

The background of the entire page is a photograph of a protest. In the foreground, a woman wearing a red baseball cap and a black t-shirt is holding a large black sign with white text that reads "OUR LIVES MATTER". Behind her, other protesters are visible, some holding up white signs. One sign clearly says "WHY DOES MY ELA NIN", and another partially visible sign says "Dear B...". The scene is set on a city street with utility poles and wires in the background. Overlaid on the right side of the image is a large, thick yellow arrow pointing upwards, which serves as a graphic element for the report.

2021

PROGRESS REPORT: REPRESENTATION, CLIMATE, AND PARTNERSHIP

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LETTER FROM THE PRESIDENT

Dear students, faculty, and staff,

As universities, we are expected to have a conscience and a soul to steward our mission everyday, especially during intense times. We have leaned into that expectation through our new systemwide strategic plan, MPact 2025, and its commitment to advancing a community and culture where a sense of belonging is strong, accessibility is valued, and equity and diversity are promoted. Much of this work has centered around representation, climate, and partnership but there is no question that George Floyd's death accelerated these and other efforts.

This report, a work in progress, describes the progress that the University has made in three critical areas in advancing our commitment to: representation, climate, and partnership. While not exhaustive, the report describes an institution, across all campuses, colleges, and centers, that is embracing the challenge of our generation and creating impact.

Warm regards,

A handwritten signature in black ink, consisting of a large, stylized 'J' followed by a horizontal line and a period.

President Joan T.A. Gabel

We are committed to recruiting and retaining diverse talent.

We measure our progress on this goal through the following metrics:

- Recruit diverse students, faculty, and staff.
- Retain diverse students, faculty, and staff.
- Reduce disparities among underrepresented groups.

Examples of progress on the goal of representation include:



1 TUITION-FREE PROGRAMS

As an expansion of the U Promise Scholarship Program, the University launched a Promise Plus Free Tuition Program in 2021, which provides funds in addition to the federal, state, and University grants/scholarships needed to cover the full cost of tuition for students whose families make \$50,000 per year or less. The University also launched an American Indian Free and Reduced Tuition Program aimed to increase the number of American Indian students who enroll.



2 MNGOT

The U of M Grow Your Own Teachers (MNGOT) Program aims at increasing teachers of color, both in traditional programming and by developing innovative programs to allow working professionals in schools to become certified while continuing their employment. In 2020, the program expanded to include a U of M Pathway for Graduates of Tribal Colleges to Pursue Baccalaureates in Ojibwe Early Childhood Education, an online program that is currently under development in the College of Education and Human Development. The College is working jointly with tribal college faculty to co-develop curriculum and to include indigenous knowledge and practices; the first cohort is planned for fall 2023. In 2021-2022, we are expanding the MNGOT Program to include a pathway for MN Reading Corps members who are working in rural MN schools, who represent linguistic and racial diversity, and who are embedded in the community.

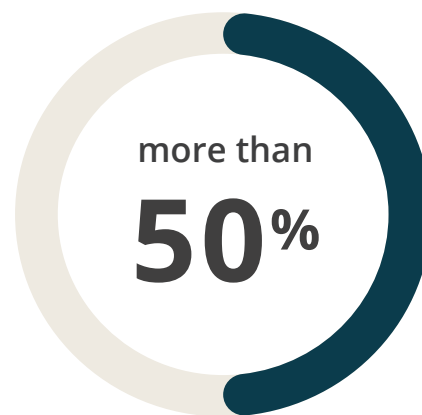
56.5%

More than half of our current participants enrolled in the 2019-2021 MNGOT cohort are aspiring teachers of color



3 ASPIRE NETWORK

In October 2020, the University of Minnesota Twin Cities joined the ASPIRE Alliance IChange Network, which focuses on both diversifying STEM faculty and helping them to be inclusive and effective in their work with students. As part of 19 participating institutions from across the country (including our peers Ohio State, Penn State, and Maryland), this multi-year program on the Twin Cities campus is presently engaged in a self-assessment process that will provide valuable information about the programs and initiatives being offered at the university, college, and unit level to recruit and retain diverse faculty, support faculty development, and increase job satisfaction. At the end of this self-assessment phase, we will develop and implement campus action plans to drive change in STEM programs and eventually throughout all Twin Cities campus colleges.



of University of Minnesota
Crookston's incoming
class are first-generation
college students

We are committed to cultivating a welcoming and inclusive campus climate.

