



HUMPHREY SCHOOL
OF PUBLIC AFFAIRS

UNIVERSITY OF MINNESOTA

EQUITY AND INCLUSION STRATEGY & IMPLEMENTATION PLAN

May 2025



INTRODUCTION

STATEMENT OF PURPOSE

The Humphrey School of Public Affairs educates, engages, and equips leaders and communities to discover solutions that advance the common good in our diverse 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.

As stated in the 2023-2027 Strategic Plan:

The Humphrey School will achieve true diversity, equity, inclusion, access, and belonging at the employee, the student, and the community levels that will position the Humphrey School as a global leader for inclusive engagement.

We will be a fierce advocate for inclusivity, equity, and access across ethnic, racial, religious, gender, and ability identities. We will actively work to end the presence and effects of racism, sexism, ableism, ageism, homophobia, classism, xenophobia, antisemitism, Islamophobia, and other forms of religious oppression, and all forms of bias and exclusion in our community.

We will be rigorous in generating and using data and insights through community partnerships to promote evidence-based decisions that matter to the quality of life for people. Our students will engage with communities in projects that are mutually beneficial. These projects will catalyze, support, and inform collaborative action that will have a lasting positive impact for generations to come.

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:

- American Indians and other indigenous populations
- People of color, including underrepresented groups and new immigrant populations
- People with both apparent and non-apparent disabilities
- People who identify as women
- People who identify and/or express gender as trans gender, gender queer and/or non-binary
- People of various sexual identities and expressions
- First-generation students from economically disadvantaged backgrounds

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

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 always seek 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.

ROLE OF THE EQUITY AND INCLUSION COUNCIL

The 2017 refresh established an Equity and Inclusion Council (EIC) that includes representatives of faculty, staff, students, and alumni. Two co-chairs, one faculty member and one staff member, will be selected by the Dean's office to lead to the EIC. The responsibilities of the EIC are to identify, implement, and report progress of the School's overall Equity and Inclusion Strategy Plan. The EIC has the authority and responsibility to develop recommendations and to develop implementation proposals for those recommendations to present to the Executive Council and the Dean.

KEY PERSONNEL

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

Focus Area	Key Person	Work Group
School Climate	EIC Co-Chairs	Equity & Inclusion Council
Communication	Director of Communications	Communications team
Curriculum	Assistant Dean of Graduate Education	Curriculum Committee
Community Engagement	Associate Director for Strategic Engagement and Alumni Relations	Working group of Humphrey School staff members
Recruitment & Retention—Faculty & Staff	Associate Dean for Faculty Affairs & Human Resources Manager	Dean's leadership team and Human Resources
Recruitment of Students	Director of Admissions	Admissions team and DGS team
Retention of Students	Director of Career and Student Success	SALT and DGS teams
Research	Associate Dean for Research	Faculty Committee

Table 2. Timetable for future annual review and revision process

Date	Action	Responsible Party
October/November	Kick-off event to solicit feedback about current activities and ideas for improvement	EIC Co-Chairs
December/January	Summarize activities, review kick off feedback, and propose revisions	EIC & Focus area leadership
January	EIC workshop to review and seek feedback on proposed sub-plans for coming year	EIC Co-Chairs
February/March	Update plan document	Focus area leadership
April	Review activities and present plan revisions to EC for approval	EIC Co-chairs & Executive Council
May	Revised plan posted to website	Communications

SCHOOL 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 are 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:

- Provide the Humphrey community with a baseline for activity and engagement in equity and inclusion efforts
 - Annual kickoff event
 - Community conversations during the academic year including book talks, guest speakers, and documentary screenings.
- Facilitate dialogue across students, staff, and faculty regarding issue of equity and inclusion in the broader Humphrey community
- Collect and share resources regarding equity and inclusion training and events for all members of our community
- Explore programming or communications around various heritage months.
- Maintain a website that showcases the School's equity and inclusion plan and efforts and ways to engage

OBJECTIVE II: Provide leadership and oversight for operational structure and processes related to annual Equity and Inclusion Council efforts, including the annual plan revision process

Strategy:

- Communicate the annual equity and inclusion mission, goals, objectives, strategies, and opportunities to the Humphrey community
 - Keep equity and inclusion webpage updated
 - Public engagements
- Hold periodic meetings with the Equity and Inclusion Council to discuss equity and inclusion activities and processes
- Initiate and facilitate the annual process of reviewing and revising goals, objectives, strategies, and actions for the eight functional areas
- Provide community members with the opportunity to provide feedback and suggestions through the hhheic@umn.edu email account

COMMUNICATION FOCUS AREA

GOAL: *Through communications, ensure Humphrey School engages in diverse, inclusive, and equitable communications practices and opportunities that make our commitments to DEI visible and integrated into our community.*

OBJECTIVE: Increase awareness of Humphrey School equity and inclusion efforts.

