



HUMPHREY SCHOOL
OF PUBLIC AFFAIRS
UNIVERSITY OF MINNESOTA

EQUITY AND INCLUSION STRATEGY & IMPLEMENTATION PLAN

Updated: December 2020



INTRODUCTION

STATEMENT OF PURPOSE

The mission of the Humphrey School of Public Affairs is to inspire, educate, and support innovative leaders to advance the common good in a diverse and changing world. We seek to achieve our mission by:

- Creating an inclusive, welcoming, and supportive school environment
- Ensuring that the people and scholarship at the School reflect our community and the world
- Building an institution committed to intercultural growth and learning

Humphrey School faculty, staff, students, and alumni share a commitment to equity, inclusion, and diversity that are the legacy of our namesake, Hubert H. Humphrey. In 1948 Mayor Humphrey burst on the national political scene with an impassioned speech at the Democratic National Convention in which he called for inclusion of civil rights in the party platform.

In 1961, then-Senator Humphrey reminded us that “it is one thing to enact legislation that outlaws flagrant examples of racial discrimination—segregated hotels, buses, and parks. It is another thing to eliminate the more subtle and sophisticated techniques that effectively limit true freedom of choice in jobs, education, and housing.”

True to his vision, the Humphrey School is committed to creating an inclusive and equitable scholarly community and to confronting the “subtle and sophisticated” systems that limit true freedom and constrain true diversity of people and thought.

The Humphrey School is committed to:

- Sharing responsibility for building, maintaining, and improving an inclusive school climate to increase appreciation of and respect for diverse backgrounds, as well as multiple and intersectional identities
- Establishing organizational structures that support inclusive decision-making across the School
- Recruiting and retaining a diverse faculty, staff and student body
- Fostering a respectful and equitable learning environment for all Humphrey students, staff, and faculty members

DEFINITION OF TERMS: DIVERSITY, EQUITY, AND INCLUSION

These three terms are used frequently in this strategy and implementation plan and so we offer working definitions here.

Diversity: Within the Humphrey School, our concept of creating a diverse community broadly encompasses people with identities that have been historically marginalized in our society and underrepresented in higher education and the realm of public affairs, particularly:

- People of Color
- Indigenous peoples
- New immigrant populations
- People with both visible and hidden disabilities
- Women and people of all gender identities and expressions
- First-generation college students

We also recognize issues of access and climate for individuals who might encounter barriers based on their religious expression, age, national origin, ethnicity, or veteran status.

Equity: Seeking to establish systems and practices that are fair and just, based on a recognition of individual differences and sociopolitical contexts that disproportionately impact some people more than others.

Inclusion: Creating, inviting, and welcoming individuals into an environment where all people have an opportunity to learn and contribute. Within the Humphrey School, we seek always to include multiple and potentially divergent perspectives into a common community of inquiry and learning.

RATIONALE FOR ANNUAL UPDATES

The 2012–2017 Strategic Plan was the first of its kind and presented a grand vision for diversity at the Humphrey School. It incorporated medium and short-term objectives and strategies in service of longer-term aspirational goals. Goals, objectives, and strategies were developed in six focal areas.

Many of the School’s diversity objectives and strategies were realized! We learned that a vision and strategic plan for diversity guides and facilitates meaningful outcomes and impacts. No longer is there a question as to whether we can positively impact the School’s climate and way of doing business.

Looking back on the 2012 plan, we also realize that the general idea of diversity has evolved, making some of the ideas presented out of date or out of the strategic vision for the School. With equity, inclusion, and diversity much more at the center of the present dialogue in higher

education, there comes a recognition that our planning and actions require more frequent attention than a five-year cycle allows.

Our demonstrated successes in the area of equity, inclusion, and diversity, paired with a far more dynamic context in this realm, provide the rationale for an annual review and revision of our objectives and strategies within our more stable, overarching goals.

