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CAMPUS CLIMATE REPORT

JANUARY 2015

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Executive Summary

Excellence at the University of Minnesota requires a campus climate in which everyone feels welcome, respected, and valued. Creating such a campus climate is a collective responsibility. The institution, colleges, units and individuals—faculty, staff and students—all have a role to play.

THE CHARGE

In his 2014 State of the University address, President Eric Kaler focused on the importance of advancing equity and diversity and engaging students, faculty, and staff in that effort. He charged a group of senior leaders to develop strategies and tactics to improve the climate on the Twin Cities campus. *See charge letter in the Appendix.*

Those leaders formed the Campus Climate Workgroup and met, with staff from their respective units, 19 times between February and October 2014. In addition, smaller working subgroups met between full workgroup meetings and reported their findings and recommendations.

The Workgroup assessed the current climate, using available quantitative and qualitative data; reviewed current activities aimed at improving the campus climate; reviewed promising practices nationally; developed a definition of a welcoming campus; and identified, and began to implement, strategies and tactics for further improving the climate on campus.

FINDINGS

As a starting point, the Workgroup focused on understanding how students perceive the campus climate. The members reviewed the Student Experience in the Research University (SERU) data (an assessment of undergraduate experiences) for the past four years. Those data revealed clear differences between students of color and white students:

- Students of color feel the campus is less welcoming than white students

- Students of color had significantly lower responses on questions related to “feeling respected” than did white students
- The gap between students of color and white students on these measures widened between academic years 2011-12 and 2012-13.

These data were reinforced for the Workgroup by qualitative assessments, including what we heard from undergraduate, graduate, and professional students at spring 2014 town hall meetings and other forums, and World Cafés held with students in fall 2014.

Among our key findings of student perceptions from qualitative input:

- Students generally view diversity broadly to include race, gender identity and expression, sexual orientation, culture, citizenship, differing abilities, religious background, veteran status, and socioeconomic status
- The campus would feel more welcoming for students of color if they saw more people like themselves on our campus—in classes, in the faculty, among staff, and within the student body
- Students are often unaware of the range of activities and resources at the University to promote a positive campus climate, assist students, and advance diversity

The Workgroup has begun to assess how faculty and staff experience the campus climate through World Cafés and other conversations, and those data will be a focus in the second phase of our work.

The Workgroup also reviewed campus climate initiatives at peer institutions and identified promising practices. These include:

- Implementing a comprehensive campus climate survey
- A consistently articulated and well-resourced commitment to recruiting diverse faculty, staff, and students
- Creating safe cultural spaces
- Visible and vocal campus leadership to advance diversity and a welcoming campus.

Many universities also invest in mentoring programs, additional student support services, and accountability systems.

RECOMMENDATIONS AND ACTION STEPS

Based on the findings, the Workgroup has identified short- and long-term strategies and action steps, recognizing that this is phase one. The members view these steps as a beginning that can be built upon moving forward.

The action steps are grouped under four broad strategies:

- **Engaging the whole community.** A comprehensive communications and engagement campaign and new web-based resources that can be found at campusclimate.umn.edu.
- **Increasing the diversity of our campus community.** Measurable, meaningful increases in the number of underrepresented faculty, staff, and students on campus.
- **Enhancing competency within our community.** Prioritizing the use of resources both to raise awareness of how others may

perceive the campus climate and to take steps to improve it.

- **Leverage the UMTC Strategic Plan.** The strategic plan focuses on diversity and campus climate issues most prominently in the rejecting complacency, recruiting field-shaping faculty and teachers, and reciprocal engagement goals.

CONCLUSION

The University is committed to fostering a welcoming campus climate for all and currently has many promising practices in place to do so. However, persistent noted differences in the experiences of diverse members of our community underscore that there is more work to be done. The Workgroup has advanced recommendations and, indeed, have already begun to take action to make progress on this goal.

This work is ongoing and dynamic. Creating and maintaining a positive, welcoming campus climate for all requires all of us to be engaged and to be committed to our community. These ideas are offered for your consideration, your feedback, and your participation.

Full Report

“It is one of my top priorities to ensure we have a campus climate in which everyone is treated with respect ... and everyone experiences an environment that allows for success.”

—Eric W. Kaler, President

State of the University Address, February 2014

INTRODUCTION AND BACKGROUND

In his 2014 State of the University address, President Eric Kaler stressed the importance of creating a welcoming campus climate for all, advancing equity and diversity, and engaging students, faculty, and staff in that effort. A tenet of President Kaler’s administration is that excellence requires diversity.

To advance the goal set out in that State of the University address, President Kaler called upon senior leaders to work together as his Campus Climate Workgroup. He charged this group to develop strategies and tactics to improve the climate for all on the Twin Cities campus and to report back in fall 2014. *See charge letter in the Appendix.*

CAMPUS CLIMATE WORKGROUP MEMBERS

Katrice Albert, Vice President for Equity and Diversity

Kathy Brown, Vice President for Human Resources

Karen Hanson, Senior Vice President for Academic Affairs and Provost

Diana Harvey, Chief Communications Officer (left the University in Oct. 2014)

Amy Phenix, Chief of Staff and chair of the Workgroup

Pam Wheelock, Vice President for University Services

Danita Brown Young, Vice Provost for Student Affairs and Dean of Students

OTHER STAFF ATTENDEES

The group also benefited from the expertise of professional staff who regularly attended meetings and assisted with the development of our strategy and execution of this work:

Deb Cran, Chief of Staff, Office of the Provost

Patricia Franklin, Chief of Staff, Office of Human Resources

Ann Freeman, Senior Public Relations Consultant, University Relations

Lamar Hylton, Assistant Vice Provost, Office for Student Affairs

Kris Lockhart, Associate Vice President and Chief of Staff, Office for Equity and Diversity

Matt Sumera, Senior Public Relations Consultant, University Relations and Office for Student Affairs

Amelious Whyte, Senior Associate Vice Provost, Office for Student Affairs

KEY SUBJECT MATTER EXPERTS

The group consulted with other key subject matter experts and leaders across campus including:

Rachelle Hernandez, Associate Vice Provost and Director of Admissions

Greg Hestness, Assistant Vice President and Chief of Police

Allen Levine, Vice Provost for Faculty and Academic Affairs, Office of the Senior Vice President and Provost

Doneka Scott, Assistant Vice Provost, Office for Equity and Diversity

Brandon Sullivan, Senior Director for Leadership and Talent Development, Office of Human Resources

The members of the Workgroup want to thank all of these individuals for their contributions and commitment to our shared goal of a more welcoming campus.

WORKGROUP MEETINGS

The Campus Climate Workgroup began meeting biweekly in February 2014 and met 19 times through October. In addition, subgroups convened on specific topics met outside of full workgroup meetings and reported back their findings and recommendations. The Workgroup's agenda focused on education about the issues, identifying promising practices, and assessing current University initiatives related to campus climate and diversity.

To focus the agendas and guide the work, the Workgroup set short- and long-term objectives:

- **Short term:** To educate members about the current realities of underrepresented and marginalized students, faculty, and staff; to create a shared understanding of current

activities and work to improve the campus climate; to learn about promising practices from peer institutions; and to develop a work plan for this group.

- **Long-term:** To build and maintain a Twin Cities campus climate that is welcoming for all by enhancing accountability for increasing diversity, educating the campus community on ways individuals can contribute to a welcoming climate, and creating broad-based awareness of and engagement in the University's commitment to this vision and the strategies used to realize these goals.

WHAT IS 'CAMPUS CLIMATE'? OUR DEFINITION

An important goal of the Workgroup was to advance a definition of "campus climate."

The group discussed how the goals of equity and diversity inform campus climate work and how campus climate work is different from diversity and equity work. While our view is that we cannot have a welcoming campus climate if we do not have a diverse and equitable climate, we believe that campus climate is broader than diversity and equity and must include values related to respect, tolerance, and shared responsibility.

The Workgroup was clear that a welcoming climate is an institutional priority, and that a definition should be action-oriented.

Following is the definition of campus climate the Workgroup established:

The University supports a welcoming campus climate in which all

persons are treated with respect.

Toward that end, the Univer-

sity will facilitate, sustain, and

advance a culture that supports

equity, inclusion, and community

by fostering dialogue, collective

action, and personal growth. These

purposeful activities and shared

responsibility provide an environ-

ment that allows everyone the op-

portunity to succeed.

It is also important to reiterate how the Workgroup defined "diversity," and how it is defined in this report. The definition is from the University's Equity and Diversity Vision Framework and includes attention to:

- People of color, including American Indians, underrepresented groups, and new immigrant populations
- People with both visible and invisible disabilities
- People who identify as women
- People of various gender and sexual identities and expressions

- First-generation students from economically disadvantaged backgrounds
- People who encounter barriers based on religious expression, age, national origin, ethnicity, or veteran status.

FINDINGS

To inform our recommendations and action steps, the Workgroup sought an accurate picture of the “current state” of our campus climate. That is, how do students, faculty and staff today experience the campus and perceive the climate? Ultimately, members sought to understand gaps in perceptions between or within groups, and whether perceptions and experiences of our climate are improving or worsening over time.

To achieve this goal, the Workgroup analyzed currently available qualitative and quantitative data. These included the Student Experience in the Research University (SERU survey), the 2013 Employee Engagement survey, and the 2014 Collaborative on Academic Careers in Higher Education (COACHE) survey completed by faculty. We also gathered qualitative data from town hall meetings, student groups, and World Cafés.

STUDENTS

The Workgroup prioritized assessing the student experience, based on available data.

Quantitative assessment

The Workgroup started by reviewing the past four years of data from SERU, a comprehensive survey administered periodically (2009, 2010, 2012, 2013) to all undergraduates at the University of Minnesota Twin Cities campus. Responses are measured on a 6-point Likert scale with options ranging from strongly agree to strongly

disagree. The analysis produces averages showing how strongly—positively or negatively—respondents feel about the question. The data are used to help leaders understand the student experience across a number of dimensions including, but not limited to, campus climate.

In 2010 the Office of Institutional Research produced a report for the Office of Equity and Diversity analyzing the SERU questions pertaining to campus climate. Overall, the results were very positive, with 92 percent of all students somewhat to strongly agreeing that different student sub-groups are respected on campus. However, in looking at the responses of members of sub-groups, differences between students of color and white students emerge on some questions of campus climate.

The 2013 data does not show statistically significant ($p < 0.05$) differences between students of color and white students on four of 17 climate-related questions:

- I feel free to express my political beliefs on campus
- I feel free to express my religious beliefs on campus
- Students are respected here regardless of their political beliefs
- Students of my political beliefs are respected on this campus

However, that survey also found statistically significant differences between students of color and white students on 13 of 17 items related to campus climate, with students of color more likely to rate the following dimensions lower than white students [attachment B: SERU summary table]:

- Students are respected here regardless of their economic or social class

- Students are respected here regardless of their gender
- Students are respected here regardless of their race or ethnicity
- Students are respected here regardless of their sexual orientation
- Students are respected here regardless of their religious beliefs
- Students are respected here regardless of their disabilities
- Students of my race/ethnicity are respected on this campus
- Students of my sexual orientation are respected on this campus
- Students of my gender are respected on this campus
- Students of my immigration background are respected on this campus
- Students of my religious beliefs are respected on this campus
- Students with a physical, psychological, or learning disability like mine are respected on this campus
- Students of my socioeconomic status are respected on this campus

This is powerful evidence that students at the University of Minnesota do not all experience the campus climate in similar ways, and that students of color do not feel as welcome on this campus as white students do. Students of color also report a higher experience and/or observation of differences based on identities other than race. These differences have been persistent over time, having been reported every year of the SERU. Early analysis of 2014 data shows similar results. It is important for our whole campus community to understand that indi-

vidual perceptions and experiences may differ, and none of us should assume that one campus experience is identical to that of other individuals.

The Workgroup determined that the SERU is an important tool for this work, and our plan moving forward will be to look at SERU results related to campus climate each time it is administered. Our goal should be to keep the overall perception of the climate positive, while narrowing or, better, eliminating the gap between white students and students of color or other underrepresented white or non-marginalized groups. This survey will be used as one measure of our progress.

Qualitative assessment

The Campus Climate Workgroup also sought data through qualitative assessment. Student Affairs and Equity and Diversity leaders regularly meet with student cultural centers and other student groups and share what is learned with the Workgroup. Campus leaders have also heard a number of issues related to campus climate raised by a student collective, *Whose Diversity?* In addition, listening sessions were held with students, faculty, and staff in February and March of 2014 to gather a range of perspectives.

In fall 2014 the Campus Climate Workgroup hosted two World Cafés for students (attachment C: World Café summaries). These forums were planned by a broad-based committee, including students, and were facilitated by professionals trained in the “art of participatory leadership,” a set of techniques designed to engage every participant in dialogue. Approximately 100 students attended the 2.5-hour forums. At the forums, students were given a prompt and asked to discuss two questions:

- Tell a story about how you experience or see the University.

- From the experiences you have heard or shared, what stands out for you?
- What needs to change to make the campus more welcoming and inclusive for all?

On February 5, 2015, the Workgroup plans to bring together feedback from all the World Cafés (World Cafés for faculty and staff were held in November 2014) and engage additional voices, in a daylong event for faculty, staff, and students called Campus Climate: From Conversation to Action. The goal of this session will be to consider and recommend specific courses of action to improve campus climate. The Workgroup looks forward to hearing these recommendations.

From this qualitative feedback from students, the Workgroup learned:

- Students generally view diversity broadly, to include race, gender identity and expression, sexual orientation, culture, citizenship, differing abilities, religious background, veteran status, and socioeconomic status
- Many students of color do not experience diversity in their education here—in classes, in the faculty, or in the student body
- Students are concerned about safety—both public safety and perceived bias in law enforcement tactics—mental health stigma, and high tuition/financial burdens
- There is skepticism about campus leaders' commitment to take action on issues of climate, diversity, and equity
- Students want to have a voice on this and other issues at the University
- Many students (and others on campus) don't have a broad awareness of programs currently in place to promote a welcoming climate, assist students, and promote diversity

The Workgroup recognizes the importance of qualitative feedback and the opportunity for students to share their experiences on an ongoing basis. It is crucial that campus leaders continue to create these opportunities to hear from students.

FACULTY AND STAFF

The Workgroup is still in the process of gathering data about faculty and staff experiences of the campus climate, favoring a deeper examination of the student experience in the first year. Continuing this data-gathering will be an important focus of phase II of this work.

Quantitative assessment

The Workgroup assessed whether the Employee Engagement survey is a useful measure of employee perceptions of the campus and workplace climate. There are a number of items on the survey that shed light on employee perceptions of the campus climate. These include:

- There is an equitable distribution of workload within my department
- Overall, my department demonstrates a strong commitment to diversity and inclusion
- There is good cooperation and teamwork within my department
- My job provides me the opportunity to do challenging and interesting work

Because the first year of data from this survey was released in spring 2014 as the Campus Climate Workgroup was launched, the group decided to get two years of engagement survey data before doing a deeper analysis. Specifically, this spring the Workgroup will assess the strengths faculty and staff find related to

campus climate and any differences between faculty and staff or between employees of color and white employees on key dimensions, using data from the 2013 and 2014 Employee Engagement surveys.

