many of the fourteen DUS learning outcomes:

- L312: The Ethical Responsibilities of Business (3cr): Students develop their abilities to identify and address real world ethical dilemmas taking equity and social justice into account.
- D312: Building Managerial Cross-Cultural Competencies (3cr): Students will understand how cultural diversity and the interconnectedness of the world, along with international power and wealth differentials, affect managerial decisions and interactions.
- Z404: Effective Negotiations (3cr): Students are exposed to the concepts of negotiations in both the national and international environments, including negotiation strategies and tactics, influence of power and wealth dynamics, and cultural aspects.
- Z447: Leadership, Teamwork, and Diversity (3cr): Students develop a “tool kit” of leadership behaviors to use in a variety of situations when those working with and/or for them need to be motivated toward a common good, with an emphasis on how leadership plays out when working with people different from oneself.
- M405: Consumer Behavior (3cr): Students focus on market segmentation, understanding differences within segments and addressing them with sensitivity and appreciation for an array of varying demographics and social groups.
- M415: Advertising & Integrated Marketing Communications (3cr): Students explore public policy aspects and the role of advertising in marketing communications in different cultures; develop sensitivity and understanding of diverse social groups in order to effectively reach them through marketing channels.
- X404: Structured Thinking & Interpersonal Aspects of Consulting (1.5cr): Students explore working with clients, consulting in a cross-cultural environment, and ethics in development of common ground and practice of civil discourse.

In addition to these curricular components, the Kelley Undergraduate Program’s learning goals for diversity, equity, inclusion, and cultural awareness are further bolstered by a robust portfolio of learning communities, experiences, and extracurricular programming that include the Undergraduate Program Chair’s Advisory Council for Diversity, Equity, and Inclusion, the Finance Diversity Program, the National Diversity Case Competition, the Kelley Office of Diversity Initiatives, the Kelley Institute for Social Impact, and the Jellison Living and Learning Community,

Assessment:

As for our strategy to assess these learning outcomes within the expanded and revised L375/L376 course, that plan is under development by the Business Law and Ethics faculty. However, this faculty team is experienced in conducting regular assessments for the purposes of our AACSB requirements, and will be working closely with educational consultant Eric Metzler to design an appropriate instrument.

In light of the expanded curriculum, the L375/376 course will also now include coverage of Student Learning Outcome 6.4 on the Kelley Undergraduate curriculum map: “Articulate and analyze the value of inclusivity in a variety of business settings.”

As such, the diversity, equity, and inclusion aspects of L375/376 will now be periodically assessed for purposes of our 5-year AACSB accreditation reviews.

APPENDIX 3

Kelley School of Business Diversity Inventory (updated September 2020)

NOTE: This inventory focuses on DEI activities and initiatives outside of the curricula.

| Population served | Degree Program | Year launched; timing | Description of activity or program |
|--------------------|----------------|----------------------------------|--|
| Kelley community | Schoolwide | Began Fall 2020 | Diversity, Equity, and Inclusion Committee: The dean commissioned DEI Committees on both campuses to examine our systems, structures, and curricula. The committees will look for unconscious biases and opportunities to foster a culture of inclusion and respect, and it will serve as a channel for continuous dialogue with our students, faculty, and staff. |
| URM, Women, LGBTQ+ | Schoolwide | Revised 2020; permanent web page | Schoolwide Diversity Web Page: Changed our "Community" page to a Diversity page and reconfigured content with help from diversity staff members and other stakeholders. The page highlights our commitment to diversity and antiracism, our history of diversity initiatives, and current efforts to make Kelley more diverse and inclusive. |
| URM, Women, LGBTQ+ | Schoolwide | Added Fall 2020 | Created a historical Diversity slideshow with highlighting how Kelley has championed diversity through the years. It appears on the schoolwide Diversity web page. |
| Kelley community | Schoolwide | Began Fall 2020 | The Commons: Kelley-wide initiative created by Dean Kesner for students, faculty, and staff to encourage thoughtful conversations about diversity, equity, and inclusion throughout the 2020-2021 academic year. Each month, participants will read, watch, or listen to a common selection on their own. At the end of the month, the dean moderates a panel discussion about the work with special guests that might include members of the Kelley community, experts from our university, professionals from our hiring companies, and local leaders. Topics may include racism, immigration, LGBTQ+ issues, Indigenous Americans, people with disabilities, and cultural differences. |
| URM | Schoolwide | Began Fall 2020 | Diversity Banner project: Celebrating our diverse alumni on banners attached to exterior light poles around the Kelley School buildings. The banners will be supplemented with information on digital slides in the buildings as well as a website presence so people can learn more. |
| Women | Schoolwide | Began 2015, ongoing | Kelley Women's Initiative - umbrella organization working with all Kelley women's organizations to drive stronger programming, increased access to speakers and companies, and increased involvement. KWI will help fund events/speakers for all Kelley women's organizations, ensuring that they are able to put on successful events. Coordinates women's organization student and faculty leadership for collaboration and community for all Kelley Women. |
| Women | Schoolwide | Began 2015 Ongoing | Kelley Women's Network created to capitalize on expanded partnership with the Forte Foundation's new undergraduate initiative, the Rising Star program. |

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| Kelley community | Schoolwide | Began 2018 | IU Staff Diversity Council. Kelley has 2 staff reps and 1 faculty rep for the newly developed IU Faculty/Staff Diversity Councils. - As a member of this council, we are bringing a nationally recognized D&I Facilitator and Trainer to campus in Sept. 2019, to lead a 75 min workshop/training for Kelley's Deans, Program Directors, and Faculty Chairs. |
| Women | Schoolwide | Began 2015 | Kelley Women website that promotes Kelley students/alums/faculty/staff, providing opportunities to connect and a place to learn from each other. The site will showcase events and student organizations related to women, articles and profiles on issues related to women in business, and other resources for women. |
| URM | Ugrad | Began 2013; Ongoing | Hired full-time diversity recruitment position in Undergraduate Admissions. Personnel transitioned to a role in the same office: Director of Diversity Initiatives, realigning components of recruitment activities. This was followed by the creation of the Kelley Office of Diversity Initiatives. There was one Assistant Director of Diversity Initiatives and an Assistant Director & Academic Advisor position was added to the team. UPDATES: When two new Assistant Directors were hired in June 2019, both were classified as "Assistant Directors." The added title of "& Academic Advisor" was removed. All members of the KODI team actively advise students. |
| URM | Ugrad | Began 2014-15. Ongoing. Monthly sessions. | Kelley Up Next Business Academy: creates a pipeline of URM students to Indiana University and the Kelley School. Up Next provides transportation of a cohort of high school students to the IU Bloomington campus for sessions with Kelley and IU faculty and staff. Each student is assigned a high school mentor (who has participated in MEET Kelley) or Kelley School current student mentor. 20-25 students |
| URM | Ugrad | Began 2015, Ongoing | Kelley Prep Academy: creates a supportive pipeline of URM students to Kelley through standard admission. The one-year program includes professional and academic development events, social events, study tables/tutors for rigorous first year courses, an academic pledge of excellence, admissions and academic guidance from Kelley Admissions staff, and opportunities to interact with Kelley faculty outside of the classroom. Special consideration is given to underrepresented minority students. |
| URM, Women | Ugrad | Began 2014 | Calling campaign: Volunteer student staff call URM students regarding petition availability and Fry Scholars application and to women in the DA pool. UPDATES: During this past recruitment cycle, Kelley Admissions Staff and Kelley Guides called a select group of students. |
| URM, Women | Ugrad | Began 2015-16 | "Congratulations" calls: As URM and women are identified in the Direct Admit pool, current students, our volunteer Kelley Guides (ambassadors), will call them after they receive email offering direct admission to congratulate them and welcome them to Kelley. |
| URM | Ugrad | Began 2008 Ongoing | Fry Scholars scholarship: 10-19 students each year are selected to join the current cohort, which ranges from 40-50 students across the undergraduate student body. Students participate in a range of opportunities including: preferential consideration for the KLLC, block scheduling, advising by Kelley Honors advisors, Kelley ACES program, preferential consideration for Kelley Business Honors, workshops and activities. UPDATES as of AY 18-19: Every year, approximately 25-30 students are chosen from a pool of over 300 applications to receive the William R. Fry Scholarship. There are currently approximately 115 Fry Scholars at the Kelley School. UPDATES as of AY 19-20: 14 students received Fry Scholarships to begin school in Fall 2020. |

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| URM | Ugrad | Began 2008 Ongoing | <p>Fry Scholars Program- students who qualify for the Fry Scholarship are provided unique opportunities in the Fry Scholars Program. The programs/events are designed to provide an avenue for Fry Scholars of all classes (Freshman-Senior) to bond, support and engage with one another while they are here on the IU campus.</p> <p>There are several signature programs that are important to detail:</p> <p>Fry Scholars Welcome Reception: is held each year in August to welcome the newest cohort of Fry Scholars to the Kelley and IU community. This event provides an opportunity for the Freshman Fry Scholars to connect with the upper-class Fry Scholars and to visit with members of Kelley faculty and staff that interface with the Fry Scholars in varying capacities.</p> <p>Dinner to Honor the Family of Mr. William Fry- this event is held each year in November. It is an opportunity to celebrate the donor family (Fry-Sandlin family). This is an opportunity for the family of Mr. Fry to meet the newest cohort of Fry Scholars. The family will have dinner with the Freshman Fry Scholars and dessert with the returning Fry Scholars.</p> <p>The Fry Scholars' Retreat has been added to the annual programming list for the Fry Scholars' Program. Every August, the incoming class of Fry Scholars, along with 10 upperclassmen Fry Scholars go away on a three day retreat. This is an opportunity for freshmen to bond with each other and become integrated into the Fry community before the school year starts. UPDATES: Starting with the summer 2020 retreat, all incoming KODI Scholarship students (Frys/Dean's Council/Prebys) will attend the annual retreat.</p> |
| URM | Ugrad | Began 2015 Ongoing | <p>Dean's Council Scholars Fund. To address the need for supplemental financial assistance to attract and retain top underrepresented minorities, the Dean's Council (a group of approximately 150 high-level Kelley alumni) created a scholars fund. As a result, 12 students were awarded scholarships for the 2015-16 academic year ranging between \$5,000 and \$17,000, depending on qualifications and financial need. UPDATES: The inaugural class of Dean's Council Scholars graduated in May 2019. UPDATES: The Dean's Council Scholarship cohort Class of 2024 is the largest ever at 25 incoming students. It is also the most academically exceptional.</p> |
| URM | Ugrad | Began 2015. Ongoing | <p>Dean's Council Scholarship Recipient Programming- Programming to help in the retention and academic success of scholarship recipients. Includes - welcome reception, mentor lunches and dinners, among other activities.</p> |
| URM | Ugrad | Began 2014. Spring and Fall sessions | <p>Outreach to Hudson Holland Scholars - The Kelley admissions team presents a specific session to pre-business and exploratory Hudson Holland Scholars Program students who are interested in considering business as a major. UPDATES: We continue to present sessions to pre-business students but we no longer specify that they have to be exploratory HHSP students.</p> |
| URM | Ugrad | Began 2014. Ongoing | <ul style="list-style-type: none"> · Spring and summer: Hudson Holland Scholars Program shares list of standout student for late petition consideration as incoming direct admits to Kelley. · Spring: HHSP and Kelley work together to maximize HHSP funding opportunities for incoming Kelley URM DAs, including Fry Scholars. · January and June: HHSP students receive preferential consideration for standard admission to Kelley, via MOU. (KSB fee waiver) · HHSP students encouraged to apply for Kelley business program fee waiver (\$600/semester), via MOU. <p>UPDATES: DAs who are Hudson Holland Scholars have the opportunity to apply for and receive the Kelley HHSP Partner Award.</p> |

