



2022

**Progress Report: Representation,
Climate, and Partnership**



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PRESIDENT'S MESSAGE

As a University family, and as articulated through our systemwide strategic plan, MPact 2025, we are leaning into our commitment to three critical focus areas: representation, climate, and partnership. Through this second-annual report, which represents a work in progress, we highlight our momentum in these areas, as well as our broader work to advance a community and culture where a sense of belonging is strong, accessibility is valued, and equity and diversity are actively promoted.

From welcoming the most diverse student body in University history and innovative programs like NXT GEN MED, to establishing the Native American Promise Tuition Program and a new namings/renamings policy, amongst others, we have taken historic and impactful steps together over the past year. And while not exhaustive, this report highlights these important markers and our progress across the System to become the community of belonging we aspire to be.

Warm regards,

A handwritten signature in black ink, consisting of a large, stylized 'J' followed by 'T.A. Gabel' in a cursive script.

President Joan T.A. Gabel



REPRESENTATION

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:

Diverse Student Enrollment

Fall 2021 represented the most diverse student body in University history. 28.8% of the incoming freshman class systemwide were BIPOC, and 23.6% were first generation students. Across all classes (not just incoming freshman students), 26.1% of students enrolled fall 2021 were BIPOC (the highest percentage in University history), and 26.7% were first generation college students. During the 21-22 academic year, the University had the largest enrollment of Asian undergraduate students, the largest enrollment of Hispanic undergraduate students, and the largest enrollment of African American undergraduate students in its history.



Native American Promise Tuition Program

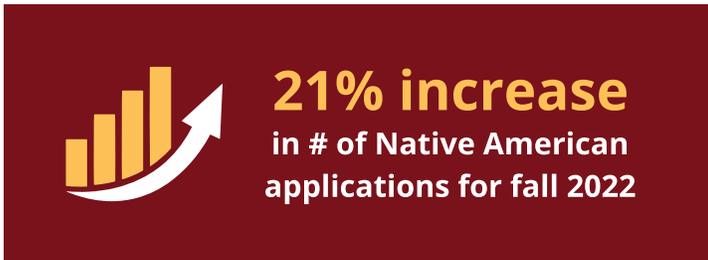
In fall 2021, we announced a new initiative that is among the nation’s most comprehensive free and reduced tuition programs for Native American students. Launching fall 2022, the **Native American Promise Tuition Program** will provide a scholarship covering full University of Minnesota tuition at the Crookston, Duluth, Morris, Rochester or Twin Cities campus for first-year or Tribal college transfer undergraduate students, who are also enrolled citizens in one of the state’s 11 federally recognized Tribal Nations, with an annual family income under \$75,000. Students from higher-earning families may be eligible to receive highly discounted tuition through the program.

Fall 2021 was the most diverse student body in UMN history



28.8%

of incoming freshman that were BIPOC



As of June 2022, we have a 21% increase in the number of Native American applicants for fall 2022 who have confirmed their attendance at a campus in the UMN system compared to fall 2020 (for new high school grads).



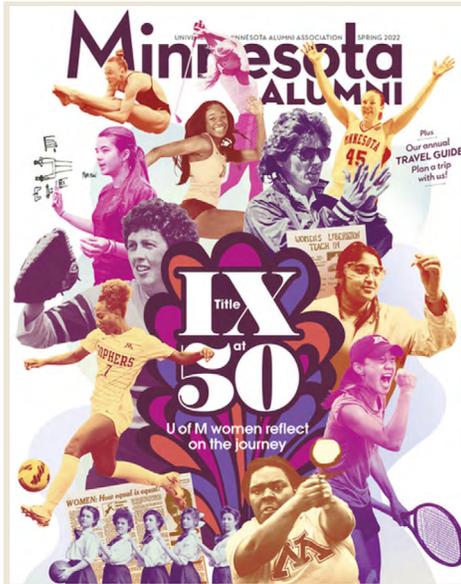
President’s Post Doctoral Fellowship Program (PPFP)