The Collaborative on Academic Careers in Higher Education (COACHE) survey was administered November 2013–January 2014. This survey is used to understand how faculty at different career stages experience academic work life as compared to faculty at selected peer institutions. These data can also differentiate experience by rank, gender, and race/ethnicity. This year’s survey identified several strengths and some additional opportunities for our institution. In addition, it highlighted differential experiences between white faculty and faculty of color and between male and female faculty, results that appear consistent with the first-year data from the Employee Engagement survey. These data will be shared with deans to help them develop strategies to enhance faculty satisfaction and development.

Qualitative assessment

As we did with students, the Workgroup also sought qualitative data about faculty and staff perceptions of the campus climate.

The Office for Equity and Diversity sponsored faculty and staff listening sessions in early 2014. Themes from the faculty session included the need for more community building among faculty of color and the challenges of recruiting and retaining faculty of color. The staff session focused on community building, the desire for a more diverse student body, and a number of individual and specific work-related concerns.

Among the specific ideas generated by faculty and staff were creating a centralized website with information about diversity-related groups on campus; urging the University to build and

strengthen relationships with communities of color; embedding equity and diversity into everything we do, especially into performance evaluations; and increasing financial support for students of color.

This November (2014) the Campus Climate Workgroup also hosted World Cafés for faculty and staff, which yielded additional qualitative input (attachment C: World Café summaries).

In October 2014 Provost Hanson hosted a Community Forum on Speech, ‘Civility,’ and Academic Freedom. This event was in part a response to questions about civility and free speech raised in spring 2014 in connection with Condoleezza Rice’s visit, the reopening of the second floor of Coffman Union, and the national conversation about issues connected with academic freedom and free speech on university campuses.

That event drew nearly 100 participants and provided an additional opportunity for faculty, staff, and students to discuss openly and at length issues that affect our campus climate. Most speakers strongly felt that protest and free speech must be honored and protected, both to ensure academic freedom and to allow for uncomfortable conversations. Participants emphasized that openness to new ideas, combined with robust discussion and debate, is required for excellence and the success of this University. Some spoke to being mindful about the language we use because words—including the word “civility”—do not always have the same meaning or impact across communities and cultures. Participants were supportive of continuing to engage in public, open conversation about the issues that affect our campus climate and believe that an ongoing dialogue with each other and campus leaders will have a positive impact on the campus.

Conclusion

The Campus Climate Workgroup concluded from this assessment of the campus climate that the University does many things well and does generally foster forums at which people can have robust discussions about things that either strengthen or erode the campus climate. However, it is also clear that there is no uniform experience of the climate and that some staff and faculty do not view the climate in a positive light.

For us, this assessment underscores the importance of the Workgroup, but also makes clear that it needs to be everyone's work over time, not just the focus of a small workgroup for a limited period.

Campus climate survey

The Workgroup had a number of discussions about whether to recommend that the University implement a survey solely on campus climate. The Workgroup determined that there is real value in a comprehensive climate survey, both in terms of the information gathered and in the focus it can bring to the issue; however, the Workgroup ultimately decided not to make that recommendation at this time.

While a focused campus climate survey is a useful practice in higher education, the Workgroup is concerned about survey fatigue on our campus, with both SERU and the Employee Engagement survey being fielded regularly. Also, in reviewing the campus climate surveys used by other universities, it was clear that most of the frequently asked questions are included in the SERU and Employee Engagement survey. This fact bolstered confidence in the ability of those instruments, if appropriately enhanced with additional questions, to allow the University to track perceptions and improvements in the campus climate over time.

The group also discussed the recent changes to federal guidelines regarding sexual assault on campus, which will require universities to administer a survey specifically focused on that issue. Once that instrument is developed, we may find that it too will be useful in helping the University understand and monitor a number of campus climate issues.

In addition, the Workgroup believes in the importance of creating campuswide and targeted opportunities for additional dialogue and consultation on this issue. To that end, individuals and groups will continue to be asked to present at Workgroup meetings; also, members will host student forums and develop opportunities for faculty and staff to discuss important related issues.

CURRENT ACTIVITIES

Several units presented to the Campus Climate Workgroup. These presentations were opportunities for Workgroup members to discuss what is working, barriers to progress, and needs going forward. Units presenting included Academic Affairs, the Office of Admissions, the Office for Student Affairs, University Relations, the Office for Equity and Diversity, and the Office of Human Resources.

The discussions were illuminating, and workgroup members learned a great deal about the work undertaken by our partners across the Twin Cities campus.

Office of Human Resources

The Office of Human Resources discussed strategies and barriers to recruiting a more diverse workforce. OHR is implementing a strategic and proactive approach, including working with community organizations and actively recruiting candidates of color for search pools. OHR presented data that the University

generally attracts diverse candidate pools for a range of job openings. However, the University lags in hiring candidates from underrepresented groups. This discrepancy led to ongoing conversations about implicit bias and how to combat it in the hiring process and our daily work.

Office of the Senior Vice President for Academic Affairs and Provost

The provost discussed University approaches to recruiting faculty of color and the need to create more pipeline programs. It was noted as an issue that there is no consistent university-level review of faculty search pools to ensure a diversity of candidates. The provost immediately agreed to develop this requirement and began to work with the deans to implement it.

The provost is also working with the deans to increase diversity, broadly, within the colleges and has included this as a measure in annual reviews and the budget compact process. This work in the academic community is critically important to increasing diversity in the classroom, an issue students have frequently mentioned as a top concern.

The Workgroup also discussed concerns that the University needs to improve efforts to retain faculty of color. The workgroup talked about departmental cultural norms and the need to identify issues that make the climate unwelcoming to faculty of color. The group discussed whether the current training for department chairs should be revised to raise awareness of these issues and drive cultural change. The provost has charged Vice Provost Allen Levine with revamping the department chair-training program to support implementation of the Workgroup's goals.

Office for Student Affairs

The Office for Student Affairs (OSA) reported that being attentive to building a welcoming

campus climate is a part of all of its work. Its units support and work with diverse student groups. Improving access for all students is an important part of the office's mission. The unit also focuses on ensuring that staff who most frequently work with students through their programs are diverse. OSA is working to ensure that all of its units take the Intercultural Development Inventory (IDI) to increase cultural competency among staff.

Through a recent reorganization and reallocation of resources, OSA has prioritized diversity and inclusion efforts by hiring a new assistant vice provost for student life. This position has been explicitly designed to "administer, monitor, and evaluate student experiences and engagement policies, programs, and practices" across OSA. Campus climate initiatives are a key aspect of this work.

OSA is also forging a set of student development outcomes related to diversity and inclusion efforts. These will frame what students are expected to learn through their engagement with OSA programs and services. OSA will then align all of its programs and services to ensure those developmental outcomes are met.

Office for Equity and Diversity

The Office for Equity and Diversity is working with each college to develop a strategic diversity plan. While the Workgroup noted earlier that campus climate is broader than diversity, there is no question that diversity and equity play an enormous role in creating a campus that is welcoming to all.

In the recent round of meetings with the UMTC deans, OED discussed with each college developing a plan that articulates the college's equity and diversity goals and includes action steps designed to achieve these goals. The foundational belief driving this work is that each dean needs to act as his or her own

chief diversity officer and needs to create a set of shared priorities and action steps that the unit supports. To date, each college has identified its top three diversity priorities, and OED will consult to support the development of strategies, implementation tactics, and assessment tools. The work is locally owned and implemented with OED support. This model reflects our decentralized campus and supports the best practice of making diversity (and climate) everyone's work.

OED reported that the colleges are at different points in advancing diversity in a structured way, with some further along than others. CFANS, for example, has both a diversity committee and a dedicated 'diversity' staff person, while some other colleges have more informal or volunteer-driven efforts (attachment D: OED summary charts). Regardless of how the work is organized locally, there is much the various units can learn from one another. Therefore, once each college has developed and shared its diversity plan, OED will encourage sharing progress to date, tactics tried, and promising practices in order to enhance outcomes across our colleges.

OED is also updating the University's Equity and Diversity Vision Framework to align with the new UMTC Strategic Plan. The framework supports the development and implementation of strategic, mission driven equity and diversity goals at the local level where needs, as well as impact, can be more directly assessed and measured. This framework is considered a national model and is often referred to by campuses looking to make progress on equity and diversity, particularly in large research universities.

Admissions

Admissions presented with OED on the work of the Multicultural Student Executive Committee. This committee was recently formed

in response to President Kaler's desire for greater diversity within the student body, with a particular emphasis on male African American students. Its charge is to assess current initiatives to increase the recruitment, enrollment, and retention of students of color and to align the work to drive bigger and bolder change.

Committee members include:

Shakeer Abdullah, Assistant Vice President for Equity and Diversity

Katrice Albert, Vice President for Equity and Diversity

Beth Goetz, Deputy Athletics Director

Rachelle Hernandez, Associate Vice Provost and Director of Admissions

Lamar Hylton, Assistant Vice Provost, Office for Student Affairs

Lisa Lewis, CEO, University of Minnesota Alumni Association

Robert McMaster, Vice Provost and Dean of Undergraduate Education

Danita Brown Young, Vice Provost for Student Affairs and Dean of Students

By collaborating across units in this way, the committee has already identified and launched several new initiatives:

- A pilot weekend on-campus experience targeted at high school juniors
- Collaboration between Admissions and colleges on transfer student recruitment
- A customized recruitment strategy for different cohorts
- Student-focused and student-driven outreach strategies

The challenges in recruiting a more diverse student body include the K-12 achievement

gap, high demand for successful students, and limited merit scholarship dollars. Also, within some communities the University has a reputation of not being welcoming. Admissions is now engaging in candid conversations with students and families and offering focused programming to address this perception. Being open to hearing and understanding the concerns of students and families of color is a crucial step forward (attachment E: Building on Progress: Multicultural Student Recruitment Report).

The committee suggested that the Workgroup could be helpful to its work by:

- Sharing information on campus about progress being made in recruitment and retention of students of color
- Communicating proactively about our efforts to increase diversity on campus.

Admissions also reported on progress toward becoming a more diverse campus. The 2014 freshman class is 20.6 percent students of color, which is equal to the percentage of high school graduates in Minnesota who are students of color. Overall, our student population is 20 percent students of color, which is higher than the state as a whole. Of course, the state of Minnesota might not be the right measure, as we are, arguably, a national and international campus. The Workgroup encourages the institution's academic leaders to set an appropriate benchmark against which to measure progress.

OUR PEERS / PROMISING PRACTICES

The Workgroup also reviewed campus climate initiatives at other institutions to consider their promising practices and get ideas. Not surprisingly, improving climate and encouraging diversity is a priority for many peer institutions and higher education leaders.

Assistant Vice President for Equity and Diversity Shakeer Abdullah shared what he learned at a Student Affairs Administrators in Higher Education (formerly the National Association of Student Personnel Administrators) conference session on the National Culturally Engaging Campus Climate Environment (CECE) Project. This pilot emphasizes that a positive, diverse campus environment contributes to student success. Among the initiatives being piloted are creation of spaces and opportunities for faculty, staff, and students from different cultures to connect, as well as creation of a culture that validates the identities of students from underrepresented groups. These efforts will also focus on engagement opportunities with external communities.

Several leaders, including Vice Provost Robert McMaster, Vice Provost Danita Brown Young, Chair of the Faculty Consultative Committee Rebecca Ropers-Huilman, and Associate Vice Provost for Equity and Diversity Michael Goh, attended a campus climate workshop at the University of Michigan's National Center for Institutional Diversity. Several of the recommendations of that team connect with determinations of the Workgroup and accord with suggestions from our peers around the country: more effective communication of climate efforts, survey data regarding campus climate issues, increased involvement of students in diversity and campus climate discussions, and alignment of diversity and climate initiatives with the strategic plan.

An Association of American Colleges and Universities (AACU) study demonstrates the benefit of diversity to students. In terms of successful practices, it recommends:

- Setting the tone at the top and making leaders' commitment to diversity and campus climate highly visible

- Ensuring that the work is transparent
- Diversifying search committees
- Developing structured opportunities for dialogue

Members also reviewed campus climate plans from the University of California system, the University of Michigan, the University of Washington, and the University of Texas, Austin. Promising practices gleaned from these peers were similar to those AACU reported and include:

- Implementing a comprehensive campus climate survey
- Committing to recruiting diverse faculty, staff, and student populations
- Creating safe cultural spaces
- Ensuring visible and vocal campus leadership to promote diversity and a welcoming campus

Many universities, including the University of Minnesota, also invest in mentoring programs, additional student support services, and accountability systems.

The Workgroup was reassured to see that our campus already has in place many of these promising practices. President Kaler has been a visible and vocal leader, as evidenced by the creation of this Workgroup and other initiatives; the University has strengthened initiatives to recruit diverse faculty, staff, and student populations and is committed to doing better; there are several safe cultural spaces; and leadership strives to be transparent and inclusive in its work, with a recognition that improved communication and dialogue are needed and must be a priority

RECOMMENDATIONS AND ACTIONS

The Campus Climate Workgroup recommends four overarching strategies to improve our campus climate and ensure it is welcoming to all individuals:

- Engaging the whole Twin Cities campus community
- Increasing the diversity of the faculty, staff, and student populations
- Enhancing competency in what it means to create a respectful, inclusive and welcoming climate
- Leveraging the UMTC Strategic Plan to advance this work

Each strategy includes several action steps.

Strategy 1: Engaging the Whole Twin Cities Campus Community

1. Foster engagement and dialogue. This campus must be transparent about the challenges and opportunities we face and allow space for honest, open conversation.

This fall the Office for Equity and Diversity began a series of events focused on these opportunities. Greater than 7: Courageous Conversations about Equity and Diversity, held from September 29 to October 3, 2014, included more than 50 events across numerous academic and administrative units focused on climate, equity, and diversity. OED and University Relations are developing a new calendar identifier to “tag” ongoing equity- and diversity-related events and will continue to create opportunities for important diversity-related conversations.

2. Improve awareness and communications. While a great deal of emphasis is placed on climate, equity, and diversity across campus, many of the current activities and programs are not well known or understood. A more focused communications plan must be implemented to ensure that students, faculty, and staff are aware of the resources and opportunities available and can provide feedback when there is more that should be done.

To that end the Workgroup has advanced a comprehensive communications campaign: Respect. Everyone. Every day. The campaign includes graphics to “brand” climate-related activities and messages. The core message of the campaign is that campus climate is everyone’s responsibility. A new website, campusclimate.umn.edu, will be a repository for events and information, showcase new initiatives, and provide a space for conversation through a blog. The website includes a newly created “resource” page that brings together resources from numerous offices that members of the UMTC community may find helpful if they feel the campus is not welcoming.

3. Create a Student Climate Advisory Committee. Students must be engaged in this work in order to understand how issues of campus climate affect them and should be viewed as full partners in this dialogue.

To this end, the Office for Student Affairs will form a Student Climate Advisory Committee comprising students from each cultural center, MSA, GAPSA, and COGS, and several “at-large” members. This group will meet on a regular basis to provide guidance about campus climate-related initiatives and progress toward our goals.