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| URM | Ugrad | Began 2014 Ongoing Each June: one week of men, one week of women | MEET Kelley: In 2014 the Junior Executive Institute underwent a rebrand to attract the attention of a different set of applicants. The new program, MEET Kelley (Meet Educate Experience Transition to Kelley) invited its inaugural class of attendees this June. The main goals of the new MEET Kelley Program included attracting high-ability students to the Kelley School of Business summer program, educating attendees on the opportunities available at Kelley, allowing students to experience a professional business case competition, and ultimately consider transitioning to IU and the Kelley School of Business for their undergraduate experience. Besides the name change, the new MEET Kelley program underwent a few other changes, the weeks were separated out by gender, the GPA requirement was moved to a 3.4 and the program was limited to students entering their senior year. UPDATES: The program accepts up to 88 URM students who are rising high school seniors. UPDATES: MEET 2020 was virtual due to COVID-19. The program was two weeks and there was one co-ed cohort. |
| Women | Ugrad | Ongoing, annual. Each June: four separate sessions of women | Young Women's Institute: creates a pipeline for Kelley. Students attend sessions with Kelley faculty, live in IU residence halls, and create a case for presentation to corporate sponsors. 160 junior high school students, all female Corporate partners vary from year to year. Program was restructured in 2017 to a model that created four shorter sessions of 3 nights and 4 days of programming. |
| URM | Ugrad | Began 2009 Ongoing. | Kelley FUTURES (formerly Triad Mentoring Program)- was developed in 2009 as a three-pronged system that links business-interested freshman with admitted Kelley undergraduate students and with Kelley graduate students. The students are connected to corporate sponsors during a monthly professional development dinner series. The program is vital because mentoring of underrepresented students, particularly first-year underrepresented students is critical to their sense of belonging and community, and their academic success in the classroom. This program combines several vital components: triad peer mentoring, professional development in the form of formalized programs, and the opportunity to learn directly from corporate representatives in the business world. UPDATES: In Spring 2017, TMP went through a rebrand and was renamed Kelley FUTURES (Fostering Underrepresented Talent Using our Resources, Educators and Scholars). Programming remains consistent throughout the year. Students are paired with a mentor or mentee. Program participants include pre-business students, DAs, SA, Kelley MBA students and Kelley alumni. UPDATES: Kelley FUTURES will focus specifically on pre-business mentorship. All programming that Kelley FUTURES students will participate in will be facilitated by the KODI Student Advisory Board. |
| URM | Ugrad | Began 2010 Ongoing Bi- monthly during academic year | KODI Student Advisory Board (KSAB)- are charged with being the "student voice" of the KODI office and assist in the planning and implementation of diversity related events at the Kelley School. The two main signature programs are the KODI Homecoming Event in the fall and Diversity Day in the spring (more information below). UPDATES: KODI Homecoming has been discontinued and Diversity Day has been rebranded to Kelley United Week in partnership with the Kelley Office of Student Life and Kelley Student Government. |
| URM | Ugrad | Began 2011 Ongoing | KODI End of Year Banquet -provides an opportunity to celebrate a successful year of diversity and inclusion efforts within the Kelley School and recognize student leaders and graduating seniors. UPDATES: The KODI End of Year Banquet will be a part of Kelley United Week programming. |

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| All students | Ugrad | Began 2012 Ongoing. | Kelley United Day -- (Previously Diversity Day) Annual day to celebrate global diversity and honor the rich diversity and culture within the Kelley School. Kelley Office of Diversity Initiatives coordinates in collaboration with the Office of Student Life and the Kelley Student Government |
| URM, Women | Ugrad | Began 2014 Ongoing. Recruiting each spring | The ACE Program is a new “mini” honors program that targets the most high achieving students from the direct admit pool (the top 300 students academically are invited to apply) along with certain scholarship students (Kelley, Fry, Dean's Council, Wells, Cox, and Presidential). By participating in a block of honors courses, and keeping a minimum 3.5 GPA, ACE students receive direct admission to the Business Honors Program their sophomore year. ACE is for freshmen only, and included in the program are Senior Honors mentors, alumni mentors, and various community building and professional development events. We made multiple offers to join ACE, and as deadlines approached we put extra effort into contacting women and underrepresented minorities to fill the final spots. These extra phone calls to track down an answer to result in a few more females accepting the ACE offer, along with one Hispanic student. Fry students, which consist of underrepresented minorities, are now automatically invited (and required) to take part in ACE. This year our program is 47% women. UPDATED: Fry Scholars are no longer automatically enrolled in ACE. The Honors office and the Director of Diversity Initiatives discuss who from the incoming Fry class should be invited to apply. |
| URM | Ugrad | Began 2011 Ongoing, Annual | National Diversity Case Competition hosted at Kelley. This two-day program consists of a diversity-themed case competition among 42 colleges and universities, networking opportunities, and workshops designed to support career opportunities for diverse students in Fortune 500 companies. Cash prizes are awarded to 12 teams. The IU team is chosen from among up to 25 teams during the Internal Diversity Case Competition. Each 4-person team consists of at least two underrepresented minorities, and has no more than one senior. Cash prizes are awarded to the top three teams, and the winning team advances to the NDCC. UPDATES: NDCC 2021 will be virtual. It will be expanded to include more teams. Professional development opportunities will also be expanded. |
| URM | Ugrad | Began 2010 Ongoing | High School outreach. Select high schools with higher concentrations of URM students are hosted on campus for one-day visits. (We collaborate with IU Office of Admissions to offer an official campus tour as well.) Admissions team members are visiting individual schools as requested, or are participating in school-sponsored visits to campus. Admissions team members visit individual schools as requested. UPDATES: The Kelley Admissions & KODI teams are re-envisioning recruitment and outreach in this virtual environment. |
| URM, Women | Ugrad | Ongoing Annually | Undergraduate Program Admissions represents Kelley at various receptions around the US, per the invitation of the IU Office of Scholarships. Locations include the following. 2016: St. Louis, Indianapolis, Dallas, Chicago, New York, Cincinnati, Los Angeles, South Florida, Dallas and Bloomington; 2017: Philadelphia, St. Louis, Evansville, Indianapolis, South Florida, New York, Chicago, Cincinnati, Los Angeles, Dallas, and Bloomington; 2018: Indianapolis Ft. Lauderdale, New York, Chicago, Cincinnati, Los Angeles, and Bloomington; 2019: Austin, Evansville, New York, Ft. Lauderdale, Jeffersonville, Covington, Ft. Wayne, Chicago, Indianapolis, Los Angeles, Cincinnati and Bloomington. Format has changed over the years. In larger markets like Indianapolis and Chicago, the Office of Scholarships creates breakout sessions by school/area of interest. |
| URM, Women | Ugrad | Began 2019 | Representing Undergraduate Program Admissions at the College Counselors Fair , part of the annual conference at National Association for College Admission Counseling |

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| URM | Ugrad | Began 2014 Ongoing | IU Family Receptions , at invitation of IU Office of Admissions. These receptions host URM students and their families. Last year, these events occurred in NW Indiana (2) and Indianapolis. |
| URM | Ugrad | Began 2013 and is ongoing. | Represent Kelley through a presentation to GROUPS students regarding admission to Kelley |
| URM | Ugrad | Began 2014 | Represent Kelley at the 21st Century Scholar Day Resource Fair . The 21 st Century Scholars Program, Office of Admissions, and Office of Scholarships, annually hosts a recruitment program for more than 300 prospective 21 st Century Scholars who are juniors and seniors in high school. |
| URM | Ugrad | Began 2014 | Represented Kelley at the opportunities fair for Balfour Pre-College Academy attendees. (From program website: "Once accepted as a Balfour Scholar, students attend a five-day residential visit to Indiana University-Bloomington. Academy students will participate in informational sessions and activities to develop their abilities to make informed and personalized decisions regarding their collegiate and career paths.") URM high school juniors. Balfour Pre-College Academy, at invitation of program director for Balfour Scholars, Center for P-16 Research and Collaboration, IU School of Education |
| URM, Women | Ugrad | Ongoing, Annual | Minority Outreach presentation about the Kelley School, Includes emphasis on pre-college programs, Fry Scholarship, Dean's Council Scholarship and Prebys Scholarship. <ul style="list-style-type: none"> · Indiana Counselors Meeting · Cincinnati Counselors Meeting (August) · New York /West Coast Counselor Tour (Sept) · NACAC Counselor presentation to 200 high school counselors (October) (2014 only) Chicago Counselors Tour presentation to 100 Chicago area counselors (fall 2015) International Counselor Visit (IU International Admissions) |
| URM | Ugrad | Began 2014 Ongoing | Reach IU: Kelley presenting to business-interested participants. Onsite program at IUB for 9 th and 10 th grade Indianapolis-area students and their parents. |
| URM | Ugrad | Ongoing | Bob Giblin Scholarship -- 4 full-ride undergraduate scholarships for racial/ethnic minority students with severe financial need. (Ends 2021) |
| Women | Ugrad | Ongoing | Student initiative to develop a Kelley Women's Mentoring Program to pair current Kelley students with both older students in their field of study and recent alumni in their chosen professions. This program is specifically for women who are not members of WIB. |
| URM | Ugrad | Began 2012 Ongoing | KSDC Career Fair (in partnership with UCSO). Targets students in Kelley Student Diversity Council, Mu Beta Lambda, Alfa, IBA Intl' Business Assoc., NABA. Other students may attend. Companies who are Kelley donors for diversity initiatives are invited to participate. Last year, these companies participated: DICK'S, EY, Kimberly Clark, PwC, Target and Whirlpool UPDATE: This career fair is ongoing and is now called the Undergraduate Business Diversity Council Career Fair. |

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| URM | Ugrad | 2020 - in development | Networking & Donuts or Employer “Burst” Training (in partnership with UCSO). This event is in the planning stages but about 5 employers will be invited to present on a career-related topic in an energetic format. Following the speaker portion, open networking will begin. The date (12/3) was selected to coincide with our bi-annual UCSO Career Services Advisory Council (CSAC) meeting. Many of our Kelley donors for diversity initiatives are also members of the CSAC. |
| LGBTQ+ | Ugrad | Began 2015, Ongoing | Partnership between KSG and Out@Kelley for National Coming Out day signing event and banner hanging. |
| Women | Ugrad | 2019 and ongoing | Wednesdays- KWI partners with various women's student organizations to present monthly speakers and events with corporate partners |
| Women | Ugrad | Ongoing | Welcome Women Wednesday- Open for Business event fair showcasing all of the women focused opportunities for involvement at Kelley |
| Women | Ugrad | Ongoing | Women's Empowerment Series- Partnership with PwC to bring women's empowerment programming to JLLC students. |
| URM | Ugrad | Began 2000 | Diversity Case Competition - The Diversity Challenge – underwritten by Ernst & Young and Target Corporation – saw five teams implement their plans to promote diversity throughout the School. The Case Competition – sponsored by KPMG, Target, and General Mills – saw nine teams compete. UPDATE: The current state of this case competition is unknown. |
| URM | Ugrad | Began 2009 Ongoing | Student Organization Support -- The Kelley Office of Diversity Initiatives oversees these student organizations, Association of Latino Professionals in Finance and Accounting (ALPFA), Kelley Student Diversity Council (KSDC), now known as the Undergraduate Business Diversity Council, Mu Beta Lambda Business Fraternity and the National Association of Black Accountants (NABA). |
| URM | Ugrad | Began 2015 | Undergraduate participation in the NBMBAA undergraduate case competition. Kelley won the competition in 2015, 2016 and 2017. |
| Women | Ugrad | Summer 2019 | Hired Staff Person to Support Women's Initiatives - Staff person will support women's organizations, programs to support and retain women and collaborate with admissions on recruitment efforts (full time position, partially allocated to these duties) |
| LGBTQ+ | Ugrad | Summer 2019 | Hired Staff Person to Support LGBTQ+ Initiates - Staff person will coordinate programs and initiatives to support LGBTQ+ students, work with OUT at Kelley Organization (full time position, partially allocated to these duties) |
| URM | Ugrad | 2012 - Present, annually | National Diversity Case Competition - The largest diversity themed business case competition in the country, hosted annually by the Kelley School, brings together teams from across the country to present solutions to real life business related to diversity, the 2019 competition had 41 teams competing for \$20,000 in prize money; all travel, lodging and meal expenses are covered for student team members |
| URM | Ugrad | 2018 - Ongoing | Finance Diversity Program -- Designed to increase the diversity of high-potential students choosing a finance major and pursuing a career within corporations and the financial services. The program's ultimate goal is to lead to more diversity among professionals from corporate America and Wall Street and contribute to better decision making through diversity. The program provides professional development opportunities to and strives to empower diverse individuals to be confident being their authentic selves in the workplace and beyond. It is faculty directed, and is led |