The **PPFP** offers research fellowships that prioritize faculty mentoring, professional development and academic and industry networking opportunities, allowing fellows to focus on advancing their scholarship and developing skills to prepare them for tenure track faculty positions. UMN is joined as PFPF members by a coalition of elite institutions, including the ten-campus UC system, the University of Michigan, the University of Colorado, The California Alliance (adding Stanford University and Cal Tech), the University of Maryland and Carnegie Mellon University. Since joining the program, the University of Minnesota has consistently attracted large numbers of highly qualified applicants from around the country, and this fall, 13 new fellows will join the 13 fellows who are completing year two of the program. To date, 7 fellows have been hired into tenure track faculty positions.

Namings/Renamings Policy



In February 2022, with Board of Regents approval, the University updated its **namings/renamings policy** aligned to the central premise: if University namings and who we honor is 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 new policy allows for buildings to be considered for renaming after 75 years (unless the name is a gift). As a next step, the All-University Honors Committee is working on processes and procedures to implement the policy, and we expect that as early as summer 2022 the committee will begin reviewing eligible building names.



Title IX - 50th Anniversary

This year we celebrated **50 years of Title IX**, recognizing the important role of women to speak out against gender discrimination, demand equality, and evoke change leading to one of the most important pieces of civil rights legislation in American history. We have been fortunate to celebrate the variety of ways that this federal legislation has transformed the landscape of higher education, and its impact on women’s athletics as well as increasing access to higher education, including the UMAA’s focus in their alumni magazine spring issue on the topic, and an Impact Leaders event highlighting the personal experiences of University of Minnesota trailblazers and experts in the background of the University serving as the host institution for the Women’s Final Four.



CLIMATE

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:

MSafe/Public Safety

Fulfilling a key recommendation from Dr. Cedric Alexander in his [Report to Strengthen UMPD Alignment with UMN Expectations](#), President Gabel created the M Safe Implementation Committee. Led by Dr. Kathy Quick and Dr. Mylene Culbreath, M Safe was diverse and representative of our unique campus community, included subject matter expertise, incorporated University governance, and leveraged the perspectives of key stakeholders and community partners. As directed, the MSafe Implementation Committee completed their work by the end of December 2021 and presented their [advisory report](#) to the Board of Regents in February 2022. The report submitted is the product of 1,305 hours of thoughtful work devoted by the MSafe Committee members and co-chairs to fulfilling this charge. The MSafe recommendations are under review, and in many cases, work on a number of these recommendations has already begun, including but not limited to, equipping UMPD officers with body cameras; incorporating a full-time social worker into the Department of Public Safety; and adopting the RAVE Guardian app.



Voice, Arts & Community

The [Voice, Art, and Community Series](#) launched in January 2021 to explore diverse voices through the arts and humanities and seek to connect the arts to our communities, and how this focus deepens our knowledge and helps us understand, explore, and be vulnerable. Our commitment to the series continued with headlining events, including completing a three-part series with National Book Award for Poetry recipient, Nikky Finney, a National Day of Racial Healing event, “What Will it Take to Heal?” featuring Minneapolis City Council President Andrea Jenkins, and an inaugural UMN Juneteenth event, amongst others.

Task Forces

During the 2021-22 academic year, several task forces were engaged by university administration to look at issues of diversity, equity, and inclusion. These groups examined the academic calendar (who looked into making Juneteenth a no-class day across the system and messaging around religious holiday accommodations to better serve our diverse student needs), disability accommodations, faculty behavior in graduate education, and faculty misconduct (which looked into advancing and sustaining a campus culture and climate where students, faculty, and staff feel safe, respected, and supported to be their best selves and do their best work).



The University of Minnesota hosted an inaugural Juneteenth Celebration on 6/18/22. The celebration took place in North Minneapolis and included a block party and march, featuring Black vendors, speakers, storytellers, musicians, DJs, roller skating, free food, & more.