- **Strategy:** Strengthen engagement with local communities through well-organized community events that facilitate dialogue and understanding of their concerns, values, and aspirations.
 - Ensure we work with women and bipoc owned vendors and promote those throughout the HHH community
 - Secure 2-3 partnerships with women or BIPOC-led organizations for cohosted events or collaborative projects
- **Strategy:** Continue to audit and update marketing materials to reflect implicit and explicit messages aligned with DEI goals.
 - Paid ads and features supported each program
 - Highlighted students and their research in recruitment viewbook, one pagers, online content and feature stories
 - Some were also picked up and promoted by University Relations (UR) UM Foundation, etc.
- **Strategy:** Ensure a wide variety of voices from within the School are highlighted in the media through interviews and placement of commentaries.
 - Media training provided
 - Find the best avenue to amplify research, working with UR counterparts
 - Total media mentions: 308; International reach: 20; National reach: 60; Regional: 228.
 - Commentaries/letters placed: 14 (6 faculty, 4 students, 4 alumni)

GOAL: *All forms of communication within the Humphrey School will demonstrate and reflect our strong commitment to DEI through inclusivity and accessibility, ensuring the School is open to all.*

OBJECTIVE: Continue to improve accessibility.

- **Strategy:** Secured funding to support ASL, captioning, etc. at HHH events
- **Strategy:** Ensure events meet accessibility requirements without the need for request (new listening devices in Cowles, all events captioned, etc.)

GOAL: *Ensure digital content accessibility*

OBJECTIVE: Achieve 90% accessibility compliance for existing website content by the end of 2025, ensuring all new uploads meet accessibility standards moving forward.

- **Strategy:** Audit and improve the accessibility of the Humphrey School's public-facing websites, focusing on removing inaccessible PDFs or ensuring their conversion into accessible formats.
- **Strategy:** Ensure all new content meets WCAG 2.1 standards.

COMMUNITY ENGAGEMENT FOCUS AREA

I. Introduction

The Humphrey School of Public Affairs is committed to fostering inclusive and reciprocal partnerships with communities across Minnesota and beyond. This Community Engagement Plan is designed with objectives to enhance collaboration with public, nonprofit, private, and grassroots sectors to strengthen democratic governance and promote equity, justice, and sustainability.

II. Goals and Objectives

- Deepen Community Partnerships
 - Build long-term relationships with local organizations, especially those serving historically underrepresented populations.
 - Support co-created research and policy initiatives.
- Enhance Student Learning and Impact
 - Integrate experiential learning through community-based projects, internships, and service-learning courses.
 - Encourage student participation in civic engagement opportunities.
- Support Faculty and Researcher Collaboration
 - Facilitate community-engaged scholarship with clear incentives, resources, and recognition.
 - Encourage interdisciplinary research addressing community-identified needs.
- Advance Equity and Inclusion
 - Center marginalized voices in engagement efforts.
 - Address systemic barriers to participation in public decision-making.
- Communicate and Share Knowledge
 - Disseminate research findings and policy recommendations in accessible formats with peer institutions, internal and external university partners, and the Humphrey community.
 - Use public forums, workshops, and media to reach diverse audiences with focus on the Humphrey School Constellations of M(pact).

III. Strategies and Actions

A. Partnership Development

- Host quarterly community roundtables to listen to needs and build trust.
- Explore a “Community Fellows” program where local leaders partner with faculty/students on projects.
- Establish MOUs (Memoranda of Understanding) with key community organizations.

B. Curriculum and Student Engagement

- Examine and record where curriculum intersects with community-partnered projects.
- Identify and recognize student work in neighborhoods and rural communities.
- Explore opportunities for students to partner with community organizations.

C. Faculty Support and Incentives

- Develop funding streams and grant support for community-engaged research.
- Recognize and celebrate engagement by faculty, staff, and appropriate centers.

D. Equity and Accessibility

- Hold events in accessible, community-centered venues.
- Include community members on advisory boards and in decision-making processes.

E. Evaluation and Accountability

- Begin practice of collecting data on community engagement activities by various areas of the School.
- Explore the creation of a standing committee on community engagement composed of faculty, staff, students, and community partners.
- Share an annual Community Engagement Report with metrics, stories, and improvements.

IV. Timeline and Implementation

Phase 1 (FY25): Planning, stakeholder consultations, and project review and collection.

Phase 2 (FY26 and FY27): Scaling initiatives, training, and embedding engagement in institutional systems. Examine and explore new opportunities.

Phase 3 (FY28-FY29): Long-term partnerships, robust evaluation, and sustained funding.

V. Conclusion

The Humphrey School seeks to remain a national leader in community-engaged public affairs education and practice. By fostering authentic relationships and shared leadership with communities, the school will effectively fulfill its mission to inspire, educate, and prepare leaders to advance the common good in our diverse world.

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:

- Continue our work to integrate DEI and racial justice topics into core curriculum to establish a foundational level of understanding for students.
- Continue to elevate and make coursework with DEI content more visible to students through promotion in Public Affairs Course Highlights and other sources.
- Develop and deliver an interactive, skills-based constructive dialogue curriculum to encourage and facilitate communication across difference

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

Strategy:

- Expand the Humphrey School Exit Survey of graduating masters students to incorporate key questions from the Hardships Survey so that important insights about barriers to student success can be monitored for improvement.
- Work with all DGSs, Area Chairs and Concentration Leads to complete an annual scan of DEI content and approaches across the curriculum.
- Develop and implement recommendations for improving digital and other forms of accessibility.