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| | | | by students in the Investment Banking, Investment Management, Commercial Real Estate, and the Charles Schwab Wealth Management workshops. It is supported by these corporate partners: Abbvie, ArcelorMittal, Belden, and Cardinal Health. |
| Women | Ugrad | 2020 | Kelley scrunchie campaign. Mailing of cream and crimson hair scrunchies to all women direct admits. Social media showed us this year that scrunchies became very popular (again) and we encouraged our female direct admits to show their Kelley pride by posting online using a hashtag "KelleyWomen." The mailing purpose is to get young women around the world connected to each other and excited about being a Kelley DA and committing to the school. |
| Women | Ugrad | 2018 - Ongoing | Build Your Future - A recruiting event for high school women that was a collaboration with the Kelley Institute for Social Impact and Kelley Undergraduate Admissions, students spent the morning doing a case study and other activities and the afternoon doing community service at local non-profits; upper-class Kelley students served as student leaders |
| URM | Ugrad | Fall 2018 - Present, monthly | Diversity & Inclusion Task Force - A group of approximately 20 people made up of mostly URM students, in addition to several faculty and staff/administrators, who convene monthly to discuss the state of affairs in the school related to issues of diversity, with particular emphasis on racial issues. The group was charged by Chair Josh Perry to act as a deliberative and innovative board in developing training, programming, and other initiatives to promote a culture of inclusion and equity, and to assist with coordination of responses when situations or incidents arise throughout the year. UPDATE: This group has been reimagined as the Black Student Task Force and will be managed by Pat Hopkins, the new Faculty Chair of the Undergraduate Program. |
| URM, Women | Ugrad | March 2019 Ongoing | Live-streamed student panel to speak with prospective students to speak about life at Kelley. This was one of several live-stream events taking place over the spring of 2019. Other events focused on international student concerns and honors opportunities. UPDATED: Student Experience and Admissions collaborated to provide 3 women focused webinars for incoming DA women. |
| URM | Ugrad | March 2019 Ongoing | The Conrad Prebys Scholars' Program began with recruitment in March 2019. Thirteen students were offered the Conrad Prebys Scholarship and will be a part of the inaugural class. UPDATE: Nine students are a part of the 2020 Conrad Prebys Scholarship recruitment class. There are now 22 current students in the Conrad Prebys Scholars' Program. |
| URM | Ugrad | Began Fall 2020 | The Dean's Undergraduate Student Advisory Committee was formed by Executive Associate Dean of Programs, Ash Soni, to engage a small group of student leaders on issues related to diversity, equity, inclusion and social justice. The committee is made up of nine students and is attended by the undergraduate Director of Diversity Initiatives, the Faculty Chair of the Undergraduate Program, and the current Chair of the Department of Business Law & Ethics, who was the immediate past Chair of UGRAD. |
| URM | Ugrad | Began in 2017 | Kelley E.X.C.E.L. mentoring and leadership program for current underrepresented IU students who will be applying to Kelley after the first year. Includes professionalism workshops, interaction with current students, study skills, faculty and staff speakers. |

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| LGBTQ+ | Ugrad | Fall 2017 and Fall 2018 | Offered LGBTQ+ Ally training for Undergraduate Program Staff and Ally/Bias Incident training for Kelley faculty. UPDATED: Potentially slated for undergraduate staff training in the spring. |
| LGBTQ+ | Ugrad | Fall 2018 | Developed a list of career resources tailored to LGBTQ+ students. |
| LGBTQ+ | Ugrad | Fall 2018, temporarily suspended | Held a reception for LGBTQ+ and allied students , faculty, and staff at the beginning of the Fall 2018 term |
| LGBTQ+ | Ugrad | 2019 - Ongoing | Collaborated with CPCS faculty to develop gender-neutral professional dress guidelines for that department's courses |
| All Programs' students, staff, and faculty | Grad Programs Bloomington | 2020 | NEW Director of Diversity & Inclusion - Graduate Programs. Diversity & Inclusion is a vital area of strategic focus for the Kelley School of Business and, in 2020, the Associate Director of Diversity & Inclusion role for the Full-Time MBA program was made a Director-level position responsible for all Kelley Graduate Programs on the Bloomington campus. The focus of this role is to set the strategic direction for diversity initiatives for Kelley's Graduate Programs and to represent the same in all Kelley-wide D&I initiatives. 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. |
| All Programs' students, staff, and faculty | Grad Programs Bloomington | 2020 | NEW Speakers Bureau. In an effort to enhance alumni engagement and to diversify the pool of presenters used for classroom and other presentations in the Kelley School, a Speakers Bureau will be established to identify diverse individuals from our business school alumni network and our corporate partners and constituents. These individuals could potentially serve as panelists and/or keynote speakers on various business topics. |
| URM for MSA/MSF/MSIS | Grad Programs Bloomington | 2020 Launch | NEW Leaders Like Me. This workshop is intended to introduce under-represented prospective students to three of Kelley's specialized Masters programs. Attendees will have the opportunity to connect attend a panel discussion with alumni from each of the participating programs and will be able to attend subsequent breakout sessions on the programs of their choice. |
| All Programs' students, staff, and faculty | FT MBA | 2020 Launch - Ongoing | NEW Diversity Ally Certificate. Initiated into the FT MBA Program in 2020, the program is designed to help participants become inclusive leaders by learning about and appreciating people with backgrounds or approaches different from their own: increasing their emotional intelligence; and learning how to build community in their own groups and organizations |

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| Students in Full-time MBA Program | FT MBA | 2020 | NEW Diversity Case for Me, Inc. Case competition. (<i>student led</i>) Four rising second-year students developed a case featuring a local barbershop/salon (Razor's Image) that is minority owned and seeks to improve its appeal to white customers. Student teams made recommendations as part of a case competition. 1 Kelley will have a team follow up with the client on implementing recommendations |
| Students in Full-time MBA Program | FT MBA | 2020 | NEW Integrated Core Two-Day Diversity Focus. On October 20, Charlotte Westerhaus-Renfrow will lead an in-person case discussion with each cohort using the HBS case Starbucks: Battling the Racism Allegation. Student preparation for the case will include the assigned HBS reading "African American Inequality in the United States." On October 22 a professional trainer will work with the MBAs in multiple (Zoom) sessions on DEI. As a follow up, in November, we plan to have corporate guests meet with all MBAs (in a Zoom session) to discuss the importance of DEI in the corporate space. |
| Black students of the Full-time MBA Program | FT MBA | 2020 | NEW Dean Soni's DEI Task Force. Dean Ash Soni has established bi-weekly meetings with Black student leaders from the MBA program. These currently include the MBAA President, President of the Black MBA Association, Founder of the Diversity Champions, President of the Luxury Goods Marketing Club, and the student leaders planning Diversity Week. |
| Students in Full-time MBA Program | FT MBA | 2020 | NEW Consumer Marketing Academy D&I Session. On October 2, the CMA is hosting a special session with Procter & Gamble where they will illustrate how the company is incorporating D&I in its marketing strategy. |
| Full-time MBA Program (students, staff, and faculty) | FT MBA | Began 2017 - monthly; Fall/Spring semester | UPDATED Candid Conversations Candid Conversations is a series of open forums to encourage dialogue focused on diversity and inclusion. Each forum addresses a different aspect of our community; and through an activity, group discussion, or panel comprised of students with varying backgrounds, experiences, and perspectives; those in attendance will have the opportunity to get first-hand accounts of new perspectives and engage in the discussion. A new session will be held each month touching on a different topic. Each session will have a 1-hour duration. Additionally, there are opportunities for offline engagement following the event. |
| Full-time MBA Program (students, staff, and faculty) | FT MBA | 2016 - Annual | Annual Diversity Week: The purpose of Diversity Week is to showcase our diverse community as well as share our commitment to fostering a more inclusive environment through respecting differences and building relationships. The week of events are in partnership with the 7 diversity clubs: Asian, Black, and Latin/o MBA Associations; Jewish Association of MBAs (JAMBA); Kelley Women, Out @ Kelley (LBGTQ+); and Veterans Club. There are a series of events where personal stories are shared and how they've brought us to Kelley. Alumni also come back to share their experiences through the lens of diversity and at the executive level. |

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| Full-time MBA Program (students, staff, and faculty) | FT MBA | 2020 Launch - Ongoing | NEW Diversity Ally Initiative Program designed to help participants become inclusive leaders by learning about and appreciating people with backgrounds or approaches different from their own, increasing their emotional intelligence and learning how to build community in their own groups and organizations. |
| Students in Full-time MBA Program | FT MBA | 2013 - Ongoing | UPDATED Diversity Training during Orientation: Held Diversity Theater in 2013 and 2014 at a cost of \$20,000 per event. Moved to a corporate model in 2015 with Eli Lilly's Diversity team coming in to provide training at a cost of \$0. In 2016-2019 we went back to hosting Diversity Theater through CSW Global, our original partner. In 2020, due to the COVID-19 pandemic, training was designed in-house by the Director of Diversity & Inclusion as a combination of virtual modules and dynamic in-person sessions to complement Me, Inc. |
| Women, URM, LGBTQ+, Military Veterans | FT MBA | Ongoing - Annual | Host a special Preview Day on campus to introduce targeted prospective students to the Kelley MBA Program, to Indiana University, and to Bloomington. Staff Effort: While planned and coordinated by the Admissions team, Preview Day is a Kelley team effort. It requires the involvement and support of select faculty members, Deans, Graduate Career Services, and the Student Services team. Significant time is spent prior to Preview Day planning and promoting the event, and time is spent by Admissions team members after the event to personally follow-up with each participant. |
| Women, URM, LGBTQ+, Military Veterans | FT MBA | 2017 - Annual | Diversity Day/Workshop... leads into Preview Day/Weekend This workshop is intended to introduce our prospective students to the Cultural experiences at Kelley, where our students and alumni bring distinct backgrounds in order to build strong teams. Participants will have the opportunity to learn about the value of diversity and inclusion within Kelley at our Diversity Workshop. Prospective students will interact with alums from diverse backgrounds on a career panel, have candid conversations with current students, and learn tangible skills such as communication and personal finance. In addition, candidates will be introduced to opportunities available through the Consortium for Graduate Study in Management, in which the Kelley School of Business is a Founding Member. |
| MBA Students and Kelley Undergraduates | FT MBA | 2018 - ongoing | 1Kelley Consulting (C-355 & X-579) -1Kelley aims to create value by joining MBA and undergraduate students through an experiential consulting engagement. Through 1Kelley the MBA students are provided the opportunity to develop their leadership skills by mentoring a team of undergraduate students. The 1Kelley leadership team has taken a two-fold approach to providing students with a better understanding of the importance of diversity in business. All clients are local minority and/or women owned businesses, which has provided the students with an opportunity to better understand the different challenges that are faced within the Bloomington community, and as a business owner in general, from a perspective different from their own. We have also had in-class sessions, led by Tiesha Douglas, Associate Director of Diversity & Inclusion (MBA Program), which allowed for open discussions on cultural competency in business, candid conversations from different lenses, and how to best to respond to instances in which there is a lack of understanding of the importance of diversity and inclusion. These sessions were followed with discussion board questions to provoke further reflection on the topics covered in the classroom. |