RATIONALE FOR FOCUS AREA-LED PLANNING

The 2012–2017 Strategic Plan captured input from a broad and diverse subset of the Humphrey community. The One Humphrey planning committee drew upon information collected through these processes to develop goals, objectives, strategies, and performance measures in six focus areas. The resulting strategic plan was reviewed by key stakeholders and ultimately approved by the School’s Executive Committee.

Our 2017 refresh process clarified that the 2012 plan generated a great deal of success and progress, but also that accountability to focus area-specific objectives and strategies remains a challenge. We have demonstrated that we can make substantial progress in these areas through a centralized planning process. Evidence from the 2017 refresh suggests that we can make even more progress if we decentralize the process, allowing each focus area to develop annual objectives, strategies, and actions that are appropriate to existing resources and that meet current (and changing) priorities. We see this as a natural evolution of the School’s capacity to identify, engage, and overcome equity, inclusion, and diversity challenges.

DECENTRALIZING THE PLANNING PROCESS

This workbook contains resources that support a decentralized annual planning process for the review and revision of strategic objectives and actions within the School’s key focus area. It is a guide to key personnel, timetables, and current and historical information relevant to equity, inclusion, and diversity goals.

Following the process, each focus area will be able to convene to review and revise its respective goals, objectives, strategies, and actions for the academic year. Once each focus area has reviewed and revised its respective strategic plan and implementation process, the individual parts will combine to form the School’s comprehensive plan, which will be approved annually by the Executive Council.

KEY PERSONNEL

Table 1. The eight focus areas and responsible individuals and groups

Focus Area	Key Person	Work Group
Climate	EIC Co-Chairs	Humphrey Equity & Inclusion Council
Communication	Director of Communications	Communications team
Curriculum	Director of Academic Programs	Curriculum Committee
Community Engagement	Associate Dean	Working group of Humphrey School staff members
Recruitment & Retention— Faculty & Staff	Director of Human Resources	Dean’s leadership team and Human Resources
Recruitment of Students	Director of Admissions	Admissions team and DGS team
Retention of Students	Director of Advising and Retention	Advising, Career and Professional Development, and DGS teams
Research	Associate Dean	Faculty Committee

Table 2. Timetable for future annual review and revision process

Date	Action Step	Responsible Party
April/May	Area leads submit summary report on activities for the year to Executive Council	Focus area leadership
April/May	Equity and Inclusion Council (EIC) hosts end-of-year review and seeks feedback on proposed sub-plans for coming year	EIC Co-Chairs
Summer	Review and revision by focus area work groups	Focus area leadership
August	Presentation of proposed revisions to the EIC	Executive Council
September	Public introduction of revised plan at fall kickoff	EIC Co-Chairs

Date	Action Step	Responsible Party
September	Opportunity to incorporate new ideas and recommendations	Focus area leadership
September/October	Finalization of plan	Executive Council

CLIMATE FOCUS AREA

GOAL: *Create shared responsibility for building, maintaining, and improving an inclusive school climate to increase appreciation of and respect for diverse backgrounds, as well as multiple and intersectional identities. Because activities in all focus areas matter for the Humphrey School's climate, the goals of this area focus on coordinating across elements of the plan and ensuring that important issues that sit between areas do not get ignored.*

OBJECTIVE I: Create and foster opportunities for community building among and between administrators, faculty members, staff, students, and alumni.

Strategy:

- Support core student groups related to equity and inclusion efforts.
- Provide the Humphrey community with a baseline for activity and engagement in equity and inclusion effort.
 - Annual kickoff
 - Courageous conversations during the academic year
 - Mini-grant / project opportunity
 - Annual closing event
- Sponsor and organize annual Equity and Inclusion Research Symposium.
- Strategically link strategies and efforts.
 - Link Diversity Paper Award to Equity and Inclusion Research Symposium
 - Facilitate dialogue across students, staff, and faculty regarding issue of equity and inclusion in the broader Humphrey community

2020 Update: In the past year, we have made progress on this objective. We are using the student retention strategy as a guide for supporting student groups, although one barrier is limited funds for student groups available for EIC specific initiatives and programming. The pandemic prohibited our ability to hold the 2020 Research Symposium, but we are pursuing a virtual option for 2021.

