
**UNIVERSITY OF MINNESOTA
DIVERSITY EQUITY AND INCLUSION (DEI)
SYSTEMWIDE REVIEW
JUNE 10, 2022**



Cambridge Hill Partners

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EXECUTIVE SUMMARY

The University of Minnesota MPact 2025 Systemwide Strategic Plan centered on five main commitments – Student Success; Discovery; Innovation & Impact; MNtersections; Community & Belonging; and Fiscal Stewardship. Diversity, equity, and inclusion (DEI) goals and actions are prominently reflected in MPact 2025.

In October 2021, with a focus on Commitment 4, *Community & Belonging*, the University of Minnesota's (UMN) Office for Equity and Diversity (OED) launched an initiative to assess systemwide DEI efforts and their impact, identify challenges and opportunities, and determine the optimal structure for OED. Following a university Request for Proposal (RFP) process, Cambridge Hill Partners, Inc. (CHP), an organizational consulting firm specializing in diversity, was selected to work with Michael Goh, Ph. D., Vice President for Equity and Diversity at UMN, and OED staff on this initiative. CHP consultants conducted two rounds of interviews across all campuses, reviewed and mapped DEI initiatives to MPact 2025 goals, identified strengths and opportunities, and assessed OED's organizational structure in the context of MPact 2025's DEI goals. This executive summary focuses on the key strengths, challenges, and recommendations which are further detailed in this report.

DEI leaders across the UMN system were asked to identify DEI activities in June of 2020 by the University Relations Office. Over 1000 DEI initiatives were identified. Clearly there has been a tremendous commitment of DEI focus, effort, and initiative across the system. Levels of ownership of MPact 2025 goals are high. There is innovation going on on many UMN campuses, most of which has been initiated at the level of campus, school, division, department, or administrative unit. While the level of effort is high, a lack of overarching coordinating strategy has limited the effectiveness of these efforts. By focusing on strategy and alignment, the next phase of DEI evolution should result in greater synergy, efficiencies, sharing of DEI resources and importantly, ability to measure impact.

DEI Initiatives – MPact 2025

- *Student Representation* - UMN has made a clear commitment to increasing the number of BIPOC and underrepresented students across the campuses. Forty-three percent (43%) of the 1,061 UMN DEI initiatives reviewed focus on increasing the number of underrepresented students. UMN staff across the campuses reported that there are numerous initiatives focused on student representation, particularly recruitment and retention. Current data collection and reporting systems make it difficult to determine how these initiatives may directly contribute to reducing disparities or increasing graduation rates.
- *Faculty & Graduate Student Representation* – While initiative mapping to MPact 2025 indicates a number of initiatives focused on recruitment of historically underrepresented faculty and graduate students, those interviewed would like to see more support in this area. Specifically, the efforts should provide more direct support

to some campuses and implement structures to enable all campuses to share effective practices, collaboratively develop strategies, and explore options for recruiting and retaining BIPOC faculty.

- *Employees* - There appears to be a real sense of burnout among staff who do DEI work. While OHR reported increased attention on staff with a number of efforts in the planning stage, almost none of the organizational structures focused their initiatives on either employee job satisfaction or other employee issues. Given the important role of staff in the educational enterprise, attention and focus on employee job satisfaction, support, and development is critical, and warrants urgent attention
- *Intended Beneficiaries* - Initiatives were also reviewed based on which beneficiaries they are intended to benefit – students, faculty, or staff. Interestingly, the intended beneficiaries with the least number of initiatives are faculty and staff (between 1% -8%). Given how central faculty and staff are to students’ success, feelings of belonging, and their overall UMN experience, it is essential for faculty and staff to be engaged in adapting systems, practices, and interpersonal interactions which can positively enhance climate and reduce disparities within the student experience.
- *Campus Climate* - Although there are a significant number of campus climate initiatives, faculty and staff report that there remain challenges that include lack of visibility and access to DEI-centered policies and effective practices such as inclusive pedagogy; inconsistent responses and reporting on incidents of bias; BIPOC staff, faculty and students shouldering the bulk of DEI work with little recognition; and some faculty and staff not knowledgeable about DEI.
- *Partnerships* - There are examples across UMN of partnerships developed and sustained over many years in support of DEI goals. Those interviewed cited a need to broaden their partnership base. A lack of financial resources and staff capacity has limited the development of new internal and external partnerships. OED could facilitate more effective and sustained partnerships, within and outside the UMN system, if there were more capacity (staffing and budget provided) to support this work.

DEI Capacity and Infrastructure Across UMN

- *Resource Allocation* - The number of initiatives reflect a significant commitment by many within UMN to adapt culture and systems in support of an increasingly diverse student, faculty, and staff population. DEI initiatives, all with varying levels of scope, comprehensiveness, and resource levels, are often conceived and implemented at the academic/ administrative unit, college, and campus levels. While autonomy may enable local innovations, it may unintentionally contribute to inequities within the UMN system leaving some campuses and colleges with more resources better positioned to contribute to MPact 2025. Developing systems to facilitate the exchange of DEI effective practices and directing additional resources to under-resourced areas will create more equity without diminishing local efforts.
- *Data and Assessment* – Across the system, there is a lack of shared terms and definitions related to data and assessment and a lack of clarity about expectations and accountability. OED is positioned to lead in the development of shared definitions of

key DEI terms such as underrepresented groups (e.g., only racial/ethnic groups, other groups) that will be used by all units and structures across the system. This will enable regular and systematic reporting on DEI initiatives across the UMN system. Lastly, it is essential to determine and report on meaningful outcome measures for assessing all DEI initiatives.

Role of OED

- *Strategic Leadership* – OED is recognized for its dedication and commitment to support DEI efforts throughout the UMN system. A key theme from the interviews is a desire for OED to play a stronger strategic leadership role across the UMN system. This includes assisting campuses, colleges, and academic/administrative units in developing their DEI plans, advising on implementation, and defining measures for assessing DEI progress and outcomes.

Current Services and Functions - In expanding its strategic leadership role, we recommend that OED assess its program and service portfolio, current resource allocation, and what additional resources may be required moving forward. In partnership with other senior leaders, OED should determine what current services and functions warrant further review.

Stronger DEI Alignment Across Campuses and Colleges – To support implementation of DEI plans across the system, there is a need to increase institutional support, guidance and alignment for DEI strategies and initiatives. This includes building structures and systems to facilitate DEI communications, share effective DEI practices, enable collaborative programming, define outcome measures, develop a shared understanding for data requirements and approaches to assessment, and offer relevant educational and training programs.

- *UMN DEI Strategic Plan* – Led by OED, the development of a systemwide DEI strategic plan aligned with MPact 2025 (and perhaps beyond,) offers the opportunity to mobilize UMN stakeholders around a shared set of institutional DEI priorities. A UMN DEI strategic plan would serve as the platform for enhancing and developing structures and systems designed to maximize DEI expertise and resources. An enormous benefit will be developing UMN’s capacity for the use of data to demonstrate impact. It is essential for UMN to have a shared understanding, knowledge base, and expectations regarding the use of data in order to demonstrate progress against UMN-wide DEI priorities.

INTRODUCTION

A. Scope of Work

The University of Minnesota's Office for Equity and Diversity (OED), under the leadership of Vice President Michael Goh, engaged Cambridge Hill Partners (CHP) from October 2021 – May 2022 to undertake the following four tasks and deliverables:

1. Map and analyze the scope and impact of DEI efforts across the University of Minnesota (campuses include Twin Cities, Duluth, Morris, Crookston, and Rochester).
2. Conduct a gap analysis of areas of DEI strengths and opportunities for growth across the system.
3. Understand, assess, and articulate how system, college, campus and academic and administrative unit level programs and initiatives align with the systemwide strategic plan moving forward.
4. Make recommendations on optimal DEI organizational structure and specifically for the Office for Equity and Diversity and its relationship with other central administrative units.



Figure 1: Project Workflow and Timeline

From the beginning and throughout the course of the project, the project team from Cambridge Hill Partners (CHP) sought to build strong relationships with the Diversity, Equity, and Inclusion (DEI) leaders and to engage key stakeholders who have critical roles and responsibilities in facilitating DEI efforts across the system, colleges, campuses, and academic/administrative units. The CHP team entered the work with the acknowledgement that the University of Minnesota (UMN) system has been a pioneer in leading DEI efforts in higher education over many years. Nonetheless, in the wake of the murder of George Floyd, the Covid-19 Pandemic, and the societal/cultural shifts taking place locally and globally which have shaped our new levels of understanding and awareness of DEI-related issues, UMN had also undertaken to develop a new systemwide strategic plan, MPact 2025, which embedded DEI goals within the plan, specifically under the section on Commitment and Belonging (MPact 2025 – Commitment 4). DEI goals related to Commitment and Belonging include “the recruitment and retention of diverse talent (representation 4.1), the cultivation of a welcoming and inclusive campus climate (climate 4.2), and the advancement of enduring internal and external partnerships (partnerships 4.3).

B. Framing of Final Report

This Final Report offers a snapshot in time, within the constraints of an academic year that operated under hybrid (virtual and in-person) learning, working, and living circumstances. Understandably, the DEI landscape at University of Minnesota was significantly impacted by major disruption in the wake of the Covid-19 Pandemic. This has been a difficult period for all students, faculty, and staff at UMN and across higher education in general, but particularly so for UMN as they have had to uniquely reckon and work towards addressing the many needs of their diverse constituents at UMN, the Twin Cities and Minnesota more broadly in the wake of the murder of George Floyd. As we interviewed and had discussions with highly diverse UMN stakeholders, we came to appreciate and understand that their efforts to advance DEI work have been undertaken in the unique spaces where they are situated locally. Much of the data and many of the reports shared with CHP by relevant UMN units were broken down at different levels.

Thus, this Final Report is written through the lens of three organizational structures (1) colleges, (2) campuses, and (3) academic/administrative units, which is how the stakeholders (students, faculty, and staff) articulated their responses regarding DEI work and impact. While we will provide over-all systemwide data, it is equally important to note that DEI initiatives will be reported at the level of campus, college, and academic/administrative units, which may be the more relevant level of analyses.

C. Process – Activities in Support of Deliverables

The activities CHP undertook included the following:

- An extensive review of DEI-related data reports (UMN DEI Inventory data from OED, MPact 2025 documents and reports, UMN Institutional Analysis Office data reports, and other data shared by campuses, colleges, and academic and administrative units).
- Interviews and focus groups with relevant DEI stakeholders were conducted virtually and in person during two site visits – one in December 2021 where the focus was on the Twin Cities and Rochester campuses, and the other in April 2022 where the CHP Project

Team visited Duluth, Crookston, and Morris campuses. The list of meetings and attendee groups from these two site visits can be found in Appendix 1.

- CHP also conducted a Benchmarking Study with eight of the Big 10 Academic Alliance member institutions in order to compare central DEI offices relative to the current structure of UMN's Office for Equity and Diversity (See Appendix 2).

The specific activities undertaken in support of task-specific deliverables are outlined below.

Task 1 Deliverables: Mapping DEI Efforts

The CHP Project Team conducted an analysis of the UMN systemwide DEI Inventory data, which reported on specific DEI initiatives undertaken by campuses, colleges, and academic/administrative units.

DEI Inventory Data Collection Process:

In June of 2020, a few weeks after the murder of George Floyd, University Relations requested information from campuses, colleges, and units about programs that support Diversity Equity and Inclusion (DEI) efforts across the system. OED reviewed and categorized all submissions but, noting that the list was not exhaustive, invited colleges, units, and campuses in May of 2021 to review original submissions and add new entries that were initiated since the original inventory of 2020.

