

Transforming the University

Recommendations of the Systemwide Task Force on Diversity

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I. Executive Summary

The Systemwide Task Force on Diversity was established and given its initial charge on September 15, 2005, by Robert J. Jones, Senior Vice President for System Administration, and E. Thomas Sullivan, Senior Vice President for Academic Affairs and Provost. The Task Force was given the following mission:

Mission

(1) To formulate recommendations regarding how to reaffirm and deepen the University's commitment and capacity, system-wide and across all campuses, collegiate units, and supporting units, to become a national leader in articulating, respecting, embracing, and supporting diversity among faculty, staff, and students; and (2) to produce a report that will serve as a framework for the subsequent development of the University's system-wide diversity plan for all elements of the University. (For a complete list of deliverables, see Appendix A)

There is an urgent and growing need for University action to achieve diversity among students, faculty, and staff, for at least four principal reasons: (1) the business/economic case; (2) the educational case; (3) the social justice case; and (4) the excellence case.

(1) If current population trends continue and the state does not improve the education of all racial/ethnic/social groups, the skills of the Minnesota workforce and the incomes of its residents are projected to decline over the next 20 years. As a public, land-grant institution and as "the primary producer of research in the state and a key contributor to the state's economy, the University is uniquely poised to bring its expertise to bear on the state's response to an increasingly diverse population"¹ – both for the prosperity of the state and the success of the University. The University of Minnesota will need to recruit students, staff, and faculty from an increasingly diverse population in an increasingly tight job market. The University will not be able to compete for the best students from all backgrounds unless its staff and faculty are diverse and, indeed, its student body is also already quite diverse.

(2) Students learn best in a diverse educational environment. Different perspectives and life experiences enrich classroom discussions and help prepare students to enter and thrive in an increasingly diverse workplace environment. Diversity is a core competency in the intellectual enterprise of the University whose aim is to develop a responsible and ethical citizenry who are prepared to engage in an increasingly competitive globalized marketplace of ideas, people, and practices. Diversity brings with it various perspectives, ways of knowing, and social, linguistic and cultural norms and behaviors.

(3) As a public institution, the University of Minnesota has an obligation to play an important role in rectifying historical inequities that have resulted in exclusionary practices that have produced the underrepresentation of certain racial, ethnic, and other socially disadvantaged groups from higher education. Further, certain groups face persistent incidents of bias and the

University must take a principled stand against social injustice by providing a supportive environment for all members of the community.

(4) The University has committed itself to achieve excellence as one of the top three public research universities in the world. To achieve this goal, the University must be prepared to embrace the challenge of transforming itself and making diversity a top priority. The University will only be successful if it can be a global leader in advancing a comprehensive and complex understanding of diverse people and their myriad ways of being, knowing, and learning. Cross-cultural communication that promotes mutual respect and equitable opportunities must be an integral component of any definition of excellence. Striving to achieve diversity presents enormous potential for advancing knowledge, research, learning, and outreach at the University of Minnesota to strengthen local and global communities. For all these reasons it is in the University's best interests to evaluate and renew its commitment to diversity.

To better understand the context of this initiative at the University, the Task Force gathered evidence detailing past University of Minnesota efforts to advance diversity goals. While it is clear that the University has recognized the need for and value of diversity, it is also clear that sustained and committed leadership, a long-term strategic plan, and the appropriate dedication of resources in this arena have not occurred at a level commensurate with the necessary commitment to diversity. To achieve a climate and environment that supports diversity requires commitment, competence, and support to ensure equitable and accessible learning, working, and social environments for all members of the community (both internal and external), particularly those who have been historically underrepresented or marginalized.

In accordance with the Task Force's charge, the report below recommends an approach to diversity that is attuned to four arenas that must continually be examined and structured to assure meaningful access and equity for all participating members of the University community: (1) Physical; (2) Programmatic/Policy; (3) Informational; and (4) Attitudinal. This approach requires that the administration prioritize action for diversity in five strategic areas: (1) Leadership, (2) Access, (3) Support, (4) Teaching, Learning and Research, and (5) Accountability.