OBJECTIVE II: Provide leadership and oversight for operational structure and processes related to annual Equity and Inclusion Council efforts.

Strategy:

- (Re)structure, define, and communicate the institutional structure related to equity and inclusion efforts at the School.
- Define and communicate annual mileposts and access points for members of the Humphrey community.
- Organize and facilitate annual processes related to equity and inclusion efforts (see previous objective).
- Communicate—directly and indirectly—annual equity and inclusion mission, goals, objectives, strategies, and opportunities to the Humphrey community.

2020 Update: We have held multiple community meetings on equity and inclusion efforts to advance communication. The kick-off meeting occurred on September 23. Additional oversight to address mileposts and approvals was implemented in 2020, with the equity and inclusion plan now being approved by the Executive Council.

OBJECTIVE III: Provide leadership and oversight for strategic planning structure and processes related to annual Equity and Inclusion Strategic Plan and its implementation.

Strategy:

- Communicate—directly and indirectly—annual equity and inclusion mission, goals, objectives, strategies, and opportunities to the Humphrey community.
- Initiate and facilitate the annual process of reviewing and revising goals, objectives, strategies, and actions for the seven functional areas.
- Compile and present annual goals, objectives, strategies and actions to the Humphrey community via annual kickoff event.
- Initiate and facilitate the annual process of evaluating progress goals, objectives, strategies, and actions for the seven functional areas.

2020 Update: Additional supervision of EIC was implemented in 2020, with the Equity and Inclusion Council now being overseen by the Executive Council. We are in the process of scheduling 2021 kick-off of this work.

COMMUNICATION FOCUS AREA

INTRODUCTION

During the 2018–2019 school year, we made progress on the goals set in the Equity and Inclusion Plan, particularly our goal to “integrate equity and inclusion efforts into all communications initiatives and highlight work taking place within the Humphrey School.” As a result of this increased intentionality, we have increased opportunities for diverse communities to engage with the Humphrey School through events like the Public Leadership Awards. We have also started to build a larger library of stories that strategically highlight all students, while ensuring that each program is being promoted in a regular routine schedule.

In looking to refresh our goals, we felt that the same goals should remain, with the addition of adding an intentional focus on increasing efforts around accessibility.

GOAL: *Create communications plan and identify opportunities to highlight and expand understanding of Humphrey School equity and inclusion efforts.*

OBJECTIVE I: Provide information about Humphrey School equity and inclusion efforts.

Strategy:

- Build awareness on what the Humphrey School and its leadership is committed to in regard to its equity and inclusion plan.
- Utilize web, social media, and print communications to highlight equity and inclusion efforts.

OBJECTIVE II: Provide leadership and oversight for external and media relations pertaining to equity and inclusion efforts at the Humphrey School.

Strategy:

- Develop materials and one-pagers for use that highlight Humphrey efforts and progress.
- Identify markets for the Humphrey School to showcase its equity and inclusion efforts.
- When there is data to back progress on all plan measures, secure at least two conference opportunities for the Humphrey School to present on equity and inclusion efforts.

GOAL: *Integrate equity and inclusion efforts into all communications initiatives and highlight work taking place within the Humphrey School.*

OBJECTIVE I: Develop a content calendar that ensures diversity of voices and stories.

Strategy:

- Create an intentional focus on:
 - Equal highlighting of student, faculty, staff, and alumni stories
 - Fair distribution of stories with a local, state, national, and global impact
 - Equitable percentage of voices in regard to age, race/ethnicity, gender, LGBTQ, and veteran status
 - Balance of story topics across all degree and certificate programs
- Complete a yearly assessment of stories published on multiple platforms.

OBJECTIVE II: Work with faculty and staff to ensure a wide variety of voices from within the School are highlighted in the media through interviews and placement of commentaries.

OBJECTIVE III: Work to advance Humphrey leadership goal of equity and inclusion in school events by integrating a focus on equity and inclusion into process and planning efforts.