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.
- Create and prioritize internal DEI learning opportunities for faculty.
- Promote resources and learning opportunities for additional DEI learning through the Academic Programs and Technology Updates monthly announcements.
- Promote the Equity and Inclusion Visiting Practitioners Fund for community-based speakers to enhance DEI content in courses.

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:

- Strategically plan for 5-year hiring plan approved in 2023
- Partner with area chairs and faculty members each spring to collaboratively develop the annual faculty hiring plan.
- Pursue support from programs offered by the University of Minnesota's Office for Equity and Diversity—such as the Bridge Funding for Faculty program—to enhance recruitment and retention efforts.

OBJECTIVE II: Onboarding and Offboarding

Strategy:

- When onboarding new employees, include information about the Equity and Diversity Certificate Program as well as an incentive program for certificate completion.
- Connect new 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.
- 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).
- Simplify the staff onboarding process and resources, revamp new employee orientation
- Maintain and update Faculty FAQ and Handbook

OBJECTIVE III: Professional development and retention

Strategy:

- Develop a culture of recognition and awards within the school community to highlight notable faculty achievement, including awards, publications, and research grants, through announcements at faculty meetings, faculty newsletters, and faculty speaker series.
- Consistently integrate faculty development opportunities into meetings and retreats, covering topics such as sexual harassment prevention, diversity and inclusion, constructive dialogue skills, and accommodating student needs.
- Provide ongoing training opportunities and information in the areas of unconscious bias to all employees.
- 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.
- Provide opportunities for faculty and staff leadership exploration and development.

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 provide ease of access to Admissions events
- 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 Studies.
- The Humphrey is an annual sponsor of the Minnesota Nonprofit Council (MCN) Conference, The Association of Professional Schools of International Affairs (APSIA) Diversity Forum, and the Public Policy and International Affairs (PPIA) EXPO, among many other events. 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 and virtually 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.

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

Strategy:

- Piloting the NextGen Summer Policy Academy to replace Junior Summer Institute (JSI) program. The goal is to create a pipeline program for underrepresented students to learn about graduate school opportunities. This program is in partnership with The Volcker Alliance, University of Washington and UC-Berkeley.
- Strategic Outreach to Organizations that work with diverse undergraduate students (exs. [McNair Scholars](#), [MCAE](#), [GSDO](#), [MLK Program](#), [Citizen's League Capitol Pathways Program](#)) to build relationships with advisors and serve as a resource to students. Each summer, the Humphrey Admissions team meets with prospective students from the McNair program who are interested in Public Affairs.
 - Often this outreach involves leading an "Applying to Grad School 101" session in addition to offering 1-on-1 appointments to discuss the application process and graduate school more broadly

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

Strategy:

- Use Humphrey funding to ensure a diverse class that is reflective of the communities we serve by continuing to use Diversity of Views and Experiences (DOVE) as an evaluative factor for admission and merit aid selection. This aligns with broader University of Minnesota priorities
 - NOTE: We can no longer use race/ethnicity as an evaluative factor when determining if a student contributes to DOVE. This is new (as of January 2024) and we will follow OGC guidance accordingly.
- Tied with Objective IV below, work in partnership with Advancement to secure more scholarship funds for admitted students. We know that cost is often the top factor for why students do not enroll at the Humphrey School, so an increased scholarship budget will help us better yield highly-talented, diverse students
- Annually review Humphrey merit aid awarding process to incorporate best practices

OBJECTIVE IV: Work closely with other Humphrey offices (Marketing/Communications, faculty, Career and Student Success (CSS), Advancement and Alumni Relations) to more effectively recruit students

Strategy:

- Partnering with MarComm will enable us to continue building and promoting the Humphrey brand. Greater visibility, especially among historically underrepresented populations, should lead to larger numbers of applicants, admitted students and eventual enrollees
- Faculty members and the CSS team serve as outstanding resources for students while they're enrolled at the Humphrey School. We will continue to highlight the supports these partners provide students and ask that they continue to join us for admissions events throughout the recruitment cycle
- As noted above, our partnership with Advancement is critical to our ability to effectively recruit students (particularly, talented students from historically underrepresented populations). We will work to better partner with Advancement as they engage with donors and philanthropic organizations
- Lastly, one of our greatest strengths as a school is our alumni network. We will continue to work extensively with Humphrey graduates and the Office of Alumni Relations to highlight the value of a Humphrey education to prospective students. An emphasis will be placed on the success stories of alumni from historically underrepresented groups

OBJECTIVE V: Ensure a consistent, non-biased holistic admission review process

Strategy:

- Use best practices as prescribed by The University of Minnesota Graduate School. Admissions staff has been trained on best practices and eliminating implicit bias. The admissions staff also works with admissions committee members to ensure adherence best practices.
- Annually review our admissions process for unintentional barriers to access and make changes when appropriate
- Conduct an annual audit of admit and yield rates across various student population groups
- Continue working closely with OGC to ensure compliance with University policy and federal law in light of the 2023 SCOTUS ruling