During CHP's December 2021 visit, CHP was presented with the DEI Inventory raw data from the above two inventories. In consultation with CHP, OED undertook a review of the data with the DEI Systemwide Leadership Collective to update the spreadsheet that then contained 1000+ DEI related initiatives. Vice President Goh presented the process at the February 4, 2022, Leadership Collective meeting, and then unit representatives had approximately two weeks to review their individual college/unit spreadsheets, with the following work objectives:

- Remove redundancies or duplicate entries
- Add any initiatives that are missing at the college/unit/campus levels
- Remove non-DEI relevant entries
- Indicate how these initiatives map onto action items in Commitment 4 of MPact 2025
- Indicate whether a specific activity had an evaluative component

There was a total of 1,061 initiatives analyzed. We mapped and coded the scope of these DEI efforts across the system, according to the MPact 2025 goals under Commitment 4: Community and Belonging. These goals were broken down by Representation, Climate and Partnerships, which were then further broken down into sub-goals. We also identified the campus community members who have been served (students, faculty and/or staff) and in what areas. (See Appendix 3 for definitions and the coding process and organizations completing the inventory.)

Task 2 Deliverables: DEI Gap Analyses

CHP conducted an assessment of DEI strengths and opportunities, through the lens of MPact 2025 Commitment 4: Community and Belonging goals. We reviewed the MPact 2025 Accountability Report, specifically related to progress made in the areas of representation, climate, and partnerships. We conducted interviews and focus groups to identify DEI changes since the adoption of MPact 2025 and over the past year.

Task 3 Deliverables: Alignment of DEI Efforts

Through qualitative interviews, focus groups and discussions, as well as reviews of strategic plans and other reports, CHP identified where alignment is strong across the system and within colleges, campus, and academic/administrative units and where these DEI efforts need to be strengthened to be more fully aligned to MPact 2025 goals. We also met with Senior Leaders to gain their perspectives and understanding of their current DEI landscape, structure, and areas of improvement.

Task 4 Deliverables: DEI systemwide structures and OED organizational structures

CHP conducted extensive interviews with OED staff and DEI stakeholders (faculty, staff, and students) at the colleges, campus, and academic/administrative units levels to ascertain their level of engagement, collaboration, and support of DEI initiatives and the extent to which such initiatives were supported by OED; in partnership through provision of resources or direct consultation.

D. How Report is Organized

The Final Report includes three sections.

1. An overview of the current DEI Landscape related to MPact 2025 and then DEI structures-- systemwide and by colleges, campuses, and academic/administrative units. While this information/data was collected during the 2021-2022 academic year, in the midst of the pandemic, it does provide a baseline description of the current state of DEI work. The current structure of OED is also specifically highlighted in this section.
2. Strengths and opportunities via gap analyses informed by quantitative DEI initiative inventory data and qualitative data from interviews, discussions, and site visits.
3. Recommendations based on the four tasks and deliverables for this project.

We should also note that in areas of the report where there are terms or phrases that are specific to UMN or which need to be further clarified, we do provide definitions either as notations within the narrative or data table or in the appendix of the Final Report, as needed.

CURRENT DEI LANDSCAPE AT UNIVERSITY OF MINNESOTA (UMN)

A. MPact 2025

Introduction

The UMN systemwide DEI inventory data, which reported on specific DEI initiatives undertaken by campuses, colleges and academic/administrative units served as the basis for mapping and analyzing the scope of these DEI efforts across the system, according to the MPact 2025 goals under Commitment 4: Community and Belonging. The first task was to review the list and include only the 1,061 initiatives that explicitly identify DEI goals as a main purpose. For example, orientation programs offered to all graduate/professional students were not included in the analysis even though such programs may help with retaining BIPOC and/or underrepresented students. Decisions were based on the initiatives' titles and descriptions and additional information from the website if necessary and available.

A number of limitations and caveats should be noted about interpreting the data used for the current report. The inventory data are limited to a count of initiatives, and all initiatives were treated equally despite significant differences in their breadth and scope. Thus, a low percentage of initiatives attending to an MPact 2025 goal does not necessarily reflect a lack of attention because the initiatives could be broad in their scope (e.g., multi-year program vs. one day event) and impact (e.g., all campus members vs. only faculty). Another important caveat about the data is that it was collected at a single point in time that was a unique point in the institution's history. For example, a relative lack of initiatives or attention to a particular MPact goal or subgoal may reflect shifts made to address the demands associated with Covid-19 or the immediacy of needs brought on by the murder of George Floyd or the turmoil of the 2020 election. Finally, the data reflect a focus on current initiatives and do not necessarily reflect past efforts. For example, a lack of climate initiatives (4.2) may have occurred because a reporting unit attended to and improved climate through past efforts and so shifted its attention to representation (4.1) or partnerships (4.3).

There are not trend lines reflecting trends in representation, retention, and disparities in academic achievement in this report because of limitations in the ways in which data were reported. Ways to move beyond these limitations are presented in our recommendations.

How are DEI Initiatives Distributed Across MPact 2025 Goals?

To create the distribution of initiatives to MPact 2025 goals, each initiative was mapped to one goal and one subgoal. Responses to the request to identify the MPact 2025 goals and subgoals varied with some people choosing multiple goals/subgoals and others selecting no goals/subgoals. To make the coding consistent, all initiatives were reviewed and assigned to one goal/subgoal based on the title and description and information from the website if necessary and available. The one exception was that initiatives addressing the goal of representation could be scored under the two subgoals of recruitment and retention (e.g., multi-year scholarships that provided financial aid to BIPOC students helped both to recruit students to attend and to continue their studies at the University. There were some initiatives that did not map to MPact 2025 but were DEI focused, and these were labelled as DEI Goal Beyond MPact 2025.

The MPact 2025 goal distributions for the System, Colleges, Academic/Administrative Units, and Campuses are presented in Figure 2 and are the bases for the analysis. Colleges, Campuses, and Academic/Administrative units varied widely in the number of initiatives they reported so the review was based on percentages of initiatives rather than raw numbers to make the data comparable across the organizational structures.

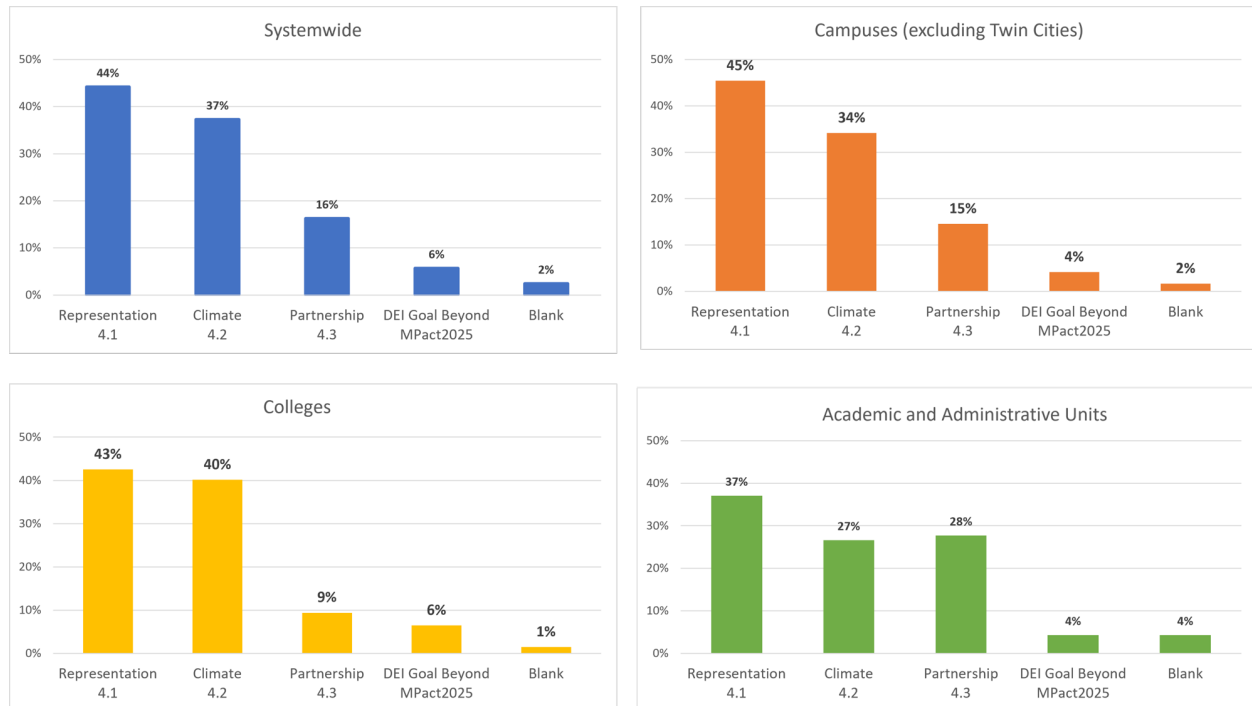


Figure 2: Initiatives by MPact 2025 Goals

Representation (4.1)

Representation received the most attention systemwide (43%) and from all organizational structures, ranging from 37% to 45% of all initiatives. The greatest percentage of representation initiatives was directed toward recruitment (4.1.1) and retention (4.1.2), while a much smaller percentage was concerned with reducing disparities (4.1.3). The smaller percentage of initiatives that addressed reducing disparities may not necessarily be a gap in initiatives to this subgoal. One possible explanation for the uneven distribution among the subgoals is that the initiatives were scored for only one MPact 2025 goal even though they may have been indirectly connected to other goals. Thus, initiatives may have been scored as retention and not as reducing disparities because the initiatives' direct impact was increasing retention and its indirect or secondary impact was decreasing a disparity. For example, initiatives that had the direct impact of increasing undergraduate retention (4.1.2) were scored only for retention, although they most likely had the secondary effect of increasing graduation rates (4.1.3).

Climate (4.2)

Climate was the focus of a significant percentage of initiatives at the system level and from all organizational structures although the percentages varied among the organizational structures. The climate goal had the second highest percentage for Systemwide (37%), Campuses (40%) and Colleges (40%). In comparison, Academic/Administrative Units reported that 27% of their initiatives addressed climate.

Percentages of initiatives focusing on the individual subgoals showed some interesting differences among the subgoals and reporting structures. The climate survey (4.2.1) and education and training (4.2.3) had an equal percentage at the Campus level, and Colleges reported a higher percentage attending to education and training (4.2.3) than the climate survey (4.2.1). For Colleges, the subgoal of education and training (4.2.3) had the highest percentage of all subgoal initiatives. One common finding for all organizational structures was the small percentage focusing on job satisfaction (4.2.2) such that all of the three structures reported less than 1% of their initiatives focused on job satisfaction. This lack of attention merits study as a possible a gap in fulfilling MPact 2025 goals.

Partnerships (4.3)

Percentages for Partnerships systemwide was 16% but varied across the three organizational structures. Academic/Administrative Units reported the highest percentage with over a quarter (28%) of initiatives focused on partnerships while Campuses (15%) and Colleges (9%) reported smaller percentages. Most of the initiatives that addressed partnerships tended to focus on driving mutually beneficial relationships with underserved communities and strategic partners, such as partnerships with Tribal nations and indigenous communities. Almost no initiatives addressed the subgoal of advancing deeper understanding of the institution (4.3.1).

DEI Goals beyond MPact 2025

Systemwide and all organizational structures reported a small percentage of initiatives (4-6%) that focused on diversity goals outside of the MPact 2025 goals. The initiatives that fell in this category tended to focus on building capacity to engage in effective DEI work. The descriptions of these initiatives often referenced creation of committees, development of strategic plans, designation of financial resources, and hiring of staff dedicated to diversity, equity, and inclusion. Although the percentage of these initiatives is relatively small, the consistency of the focus of initiatives appearing across the three organizational structures suggests its importance.