Strategy:

- Review and update Humphrey equity and inclusion guidelines for inclusive events guide.
- Undertake a bimonthly review of equity and inclusion guidelines for inclusive events guide, and provide a biannual update on progress to Humphrey leadership.
- Increase Events Digest subscribers to include a broader network.
- Increase focus on accessibility awareness and services available at events.
- Research best practices and bring in outside experts to inform our work.

OBJECTIVE IV: Increase efforts schoolwide around accessibility, ensuring the Humphrey School is truly open to all.

Strategy:

- Complete an assessment of document and video accessibility for core courses based on materials provided to students during the 2018–2019 school year.
 - Provide a report based on findings to faculty and staff as a conversation starter for where we currently are with accessibility and where we should be.
- Compile and provide faculty and staff with a list of resources, trainings, and vendors that will make integrating accessibility into their daily practices a little more manageable.
- Set a new policy that no videos will be added to the external-facing website starting January 1, 2020 without subtitles or a transcription file.
- Require all communications team members to take trainings in accessibility for Microsoft Office, website management, PDFs, videos, and event management.
- Ensure refreshed website launching in 2020 meets state accessibility guidelines.
- Host a community conversation with faculty, staff, and students on the value we place on accessibility, bringing in representatives from the University's Disability Resource Center.

COMMUNITY ENGAGEMENT FOCUS AREA

GOAL: *Pursue collaborative approaches to community engagement that value the knowledge in communities from local to global in order to advance research and education to address equity and inclusion.*

OBJECTIVE I: Develop a definition of community engagement specific to the Humphrey School's mission and context.

Strategy: Develop a strategic direction for community engagement that signals the values of equity and inclusion and establishes priorities.

- Recruit faculty and students to join the current staff-led community engagement working group.
- Engage the community engagement working group in creating a strategic direction for equity and inclusion-focused engagement at the Humphrey School.

2020 Update: We have added “repair of harm and reciprocal resilience” to vision for engagement and research. We are also meeting with Alumni Equity & Justice committee; gathering list of students, faculty and staff to serve on committee; and soliciting ideas for community members for committee.

OBJECTIVE II: Create deep and long-term partnerships with diverse external organizations and institutions to advance engaged research and education to address equity and inclusion.

Strategy: Create or sustain relationships with local and state policy, advocacy, and service organizations that focus on equity and inclusion issues.

- Work with the External Relations Committee to identify five to seven organizations annually that are focused on equity and inclusion issues and that are not already connected with Humphrey School; set up meetings with their leadership to explore future collaboration and offer personal invitations to Humphrey School events.
- Identify and promote local and state equity and inclusion-related committee and task force membership opportunities to Humphrey School students, staff, and faculty.

Strategy: Formalize access to the Humphrey School for small and lower-resourced organizations.

- Work with the Humphrey School communications and events staff to review and update the equity and diversity guidelines for developing Humphrey School event programming and creating accessible and inclusive meetings or events documents. Communicate about these documents to faculty, staff, and student groups to enhance awareness and gather feedback for future updates.
- Work with the Conference Center to continue to expand access to the Josie R. Johnson Community Room by building on the current partnership with the Brian

Coyle Center to establish a broader memorandum of understanding with other Cedar-Riverside organizations.

- Work with the Humphrey School communications and events staff to annually review and refresh the Humphrey School event vendor list to identify new women- and minority-owned businesses; communicate about the list to faculty, staff, and students, as well as UMN and external Conference Center users, to enhance awareness and gather feedback for future updates.

OBJECTIVE III: Collaborate with University of Minnesota research, education, and service-focused units to build partnerships for greater community impact and engagement on equity and inclusion.

Strategy: Explore partnerships with external-facing units to connect with communities and organizations working on equity and inclusion issues.

- Continue to promote Humphrey School engagement with the Hennepin-University Partnership to identify new opportunities for collaboration with Hennepin County on research and education.
- Continue to explore new and enhanced collaboration with the Urban Research and Outreach-Engagement Center (UROC) on research and education.
- Explore opportunities to sustain connections with the Cedar-Riverside neighborhood via collaboration with the Office of Public Engagement.