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| URM, Women, LGBTQ+, Military Veterans | FT MBA | 2018 - Ongoing | UPDATED Diversity Alumni Council. Assists in serving students who identify as a URM, Woman, LGBTQ+, and/or Veteran through advocacy (job search process) and development. We will also create a Mentorship Initiative within the Diversity Council. This initiative is in partnership with the Associate Director of MBA Alumni Outreach. |
| Consortium/URM | FT MBA | 2014 - 2019 Annual SUSPENDED DUE to COVID19 | The Eddie C. Brown Professional Development Summit (Also known as the Kelley Consortium Leadership Seminar) is a one to two day workshop focused on career visioning and purpose as business professionals of color and those who support them (allies). The summit is in partnership with The DIGNITAS Agency, a company dedicated to strengthening the representation of leaders in marginalized groups at the executive level. This event is held every year for the professional development of the Kelley Consortium students; and from the generous gift and support of 1970 Kelley MBA and Consortium alumnus, Eddie C. Brown. The initial Eddie C. Brown Summit workshop conducted was in May of 2014. Brown, a 1974 Kelley MBA Alumnus and Consortium Graduate, has donated endowed funds specifically for our students to benefit from educational programs. Approximately 116 students have benefitted from this professional development workshop. |
| URM | FT MBA | Throughout academic year | Founding member of the Consortium for Graduate Study in Management (CGSM) , the nation's largest diversity network, designed to link top-tier students, leading MBA programs and corporate partners including Fortune 500 companies. The Consortium was founded in 1966; as a founding member, the Kelley School has been actively involved for over 50 years. The Consortium's mission is to reduce the underrepresentation of African Americans, Native Americans and Hispanic Americans in education and business. Staff Effort: Director of Admissions is a member of the organization's Board of Trustees, serves on the Board's Executive Committee, and chairs the organization's Governance Committee. The Board meets twice a year, and committees require monthly conference calls in addition to additional, variable time throughout the year spent on board/committee projects and preparation. The entire admissions team is involved in Consortium recruitment events throughout the summer and fall. |
| Consortium/URM | FT MBA | Annual/On-going | Consortium Specific Recruitment Throughout the academic year, the Consortium Liaisons host dinners with current Consortium students for prospective Consortium candidates; initiative outreach via email and phone; provide mentorship during the application process; and assist the Director of D&I in planning and executing the Consortium specific events during Kelley Experience Weekend (for Admitted Students). Due to the efforts of the Consortium Liaisons and current Consortium students in 2019, we had 100% yield from experience weekend and ultimately recruited 21 incoming consortium students for the class of 2021. |
| URM | FT MBA | Ongoing | Co-Host/Co-Facilitate CGSM MBA Application Preparation Seminars in major cities throughout the United States. Staff Effort: One staff member attends each half day seminar and spends time after the event sending personal emails to each Consortium contact and providing follow-up admission counseling and advising sessions. |
| URM | FT MBA | Ongoing | Participate in CGSM Webinars including a webinar to introduce the member schools to prospective students and a webinar focused on building a strong MBA application. Staff Effort: One staff member represents Kelley during each webinar. |

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| URM | FT MBA | Ongoing | <p>To attract top minority talent and encourage enrollment, we offer full-tuition Consortium Fellowships to targeted Consortium candidates.</p> <p>Staff Effort: We receive between 60 and 100 Consortium applications each year. Considerable time is spent by the entire admissions team from November through March processing Consortium applications, conducting interviews, carefully reviewing applications and making admission and fellowship decisions.</p> |
| URM | FT MBA | Ongoing | <p>Financial Aid Awards to URMs:</p> |
| URM | FT MBA | Spring Semester | <p>Professional Development training for Orientation Program (OP) Career Fair, includes 4-5 professional development webinars for admitted CGSM students designed to get them ready for interviewing for internships at OP.</p> <p>Staff Effort: Several members of GCS conduct the webinars for our approximately 20 incoming Consortium students each spring to get them ready to interview at OP. Kelley is known as having the best OP prep of all Consortium schools.</p> |
| URM | FT MBA | Annual/On-going | <p>Sponsor/Partner of Management Leadership for Tomorrow (MLT). MLT Mission: to equip high potential underrepresented minorities with key ingredients to unlock their career potential.</p> <p>Staff Effort: Admissions staff develops and launches several email campaigns throughout the recruitment season targeted at MLT Fellows to build interest in the Kelley MBA. Two members of the admissions team participate in quarterly sponsor/partner conference calls.</p> |
| URM | FT MBA | Summer Seminars | <p>Participate in MLT Summer Seminars advising, supporting, and recruiting the more than 300 high quality MLT Fellows. Each seminar is two days in length.</p> <p>Staff Effort: Two staff members attend each seminar, having direct contact with between 30 and 40 MLT Fellows. Significant time is spent by each staff member following the seminars sending personal emails to each MLT contact and providing follow-up admission counseling and advising sessions.</p> |
| URM | FT MBA | Annual Conference in August | <p>Participate in Riordan Diversity Admissions Conference, an annual event in Los Angeles that connects underrepresented and underserved candidates who wish to pursue a degree in business with Admissions Directors at top-tier business schools. Participants are part of the Riordan MBA Fellows Program, an organization that works to educate, prepare, and motivate these individuals to competitively apply and succeed in top MBA programs and pursue careers in management.</p> <p>Staff Effort: One staff member attends the one day recruitment conference and spends time after the conference sending personal emails to each contact and providing follow-up admission counseling and advising sessions.</p> |
| URM | FT MBA | Ongoing | <p>Retention:</p> <p>URM students have a specific staff mentor to help with advising and mentoring for specific consortium needs. This is in addition to all traditional Kelley resources of academic advising, career management support and other student focused programs in which all students participate.</p> |

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| Women | FT MBA | 2002 - Ongoing | Sponsor/Partner of Forté. Forté is a non-profit consortium of leading companies and top business schools working together to launch women into fulfilling, significant careers through access to business education, to opportunities, and to a community of successful women. Staff Effort: One staff member serves as liaison with Forté, participating in quarterly sponsor meetings, attending an annual conference, and serving as a liaison between the organization and our enrolled Forté Fellows. All Kelley MBA women are Forte members and eligible to for benefits including professional development webinars, access to exclusive resume books, attend conferences, and more. Forte Fellowships are also offered. Kelley's Forte Fellow community now offers 1 exclusive professional development and community building/support event per semester with funding support from the MBA Program and Kelley Women's Initiative. |
| Women | FT MBA | Ongoing | Participate in Forté Forums, MBA recruitment fairs for women in major cities throughout the United States. Staff Effort: One to two staff members and/or faculty attend each recruitment event and spend time after the Forums sending personal emails to each Forté prospect met and provide follow-up admission counseling and advising sessions. Prospects are also connected to Kelley Women recruitment liaisons and invited to join a Kelley Women Prospective Student GroupMe Chat. |
| Women | FT MBA | Ongoing | To attract top female talent and encourage enrollment, we offer full- and half-tuition Forté Fellowships to targeted female candidates. Staff Effort: Considerable time is spent by the entire admissions team processing applications, conducting interviews, carefully reviewing applications and making admission and Forté fellowship decisions. |
| Women | FT MBA | Ongoing | Financial Aid Awards to Women: |
| Women | FT MBA | Ongoing - Annual | Members of the Kelley Association of Women MBAs host and facilitate an annual webinar to introduce the program and to build interest in the Kelley MBA. |
| Women | FT MBA | Ongoing - Annual | Preparation for Forte MBA Leadership Conference: Includes four weeks of homework and resources, including professional development webinars, for admitted Forte scholarship women designed to get them ready for networking/interviewing with companies at the annual Forte conference in June. Staff Effort: Admissions markets the opportunity, assists incoming women with registration code, orders school shirts and name badges, prepares business cards and hosts a pre-conference dinner the night before conference begins. Staff member attends the conference to support women and facilitate community prior to matriculation. Leads second-year student mentor pairings and initial resume review. Members of GCS conduct webinars for about 25 students each spring to get them ready to network and interview at the Forte Conference. A Box of resources has been created for these women and a staff member conducts a 2nd resume review. GCS staff (1-2) attend conference for student support on day of conference career expo. |
| URM, LGBTQ+ | FT MBA | Ongoing | UPDATED Sponsors/Partners of National Black MBA Association (NBMBAA); Reaching Out MBA (ROMBA); and Prospanica. We exhibit at the organizations' annual conferences and career expos, typically held in September and October, where current students seek job/internship opportunities and engage in professional networking. Kelley currently has MOUs signed with both NBMBAA & Prospanica. |
| Women | FT MBA | 2018 - Ongoing | Women Redefining Business Events: Prospective student events in Seattle, Chicago, New York and D.C. featuring the executive director, admissions, and alumni panel presentations. Designed to give prospective women an intimate look into the journey of a Kelley from admission through their career while building their network from day 1. |

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| Women | FT MBA | Annual/Ongoing; Students lead 1 year terms, spring to spring | Forté Ambassador Program. Two current student Fellows serve as ambassadors to, and advocates for, the current Forte Fellow population. Ambassadors build community and support between first and second year fellows through 1-2 valued-added events per semester that complement - and do not detract from - the offerings of Kelley Women. One staff manages recruiting, applications, interviewing, and selection of 2 ambassadors with assistance of current ambassadors - Professional Development and Social Chairs. Staff manages projects throughout the year and assigns tasks to appropriate chair. Ambassadors help with events, host virtual office hours, and facilitate mentorships for conference. |
| Women | FT MBA | Fall semester recruitment travel | Forte MBALaunch. A 10-month program that pairs women seeking an MBA with a support network and provides a structured roadmap for applying to business schools. 9 U.S.-based events offered. Staff participates in high target markets, up to 4 events, when event dates do not conflict with other recruitment travel. |
| Women | FT MBA | Each April | Kelley Experience Weekend. Women's Brunch |
| Women | FT MBA | 2018 - Each April | Kelley Experience Weekend. Forté Social Opportunity for admitted women to learn more about the Forté community at Kelley and opportunities with Forte in a casual atmosphere. Misc.: Conscious effort to select women alumni as keynote speakers, invited to panels and events |
| Women | FT MBA | 2018 - Ongoing | Female representation in marketing. Women in Kelley leadership handout. Ongoing marketing projects are also reviewed to represent gender diversity. |
| Women | FT MBA | Throughout academic year | Visit Program: Weekly visiting prospects connected with Kelley Women prior to on-campus or virtual appointment |
| Women | FT MBA | 2018 - Ongoing | Manbassadors (Forté). Kelley women nominate men who they feel will champion issues of gender diversity. These men are extended professional development opportunities. |
| Women | KD MBA | 2020 - Ongoing | Sponsor/Partner of the Forté, a non-profit consortium of leading companies and top business schools working together to launch women into fulfilling, significant careers through access to business education, to opportunities, and to a community of successful women. Staff Effort: Two staff members serve as liaisons with the Forté Foundation, participating in quarterly sponsor meetings, attending an annual conference, and serving as liaisons between the Foundation and our enrolled Forté Fellows. All Kelley MBA women are Forte members and eligible to for benefits including professional development webinars, access to exclusive resume books, attend conferences, and more. Forte Fellowships are also offered -more details below. Kelley's Forte Fellow community offers professional development opportunities each academic year. |
| Women | KD MBA | Ongoing | To attract top female talent and encourage enrollment, we will begin offering tuition remissions as Forté Fellowships to targeted female candidates starting the Spring 2021 admission cycle. |
| Military and Veterans | KD MBA | Ongoing | Members of the Kelley Military Service Member Association host and facilitate speakers and networking webinars for current KD MBA students who are active military or veterans, or spouses of military service members. |
| URM, LGBTQIA+, cultures | KD MBA | In development | UPDATED Creation of additional Kelley Student Leadership affinity groups. Kelley Direct Student Leadership Association is in the process of redeveloping the portfolio of student-led affinity groups with an emphasis on increasing opportunities for access for traditionally marginalized voices. Action items for new groups will include affinity-group focused webinars, speakers, and networking opportunities. |