Broader Themes Outside the Scope of Task Force Inquiry and Recommended Future Areas of Effort

The Diversity Task Force was conscious in its work that other task forces had overlapping responsibilities, such as the task forces addressing PreK-12, Internationalization, College of Education and Human Development/General College, and Student Support Services. Alignment of recommendations between these task forces will be crucial in establishing a strategic plan that integrates diversity as a core value of the University. The Diversity Task Force sent notes to 14 of the task forces, identifying overlapping issues of concern (see Appendix C) and currently looks forward to further efforts to collaborate.

II. Introduction to the report of the Systemwide Task Force on Diversity

In his inaugural address, President Robert Bruininks identified diversity as one of the core values of the University: “There are few values more important today than our continued commitment to create an academic culture that values access and diversity. If education is the key to success and fulfillment in this society, as I believe it is . . . we must push to swing the doors wider.”² While the University of Minnesota has made some meaningful progress in widening the door to the University for many students, staff, and faculty, there is a persistent gap between the University’s stated diversity goals and its actions. Change will happen; transformation needs to be intentional. The University of Minnesota needs to pursue aggressively the intentional transformation that will achieve diversity.

III. Response to Deliverables

A. Recommendations regarding how diversity should be defined and understood.

The Task Force discussed a range of diversity definitions and strategies for achieving diversity goals at leading institutions of higher education around the nation (Appendix C outlines the sources reviewed for definitions, strategic plans, and statements). The Task Force also considered corporate models for achieving diversity because a strong business case exists as well for improving the University’s diversity efforts.

“Diverse” is defined as “[m]ade up of distinct characteristics, qualities or elements.”³ At the University of Minnesota, the “quality” of the diversity of students, faculty, and staff has been traditionally identified by self-reported demographic data collected by such attributes as race, ethnicity, religion, gender, gender identity, disability, age, geographic origin, and citizenship status. While demographic data describe the population of students, staff, and faculty who are enrolled or working at the University, these data do not fully indicate how effectively the institution supports, serves, retains, graduates, and promotes students, faculty and staff – particularly those who have been historically underrepresented or marginalized. Demographic data do not reveal any information about the resiliency of these students, faculty, or staff; the barriers they faced and overcame; nor the ability of the institution to support continued enrollment, hiring, promotion, and success of traditionally diverse students, faculty, or staff.

Recommendation #1 Diversity should be defined as the full range of human difference that influences access, equity, and relationships in living, learning, and working environments. These differences have resulted historically in under-representation and marginalization based on race, ethnicity, gender identity/expression, sexual orientation, religion, disability, age, socioeconomic status, geography, and citizenship status. In other words, the University will be truly diverse when differences among individuals are leveraged to strengthen and enrich learning, working, and social environments, instead of being viewed as a negative condition..

B. An environmental scan and gap analysis that examines current and past efforts at improving the diversity of faculty, staff, and students.

1. An environmental scan of Minnesota’s changing demographics.

The University of Minnesota is and will be significantly affected by the changing demographics of the state of Minnesota, the immediate five-state region (IA, MN, ND, SD, WI), and the nation as a whole during the coming decades:

- First, there is likely to be a significant decrease in high-school graduates in the five-state region (12%) (IA-7.3%, MN-10%, ND-26.6%, SD-15.1%, WI-6%), for at least the next ten years, while nationwide there is expected to be an increase of about 4%.⁴ In Minnesota the greatest decline (19%) during that period will be among white high-school graduates.⁵
- Second, at the same time there will be a 52% increase in minority high-school graduates (Asian American, Hispanic, African American, Native American) in Minnesota.⁶ Accordingly, Minnesota high-school graduates of color will grow from one eighth in 2003 to one fifth in 2013, and to 30% in 2018,⁷ while in the five-state region minority high-school graduates will increase their share from one ninth in 2005 to one sixth in 2013.⁸ While the numbers of African American and Hispanic graduates are projected to rise the fastest, they are least likely to attend college.⁹ Asian Americans are most likely to attend college.¹⁰
- Third, because of the different rates of attendance and completion among various groups, the 10-12% state and regional decline in high-school graduates will likely lead to about a 12% decrease in the number of bachelor's degrees earned during the next ten years in Minnesota, this is, a loss of 3,000 college degrees per year.¹¹
- Fourth, since approximately 75% of undergraduate students at the University of Minnesota currently come from Minnesota¹² and the University enrolls 25% of all college students who are studying in Minnesota,¹³ changes in the Minnesota population will have a pronounced effect on the University.¹⁴ Minnesota's college-age persons of color will increase dramatically over the next ten years¹⁵ as its population becomes more diverse due to immigration, migration from other states, and natural population growth. The percentage of entering students with disabilities has tripled over the past 20 years to nearly 11%.¹⁶ The number of students with disabilities will likely increase more rapidly in the near future due to disabled and injured veterans from U.S. military conflicts enrolling at the University and the significant growth of students with mental illness. There are no comparable data for Gay, Lesbian, Bisexual, or Transgender (GLBT) students at the University.¹⁷
- Fifth, the willingness of students of color to come to the University will be significantly affected by the number of faculty and staff of color. The number of faculty of color, including immigrants, at the University has increased from 9% in 1995 to 14% in 2004. The number of women faculty has increased from 20% in 1995 to 29% of the faculty in 2004. This proportion is comparable to data about full-time faculty at post-secondary institutions nationwide, in which approximately 16% are people of color and 37% are women.¹⁸ Likewise, the proportion of staff of color at the University has increased: from nearly 7.5% in 1996 to more than 9% in 2004 for staff in the professional administrative class, and from nearly 9% to nearly 12% in the civil service.¹⁹ The number of staff of color in the executive professional/administrative (EP/A) class has declined from 8% to 6% between 1996 and 2004. Meanwhile, the number of women has increased from 39% in executive professional/administrative (EP/A) positions to 44% in 2004.²⁰ There has been a six-fold increase in the number of employees registered with University Disability Services during the last decade.
- Sixth, there will be a significant need for young college-educated workers in the coming decades as the population, as a whole, grows older. During the period 2007 to 2017, the U.S. Census estimates the number of college graduates retiring in Minnesota will increase from 9,000 per year to 25,000 per year. The Minnesota Department of Employment and Economic Development estimates that Minnesota business and industry will make available 10,500 new jobs per year for college graduates.²¹ At the same time, unless there are changes

in University and the broader education system in Minnesota, the number of college graduates is likely to decline from 27,000 to 24,000.²²

2. An environmental scan of the University's current and past efforts.

The University is seeking systemwide leadership in diversity at the highest level of the institution. A search is underway for a new Vice President for Access, Equity and Multicultural Affairs, which will be a member of the executive leadership team, to infuse, shape and transform current initiatives and programs. (See Appendix D for description).

The University's most recent documents concerning faculty and staff diversity describe progress as "slow but sustained" in most areas and concede that demographic shifts should be changing the face of the University but in reality reveal a workforce that has "an under-representation of people of color in virtually all groupings of job classifications."²³ Although the University has made significant strides to increase the number and percentage of faculty (14%), professional staff (9%), civil service (12%), and students of color (18.5%) (See Appendix F), many people perceive that the University is losing ground in, or actively retreating from, a commitment to diversity – a theme that was consistently voiced during this Task Force's public meetings and interviews with community leaders and University staff.²⁴