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 identity-based student groups related to equity and inclusion efforts: Gender, Sexuality, and Policy Events Committee (GSPEC); Humphrey Students of Color Association (HSOCA); Humphrey International Student Association (HISA); and a sub-committee of the Public Affairs Student Association (PASA)
- Link supplemental funds for Humphrey student groups to equity and inclusion programming
- Work with advancement to pursue additional resources to support student professional development
- Sponsor opportunities for students from a variety of backgrounds to socialize and discuss substantive equity and inclusion issues
- Partner with academic advisors to better promote awareness of student organizations

OBJECTIVE II: Develop and nurture pathways for underrepresented students to excel at the Humphrey School.

Strategy:

- Provide annual reporting to the Office of Dean [HHSPA] 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.
- Shift our advising model to more proactive engagement through regular outreach including surveys, personalized emails, and initiating contact with students to enquire about their progress.
- Explore the creation of an Advising Week structure for mid-semester check-ins, specifically tailored to students in need or those who have come to attention for resource assistance, ensuring comprehensive support throughout their academic journey.

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.
- 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.

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.
- 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 with peer policy and planning schools on Constructive Dialogue through the Volker Alliance and Constructive Dialogue Initiative

RECORD OF PROGRESS AND REVISION

April 2025

1. School Climate Area:

Progress: Transition of co-chairs from Angie Fertig and Tonisha White to Cody Jacket and Heather Randell. Numerous events were held to build community including a kickoff event, documentary screening, a lecture, a book talk, and a post-election destressing craft event.

Revisions: Adjusted the types of events that are put on by the Equity inclusion Council to bring them more in line with the EIC's goals of building community around issues of equity and inclusion. Consider ways to explore communications around various heritage months. Explore ways to keep the EIC website updated.

2. Communication Area:

Progress: Continuing to audit and update marketing materials to reflect explicit and implicit messages aligned with DEI goals. Ensure diverse voices from the school community are highlighted in media. Total media mentions 308, international reach 20, national 60, Regional 228. Total commentaries placed XX. Continue to focus on making accessibility the default in school events and in public facing communications including the availability of funds for ASL and captioning, and the purchase of a ramp to be used for the portable stage making it accessible for those with limited mobility.

Revisions: Audit and improve the accessibility of the Humphrey School's public facing website including removing PDFs or converting them to more accessible formats. Create social media and digital content that focuses on the intersection of equity and strategic themes. Strengthen community partnerships with organizations focusing on equity areas, especially those that overlap with the Constellations of M(pact).

3. Community Engagement Area:

Progress: Due to a change in leadership regarding the community engagement area, the plan was completely rewritten.

Revisions: Focus on long-term relationships with community partners, especially those serving historically underrepresented populations, with initiatives such as co-create research. Find ways to enhance student learning by integrating student experience into the community through community based projects, internships and service-learning courses. Have research centered in the community by focussing on community-identified needs. Continue to advance equity and inclusion by centering marginalized voices in engagement efforts and addressing systemic barriers to participation in public decision making. Disseminate information in accessible formats and utilizing public forums, workshops and media to reach diverse audiences.

4. Curriculum Area:

Progress: Participated in multi-school cohort to develop and deliver an interactive, skills-based constructive dialogue curriculum, delivered constructive dialogue curriculum to incoming HHH learners at Fall 2024 orientation and expanded dialogue program to include faculty training in January 2025 retreat, expanded the Humphrey School Exit Survey of graduating masters students to incorporate key questions from the Hardships Survey, continued to work with DGSs and Area Chairs to complete an annual scan of DEI content and approaches across the curriculum, increased accessibility of course sites with Title II compliant home pages, organized a Title II development session for faculty/TAs, updated Canvas prep process to proactively address Title II errors/issues, assigned Title II digital accessibility liaison to Emma Figgins, added accessibility consultations as an offering for faculty, continued growth of Equity and Inclusion Visiting Practitioners Fund for community-based speakers to enhance DEI content in courses, promoted resources and learning opportunities for additional DEI learning through the Academic Programs and Technology Updates monthly announcements, create and prioritized internal DEI learning opportunities for faculty, implemented non-credit workshop and digital badging.

Revisions: Implement additional accessibility development sessions and services from AT staff,

launch new programs including NextGen Summer Policy Academy, MDP/Peace Corps Subplan.

5. Recruitment and Retention: Faculty and Staff

Progress: Hired three new faculty through the MURP and STEP searches, introduced new faculty orientation model of one-on-one meetings with the Faculty Affairs Specialist and ADF, Equity & Diversity Certificate Program integrated into faculty meetings and retreats, Google tools training planned for faculty meetings, Faculty handbook/resources stored in Google Drive (Humphrey Hub), actively addressing equitable treatment and inclusivity for BIPOC and female faculty, enhancing student disability accommodations through ongoing discussions with faculty to foster a more supportive environment.