We measure our progress on this goal through the following metrics:

- Measure and address annual climate survey data.
- Increase job satisfaction.
- Develop education and training to increase intercultural competency and interactional diversity.

Examples of progress on the goal of climate include:



1 SAFE CAMPUS ENVIRONMENTS

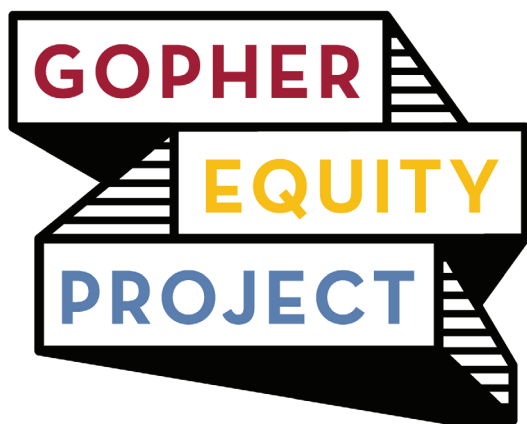
Recent months and events have inspired us to reflect more about what it means to feel safe, respected, and included across our University community and beyond. To advance this important work, the University selected Dr. Cedric Alexander last fall to conduct a comprehensive review of public safety on and around the Twin Cities campus. Dr. Alexander presented his report to the Board of Regents in February 2021 and his findings offered dozens of proposed recommendations, some of which we moved to implement immediately. To more closely examine and implement the full range of Dr. Alexander's recommendations, we've stood up an M Safe Implementation Team, as recommended by Dr. Alexander, which is led by Co-Chairs Dr. Kathy Quick, Associate Professor at the Humphrey School, and Dr. Mylene Culbreath, Director of Diversity Consulting, Outreach, and Recruitment.



2 EQUITY LENS POLICY REVIEW

In August 2020, the President charged the Equity Lens Policy Review Committee (ELPRC) to conduct accelerated reviews of all administrative policies over the course of the academic year 2020-2021. The ELPRC analyzes the impact of the design and implementation of University policies on underserved, marginalized individuals and groups, and tries to identify and potentially eliminate barriers. The committee provided an equity lens analysis for over 100 systemwide administrative policies together with their procedures, appendices, and other supporting documents. Several colleges and administrative units are also exploring how to create equity lens policy review processes at the local level, including the College of Liberal Arts on the University of Minnesota Twin Cities campus, which has approved such a process to begin this fall.





JOB SATISFACTION

3 OUT OF 4

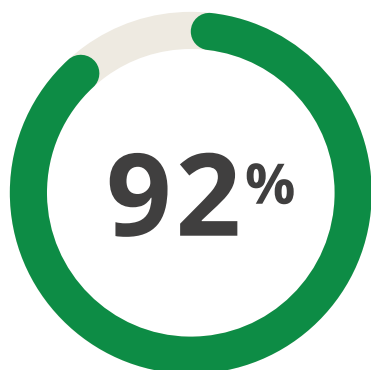
U of M employees are highly committed and dedicated to their work.



The University of Minnesota Rochester was accepted to participate in the American Association of Colleges and Universities (AACU) Summer Institute on Truth, Racial Healing, and Transformation, positioning UMN-Rochester to work with ~150 other healing centers to help higher education to be at the forefront of addressing racism and promoting racial healing and justice both on campus and in the broader community.

3 UPDATED GOPHER EQUITY PROJECT

The Gopher Equity Project, the result of collaboration between the Office of Undergraduate Education, Office for Equity and Diversity, Office for Student Affairs, and the Multicultural Student Success Steering Committee, provides online training, discussions, and resources to enhance the first-year experience and help create a supportive and respectful campus climate. This academic year, 10,504 students took the Project's online diversity, equity, and inclusion training. The Gopher Equity Project focuses on first-year students but is open to all undergraduates.



of first-year students took the Gopher Equity Project's online Diversity, Equity, and Inclusion Training, which led to the improved use of active listening skills (69%) and preparedness to engage in ally behavior (79%)

We are committed to advancing understanding and nurturing enduring partnerships.