This group will also help to engage the larger student population in the ongoing campus climate discussions.

Strategy 2: Increasing the diversity of faculty, student, and staff populations

As discussed in the report, while issues contributing to campus climate are much broader than diversity, increasing on-campus diversity is a necessary condition for creating a more welcoming campus climate. Thus, the Workgroup recommends that increasing diversity must be a top priority for achieving a campus climate that welcomes all.

4. Require diversity in faculty search pools. Provost Karen Hanson is implementing a process to verify that all faculty search pools are diverse. The Provost’s Office is working with deans of all colleges to implement promising practices to ensure diverse applicant pools. In addition, the Workgroup recommends developing college- and department-specific guides for recruiting diverse pools.
5. Expand cluster hiring. A proven strategy for expanding faculty diversity is cluster hiring. The provost is looking at opportunities to enhance pipeline programs for faculty and for cluster hire opportunities.
6. Improve retention of underrepresented faculty. The University is committed to further understanding the reasons faculty of color leave the University. The provost and deans will focus on data relevant to this issue and will develop action steps.

7. Diversify our staff. The Office of Human Resources is working to create more intentional recruitment strategies to diversify the non-faculty workforce. These include:

- Community outreach and more aggressive sourcing, including recruiting at historically black colleges and universities, tribal colleges, and Hispanic- serving institutions
- Agreements with local units that describe OHR's commitment to provide a set of services, delineate roles and responsibilities, and simplify their process. The purpose is to allow units to spend time on recruitment as opposed to administrative tasks.
- Working with local units to ensure the diversity of staff (including student workers) with a high level of interaction with students (i.e., student affairs, advising, residential life)
- Creating internships and pipelines from graduate programs and being intentional about internal promotion opportunities

The Workgroup recommends developing a strategy for holding administrators accountable for improving the diversity of candidates in recruitment pools, much as the provost has instituted for faculty, and for improving overall campus diversity.

8. Diversify the student body. The Office of Admissions is working with units and the colleges to implement a targeted strategy to recruit, retain, and graduate more students of color. This strategy includes the work of the Multicultural Student Executive Committee (described above in this report), along with implementation of the following:

- Multicultural Connections Program. This program will strengthen the pipeline of underrepresented students of color to the University and is focused on males. Middle school boys will be invited to UMTC to introduce them to the University and highlight the importance of preparatory work in high school to become college ready. Participants will receive information about our majors and programs, housing, and co-curricular activities. This program also connects prospective students with current students in the Huntley House Living and Learning Community.
 - Living Learning Community Administrative Fellows. Campus surveys, higher education research literature, and work with graduate students of color have shown that a sense of community is important for the success of students of color. Through this new initiative, five graduate students will be hired as administrative fellows, one in each living learning community, to help meet the culturally specific and academic needs of the students involved in these communities.
 - Pilot project on targeted recruitment. The Workgroup recommends that OED and Admissions partner to develop a high-touch, pilot recruitment program focused on early identification of, and interaction with, high-achieving prospective multicultural students and including long-term relationship building. This effort would emphasize relationships with students, families, and metro area schools.
9. Increase scholarship funding. While early access to our campus and supportive programming are critical, to attract and retain the best and the brightest the

University needs to increase scholarship award resources for students who will contribute to student body diversity, including underrepresented students. Our admissions teams report that when recruiting high-achieving students, scholarships are a major consideration for families. The Workgroup recommends the provost work with the University of Minnesota Foundation and colleges, and through the budget process, to set long-term goals for, and secure, additional funding for scholarships, including housing scholarships.

Strategy 3: Enhancing Competency

The third area for improvement is what the Workgroup broadly calls “competency.” In general, this means that more of our community needs to understand the experience of others and that we must make tools and opportunities available to individuals, units, and departments to foster positive change.

10. Share data. Having good, actionable data is essential to improving campus climate. As such, data about the climate will be placed on the Campus Climate website. The Workgroup will continue to review and share the results of the SERU survey to track progress in making the climate more welcoming to students. The group will also analyze the 2013 and 2014 Employee Engagement surveys and share the findings.

The results of the COACHE survey and the Employee Engagement survey are shared with college deans, and the provost and OHR will work with them to develop strategies to enhance satisfaction and development.

11. Improve training for department heads and chairs. To help recruit, retain, and ensure a welcoming campus climate for faculty, it is

clear that for many the experience begins and ends within their academic department. Therefore, the Workgroup recommends the provost and OHR work collaboratively to develop a robust training program for department heads and chairs.

12. Strengthen peer-mentoring opportunities. Mentoring is a best practice in higher education. The Workgroup heard from our own community that mentoring has a positive impact on faculty and students, in terms of both professional growth and strengthening a sense of belonging.

A faculty advisory committee was formed in 2012 to understand the current state of mentoring and make recommendations. They found that the experience with mentoring varies across campus in quality and is too often unavailable. The Workgroup recommends creating a pilot program that could eventually be expanded campuswide to meet the needs of all faculty, particularly faculty from underrepresented groups.

13. Educate leaders and supervisors about available resources. The University offers a number of trainings related to inclusivity, diversity and equity, including curricula focused on improving teaching and service to an increasingly diverse student population. A complete list of these opportunities will be added to the Campus Climate website. The Workgroup recommends that units encourage participation in these opportunities. We would particularly recommend this for offices that routinely interact with students, faculty, and/or staff.
14. Expand implicit bias training. All individuals have biases. Being aware of one’s own biases can assist when it comes to hiring and promotion, as well as living and working with others. To help our community become

more aware of these biases and minimize their impact, the Workgroup recommends “implicit bias” training be developed and made available to all campus community members, especially search committee chairs and members and faculty and administrative leaders.

15. Continue outreach with the UMPD. A critical component to providing a welcoming campus climate stems from encouraging a positive relationship with our University of Minnesota Police Department (UMPD). The Workgroup supports UMPD’s ongoing efforts to enhance the cultural competency of our public safety personnel; to continue positive outreach efforts with students; and to build trust among students of color and University police.

Strategy 4: Leveraging the UMTC Strategic Plan

The Twin Cities strategic plan developed along a process parallel to the work of the Campus Climate Workgroup. Our vision is that the University of Minnesota will be preeminent in meeting the grand challenges of a diverse and changing world.

To fulfill that vision, the faculty, staff, and students engaged in strategic planning advanced four goals:

1. Support excellence and reject complacency
2. Leverage our breadth and depth to take on grand challenges in research, creative work, and curriculum
3. Aggressively recruit, retain, and promote field-shaping researchers and teachers
4. Leverage our location by building on a culture of reciprocal engagement

These goals specifically and explicitly support and add focus to improving our campus climate. For example, a strategy for supporting excellence is to “implement a broad campus climate initiative that simultaneously pursues diversity, accountability, and civility.” In addition, strategies for aggressively recruiting and retaining field-shapers emphasize diversifying our faculty, thereby aligning with the findings and recommendations of the Campus Climate Workgroup to diversify both staff and faculty searches and hires. Finally, advancing reciprocal engagement means being attentive to relationships with our surrounding community and providing opportunities for students and faculty to work with external partners.

Such prominence in the strategic plan makes it clear that this work is one of the highest priorities of this administration and the University at this time.

16. Align climate work with the strategic plan. As implementation teams work to make the strategic plan a reality, the Workgroup will work with them, and through governance, to leverage the plan in advancing the recommendations of this report.

CONCLUSION

This work must continue. The Campus Climate Workgroup will continue to meet through the 2015 spring semester and to reach out to the campus community for feedback, engagement, and participation and report activities. As President Kaler has consistently said, “excellence requires diversity.” Improving our campus climate, in turn, will improve student success, faculty and staff productivity and satisfaction, and the overall University experience and must continue to be a priority for us all.

Appendices

Office of the President: Charge letter

SERU Campus Climate for Diversity Questions

Summary for October 2, 2014, Student Conversation

Summary for October 8, 2014, Student Conversation

Summary for November 11, 2014, Staff Conversation

Summary for November 20, 2014, Faculty and Instructional Staff Conversation


Collegiate Partnership Meetings: Diversity topics, focus areas, and list of colleges with dedicated diversity staff and committees

Office of Admissions: *Building on Progress: Multicultural Student Recruitment*

MEMORANDUM

April 8, 2014

TO: Karen Hanson, Senior Vice President and Provost
Katrice Albert, Vice President for Equity and Diversity
Kathryn Brown, Vice President for Human Resources
Pam Wheelock, Vice President for University Services
Danita Brown Young, Vice Provost for Student Affairs
Amy Phenix, Chief of Staff

FROM: President Eric W. Kaler 

RE: Campus Climate Working Group

In my recent State of the University speech I discussed both our challenge and opportunity as an elite university to meet the Grand Challenges facing us on our campus and around the world. I also named as the primary goal of the University's Strategic Plan becoming preeminent in solving the Grand Challenges of a diverse and changing world. And I specifically noted the importance of both advancing equity and diversity and enhancing student, faculty, and employee engagement in meeting these challenges.

I know that as senior leaders you appreciate that we face complex internal and external challenges. We must also understand that the changes made in order to find solutions to these challenges will impact the culture of the organization and the climate experienced by students, faculty, and staff. Changing the culture of the institution and being proactive in addressing climate issues requires time, intentionality, and nimbleness. It also demands transparency, effective communication, and accountability for our actions.

While we have many efforts in place to promote diversity and a welcoming climate, from what I have seen and heard, they are not well coordinated and they are not having the type of high impact results we need.

To maximize the impact of our efforts and advance our ambition for both excellence and inclusion, I would like you to work with me to ensure all of our students, faculty, and staff find this a welcoming campus. Specifically, I am formally asking you to be a member of a new campus climate work group.

My objectives for this group are to:

- Assess the current campus climate and develop targeted and prioritized strategies for improving it.
- Educate the campus community on how individuals can contribute to a welcoming climate.
- Create broad awareness of the University's commitment to creating a welcoming climate and the strategies we are using to achieve this goal.

Long term, I believe this work will support our efforts to enhance equity, diversity and engagement across the entire University community.

I encourage the work group to consult broadly about current needs and efforts underway, including gathering qualitative and quantitative data from our community, and studying best practices from institutions around the country. This work needs to be timely, with a plan completed by this summer and implementation beginning in the fall. To the extent possible the plan should leverage existing resources and investments. However, I will support modest funding for new initiatives the group deems critical to success. As well, my office will provide staff support for this work, as needed.

I've asked Chief of Staff Amy Phenix to chair this work group; however, it is critical that each of your offices bring your personal leadership, expertise, and resources to the effort.

Thank you all for your commitment to equity, diversity, engagement and our efforts to meet the Grand Challenges. I look forward to your recommendations.

EWK/jk

Enclosure

cc: Deb Cran, chief of staff, Senior Vice President for Academic Affairs and Provost
Patricia Franklin, chief of staff, Vice President for Human Resources
Greg Hestness, chief of police, Department of Public Safety
Leslie Krueger, chief of staff, Vice President for University Services
Kristin Lockhart, chief of staff, Vice President for Equity and Diversity
Amelious Whyte, chief of staff, Office of Student Affairs

SERU Campus Climate for Diversity Questions

Item	Question Text	SOC Group	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Mean	Responses
1	I feel free to express my political beliefs on campus	SOC	2.6	5.2	8	25.9	41.6	16.8	4.49	1,527
		Non-SOC	3.2	5.2	9.1	21	42.4	19.1	4.52	6,785
		Intl	2.3	3.9	13.3	26.6	37.5	16.4	4.42	646
		Total	3	5.1	9.2	22.2	41.9	18.5	4.5	8,958
2	I feel free to express my religious beliefs on campus	SOC	2.4	4.5	7.9	25	42.6	17.7	4.54	1,524
		Non-SOC	2.1	4.2	8.7	21.7	44.5	18.7	4.58	6,775
		Intl	2	3.4	10.4	23.8	42.1	18.3	4.55	646
		Total	2.2	4.2	8.7	22.4	44	18.5	4.57	8,945
3	Students are respected here regardless of their economic or social class	SOC	1.6	4.1	8.6	24.6	44.3	16.8	4.57	1,526
		Non-SOC	1	2.4	5.4	21.1	51.2	18.9	4.76	6,779
		Intl	1.7	1.7	7.6	22.7	41.8	24.5	4.75	644
		Total	1.2	2.6	6.1	21.8	49.3	19	4.72	8,949
4	Students are respected here regardless of their gender	SOC	0.7	2	5	19.7	49.5	23	4.84	1,525
		Non-SOC	0.5	1.3	3.9	14.8	53.1	26.4	4.98	6,770
		Intl	1.4	1.6	4.4	16.1	45.4	31.2	4.96	641
		Total	0.6	1.4	4.2	15.7	51.9	26.2	4.95	8,936
5	Students are respected here regardless of their race or ethnicity	SOC	2	4	10.2	27.3	39.2	17.2	4.49	1,522
		Non-SOC	0.8	1.9	5.3	21.6	49.9	20.4	4.79	6,767
		Intl	2	4.7	9.9	23.6	39.8	20	4.55	644
		Total	1.1	2.5	6.5	22.7	47.4	19.8	4.72	8,933
6	Students are respected here regardless of their religious beliefs	SOC	1.8	3.1	9.5	24.2	43.5	17.9	4.58	1,521
		Non-SOC	1.5	2.8	8	20.7	47.9	19.1	4.68	6,765
		Intl	1.4	2.7	6.7	19.2	45.8	24.2	4.78	640
		Total	1.5	2.8	8.2	21.2	47	19.3	4.67	8,926
7	Students are respected here regardless of their political beliefs	SOC	2	3.2	9.9	26.7	42.7	15.4	4.51	1,523
		Non-SOC	2.4	4.6	11	23.8	42.7	15.4	4.46	6,772
		Intl	1.4	1.7	7.1	20.8	45.1	23.8	4.78	638
		Total	2.3	4.2	10.6	24.1	42.9	16	4.49	8,933
8	Students are respected here regardless of their sexual orientation	SOC	0.8	2.1	6.8	21.4	47.3	21.6	4.77	1,524
		Non-SOC	0.5	1.3	4.6	17.8	51.3	24.6	4.92	6,765
		Intl	0.9	2.3	6.2	21.8	42.7	25.9	4.81	641
		Total	0.6	1.5	5.1	18.7	50	24.1	4.88	8,930
9	Students are respected here regardless of their disabilities	SOC	1.1	1.8	5.9	21.1	47.1	23	4.8	1,521
		Non-SOC	0.4	1.2	4.4	19.4	51.4	23.1	4.89	6,772
		Intl	1.2	1.6	4.2	17.1	40.7	35.2	5	642
		Total	0.6	1.4	4.6	19.6	49.9	24	4.89	8,935

SOC Data Break definition: *International* - Includes all International (Non-resident alien) students; *Non SOC* - Includes all non International students and others who do not fit into the Student of Color category; *SOC* - Includes all non International students who identify their primary ethnic background as African American, American Indian, Asian/Pacific, Hawaiian or Hispanic.



Campus Climate: Real Stories. Real Talk. Real Impact.