Revisions: Refinement of faculty orientation model, integrate Google tools training into faculty meetings, finalizing Engagement Task Force: follow-up with Dean Botchwey on wellness initiative, expanding Equity & Diversity Certificate Program: Increase faculty & staff participation, resume Faculty Lunch Speaker Series under leadership of ADF, faculty meeting to review engagement survey results and gather feedback, address student concerns about disability accommodations and inclusive policies

6. Recruitment: Students

Progress: The 2024-25 Humphrey student body of masters and PhD students is the most diverse it has ever been with 59.07% domestic white, 25.27% domestic students of color, 15.93% international. the 12.3% of students who are African-American is also a record. Despite the SCOTUS ruling against affirmative action in admissions, the Fall 2024 incoming class has 2% more domestic students of color than last year. There are also a higher percentage of international students than last year representing 20 countries.

Revisions: The JSI program which was paused for summer 2024 due to cost concerns has been discontinued and is being replaced by the NextGen Summer Policy Academy which is in partnership with the Volcker Alliance, University of Washington, and UC-Berkley. There are new programs beginning soon that center diversity, equity, and inclusion; a MDP Peace Corps track, the MDP Sawiris Scholarship will return, the URBS/MURP 4+1 program has been reimagined and is now being launched as the Integrated Urban Studies BS/BA Master of Urban Regional Planning. There will be an effort to engage more with ISSS colleagues on ways to more effectively recruit and fund international students.

7. Retention: Students

Progress: With the support of Career and Students Services, student organizations (HISA, HSOCA and PASA) held multiple events (Humphrey Friendsgiving, movie nights, volunteering) to bring the student body together and foster a welcoming and inclusive environment, Professional Development Fund was started through the Dean's office with \$5000 allocated for conferences and professional development opportunities, a constructive dialogue event was held for first-year students and again offered to second-years, faculty members, and community members, ongoing formal conversations with DRC regarding students with disabilities and neurodiversity and how to best support them and make their voices heard, started tracking student progress and looking at trends for any disparities based on identity, affinity, or orientation, proactive advising to support students through their specific challenges and identify any trends or systematic issues, started working on having a more direct link to faculty regarding students well-being and how to mindfully deal with their emerging needs, restorative dialogue conversations, MURP pilot program for a mid-semester advising check-in (5 group advising sessions).

Revisions:, continued support for student leaders, expanding the MURP mid-semester advising check-in model, continued tracking of students progress and comparing to baseline.

8. Research

Progress: Dean Botchwey won the 2024 Margarita McCoy Award for Contributions to Women in

Planning from the Association of Collegiate Schools of Planning (ACSP), Multiple MURP students have published Op-Eds in regional papers, Dr. Sam Myers' and the Roy Wilkins Center co-hosted The Sixth World Conference on Remedies to Racial and Social Inequality in Cape Town, launched the Constructive Dialogue initiative in Fall 2024 along with 14 other public policy schools, Housing Barnraising held in February 2025 (research related to housing equity, with Humphrey faculty involved in planning), in Spring 2025 Sam Freedman, journalism professor at Columbia, in residence at Humphrey to help provide resources to scholars interested in writing Op-Eds. Revisions: Continue to expand the Constructive Dialogue initiative to more members of the Humphrey community.

April 2024

9. School Climate Area:

Progress: Sponsored two staff professional development sessions on DEI issues. Advertised hhheic@umn.edu as a suggestion box email. 2023 events: Intro to Cedar-Riverside Neighborhood, May end of year community showcase, tabled at OpenStreets Cedar-Riverside, August Orientation Keynote on Cedar-Riverside, Fall Kickoff, Amy Coney-Barrett Community Conversation, Post-election Puzzle Party.

Revisions: Update EIC website with refreshed information and set up a process to update continually. Introduce 2 new monthly speaker series instead of periodic conversations to foster more community-building and engagement. New co-chairs will be selected to begin Fall 2024. Updated protected areas to separate out gender and sexual identities.

10. Communication Area:

Progress: Promoted BIPOC and women vendors, participated in more local community events, highlight students and their research, provided media training, amplified research, secured funding to support ASL, captioning at HHH events. Total media mentions: 251; International reach: 18; National reach: 62; Regional reach: 170.

Revisions: Review and refresh EIC website content; continue to improve accessibility; seek input from Executive Council on future event speakers and topics, establish communications positioning document to support all departments across the school to ensure transparency. Work with EIC on website content and adding feedback loops to emails/website.

11. Community Engagement Area:

Progress: No progress.

Revisions: Assigned area lead role to Assistant Director of Alumni Relations (Bryan Bradford).

12. Curriculum Area:

Progress: Compiled list of DEI-related courses and promoted them, supported City of White Supremacy course with investment in external facilitators, expanded exit survey to all master's programs, facilitated conversations on Hardships survey; monitored changes in existing courses related to DEI; improved accessibility on Canvas and labs, included more adjuncts in faculty development, provided faculty learning opportunity about decolonizing curricula, promoted DEI development fund and visiting practitioners' fund.