The University's progress on this goal is measured by the following:

- Advance deeper understanding of institutional history.
- Strengthen collaborative relations with Tribal Nations.
- Drive mutually beneficial relationships with underserved local communities and strategic partners to enhance society, access to higher education, and safe campus environments.

Examples of progress on the goal of partnerships include:

1 TRIBAL RELATIONS

In August 2020, and as part of our commitment through MPact 2025 to strengthen partnership with Tribal Nations, the University began a formal and historic consultation with the Minnesota Indian Affairs Council (MIAC). In particular, we agreed to take some important next steps together, including, among others, to meet at least three times a year, which is now represented as a key measure in MPact 2025. In May 2021, the University hired UMD alumna Karen Diver as inaugural Senior Advisor for Native American Affairs. Together with the Senior Director of American Indian Tribal Nations Relations Tadd Johnson, who we hired in the fall of 2019, will form the Office of Native American Affairs.



2 INSTITUTIONAL HISTORY

The Board's April 2019 charge was fulfilled in Spring 2021, which called on the President to develop, during the 2020-2021 academic year, in consultation with the Board, ongoing commemorations, educational activities, and/or permanent educational displays that reflect the University's complex institutional history. As part of that work, the President launched a new Voice, Art, and Community Series in 2021 which celebrates diverse voices through the arts and humanities. The series also follows important events across the 2019-2020 academic year including in November 2019, an open



In honor of the National Day of Racial Healing
A VIRTUAL CONVERSATION WITH
Resmaa Menakem
RACIAL HEALING, EQUITY, AND JUSTICE

 **JANUARY 26 | 10AM | ZOOM**
Register at [OSA.UMN.EDU](https://osa.umn.edu)

The W.K. Kellogg Foundation
“National Day of Racial Healing”
event on January 25, 2021, with
local author Resmaa Menakem
drew over 3,000 participants.

forum on namings, and a panel anchored by Professor Christopher Lehman about his book Slavery's Reach: Southern Slaveholders in the North Star State, and in February 2020, a Twin Cities campus screening of the regional Emmy Award-winning TPT documentary entitled "This Free North," which highlights African American history and the University of Minnesota.

The University is also conducting two important searches; the first is for a Historian through the Twin Cities' College of Liberal Arts, and the second is for an Institutional Archivist to provide instruction and outreach services for the University of Minnesota Archives. Also, building on the Board's Governance and Policy Committee's discussions in winter 2020 around the development of a renamings policy framework, the administration is consulting a revised policy with an aim to bring it forward to the Board for consideration in fall 2021.

3 NATIONAL AND STATE ENGAGEMENT

As our collective work continues and evolves, we are engaging as thought leaders nationally, including through participation with a consortium of national higher education peers on McKinsey & Company's "Task Force on Higher Education and Opportunity in the Next Normal;" the Big Ten's Anti-Hate & Anti-Racism Coalition; the Association of American Universities' (AAU) Advisory Board on Racial Equity in Higher Education, which President Gabel co-chairs; the American Council on Education (ACE); and the Association of Public and Land-grant Universities' (APLU) Aspire: The National Alliance for Inclusive & Diverse STEM Faculty. In the Twin Cities and across the state, we are working with organizations like the Minneapolis Forward Community Now Coalition, Greater MSP, and the Minnesota Business Partnership to accelerate recovery and transformation, and to advance opportunities for Black, Indigenous, and people of color.



UMN Duluth Selected to Advocate for Underrepresented Native American Families

UMN Duluth's College of Education and Human Service Professions' Department of Social Work and Center for Regional and Tribal Child Welfare Studies was selected by the state to train all MN social workers in culturally relevant practices and Indian Child Welfare Act issues.