Campus Analysis of MPact 2025

An analysis comparing the work of the four campuses (excluding Twin Cities) was conducted in response to the campuses' perspective that they differ in terms of their students' needs, geographic and community demographics, and goals. The MPact 2025 goal distributions for the four campuses are presented in Figure 3. The data presented in the Figure are the basis for the analysis.

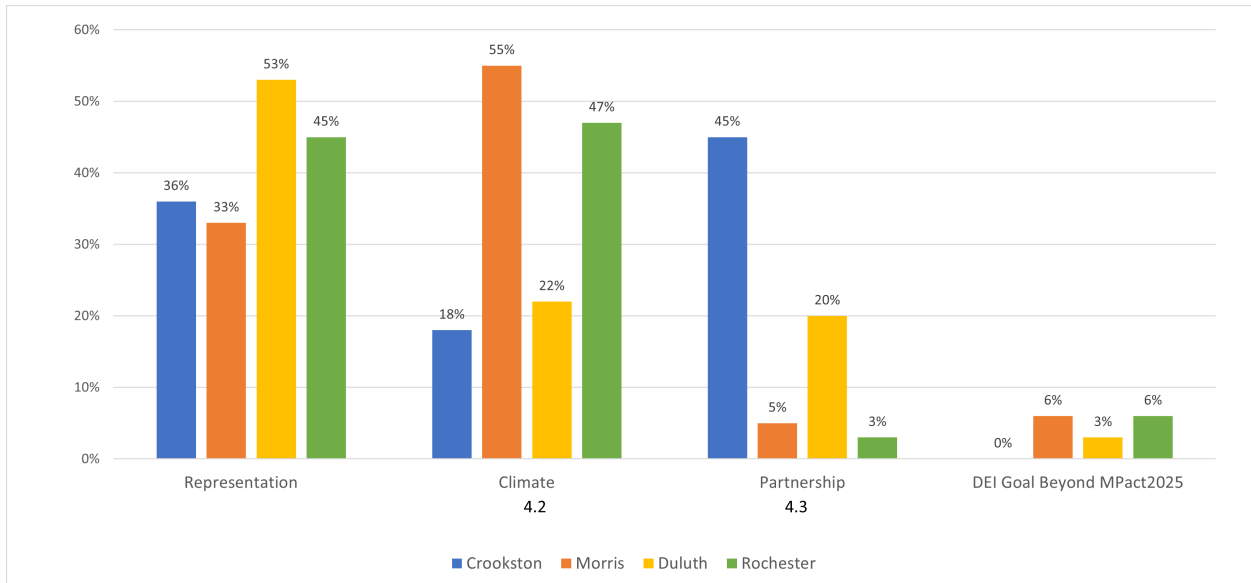


Figure 3: Campus Initiatives by MPACT 2025 Goals

When data for each campus was compared, differences emerged in the distribution of the initiatives across the three MPact 2025 goals.

- Each campus had a different goal that had the highest percentage of initiatives: Crookston, partnerships (4.3); Morris, climate (4.2); and Duluth, representation (4.1). Rochester had its own pattern dividing its percentages nearly equally between representation (4.1) and climate (4.2).
- Similarly, the goal with the lowest percentage varied across the campuses. For Crookston it was climate (4.2), for Morris and Rochester it was partnerships (4.3), and for Duluth climate (4.2) and partnerships (4.3) were nearly equal.

Intended Beneficiaries

To answer the question of who were the intended beneficiaries, a final round of coding assigned one group to each initiative. Once again, the coding used information supplied on the inventory when possible and additional information from the website when necessary and available.

- The three major campus groups were: all campus members, employees, and students.
- Employees were further divided into only faculty, only staff, and all employees (faculty and staff), and that of students into undergraduates, graduate/professional, and all students (undergraduate and graduate/professional).
- Groups that fell under the non-campus category were typically outside the campus. Outside groups included Tribal nations, community partners, non-profit organizations, youth groups and professional groups.
- Alumni were the one exception and were included in the non-campus category because of their infrequency as the intended beneficiaries, except for the office dedicated to alumni relations.

The distributions of the intended beneficiaries for the System, Colleges, Academic/Administrative Units, and Campuses are presented in Figure 4. The data presented in the figure are the basis for the analysis.

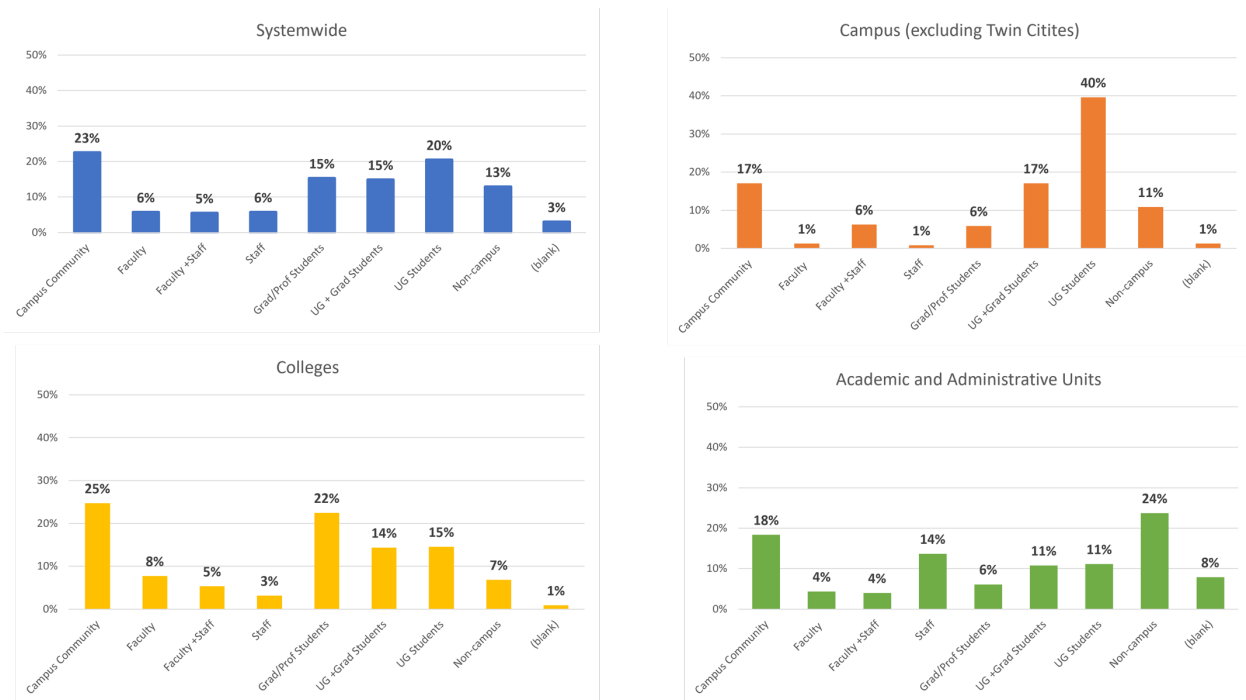


Figure 4: Initiatives by Intended Beneficiaries

Students as the Intended Beneficiaries

- Students were the overwhelming intended beneficiaries systemwide. This emphasis was reflective of Campus efforts (63%) and most of the initiatives focused on undergraduates, which probably reflected the largely undergraduate enrollment on three of the four campuses.
- Approximately half (51%) of Colleges’ initiatives had students as the beneficiary group. These initiatives were most likely to be concerned with recruitment and/or retention for all student groups.
- Students were the intended beneficiaries of only 28% of Academic/Administrative unit initiatives probably because those offices are often intended to serve faculty, staff, or all campus members. The initiatives were unevenly divided with twice as many initiatives targeting undergraduates (11%) and all students (11%) as graduate students (6%).

Employees (Faculty and Staff) as the Intended Beneficiaries

- Employees were the intended beneficiary group for a smaller percentage of initiatives than students both systemwide and for all organizational structures. The percentage of initiatives that focused on any employee group was around one fifth of all initiatives for the system (17%), Academic/Administrative units (22%) and Colleges (16%) versus 8% for Campuses. Each structure focused on a different employee group.

- Academic/Administrative units tended to focus initiatives more heavily on staff (14%) compared to faculty (4%), while Colleges reversed the order such that faculty initiatives (8%) had more than double the percentage of staff initiatives (3%).
- Finally, for Campuses, few initiatives focused on faculty alone (1%) or staff alone (1%). Interestingly, the percentage of initiatives focusing on all employees (faculty and staff) was relatively similar across the organizational structures (4-6%).

The goal of the initiatives varied depending on the intended beneficiaries and organizational structure. When students or faculty were the focus, initiatives for all organizational structures focused on representation (4.1). Initiatives involving staff (either staff alone or staff & faculty) were more likely to be directed toward climate (4.2), and in particular education and training (4.2.3). Campus initiatives for only faculty and only staff were sufficiently small that no comparison could be made among the goals.

All Campus Members as the Intended Beneficiaries

About a fifth of all initiatives focused on all campus members regardless of organizational structures with the greater percentage of the initiatives involving education and training (4.2.3).

Campus Analysis of Intended Beneficiaries

A campus analysis (once again excluding Twin Cities) similar to the one for MPact 2025 goals was conducted to address differences in intended beneficiary groups, and similarities and differences emerged. The distributions of the intended beneficiaries for each Campus are presented in Figure 5, and the data are the basis for the analysis.

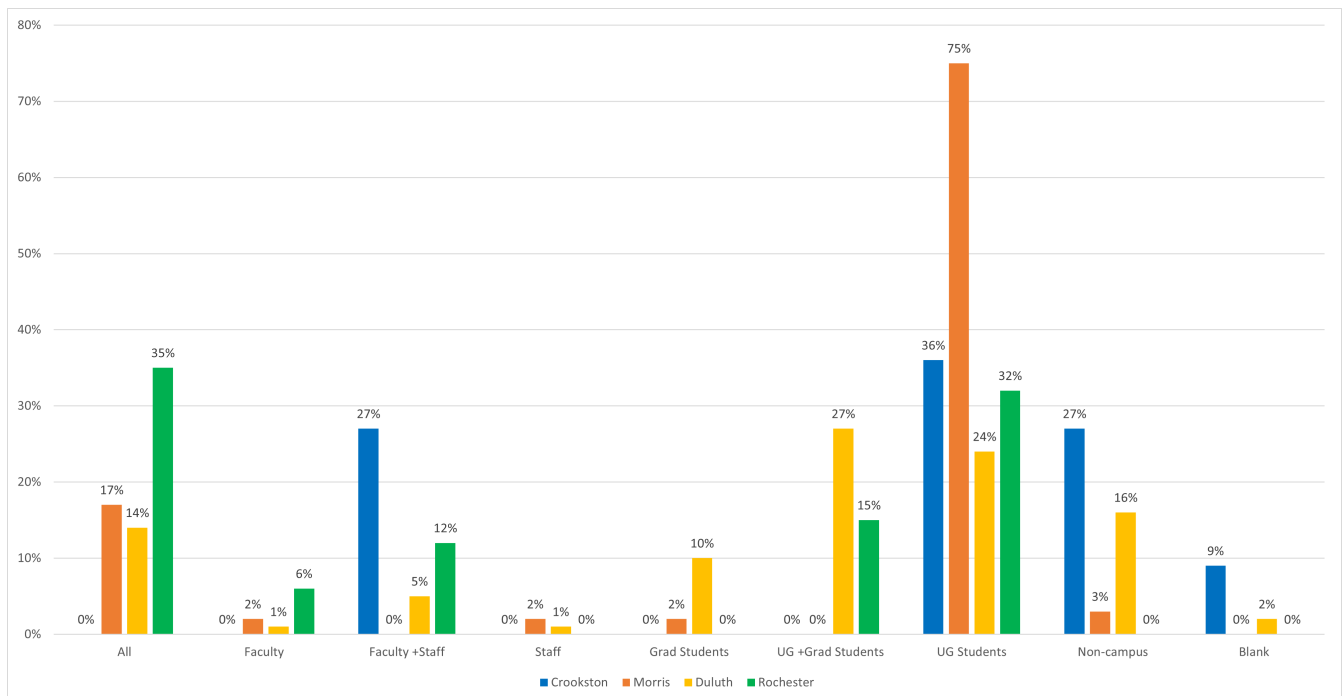


Figure 5: Campus Initiatives by Intended Beneficiaries

- The majority of initiatives at Duluth, and Rochester and three quarters at Morris were student focused when the cumulative total of the three student categories was considered. Not surprisingly given the different student makeup of the three campuses, the distribution among the student groups varied, with Morris focusing all of its efforts on undergraduates while Duluth and Rochester focused on both graduate and undergraduate students. The numbers of undergraduates and graduate students vary by campus (Crookston and Morris campuses currently do not have graduate programs), so this may in part explain some of the variation.
- At all campuses, faculty alone and staff alone were the intended beneficiaries of only a small percentage of initiatives. The relatively small percentage which addressed the unique needs of faculty and staff may be an area to review and address.
- Crookston had a unique pattern of intended beneficiaries in several ways. When compared to other campuses, Crookston devoted the highest percentage to employees, focusing 27% of its initiatives on all employees (faculty and staff), and to non-campus beneficiaries (27%).
- Rochester stood out from the other campuses because it focused about one-third of its efforts on all campus members, perhaps more feasible given the smaller campus population.