This is a summary document for the student conversation that took place on Thursday, October 2, 2014, 5:00-7:30pm, in the Mississippi Room on the 3rd floor of Coffman Memorial Union. More than fifty undergraduate, graduate, and professional students participated in the event hosted by members of the Campus Climate Planning Team and sponsored by the Campus Climate Work Group.

“The only way we can break through the barriers that exist amongst gender lines, amongst class lines, amongst racial lines, amongst superiority lines is to have the dialogue to bridge an understanding on one another’s experiences to create allies out of one another because what you find easy another student might struggle with.”

Ken Gonzales



“Despite the efforts and progress that so many people have made across the span of many years, there is still significant work to be done. We want this process to create a new kind of space to share stories, concerns, ideas and hopes for change, so that we can recommit to co-creating a campus community that honors all who learn, teach, work, and visit here.”

Danita Brown Young

The shortest distance between two people is a story.

The purpose of these conversations is to help create a welcoming and inclusive campus climate by sharing our individual and collective experiences so we can foster a campus climate where all persons are treated with civility and respect, allowing everyone the opportunity to succeed.



Bob-e Simpson Epps



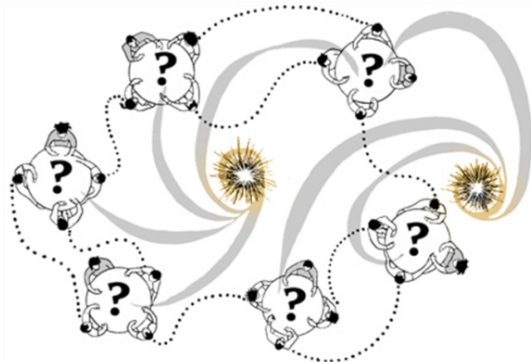
Marcela Sotela

SCHEDULE AT-A-GLANCE

- 5:00 Welcome Reception
- 5:20 Kick-Off
- 5:40 Introduction of the World Cafe Process
- 5:45 Round One Conversation
- 6:10 Round Two Conversation
- 6:40 Round Three Conversation
- 7:00 Sharing
- 7:15 Closing Ceremony
- 7:25 Gratitudes and Next Steps
- 7:30 Farewell

Participatory Leadership in Action

Participatory leadership principles and practices were used to leverage the collective experience and wisdom of all who attended. We had the opportunity to engage in multiple rounds of 20-30 minute conversations in groups of four around powerful questions. The guidelines for conversation were to contribute our thinking, listen attentively to others, focus on what matters, link and connect ideas, listen together for deeper insights, play, doodle, draw, and have fun. Between rounds of conversation, we moved to other tables which provided an opportunity to forge new connections and cross-pollinate ideas across the room. Some volunteered to be table hosts after each round, welcoming others to the table and providing a summary of the previous conversation.



Tell a story about how you are experiencing or seeing the university.



From all of the experiences you have heard and shared, what is standing out for you?

- Reducing stigma through conversations and events (speakers, etc)
- Having more opportunities to mingle.
- Having more multi-cultural events.
- Student groups
- Finding a safer education
- Professors
- Racism
- Exclusion of international students
- Academics - global studies, computer science, psychology, political science, public health
- Saturation of messages, but little action
- Criminal record applicant question
- Racial harassment in Dinkytown
- Feeling tokenized in class
- SCCS murals were destroyed, they were irreplaceable. The sense of ownership that students felt about the cultural centers has been taken away. Still feels like it is not our space.
- Tuition is too high to make campus inclusive.
- Mental health discrimination is real. People get threatened eviction from the dorms for having depression, for example. It's rough out here.
- Safety. Don't walk alone at 3am. Black Male. Age: 6-100yrs old. Height: 3-10 feet tall.
- Alienation: racial minorities, gender minorities, international students
- Lack of cultural curiosity

For more information about Campus Climate, visit....

campusclimate.umn.edu

What *exactly* needs to change to make the campus a more welcoming and inclusive place for all?

- More professors from underrepresented backgrounds. Create a transparent system for departments to learn by publishing all departments enrollment demographics and recruitment strategies,
- More funding to cultural centers and cultural student groups to create the climate
- Stop treating people with mental health challenges like criminal, contagions, and abominations. It only makes it worse.
- Providing levels of accountability of departments that have bad track records of recruiting/retaining diverse students.
- Ally training. Teaching incoming freshman about issues of oppression, such as racism, sexism, homophobia, transphobia, classism, ableism, etc
- Removing the stigma of Mental Health and creating awareness on the issue
- Commuter/Housing situation
- Train staff on cultural diversity! Require it! “Don’t Be an Idiot” trainings.
- More gender neutral bathrooms
- Yelling permits [i.e. in the mall]
- Accepting a diversity problem as an institution.
- More places to make friends. Real friends.
- Crime reports
- Culture sexual assault and harassment. Greek Life?
- Creating Awareness. Creating awareness about/on sexual assault/harassment on campus - especially during/before/after Viking games.
- Town hall with senior administrators hosted by the students
- Empower students and student leaders to set the pulse on issues of diversity.
- The question of prior criminal records on application is racist and wrong.

GRAFFITI WALL STATEMENTS



I think the University as an institution has to admit to its problems surrounding diversity and inclusion instead of circumventing conversations that dance around it 🍌 MSA as an undergraduate student group needs to reshape its leadership so that they are actually representative of the student body. If the greek community is working towards diversity so should MSA. 🍌 Students don't trust administration, no matter how good their intentions. Students are the PULSE, and they need more spaces to set the agenda of the U's course of action. 🍌 I'll never recover from the discrimination I have faced here. 🍌 As a transfer student it's difficult to feel integrated - maybe create a better transfer union that actually works and makes me feel welcome. 🍌 University staff - food workers, grounds, etc more representative of the T.C. community than teaching staff. 🍌 Decision makers at the University don't care what I think. 🍌 U of M community should have more info on culture & race, we are all equal!! 🍌 Where is the dialogue for international students 🍌 Ask yourself, just whose diversity do you advocate for? 🍌 Need more students and professors of under-represented backgrounds. UMN Admin needs a targeted means to recruit [made transparent on department web sites and "failing" departments held accountable]. 🍌 Why is racial diversity so important? Because it's visible? 🍌 I don't feel comfortable or welcome on my own campus due to the hateful protesters on the mall. The "free speech" excuse is bullshit. We are a campus that can ban smoking on our public grounds.. why can't we ban institutionalized hate? 🍌 [I feel welcomed at the] quad.



REFLECT & COMMIT



NEXT STEPS

World Cafes for students (Oct. 8), staff (Nov. 11), and faculty (Nov. 20). An Open Space Technology meeting for all members of the campus community will be held in Feb. 2015. All feedback gathered during these events will be shared with senior leaders on the Campus Climate Work Group to inform their decisions on action steps to improve campus climate.



campusclimate.umn.edu

Thank you!

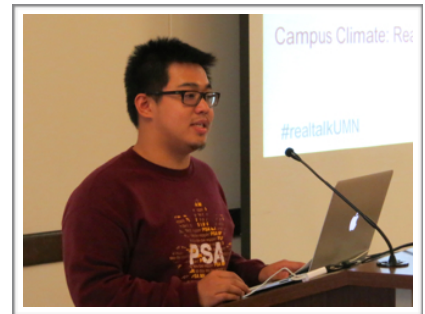


Campus Climate: Real Stories. Real Talk. Real Impact.

This is a summary document for the student conversation that took place on Wednesday, October 8, 2014, 6:00-8:30pm, in the Mississippi Room on the 3rd floor of Coffman Memorial Union. Forty-five undergraduate, graduate, and professional students participated in the event hosted by members of the Campus Climate Planning Team and sponsored by the Campus Climate Work Group.

“The only way we can break through the barriers that exist amongst gender lines, amongst class lines, amongst racial lines, amongst superiority lines is to have the dialogue to bridge an understanding on one another’s experiences to create allies out of one another because what you find easy another student might struggle with.”

*Ken Gonzales, Campus Climate Planning Team member and
Vice President of the Multicultural Greek Council*



“Thank you so much to each of you here tonight for taking the time for this critically important conversation. This university has great ambitions- but we cannot succeed if we don’t have a climate where everyone feels welcome. I am very interested in what these conversations surface. We will implement changes based on suggestions from our campus community.”

Eric Kaler, University of Minnesota President

“Despite the efforts and progress that so many people have made across the span of many years, there is still significant work to be done. We want this process to create a new kind of space to share stories, concerns, ideas and hopes for change, so that we can recommit to co-creating a campus community that honors all who learn, teach, work, and visit here.”

Danita Brown Young, Vice Provost for Student Affairs and Dean of Students



The shortest distance between two people is a story.

The purpose of these conversations is to help create a welcoming and inclusive campus climate by sharing our individual and collective experiences so we can create and foster a campus climate where all persons are treated with civility and respect, allowing everyone the opportunity to succeed.

SCHEDULE AT-A-GLANCE

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- 8:30 Farewell

Marcela Sotela, host



Anise McDowell, co-host



Tell a story about how you are experiencing or seeing the university. **REAL STORIES**

Round One Conversation



From all of the experiences you have heard and shared,
what is standing out for you?

REAL TALK

Round Two Conversation

- Lack of communication between student groups and administrative staff
- Simplify process to form student organizations (could be hindering innovation)(say 2 officers, advisor, constitution needed only)
- No more silence
- Knowledge of student groups (transfer, etc..)
- 2nd floor and the importance of finding a place
- Student groups serve a great purpose in feeling welcome at the U... for everyone
- Displaying all student groups on 1 single day at a big place - like a big market of agricultural community, e.g. farmer's market
- Finding friend groups
- Misunderstandings of perspectives (race, ethnicity, privilege)
- "Tolerance" vs. cultural humility/inclusion
- Gender neutral bathrooms (of single use) (not being changed to gender neutral)
- Feeling marginalized
- A sense of isolation
- The portrayal that crime has a color - over-representation and under-represented groups
- Engagement
- Openness
- Don't generalize and consolidate things like 'Cultural Center', 'Ethnic Studies', departments MCAE. They are distinct and we should be proud of them.
- Community connections and opportunities
- Getting perspective from study abroad - can be a skewed view BUT CAN ALSO give insight to an "other" experience
- Transfer students become very involved
- Size
- Belongingness
- Location impacting your experience - which campus, which bank(s), what buildings, what college, where you live
- Outsider (international, transfer, out of state) / Insider (location wise, feeling resources/ connected to opportunities @ the U)
- Common portal/calendar for campus events (not college-specific)
- Finding your own niche to make a big community smaller, but keeping an open mind
- Commended friendliness and approachability of Minnesotans
- Learning/Context
- University as a whole making it more explicit now to find relevant student groups, what resources/ groups are available
- Student-led change

Participatory Leadership in Action

Participatory leadership principles and practices were used to leverage the collective experience and wisdom of all who attended. We had the opportunity to engage in multiple rounds of 20-30 minute conversations in groups of four around powerful questions. The guidelines for conversation were to contribute our thinking, listen attentively to others, focus on what matters, link and connect ideas, listen together for deeper insights, play, doodle, draw, and have fun. Between rounds of conversation, we moved to other tables which provided an opportunity to forge new connections and cross-pollinate ideas across the room. Some volunteered to be table hosts after each round, welcoming others to the table and providing a summary of the previous conversation.



What *exactly* needs to change to make the campus a more welcoming and inclusive place for all?

REAL IMPACT

- Making student groups accessible and not exclusive (e.g. not major/college-only)
- Making student groups more known. Specifically targeting transfer, graduate, and professional students. (possibly a few to accommodate schedules)
- Require conversations with student orgs on diversity climate.
- Breaking Barriers - forums, spaces to bring together domestic and international students. Mix orientation. Students groups, departments → topic-centered
- Add liberal education requirement or change to diversity/cultural studies
- Change 2 yr language requirement to 2 year cultural studies class
- Make a common, accessible platform for campus events, including: colleges, student groups, athletics, professional events, cultural events
- Report sexual assault crimes on (and near campus) as much as other crimes in Crime Reports
- Washington's football team's name should NOT appear on OUR campus. Proceed from game should endow scholarship for Native American Student Advancement
- Mandatory tours to welcome week for all new students, not just 1st year undergrads

Round Three Conversation

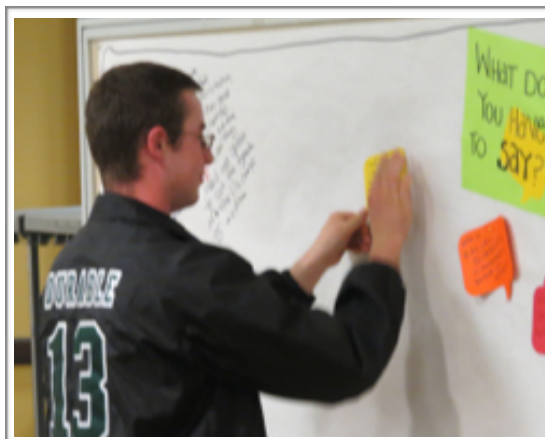
- Have signs outside of buildings highlight what offices/resources are inside. (ex. Appleby Hall → Women's Center, GLBTA PO, MCAE, MLK, UCCS, etc in here!). Campus maps could highlight things like this too!
- Reflective/prayer space more readily available on all campuses
- Encouraging events/opportunities for international students to experience "American" culture, esp. grad students - free football games, increase inclusion for international students, telling more about winter culture and games
- More regular world cafes, ones with only students and others like tonight, with administration. This is a great way to volunteer and speak out for changes at the U.
- More transparency of U's strategy - Kaler's action items?; 1-, 2-, 5-, x year roadmap to change? PUBLISH THIS.
- One article per newspaper issue ("Daily") from a media source focused on/published by under-represented groups → from The Root/Colorlines for example as opposed to the Associated Press
- More context about the area around us
- How to stop tokenization