UMN Morris' Received Two Department of Education Native American-Serving Nontribal Institution (NASNTI) Federal Grants

The first enhances UMN Morris' Native American Student Success program. The second is a cooperative institutional grant aimed at:

- Building stronger partnerships with the Fond du Lac, Red Lake, and Leech Lake tribal colleges
- Providing services to identify and better serve Tribal College transfer students
- Helping potential transfer students match their education and interests to UMN Morris programs

ADDITIONAL INITIATIVES

● REPRESENTATION

● CLIMATE

● PARTNERSHIPS

Undergraduate Education Recruiting and Access

- Working directly with students and parents, high school counselors, Community Based Organizations, and others to provide outreach and information about the University of Minnesota.
- A dedicated team of admissions counselors who are focused on multicultural populations.
- Partnering with a variety of on-campus stakeholders including OED, Multicultural Student Engagement, Multicultural Center for Academic Excellence (MCAE), and others to showcase the benefits of a University of Minnesota Twin Cities education.
- New this year: a joint effort with OneStop and Admissions to offer an Admissions/FAFSA information session. This is especially key information to our students from low socio-economic backgrounds.
- Increased multicultural programming in Honors Program events and collegiate commitment events.

The Office of Admissions also works comprehensively to address the financial challenges of low-income students. In addition to the Promise Plus Free Tuition Program this also includes:

● ● Private Scholarships/Bentson Scholarship Match

Increasing campus-wide scholarships for low-income students with the University of Minnesota Foundation, including the Bentson Challenge Grant, which matches donations supporting low-income students.

● ● George Floyd Scholarship

Distributing funding to priority students in honor of George Floyd.

● ● Emergency Funding

To address unforeseen barriers students may face that could impact their ability to stay enrolled in college. Including prioritizing federal COVID-relief dollars to those students most in need.

● ● Housing Scholarships

Scholarships for low-income students to live on campus, an experience that contributes to student retention and graduation.

● ● Engagement Scholarships

Student scholarships to provide access to the full array of campus opportunities including study abroad, research, and internships.

● ● CARE Federal Funds

Grants provided to students to offset the impact of the pandemic and support their continued enrollment.

Graduate Education Recruitment, Retention, and Funding

The Graduate School's top strategic priority is to increase the diversity of students receiving graduate degrees. Its work includes:

● Graduate School Visitation Program

The Graduate School Diversity Office invites McNair Scholars to the Graduate School Visitation Program held monthly in the Twin Cities, and also hosts an annual Diversity Conference and Fair for current UMN undergraduate students to explore graduate education opportunities at the University.

- Leveraging undergraduate databases and pipelines for recruitment: The National Name Exchange (NNE) consortium of 55 nationally known universities; the National Gem Consortium that enhances participation of underrepresented groups in graduate engineering and science programs; and the McNair Scholar National Directory that compiles information about graduating seniors.

● Diversity of Views and Experiences (DOVE)

Recruiting fellowships include the Diversity of Views and Experiences (DOVE) that supports graduate students from diverse backgrounds through one year of full-time tuition, subsidized health insurance, and a stipend of \$25,000. Approximately 18 DOVE fellowships are provided each year.

● ● The Creating Inclusive Cohorts (CIC) Training Program

The Creating Inclusive Cohorts (CIC) Training Program assists graduate programs in their efforts to increase and sustain the diversity of students receiving graduate degrees with multiple recruitment fellowships and assistance with program recruitment with an expectation that programs recruit and support a cohort of students.

Student Support

● President's Emerging Scholars Program

An educational opportunity program for more than 550 students each year that provides peer mentoring, programming, advising, and scholarship opportunities.

● ● Multicultural Center for Academic Excellence (MCAE)

Multicultural Center for Academic Excellence (MCAE) holistically supports first-generation students, American Indian students, and students of color by offering critical resources that foster their academic success and retention through tutoring, mentorship, advocacy, events, and affinity housing opportunities.

● Student Success Coaches (launching this fall)

Individual coaching for students to guide their journey through college and partnering with students to support their holistic success (academic, career, financial, well-being).

● ● Living Learning Communities

A first-year residential community where students live and learn together with others who share similar interests or identities.

● ● **Commuter Success Program**

Eighty first-year students receive a meal scholarship and peer mentoring to navigate their transition to college and commuting to campus. Retention-completion rates from our candidates are high (89% of the 2018-2020 cohort successfully completed the program).

Mental Health

The University is prioritizing mental health for our community. We understand that this issue is pressing under normal circumstances, and the combination of the pandemic and the intense focus on racial equality has only accelerated this work and made it more imperative.