B. DEI Structures at UMN

The University of Minnesota has a rich history of developing DEI initiatives in order to address the evolving needs of diverse students, faculty, and staff and a strong commitment in supporting efforts that build a more inclusive academic community.

In 2006, UMN re-aligned diversity efforts to bring together a number of DEI-related units which became the basis for what is now the current Office for Equity and Diversity (OED), a systemwide, centralized Office whose mission is to:

Increase access to higher education by advocating for members of our community and emphasizing the importance of diversity in promoting learning and development at the University of Minnesota. Our commitment to equity and diversity is the shared responsibility of students, staff, and faculty, and must be supported and guided by all levels of leadership.

OED has been a critical driver in ensuring that diversity, equity, and inclusion are acknowledged and practiced as key institutional principles that are integrated into the living and learning communities across the system, in colleges, campuses and academic/administrative units.

As a highly de-centralized institution with five campuses, UMN also has an elaborate set of DEI structures beyond the work of OED. These structures often operate with a great deal of autonomy, which allows for innovation but may also impede coordination and synergistic collaborations. They range from stand-alone offices with a DEI Senior Leader with staff and resources; single DEI Leader with some resources; Standing DEI Committees with associated resources; DEI Committees that are periodically convened; DEI-focused organizations with few to no resources; and DEI groups that are convened by committed stakeholders. Given this de-centralized organization, communication is a constant challenge and has become even more

complex in the current social and cultural landscape. For example, at one system campus, a Campus DEI Steering Committee met with CHP consultants, but the group apparently had never been previously convened as a formal committee.

As UMN moves to the next stage of DEI organizational evolution, a focus on autonomy may need to be balanced with more systemwide approaches to aspects of DEI in order to be better able to articulate one clear narrative; provide consistent reporting of data related to the current state of DEI across the UMN system; and systematically measure outcomes of specific DEI initiatives.

Office for Equity and Diversity (OED)

As the systemwide centralized office supporting diversity, equity and inclusion across the entire University of Minnesota, OED staff and their senior leadership teams were interviewed by CHP in order to understand the scope of their individual roles and responsibilities, as well as their understanding of the broader work of OED. CHP also conducted focus groups with students, faculty, and staff whom OED identified as DEI stakeholders who could provide context and insights into the work of OED. Using structured interviews, CHP also conducted individual interviews with OED leaders who provide oversight of major areas of work.

OED's structure has been in a state of transition over the past year (see Figure 6 of the organizational chart from August 2021). The chart indicates open positions as of that time period, but it does not reflect the recent staffing transitions that have occurred or have been announced over the past few months and appear below. The OED staffing concerns were echoed in the interviews and focus groups we conducted with OED staff.

At the time of publishing this final report, the organization chart in Figure 6 below has since experienced some transitions:

- Vice President Michael Goh will be stepping down from his position and returning to his faculty role on July 1, 2022. A search is in progress.
- Professor Tadd Johnson's role as Senior Director of American Indian Tribal Nations Relations was redirected to the newly appointed Senior Adviser to the President for Native American Affairs, Office of Native American Affairs, in the President's Office and he has announced a phased retirement at the end of the academic year.
- Associate Vice Provost Virajita Singh has been appointed Chief Diversity and Inclusion Officer for the Minneapolis Institute of Art.
- Donna Johnson, Director of the Disability Resource Center will be retiring. A search is in progress.
- Gender and Sexuality Center for Queer and Trans Life (GSC) Interim Director Finn schneider was appointed Director and Ombuds at the U of M Student Conflict Resolution Center. A search is in progress.
- Louis Stokes North Star STEM Alliance director Rebecca Fabunmi was appointed Director of Economic Development & Policy Inclusion in the city of Minneapolis Mayor's Office.
- Kelly Collins joined OED as associate director of the Education Program.
- A search is underway for the Director of Education Program.

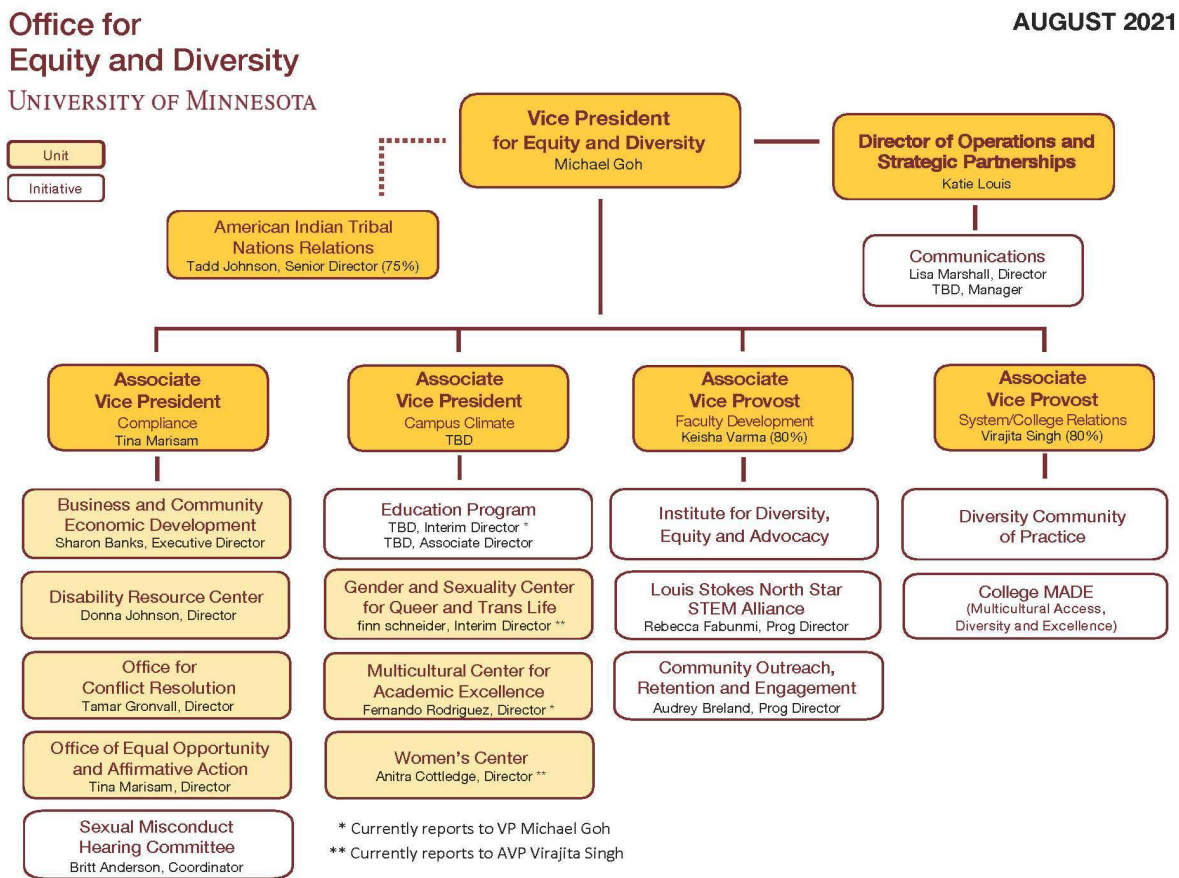


Figure 6: OED Organizational Chart, August 2021

OED Purpose and Role

OED has stated its current priorities as being centered and embedded in the MPact 2025 Goals of Community and Belonging, which inform all aspects of their work now: Representation, Climate, and Partnerships. These three goals have been the organizing principles that drive the work over the past year.

The majority of the OED Staff view OED’s purpose and role at UMN as the following: serve as a resource and thought leader; programming; education/training/learning; consultation; providing access and inclusion; creating community; sustainable transformation; compliance; and accountability.

OED has provided an evolving and expansive definition of diversity and purpose, but they particularly center their work as indicated below, which is derived from the OED Website.

UMN Office for Equity and Diversity (OED Website, May 2022)

What we mean by diversity:

We employ an expanded definition of diversity, recognizing the importance of ensuring that all members of our community have equitable access to the University and its resources. We center underrepresented populations who face systemic barriers that impact their experiences on campus. Our goal is to reduce or remove barriers for all members of our community.

It is our responsibility as an institution—as part of our commitment to creating a welcoming and affirming climate—to serve and support the following individuals and groups at the University of Minnesota:

American Indians and other indigenous populations

People of color, including underrepresented groups and new immigrant populations

People with both apparent and non-apparent disabilities

People who identify as women

People of various gender and sexual identities and expressions

First-generation students

We also address issues of access and climate for individuals who might encounter barriers based on their religious expression, age, national origin, ethnicity, or veteran status. Furthermore, we recognize the importance of working with people who claim more than one of the above identities.

OED also serves as a convener of critical DEI groups, which have provided important opportunities for DEI stakeholders across the system to learn about DEI initiatives; effective programs, policies, and practices; and share resources. These groups serve as important organizational bodies that allow for better communication, more effective collaboration, and synergistic partnerships.

- Diversity Community of Practice (DCoP)
- DEI Leadership Collective
- CollegeMADE

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- College MADE (Multicultural Access, Diversity, and Equity)
- Diversity Community of Practice (DCoP)
- DEI Systemwide Leadership Collective

OED Staffing

OED Staff shared concerns about the limited staffing capacity and turnover in the past year, which has made current staff particularly overwhelmed by the many expectations and requests

across the system. As one staff member stated, “They are past crisis point with capacity.” They feel they are able to do the day-to-day management of addressing needs and crises that arise but cannot do long term planning and goals setting.

- OED Staff expressed the need for less programming and more thought leadership, assessment/metrics development, owning the research and best practices related to DEI.
- OED Leadership needs to be more equally distributed, with additional support and resources provided to the AVPs (Associate Vice Provosts and Associate Vice Presidents) based on the scope of the work within each of their areas.
- OED Staff would like to see OED as a systemwide DEI leadership convener.
- Across all OED interviews and focus groups, respondents expressed a need for additional OED staff, especially given the extensive needs that have been identified and expressed by students, faculty, staff and community members across all campuses, colleges, and academic/administrative units.