2020 Update: We are setting up meetings with CLA Humanities HUB and UROC to discuss potential partnerships on this strategy.

Strategy: Identify best practices for assessing community impact and engagement.

- Review approaches to assessing community impact and engagement used by peer schools, U of M Extension, and the Office of Public Engagement.
- Work with the Communications teams to create an ongoing method for assessing and communicating about community impact and engagement.

CURRICULUM

GOAL: *Equip students with the knowledge and skills needed to effectively engage equity and inclusion in the realm of public affairs.*

OBJECTIVE I: Increase the breadth and depth of learning related to equity and inclusion through the development of new courses and workshops.

Strategy:

- Collaborate with University of Minnesota partners in Acara and the Resilient Communities Project (RCP) to develop and deliver an introduction to community-engaged learning workshop (Ethical Engagement for the Public Affairs Professional), with an emphasis on ethics and cultural sensitivity.
- Explore the possibility of developing an Equity and Inclusion Capstone.

2020 Update: This section features new strategies as we completed previous goals by delivering a Community-Engaged Research and Practice workshop series in Fall 2019. We also worked with RCP to assess the rollout of the Fall 2019 co-curricular workshop series and determine next steps on developing content and potential for course-based delivery. Presented at Spring 2020 Office of Public Engagement Conference to gain additional feedback from conference attendees in a facilitated discussion on knowledge and skills development for community-engaged research and practice. We will continue to review new course offerings; assess partnership model with Voices for Racial Justice (Walsh); and work with the Curriculum Committee to review integration of DEI with curriculum and role in core content before further individual course development.

OBJECTIVE II: Improve the process and tools used to assess the equity and inclusion content of current courses.

Strategy:

- Build on the success of the 2018–2019 Urban and Regional Planning pilot process for reviewing and workshopping syllabi (including suggestions to enhance the diversity of readings and materials) to scale across other degree programs.
 - Share process and materials used by Master of Urban and Regional Planning (MURP) program to pilot syllabus review process with each DGS
 - Discuss timeline and needed supports to expand review process across degree programs at spring 2020 DGS meeting
- Conduct an accessibility assessment of course sites/material and identify best practices for improvement.
 - Collaborate with Communications team to assess accessibility of documents and videos on Canvas course sites in spring 2020
 - Develop recommendations for improving accessibility

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- Work with Public Affairs Student Association's (PASA) Curriculum Committee chair to collect feedback from current students regarding the overall presence and effectiveness of equity and inclusion content in the curriculum.
 - Work with PASA to design a new process for curriculum feedback by degree program and support student leaders in implementation
 - Deliver curriculum feedback reports to Curriculum Committee in spring 2020

2020 Update: This work is ongoing. Over the last year, we shared process and materials used by MURP program to pilot syllabus review process with all DGSs. We collaborated with Communications team to assess accessibility of documents and videos on Canvas course sites in Spring 2020. We also began working on strategy to create resources for community-wide improvement in digital accessibility awareness and practice. Our work with PASA's Curriculum Committee is postponed due to the COVID-19 pandemic.

OBJECTIVE III: Offer faculty and staff professional development opportunities and highlight promising practices that will help them improve the frequency and richness of classroom discussions that focus on equity and inclusion.

Strategy:

- Engage faculty, including adjuncts, in faculty retreats and other venues in learning from each other and other experts about best practices in integrating equity and inclusion content in the curriculum.
 - Continue practice of holding space in annual fall faculty retreat to discuss tips and challenges for integrating and enhancing equity and inclusion content in the curriculum
 - Continue practice of providing training and support to adjunct faculty, during at least one of their biannual meetings, in enhancing equity and inclusion content in their courses
 - Work with Associate Dean to identify additional opportunities to engage faculty and highlight their work in equity and inclusion
- Collaborate and consult with professional associations (e.g., Network of Schools of Public Policy, Affairs, and Administration) and other appropriate bodies (e.g., University Leadership Council on Diversity and Inclusion in Public/International Affairs Programs).
 - Communicate learnings, resources, and promising practices via appropriate faculty body (e.g., Curriculum Committee, faculty retreat)

2020 Update: This work is ongoing and will be recurring. Engaging with faculty and adjuncts has emerged as a priority focus for the AY 2020-21 Curriculum Committee. Specifics are currently in development with new goals and targets expected by the end of Fall 2020.