● ● **Mental Health Summit, October 2020**

Co-hosted with Minnesota State; more than 700 attendees from across the state representing all Institutes of Higher Education (tribal colleges, Minnesota State, private colleges, University of Minnesota System campuses): keynote speaker Sara Abelson, co-investigator and lead for DEI projects with Healthy Minds Network

- Included five breakout sessions with different and specific topics, including “Culturally Responsive Models for Student Mental Health and Holistic Wellbeing” that presented models of practice to support students from historically marginalized populations, and “Using Trauma-Informed Tools to Rebalance Power” that focused on using trauma-informed methods to respond to influences of racism, trauma, discrimination, oppression, and power imbalance.

● ● **African American Mental Health Providers Panel, April 2021**

President, OED, OSA, Graduate School, and Provost partnered with Minnesota State Office for Equity and Inclusion to host a panel discussion on the mental health toll surrounding the Derek Chauvin trial. More than 650 individuals statewide registered.

● ● ● **President’s Initiative on Student Mental Health (PRISMH)**

- Among 18- to 25-year-olds, nearly 40% have sought care for mental health conditions, ranging from mental health challenges to mental illness.
- We know that marginalized and vulnerable communities are underrepresented in that number, so it is likely even higher.

Faculty and Graduate Recruitment

● ● **President’s Postdoctoral Fellowship Program (PPFP)**

We invested more resources to leverage the PPFP as one effective tool for increasing faculty diversity. This program builds on the 34-year success of the University of California’s (UC) original President’s Postdoctoral Fellowship Program established in 1984 to encourage outstanding women and underrepresented minority Ph.D. recipients to pursue academic careers at the UC.

Since joining the program, the University of Minnesota has consistently attracted large numbers of highly qualified applicants from around the country (124 in 2017, 74 in 2018, 106 in 2019, and 139 in 2020).

The program is not a traditional postdoctoral fellowship, typified by relegating early-career Ph.D. graduates to isolated labs. It offers research fellowships that prioritize faculty mentoring, professional development, and academic networking opportunities. Fellows are able to focus on advancing their scholarship and developing skills to prepare them for tenure-track faculty positions.

This year, multiple colleges have strengthened their support of the program, and new colleges have joined. Colleges are including this support in their strategic plans for future faculty hires and are engaging in active recruiting to generate a diverse candidate pool. We are currently recruiting multiple fellows who have completed their two-year fellowships into tenure-track faculty positions.

● ● NIH FIRST and the Medical School

To promote diversity and inclusion, the Medical School led an initiative to secure an NIH FIRST grant (Faculty Institution Recruitment for Sustainable Transformation). This System Transformation Initiative would support a cohort/cluster group of 10 talented, diverse research-intensive scholars. Due to its robust depth and track record of collaboration, we focused on interdisciplinary and transdisciplinary neuroscience research.

The Medical School has also:

- Engaged in comprehensive curricular transformation that includes longitudinal attention to diversity, equity, inclusion, and anti-racism.
- Created a faculty online course on Racism in Medicine.
- Actively recruited early-career, research-intensive, underrepresented faculty through its Early Career Research Scholars, which is a CTSI-Medical School collaborative program.
- Updated its DEI webpage, started a monthly newsletter, and continued its Dean's Special Seminar series on timely and essential DEI topics.

Renamings

● ● ● With respect for our community and the pain and grief caused by the George Floyd tragedy, we postponed bringing a revised building renamings policy before the Board of Regents last June, which was developed across winter and spring 2019 and 2020. Our initial work followed a recent campus dialogue around renamings which began with the:

- Campus Divided exhibit, from fall 2017 to fall 2018
- Evidence of anti-Semitism and racial discrimination at the University
- Calls for an examination of the actions of two University presidents (Coffman and Coffey) and two senior leaders of that time (Nicholson and Middlebrook)

Recent months have inspired reflection—including the actions of higher education institutions across the country, from Princeton to Clemson, that have evaluated and renamed buildings and monuments honoring historical figures with controversial pasts and legacies. The revised policy will aim to demonstrate that the namings issue is more than taking a name off a building because someone is a bad actor. More broadly, if University namings and who we honor are a representation of us, our achievements, and our progress, then the landscape of those namings should evolve as we have new achievements and as we progress. The University will be bringing forward a revised policy early in fall 2021.