Revisions: Explore additional development of Native American governance curriculum, continue exit survey and expand to include key questions from hardships survey, improve data collection on faculty investments in course improvement, continue to improve accessibility in Canvas, labs and courses, better promote DEI development fund.

13. Recruitment and Retention: Faculty and Staff

Progress: Promoted Equity and Diversity Certificate program for faculty and staff, updated faculty handbook, held expanded HHH-specific orientation for new faculty, PPFP policy approved by faculty.

Revisions: Simplify staff onboarding process, include more areas in new faculty orientation, continue to promote ED Certificate program, make faculty handbook more accessible, establish Engagement Taskforce, explore ideas on how to improve student treatment of BIPOC and female faculty.

14. Recruitment: Students

Progress: Class that entered in Sep 2023: 26.1% domestic SOCs, 13.2% int'l students, 26.9% 1st gen, established new partnerships with Bonner Scholars and GSDO, continued sponsorship in APSIA's diversity forum, targeted outreach to MCAE, COIN and other UMN undergrad orgs, hosted JSI last summer, but won't summer 2024 for budget reasons.

Revisions: Adapting to SCOTUS ruling, exploring opportunities to partner with Citizens League,

Peace Corp, Egyptian Govt, continuing to review barriers to access (e.g., GRE), reviewing marketing, websites and application materials

15. Retention: Students

Progress: Center for Career and Student Success restructured and moving for better student access.

Revisions: Added additional reporting responsibilities to more actively retain students.

16. Research

Progress: No revisions.

Revisions: Hired Kelly Lopez-Hillard to support sponsored research at HHH. EIC pilots a faculty speaker series.

May 2023

1. School Climate Area:

Progress: Two additional student voting members were added to the Executive Council. Simplified school climate focus area plan and streamlined process for annual EIC update. Establishing regular events: Fall kickoff, 2 community conversations per semester, January workshop, Spring community showcase. Sponsored a few student events, and staff professional development on DEI issues.

Revisions: Update EIC website with refreshed information and set up a process to update continually. Advertise hhheic@umn.edu email address as a suggestion box email. Will host Intro to Cedar-Riverside event with plans to foster greater interaction. Sacred Sites tour planned for the fall. Start collecting professional development events/programs that others have attended to provide suggestions to others seeking development. Updated mission statement to reflect new schoolwide strategic plan.

2. Communication Area:

Progress: Audited and updated existing marketing material to reflect implicit and explicit messages align with DEI goals; incorporated DEI elements into event management; provided media training; Total media mentions: 267; International reach: 18; National reach: 64; Regional reach: 185.

Revisions: Review and refresh EIC website content; continue to improve accessibility; promote & support community conversations; further incorporate LGBTQIA+ voices and perspectives; further support student accomplishments and expertise (esp PhD) in media.

3. Community Engagement Area:

Progress: Continued implementation of the Dean's guest speaker fund to bring more speakers from small and under-resourced organizations. Highlighted grant opportunities with a focus on community engagement. Community engagement became a key to faculty search and dean search processes.

Revisions: Maintain and establish partnerships to increase community-engaged research projects and co-created solutions. Generate new opportunities for dialogue, research, and learning with new and existing partners across different perspectives, geography and socioeconomic backgrounds. Increase recognition as a university leader through engaged scholarship that tackles complex local and global challenges. Invest in collecting data on community organizations that we already engage with through capstones, research, internships, etc.

4. Curriculum Area:

Progress: Equity & inclusion visiting practitioner fund established: used in 5 courses for 19 speakers as of Fall 2022. City of White Supremacy course established as a core requirement for MURP students. Multiple faculty have [added DEI to existing courses](#). Piloted Exit Survey for graduating students in MPP and MURP programs: feedback used to inform Curriculum Committee agenda.

Revisions: Expand Exit Survey in 2023 to include other degree programs. Pilot a Time Demands and Financial Hardships Survey in 2023. Prioritize improving digital accessibility.

5. Recruitment and Retention: Faculty and Staff

Progress: Developing long-term plans and policies related to Presidential Postdoctoral Fellows Program as a pipeline for recruiting faculty of color. Developing onboarding materials.

Revisions: Better engagement with HBCUs to faculty diversity in recruitment pools; strategic planning for upcoming retirements of faculty and staff; bring more attention to Equity and Diversity Certificate program; re-establish the Engagement Taskforce to increase engagement of faculty and staff.

6. Recruitment: Students

Progress: Secured funding to increase travel stipend for admitted students to attend Spring Visit Day events. Continued as host of JSI. Continued participation in APSIA, PPIA, McNair, Trio, Pickering, Rangle, Fulbright, AmeriCorps, and Peace Corps programs. Upwards of 80% of BIPOC

students offered merit aid, consistent with past years. Diverse portfolio of branding and marketing. Admissions awarded additional funding for student recruitment. Working with advancement to secure new donations secured for students and maximizing use of endowment funds. Awarded 110 application fee waivers to prospective students (McNair, Trio, PPIA, AmeriCorp, Pickering, Rangle, and Peace Corps are automatically qualified for the waiver) in order to increase access.