The University's progress and commitment has also been evidenced by various projects and programs that have been established over the years to support the recruitment and retention of a diverse body of students, faculty, and staff. For example, the Twin Cities Office of Multicultural and Academic Affairs (OMAA) was reconfigured to include Disability Services (DS), GLBT Programs Office (GLBTPO), the Multicultural Center for Academic Excellence (MCAE), and the Office for University Women (OUW). For students of color, the MCAE was expanded to offer more comprehensive academic and social support programs (e.g., SEAM) and to connect and support K-12/college bridge programs. In addition, there are six ethnic umbrella and cultural student organizations. There are multicultural academic departments, including the Departments of African and African American Studies, American Indian Studies, Chicano Studies, and Women's Studies; and students may also minor in Gay, Lesbian, Bisexual and Transgender Studies as well as Asian American Studies. The University's coordinate campuses have similar offices, programs and organizations such as the Multicultural Center at UMD, the Multi-ethnic Student Program at UMM, and Diversity and Multicultural Affairs at UMC. Further, the University President has established a Faculty Multicultural Research Award program, and a faculty of color and a spousal/domestic partner bridge fund program.²⁵ There are also numerous outreach programs with external communities.

3. A gap analysis of the University's current and past efforts.

Internal and external stakeholders express concerns about the University's progress and commitment in regard to diversity principally citing the gap between the University's stated diversity goals and its actions. The most frequent examples cited include the University's elimination or consolidation of efforts that many believe contributed to campus diversity. For example, in recent years students of color have represented a significant part of the enrollment in General College. But with the impending downsizing of General College to become a department under the College of Education and Human Development, there is concern that

diverse students will have decreased access to the University. It is critically important that the University proactively develop strategies to assure that this concern does not become a reality.

In another instance, the Student Diversity Institute was disbanded in 2003. That program provided students with diversity training and learning resources as well as opportunities for community building and diversity internships.²⁶ Until 1999, the Summer Diversity Institute was an important support mechanism for entering first year students – particularly students of color – who needed a transition to the University. The University is now considering a new summer transition program for first-year students. Also, the Diversity and Inclusion unit within the University Extension Service (UES) and outreach coordinators in the Departments of Ethnic Studies have been eliminated or severely reduced, as a result of budget cuts to OMAA and UES.

The MCAE has several valuable and well-received programs, but OMAA's attempt to use Klaeber Court, which is on the edge of campus, to create a multicultural center has led to the perception that students of color have been physically and symbolically marginalized.²⁷ Also, the previous learning resource centers (*e.g.*, African-American Center, Chicano Latino Center, Asian Pacific Islander Center, and the American Indian Resource Center) were merged, lost their distinct identities within MCAE, and weakened their relationships with the student cultural centers. The coordinate campuses have experienced similar mergers and reductions in staff and programming. Constituents perceive that the University is operating under the incorrect assumption that the cultures and lifestyles of these cultural groups are compatible rather than acknowledging that each group has its own specific needs and an important role to play in recruiting and retaining students of color.

The numbers of students of color at the University has grown, and could grow far more since Minnesota's high-school graduates will increasingly be students of color. Yet the resources devoted to recruiting and retaining these students remain inadequate. For instance, there are not enough faculty of color to work with these students, and their advising work is often undervalued by the University. The University also fails to recognize and reward adequately the outreach efforts of these faculty in building important relationships with local communities of color. Students, staff, faculty and members of the community with disabilities, women, and GLBT individuals expressed similar concerns and have called for academic programs related to disability studies as well as additional support services.²⁸ The University has indicated that ties with the external communities are important, but has not yet developed stable, coordinated, strategic, and reciprocal partnerships with those communities.

Examples of unsustainable diversity initiatives, such as those delineated above, were mentioned in public fora held on the Twin Cities, Duluth, Morris, and Crookston campuses as evidence of a lack of commitment by University leadership. Participants in public fora and interviews consistently noted the lack of accountability and lack of follow through by the University on past recommendations, fostered in part, by lack of a centralized approach to diversity. Faculty, staff, and administrators could not identify a centralized location of resources for improving diversity or where to call for assistance. In addition, many participants believed that most of the University viewed diversity as a problem, or a supplementary program, rather than an opportunity to be capitalized upon or as a vital component of the institution.