University Commitments

● ● ● President's Initiative to Prevent Sexual Misconduct (PIPSM)

In 2020, required staff and faculty training was expanded to include bias and discrimination, in addition to sexual misconduct. The required online education module Preventing Sexual Misconduct, Discrimination, and Retaliation, part of the ongoing President's Initiative to Prevent Sexual Misconduct (PIPSM), rolled out during the spring 2021 semester.

This new education module's content is both deeper and broader than the University's prior module on sexual misconduct, reflecting that our community has already been provided with baseline information on sexual misconduct definitions, policies, and resources, as well as reinforcing the critical need to provide an environment free of all types of discrimination and retaliation.

This systemwide effort addresses urgent public health issues and is one of many important steps the University is taking to create an equitable and inclusive culture and climate where all can thrive.

● ● Office for Business and Community Economic Development

The University's Office for Business and Community Economic Development (OBCED) targets University procurement to minority-, women-, and disabled-owned businesses, systemwide.

- The office uses existing state and local certification processes to build our supplier diversity resources versus having businesses certify specifically with the University.
- In 2020, over \$80 million in University procurement and construction was spent with these businesses, up from \$71 million just four years ago.
- Through partnerships, the office brings technology to underserved populations to close the digital divide and provides access to computer technology, software, and training. OBCED provides professional training for community members to develop computer skills beyond the basics to compete in the global workforce. The office refurbishes and provides computers to low-income communities, individuals, and community organizations.

The Community Health Initiative (CHI) effort focuses directly on communities that face public health disparities and other socio-economic issues. This initiative is a partnership between Medica and OBCED. CHI serves the community through scholarships, community internships, student counseling projects, and funding for health disparities research projects.

● ● ● College of Education and Human Development

The College of Education and Human Development is collaborating with Minnesota professional associations of educators and education leaders to deepen and sustain cultural and linguistic responsive teaching and learning, and to support all educators striving to meet the unique needs of all Minnesota students and communities.

The College of Education and Human Development also introduced the First Gen Institute and established the Asian Pacific American Resource Center in collaboration with the College of Liberal Arts, since the Twin Cities campus is now designated as an Asian American Native American Pacific Islander Serving Institution (AANAPISI).

● ● ● **Courageous Conversations**

OHR invited the Pacific Education Group to engage with the University through Courageous Conversations, a year-long journey for approximately 100 HR and other leaders across the institution.

● **Health Equity**

The School of Public Health established the Center for Antiracism Research for Health Equity in partnership with Blue Cross and Blue Shield of Minnesota. This center will broadly advance health equity and dismantle racism in health care.

● ● ● **Administrative Policy on Discrimination**

Over the last several years, the University has addressed sex-based harassment and discrimination through significant investment in PIPSM, including the development of robust training, reporting, and hearing processes designed to both reduce the incidence of misconduct and to respond effectively when it does occur.

We realized, however, that support for community members who experience other forms of discrimination or bias, including harassment based on race, was not as well defined. To rectify this, our Office of Equal Opportunity and Affirmative Action drafted a broad administrative discrimination policy and is currently in the process of consultation with our student, staff, and faculty governance committees. This administrative policy provides greater direction and process in the implementation of the broader Board of Regents policy Equity, Diversity, Equal Opportunity and Affirmative Action. We anticipate that the policy will be presented for approval in fall 2021 and implemented once approval is obtained.

● **Updated Liberal Education Curriculum Requirements**

We made the “Race, Power, and Justice in the United States” theme required for all undergraduate students on the Twin Cities campus beginning fall 2021. The Faculty Senate approved this Twin Cities campus core curriculum change in February 2021.

● ● ● **DEI Consultation**

Since the summer of 2020, Office for Equity and Diversity (OED) Central staff have provided more than 250 consultations to University leadership, staff, and faculty throughout the University of Minnesota System to educate and help frame unit/departamental/college DEI plans, communications (internal/external), DEI statements, policy, human resources questions, and more.

When the University shifted to remote learning in the spring of 2020, the Equity and Diversity Education Program staff began delivering workshops and departmental training online to meet the high demand. These workshops are opt-in and are available to all faculty, staff, and students.