Revisions: Joint recruitment with 5 partner schools will continue, more marketing of UMN opportunities on Humphrey website, reinvigorate in-person class visits, assess unintentional barriers to access. This summer we will work on a recruitment strategy targeting local and state Universities with ad campaigns.

7. Retention: Students

Progress:

- Ongoing financial and administrative support for Humphrey Student Organizations
- Increased outreach to international students over the summer before enrolling; worked with HISA to provide more robust onboarding and support
- Student org leader retreat
- Working with DGSs to provide retention reports to better support students
- Combining Advising and Career functions under umbrella of Student Success

Revisions: More support for affinity groups to connect and hold casual events; work with Advancement to pursue additional resources to support student professional development; partner with professors to better promote awareness of student orgs; explore creation of Advising Week structure for mid-semester check-ins

8. Research

Progress: Dean's office provided support for federal grant applications to establish new programs in environmental and energy justice, convened conversations with local foundations about university research on racial equity, and is supporting legislative committees focused on sustainability and transportation investments in MN. Humphrey faculty are involved in national and international efforts to promote scholarship and practice around diversity, equity, and inclusion, including co-leading the upcoming Social Equity Leadership Conference and serving on the presidential task force on anti-racism at the ACSP.

Revisions: Greater support of faculty for equity and social justice research; continued distribution of funding opportunities to faculty and researchers highlighting grants that support equity and social justice research; writing groups for faculty and honorarium for grant reviewers.

April 2022

1. School Climate Area:

Progress: Faculty approved additional student members to the Executive Council; approvals still needed at University-level. Conducted a focus group with Humphrey school student leaders to get feedback on support and pandemic. EIC approved the addition of caste as part of the diversity definition in the plan. Several community conversations were held in AY2020-21. Held annual EIC kickoff 11/3/2021. Implemented Tuesday Tea for students, faculty, and staff. Set up physical space for rest, restore, rejuvenate (Rm 205).

Revisions: Streamlined strategies for managing the annual EIC processes to remove redundancies. Updated the plan introduction with revised definitions (to include caste) and timeline.

2. Communication Area:

Progress: Continued to maintain the EIC website with content/input from the committee: created "Equity and Inclusion in Action" page. Began creating a Comms + IT Strategic Plan to incorporate EIC objectives. Paid ads supported each program as does storytelling. Accessibility remains a key component of website management. Comms + IT teams were supported and encouraged in DEI training opportunities. Incorporated DEI elements into event management (Diverse vendor list, Inclusive speaker list, Broader paid ads, Captioning services available (live or on YouTube)). Established relationships with more diverse media outlets. More intention placed on diversifying HHH experts and voices in the media. Began establishing pathways to share student stories who represent each of our programs. Total media mentions: 275; International reach: 28; National reach: 67; Regional reach: 180.

Revisions: Streamlined strategies and revising language to reflect the new leadership of the communications area.

3. Community Engagement Area:

Progress: Public engagement footprints and Innovation Impact Case Award by the U. Systematically engaged faculty and staff in the re-entry plan and flexible work schedules. Continued implementation of the Dean's guest speaker fund to bring more speakers from small and under-resourced organizations. Highlighted grant opportunities with a focus on community engagement.

Community engagement became a key to faculty search and dean search processes.

Revisions: None.

4. Curriculum Area:

Progress:

- In 2020/21 we introduced several new DEI- related courses. We also created a DEI section for new and existing courses with a significant DEI lens for the course highlights document we send to all students and advising staff before registration each semester.
 - City of White Supremacy
 - Tribal-State Relations Workshop
 - Reparations: Policy, History, Theory
 - Restorative Practices in Motion
 - Applications of Economics for Policy Analysis: Economic Stratification
- AY 2021-22: no new courses developed; goal was updated to focus on integrating DEI in core/required instruction and to understand and overcome barriers to centering DEI in the core. Progress: the MURP faculty, along with representatives from the Planning Student Organization, altered the core curriculum in the MURP program to include "The City of White Supremacy" as a required course.
- The UMN Board of Regents approved the four graduate certificate proposals drawn from MTAG (Master of Tribal Administration & Governance) and MTRES (Master of Tribal Resource & Environmental Stewardship) course offerings. Administrative pathways have been created to

facilitate cross-campus registration. The new certificates will be announced and promoted to Humphrey School students as part of a larger book launch event this spring for a forthcoming Handbook on Tribal-State Relations.

- Over the last year, we shared the process and materials used by MURP program to pilot a syllabus review process with all DGSs. Progress: MS-STEP has now adopted a similar curriculum review process.
- We delivered digital accessibility training to staff during monthly staff meetings and shared accessibility guides/tips with faculty. We also shared guides via the Humphrey Herald.
- We provided multiple learning opportunities for faculty:
 - May 2021: all-faculty training with Aurora Center on survivor-centered and trauma informed classroom practices.
 - October 2021: all-faculty training with CRLT Players: Shoulda, Woulda, Coulda
 - November 2021: all-faculty training with CRLT Players: You Don't Belong Here
 - In process for Spring 2023: Racism Untaught
- The Dean's DEI Development Professional Development Fund for Course Design, Pedagogy and Advising and the Equity and Inclusion Visiting Practitioners Fund have been established and are gaining in use and awareness.
- A list of resources, classes, and institutes within and outside U of M that offer DEI and anti-racism training has been developed and shared with faculty. A schedule for periodic updates will need to be established

Revisions: Removed strategies that were completed and added new strategies. Strategies generally moved from adding courses to integrating DEI into core courses.