Juneteenth

The University of Minnesota offered a no-class day to students and personal days for faculty and staff to create accessibility to recognize and celebrate **Juneteenth**. The University has initiated a process to look at creating an additional holiday for Juneteenth in the future, and is consulting with groups through shared governance to continue moving this possibility forward. In addition, the University planned a celebration of Juneteenth for Saturday, June 18 in North Minneapolis, working with community members and partners, to take place in a Minneapolis park and the UMN Urban Research and Outreach-Engagement Center.



Rochester 2021-2022 College of Distinction for Equity and Inclusion

The University of Minnesota Rochester (UMR) was named a **2021-2022 College of Distinction for Equity and Inclusion** due to their dedication to equal opportunity for all students, faculty, and staff. According to **Colleges of Distinction** COO, Tyson Schritter, UMR has “created a welcoming environment for underserved students. It’s a tremendous opportunity to highlight the noteworthy support offered for students who might not otherwise study and thrive on a college campus.”



PARTNERSHIP

We are committed to advancing understanding and nurturing enduring partnerships.



Engagement Hub En/Acting Joyful Learning Residency

The English department has long partnered with Mixed Blood Theatre, but the collaboration deepened through the En/Acting Joyful Learning residency this year in the [Liberal Arts Engagement Hub](#), where they were able to continue the collaboration with in-person visits. Mixed Blood's mission is to address "injustices, inequities, and cultural collisions, providing a voice for the unheard." Mixed Blood scheduled diverse actors in classes, leading to fruitful conversations about cultural context and perspective across centuries. This campus-community relationship fulfilled goals of building intellectual curiosity, cultural appreciation, and life-long engagement with learning.

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:

Tribal Partners

This year we elevated the University's partnership with our Tribal partners, including ongoing engagement and meeting three times annually with the Minnesota Indian Affairs Council (MIAC) to update them on the University's progress toward addressing their concerns; including important engagement on Mimbres repatriation, the TRUTH project, the Red Lake External Review, the Cloquet Forestry Center, the Native American Promise Tuition program, and growing multidisciplinary degree and curriculum collaborations, like our Masters degree in Tribal Resource and Environmental Stewardship. We also created a 39 page comprehensive list in direct response to requests from tribal leaders of system-wide efforts to support Native learners and Tribal communities. We also celebrated Native American Heritage Month with both an Impact Leaders discussion with Senior Advisor to the President for Native American Affairs, Karen Diver, as well as to promote the [stories](#) of some of the University's Native American community members.

NXT GEN MED

In partnership with Google Cloud and Mayo Clinic, **NXT GEN MED** is a cost-reducing, accelerated program which prepares diverse students for meaningful careers in the high-demand sector of Healthcare. This year-round, 2.5-year undergraduate program will decrease overall college costs by at least \$26,000, while students also engage in credit bearing, paid internships during the program. Graduates will be positioned to begin earning sooner, entering the workforce 18 months earlier than the traditional four (or six) year path to undergraduate degree completion. To support this work, the program received a \$250,000 grant from STRADA Education, with an opportunity to apply for a follow-up grant for up to \$1.5 million. NXT GEN MED's initial cohort will begin in fall 2022.



Systemwide DEI Review

This past academic year, the University contracted with **Cambridge Hill Partners (CHP)** to launch a DEI systemwide review aimed at mapping the scope and impact of DEI-related efforts across the University of Minnesota System; conducting a gap analysis of areas of DEI strengths and opportunities for growth across the System; understanding, assessing, and articulating how central, system, college, and unit level programs align with MPact 2025 moving forward; and making recommendations on optimal organizational structure for the Office for Equity and Diversity and their relationship with other central administrative units. We expect to receive CHP's final report and recommendations in the summer of 2022.



MN Writing Project grant for new project, "Reconsidering MN History through Dakota Narratives"

Reconsidering MN History through Dakota Narratives is a joint project between the University's Writing Center's Minnesota Writing Project, the East Side Freedom Library, and Speaking Out Collective. Started in April 2022, this multi-year project funded by the NEH and the Minnesota Humanities Center is working to develop a collection of stories about Dakota history geared towards elementary-age children with accompanying curriculum for teachers.