From spring 2020 to now, more than 4,200 individuals enrolled for our remote workshops, or what we call the ECHO (Equity Certificate Hosted Online). Starting in the summer of 2020, our waitlist for a single course grew from 30 to 300—a 1,000% increase in demand. Waitlists for all of our individual workshops averaged around 200 this academic year.

During the past academic year, our Equity and Diversity Education Program delivered more than 100 customized workshops at the request of departments. Requests for these tailored departmental workshops have also increased. In addition, the program also created a self-directed resource for students, faculty, and staff organized by the topics addressed in our Equity and Diversity workshops.

● ● **Minnesota Transform**

Minnesota Transform is a \$5 million higher education initiative funded by The Andrew W. Mellon Foundation that will address transformational decolonial and racial justice in the University, Twin Cities, and state through public humanities projects.

● ● **Social Justice Impact Grant**

New Office for the Vice President of Research grant program funds research into social justice issues—the “Social Justice Impact Grant.” The program will fund between three and six awards, with each receiving \$25,000 to \$50,000 over a 12-month period.

Athletics

Student-athletes play an important role in advancing our equity and inclusiveness objectives. Public support for our athletic endeavors creates the opportunity to engage with a broader community for whom sports are a natural attachment to the University of Minnesota. Our work includes:

● ● **YWCA Racial Justice Education**

- Consultation and Education is led by YWCA Facilitators
- Cohort of 37 ICA senior leaders, unit directors, and staff
- All participants complete the Intercultural Development Inventory (IDI) and receive a customized goal-setting plan
- All participants participate in customized workshop series (100- and 200-level courses committed to transforming performance through the power of inclusion)
- All participants engage in circle dialogue dedicated to racial and social justice
- Participants have the opportunity for Racial Justice Facilitation Training (up to 7.5 hours of education for selected participants)

● ● **Diversity & Inclusion Newsletter: Golden Gopher Athletics Teammates**

This update celebrates Heritage Months, provides education, shares resources, and more. It provides a Teammate Spotlight for personal stories, as well as a Student-Athlete Spotlight. It connects campus and community resources for all communities and identities. Produced monthly, it is crafted to ICA Teammates serving as Diversity Champions committed to inclusive excellence.

● ● **Speakers Series**

- Doug Hartmann, Professor and Chair of Department of Sociology (U of M): Addressed ICA on Race & Sport
- Keith Mayes, Associate Professor, African American & African Studies (U of M): Addressed ICA on the Significance of Black History Month and the Black National Anthem
- Tru Pettigrew, VP of Player Programs/Diversity & Inclusion (Minnesota Timberwolves): Addressed ICA on Leadership, Diversity, and Inclusion

● ● **University of Minnesota Engagement**

- Gopher Equity Project (5+ ICA Teammates were trained and served as facilitators in this campus commitment)
- University Senate: IAC Equity & Diversity Subcommittee (continued engagement and guidance on our policy, procedures, and practices)
- Membership with the Diversity Community of Practice (DcoP) at the U of M
- Attendance at the OED Spring Convening, as well as breakfast held in the fall
- Teammates are also completing the certificate program

● ● **B1G Conference Engagement**

- B1G Equality Coalition: ICA executive leadership, head coaches, and student-athletes serve on this conference initiative
- Engagement with Omar Brown, VP for People & Culture via the Diversity & Inclusion Administrators Group (Peyton Owens attends these meetings)

● ● **Student-Athlete Engagement**

- Individual team meetings: Addressing Inclusion, Race, and Racism
- Gopher Leadership Groups: Engagement with the Black Student-Athlete Association, as well as Gopher Advocates and Allies (for student-athletes who identify within the LGBTQIA+ community)
- Continuous exploration of social justice with our Student-Athlete Advisory Committee (helping shape governance, leadership, and service for all student-athletes)

● ● **Perspectives and Voices**

- Diversity & Inclusion Advisory Board: Collaboration in the fall with Darrell Thompson, Lea B. Olson, and Tex Ostvig with our Core DEI Committee within ICA
- Engagement with Cedric Alexander and ICA Leadership

Communications and Outreach

There has been an increased demand across the University for communications at grassroots and grassroots levels. Initiatives focused on statements and communications that expressed concern and support for our University community and those directly affected by the events in our community, county, and world. Almost 10% of new initiatives were focused on communications and outreach efforts—letting people know what resources are available and communicating our values to our constituents. Additionally, University Relations and the Office for Equity and Diversity collaborated to create a DEI communications toolkit that was shared with all campuses, colleges, and units.