5. Recruitment and Retention: Faculty and Staff

Progress: Continued to utilize the bias training material when conducting job searches. Continued to include equitable and inclusive language in position descriptions to ensure recruiting efforts invite a diverse pool. Funds for professional development were put on hold due to budget constraints during the pandemic. Piloted new DEI-centered faculty recruitment protocol with L&M search. Participated in 2021 and 2022 Presidential Postdoctoral Fellows Program recruitment (2 PPFP fellows recruited and hired in 2021; one offer made 2022).

Revisions: Added additional strategies.

6. Recruitment: Students

Progress: Expanded online recruitment, including membership in Handshake providing access to 50+ graduate recruitment fairs. Continued participation in PPIA and the JSI program. Upwards of 80% of BIPOC students offered merit aid, consistent with past years. Admissions is working with development to secure additional funding for student recruitment and scholarships.

Revisions: None.

7. Retention: Students

Progress:

- Linked supplemental funds for Humphrey student groups to equity and inclusion programming. Funds were used to directly support students in internships and for emergency funds. Supported student groups related to equity and inclusion. Bryan Bradford, Assistant Director of Alumni and Employer Relations, worked with student organizations, particularly those related to equity and inclusion, to support them and foster success.
- In 2020, there was a BIPOC Student Listening Session conducted by Dr. Mylene Culbreath of the Graduate School Diversity Office this fall. Participating students generated two strategic goals: (1) Advocate for Students and (2) Invest in Student Development & Success. From these goals emerged action items for consideration. Dr. Culbreath delivered the report from the sessions and led key faculty and staff through a labeling exercise to review the recommendations in early December. As a result, enrollment was increased in PA 5910:

Developing Your Public Service Career, and the orientation committee contracted with former Regent Omari to deliver an interactive workshop on Microaggressions which included aspects of Minnesota Nice.

- Implemented a new staffing model in the advising office that will provide annual reporting to DGSs for each degree program regarding retention, consult regarding needs of marginalized students and barriers to persistence, and initiate and facilitate an annual process of evaluating retention efforts

Revisions: None.

8. Research

Progress: Highlighted grant opportunities with a DEI focus. Continued implementation of the Dean's research match fund for DEI research. Virtual Social Equity Conference held in 2020. Humphrey faculties' research on DEI issues highlighted in major national and local media outlets and high-impact scholarly journals. Strong presence of our existing research centers with a DEI focus (e.g., Center on Women, Gender, and Public Policy and Roy Wilkins Center for Human Relations and Social Justice).

Revisions: None.

December 2020

1. School Climate Area:

Progress: We held multiple community meetings on equity and inclusion efforts to advance communication. The kick-off meeting occurred on September 23, 2020. One barrier this year was limited funds for student groups available for EIC specific initiatives and programming. The pandemic also prohibited our ability to hold the 2020 Research Symposium.

Revisions: Additional oversight to address mileposts and approvals was implemented in 2020, with the equity and inclusion plan now being approved by the Executive Council.

2. Communication Area:

Progress: This year, we focused on the 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 increased opportunities for diverse communities to engage with the Humphrey School through events like the Public Leadership Awards. We also started to build a larger library of stories that strategically highlight all students, while ensuring that each program was being promoted in a regular routine schedule.

Revisions: We added an intentional focus on increasing efforts around accessibility to the plan.

3. Community Engagement Area:

Progress: We met with the Alumni Equity & Justice committee; gathered lists of students, faculty and staff to serve on committee; and solicited ideas for community members for the committee. We set up meetings with CLA Humanities HUB and UROC to discuss potential partnerships on this strategy.

Revisions: We have added “repair of harm and reciprocal resilience” to vision for engagement and research.

4. Curriculum Area:

Progress:

- We delivered 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 continued 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.
- 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.
- 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

Revisions: None.

5. Recruitment and Retention: Faculty and Staff

Progress: None.

Revisions: None.

6. Recruitment: Students

Progress:

- In the fall of 2019, we welcomed our most diverse class in the past five years. Several JSI Alumni enrolled in the Humphrey School (or other top graduate programs). 84 percent of BIPOC students received merit aid. Our admissions reviewers continue to be diverse across a broad spectrum.
- Due to the pandemic, most recruitment events were virtual. 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.
- 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.

Revisions: None.

7. Retention: Students

Progress: 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. We 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 was scheduled for April/May 2021.

Revisions: Added a new strategy: Support core student groups related to equity and inclusion efforts.

8. Research

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. We set meetings with CLA Humanities HUB and Urban Research and Outreach-engagement Center to discuss potential partnerships.

Revisions: None.