Participants (non-OED staff) in interviews and focus groups with DEI stakeholders shared their perceptions about the current role of OED and their wishes for the future. They addressed a number of topics which are discussed below.

OED-Based DEI Educational Programs and Training:

OED’s educational programs and training offerings were widely acknowledged as essential DEI resources that many staff, faculty and students have found helpful and highly impactful. OED has been able to provide extensive DEI educational programs and trainings through their numerous workshop offerings and the Equity Certificate Hosted Online (ECHO) DEI certification program.

- The system campuses, in particular, felt that they had limited access to opportunities for education/training offered by OED, due to distance and limited offerings available.
- Despite the extensive number of workshops and trainings provided, a number of stakeholders expressed interest in more advanced DEI offerings.
- There is a perception that there is not enough staffing capacity within OED to meet the need for more DEI education and training across all units in the UMN system.
- A number of respondents indicated that there should be more OED staff who could provide more advanced DEI expertise.
- Respondents also expressed the need for OED staff to engage more faculty with scholarly expertise in DEI-related areas who could provide this level of depth and breadth, as well as build a larger capacity of educators across colleges and campuses.

Metrics, Assessment and Accountability

OED does not currently have much staffing capacity for developing more in-depth DEI metrics, assessment, and accountability systems. Some respondents indicated that the lack of a stand-

alone DEI strategic plan within OED has made it difficult to prioritize OED goals and work plans, as well as to develop common metrics and shared accountability systems.

Strategic Leadership

Respondents also indicated that OED needs to provide stronger strategic leadership across the system overall. Many respondents would like OED to assist campuses, colleges and academic/administrative units in the development and implementation of their DEI strategic plans, as well as measure progress and impact. OED is often seen as responding to needs as they arise, which is appreciated, but makes the capacity for more systematic and strategic leadership more difficult.

System Organization and Capacity

There are a variety of formal and informal structures that have been developed to support the DEI efforts on campuses, colleges, and academic and administrative units across the system. Since the adoption of the MPact 2025 Strategic Plan, there have been efforts made to align local and unit-based DEI strategic plans to MPact 2025. The alignment of DEI efforts has been difficult to achieve because of the variability in DEI infrastructures that currently exist.

- Some colleges have institutionalized structures that include a designated and full-time DEI senior leader, staffing, resources, and budgets, as well as committees that are accountable to the DEI senior leader (e.g., the Medical School).
- Some units are in various stages of capacity building, and many have established DEI Committees and more recently, campuses and colleges have hired full-time DEI officers. Accountability and reporting structures for DEI officers vary.
- There are University Senate committees, such as the Equity, Access, and Diversity (EAD) Committee, which reviews “compliance of University policies, programs, and services on equal opportunity, affirmative action, and diversity from a system perspective.”
- There are DEI Committees on campuses that have been newly formed and are still developing strategic plans and developing resources to support DEI efforts.
- DEI infrastructures across the system have very few mechanisms for establishing partnerships and collaborations in strategic, intentional, and more systematic ways.
- OED has begun to serve as a convener for many of these groups, notably through DCoP and the DEI Systemwide Leadership Collective, but there should be established mechanisms for more systematic and streamlined DEI infrastructures across the system to avoid duplication and inefficiencies.

DEI Strategic Plans

In addition to the MPact 2025 Systemwide Strategic Plan which intentionally embeds DEI systemwide goals, particularly in Commitment 4 Community and Belonging section of the plan, campuses and most colleges have developed their own local DEI Strategic Plans. In a few cases, these DEI Strategic Plans have been particularly centered on anti-racism and set goals for anti-racist policies and practices.

CHP reviewed available DEI Strategic Plans from four campuses and twelve colleges. There was great variability among these plans with respect to overarching goals, specificity of goals, targeted populations, metrics, actions, and accountability processes. Some had very detailed goals and sub-goals tied to actions to be taken, and others had more general goals. A number of DEI strategic plan goals were embedded into the strategic plan for the unit as a whole. Many were written over the last three years, and a few had been developed more than 5 years ago. A few colleges and campuses were in the process of developing their DEI strategic plans. Many administrative unit stakeholders who were interviewed indicated that they were still actively developing their DEI strategic plans. A result of the variability in timeframes for these plans is that while some take MPact 2025 into account, others do not.

STRENGTHS AND OPPORTUNITIES

CHP conducted gap analyses to ascertain the current strengths and opportunities related to DEI work at the UMN system, particularly in the areas of representation, climate and partnerships as defined by MPact 2025. We sought to understand what initiatives were perceived to be working well and what DEI work is not currently being undertaken that people would like to see or were not being met in these areas. We also used the information from interviews, focus groups with OED staff and leadership and key stakeholders the benchmarking study and the DEI inventory data to identify common themes relating to organizational structure and effectiveness both within OED and at UMN more broadly.

MPact 2025

Representation (4.1)

In the areas of recruitment (4.1.1) and retention (4.1.2), stakeholders who were interviewed or who participated in focus groups reported highly successful DEI recruitment initiatives which have been instrumental in improving the numbers of BIPOC and underrepresented students to UMN campuses. Their responses are consistent with the data from the initiatives inventory that showed that the greatest percentage of initiatives focused on representation, particularly recruitment (4.1.1) and retention (4.1.2).

- The progress in BIPOC student enrollment overall across the system has been a result of intensive DEI recruitment initiatives, such as TRIO programs, scholarships which fund first generation college students and American Indian and Indigenous students, and discipline-focused recruitment (e.g., medicine, biological sciences, education, engineering).
- There are strong and successful pipeline programs such as the summer research program at the Veterinary School. Retention programs for students have also been a strong focus.
- The Rochester campus also provided a great example of the ways in which they have fully integrated their recruitment of BIPOC and other underrepresented groups of students into a wide array of innovative recruitment events, involving family members and inviting students to campus as a cohort group. This approach has provided reassurance to families that their students would be part of an inclusive and welcoming community at Rochester.

Faculty and graduate student recruitment (4.1.1) and retention (4.1.2) have also been identified as priority areas for improvement. Again, data from the inventory are consistent with stakeholders' reports.

- BIPOC faculty representation remains the most critical priority to be address across the UMN system. Academic equity and systemic transformational change cannot be achieved without the intentional recruitment, hiring and promotion of BIPOC faculty.

The recruitment of underrepresented minority faculty (URM) has always been competitive, especially for African American faculty. Since the murder of George Floyd, that competition has increased. Indiana University has committed \$30 million dollars over five years for the recruitment and retention of URM faculty and staff. Vice President Wimbush will be overseeing these efforts.

- A new faculty initiative, iChange (part of Aspire: The National Alliance for Inclusive & Diverse STEM Faculty), holds great promise. UMN has been chosen to join this 3-year institutional change effort to develop inclusive faculty recruitment, hiring and retention practices. This systemwide initiative should be fully supported and institutionalized over time.
- A number of respondents indicated that efforts to share resources and partner across campuses to provide shared faculty appointments could assist in more successful faculty recruitment and retention. There are some campuses that are struggling with the recruitment and retention of BIPOC faculty and could benefit from additional resources and consultation in developing systematic initiatives to support their work.
- DEI stakeholders, particularly on the other campuses beyond the Twin Cities, strongly recommended that UMN consider sharing faculty appointments. UMN may wish to consider systemwide faculty recruitment and retention strategies which might offset some of the disadvantages of location experienced by the more rural UMN campuses. Understandably, potential faculty candidates look at the diversity of the geographic areas in which UMN campuses are located. Creating community across campuses is a strategy successfully employed by peer institutions. For example, at one peer institution the central DEI Office partners with their university's ADVANCE Program to convene discussion groups with BIPOC faculty in order to build community and understand issues and concerns. Other research institutions have leveraged their faculty and postdoctoral trainees who participate in the National Center for Faculty Development and Diversity (NCFDD) programs to bring together BIPOC and underrepresented faculty and postdocs to form community networks related to issues around navigating their professional advancement in the academy.
- More systematic support and additional resources for BIPOC faculty across campuses and colleges was also identified as an area of opportunity for UMN. These should be widely accessible to faculty of color across campuses and colleges in order to facilitate new interdisciplinary research and develop resources for their work. These mechanisms could significantly advance the growth and visibility of research by faculty of color and also disseminate critical research on diversity, equity, and inclusion.
- The President's Postdoctoral Fellowship Program has also allowed UMN to identify, recruit and hire young scholars from diverse backgrounds to help them develop and eventually be appointed into tenure-track faculty positions. However, at this point in time the funding for this program is not sufficient and/or sustainable to allow for growth

across the system, particularly in having positions made available in areas of high need within certain academic units and/or campuses.

Climate (4.2)

Climate has been a critical concern—creating an environment where everyone feels they belong.

- Education and training programs (4.2.3) have been particularly strong and instrumental in helping to address climate concerns. In the inventory data, colleges in particular reported a high percentage of initiatives that included education and training. There have been extensive offerings provided by OED and the GOPHER Equity Project, along with more specific DEI education/training offerings provided by specific campuses, such as those developed at UMN Duluth, UMN Morris, and UMN Rochester. There was a perception that while there are indeed many DEI educational/training programs offered, there was a need for more, with offerings that provide greater nuances and ways to measure progress in how skills and knowledge are being applied in the work and learning environments. While these education and training programs are viewed as signature programs with high impact, they are reported to lack sufficient funding and staffing resources in order to fully meet the systemwide demands for participating in these programs.
- DEI-centered policies and guidance on effective practices, particularly in the classroom (e.g., inclusive pedagogy), should be clearly communicated and systematically applied and monitored. This is vital for transparency and awareness of their existence.
- There is an ongoing need to address microaggressions and bias incidents. While there are policies and practices which have been clearly communicated, some interviewees shared that these are not often followed or effectively applied to ensure that the incidents are adequately addressed.
- There were concerns shared about the ways in which DEI labor have been distributed or more often than not left to BIPOC staff, faculty and/or students. BIPOC staff feel like DEI work has “shined a spotlight on their work and they are now being evaluated in ways that other areas of the university are not scrutinized.” The sense of being always critiqued and hyper-visible make their work even harder. “DEI work is critical and urgent, but it feels thankless and not valued”. They mention the need for additional compensation, support, reward, and recognition.
- While there is progress that has been made related to university administration senior leadership, there are still concerns around lack of diversity in the senior leadership ranks. There is concern that even when BIPOC leadership and/or faculty are hired in the system, their time in these positions is often brief.
- In some of the system campuses, student respondents indicated troubling concerns about lack of safety both inside and outside of campus due to biased treatment and discriminating behaviors experienced in these communities. Some students also shared that policies and practices were also not well communicated, and when there were DEI-related complaints filed, they were not addressed fully or in a timely fashion. Students

indicated that faculty often were not knowledgeable about DEI policies and procedures, and they often lacked the skills to respond to students' concerns.

- In a number of the colleges in Twin Cities, the DEI infrastructures developed have created a strong sense of community and belonging. Student organizations, for instance in the medical school, have provided space and opportunities for professional development, mentoring, and strong community support for students. These initiatives and practices need to be scaled up and provided with resources that allow them to be sustainable and institutionalized.
- Employee job satisfaction was a concern, especially in conversations with the DCoP members and particular examples shared by employees about the toll that the pandemic and the aftermath of the murder of George Floyd has taken on them and the constituents they support on a daily basis. This concern may be related to the small percentage of initiatives that focused on employee job satisfaction and employee issues overall.

Partnerships (4.3)

There were very robust examples of partnerships developed and sustained over many years in support of DEI goals.