Graffiti Wall Statements

This meeting did a great job of exposing good and bad quality of life here at the UMN, but did not help me deal with some of the areas still in need of growth in my and others' life/lives 🌟 Let's have a place to be spiritual and pray freely 🌟 We need a commitment to include more mandatory diversity and inclusivity forums. Too many people are ignorant as to how their everyday actions perpetuate discrimination because they are not overtly prejudiced 🌟 Race in crime alerts leads to increased likelihood of bias and prejudice against people of color and there is not evidence it helps. Excuses to keep race in crime alerts is racist. 🌟 Why is everybody so sensitive? Why don't you just ignore the "climate" around you and focus on the work on your desk? 🌟 If you witness someone doing/saying something unacceptable towards another student, do not be shy to call them out on it in a civil manner 🌟 I am so thankful to have open conversations like this and learn and meet people I otherwise would not of had this experience with 🌟 I feel welcomed at - Appleby Hall, Weisman Art Museum... DSCC and second floor Coffman... La Raza Office, GAPSA Office, St. Paul Campus, quiet... BAM! (Business Association of Multicultural Students) 🌟 Gender-neutral restrooms matter to a lot of people, old buildings need updating 🌟 This group is a great way to address concerns and topics that aren't addressed day-to-day. It would be great to see more of these and even see these talks between colleges, Res-Halls, Student-Groups, and even students to administration 🌟 I am unique. We are diverse. 🌟 Everyone regardless of race, gender, sexual orientation, abled or disabled is unique and beautiful 🌟 How can we start being inclusive? By creating spaces to discuss and share ideas amongst us. When we walk, the "differences" don't remain and we connect with one another. 🌟 Lead by example/initiative. I hear so many complaints for the administration when those issues aren't issues and the real issues are overlooked. Chill out and re-evaluate. Sheesh! 🌟 I would love to make a difference in both multicultural diverse students and educations by sharing my knowledge, experiences, and expertise as an educator. I am currently moving forward to implement my goals by joining more World Cafes and being involved in the Educators 4 Excellence in Multicultural Policy Team. 🌟 There should be more of an explicit effort to attract graduate students of color. When I came here, I wish I would have known more explicitly about resources available and student groups. Students of color need to know these things are available and that the university cares from the time we visit during prospective/interview weekends 🌟 Compliments from Active Minds coming soon! 🌟 We need more diverse news sources available to students (in the Daily, for example) 🌟 Language awareness posters on campus (in bathrooms, etc) Breaking down stereotypes and promoting gender-neutral, inclusive, kind language. Ex. 'You all' instead of 'You guys' 🌟 Can we please make "Engaging Justice" or some G.W.S.S. (or social justice/equity & diversity related) class mandatory as a L.E. or requirement? (We'd need to train more teachers for all the debate/talk) Would be tough to implement but soooo worth it! I know the strategic plan just change though... 🌟 My religion & beliefs do not make me a bigot. (even if you don't understand them) 🌟 How can men and women work together to address gender inequality? Likewise, how can different races, religions, etc work together to build an inclusive world? 🌟 The U and students need to collaborate more frequently and with more depth. Think of the impact we can have on how society handles diversity. 🌟 SUA needs to listen when students ask them to, not just when it is convenient for them 🌟 Contribute my passion and insights. Bring culture perspective that I am willing to represent! Be a pro-active leader and participant to care about this university, this country, this beautiful world! I want to fight for human equality and preserve cultural difference for whole life. 🌟 The 2nd floor murals were destroyed and this injury to trust has not been remedied 🌟 There is a lot of talk about these issues but not a lot of action, at least not that is apparent. The U Administration needs to be more open about the specific actions they're taking and how they're meeting these goals. 🌟 The Rec Center T-shirt policy is sexist



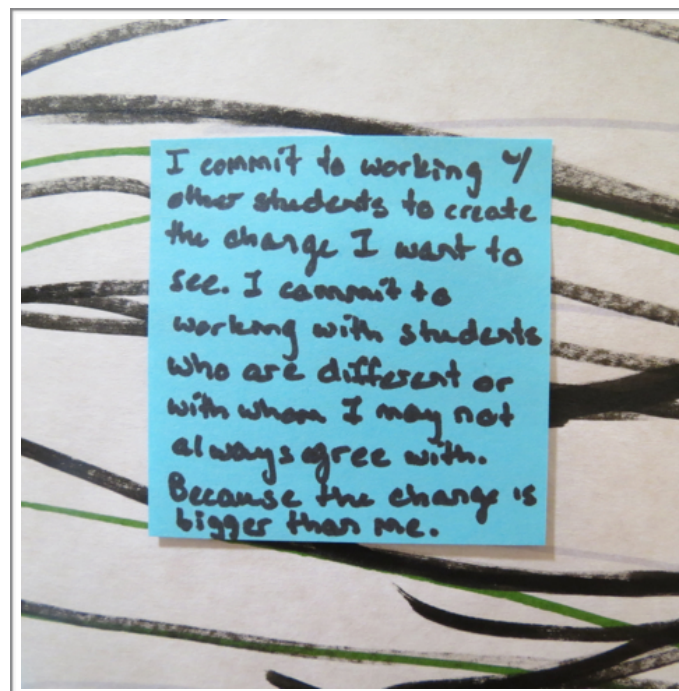
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NEXT STEPS

World Cafes for staff (Nov. 11) and faculty (Nov. 20). An Open Space Technology meeting for all members of the campus community will be held in Feb. 2015. All feedback gathered during these events will be shared with senior leaders on the Campus Climate Work Group to inform their decisions on action steps to improve campus climate.





Campus Climate: Real Stories. Real Talk. Real Impact.

This is a summary document for the staff conversation that took place on Tuesday, November 11, 2014, 11:00-1:30pm, in the Beacon Room on the 2nd floor of the Recreation and Wellness Center. One hundred staff from a variety of units and job classifications participated in the event hosted by members of the Campus Climate Planning Team and sponsored by the Campus Climate Work Group.

“A presidential priority and formation of a small working group is only a beginning step to addressing the complex issues regarding campus climate. In order to achieve ultimate success, we have to hear the voices, stories, and experiences of those who are on the front line, providing quality service that ultimately makes this a place to be proud of. We must be comfortable being uncomfortable as we dissect the unique and, sometimes negative, experiences we encounter.”

Lamar Hylton, Assistant Vice Provost for Student Life and Campus Climate Planning Team member



“Thank you so much to each of you here today for taking the time for this critically important conversation. This university has great ambitions - but we cannot succeed if we don't have a climate where everyone feels welcome. I am very interested in what these conversations surface. Your suggestions will be thoughtfully reviewed and considered.”

Eric Kaler, University of Minnesota President

“Today's program is designed to create an environment where we can share stories, concerns, ideas, and hopes. What is talked about today will become the foundation for us to build a campus community where everyone who works, learns, teaches, and visits here feels respected and honored.”

Kathryn Brown, Vice President for Human Resources and Campus Climate Work Group member



The shortest distance between two people is a story.

The purpose of these conversations is to help create a welcoming and inclusive campus climate by sharing our individual and collective experiences so we can create and foster a campus climate where all persons are treated with respect, allowing everyone the opportunity to succeed.

Schedule-at-a-Glance

- 11:00 Welcome Reception/Lunch
- 11:20 Kick-Off
- 11:35 Introduction of the World Cafe Process
- 11:40 Round One Conversation
- 12:10 Round Two Conversation
- 12:35 Round Three Conversation
- 12:55 Sharing
- 1:15 Personal Commitments
- 1:20 Gratitudes and Next Steps
- 1:30 Farewell

Your hosts...

Bob-e Simpson Epps



Marcela Sotela



Tell a story about how you are experiencing or seeing the university. **REAL STORIES**

Round One Conversation



From all of the experiences you have heard and shared,
what is standing out for you?

REAL TALK

Round Two Conversation

Communication (messaging, flow of information)

- Lack of communication between the levels of the University in some units which makes the work environment challenging
- For better communication and recognition of staff, we need better trained managers/supervisors.
- Bureaucracy – Not clear communication from the top-down.
- Encouraging participation but then inconsistently allow it to happen. The trickle down is not working, so nothing can trickle up.
- How do we hear about, respond to and create change where there are climate issues?
- Unsanctioned messaging like #drunkgoldy, “I hate Iowa” at sporting events is not mission-aligned. Are we monitoring this?
- On-boarding – creating a welcoming experience at local and institutional level.
- Communication needs improvement at all levels.

Missing Voices

- Having these sessions open to certain areas was limiting in being able to “see” the U of M experience from multiple levels.
- Are we being responsive to the surrounding community needs, i.e. K-12 teachers advanced training?
- How do we get people to understand the relevancy of discussions on campus culture and diversity/inclusion?
- Knowing who to connect individuals with – putting a face to a name – who can people go to for help or support?
- So many white people – not hearing all voices.
- For those in the majority (i.e. white, male, middle class, heterosexual, able bodies, etc.), how do we see and understand the experiences on campus of those who are not in the majority so we don’t just assume that everything is fine because it’s fine for some?



U Resources (ideas, visibility, stretched)

- Developing mentorship/professional development program
- Mental health resources for students are overloaded and therefore staff end up having to deal with more student issues.
- All levels of staff (faculty/BU/CS/PA) need appropriate training in working for the U to succeed.
- University resources are not reaching all staff.
- There is so much a person can learn about world culture at the U if you choose to.
- We have access to rich resources, but often do not have the time or knowledge to access.

Participatory decision-making and action

- Does the input and feedback offered actually matter?
- What does consensus mean? How do you reach decisions?
- Consensus is hard to achieve. Is consensus needed?
- Prioritizing is difficult.

Participatory Leadership in Action

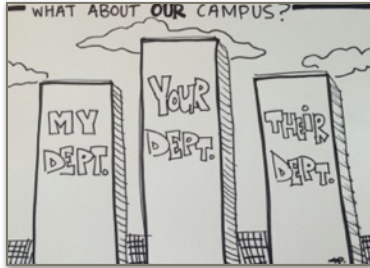
Participatory leadership principles and practices were used to leverage the collective experience and wisdom of all who attended. We had the opportunity to engage in multiple rounds of 20-30 minute conversations in groups of four around powerful questions. The guidelines for conversation were to contribute our thinking, listen attentively to others, focus on what matters, link and connect ideas, listen together for deeper insights, play, doodle, draw, and have fun. Between rounds of conversation, we moved to other tables which provided an opportunity to forge new connections and cross-pollinate ideas across the room. Some volunteered to be table hosts after each round, welcoming others to the table and providing a summary of the previous conversation.



From all of the experiences you have heard and shared, what is standing out for you?

REAL TALK

Round Two Conversation *continued...*



Silos

- What about our campus?
- Silos limit communication, access, collaboration
- Desire to deconstruct silos. There has been work toward this, but further work is needed.
- Competition across colleges, sectors with each other.
- Student-consumer (they are paying for it ... get what they want.)
- Competition on: tuition, fees, grants, sponsored funds. It's hard to work and mobilize across sectors. Strong dept. – identify vs. sharing of expertise between silos.

Purpose

- How we represent ourselves – must be in line with our values.
- By closing PSTL, are we limiting opportunities for access to higher ed for our community members?
- The “Why?” of our work...

Connecting with others with shared professional passions ... how?

Sharing our thoughts, communications, and learning from one another about why we are working at U of M

Hierarchy

- “Rankism”. We are a lot about our rank; P&A vs faculty, CS vs faculty, CS vs P&A
- The university is a caste system (classist) with faculty at the top and staff and students being constrained and treated disrespectfully!
- Aristocratic institution; Entitlement among the “top”; Division between administration, faculty, and staff
- Challenges the faculty system creates with climate issues.
- Many times we are limited by our defined roles or titles and being able to contribute to the discourse.
- We feel the hierarchical structure is repressive – things are too separated – we all help things happen.
- Hierarchy of faculty > P & A staff > civil service > union. Non- faculty ideas are not as well supported
- Archaic systems (hierarchy, classism)
- Strong resistance to change (we’ve always done it this way; we’ll do it when so and so retires; hierarchy instead of efficiency)

-Isms

- Glass ceiling for women employees
- Sexism

Moral

- Staffing levels being cut and not valuing staff’s abilities keep staff from excelling in work.
- Civility does not equal complacency.
- Engaged employees who are feeling overworked/ understaffed in order to do good work.

Questions

- Personal responsibility - How do you take action to reach out and understand? What opportunities are we provided with to move forward?
- Punished for going above and beyond? Will anything come of this? Who is capable of management? No clarity in who does what.
- On a scale of 1 to 5, how jaded are we? To compare students to staff to faculty, how do those responses differ?
- How do we ask/know what is truly meaningful to all students?
- How is civility tied to success? Isn’t it what we should have learned in kindergarten? What is the incentive for staff success within their silo? Current job?



Graffiti Wall Statements

Even though change is constant... we need to keep track of the moving pieces, don't make assumptions, we're not broken - don't throw out everything, keep messaging, keep transparency. Political, social, and/or religious conservatives feel the administration wants us to be silent or just go away. They want to educate us at “educational event” not be “on the wrong side of history”. They are so tolerant that they won't tolerate those of us who oppose the things they think need to be tolerated. *President Kaler, especially, is very outspoken this way. There is a lot of talk about these issues but not a lot of action, at least not that is apparent. The U Admin. needs to be more open about the specific actions they're taking and how they're meeting these goals. How can some departments not allow participation in sessions like this or OED certification program? Isn't that complacency in itself/Why aren't we all invited like management is? Meaningful salary increases - many staff are struggling Staff who couldn't attend asked that this be mentioned: parenting & nursing staff (those with babies and young kids) don't feel supported - some policies exist, but they're inconsistently applied. I feel welcome in my dept - we are diverse and respectful - outside the dept it starts to vary

What *exactly* needs to change to make the campus a more welcoming and inclusive place for all?

REAL IMPACT

Round Three Conversation

Miscellaneous

- How can some departments not allow participation?
- Support all persons to attend all sessions.
- Stop blaming things on the lack of money - pay equity.
- A unified, universal focus on the mission points us all in the same directions and towards the same goal. Our paths may differ, but we will all end up in the same place.
- Acknowledge our current state (know where we are starting from).
- Remind ourselves to be patient humans. With change, everything takes time.
- Empower employees to do their job with fewer barriers. Provide them the authority to make decisions without everything going back to supervisor to approve.
- Being valued and honored for the job you do, no matter what class you are in.

Cross-barrier communication

- Allowing staff time for activities that breaks down silos while setting parameters.
- Break down barriers between faculty and non-faculty; Get past the hostility – Listen. Everyone must be mission-aligned. Have work session with mandatory mixed groups.
- Change – it’s everybody’s responsibility – change from the top and all levels.
- Continue conversations that overcome structural/hierarchy/titles/job families.
- Include more voices at the table when decisions need to be made (but consensus doesn’t need to be reached).
- Be intentional about building relationships and developing a sense of community with colleagues AND within/across departmental “lines.”
- Cross sharing all info – faculty, staff, students, - avoid communication silos (include management on down)
- Improve internal communication
- Listen in departments that are open and willing to change

Student Focus

- Open opportunity for disadvantaged students (e.g. General college); Setting up for academic success, Recruitment strategies
- Prepare more diverse leaders by influencing them young – in K-12
- Get anonymous feedback from graduate students about their thesis advisers. Wait until there are enough respondents to make the anonymity really work. Collect feedback after the M.S./Ph.D. degree.

Inclusion

- Identifying barriers to inclusion.
- Personal responsibility – get outside your comfort zone, learn about new people, cultures, etc.
- More funding to OED for more programming
- Greater accessibility: More lighting St. Paul campus, More pumping stations, More gender neutral bathrooms
- How can we say yes more often? Make our staff feel more appreciated and more engaged.
- Awareness that not everyone at the University fits into the same mold.
- We want to have more opportunities for our stories to be told (us and students)
- Benefits equal and same for all categories – offer choices to which group you want
- The University needs to abstain from taking a political position (whether left, right, etc.) on any issues whatsoever. Political conservatives are taxpayers too and it is evident that the University climate is one of financing for liberal causes (e.g. Pres. Kaler’s endorsement of the Redskins protest rallies and UMN-sponsored “educational” events pertaining there to) to the detriment of conservatives’ sense of inclusion on campus.
- Define what “welcoming and inclusive” means! Add to policies and job descriptions.