Reversing recent trends and establishing a strong culture of diversity on campus requires strong leadership. There needs to be strong, visible leadership, both institutional and individual, at all levels and across all campuses of the University to make diversity a core institutional value.

C. Recommendations regarding how to identify strategic measures of success, methods of overcoming institutional and other barriers, and means to create incentives to produce optimal outcomes and accountability as well as recommendations to enhance the successful recruitment, retention, support, reward system, and advancement of student, staff, and faculty populations.

Strategies for promoting diversity must also increase institutional capacity in this regard.

Successful recruitment, retention, support, and advancement of diversity requires an institutional transformation that fully integrates its value into the mission of the University – in research, education, and service to the community (local, state, national, and global).²⁹

Recommendation #2 The University must re-align institutional priorities and accountability with diversity as the priority for the University system. To achieve diversity, four arenas must continually be examined and structured to ensure meaningful access and equity for all participating members of the University community: (1) Physical; (2) Programmatic/Policy; (3) Informational; and (4) Attitudinal.³⁰ This re-alignment requires the University to re-think and broaden institutional mission statements and to respond to the challenge of diversity in five areas: (1) Leadership, (2) Access, (3) Support, (4) Teaching, Learning & Research, and (5) Accountability.

1. Leadership

The most important catalyst for this transformation will be strong Leadership.

Recommendation #3 The President's Office and all senior administrators must articulate a system-wide vision of diversity that includes specific goals tailored to each campus or unit, as well as a clear plan for implementation and accountability. Strong leadership that demonstrates philosophical and material commitment to this goal is imperative if diversity is to be understood as a core institutional value. An unambiguous and repeated statement regarding the value of diversity by University leadership will help to eliminate the perception that institutional goals of excellence and diversity are irreconcilable. Some barriers to diversity are rooted in deep structures of inequality and privilege, making resistance to change inevitable. For example, long-standing policies, procedures, and attitudes toward difference can create barriers for diverse students, staff, and faculty including financial aid, student support services, and hiring and promotion.

Recommendation #4 The administration must be willing to assume courageous, ethical stands on behalf of diversity even if this stance is unpopular (*e.g.*, Affirmative Action, in-state tuition for undocumented students so as to meet the objectives of the Dream Act, etc.). For example, mandatory training at all levels of the system. The University must continue to follow the rule of law, unequivocally, with respect to affirmative action and equal opportunity.

Recommendation #5 The University must at its highest levels demonstrate its commitment and accountability to diversity in its (a) communications, (b) policies, (c) infrastructure, and (d) processes and practices (See Appendix E for further explanation).

Recommendation #6 All members of the executive leadership team, should be perceived as clearly speaking for and responding to the President's commitment to diversity. The President and the executive leadership team should include diversity in all aspects of their decision-making and publicly in all communications related to the work of the University.

Recommendation #7 It is important that every unit and every person across the system understand that diversity is their responsibility. The executive team, including the Vice President of Access, Equity and Multiculturalism, should: (1) Develop plans for campus-wide and systemwide assessments of day-to-day work and programmatic processes that examine physical, programmatic/policy, informational, and attitudinal environments; (2) Provide resources for campus and system wide training, education, and program modification in response to priorities identified in the assessment; (3) Provide support to connect all of the diversity, social justice, and campus climate resources and opportunities; (4) Coordinate preventative and responsive mechanisms for conflict resolution (*e.g.*, bias incidents, harassment) so that they are more visible, available, and accessible throughout the system. Many of the recommendations presented in this section apply equally with regard to the University system wide. If the recommendations in this section are implemented, those measures will address the needs of the faculty, staff, and students to feel understood, respected, and valued.

2. Access (Recruitment)

The University needs to increase the diversity of students, faculty, administration, and staff in all areas of academic life. Efforts to increase diversity must be rewarded in order to encourage participation. Increasing and retaining diversity among each group (faculty, staff, and students) is reciprocally related to increasing and retaining diversity in the other group.