RECRUITMENT AND RETENTION: FACULTY AND STAFF

GOAL: *Recruit and retain faculty and staff that is reflective of the communities we serve.*

OBJECTIVE I: Recruitment and hiring for faculty and staff

Strategy:

- Review and reaffirm guidelines for recruiting and hiring staff and faculty from diverse backgrounds.
- Ensure all employees are aware of and follow guidelines for recruiting and hiring staff and faculty from diverse backgrounds.
- Ensure all administrative directors and search committees are aware of and follow the guidelines.
- Ensure implicit bias training is provided for all search committees and develop inclusive interviewing habits.
- Develop an inclusive definition of talent management and recruit, develop, and retain employees with diverse backgrounds and perspectives.

OBJECTIVE II: Orientation and onboarding

Strategy:

- When onboarding new employees, include information about the Equity and Diversity Certificate Program as well as an incentive program for certificate completion.
- Provide ongoing training opportunities and information in the areas of unconscious bias in the search and selection process.
- Incorporate “stay interviews” and post-exit interviews. Both tools are effective ways to accurately identify the reasons why employees stay at the School and causes/reasons they leave (i.e., turnover); HR will provide School leaders with data as it relates to diversity retention and turnover on a quarterly basis.
- Connect employees to resource groups and networks in order to help increase the percentage of women and underrepresented minority groups as well as fostering an inclusive environment throughout the University.

OBJECTIVE III: Professional development and retention

Strategy:

- When onboarding new employees, include information about the Equity and Diversity Certificate Program as well as an incentive program for certificate completion.
- Provide ongoing training opportunities and information in the areas of unconscious bias in the search and selection process.

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- Incorporate “stay interviews” and post-exit interviews. Both tools are effective ways to accurately identify the reasons why employees stay at the School and causes/reasons they leave (i.e., turnover); HR will provide School leaders with data as it relates to diversity retention and turnover on a quarterly basis.
 - Connect employees to resource groups and networks in order to help to increase the percentage of women and underrepresented minority groups as well as fostering an inclusive environment throughout the University.

RECRUITMENT: STUDENTS

GOAL: *Recruit a student body that is reflective of the communities we serve.*

OBJECTIVE I: Develop and execute a recruitment strategy that reaches a diverse prospective student population.

Strategy:

- The admissions team participates in Graduate Fairs across the Twin Cities, Greater Minnesota, and across the Country. Our goal is meet prospective students where they are and help them discover all the Humphrey has to offer them. We also hold virtual sessions online in order to give access to international students.
- The admissions team visits undergraduate classes at the UMN Twin Cities and UMN Morris Campus to present to undergraduate students in political science, economics, and social sciences in order to illuminate how the Humphrey School could help them actualize their goals. Our faculty are also great partners in this area, visiting undergraduate classes in STEM and Urban Planning.
- The Humphrey is an annual sponsor of the Minnesota Non-Profit Council (MCN) Conference, The Association of Professional Schools of International Affairs (APSIA) Diversity Conference, and the Public Policy and International Affairs (PPIA) Conference. These sponsorships give us the opportunity to participate in recruitment opportunities, allows us to include Humphrey materials in participants welcome packages, and allows us to do targeted follow up with participants.
- We hold monthly Information Sessions at the Humphrey School for those interested in coming to campus. We hold these sessions over the lunch hour or in the evenings to accommodate prospective students who work full time.
- The admissions team regularly meets with students 1:1 in person, on the phone, or virtually. Our goal is to give the student all the information they need to make an informed decision about the Humphrey School as well as how to build a strong application.