● **Webpage for Where it Starts feature**

University Relations, Twin Cities campus, developed “Where it Starts,” a collection of personal stories that highlights the incredible accomplishments from our Black community during their journey at the University of Minnesota. Each story reflects upon overcoming obstacles, building community, and finding purpose. The series was a collaborative project between University Relations and a team of faculty, staff, and

student content advisors from the University's Black community. All stories featured in the "Where it Starts" series exemplify that change starts wherever the powers of creativity, vision, and joy meet.

● ● **The Alumni Association** used the Minnesota Alumni magazine, social media, its website, and other outlets to amplify diversity and inclusion by including topics such as social justice. The Alumni Association has also gathered resources to help it listen to diverse alumni voices and faculty experts.

● **The U of M Libraries** developed a series of guides to help librarians respond to requests from University researchers looking to incorporate anti-racism into their research practices, provide readings and research related to anti-racism work, and list key resources that address how racism affects libraries.

● **The School of Dentistry** created the "This Is Us" video on its website to create an awareness of the diverse groups in the dental school and provide an opportunity for faculty, staff, and students to learn about different cultures represented within the school.

● ● **TRIO Student Support Services** curated and communicated a resource guide on engaging in community rebuilding and activism.

● ● ● **Diversity Committees/Task Groups**

Campuses, colleges, and departments localized their DEI strategy and vision. Almost 10% of new initiatives were about forming DEI strategic planning committees to re-examine their mission and goals and efforts to improve DEI locally. Their tasks focused on creating welcoming workspaces; recruiting and retaining Black, Indigenous, and People of Color (BIPOC) faculty, staff, and students; advising leadership; and serving as a resource to their colleagues and constituents.

● **The Office for Human Resources** (OHR) created the OHR Inclusion Council to foster and explore ways to make OHR as inclusive and welcoming of a workplace as possible and to provide staff opportunities to gain knowledge and skills to better interact with all populations represented at the University of Minnesota and its partners.

● ● ● **The Aerospace Engineering and Mechanics** (in the College of Science and Engineering) Diversity & Inclusion Committee works to actively recruit students, researchers, and faculty from diverse backgrounds and create a department culture where all people feel welcomed, valued, and part of a community. Its focus is on awareness, recruitment, representation, and retention.

● **The Graduate School Diversity Consultation Team** is a group of staff involved in developing resources and consultation support for graduate programs seeking to improve program climate. During the Summer of 2020, the team developed the Faculty Fighting Racism platform to provide educational support and guidance for faculty seeking to grow in their commitment to creating anti-racist spaces.

● ● **The Carlson School of Management** has formed the Dean's Advisory Committee on DEI comprised of faculty, staff, and students to advise the Dean on implementing DEI recommendations developed by the school's DEI Action Work Group.

● ● **OED's Racial and Social Justice Scholar Directory**

The Institute for Diversity, Equity and Advocacy (IDEA) is collaborating with the Office for Public Engagement and Faculty and Academic Affairs to create an online directory of faculty who engage in scholarship related to social justice, racial justice, diversity, equity, and inclusion (DEI). The purpose of this directory is to highlight and amplify the work of social justice and DEI scholars at the University of Minnesota and to foster systemwide connections around related issues.

● ● **Race, Indigeneity, Gender, & Sexuality Studies (RIGGS) Racial Justice Resources Page**

While many organizations have created resource lists on anti-racism, these frequently are aimed at predominantly white audiences who are assumed to have never engaged with the concept. RIGGS saw a need instead for racial justice resources for students, staff, faculty, and community partners who are activists and are looking for support for their work, models from similar organizing efforts, and potential collaborators and coalition partners.

● ● **The U of M Alumni Association** formed a Diversity and Inclusion Staff Committee to create and maintain opportunities for engagement and education related to diversity and inclusion issues. The committee's work will result in additional opportunities for staff, volunteers, and alumni to grow in their understanding of equity and diversity topics and encourage all to incorporate this into their daily work.