Professional Development

- Mandatory professional development in job descriptions (diversity, social justice)
- Faculty and staff training around creating civil and inclusive classrooms, offices, and departments
- Be empowered to solve problems where they happen, i.e. improved conflict resolution
- Create mandatory training for leaders that improves their leadership skills: Communication, Diversity, OED certificate, How to provide feedback
- Providing space/time in workday for conversation and learning.
- Better training for managers. Can we also provide opportunities to receive training to advance?
- Increase engagement by promoting professional development (including equity and diversity)
- Education on communication: feedback for all employees and supervisors, students, faculty, and staff. Learning to give and receive feedback. Create a culture that expects and acts on feedback.

No Bullying

- The issues of incivility and unwelcoming atmosphere needs to be acknowledged and then addressed.
- Zero tolerance policy for swearing, bullying, belittling towards regardless of their position. Raise the level of professionalism.
- Need “code of conduct” for employees and a university policy against bullying



REFLECT & COMMIT



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NEXT STEPS

World Cafe for faculty (Nov. 20). An Open Space Technology meeting for all members of the campus community will be held in Feb. 2015. All feedback gathered during these events will be shared with senior leaders on the Campus Climate Work Group to inform their decisions on action steps to improve campus climate.



The student voice was represented in the room on the Graffiti Wall and this visual that contained statements of personal commitments regarding campus climate from undergraduate, graduate, and professional students.



Campus Climate: Real Stories. Real Talk. Real Impact.

This is a summary document for the campus climate conversation that took place on Thursday, November 20, 2014, 11:00-1:30pm, in the Beacon Room on the 2nd floor of the Recreation and Wellness Center. Twenty faculty and instructional staff from a variety of units participated in the event hosted by members of the Campus Climate Planning Team and sponsored by the Campus Climate Work Group.

“What do you need to feel at home here? I am certain of something that must occur during the journey of finding your home. You must be in an honest, open, sometimes vulnerable conversation. Hopefully, this café today, will be a timely rest stop on that initial journey to our return back to... home.”

*Na'im Madyun, Associate Dean of Undergraduate and Diversity Programs (CEHD) and
Campus Climate Planning Team member*



“From the first day I arrived at the University of Minnesota I found it to be a welcoming environment. But, then shortly after I was named Dean of CFANS a retired faculty member asked me this question: “How did a Jew like you get into Agriculture?” I was surprised and unsure how to answer this question. I then found a book entitled “Jews in American Agriculture” because I wanted to be prepared if that question ever came up again--it did not.”

Allen Levine, Vice Provost for Faculty and Academic Affairs

“I want to add my support for this effort and to ensure that you have the best possible climate to teach in, work in, conduct your research in, and thrive in here at the University. It is one of my top priorities to ensure we have a campus climate in which everyone is treated with respect and everyone experiences an environment that allows for success.”

Eric Kaler, University of Minnesota President



The shortest distance between two people is a story.

The purpose of these conversations is to help create a welcoming and inclusive campus climate by sharing our individual and collective experiences so we can create and foster a campus climate where all persons are treated with respect, allowing everyone the opportunity to succeed.

Schedule-at-a-Glance

- 11:00 Welcome Reception/Lunch
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- 11:40 Round One Conversation
- 12:10 Round Two Conversation
- 12:40 Round Three Conversation
- 1:00 Sharing
- 1:15 Personal Commitments
- 1:20 Next Steps and Closing Poem
- 1:30 Farewell

Your hosts...

Bob-e Simpson Epps



Marcela Sotela



Tell a story about what is affecting your success at the University of Minnesota.

REAL STORIES

Round One Conversation



From all of the experiences you have heard and shared,
what is standing out for you?

REAL TALK

Round Two Conversation

- The future is not the past; acknowledge and repeat various paths to success
- Need for strong leadership to call out bad behavior and model and reinforce good; actively include and recognize less powerful and privileged, and marginalize those who act disrespectfully, arrogantly, and abusively.
- Importance of collaboration (intra- and inter-departmentally)
- Increase opportunities
- Need clear policy to implement
- We tend to focus on academic success and not emotional intelligence
- Independent powerful people who bring in lots of money – too big to fail. Don't want to contribute as much, treat others with less power with less respect.
- Retribution – individual who experiences racism/ sexism or is just doing their job might feel retribution when they try to restore relationships.
- We operate on a scarcity model that quantifies everything as a way to evaluate it. That drives dysfunction.
- There are examples of how others at the U are creating welcoming climates, respectful environments, democratic practices, etc.
- Respecting the work that people do regardless of titles, status, etc. (tenured, adjunct, instructor)

- The incentive structure doesn't reward undergraduate education. This supports an unhealthy hierarchy.
- Where are accountabilities and metrics for civil, polite, kind and cooperative behaviors? (faculty and depts.)
- Micro-aggression (offense, toxicity) No single event can be necessarily called out but creates: fear, isolation, poor environment
- Governance – adherence to; knowledge of ; not only up to individual interpretation
- Accountability sometimes impedes our ability to teach.

Participatory Leadership in Action

Participatory leadership principles and practices were used to leverage the collective experience and wisdom of all who attended. We had the opportunity to engage in multiple rounds of 20-30 minute conversations in groups of four around powerful questions. The guidelines for conversation were to contribute our thinking, listen attentively to others, focus on what matters, link and connect ideas, listen together for deeper insights, play, doodle, draw, and have fun. Between rounds of conversation, we moved to other tables which provided an opportunity to forge new connections and cross-pollinate ideas across the room. Some volunteered to be table hosts after each round, welcoming others to the table and providing a summary of the previous conversation.



What *exactly* needs to change to make the campus a more welcoming and inclusive place for all?

REAL IMPACT

Round Three Conversation

- Create open space for collaborative gathering and culture where that is valued and encouraged
- U Leadership declaring expectations of behavior (Leadership/faculty). Culture eats strategy for lunch.
- Banish accountability, promote responsibility
- Change budget model (it currently invites/incites unhealthy competition)
- Leadership creates safe environment for expression of concern. Willing to listen and take action, even with powerful faculty.
- Redefining ways to measure success and failure.
- 1) Define leadership, 2) Train leaders, 3) Hold leaders accountable
- Good leaders – 1) understanding individual strengths and how they work as a team, 2) helps individuals create own career paths; 3) lead by example
- Look at incentives promoting and not promoting stated expectations
- Rankism, power, competition not going away. How to temper?
- Promote excellence and collaborative behaviors (kind, cooperative)
- Shift of value: “white male privilege”; revisit the de facto value of “aggressive” behavior; appreciation of true diversity
- Management needs to consult with faculty before important decisions are made
- Governance – all levels must know governing documents; remember that these documents are intended to protect something valuable; cross-college groups to learn about governance (and also dealing with sexism and racism); address reduced trust in governance



Silent Contributions

We would love more clean, non-bathroom lactation spaces. ● Thanks for the event because it let me know this issue is not a small thing that I should feel “embarrassed” about. Rather, the event (that the event was held and what was discussed) let me know it’s a major issue at U, which is good. ● I will connect with my division leadership to let them know what kind of leadership is needed to support our community. ● Less expensive child care options at the on-campus daycare. ● Are there people here who are “too big to fail”? Are leaders willing to listen and do something about problems from that person? ● Why are all the top-level management personnel at the U people of Caucasian descent? ● Each department should be required to acknowledge and reward attention to issues of diversity (diversity training, etc.) in 7.12 documents or other promotion documents. ● Be more engaged with objectively addressing work-related issues and offering better solutions. ● Take sex/gender off of education records - if they haven’t already (it’s not needed). ● Make more bathrooms into “everybody bathrooms” instead of mens/womens. ● It is hard to “reject complacency” when our admired, measurable efforts are not protected. Innovators have not been protected. ● I’d like to thank the climate planning team for initiating and organizing this event, which reminded--or informed me anew rather--that there are quite a few people who care about this important but underestimated component of our work place. It came to me as a happy surprise, and hearing lots of recurring themes in the discussions, I have been further reminded that it’s ok for us to think about this matter, it’s rather good to think about this, etc. In other words, both that the event took place and what was discussed therein meant a lot to me. Thanks for initiating this. ● It is desirable that those who hold administrative power, including those who hope to have one, such as department/unit/program chairs etc. will go through mandatory training sessions to learn how to treat those who are ‘under’ his/her leadership fairly, with respect. For example, to my best knowledge, all administrative people (and beyond) who carry U of M credit cards for business expenses should go through a training session or sessions so that they don’t abuse funds unwittingly or otherwise. The message is that money is not to be abused. If so, is it not that human employees are not to be abused, either?

A Harvest Poem by Na'im Madyun

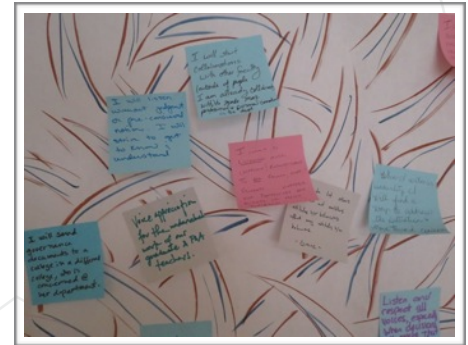
We started with real stories, from ACT test to bagels
Raining in the Carolinas and rejecting complacent labels
We underutilize faculty expertise because we tend to think others know
We over utilize faculty service and serve to make committee sizes grow
Do we support jerks over student development work?
If we truly support excellence, what new leaders might we unearth?
Be S.M.A.L.L.*, says Michael, as we stand tall against accountability
Reconstruct the budget model, and stop undermining responsibility
Leadership that listens as effectively as leadership that acts
Power that respects less power as part of our compact
A culture of collaboration, consultation and humanity
Not competition, capitalism and vanity
Excellence in the culture of governance
Measure success by more than just finance
What will we commit together, together and alone
To make this space, this campus, the U our home?

* Say, Monitor, Act, Lead, Live

NEXT STEPS

An Open Space Technology meeting for all members of the campus community will be held on Feb. 5, 2015. All feedback gathered during these events will be shared with senior leaders on the Campus Climate Work Group to inform their decisions on action steps to improve campus climate.

REFLECT & COMMIT



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Other voices were in the room on the silent contributions wall and these visuals that contained statements of personal commitments regarding campus climate from staff, undergraduate, graduate, and professional students.

Top 3 Diversity Topics

Biological Sciences	Diversity strategies Diversifying faculty, staff, and students College climate	Graduate	Faculty and postdoc recruitment DOVE funding Goal setting
Continuing Education	Programs with equity and diversity emphasis School profile Internal and external collaborations	Public Affairs	Diversifying faculty, staff and students School climate Curriculum development and faculty training
Design	Faculty and staff diversity awareness Faculty, staff, student recruitment College's diversity initiatives	Law	Diverse student recruitment ideas Climate improvement for students Admissions management for diverse students
Education and Human Development	Diverse faculty and student recruitment Diversifying student teachers pilot program Postdoctoral program initiative	Libraries	Diversity within the library Library diversity collections Public programming
Food, Agricultural and Natural Resource Sciences	Achievement gap Diverse faculty and student recruitment Development economic for future	Medical	Diversifying faculty, staff, and student body College climate
Liberal Arts	Faculty diversity Diversifying student body College climate	Nursing	Greatest points of pride Challenges Diversity goals
Science and Engineering	Underrepresented minority recruitment Female student recruitment CSE Expo	Pharmacy	Climate Enhancement Diverse student and faculty recruitment Pre-professional/professional collaboration
Management	Diverse faculty and student recruitment School climate Spousal hire program	Public Health	Diversifying faculty, staff and student body School climate Globalization of public health
Dentistry	Rural Workforce Diversifying student body/recruitment Admissions Scorecard	Veterinary Medicine	Diversifying faculty (women in basic sciences) Diversifying student body Gender/URM equity in pay
Extension	Diversity statement Internal partnerships Workforce diversification		

Top Focus Areas

	Focus Area I	Focus Area II	Focus Area III
Nursing	Increase diversity of faculty, students, and/or staff	Improve college climate	
Liberal Arts	Increase diversity of faculty, students, and/or staff	Improve college climate	
Continuing Education	Increase diversity of faculty, students, and/or staff	Improve college climate	
Science and Engineering	Increase diversity of faculty, students, and/or staff	Improve college climate	
Dentistry	Increase diversity of faculty, students, and/or staff	Improve college climate	
Graduate	Increase diversity of faculty, students, and/or staff	Improve college climate	
Libraries	Increase diversity of faculty, students, and/or staff	Improve college climate	
Medical	Increase diversity of faculty, students, and/or staff	Improve college climate	
Veterinary Medicine	Increase diversity of faculty, students, and/or staff	Improve college climate	Pay equity (gender)
Law	Increase diversity of faculty, students, and/or staff	Improve college climate	Admissions management
Biological Sciences	Increase diversity of faculty, students, and/or staff	Improve college climate	Diversity strategies
Management	Increase diversity of faculty, students, and/or staff	Improve college climate	Support women in business
Education and Human Development	Increase diversity of faculty, students, and/or staff	Improve college climate	Diversify curriculum
Public Affairs	Increase diversity of faculty, students, and/or staff	Improve college climate	Institutionalize diversity
Pharmacy	Increase diversity of faculty, students, and/or staff	Improve college climate	Diversify curriculum
Design	Increase diversity of faculty, students, and/or staff	Improve college climate	Increase diversity awareness
Public Health	Increase diversity of faculty, students, and/or staff	Improve college climate	Increase diversity awareness
Extension	Increase diversity of workforce	Improve college climate	Increase internal partnerships
Food, Agricultural and Natural Resource Sciences	Increase diversity of faculty, students, and/or staff	Decrease economic and achievement gap	Increase K-12 engagement and external partnerships

Collegiate Partnership Meetings

Spring 2014

Diversity Committees and Dedicated Titled Staff

	Diversity Committee	Dedicated Titled Staff Person
Dentistry	Yes	Yes
Food, Agricultural and Natural Resource Sciences	Yes	Yes
Public Affairs	Yes	Yes
Public Health	Yes	Yes
Nursing	Yes	Yes
Libraries	Yes	Yes
Management	No	Yes
Science and Engineering	No	Yes
Education and Human Development	No*	Yes
Biological Sciences	Yes	No
Design	Yes	No
Law	Yes	No
Veterinary Medicine	Yes	No
Medical	Yes	No
Pharmacy	Yes	No
Continuing Education	No	No
Extension	No	No
Graduate	No	No
Liberal Arts	No	No

6 colleges have both a diversity committee and a titled diversity staff person

9 colleges have a titled diversity staff person

12 colleges have diversity committees

4 colleges have neither a diversity committee nor dedicated title staff person



UNIVERSITY OF MINNESOTA

Building on Progress: Multicultural Student Recruitment

Office of Admissions

Office of Undergraduate Education

August 2013

Student of Color Recruitment Overview.....

Mission and Background

Diversity, broadly defined, is a core value of the University of Minnesota and enrolling an academically qualified, diverse student body is essential to the University's mission. A diverse student body greatly enhances the academic and social environment of the campus and it helps prepare students to thrive in a global society. Diversity is also one of the University's Student Learning Outcomes; graduates are expected to "understand diverse philosophies and cultures within and across societies."