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| URM | KD MBA | Ongoing | Financial Aid Awards to URM s |
| Women | KD MBA | Ongoing | Financial Aid Awards to Women |
| Women | KD MBA | In development | Forte Ambassador Program: Kelley Direct students will be chosen to serve as ambassadors for other students and assist in planning Forte-focused events during the academic year. |
| Women, LGBTQIA+, URM, Military/Vets | KD MBA | 2019-Ongoing Each Kelley Connect Week in-residence | Kelley Connect Week Affinity Group Dinners: Women's Dinner ongoing. Additional affinity group dinners to be added in upcoming Kelley Connect Week in-residence weeks. |
| Women | KD MBA | 2019 - Ongoing | Female representation in marketing: Women in Kelley leadership marketing materials and video (in development). Ongoing marketing projects are also reviewed to represent gender diversity. |
| Women | KD MBA | 2017- Ongoing Meetings/webinars once per month. Date and time varies. | UPDATED Kelley Direct Women in Business. Program office supports, sponsors, and provides advising to Women in Business affinity group that fosters community among women enrolled in online MBA and MS programs, including Monthly Happy Hour webinars and cover a variety of topics. This group also is open to male allies. |
| URM, Women, Cultures | KD MBA | 2020-Ongoing | Kelley Direct Staff Development. All Kelley Direct staff will take the Intercultural Development Inventory instrument and receive an individualized, confidential 45 minute debrief session with a trained IDI facilitator to discuss assessment results. All staff results will be confidentially combined into a large group profile and the staff team will debrief together with a trained IDI facilitator. The results of the inventory will be utilized to design upcoming staff development initiatives for Kelley Direct staff including speakers, webinar trainings, and other diversity and inclusion-focused opportunities. |
| URM | Grad ACCT | Annual since April 2013 | Accounting Leadership Weekend (formerly Explore-versity) Updated in 2016 to reflect the goal and purpose of the event, as well as increase marketing efforts to engage more students. The purpose of this weekend is to provide under-represented minority students the opportunity to meet and network with Kelley faculty, current students and staff; to learn more about the professional opportunities Kelley provides its students; and to network with professionals in accounting. To be considered, applicants must be an underrepresented minority (African American, Hispanic/Latino or Native American); freshman, sophomore or junior student; and declared business major. Essentially we have made arrangements for those who are eligible to travel to Bloomington and spend a weekend on campus hearing from a variety of industry professionals and Kelley staff and faculty. The hope is that we can generate interest for those qualified individuals who wish to pursue a Graduate Accounting program to enroll in our MSA program here at Kelley. |

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| URM | Grad ACCT | Annual since Summer 2011. | <p>Indiana CPA Society (INCPAs) Scholars are high potential (2.5 GPA or higher), minority high school students with an interest in accounting/business. Since CPA firms/businesses are investing a substantial amount of money in each INCPAS Scholar, attendance and active participation is essential. All activities occurring during school hours will be approved by school officials and will be excused absences.</p> <p><u>Fall:</u> Provide funding towards <u>and</u> attend the Diversity Summit held in Indianapolis.</p> <p><u>Spring:</u> We host an “INCPA Visit Day” for minority high school students with an interest in Accounting to visit Bloomington and become more familiar with our campus and Accounting programs.</p> |
| Women | Grad ACCT | Fall 2018 | <p>Women in Accounting (WIA)-Collaborated with them to raise awareness and enrollment in the GAP programs so women are no longer a marginalized population. This Fall semester GAP participated in a panel and information session for WIA</p> |
| URM | MSIS | Multiple touch points since 2012 | <p>IU Groups Scholar Program. Eligible students are the first in their family to attend college with limited financial resources from all racial and economic backgrounds. We have made a commitment to partnering with the Groups Scholars Program Office this year to recruit students of diverse backgrounds by inviting those in the Groups Program to visit Kelley as we host multiple events here this year to inform interested students of Kelley specialized masters programs.</p> <p>UPDATE 2019. Coordinating with Kim Jenkins, STEM academic advisor, to develop programming and workshops for Groups students & alumni; developing STEM specific messaging about MSIS Attending 50th Annual Arrival Weekend Celebration & Networking event - participating on alumni panel (Steph Smith Current AD of Student Recruitment) & networking sessions with other Groups alumni + current Groups scholars</p> |
| URM | MSIS | Multiple touch points since August 2011 | <p>Partner with Kelley Office of Diversity Initiatives (KODI) to provide multiple opportunities for Fry Scholars to engage our office and learn more about what Information Systems can do for their personal and professional growth.</p> <p>An example of an event would be an information session at the IMU followed by a social event for students to interact with current graduate program students.</p> |
| URM | MSIS | 2019, ongoing | <p>Black History Month Exhibition. This event is designed to introduce MSIS students to the social, cultural and professional impact African Americans have had on the United States. A select group of MSIS students transform CG 2110 into a small exhibition hall with numerous themed exhibits – innovation, literature, pop culture, food, and science. Throughout the day MSIS students are invited to explore the exhibition and experience different aspects of African American culture.</p> |

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| Women | MSIS | Multiple touch points since 2013 | <p>IU Center of Excellence for Women in Technology (CeWIT) Campus-wide initiative to encourage women to pursue fields in technology. 2013-14: Women Empowering Success in Technology (WESiT) Professional Development Committee Chair, Ankita Maru, MSIS '14. WESiT is the student organization of CeWIT. 2014-15: Sponsored conference t-shirts that encouraged women to consider IT careers. UPDATE. Developed an active partnership/collaboration with Michelle Bartley-Taylor, CEW&T's Assistant Director for Student Engagement. Participated in CEW&T's 6th Annual Summit in March 2019 (this will be ongoing annual participation); developing workshops/programming addressing gender biases & micro-inequities for students/staff</p> |
| Women/URM | MSIS | 2019 and recurring | In both print and online media we have created platforms to emphasize our female and URM alumni . These alumni highlights have focused on how the MSIS degree was a transformational experience and greatly accelerated their career trajectory. When highlighting our women and URM alum on our website the data consistently points to higher click through rates and completed inquiry forms. |
| Women | MSIS | 2019, ongoing | Serve as a sponsor for the Grace Hopper Celebration/Conference . Grace Hopper Celebration (GHC) is the world's largest gathering of women technologists. By serving as a sponsor will provide MSIS the opportunity to introduce the program with top women technologists across the country. Additionally this would provide incoming female students the incentive of travel and conference subsidies would assist in solidifying the commitment of female students to the program. Additionally, would provide an excellent platform for our female students to network and represent the MSIS program |
| Women | MSIS | 2019 - Annually (Hosted in either fall or spring semester) | ISGP hosted the Womxn Identified Professionals (WIP) in Technology and Business Event. This event is an informal networking opportunity to empower, embolden, and enlighten womxn identified students. A few female identifying of MSIS alumni will offer their insight about the MSIS program and how our MSIS degree prepared them for their current career positions in the field. The alumni will also share examples and experiences of the different career positions an MSIS graduate could secure as well as act as networking contacts for other womxn identified students in STEM fields. 45 attendees for our first year - we maxed out the space and already need to hold the next WIP event in a larger space; also included a professional panel of 2 MSIS alumni & 2 current MSIS students (now alumni as well) |
| Women/URM/LGBTQ+ | MSIS | 2019 - Incorporated into Fall Core | NEW A session on cultural competence was incorporated into the Fall Core. The session was entitled Cultural Competence 101 and was facilitated by the Kelley Director of Diversity and Inclusion. In preparation for this session students completed an assessment form in order to reflect on their personal cultural competency. During the session students evaluated the necessity of strong cultural competency in today's business environment. They engaged in conversation that reviewed scenarios that had occurred recently and assessed how they would approach the situation and how to best approach the situation. |
| LGBTQ+ | MSIS | 2019 - ongoing | Partner with Kelley Undergraduate Program and Out @ Kelley (MBA Student Organization to increase awareness and participation among MSIS Students in a variety of LGBTQ+ related events to increase LGBTQ+ applicants to Kelley, and to further prepare and educate students about the opportunities and challenges of being an LGBTQ+ business leader. We are working to integrate MSIS and other Kelley Graduate Programs (GAP, MSF, and Kelley Direct) with these opportunities. Furthermore helping to promote the Out in Information Technology Scholarship available to Kelley undergraduate and graduate students. |

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| URM, LGBTQ+, CULTURES | PhD | August, annually | The Kelley Doctoral Programs Office provides a list of IU Bloomington campus religious, ethnic, minority and LGBTQ+ resources, information and culture centers in each new doctoral student welcome folder. |
| URM | PhD | National conference every November for aspiring students | The PhD Project is sponsored by the KPMG Foundation, Graduate Management Admission Council, and several other corporations and foundations. Its mission is "to increase workplace diversity by increasing the diversity of business school faculty who encourage, mentor, support and enhance the preparation of tomorrow's leaders." Focusing on traditionally underrepresented minorities in business, each year, the PhD Project invites highly qualified individuals to Chicago for a two-day recruiting conference (including a well-attended college fair) http://www.phdproject.org / http://www.phdproject.org/ |
| URM | PhD | Various discipline-based conferences are held annually for current students | Retention of URM PhD candidates: A separate component of the PhD Project is focused on retention of students from traditionally underrepresented minorities. Current doctoral students at universities across the country take part in separate, discipline-based conferences (including Marketing, Management, Accounting, Finance, and IS) that provide guidance and encouragement at each stage of the PhD student experience. http://www.phdproject.org/ . Department DPC members and/or others from the departments often attend these conferences |
| URM | Kelley Indy Ugrad | Began 2010 | Diversity Research Scholar Program: Pairs DSRP student with faculty member to conduct research. Kelley and IUPUI share the cost of a scholarship. |
| URM | Kelley Indy Ugrad | Began 2013 | Faculty Mentoring: Minority faculty meeting with minority UG students with a focus on retention and encouragement. |
| URM | Kelley Indy Ugrad | Ongoing | Target schools with high URM students: In our recruitment efforts we have targeted several middle and high schools in the Indianapolis Public School (IPS) system, surrounding township districts, and Northwest Indiana that have a high percentage of minority and at-risk students. We have worked with guidance counselors at several local high schools with higher minority populations to encourage students to apply to IUPUI and provided guest lectures in the high schools. |
| URM | Kelley Indy Ugrad | Ongoing | Ivy Tech partnership: Aimed to enhance recruitment of minority transfer students. |
| URM | Kelley Indy Ugrad | Ongoing | Attend the Indiana Black Expo Fair and helped prospective students learn about Kelley Indianapolis and Bloomington programs. |
| URM | Kelley Indy Ugrad | Ongoing | We are participating with the Center for Leadership Development College Prep program as a facilitator. Additionally, Kelley sponsors and staffs a table at the CLD College Prep Conference and College Fair. |
| URM | Kelley Indy Ugrad | Ongoing | Scholarships: We identify each undergraduate dual admit minority student to inform them of our minority scholarship programs through Kelley, IUPUI and in the community. |
| Women | Kelley Indy Ugrad | 2015 - Annual | Kelley supports the Women in Business student organization |
| URM | Kelley Indy Ugrad | 2017 - Annual | Kelley sponsors the CLD Minority Achievers Awards and Scholarship Gala |
| URM | Kelley Indy Ugrad | 2018 - Annual | DECA Career Development Conference |

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| URM | Kelley Indy Ugrad | 2018 - Annual | George Washington High School (GWHS) Advisory Board - 2 staff and one faculty member participate on the Advisory Board to assist with curriculum, activities, college prep, etc., and to recruit URM students to Kelley and IUPUI. |
| URM | Kelley Indy Ugrad | 2019 - Annual | GWHS BOSS Entrepreneurship Summer Boot Camp at IUPUI |
| URM | Kelley Indy Ugrad | 2019 - Annual | IUPUI Harvey Milk Dinner Sponsor to support LGBTQ+ |
| Women | Kelley Indy Evening MBA | 2017 - Annual | Concentrated efforts have been made over the last 5 years as the program has focused on increasing the number of female students. The fall 2020 cohort is represented by 29% women in a full cohort, which is the highest percentage in 10 years. Previous years average from 15%-23% female students. This was accomplished by a series of marketing efforts, sponsorships and events focused on professional women. Strong support and participation continue for the women in the program through the Kelley Indianapolis MBA Women's Association (KIMWA) , which has a board of officers and the majority of the female students as members. KIMWA provides professional development opportunities and events to support the women in the Evening MBA program. To ensure inclusiveness, there have been several joint events with the KIMWA and Student Advisory Board (SAB) groups to provide networking opportunities intended to invite conversations discussing current sensitive topics in the workplace. |
| Under-represented Minority | Kelley Indy Evening MBA | 2017 - Annual | Efforts to increase the number of Under-represented Minority (URM) have also been implemented realizing steady results, despite the national decline in URM GMAT test takers. Over the last three years we have increased our URM from a consistent average of 6% to the fall 2020 cohort of 15%. The program office has been involved with local chapters of Prospanica and the National Black MBA Association (NBMBAA) . Continued efforts are needed to increase the URM student population. Additional marketing efforts are underway featuring current student URM success stories. As a multi-cultural effort, the program is sponsoring an event which is being held with Prospanica, NBMBAA and the Asian American Alliance. For the August 2020 cohort case competition, we evaluated a black owned business as a corporate consulting project, which also included a minority graduate of the Evening MBA program as part of the executive team. |
| LGBTQ+ | Kelley Indy Evening MBA | 2017 - Annual | To support the LGBTQ+ population , conversations have been held with the local IUPUI LGBTQ Center to ensure our awareness and understanding of this population. At this time, we are not aware of any applications received from this group. |
| Women | Kelley Indy GAP | 2015 - Annual | GAP Speaker Series: This year Sarah Ames from the accounting firm Dauby O'Connor & Zaleski will speak with our students. |
| URM | Kelley Indy GAP | 2019 - Ongoing | Volunteer to participate with INCPAS Scholars program. This program is a career awareness and mentoring program for minority high school students. |
| URM | Kelley Indy Business of Medicine MBA | Annual – August | Exhibit at National Medical Association - NMA promotes the collective interests of physicians and patients of African descent. Exhibit includes pre & post conference mailings to all physician attendees and booth at the conference. Participation also includes presentation to physician executive track attendees on Business of Medicine MBA. |
| URM | Kelley Indy Business of Medicine MBA | Ongoing | Highlighting alumni of diverse backgrounds and their impact on the healthcare industry in marketing and advertising campaigns |