- The Rochester Campus has developed very strong relationships with the Mayo Clinic, corporations such as Google and community entities within the city of Rochester, which have provided opportunities for Rochester Campus students with critical resources that foster their academic and professional development, as well as their sense of community and belonging. (4.3.3)
- The Duluth Campus has partnerships established with Federal and State agencies and is providing training for Federal and State government officials on Tribal Nations history and relationships. This effort is generating additional funding as well as supporting partnerships with area Tribal nations. (4.3.2)
- The Morris Campus is the only four-year college in the upper Midwest federally designated as a Native American-Serving Non-Tribal Institution. As such, it has highly developed resources and support structures for Native American students, but it has also developed very strong community ties and partnerships with Native American communities and other local communities of color, such as the Latino community. (4.3.2 and 4.3.3)
- Crookston used its Economic Development Administration office as a frequent partner with the local communities. (4.3.3)
- Partnerships with K-12 schools were common across the system, and these opportunities for students in the community to participate and learn more about UMN were mentioned as real strengths. (4.3.3)
- There were opportunities for partnerships that were not fully explored or leveraged. For instance, some campuses mentioned that there were existing diverse communities in nearby towns, but there have been no systematic efforts to engage these communities in meaningful partnerships to recruit students or staff, or to have these

communities in dialogue with them to address broader culture or climate issues. A number of stakeholders cited lack of resources (financial and staff capacity) and institutional commitment in limiting the development of these partnerships.

Intended Beneficiaries

The intended beneficiaries varied by organizational structure, which probably reflected their purposes and roles at the institution.

- Academic/Administrative Units devoted the highest percentage of initiatives to staff, although the percentage remained low.
- A low percentage of college initiatives focused on faculty and most of the initiatives addressed climate (4.2).
- The low percentage of initiatives focusing on employees in general may indicate a need for increased efforts directed toward faculty and staff. However, OHR reported during a meeting that it was planning a number of initiatives addressing staff and faculty needs and interests, and these initiatives are not reflected by the inventory.
- The high percentage of initiatives directed toward students is consistent with the student-centered focus of higher education. Thus, for both colleges and campuses, students (including undergraduate and graduate/professional) were the most frequent beneficiaries.

OED Current Structure

Given the significant number of staff transitions in OED over the past year, this moment may provide an opportunity to reconsider structural changes with respect to the various existing positions and roles/responsibilities across the unit. OED's leadership team is very much valued across the system—from Vice President Michael Goh to the Associate Vice Provosts and Associate Vice Presidents and the various Directors and staff members across OED.

- The focus groups and interviews acknowledged their hard work and dedication, but they also recognized how under-resourced OED is with respect to having the capacity to meet the enormous needs related to DEI across various organizational units (campuses, colleges, academic and administrative units) within the UMN system, as well as across the diverse communities in Minnesota.
- OED may lack the right levels of staffing housed within their administrative unit in order to provide systemwide DEI strategic leadership, capacity building mechanisms (for development of effective policies, practices, and resources), and accountability structures (metrics and assessment tools and expert consultation) that position it to effectively lead the UMN system to fulfill its DEI goals. As one respondent put it, "OED needs to be authorized to provide strategic leadership." For example, there are opportunities for OED to provide better cohesion (through effective communication and operational alignment) of DEI efforts across the system and be able to clearly assess and monitor progress towards DEI goals. OED staffing levels will be further discussed in the recommendations section of the report.

System Organization and Capacity Building

UMN operates on many levels as a system that shares core values of diversity, equity, and inclusion. There is widespread ownership, as well as clear commitment and dedication across the system and is exemplified by OED's motto, "DEI is everybody's everyday work." However, the site visits, focus groups and interviews with DEI stakeholders seem to indicate that there is often little coordination and communication regarding effective practices and policies across the system. The geographic location of campuses and the inherently often siloed nature of colleges and academic and administrative units make it challenging to align DEI efforts. There is a need for shared data, insights, collaboration, and clarity of goals across different units in the system.

- There should be more systematic guidelines on effective DEI Communications across the system, and OED could play a role in developing such guidelines. For instance, how are managers on the front-line understanding DEI efforts and expectations related to these efforts? As one respondent put it, "The work can feel overwhelming if you're not used to doing all of these things. Are we doing what we need to do to give them priority areas and actionable plans that work for them?"
- DEI leaders (in DCoP and MSSC) wanted more consistency in the levels of leadership staffing across units in order to do effective DEI work. "Is it better to have a committee or a designated individual?" Also, while certain DEI-focused groups such as affinity groups have been highly effective and much needed, they are often completely voluntary with little financial support.
- There were concerns shared about burnout and the lack of a systemwide measure of accountability. "It has been difficult to get data to hold leaders accountable. There is a need for more accountability [data] experts within OED." One respondent summed it up in this way, "There are great things going on, most coming from grassroots but not central. There is a space for university wide action." There is a sense from the majority of respondents interviewed by CHP that DEI work primarily comes from committed individuals and groups who want to do the work, but there is often a lack of institutional support or clear direction for the work and its expected outcome(s).

Alignment – at the University of Michigan 49 academic and administrative units have established unit specific DEI strategic plans which align with the University wide DEI strategic plan. Adoption of common measures facilitates analysis of effectiveness of different DEI strategies and supports transparency and accountability.

One key issue that was mentioned, in particular among senior leaders and other DEI stakeholders on the campuses of Crookston, Duluth, Morris and Rochester, is the sense that so many of the DEI resources appear to be Twin Cities-focused. This is a consequence, of course, of location (Twin Cities campus is in the heart of Minneapolis/St. Paul), where large, diverse communities outside of UMN also provide important social and cultural connections to UMN students, faculty, and staff.

However, because so many of the systemwide offices and colleges are primarily based in Twin Cities, the sheer numbers of DEI initiatives, resources (staff and financial), and networks tend to primarily benefit students, faculty, and staff in the Twin Cities. The four other campuses expressed concern about lack of access and opportunity to engage with or utilize DEI programs, resources, and community networks, which are primarily located at Twin Cities. A number of respondents from the smaller campuses at times feel that many DEI initiatives, resources, metrics, accountability systems were developed primarily through the lens of the Twin Cities Campus landscape—not considering the unique challenges faced by the circumstances of the other four campuses. There was a perception that Twin Cities central administrative office leaders with systemwide responsibilities infrequently visit the other campuses.

The question needs to be asked, “To what extent are systemwide resources inclusive and mindful of the unique DEI landscapes of their various campuses?” The misalignment and uneven access to essential DEI resources impede the effectiveness and sustainability of DEI efforts across the system. There may be opportunities for Senior leadership, OED leadership and other DEI stakeholders to collaborate (perhaps through a group like the DEI Systemwide Leadership Collective) and consider the development of clear mechanisms that can equitably provide DEI resources and create opportunities for collaboration and partnerships that consider the varying needs of different campus communities.

On the Twin Cities campuses there is great variation in funds available to support school-based DEI infrastructure and capacity building. Going forward, clarifying expectations regarding what are the core DEI capacities and cultural competencies expected at the level of campus, school, divisions, departments, and academic units will be useful. As will be defining the resources necessary to develop those capacities.

Data and Assessment

Like many colleges and universities, UMN collects and analyzes robust data related to student, faculty, and staff demographics as well as outcomes data as appropriate for these populations. The President’s Office recently released its “2021 University Performance and Accountability Report” which assesses progress toward all MPact 2025 goals. A recent survey of DEI initiatives was a first attempt to create a comprehensive inventory of all of the DEI work being conducted across all of campuses.

Even as UMN has created an extensive and robust data set, some limitations should be noted.

- A challenge that surfaced in collecting these data was the lack of agreement on definitions of key terms. In particular, definitions still need to be finalized related to the racial ethnic categories of BIPOC and underrepresented groups to ensure consistency across the system.
- There is a lack of clarity about who is responsible for systematically overseeing the collection of DEI information. While some people suggest this should reside within OED, the office currently lacks the resources and staffing to undertake this responsibility. In other similar diversity and inclusion offices across the Big 10, there are positions which are dedicated to this function.

- The need for DEI data oversight is illustrated by some of the problems in collecting and analyzing the initiative inventory. Organizational structures used various approaches regarding who completed the inventory and how complete the information was. As a result, the information was not necessarily comparable both within and across organizational structures.
- More centralized oversight of the data would also allow for discussion and resolution of concerns as data are collected. For example, we heard that the grouping of populations under the term BIPOC often miss important differences in the student, faculty, and staff experiences for Black and Hispanic/Latinx, and Indigenous/American Indian populations, and the diversity within heterogeneous categories like Asian. In addition, other aspects of diversity such as sexual orientation or social class could be included to recognize the unique demographics of the UMN campuses.
- OED invited a diverse set of community members to participate in the interviews and meetings to ensure that a diverse set of voices were heard. However, no data were collected regarding who participated in the meetings and interviews.
- Many initiatives were reported without outcome measures, so it currently is not possible to assess the outcomes of the different initiatives and their contribution to reaching the MPact 2025 goals. The addition of outcome measures would increase understanding of which initiatives should be continued and in what ways.

RECOMMENDATIONS

The recommendations below are informed and bounded by the tasks we were asked to undertake as part of this project and on the available data collected and analyzed over the time period of the project. These recommendations reflect the MPact 2025 gap analyses we conducted. They hopefully leverage existing organizational strengths which we found and provide opportunities for the system to make sustained progress over time. The recommendations also reflect what could be potential pathways for more cohesive and systematic priority setting of DEI goals and more effective sharing of resources and data on impactful practices across the system. Many of these recommendations take into account the high impact practices that have been identified in the DEI literature and in comprehensive reports, such as the National Association of Diversity Officers in Higher Education (NADOHE) Task Force Report “A Framework for Advancing Anti-Racism Strategy on Campus” and the American Council on Education (ACE) Study Report on “Organizing Shared Equity Leadership” which have been recently released.

Recommendations cover three areas:

- MPact 2025 Gaps with respect to the goals of representation (4.1), climate (4.2), and partnerships (4.3), and intended beneficiaries which received little attention with respect to the MPact 2025 initiatives.
- The organizational structure for OED, which may be useful as the office transitions to new leadership.
- System organization and capacity building.

MPact 2025 Gaps

Representation (4.1)

- A more detailed analysis should occur to determine the reason for the relatively small percentage of initiatives whose primary focus was on reducing disparities. The reason for the relatively low percentage of initiatives should be studied to determine if it is an artifact of the coding system or the reflection of relatively little attention, and then further action should be taken depending on the cause.
- A deeper level of the types of disparities may be warranted. For example, while 4- and 6-year graduation levels are important markers, they do not measure disparities in the student experience while on campus. Other possible markers to assess could include participation in high impact practices (e.g., internships, off campus study, graduate fellowships) or academic probation. A similar approach could be taken for faculty and staff.

At Ohio State University, Associate Provost and Senior Diversity Officer Dr. James Moore runs a comprehensive program for pre-college student support and development across 9 cities. These urban flagship programs have built a foundation for student academic success and Dr. Moore follows these students with support services throughout their college careers and beyond. While not all the data can be shared publicly, they are tracking which colleges are attended and academic achievement rates.

- BIPOC faculty and senior leadership representation (recruitment, retention, and promotion) should remain a critical systemwide focus. There should be a systemwide effort to align DEI efforts that support BIPOC faculty representation goals. Systemwide leaders should work together to establish a central mechanism for supporting high impact recruitment, hiring and promotion practices and initiatives, and this mechanism should be given sufficient resources and be fully sustainable over time. This central mechanism should coordinate and also provide resources and support for the work of local academic and administrative units related to BIPOC faculty and senior leadership representation in those units. As Daryl Smith’s seminal work on diversifying the faculty points out, the myths around the availability of qualified BIPOC faculty to hire must be dispelled at the departmental and discipline-specific levels. Academic and administrative units should undertake a review of existing pipelines and the availability pools of potential BIPOC candidates for positions in their academic/administrative areas. UMN can leverage its considerable networks and personal connections to identify highly qualified and competitive BIPOC faculty and senior administrators. For instance, the Keeping Our Faculty Conference that OED has sponsored for many years could be leveraged as an opportunity to bring potential candidates to the UMN campuses. Post-hiring support for BIPOC faculty and senior leadership is also critically important to consider, and initiatives such as UMN’s Center for Race, Indigeneity, Disability, Gender, and Sexuality Studies (RIDGS) is an outstanding example of both supporting and making more visible the opportunities for BIPOC faculty to engage in interdisciplinary and intersectional research, while also creating a community of scholars.