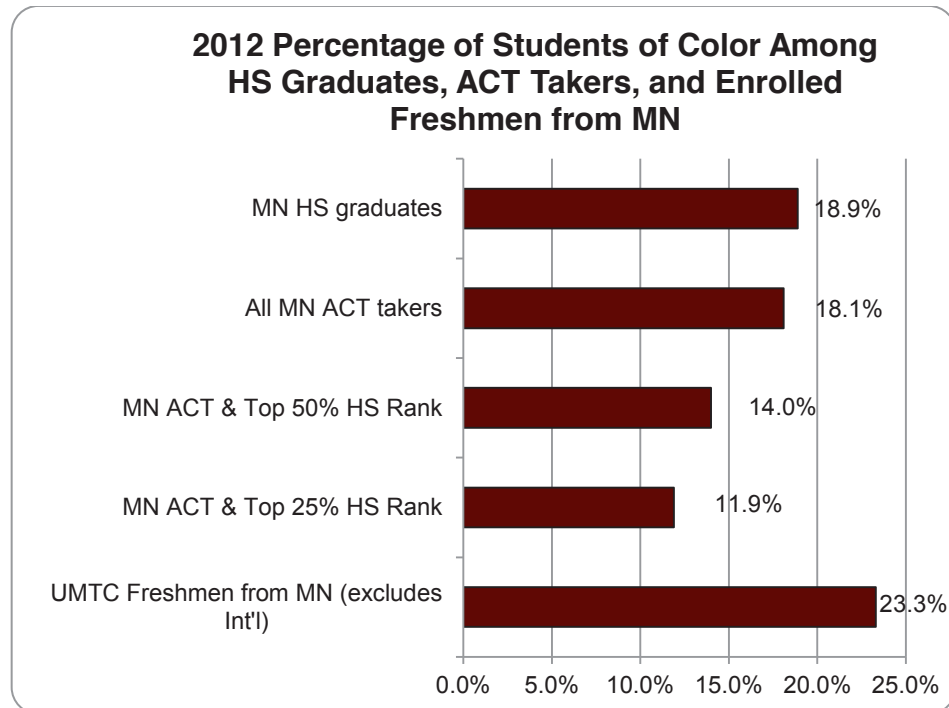
The recruitment and enrollment of students of color in the freshman class is a top priority of the University and the Office of Admissions. Twenty years ago, the University did not have a formal recruitment program in place. Since that time, the Office of Admissions has built one of the most effective and highly regarded recruitment programs in the country. The majority of the University's student of color recruitment efforts are focused in the state of Minnesota.

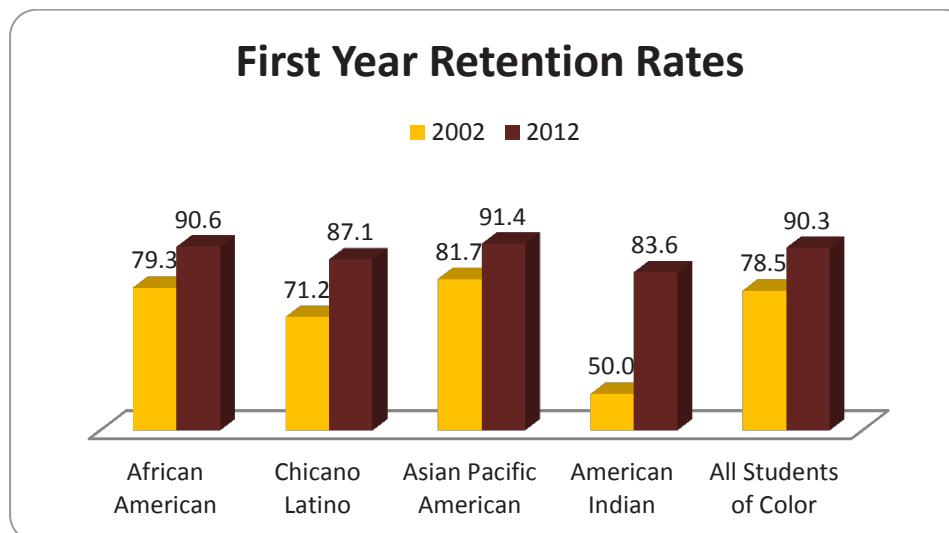
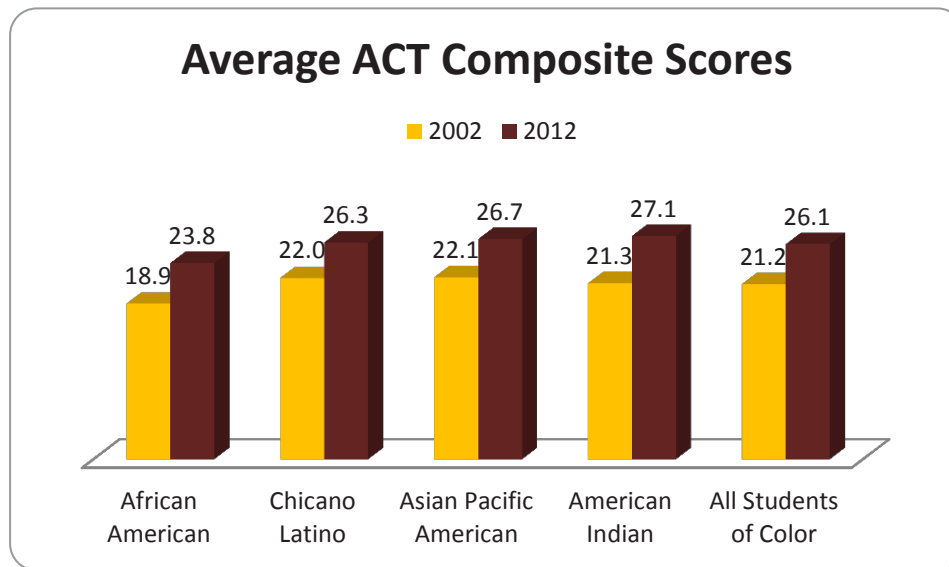
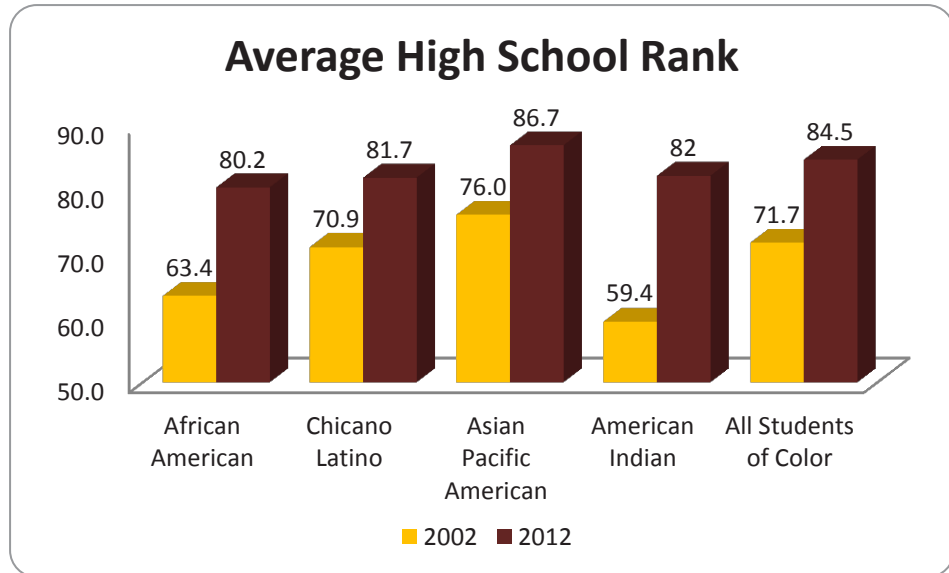
Recruitment is a campus-wide, collaborative effort between the Office of Admissions and University faculty, staff, currently enrolled students, and alumni. The Office of Admissions leads and orchestrates the University's recruitment efforts of high-school aged students of color to ensure that the University "speaks with one voice." Given that students of color are being aggressively recruited by colleges in-state and across the country, it is essential that we make it easy for students to do business with the University.

Over the last decade, significant progress has been made in the recruitment and enrollment of students of color. That said, further progress is needed and student of color recruitment remains a top priority. The Office of Admissions continually works to expand and enhance the effectiveness of its recruitment efforts. A detailed listing of recruitment activities is included in the appendix of this report.

A Decade of Progress: 2002-2012

- In 2002, students of color made up 18.4 percent of the freshman class. In 2012, students of color made up 19.5 percent of the freshman class.
 - During this same time frame, the University’s freshman class increased in number by 6.3 percent overall, while the number of students of color in the freshman class increased by 12.3 percent.
- During the last 10 years when the enrollment of student of color freshmen increased slightly, there were also significant increases in the academic preparation of new freshmen and equally significant increases in their first year retention rates. (See charts below.)
- In 2012, approximately 75 percent of new student of color freshmen were from Minnesota.
- As the chart below indicates, 23.3 percent of enrolled freshmen from Minnesota were students of color, compared to 11.9 percent of Minnesota student of color high school graduates who took the ACT test and ranked in the top 25 percent of their high school class.





University of Minnesota Recruitment Efforts

In orchestrating the University's recruitment efforts, the Office of Admissions collaborates closely with University colleges and key departments such as the Office for Equity and Diversity, the Multicultural Center for Academic Excellence, and the student cultural centers and ethnic studies programs. This coordinated effort has been key to connecting prospective students with faculty, staff, and enrolled students of color and showcasing the opportunities available for students at the University.

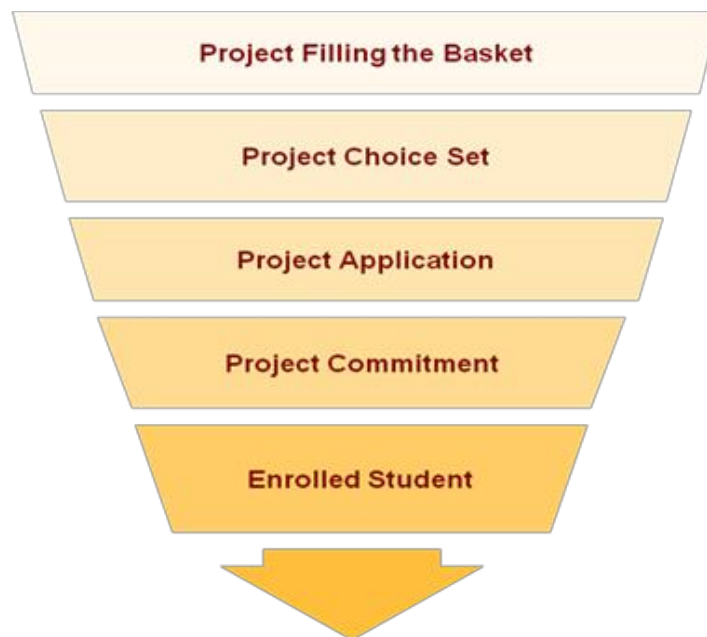
Recruitment of students of color includes outreach, communications to students and families, and ongoing personal attention. Recruitment events are family and community-oriented and focus on showcasing the University's current students, faculty and staff, academic programs, and student groups. The Office of Admissions works closely with key partners on campus to keep them informed of current efforts, to provide updates on annual progress, and to ensure everyone is working toward a shared focus of attracting Minnesota's students to the University of Minnesota. The Office of Admissions also works closely with several key community and high school partners to ensure we are available to students, parents, and others who may be assisting students in the college preparation, search, and enrollment process. The Office of Admissions strives to make it easy for students to work with and enroll at the University of Minnesota.

The Office of Admissions has dedicated recruitment efforts targeted to the recruitment of prospective students of color. While remaining culturally sensitive to students and communities, the Office of Admissions strives to provide an experience that is personalized for students and allows them to determine how they wish to interact with the University. Because student and family interaction and participation increases when communications and events are customized to individual student cohorts, most of our events and many of our communications are ethnic specific.

Admissions counselors and staff work closely with the University's ethnic studies programs and also student groups on campus to leverage resources and increase touch points with students. Personal interaction with prospective students and collaborative efforts are central to effective student of color recruitment and enrollment efforts. The Office of Admissions takes the lead in identifying and engaging prospective students and then collaborates with colleges, faculty, key departments, and student groups to ensure that students and their families receive the information they need to consider and enroll at the University of Minnesota.

Recruitment Funnel

The University's recruitment efforts are focused on moving students through the recruitment funnel, from point of inquiry through enrollment. A brief overview of each stage of the funnel is included below.



Project Filling the Basket: Generate interest in the U of M of likely admissible high school students, primarily through early direct marketing and a dynamic web presence.

Project Choice Set: Build relationships with students who have expressed an interest in the U of M (inquirers), show them how the University can serve them, and encourage them to visit campus.

Project Application: Encourage students to apply for admission, primarily through an aggressive print and electronic communications campaign and phone contacts.

Project Application Complete: Encourage applicants to submit their supporting application materials, primarily through print and electronic communications and personal contacts.

Project Commitment: Encourage admitted students to confirm their enrollment, primarily through phone, electronic, and written communications and also special on- and off-campus events. Project Commitment efforts differ from other projects, as U of M colleges and departments take the lead on many of the key commitment efforts as students and families want direct interaction with the offices that will be serving the needs of students when they enroll. The Office of Admissions works closely with these units to ensure that efforts support the University's overall enrollment strategy, but the

colleges and departments play a significant role in the efficacy of commitment efforts.

Dedicated Multicultural Student Recruitment Team

While the entire Office of Admissions staff is committed to the recruitment of students of color, there is a dedicated team of seven full-time professional staff members and one shared position working 25 percent time in the Office of Admissions and 75 percent time in the Center of Indigenous Nations (COIN). The work of these staff members includes specific responsibilities for outreach to and recruitment of high school students of color. These staff members serve as personal contacts for students and their families. They build relationships with students and throughout the academic year frequently visit high schools with high enrollments of students of color. They also take the lead in coordinating the Office of Admissions' involvement at community events.

The University has long been a member of the Minnesota Association of Counselors of Color (MnACC). Each admissions counselor on the recruitment team is active in the MnACC organization and admissions counselors have historically served in key leadership roles within that organization. Staff members are currently serving in the following roles: Communications Chair, Scholarship Chair, Development Chair, and Advisory Chair.

New in spring 2013: The Office of Admissions restructured its freshman recruitment unit to focus additional resources on the recruitment of African American and Chicano Latino students. By reallocating existing resources and using some carry-forward funds, admissions counselors working with Chicano Latino and African American students are now able to dedicate their attention solely to the recruitment of students of color. Previously all counselors also had high school territory responsibilities. This shift is a significant change for the Office of Admissions and we are already seeing an impact from this change. Student recruitment intern units were also created to support the recruitment of African American male students. The Office of Admissions also renewed its partnership with Chicano Studies where we co-fund an intern to focus on yield activities and promote the CASA SOL Living Learning community.

The Office of Admissions also staffs a team of student territory managers. These currently enrolled students build relationships with prospective students of color. They refer questions to professional admissions counselors and work closely with the student of color recruitment team to ensure that students receive quick answers to their questions. Student territory managers also follow-up by mail and email with students they cannot reach by phone.

The Office of Admissions continues to work closely with several on-campus student groups and involves current students in all aspects of student of color recruitment including: student panels both on- and off-campus, recruitment events, student calling outreach, and student visit experiences.