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| Women | Kelley Indy Business of Medicine MBA | Began 2019 | Webinar panel presentation of BoM alumni women discussing navigating leadership challenges as female physician leaders |
| DEI | Kelley Indy Business of Medicine MBA | Began 2020 | Lecture series speaker and reading assignment on diversity and inclusion |
| DEI | Kelley Indy Business of Medicine MBA | Began 2020 | Alumni residency weekend theme is diversity and inclusion |
| URM, Women | Kelley Indy Business of Medicine MBA | Annual | Specifically target URM and Women in recruiting efforts. |

Undergraduate Student Affinity Groups

Racial/Ethnic Diversity

ALPFA (Association of Latino Professional for America): a student chapter of the national professional Hispanic business organization, which is dedicated to furthering the careers of today's Latino business professionals. (Est. 2009)

Mu Beta Lambda Business Fraternity, Inc.: is a unique group of young professionals dedicated to the empowerment of minorities and enrichment of inclusion in the business world. (Est. 2012)

National Association of Black Accountants: shall unite through membership accounting students who have similar interest and ideals, are committed to academic and future excellence, possess a sense of professional and civic responsibility, and are concerned with enhancing opportunities for minorities in the accounting profession. (Ongoing)

Undergraduate Business Diversity Council: is an organization committed to fostering a diverse and inclusive environment where students can develop as business leaders alongside people from distinct backgrounds. (Est. 2008)

Orientation Diversity

O@K (Out at Kelley): Out at Kelley serves as the first and only LGBT organization within the Kelley School of Business at Indiana University. We encourage all LGBTQ students, faculty, staff, and allies on campus with an interest in business (in Kelley or not) to join. (Ongoing)

International Diversity

Ascend: is a premier accounting and finance-oriented student organization that aims to develop students professionally and prepare them for careers in business. Ascend Indiana University Bloomington Chapter is one of the student chapters of Ascend, which is the premier professional organization nation-wide dedicated to enabling its members, business partners, and the community to leverage the leadership and global business potential of Pan-Asians. (Est. 2010)

Chinese Business Association: is an academic, professional, and social organization. We aim to build communication and cooperation among members by encouraging and developing networks with students, alumni, faculty, and industry elite and by promoting knowledge about Chinese business culture in the IU community. (Est. 2010)

Global Business Women: seeks to cultivate future leaders confident in engaging in global conversation, embracing diversity, and exploring women's trends in business. (Est. 2016)

Kappa Eta Phi: is a Professional Co-ed Fraternity established to promote professional, academic and social excellence in the university. KEP develops global leaders with the drive and capacity to create impact in any environment. (Est. 2011)

Korean Undergraduate Research Club: strives for Indiana University Students' professional development by sharing the researched information of industries and professions. (Ongoing)

Scholars Without Borders: looks to bridge the gap between all of the cultures represented at Indiana University. We push your professional, social, and philanthropical skills. (Ongoing)

Gender Diversity

Global Business Women: seeks to cultivate future leaders confident in engaging in global conversation, embracing diversity, and exploring women's trends in business. (Est. 2016)

The Women's Network: provides undergraduate women at Indiana University with a network of peer, corporate and alumnae to offer communal support and inspiration. (Est. 2015)

Undergraduate Women's Financial Association: is an undergraduate organization dedicated to promoting the success of women with a passion for finance at Indiana University Bloomington. (Ongoing)

Women & Co.: is a community of like-minded women who are driven to make an impact in the business world and beyond. We represent conversation, commitment, comprehension, coexistence, cognizance, coaching and more. (Ongoing)

Women in Accounting: aims to provide members an exposure to the accounting industry, including career possibilities that extend beyond accounting and a network of peers and alums who will mentor each individual in her professional journey. (Est. 2017)

Women in Business: is an undergraduate organization dedicated to developing members personally and professionally. (Est. 2001)

Women in Business Technology: develops a community of peers seeking to major in technology focused studies, looking to gain skills to further their careers, or who have a general interest in learning more about technologies in business. WIBT seeks to foster a community for women in a traditionally male dominated industry to learn more about the technology field in business and network with one another. (Est. 2018)

Men as Allies: creates more allies for women at the Kelley School of Business. The Class of 2020 is only 36% women, so we want to do our part to help raise that percentage. To achieve this goal, we aim to support the women's groups at Kelley and to hold a variety of events that create opportunities for men and women to discuss issues and share experiences. (Est. 2018)

Graduate Student Affinity Groups

Racial/Ethnic Diversity

Asian MBA Association represents all students of Asian descent in the MBA program at the Kelley School of Business. AMBAA is a culturally oriented body that emphasizes diversity, community involvement, cross-cultural interaction and career success. It facilitates further engagement of diverse cultures and supports professional development through various professional and social initiatives. We are equally dedicated to building bridges to alumni to maximize the power of the AMBAA alumni network.

The **Black MBA Association (BMBAA)** exists to offer a supportive academic and social community for Black students at Kelley, and provides opportunities and events that encourage the professional development, cultural enrichment, and social interaction of its members. The BMBAA and its members are committed to increasing the number of diverse MBA candidates at Kelley, promoting cultural awareness across the greater Kelley community, and providing resources to help prepare and develop the next generation of business leaders.

The **Jewish Association of MBAs** at the Kelley School of Business is dedicated to creating and inspiring an active and vibrant Jewish community within Kelley and on the IU campus as a whole. By sponsoring philanthropic, social, and educational activities, we encourage participants to build lasting relationships between Jewish students and local Jewish organizations, and to create a stronger sense of commitment to Jewish values.

The **Latino MBA Association** at Kelley is a student-run organization that strives to foster the relationships between the Kelley School and Latino students, faculty, corporations, and institutions; provide professional development opportunities; and celebrate the Latino culture. The LMBAA also engages with not only the Kelley community but with the greater Hispanic/Latino community at IU and the Bloomington area. The association is open to all nationalities, and we encourage everyone to learn more about the Latino culture.

Orientation Diversity

Out @ Kelley is dedicated to empowering Kelley MBA LGBTQ+ students and allies to become equality-oriented leaders in the business world. Our goals are to increase awareness and participation among Kelley MBA students across a variety of LGBTQ+ related events, to increase LGBTQ+ applicants to Kelley, and to further prepare and educate students about the opportunities and challenges of being an LGBTQ+ MBA student and business leader. We achieve this by leveraging relationships with recruiters, undergraduates, alumni, and other grad students.

Gender Diversity

The **Association of Women MBAs** at Kelley is dedicated to providing a supportive and open environment for all current, past, and future Kelley women to utilize so they can connect with and learn from each other to grow in the business world. We strive to be an inclusive community that celebrates and develops women as growing business leaders and engaged members of society. We are committed to providing and sponsoring initiatives that will deliver on our five key pillars of community, mentorship, professional development, prospective outreach, and local engagement here in Bloomington.

Women in Information Technology (WIT) provides women in the MSIS program with professional and personal development. The members strive to educate young women on careers in technology.

Other Affinity Groups

The Veterans Club at Kelley connects students that are actively serving or have previously served in their nation's armed forces. Students are able to share their experiences, socialize, and help each other prepare for academics, recruiting, and the corporate world while celebrating each other's shared history in the military. The club also serves to provide a network of support as veterans transition out of military service.

APPENDIX 4

DIVERSITY AND RESEARCH

Recent research suggests diversity affects both the output and the quality of academic research. Studies show people tend to collaborate more with authors of similar ethnicity, but diverse coauthorship is associated with higher quality publications (Freeman and Huang, 2014, 2015). Black and Stephan (2010) present evidence that international graduate students and post-doctoral students positively affect the quantity of papers produced by faculty. Bayer and Rouse (2016) point out that underrepresentation hampers the study of economics, constraining the range of issues addressed and limiting our collective ability to understand familiar issues from new and innovative perspectives.

Studies by Blau, Currie, Croson, and Ginther (2010) and Pezzoni, Mairesse, Stephan, and Lane (2016) demonstrate the importance of matching advisors to mentees for research output. For example, Blau et al. (2010) conducted a randomized trial of a mentoring program in academia and found that the mentored group of female economists averaged .4 more NSF or NIH grants and three additional publications, and were 25 percentage points more likely to have a top-tier publication. Pezzoni, Mairesse, Stephan, and Lane (2016) focus on the relationship between graduate student publications and: (1) their gender, (2) the gender of the advisor, (3) the gender pairing between the advisor and the student, and (4) the gender composition of the team. They show that gender pairing matters. Male students working with female advisors publish 10.% more than male students working with male advisors, while women students working with male advisors publish 8.5% less.

A 2014 article in *Scientific American* helps summarize the value of faculty diversity by stating the following:

“Decades of research by organizational scientists, psychologists, sociologists, economists, and demographers show that socially diverse groups (that is, those with a diversity of race, ethnicity, gender and sexual orientation) are more innovative than homogeneous groups. Simply interacting with individuals who are different forces group members to prepare better, to anticipate alternative viewpoints and to expect that reaching consensus will take effort” (Phillips, 2014).

Faculty diversity is also important because of its impact on teaching. When the faculty of a school is diverse, students may benefit from educators’ multiple perspectives, varied teaching methods, and differences in experiences and educational backgrounds. It is likely, therefore, that the combination of a diverse student body and a diverse faculty body enhances faculty-to-student learning and student-to-student learning. Moreover, the positive impact of diverse faculty role models in educational settings might also improve students’ respect for others who are different in race, ethnicity, gender, country of origin, or other forms of diversity. Indeed, it is likely that *all* students benefit from diverse role models.³¹

Moreover, the well-documented case for student diversity suggests that more diverse school/university environments produce better student learning experiences. This, in turn, creates value for employers after degree completion as graduates more easily integrate into diverse workforces, demonstrate improved critical thinking and creative problem-solving skills, and respond to client/customer/consumer needs more effectively.

³¹ Some research studies have found bias in course evaluation (i.e., women and URM instructors receive lower teaching evaluations than male instructors or those who are not from URM groups). While it would be interesting to conduct an analysis to determine whether there is implicit bias in course evaluations, this cannot be done easily with existing data.

A diverse faculty would also appear to provide benefits in the areas of service and administration – areas that are important when fulfilling the mission of the university and school. Diversity among administrators, for example, may produce a greater range of managerial styles and encourage greater attentiveness to diversity in the composition of future administrative teams.

We do not assert that the above points are a comprehensive list of all the benefits that accrue from a diverse faculty. Similarly, we do not delineate a comprehensive list of the costs that may be associated with greater diversity (e.g., consensus among members of a diverse group often takes longer to achieve). Rather, as a school, we accept that faculty diversity is worth pursuing because it brings benefits to us as researchers, educators, and university/school administrators. We also acknowledge that faculty diversity benefits other constituents, including students and recruiters.