Recommendation #8 The University should further identify and reinforce goals specific to each campus or unit for increasing the diversity of students, faculty, and staff based on statistical information including mismatches between the University and the state's population and the diversity assessment recommended in this report.

Recommendation #9 To recruit students, faculty, and staff from underrepresented or marginalized groups, the University must build the pool of applicants and take measures to:

- Develop strategic and enduring relationships with diverse institutions, professional associations, community organizations, businesses, and individuals to cultivate a pipeline;
- Identify and implement standards of diversity in all searches/recruitments that account for a broader understanding of a candidate's qualifications, with provisions for appropriate strategies and oversight;
- Identify departments in which there is little representation of U.S. faculty of color and other diverse, underrepresented faculty and develop and prioritize strategies to remedy this gap;
- Develop institutional capacities to research and identify potential candidates nationally and globally;
- Identify strategies to increase participation of diverse members of the University community in all levels of recruitment efforts;

- Recognize and reward time dedicated by internal and external community members in efforts to build the pool;
- Ensure that diversity is promoted in all University communications;
- Promote best practices for admitting and supporting a diverse body of students across collegiate units to off-set a possible decrease of diversity on the Twin Cities campus due to the downsizing of General College;
- Establish PreK-12 outreach across disciplines and across departments (See Section F).

3. Support (Promotion, Retention, and Graduation)

Strategies addressing diversity must also increase institutional capacity once diverse populations come to the University environment. These strategies include programmatic efforts that are well researched in terms of best practices and supported by evaluation and reflection. In addition, institutional capacity should increase through campus discussions across units to involve more community participants.

Recommendation #10 The University must take measures to ensure on-going cultural competency capacity for the entire University community with specialized skills development for leadership:

- Develop or expand mentoring programs for entering and current diverse students, faculty and staff of color, with priority given to people of color, acknowledging that success develops on a continuum;
- Pursue a holistic approach to work-life balance that takes into account cultural and community norms for students, employees, and their families;
- Develop and implement systems that recognize and reward individual participation, leadership, and contributions to diverse communities – locally, regionally, nationally, and globally;
- Assess and promote success of historically underrepresented groups, for example, with respect to student participation in honors, general engagement in campus activities; faculty and staff recognition; and participation in science and technology;
- Focus on the graduate student pipeline into faculty positions and the undergraduate student pipeline into graduate and professional schools;
- Strengthen current student services to incorporate diversity “best practices” from existing programs with strong indicators of success for a wide range of diverse students.

4. Teaching, Learning, and Research

While diversity is a part of the core knowledge required for many academic domains, all disciplines should work to ensure that curriculum, pedagogy, and research accommodates diverse ways of knowing, learning, and being. Researchers and teachers should also consider the degree to which diversity and the experience of diverse communities are relevant to their activities.

Recommendation #11 The University should:

- Promote curriculum transformation that adopts best practices (particularly from University units with proven success) in diversifying curricula and providing faculty educational opportunities to learn and implement new pedagogy that takes into account the diversity of students and learning styles;

- Increase the cultural competence of our students to improve their competitiveness and preparedness for the workforce, for example, by augmenting the range of courses and departments offering courses, workshops, and training that incorporate diversity;
- Assure that courses designated for diversity requirements entail a sustained inquiry into the subject if this requirement is to have integrity;
- Recognize that diversity can be an uncomfortable subject of discussion in the classroom and elsewhere on campus, so safe spaces need to be established, with training and support, in which to undertake such discussions. (While there are some opportunities for discussions about diversity presently, those opportunities need to be expanded and fostered.)

5. Accountability (evaluation and assessment)

A key component to increasing institutional capacity is diversifying institutional leadership on campus. A diverse faculty is important because they attract a diverse student body and because they contribute to a diverse body of scholarship. Diversity in leadership coming from the faculty and staff also contributes to the legitimacy of decision-making in areas of policy.