New in 2012-13: Several focus group sessions were held with current U of M students to gather their feedback and to help build and strengthen relationships between the Office of Admissions and current students.

Appendix:

Student of Color Recruitment Activities

Included in this appendix is a detailed overview of the multicultural recruitment activities orchestrated and conducted by the Office of Admissions each year.

- A. On-campus visits and events
- B. Communications
- C. Phone Calls
- D. High school visit
- E. College fairs
- F. Targeted African American Activities
- G. Targeted American Indian Activities
- H. Targeted Chicano Latino Activities
- I. Targeted Asian-Pacific Activities
- J. Key partnerships

A. On-Campus Visits and Events

The campus visit experience is often a key deciding factor for students as to whether or not they will apply to and enroll at the University of Minnesota. As such, the Office of Admissions has a robust visit program and hosts a number of recruitment events throughout the year. The purpose of the campus visit is to showcase the benefits of attending the University and to help students see themselves at the University of Minnesota.

On-Campus Visits

Daily visit program:

The Office of Admissions offers customized campus visits Monday through Friday. During the visit, students and their families have the opportunity to:

- meet one-on-one with an admissions counselor
- attend a general information session and get answers to their questions about University colleges, programs, and services
- attend college- and program-specific information sessions
- meet with faculty, staff, current students
- tour the campus
- walk-in financial aid appointments at One Stop (The Office of Admissions recently collaborated with One Stop to add this option to address families questions about how to pay for college and the financial aid process.)

Saturday visits:

The Office of Admissions also offers regularly scheduled information sessions and tours on Saturdays during the academic year. Visits options on Saturdays are as follows:

- meet one-on-one with an admissions counselor
-

- attend a general information session and get answers to their questions about University colleges, programs, and services
- tour the campus

Group visits:

The Office of Admissions works extensively with schools and multicultural and college-preparatory organizations to bring high school aged students to campus. The Office works closely with campus departments to coordinate these visits to ensure the visits meet the objectives of the group and provide students with a taste of campus life and the University experience. Activities include:

- specialized admissions information sessions
- tours and meetings with University staff from the Multicultural Center for Academic Excellence (MCAE), Circle of Indigenous Nations, CLA MLK office, and the TRiO Program
- panel discussions with enrolled students
- tours of cultural centers on campus (e.g., American Indian Student Cultural Center, Black Student Union, Hmong Student Association, and La Raza)

A sampling of the groups the Office of Admissions hosts and with whom we work closely are:

- TRiO
- Upward Bound
- Educational Talent Search (ETS)
- Multicultural Excellence Program (MEP)
- College Possible. (The Office of Admissions also sponsors and hosts the annual College Possible graduation ceremony and manages and develops programming for high school sophomore and junior participants during that event.)
- Boys & Girls Club
- Hmong Youth Development College Prep Program
- El Colegio
- Neighborhood House
- various AVID groups
- Connecting Parents to Educational Opportunities (CPEO), Parents of Power program (POP), and Parent Academy (The Office of Admissions collaborates with MCAE and the College Readiness Consortium to host these groups. The Office hosts the families of high school students and provides an overview of post-secondary options and next steps.)

On-Campus Events

The Office of Admissions coordinates and hosts a variety of large scale specialized recruitment events throughout the year. The key objective of these events is to encourage students to consider of the University of Minnesota.

- **Golden Days of Summer:** Special visit days on Mondays and Fridays throughout the summer with enhanced visit options.
- **Sneak Previews:** College-based visit events in the summer for rising junior and senior students. These events are collaborative efforts between the Office of Admissions and the freshman-admitting colleges. **New 2013:** The Office of Admissions piloted a multicultural student luncheon that took place after the two CLA Sneak Previews.
- **Golden Gopher Day:** A collaborative event between the Office of Admissions and the Minneapolis STEP-UP program. The event is held each July for STEP-UP program participants and includes activities such as campus tours, college information sessions, and a keynote address. The event showcases the multicultural community on campus

- **Experience Minnesota:** Held annually each fall, Experience Minnesota is targeted to first-generation and multicultural students and their families. This full-day event incorporates a multicultural emphasis and attendees interact with U of M faculty of color, students, and staff members. This event is a collaborative effort between the Office of Admissions, OED, and MCAE with staffing and faculty support from freshman collegiate units and campus student service units.

B. Communications

The Office of Admissions has an extensive communications cycle in place and is in frequent contact with students who have expressed an interest in the University and their families throughout students' high school years. Communications are intended to keep students engaged with the University and they generally have a single call to action to help them through each step of the college selection process from point of inquiry to enrollment confirmation. Both print and electronic communications are routinely sent as research continues to underscore the importance of sending paper communications so parents can see them, and sending a combination of paper and electronic messages yields the highest student response rates.

Below are some examples of key communications that are sent to students of color and their families:

- Letter to parents inviting them to participate in the college choice process with their student. The name and contact information of the student's personal admissions counselor is included.
- Letter and brochure that showcase multicultural opportunities and multicultural student life at the U of M.
- Targeted campus visit invitations to encourage multicultural students to visit campus.
- Frequent reminders about important upcoming dates including application deadlines and ACT/SAT registration dates.
- Diversity web page on Office of Admissions website with resources and information for prospective multicultural students (<http://admissions.tc.umn.edu/opportunities/diversity.html>).
- Event communications campaigns for multicultural student events including Experience Minnesota, special receptions, and Golden Evenings. Each campaign includes print and electronic invitations, reminder to attend emails, thank you for attending or sorry we missed you communications, follow-up communications, and personalized communications from admissions counselors.
- Scholarship award packets for scholarship recipients.
- Communications campaign that encourages applicants to complete their applications.
- A number of financial aid application reminders that also promote the University of Minnesota Promise Scholarship.
- In partnership with the OED and MCAE, the Office of Admissions develops and sends communications to admitted American Indian students inviting them to apply for the Shakopee Mdewakanton Sioux Community (SMSC) Endowed Scholarship and the Ethel Curry American Indian Scholarship.
- Living Learning cultural house promotion communications, both print and electronic, that encourage admitted students to live in the cultural houses. **New in 2013:** A Living Learning Community brochure was developed that promotes the cultural houses.

- Personalized letter from Assistant Vice President for Equity and Diversity to all admitted students of color and their families that encouraged them to attend the University of Minnesota and attend the Multicultural Kick-Off. This communication was coordinated by the Office of Admissions.
- Outreach letters to targeted community groups and organizations to encourage students to consider the University of Minnesota.
- Frequent personalized communications from admissions counselors that provide students with their direct contact information.
- **New in 2013:** a video campaign was created that showcased four enrolled students of color achieving their dreams at the University of Minnesota. This campaign was a pilot effort in partnership with University Relations. These videos were accompanied by email campaigns sent directly to admitted students of color.

C. Phone Calls

Personal phone calls are a key recruitment tactic. Admissions counselors, student outreach representatives, and student territory managers routinely call students of color to build relationships with them and encourage them to visit campus, attend events, take the next steps in the application process, and facilitate their enrollment. Students are encouraged to email or call their admissions counselor directly with questions.

D. High School Visits

The Office of Admissions visits high schools throughout Minnesota. Multiple visits are made to Minneapolis and St. Paul high schools and those in the surrounding suburbs that have high enrollments of students of color and first-generation college students. In addition to meeting students and promoting the University of Minnesota, relationships are developed with key decision influencers such as guidance counselor, and career center and college preparatory program staff members.

Additional types of high school visits include:

- **Application Workshops:** A number of application workshops are held at various high schools in Minneapolis, St. Paul, and the surrounding suburbs. Admissions counselors walk through the U of M application with students and answer their questions. Staff members spend time one-on-one with students to make sure they are supported through the application process.
- **Indian Education Program visits:** The American Indian Recruitment Coordinator and admissions counselors, in partnership with the Multicultural Center for Academic Excellence (MCAE), visit schools that participate in the Indian Education Program. The Office of Admissions and MCAE staff answers questions and provide application, admissions, and financial aid timeline information.
- **Maroon & Gold Next Steps Events for Admitted Students:** These celebratory events are held in select high schools for admitted students to congratulate them on their admission and encourage them to enroll.

F. College Fairs

The Office of Admissions represents the University of Minnesota at hundreds of college fairs annually across the state, in the reciprocity states, and also nationally, many of which target students from specific ethnic groups. College fair tables are also staffed at various community events and celebrations which builds and strengthens relationships within communities, ensures the University of Minnesota is visible and accessible to students and their families, and shows the University's support to the communities of color.

Some of the college fairs and events we participate in that target prospective students of color include:

- A series of college fairs sponsored by the Minnesota Association of Counselors of Color each fall and spring
- Hmong Academy College Fair – St. Paul, MN
- White Earth Job & Career Fair at Circle of Life School – White Earth, MN
- Hmong Youth Development Conference
- Red Lake High School College & Career Fair – Red Lake, MN
- Parent Informational College Access Fair – Minneapolis, MN
- Leech Lake Career & Job Fair – Leech Lake, MN
- Leaders of Tomorrow – St. Paul, MN
- "Discover Innovation" – 2013 MN TRiO Day-Southern Tier – Minneapolis, MN
- YMCA Black/Hispanic Achievers Teen Summit College Fair – Bloomington, MN
- Osseo Indian Education Day – Osseo, MN
- Hmong Resource Fair – St. Paul, MN
- The Brotherhood – Eden Prairie, MN
- Opportunity Fair at Pease Academy
- Multicultural Career Day and College Fair at Riverland Community College
- MN Council for Economic Education – AVID
- Lac Courte Oreilles Ojibwa Community College AISES Chapter
- College Application week volunteers
- Yes, You Can! Making College a Reality- Eisenhower Community Center
- Neighborhood House College Fair
- Northern TRiO Day College Fair – Bemidji State University
- Fond Du Lac Tribal and Community College Fair
- Asian American College Day – Minneapolis, MN
- Hmong Parents Club – Minneapolis, MN
- Building Bridges program in the Dental school – Minneapolis, MN
- Hmong American Partnership community event – St Paul, MN

G. Targeted African-American Recruitment Activities

- **Minnesota Northern Stars Project:** A comprehensive recruitment effort that encourages more talented Minnesota African American and Latino students to enroll at the University of Minnesota. These students demonstrate strong academic records, strong leadership, and strong community service. Recruitment activities include:
 - Two special receptions (two for each cohort) in the fall and spring to showcase the African American and Latino communities at the University of Minnesota. Multicultural faculty, staff and current students attend the events and share their experiences at the University of Minnesota.
 - A Golden Evening commitment event (one for each cohort) is held in the spring. This is a formal reception for these admitted students that highlights the University of Minnesota, its resources, and its multicultural community.

-
- Partnerships with the Black Student Union on their College Day event and the Somali Student Association. (The Office of Admissions provides financial support and staffing for these efforts.)
 - The admissions counselor for African-American recruitment assists with the promotion of Huntley House, a living learning community for African American males.

H. Targeted Chicano/Latino Recruitment Activities

- The Chicano Latino admissions counselor is a member of the Minnesota Network for Latinos in Higher Education, the Department of Chicano Studies, and serves on the CASA SOL planning committee.
- The Casa Sol Living Learning Community is promoted through a collaborative effort between the Office of Admissions, the Multicultural Center for Academic Excellence, and the College of Liberal Arts.
- The Chicano Latino admissions counselor has a special relationship with the Chicano/Latino student cultural group on campus, La Raza. Through this partnership, the Office of Admissions has participated and supported several on campus group visits arranged by the organization, including La Escuelita, El Colegio, and Edison High School.

*Please see the Northern Stars section above for more information on targeted efforts for prospective Chicano/Latino students.

I. Targeted American Indian Recruitment Activities

- The American Indian Recruitment Coordinator actively visits reservation schools and schools with high enrollments of American Indian students in Minnesota and Wisconsin.
 - The Coordinator develops partnerships with community organizations to build strong ties with the American Indian community.
 - In collaboration with MCAE, the Office of Admissions helps promote the Ethel Curry American Indian Scholarship and the Shakopee Mdewakanton Sioux Community Endowed Scholarship.
 - The American Indian Cultural House (AICH) is a residential living learning community that is the first in the nation to have a partnership with an academic unit (the American Indian Studies department). The American Indian Recruitment Coordinator works closely with prospective students, as well as enrolled students to support community awareness and celebrate American Indian culture on campus. The Office of Admissions coordinates and supports communications to both prospective and admitted American Indian students introducing them to the resources that are available, and inviting them to participate in the AICH.
 - The Office of Admissions participates in various community outreach programs in conjunction with MCAE and COIN, and a main priority is to continue to foster the partnership with the Indian Education Programs.
 - The Office of Admissions provides event planning and communications for the Fall Feast and three American Indian Cultural House film studies events.
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K. Targeted Asian Pacific Recruitment Activities

- The admissions counselor for Asian Pacific recruitment visits high schools with high enrollments of Asian Pacific students, including two charter schools: Community of Peace Academy and the Hmong Academy in St. Paul.
- The counselor collaborates closely with the Multicultural Center for Academic Excellence (MCAE) and actively engages with the Asian Student Union (ASU) and the Hmong Minnesota Student Association (HMSA).
- The counselor helps coordinate on-campus events to encourage Asian Pacific students to plan for higher education and to think of the University of Minnesota as a future destination, such as the HMSA's Spring 2 the U event.
- Off campus, the counselor is active in the community and participates in many community celebrations.
- The counselor participates at the Hmong National Conference, a conference coordinated by Hmong National Development, Inc., to get parents actively involved and support their students in the college planning process.

L. Key Community Partnerships

The Office of Admissions believes that it is important to foster and maintain relationships with community leaders, college preparation programs, and professional development organizations in our state. These partnerships are important to ensuring effective support and service to students and their families. Examples of some of the organizations with whom the Office of Admissions works include:

- University of Minnesota College Readiness Consortium
 - College Possible
 - Achieve! Minneapolis
 - Get Ready
 - Multicultural Excellence Program (MEP)
 - Minnesota Minority Education Partnership (MMEP)
 - Minnesota College Access Network (MCAN)
 - Wallin Scholarship Foundation
 - American Indian Education Program
 - Urban Research, Outreach/Engagement Center
 - National Association for College Admissions Counseling (NACAC) including presenting and participating in the Guiding the Way to Inclusion Conference
 - Minnesota Association for College Admissions Counseling (MACAC); several staff members serve on the board, and one of our counselors serves as the chair of the Inclusion, Access and Success committee
 - Minnesota Association of Counselors of Color (MnACC); several staff members actively serve on the MnACC Board.
 - Minneapolis School Counselors – ***New in 2012-2013***: The Office of Admissions is participating annually in a fall counselor meeting and hosts a spring counselor luncheon. Campus departments and student programs and resources are showcased and information on admissions requirements is provided. Counselor questions are also answered.
 - Minnesota College Knowledge Month Week Steering and Planning Committee; Admissions represents the U of M to this Minnesota Office of Higher Education Committee.
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The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation and the world.

The University's threefold mission of research and discovery, teaching and learning, and outreach and public service is carried out on multiple campuses and throughout the state.

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