APPENDIX 5

DEPARTMENT OF ACCOUNTING TACTICAL PLAN

Background. In the accounting academy, there traditionally has been reasonably strong and steady demand from female candidates for doctoral programs and faculty positions. In contrast, the corresponding demand from underrepresented minorities (URM) has been much smaller. The composition of faculty in the Accounting Department at the Kelley School of Business reflects those market-wide conditions. Women currently represent 36 percent of tenure-track faculty and 53 percent of non-tenure-track faculty. In contrast, our department has only one URM tenure-track faculty (4 percent) and no URM among non-tenure-track faculty.

The statistics for female and URM doctoral students are similar to those for female and URM faculty. Therefore, our normal and ongoing recruiting and retention activities should enable us to continue to meet the goals of the department, the Kelley School of Business, and Indiana University in terms of diversity in gender, but *not* in terms of diversity in underrepresented minorities. As such, we plan to significantly enhance our efforts in recruiting URM candidates, but also remain focused on recruiting and retaining female faculty and doctoral students.

We believe the Accounting Department can improve its recruitment of underrepresented minorities by taking the following actions. First, we will more actively identify potential URM candidates. Second, after identifying these candidates, we will then enthusiastically introduce them to the many opportunities for career success at Kelley and to the high quality of life in Bloomington. But our efforts should not stop once we have successfully recruited URM candidates to Kelley. Thus, third, we will strive to fully integrate these individuals into department and school activities, whole-heartedly welcoming them to the Kelley community. Only through genuine and continuous efforts can we succeed in increasing the diversity of our faculty and students in both the short- and long-term.

1. Articulate processes the Accounting Department is prepared to pursue to increase its efforts to recruit and retain underrepresented (URM) and female faculty.

- Search Committees: The Accounting Department will: (1) appoint faculty search committees that are diverse and inclusive, (2) ensure that all search committee members are familiar with and operate within IUB's *Policies, Procedures, and Best Practices for Faculty Recruitment*, and (3) ensure that the chair or a designated member of each search committee will participate in the annual "Bias Workshop" organized by the Office of the Vice Provost for Faculty and Academic Affairs (OVPFAA).
- The Accounting Department will write job descriptions designed to attract a broad and inclusive range of candidates.
- The Accounting Department search committees will proactively recruit a diverse pool of candidates rather than simply assume that such candidates will apply for the open positions.
- The Accounting Department will also consult with URM and female faculty for guidance on best practices to attract and recruit URM and female candidates. This process will include several actions by the faculty:

- Developing and maintaining a “watch-list” of URM and female faculty members who we believe could be a good fit with our department.
 - Making a point to invite several individuals from that watch list to present a research workshop on campus each year. This will allow us to demonstrate the highly productive yet collegial environment in our department, as well as the inclusive and accepting nature of the Bloomington community. These impressions may be pleasant surprises for some of these presenters. This could lead to direct interest in joining our faculty, or indirect interest, through which the faculty member might favorably influence doctoral students or colleagues to consider joining us.
 - Leveraging our URM colleague’s involvement in the PhD Project to identify promising candidates and more importantly, encourage rookie (and experienced) candidates to apply to Kelley. Specifically, in the PhD Project every major discipline has a doctoral student association of which virtually all underrepresented minorities are members. In Accounting, there is an annual meeting immediately prior to the AAA meeting in the same city. There are panel discussions, research workshops, etc. By attending and maintaining a significant presence at these meetings, we will be able to identify strong doctoral candidates and encourage them to apply to Kelley.
 - During the search process, the chair of the search committee will obtain information from the OVPFAA about the number of applicants from URM populations and women (if the OVPFAA can share that information). The chair of the search committee will then share that information with the rest of the committee and with the Dean’s office.
- The Accounting Department will initiate steps to introduce URM candidates to the URM community in Bloomington. These steps may include having URM candidates meet with the Associate Vice-Provost for Faculty Development and Diversity or URM faculty at Kelley or other units on campus.
 - The Accounting Department will increase its efforts to help spouses of URM and female candidates to find attractive employment opportunities here. While this support is important for *all* candidates with spousal career concerns, this may be particularly beneficial for female candidates.
 - The Accounting Department will remain open-minded to candidates from a broad range of schools. Qualified URM and female candidates may not have had the opportunity to attend top schools. Of course, state-of-the-art training is essential in preparing candidates to become successful scholars. But if we place too much weight on the candidate’s university pedigree in the recruiting process, it could be limiting.

2. Articulate processes the Accounting Department is prepared to pursue to increase its efforts to recruit and retain URM and women doctoral students.

- The Accounting Department will reach out to minority student associations on the IU campus to discuss the doctoral program in Accounting.

- Our Department will continue to collaborate with the Ph.D. Project. In recent years, our URM colleague has attended the PhD Project Annual Conference in November (and other faculty members have also attended). Department representatives will continue to attend the meeting and take a more active role when possible (e.g., leading a panel discussion) to enhance the visibility and reputation of the Kelley School.
 - We have had several URM and female students graduate from our PhD program over the last 20 years. We will solicit their support in identifying promising candidates for our program.
 - We will access mailing lists of Kelley alumni belonging to URM and women’s organizations to increase awareness of opportunities in Kelley doctoral programs and academic careers.
 - The Accounting Department will explore corporate relationships, seeking sponsorship of minority employees as doctoral students.
3. **Articulate plans for how the Accounting Department will work to integrate diversity in the broader activities of the department to make diversity intrinsic to all that we do.**
- We will seek out and invite to campus a disproportionately high percentage of URM and female workshop presenters, faculty candidates, and doctoral applicants.
4. **Gather inputs from members of the Accounting Department about what are appropriate measures we should use to determine success in achieving our faculty and doctoral student diversity objectives.**
- As accountants, we believe that performance measures are critical. Tracking and reporting these measures will give us insights into how well we are doing in achieving our goals and will help us identify areas in which we can improve.
 - To the extent information is available from campus, we will track the number of applications, visits, offers, and acceptances for URM and female candidates. We will track similar measures for faculty hires.
 - To the extent data can be gathered from accounting departments at other universities and organizations, we will assess URM and women recruiting percentages compared to the proportions of URM and women in available applicant pools.

APPENDIX 6

DEPARTMENT OF BUSINESS ECONOMICS & PUBLIC POLICY TACTICAL PLAN

As stated in Bayer and Rouse (2016), “The economics profession includes disproportionately few women and members of historically underrepresented racial and ethnic minority groups, relative both to the overall population and to other academic disciplines. The relative lack of women, African Americans, Hispanics, and Native Americans within economics is present at the undergraduate level, continues throughout the academy, and is barely improving over time.”

Recognizing these challenges in the economics field, we plan to engage in the following processes with the aim to foster a diverse faculty and doctoral program, recognizing some of these processes (e.g., those aimed at students open to graduate study) are meant to “broaden the pool of economists” overall, not just at Kelley. Our processes are as follows:

- 1. The BEPP Department will promote our Ph.D. program to minority student associations on the IU campus.**
- 2. The BEPP Department will tap into existing programs that support URM and women faculty/students to encourage applications to our faculty positions and PhD program.**
 - AEA’s Committee on the Status of Minority Groups in the Economics Profession (CSMGEP)
 - AEA’s Committee on the Status of Women in the Economics Profession (CSWEP)
 - The AEA Summer Training Program (AEASP) and Scholarship Program
 - The American Society of Hispanic Economists (ASHE)
 - National Economic Association (NEA)
- 3. Our Department will access mailing lists of Kelley alumni belonging to URM and women’s groups to promote PhD program.**
- 4. Through teaching and student engagement, our Department will make undergrads generally more knowledgeable about graduate work, and in this process, be mindful of being accessible to URM and women students.** As recommended by Bayer and Rouse (2016), part of this process should include showing the AEA video on careers in economics (http://www.aeaweb.org/video/career_in_economics.php), which is mindful of highlighting that diversity is valued in the field.
- 5. The BEPP Department will create a list of on- and off-campus groups and programs designed to support URM and women faculty, and distribute to prospective and hired candidates.** Including but not limited to: CSWEP, CSMGEP, ASHE, NEA, and the Diversity Initiative for Tenure in Economics (DITE).
- 6. The Department will leverage our contacts in antitrust law and economic consulting to identify more diverse participants on both the demand and supply side of economic consulting.**
 - American Bar Association’s Minorities in the Profession Committee
 - American Bar Association’s Commission on Women in the Profession
 - American Bar Association’s Commission on Racial & Ethnic Diversity in the Profession

- 7. BEPP will increase support for undergraduate research assistants (and teaching assistants) and reach out to, and encourage, women and URM undergrads to take these positions.**
- 8. Our Department will identify URM and women faculty who would be potential seminar speakers and perhaps even senior hires.**
- 9. The BEPP Department will identify URM and women faculty who might be interested in short visits to BEPP (as a visiting faculty, or a visiting doctoral student or postdoc), and encourage them to apply.**
- 10. Our Department will encourage faculty to attend a session that brings to the surface unconscious behaviors that have been identified in a wide variety of hiring and other contexts, (e.g., the session for recruiting committee members conducted by the VPFAA on hiring bias).**

APPENDIX 7

DEPARTMENT OF BUSINESS LAW & ETHICS TACTICAL PLAN

The Department of Business Law and Ethics (BLE) Department pledges to enhance its efforts to recruit and retain underrepresented (URM) faculty and women faculty by doing the following:

- 1. Our Department will ensure that search committees themselves reflect diversity in their composition.**
- 2. The BLE Department will advertise faculty vacancies in publications or other outlets that may increase the chances of URM candidates seeing the advertisement and deciding to apply.**
- 3. BLE will reach out to potential URM and female candidates who have shown interest in teaching through submissions of information to the Association of American Law Schools AALS Faculty Appointments Register to encourage candidates to apply for a position at the Kelley School.**
- 4. Our Department will reach out to potentially interested URM and female candidates of whom department members are aware through professional associations (such as the Academy of Legal Studies in Business) and professional relationships, in order to encourage them to apply for a position at the Kelley School.**
- 5. The BLE Department will initiate efforts to meet and provide information to URM and female law students about teaching law and ethics in a business school setting.**
 - These efforts would not be designed for immediate results; rather, they would be geared toward developing relationships with students who might eventually be interested in teaching after they obtain experience in the practice of law.
 - The efforts could take a variety of forms, including (but not limited to) the following:
 - Working with student groups at the Maurer School of Law (and potentially other law schools) to provide information sessions about teaching.
 - Offering opportunities for interested law students to observe class sessions taught by department members.
 - Providing opportunities for interested law students to work for the department as a research assistant.
 - Providing opportunities for interested law students to work on a research project with a faculty member, and the like.
- 6. BLE pledges to work to integrate diversity in the broader activities of the department by doing the following:**
 - Making a conscious effort to reach out to URM and women professors as potential speakers at the department's speaker series events.
 - Inviting students to talks in the speaker series, so that students might see diversity in a different setting.
 - Making a conscious effort to highlight URM and women thought leaders in regard to the topics we teach in our various course offerings.

APPENDIX 8

DEPARTMENT OF FINANCE TACTICAL PLAN

The Finance Department at Kelley School of Business is one of the most global and gender diverse among its peer cohort of Big 10 schools. Of the 25 current tenure-track faculty in the department, 28% are women, and 72% have a degree from a foreign university, representing 12 countries. Table 1 below provides comparative statistics for all Big 10 finance departments. We rank 4th among our peer cohort of 14 schools for gender diversity, and 1st for global diversity. Though this diversity is encouraging, we fall short in another aspect of diversity, that of underrepresented minority (URM) group representation. As is clear from Table 1 (based on observable characteristics), this lack of under-represented minority groups and women amongst tenure-track faculty is an issue for all our peer schools.

| Institution | Type | Enrollment | 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 | | | | | | | |

In keeping with the values of the Kelley School, the finance department is deeply committed to the goal of enhancing diversity among the faculty. We propose a proactive policy in pursuit of this goal so that diversity remains an integral aspect of our scholarly lives. This includes efforts to recruit and retain URM and women faculty and Ph.D. students, and to integrate diversity in the research and teaching activities of the department. This policy is aimed at first identifying and reducing the implicit or explicit barriers impeding progress on this dimension and second in taking active steps to enhance the pool of URM candidates in finance.

1. The Finance Department will identify and reduce barriers to recruiting and retaining URM and women faculty and doctoral students.