Faculty Strategies: Creating hubs: At Michigan State University, the Diversity Research Network (DRN) connects faculty of color and scholars interested in diversity research, to create scholarly communities, facilitate new interdisciplinary collaborations, and to advance the growth and visibility of research by underrepresented faculty as well as research on diversity across MSU. The DRN emphasizes MSU’s value of diversity as excellence across all disciplines and promotes this value through the support and resources it offers.

Faculty Strategies: Creating Hubs – at City University of New York BIPOC faculty are often given joint appointments. They hold school and department-based appointments as well as an appointment to the Graduate School. For faculty who might be one of a few or alone as a minority faculty member in their academic appointment, the Graduate School has a critical mass of BIPOC faculty to which they are welcomed. Graduate School appointments also bring with them additional research assistants and support regarding research and publishing.

At the University of Michigan, the Vice Provost for Equity and Inclusion and Chief Diversity Officer Dr. Robert Sellers has a dual reporting structure that fosters aligned responsibilities and input to the Provost Cabinet and the Executive Team for the University at Large. Also, as special counsel to the President, Dr. Sellers has promoted consistent strategies and support for recruitment, retention, and promotion at the highest levels. While his office does not direct hiring and retention practices, they engage consistently to ensure policies are in place to support “diversifying who we are.”

- interview with Dr. Robert Sellers, May 17, 2022

Climate (4.2)

Climate survey (4.2.1)

- Additional measures beyond the Student Experience in the Research University (SERU) and GRAD-SERU Surveys should be identified as key outcomes. The SERU and GRAD-SERU are appropriate for only the Twin Cities Campus (because of the “research university” emphasis) and new measures should be identified that can be used by all campuses. It is our understanding that several system campuses are considering DEI questions in the National Survey of Student Engagement (NSSE) to survey campus climate questions. UMN should convene a system-wide Climate Study Committee to undertake the task of identifying the most appropriate approach to conducting systemwide climate study at UMN. This committee could review different existing climate surveys for faculty, students and staff that have been developed by different institutions (for instance UCLA’s Higher Education Research Institute has developed instruments such as the Diverse Learning Environment Survey for students, HERI Faculty Survey for faculty and the Staff Climate Survey for Staff). The committee may also wish to consider pulling out survey items from existing UMN Surveys which, taken together, may provide more robust campus climate data. In addition to periodic systemwide administration of a Campus Climate Survey, it may also be useful to conduct more frequent pulse surveys that could provide useful, timely data about climate issues across different areas of the UMN system.

Employee job satisfaction (4.2.2)

- The greatest gap in MPact 2025 goals was the lack of attention to employee job satisfaction. There appears to be a real sense of burnout among employees who do DEI work. While information from an interview with OHR showed that it is focusing significant attention on employees and has a number of efforts in the planning stage, almost none of the organizational structures focused their efforts on employees. For a significant impact to occur, all organizational structures need to pay attention to employee job satisfaction and needs and be strong partners with OHR. There should be ongoing communications to managers regarding resources and support they can share with their employees, along with periodic assessment of outcomes.

Dashboards that transparently share progress toward DEI objectives can be a legal challenge to finalize. Indiana University and the University of Michigan both have overcome the legal hurdles and have dashboards available through their Diversity offices. Other institutions (Ohio State University, Purdue University) are working to finalize public dashboards.

Education and Training (4.2.3)

- There is enormous demand for more education and training offerings for faculty, staff, and students, whether provided by OED or by other academic and administrative units across the system. These offerings need to be reviewed with respect to the topics (e.g., introductory vs. advance knowledge and skills content), and accessibility of offerings across the entire system (particularly in campuses beyond Twin Cities). Adequacy of staffing (number of staff available and their levels of expertise) also needs to be reviewed. There is great expertise among faculty members and other community members who could potentially be tapped to facilitate these educational and training sessions. However, adequate resources, including appropriate compensation or release time for those who are providing the training, need to also be considered. There should be clear recognition that much of this work puts undue burden on BIPOC faculty, staff, and students, and appropriate acknowledgement and remuneration for the work should be developed. Finally, OED can improve coordination and communication regarding education and training opportunities when they are offered and the results they have achieved.

An important aspect of education and training related to DEI is the area of inclusive pedagogy. There are outstanding resources at UMN which offer inclusive pedagogy training, such as the Center for Educational Innovation. However, staffing capacity remains a concern, and there should be a review of the actual needs for inclusive pedagogy training systemwide (across all campuses). Scaling up the training resources where there are areas of need would alleviate the burden from those staff and faculty who have been providing these trainings to date. UMN faculty systemwide should be expected to acquire a set of skills to enable them to facilitate processes of inclusion in their classrooms, which recognize the needs of diverse learners.

Intended Beneficiaries

Initiatives for employees should be reviewed to determine if they are adequately addressing needs. Employee experience is dependent on local management and supervisory capacity. OHR has begun to develop a number of systemwide initiatives that may address employee concerns, but these have to be widely communicated and implemented in order to have real, sustained impact. OED, through its work with DCoP, should continue to partner with OHR staff to develop new resources and programs for employees. The relatively low percentage could be compensated by the scope of current initiatives, and this possibility should be studied. In addition, the initiatives inventory does not capture work in the planning stage by OHR.

OED Infrastructure

DEI Strategic Plan

- OED is currently positioned to support MPact 2025 goals of representation, climate, and partnerships. However, OED needs to provide more visible strategic leadership for the entire system's commitment to DEI goals. An important next step for OED is to develop a separate systemwide DEI strategic plan with goals, metrics, and an action roadmap. In the development of this DEI strategic plan for the system, it will be important to include the voices of their diverse constituents across campuses, colleges, academic and administrative units, and intended beneficiaries being served and to identify the gaps that need to be addressed by the plan.

In the Benchmarking Study with eight of the Big Ten Alliance Institutions, a number of the senior diversity officers (SDOs) commented that having a stand-alone systemwide DEI Strategic Plan has been key to the advancement of their DEI work. Having both systemwide and local unit-specific DEI strategic plans provide the road map and accountability system which will ensure transformational change.

This DEI strategic plan should also include a robust accountability system which OED leadership would oversee and report on annually.

Additional OED Office Structural Review

While CHP identified current existing strengths and opportunities within OED, the new Vice President for OED will likely wish to consider more in-depth review of the service units currently in the office and the various staffing roles and responsibilities necessary to provide the essential resources needed to support systemwide DEI initiatives. Reporting structures for the Associate Vice Provosts, Associate Vice Presidents and Directors may need to be re-aligned during this leadership transition, as well. The organizational structures of the Big 10 Academic Alliance peer institutions might be useful in determining the various ways that OED can be more effectively configured, given the UMN DEI landscape.

Expanded Communication Unit

- With appropriate staffing, OED should develop a more robust communication unit, which can adequately support the complex needs to inform a highly de-centralized university system. There should be "one stop shopping" for systemwide DEI information available through OED.
- It is recommended that UMN senior leadership with the new Vice President for Equity and Diversity determine what level of communication capacity should be developed at the level of campuses and colleges, with appropriate staffing as needed. It is acknowledged that DEI related communications can often be of a sensitive nature and there are situations in which campus or college level officials will want advice from experts in DEI-related matters. However, many of the routine DEI communication should be able to be handled locally.

More Capacity for Partnerships

- Although UMN has developed robust partnerships with their surrounding communities, there is interest in deepening the breadth and scope of relationships. OED would need increased resources (staffing and budget) to support this work.

Assessment and Evaluation Unit

- A DEI assessment and evaluation unit should be considered in OED with appropriate staffing, which can serve to both provide support for the systemwide DEI Strategic Plan and provide consultation to campuses, colleges and academic and administrative units regarding data collection, metrics, and accountability mechanisms.

System Organization and Capacity Building**Review Funding Mechanisms for DEI Capacity Building**

- The Systemwide Senior Leadership should review existing budgets to fund MPact 2025 DEI-related goals, particularly to ascertain which highly impactful initiatives are being funded centrally, by campus, by colleges, by academic or administrative units or externally. This funding review may provide new insights about opportunities for shared resources and where fundraising efforts may need to be focused.

At Michigan State University, Dr. Jabbar Bennet travels with the University President to support fundraising efforts with alumni associations. These joint trips highlight successful BIPOC alumni, in addition to raising awareness and garnering support for the efforts related to diversity and inclusion that Michigan State is currently undertaking.

Synergies/Collaborations

- There needs to be more systematic and intentional collaborations. Innovative approaches to sharing resources between Twin Cities and the other campuses should be explored. This exploration could be facilitated through regular information sharing of DEI initiatives. To a large extent, this work has already begun through the regular convenings and support by OED for the work of the DEI Leadership Collective and the Diversity Community of Practice (DCoP). However, for effective collaborations to be sustained, resources (staffing and budgets for initiatives) and mechanisms for assessing effectiveness and outcomes must be in place.

At Pennsylvania State University, the Vice Provost for Educational Equity, Dr. Marcus A. Whitehurst manages a series of strategic programs that provide training and seed-funding for programs that promote support for marginalized and underrepresented populations. With these collaborative programs, Dr. Whitehurst's office is able to monitor new programs and quickly share successes across the system.

- Each year, 2 Faculty Mentors are chosen to support faculty development and career coaching. For that year, the Faculty Mentors salaries are paid half by their department and half by the Office for Educational Equity. The added advantages include deeper understanding of DEI challenges by Faculty mentors over the long term, and a more prepared and confident young professors for the mid-career transition.*
- With many campuses to cover, Dr. Whitehurst's office also provides funding for mini proposals on the smaller campuses, where they can put forward programs to help first generation students and receive support from the Office for Educational Equity.*

Communication

- OED should consider how it can serve as the system's communication hub for all DEI-related efforts. Although they may not be responsible for all the DEI initiatives, OED should have a way of being informed about systemwide efforts, the data from these efforts, progress made and outcomes.

Data and Assessment

- One of the first steps for creating accessible, systemwide data is to continue developing shared definitions of key DEI terms such underrepresented groups (e.g., only racial/ethnic groups, other groups) that will be used by all units and structures. When considering definitions, the institution may wish to review the level of analysis of the definition. For example, BIPOC at many other institutions is further divided into specific racial and ethnic groups as a critical way for identifying and responding to the unique attributes and needs of separate groups. Addition of groups beyond race and ethnicity (e.g., sexual orientation) would extend the focus to other groups who have historically been underserved in higher education.
- A key step is to continue to regularly and systematically inventory DEI initiatives across all campuses and structures. While the current format provides a usable template, more complete instructions should be provided to obtain comparable information from the different sources. For example, directions should include recommendations for who should complete the template, criteria for the kind of initiatives that should be reported (e.g., are similar events/activities reported individually or as one larger category of initiatives), and criteria for assigning a primary and perhaps one secondary goal. The current template provides information about only the number of initiatives and that information should be augmented by an analysis that measures the scope of initiatives (e.g., grant, multi-year program) and its impact.

- Finally, selecting and collecting usable outcome measures are essential. MPact 2025 has adopted measures that are expected to be systemwide, yet some measures are not available and appropriate for the campuses. Each initiative should have an accompanying assessment that will show the impact it is making. For initiatives focused on an MPact 2025 goal, using common measures would be desirable to create the possibility of comparing outcomes.