2020 Update: This work is ongoing. Due to the COVID-19 pandemic, we had to shift many of these efforts to a virtual format. In the fall of 2019, we welcomed our most diverse class in the past five years.

OBJECTIVE II: Develop and nurture pathways for underrepresented students to gain access to the Humphrey School.

Strategy:

- The Humphrey School of one of only five Public Policy/International Affairs Schools that hosts a Junior Summer Institute (JSI). The JSI is an initiative of the PPIA program. It involves hosting 20 fellows from underrepresented backgrounds who are going into their senior year of college. The program is designed to prepare the Fellows for graduate school in Public Policy or International Affairs. The program is

a seven-week residential experience where students take courses (Policy Analysis, Economics for Policy, Statistics, Qualitative Analysis, participate in co-curricular activities and field trips. We have hosted a JSI since 2017.

- Public Service Weekend is another PPIA initiative supported through NASPAA, the membership association of graduate programs in public administration, public policy, and public affairs. These service weekends give underrepresented undergraduate students an opportunity to see Public Affairs in action. The Humphrey School hosts a PSW every other year.
- Strategic Outreach to Organizations that work with undergraduate diverse students (McNair Scholars, Trio) to build relationships with advisors and serve as resource to students. Each summer, the Humphrey Admissions team meets with prospective students from the McNair program who are interested in Public Affairs.

2020 Update: This work is ongoing. Due to the COVID-19 pandemic, we had to shift to a virtual format. We have several JSI Alumni who have enrolled in the Humphrey School (or other top graduate programs).

OBJECTIVE III: Use Humphrey Scholarship funding strategically to matriculate diverse student body.

Strategy:

- Review Humphrey merit aid awarding process to incorporate best practices.
- Use Humphrey funding to ensure a diverse class that is reflective of the communities we serve by identifying admitted students who meet the criteria for merit aid.

2020 Update: 84 percent of BIPOC students received merit aid.

OBJECTIVE IV: Work closely with HHH community (communications, faculty, student services, and alumni) to build awareness, relationships, opportunities, etc.

Strategy:

- Partner with stakeholders to continue to build and promote the Humphrey brand.

2020 Update: Worked closely with communications to build a more prospective student friendly website that has resulted in increased communication and connections. Met with all program Directors and created custom information sessions for their programs. Meet monthly with student services and advancement to review operations.

OBJECTIVE V: Ensure admission committee is diverse across a broad spectrum (programs, tenured and tenure-track faculty, race, gender, discipline).

Strategy:

- Humphrey leaderships appoints faculty reviewers from across a broad spectrum.

2020 Update: This is ongoing. Our admissions reviewers continue to be diverse across a broad spectrum.

OBJECTIVE VI: Ensure a holistic admission review (training on implicit bias, best practices, etc.).

Strategy:

- Use best practices as prescribed by The University of Minnesota graduate school. Admissions staff has been trained on best practices and eliminating implicate bias. The admissions staff has worked with admissions reviewers to ensure best practices.
- Review unintentional barriers to access and make changes when appropriate.

2020 Update: The Humphrey Faculty eliminated the GRE requirement due to the global pandemic. We will collect data to review if this will be a permanent change.

RETENTION: STUDENTS

GOAL: *Create shared responsibility for retention efforts of students regarding the improvement and resources and support for students from the time they begin their coursework at the Humphrey School through the time of degree conferral.*

OBJECTIVE I: Create and foster opportunities for community building among and between students from marginalized backgrounds and identities and their allies.

Strategy:

- Support core student groups related to equity and inclusion efforts.
 - Gender, Sex, and Policy Events Committee (GSPEC); Humphrey Students of Color Association (HSOCA); Humphrey International Student Association (HISA); Humphrey Association for Health, Accessibility, and Wellness (HAHAW); and Public Affairs Student Association (PASA)
- Strategically link strategies and efforts.
 - Link supplemental funds for Humphrey student groups to equity and inclusion programming
 - Sponsor retreat opportunities for students from a variety of backgrounds to socialize and discuss substantive equity and inclusion issues

2020 Update: The first strategy was new for the March 2020 update. We have made plans to ensure progress and will start engagement with Student Groups in March 2021. In terms of the strategy around sponsoring retreat opportunities, a virtual retreat will be scheduled in April/May 2021.