Tenure-track faculty in finance, by virtue of their training and professional cues, generally do not actively think about the value of diversity in the classroom and in scholarly endeavor. Though other considerations clearly play an unseen role in shaping individual preferences, hiring decisions are thought to be based primarily on an uncontaminated assessment of research potential. Unless faculty begin to recognize the role of diversity in significantly enhancing the classroom experience for students and the research climate, progress is likely to be peripatetic. Furthermore, though finance faculty are well aware of the vast trove of evidence regarding cognitive biases that powers the field of behavioral finance, they generally do not think departmental decisions are susceptible to such biases. Faculty espousing resistance to including consideration of non-CV aspects such as diversity in their hiring deliberations may be unaware that they are also implicitly, because of their backgrounds, etc. be making such considerations in an unconscious manner. The first step therefore is to sensitize faculty to the value of diversity to their scholarly work and to make them more consciously aware of how backgrounds, training, cues, etc. may be playing a role in decision-making.

- **We will recognize the value of diversity in scholarly enterprise.**
A frequent question that arises in the context of diversity is whether it is critically important for research. This issue is discussed in the school's policy on diversity and will not be repeated here.
- **We will recognize implicit influences on decision-making.**
Research, discussed in the school's policy statement, suggests that URM faculty and women are less likely to be hired and retained for several reasons related to implicit bias among faculty recruiters, limited supply, and student bias.

To ameliorate the consequences of these factors, the department suggests the following initiatives:

- Faculty will be made aware of the role of diversity in enriching the research climate by publicizing findings from studies similar to those described above.
- Faculty will be encouraged to attend a session that brings to the surface unconscious behaviors that have been identified in a wide variety of hiring and other contexts. The session for recruiting committee members conducted by the VPFAA on hiring bias provides a useful model for such a session. We will seek to schedule a similar session at our departmental retreat.
- Work with the Schwab workshop to raise funds to support research on topics related to gender and racial diversity. These projects should of course be discipline related and be of potential interest to top-tier journals in the discipline. Examples in finance may be

discriminatory lending practices in the banking industry and gender differences in risk-taking and portfolio decisions.

- Work with corporate partners and appropriate offices in the university to organize a conference on financial topics related to diversity.

The breaking down of barriers by making faculty aware of the role of diversity in scholarly institutions is one important ingredient. The second element is to proactively take steps to enhance the likelihood of hiring and retaining URM and women scholars.

2. The Finance Department will identify processes for recruiting URM and women faculty and Ph.D. students.

The objective here will not be to hire senior URM faculty members away from other institutions because such an action does not alleviate the global issue of lack of diversity. Rather the emphasis will be on identifying potentially untapped pools, developing a pipeline and recruiting rookie faculty and students. Because the pool of URM graduates with terminal degrees in finance is very small, the stress is on enhancing the pool of URM and women candidates seeking terminal degrees. Some of these initiatives are better executed by the relevant program offices of the Kelley School and some by the department.

In the near-term we will identify untapped pools in partnership with the Kelley School's doctoral program office:

- Reach out to minority student associations on the IU campus to discuss Ph.D. program.
- Reach out to Historically Black Colleges and Universities to market Ph.D. program.
- Collaborate with Ph.D. Project – a program for minority doctoral students studying business.
- Leverage the impending Masters of Science in Finance degree as a conduit to attract Ph.D. students.
- Access mailing lists of Kelley alumni belonging to URM and women's groups to advertise Ph.D. program.
- Explore corporate relationships – seek sponsorship of minority employees as doctoral students.

In the longer-term, we will:

- Explore the ability to offer the MBA degree as an intermediate exit to Ph.D. program as an incentive to attract minority students.
- Explore the potential of providing scholarships to URM and women high school students if they are in STEM or economics/finance related fields.
- Explore the potential of offering Bridge summer programs to promising undergraduate students as a gateway to entering the finance doctoral program.

As is pointed out in the school's policy statement, diversity initiatives should not be restricted to just hiring practices. Rather, the department should create a culture that values diversity in its daily life. The following suggestions are intended to encourage this mindset.

3. The Finance Department will integrate diversity in research and teaching.

- We will include more women and URM faculty in research seminars in the finance department.
- A growing literature, cited in the school's policy statement has shown evidence suggesting bias in teaching evaluations against women and minority faculty. The department chair will take extra care in interpreting teaching evaluations to guard against potential bias.

- We will encourage more informal networking among women faculty and doctoral students so that senior women faculty members can provide a conduit to the department chairperson for any latent concerns.

An assessment of the department's current situation and its progress towards the diversity objective is difficult because of the lack of appropriate data on the profession's demographics. A very small start is made in Table I, but clearly it will be important to establish professional benchmarks to gauge progress and relative standing.

4. The Finance Department will work with the University to collect data on URM and women doctoral candidates and faculty in the profession.

- Metrics and benchmarks
- Number of URM and women students graduating with terminal degrees in finance each year
- Number of URM and women faculty in peer institutions
- Number of URM and women Ph.D. students in peer doctoral programs
- % URM faculty and Ph.D. students relative to peer institutions
- % Female faculty and Ph.D. students relative to peer institutions

APPENDIX 9

DEPARTMENT OF MANAGEMENT & ENTREPRENEURSHIP TACTICAL PLAN

- 1. The Management & Entrepreneurship (M&E) will implement the following steps aimed at improving faculty diversity from the perspective of faculty recruiting -- search and selection.**
 - Require all our faculty search committees include at least one member that is female and / or URM.
 - Ensure that all search committees are familiar with and operate within IUB's *Policies, Procedures, and Best Practices for Faculty Recruitment*.
 - Write and post job descriptions designed to attract a broad and inclusive range of candidates.
 - During URM recruiting visits, provide more intentional exposure to the URM community in Bloomington. These steps may include having URM candidates meet with the Associate Vice-Provost for Faculty Development and Diversity (currently John Nieto-Phillips) or URM faculty at Kelley or other units on campus.
 - Ensure the talent pool for departmental recruiting is diverse. Search committees are to proactively engage in broad search to ensure the diversity of candidates for a particular opening.

- 2. The M&E Department will implement the following steps aimed at creating a more inclusive climate and enhance faculty awareness of the importance of diversity.**
 - Appoint a faculty member to serve a two-year term as our diversity *champion*. The responsibility of the champion is to be an advocate for inclusiveness and an ombudsman to vet any concerns. At the end of each year the champion will meet with the Department Chair to discuss progress made, any concerns identified or expressed, and plans for the following year.
 - Seek mentoring relationships opportunities for female and URM faculty and doctoral students.
 - Prioritize female/URM faculty for our visiting scholar series.

- 3. The M&E Department will gauge our progress annually via both objective and subjective metrics such as:**
 - URM/female representation in faculty and doctoral recruiting/curriculum revision committees.
 - Number of sessions organized with female/URM faculty invited as visiting scholars.
 - Number and percentage of women/URM faculty members/doctoral students with mentors.
 - Annual faculty/doctoral student feedback on our diversity and inclusive initiatives /culture – researched by our diversity champion.

APPENDIX 10

DEPARTMENT OF MARKETING TACTICAL PLAN

- 1. The Marketing Department will pursue the following actions to increase recruiting and retention of underrepresented (URM) faculty and tenure-track women faculty.**
 - Explore offering a post-doc to expose URM candidates to our school.
 - Pursue the URM or women faculty, if two candidates appear equal.
 - Examine promotion and tenure standards to ensure that biases do not exist for diversity candidates.
 - Ensure that recruiting decisions consider the value of diversity candidates.
 - Make sure that faculty understand that diversity is valuable for original research.
 - Target hiring a tenured URM faculty member.
 - Work with URM faculty from other schools.
 - Participate in school events that highlight diversity.
 - Conduct a women's faculty lunch every month.
 - Encourage activities geared toward forming a supportive community (e.g., Fitbit competition).

- 2. The Marketing Department will pursue the following activities to recruit and retain URM doctoral students and women doctoral students.**
 - Participate in the Minority project.
 - Target Indianapolis area schools to recruit URM candidates.
 - Target URM and women Kelley graduates.
 - Target URM and women MBA students.
 - 3Target the top URM and women students at IU.

- 3. The Marketing Department will integrate diversity in the broader activities of the department (e.g., research seminars; presentations by visitors to KSB; teaching seminars; etc.) in order to "make diversity intrinsic to all that we do."**
 - Get undergraduate URM students to work with faculty on research.
 - Propose a Center for Consumer Heterogeneity.
 - Invite URM and women speakers every year.
 - Invite participants from Historically Black colleges to department events (e.g., Haring symposium).
 - Invite participants from Historically Black colleges and Women colleges to National Team Selling Competition.

- 4. The Marketing Department will gather inputs from members of our department about the following:**
 - How much we are investing on this priority.
 - Whether every activity we engage in is represented in terms of diversity.
 - Faculty publications with URM PhD students and faculty at other universities.
 - The percentage of rookie women and URM doctoral students that we interview at Summer AMA.

- 5. The Marketing Department will encourage more well-rounded faculty members, who are willing to contribute on multiple fronts (e.g., research, teaching, service, administration). In other words, how can we encourage faculty to become “decathletes” by doing the following:**
- Investing in training future leaders to develop their abilities.
 - Weighting contributions on multiple fronts more on annual reviews.
 - Rewarding/recognizing non-research activities.

APPENDIX 11

DEPARTMENT OF OPERATIONS & DECISION TECHNOLOGIES TACTICAL PLAN

1. **As we seek to enhance recruiting and retaining of URM/women tenure-track faculty, each year we will invite a senior URM or woman faculty (senior Assistant or higher) as an “ODT faculty visitor” for 3-5 days.** Such an initiative will not only help identify a pool of senior candidates for hiring, but will also showcase our department to potential URM/women candidates as a desirable place to work.
2. **We will offer mentoring and professional development opportunities for our URM/women faculty/doctoral students.** The mentor program will provide an informal forum for faculty members/doctoral students to share experiences in teaching and research.
3. **We will invite URM/women undergraduate/graduate students to “ODT research day.”**
 - To keep us better connected to each other’s research, each year we will host a Friday seminar wherein 5-8 of our faculty members will highlight their respective research.
 - We will invite undergraduate/graduate students—especially URM/women—for that seminar. We will open this event for our K201/K303 TAs.
 - We will follow-up with student attendees to gauge their interest in the doctoral program.
4. **We will work together with school- and university-wide diversity initiatives to better develop a diverse pool of doctoral students.** For example, when we reach out to Rose-Hulman for the MSIS program, we can also present details about the doctoral program.
5. **We will identify opportunities to intertwine our student diversity initiatives with that of faculty diversity initiatives.** While it is conventionally thought that diverse faculty will lead to diverse student body, the converse also applies.
6. **We will seek to integrate diversity into our broader activities, culture, and collective decision-making in the following ways:**
 - We will examine opportunities to build themes of diversity into our conferences/workshops that we organize. For example, the transportation board recently organized a panel on “Women in supply chain.” Within our conferences/workshops on supply chain/analytics/information systems, we will look for opportunities to develop panels and round tables on themes of diversity. As another example, we will seek diversity in our guest speakers that are invited to our classes.
 - We make many decisions collectively in our department (e.g., recruiting of faculty/doctoral students, curriculum revisions, selecting research seminar speakers). We will ensure that our collective decision-making is inclusive and committed to diversity. The process for selecting speakers for Friday research seminars is decentralized in ODT. A faculty member—typically 3-4 each semester—invites a seminar speaker who is most aligned to his/her individual research

interests. We will ensure that a diverse pool of faculty get to choose their Friday seminar speaker.

7. We will disseminate our progress on our various initiatives in our Spring departmental meeting.

8. We will gauge our progress using many different metrics:

- Number of sessions organized with women/URM faculty invited as “ODT faculty visitor.”
- Number and percentage of women/URM faculty members/doctoral students with mentors. Periodic faculty/doctoral student feedback on the mentor program.
- Number of women/URM undergraduate/graduate students that attend the “ODT research day.” Number of students that show interest in the ODT doctoral program.
- Number of workshops/conferences that ODT organizes with themes of diversity.
- Number of ODT URM/women faculty that choose the ODT Friday speaker.
- URM/women composition in ODT faculty and doctoral recruiting/curriculum revision committees.

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