APPENDICES

Appendix 1: List of Interviews and Meetings with Cambridge Hill Partners

Twin Cities

President Gabel
Alumni Association
DCoP and MSSC
Faculty Senate Sub-committees on Disabilities, Social Concerns and Equity, Access, and Diversity
iCHANGE Team
Institutional Data and Research
Living Learning Residential Communities and MCAE Students
OED All-Staff
OED Leadership Team
OED System Team
Office of Human Resources
Office of Undergraduate Education
President's Senior Leadership Team
Senior Director of Tribal Nation Relations
UMN Systemwide DEI Review Advisory Committee

Rochester

Chancellor Lori Carrell
Antiracism Action Plan Group
Campus Student Leaders
Diversity and Inclusion Committee
Truth, Racial Healing and Transformation Team

Morris

Acting Chancellor Janet Schrunk Ericksen
DEI Staff and Equity and Diversity Committee on Gender, Women and Equity
Diversity Leadership
McNair Program Staff and Faculty
Senior Leadership Group
Student Leaders
Student Support Programs

Duluth

Chancellor Lendley Black
Campus Climate Unit Change Team/Employees of Color & American Indian Chairs and Co-Chairs
Campus Climate, Assistant Chancellor for Inclusive Excellence Co-Chair
CCLT Team and Chancellor Senior Leadership
Student Association and Multicultural Student Leaders Council

Crookston

Chancellor Mary Holz-Clause & Vice Chancellor John Hoffman
 Campus Diversity Team
 Chancellor's Cabinet
 Senior Administrative Leadership (SALT)
 Student Group

OED Central Administration Staff

Kelly Collins, Associate Director of Racial and Social Justice Education
 Denise Dieffenbach, Assistant to the Vice President
 Michael Goh, Vice President
 Kathryn Louis, Director of Operations and Strategic Partnership
 Tina Marisam, Associate Vice President
 Lisa Marshall, Director of Communications
 Amanda Peterson, Interim Director of Education
 Virajita Singh, Associate Vice Provost
 Keisha Varma, Associate Vice Provost
 John Williams, Administrative Assistant

Appendix 2: Comparatives with Peers from Benchmarking Study

● Minnesota ● Indiana ● Maryland ● Michigan ● Michigan St. ● Ohio St. ● Penn St. ● Purdue ● Wisconsin

REPORTING OFFICES			
<p>● Minnesota</p> <ul style="list-style-type: none"> Business & Community Economic Development Disability Resource Center Gender & Sexuality Center for Queer & Trans Life Multicultural Center Academic Excellence Office for Conflict Resolution Office of Equal Opportunity & Affirmative Action 	<p>● Indiana</p> <ul style="list-style-type: none"> CDOs/Directors/Vice Chancellor for all campuses Central Administration staff Directors of Programs: First Nations Educational and Cultural Center African American Dance Company La Casa Latino Cultural Center Asian Culture Center Hudson & Holland Scholars Program Overseas Studies and Scholarships Program Neal-Marshall Black Culture Center 21st Century Scholars Program Community and School Partnerships Academic Support Center LGBTQ+ Culture Center Mentoring Services & Leadership Development Groups Scholars Program IU Soul Revive African American Arts Institute African American Choral Ensemble 	<p>● Maryland</p> <ul style="list-style-type: none"> TBD - looking at "systemic, strategic and sustainable programs" Will prioritize data-driven programs, focusing on underrepresentation of diverse staff, more thoughtful hiring/search practices <p>● Michigan</p> <ul style="list-style-type: none"> Center for Educational Outreach Office of Academic Multicultural Initiatives <p>● Michigan St.</p> <ul style="list-style-type: none"> Affirmative Action & Compliance Education & Development Diversity Research Network Institution-wide celebrations coordination Awards Program 	<p>● Ohio St.</p> <ul style="list-style-type: none"> Bell National Research Center Hale Black Cultural Center The Women's Place ACCESS Collaborative Bell National Resource Center Hale Black Cultural Center James L. Moore III Scholars Latinx Student Success (LSS) Leadership Initiatives for Women of Color Upward Bound Program Morrill Scholarship Program Ohio LSAMP Alliance Young Scholars Program
<p>● Penn St.</p> <ul style="list-style-type: none"> Multicultural Resource Center Office of Veterans Affairs Office of Scholars Programs Office of Student Affairs Talent Search Programs TRIO Training Programs Upward Bound Programs Equal Opportunity Planning Committee 	<p>● Purdue</p> <ul style="list-style-type: none"> Asian American & Asian Resource & Cultural Center Black Cultural Center Latino Cultural Center Lesbian, Gay, Bisexual, Transgender, & Queer Center Native American Educational & Cultural Center Susan Bulkeley Butler Center for Leadership Excellence Center for Faculty Success 	<p>● Wisconsin</p> <ul style="list-style-type: none"> Academic Coaching & Tutorial Services Affirmative Action Planning & Programs Center for Educational Opportunity Employee Disability Resources First Wave / Office of Multicultural Arts Initiatives Learning Communities for Institutional Change & Excellence McNair Scholars Program Mercile J. Lee Scholars Program PEOPLE program Posse Program 	

Appendix 3: Goal/Strategy Definitions and Coding Process

Dimensions Scored

Unit

Campus: Campus other than Twin Cities

College: Academic college at Twin Cities

Academic/Administrative unit: Administrative units and Centers at Twin Cities

DEI Status

An initiative was unique from other initiatives in the way it combined format, target audience, and MPact 2025 or DEI goal.

- Activities, programs, or infrastructure changes were removed that did not identify DEI as a primary goal and/or contain actions specifically geared to DEI, even though DEI may indirectly benefit. Example: Youth outreach programs that target all 10-13 years, and therefore can include BIPOC teens; special support program for all first-year students. 5% of initiatives submitted were coded as none.

MPact 2025 Determination

The key/primary focus area for each goal of MPact 2025. When no focus area or more than one focus area was chosen by the submitter, the primary MPact goal was defined by the first area of impact. For example, recruitment was the primary goal for an initiative described as increasing diversity of enrollment although it was often reported under recruitment and climate.

DEI Goal Beyond MPact 2025 was assigned when an initiative had a DEI goal/objective that did not address a key focus area of any of the MPact 2025 goals. Initiatives categorized as DEI Goal Beyond MPact 2025 typically addressed capacity building. Examples include creation of resources for DEI work committees/working groups, staffing, funding sources and mission statements/strategic plans.

No MPact goal was assigned if the information provided was insufficient to determine an MPact 2025 assignation even though it was DEI related work.

Intended Beneficiary

Constituency expected to directly benefit from the goal/objective. Additional categories beyond faculty, staff, undergraduate students, and graduate/professional students were defined as:

All campus members: Campus community that included some combination of faculty, staff, and undergraduate/graduate students

Employees: Faculty + Staff

All students: Undergraduate + Graduate/Professional students

Non-campus: A non-campus group that was typically a community group

No intended beneficiary was assigned if the information provided was insufficient to determine an assignation even though it was DEI related work.

Organizations Included in the Initiatives Analysis

Campuses

Crookston
Duluth
Morris
Rochester

Academic and Administrative Units

Alumni Association
Athletics
Center for Advanced Research on Language Acquisition (CARLA)
Center for Allied Health Programs/Medical Laboratory Sciences Program
Center for Bioethics
Center for Health Interprofessional Programs (CHIP)
Center for Urban and Regional Affairs (CURA)
Clinical and Translational Science Institute
Communications Forum
Community-University Health Care Center
Disability Resource Center
Extension
Extension Center for Community Vitality
Global Programs and Strategy Alliance (GPS)
Graduate School
Institute for Advanced Study (IAS)
Northrop
Office for Equity and Diversity (OED)
Office for Public Engagement
Office for Student Affairs (OSA)
Office of Human Resources (OHR)
Office of National and International Scholarships
Office of the Vice President for Research (OVPR)
Office of Undergraduate Admissions
Office of Undergraduate Education (OUE)
Student Affairs
UMFoundation
University Honors Program
University Libraries
University Relations
University Services
Urban Research and Outreach-Engagement Center (UROC)
Vice Provost for Faculty and Academic Affairs (VPFAA)
Weisman Art Museum

Schools

Carlson School of Management
College of Biological Sciences
College of Continuing and Professional Studies (CCAPS)
College of Design
College of Education and Human Development
College of Food, Agricultural, and Natural Resource Sciences
College of Liberal Arts
College of Pharmacy
College of Science and Engineering
College of Veterinary Medicine
Continuing and Professional Studies
Graduate School
Humphrey School of Public Affairs
Law School
Medical School
School of Dentistry
School of Nursing
School of Public Health

Appendix 4: Systemwide DEI Groups Convened by the Office for Equity and Diversity (OED)

College MADE (Multicultural Access, Diversity, and Equity)

The College MADE (Multicultural Access, Diversity, and Equity) Initiative provides individual colleges within the University of Minnesota with data-driven approaches to increase representational diversity, improve campus climate, and create partnerships to grow diversity, equity, and inclusive excellence across our campuses. College MADE started in 2015 by engaging colleges with data available from the Office for Institutional Analysis, Employee Engagement Data, SERU and GradSERU, to envision, declare and attain their own mission-driven equity and diversity goals related to increasing representational diversity, improving campus climate, while leveraging strategic partnerships and initiatives at the University of Minnesota. It recognizes our colleges and units as the locus of vision and action and draws on the notion of local efforts to affect institutional change. The key purpose of College MADE is to foster agency and urgency for equity and diversity action within and amongst colleges, units, and campuses. College MADE advances the idea that for the University of Minnesota to reach its ambitious diversity goals outlined in the strategic plan, leadership, commitment, collaboration, and shared responsibility and accountability from our colleges, units, and campuses are critical. This is a systemwide capacity building initiative that began with Twin Cities colleges and will expand to system campuses, administrative units, and centers.

Diversity Community of Practice (DCoP)

The Diversity Community of Practice (DCoP) is a grassroots community of faculty and staff from collegiate and administrative units that started on the Twin Cities Campus with 35 members and has grown to a membership of 450 across the system. All systemwide faculty and staff are invited to join monthly meetings via Zoom. The purpose of the DCoP is to develop and leverage personal, professional, and technical expertise, and to share innovative strategies that ensure successful implementation of equity and diversity goals at the University of Minnesota. The goals of the DCoP are to: (1) Increase awareness of diversity goals, events, and practices as part of our core work; (2) Share resources and collaborate; (3) Support one another as members innovate and take risks; (3) Develop diversity, equity, and inclusion capacity and leadership at all levels; (4) Create concrete and lasting changes on campuses, in colleges, and across units.

Principles and Actions:

- Centering the experience and voices of Black people, Indigenous people, and people of color (BIPOC)
- Monthly meetings, email communications, committees
- Presentations, readings, discussions, and resources from experts on campus and around the world
- Providing consultation to campus and system programs and administrators to provide insights into administrative decisions and policies.
- Fostering engagement with DEI data and measures and encouraging campus and system programs to establish concrete goals and metrics for DEI.

Diversity, Equity, and Inclusion (DEI) Systemwide Leadership Collective

The DEI Systemwide Leadership Collective was created and convened by the Office for Equity and Diversity in the Fall of 2021. The impetus for the collective was a growing number of DEI leadership offices roles that had emerged in recent years and a desire to better coordinate, coalesce, collaborate, and communicate about our systemwide DEI work in a manner that optimizes action and results. The collective meets once a month for updates, planned agenda items introduced by members, open discussions about issues arising, resource sharing, but also planned professional development topics such as DEI theories and foundations, conflict resolution, DEI communications, etc.

Appendix 5: References

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