OBJECTIVE II: Develop and nurture pathways for underrepresented students to gain access to the Humphrey School.

Strategy:

- Provide annual reporting to the director of graduate studies for each degree with respect to retention of students enrolled in their programs.
- Consult with degree programs regarding the needs of marginalized students and any potential barriers in relation to persistence to degree completion.
- Initiate and facilitate the annual process of evaluating retention efforts, challenges, and actions for degree-specific programs.

2020 Update: We provided annual reporting to the director of graduate studies in August 2020. This will be a recurring effort. We held meeting with degree programs on the needs of marginalized students/potential barriers in fall 2020. We are scheduled to complete an assessment of retention efforts by April 2021.

RESEARCH

GOAL: *Increase the quantity and impact of research focused on issues of equity and inclusion to advance the public good.*

OBJECTIVE I: Identify and cultivate research funding opportunities focused on equity and inclusion issues.

Strategy: Actively engage with internal and external research funders to increase research funding for equity and inclusion.

- Meet annually with UMN research centers (e.g., Center for Transportation Studies, Institute on the Environment, Institute for Advanced Study) to explore collaboration on supporting and seeking equity and inclusion-focused funding opportunities.
- Promote Humphrey School faculty submissions to equity-focused Grand Challenges Research Initiative funding opportunities.
- Meet annually with key external research funders (e.g., foundations, state and local governments) to explore collaboration in supporting and seeking equity and inclusion-focused funding opportunities.

2020 Update: This strategy is actively in progress. We created a DEI matching fund for faculty who apply for UMN grants to do research on equity, inclusion, and harm reduction; are connecting with Scholarly Publishing and Academic Resources Coalition (SPARC) to form proposal for Kellogg 2030 Racial Equity multi-year program; have had discussions with CDES on design justice collaborations; and also are having discussions with Black Midwest Initiative on collaborations on internal and external grants.

OBJECTIVE II: Highlight Humphrey School expertise in equity and inclusion issues to internal and external audiences and collaborators.

Strategy: Communicate about the impacts of equity and inclusion research and the unique expertise of Humphrey School researchers to examine equity and inclusion issues.

- Support Humphrey School researchers in developing op-eds on equity and inclusion issues.
- Use multiple communication channels to highlight Humphrey School research on equity and inclusion issues.
- Nominate Humphrey School researchers and projects for UMN and external awards that honor equity and inclusion-focused research.
- Explore funding opportunities to support an annual award to honor Humphrey School research and/or researchers each year.

OBJECTIVE III: *Connect Humphrey School research and researchers within the University of Minnesota and externally to advance new collaborations to impact racism and white supremacy.*

Strategy: Identify research centers, community organizations, and other partners working actively to put academic and community expertise into action to address racism and white supremacy.

- Explore opportunities to co-convene a seminar series on equity and inclusion, with a focus on policy and institutional approaches to combating racism and white supremacy.
- Mobilize Humphrey alums who are public, private, and nonprofit sector leaders to help build strategic coalitions and research partnerships.
- Identify and connect researchers across the University of Minnesota and peer policy and planning schools who are studying contemporary policy issues specifically related to concerns about racism and the rise of white supremacy (e.g., policies to address hate crimes, planning studies of public monuments and building names).
- Engage Humphrey School researchers in the 2020 Social Equity Leadership Conference and the 2020 Association of Collegiate Schools of Planning Conference Focal Event: Racial Equity and Justice in Urban Planning Research and Education in the Face of Racialized Inequality.

2020 Update: This strategy is actively in progress. We are setting up meetings with CLA Humanities HUB and Urban Research and Outreach-engagement Center to discuss potential partnerships.



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