Recommendation #12 The University should:

- Establish accountability with both rewards for success and consequences for the absence of effort;
- Conduct annual evaluations of all programs without exception that include diversity criteria focusing on the four environments. (Data should include tracking actual participation as well as participant satisfaction);
- Improve the effectiveness of metrics to evaluate the adequacy of the pool in all levels of hiring and admissions;
- Evaluate the relationship of recruitment pools to existing diversity of the University community;
- Offer incentives to faculty willing to transform their curriculum and approach to reflect more fully a diversity of perspectives and teaching strategies;
- Disaggregate outcome data by group and then report data in the most transparent method possible as needed for policy formulation;
- Continue to improve ongoing evaluation of institutional climate; stereotype threats; stereotype dismantling; and cumulative effects of gender, race/cultural stereotypes/biases as well as the effects of other stereotypes/biases on grading, evaluation, promotion/career development, etc.

D. Recommendations regarding how to create a supportive University in which students, staff, and faculty feel understood, respected, and valued.

Creating a supportive University environment in which all members feel understood, respected and valued requires strong, principled leadership; a clear system of accountability that is aligned with diversity goals; clear policies and well-supported programs that demonstrate that diversity is a top institutional priority; a clear plan with specific goals; and mechanisms that facilitate access to information and services that can enhance faculty, staff, and student capacity for learning and working in a diverse environment. Cultivating the University's competency for building and sustaining diversity will require a sustained commitment of human and material resources as well as awareness that structures of inequity, attitudes, and behaviors must be transformed if this goal is to be realized.

Recommendation #13 Staff, faculty, and students need access to resources to transform their expectations, structures, and processes to create a supportive environment. Mechanisms must be tailored, however, to meet the needs of the coordinate campuses and that recognize each campus's unique culture. Accordingly, the University should:

- Increase resources for diversity offices and programs to enhance support services and programming (Such support should include mechanisms for a continuous dialogue on diversity and may include the sponsorship of regular focus groups that will provide input and feedback on the diversity climate);
- Provide effective, culturally relevant support services on all campuses and in all of the colleges while simultaneously strengthening the ability of MCAE, OUW, DS and GLBTO to provide leadership through collaborative efforts;
- Re-establish programs that demonstrated success but which were discontinued, such as the Summer Institute, the Diversity Institute, the President's Distinguished Faculty Mentor program, etc.;
- Provide incentives (horizontal and vertical) for supporting and promoting the process of achieving diversity among faculty, students, and curriculum;
- Centralize information resources for enhancing diversity so as to increase accessibility, foster collaboration, and maximize utilization (e.g., establish a centralized link to diversity resources on the University's and each coordinate campuses' home page);
- Centralize and make visible academic support services for under-represented students to facilitate their success through easy access;
- Maximize the efficiency of human and material resources throughout the system to assure coordinate campuses have access to services, training, and resources that already exist at the Twin Cities campus;
- Foster intercollegiate collaboration by eliminating the existing incentives for units to operate in silos (that is, autonomously) as a response to competition for revenue streams.

E. Recommendations as to how the University can seek to work even more collaboratively with the local community and other constituencies to enhance diversity outcomes and public engagement.

In order to maintain its vitality as a land-grant institution, the University must understand, connect with, and help to meet the needs of the state. In a study by the Association of American Colleges and Universities, three out of seven indicators of institutional viability and vitality specifically focused on public engagement elements such as: public perceptions of the institution; constituency perceptions of institutional commitment to diversity; perceptions of access, equity, and inclusion among all constituents.³¹

To become one of the top three public research institutions globally, the University should consider such external constituencies as: High-school students, their parents, and community support systems; preK-12 school systems – local and regional; state and federal governments; corporations searching for talent, culturally competent research, and collaborative opportunities to impact the surrounding community; immigrant populations and other under-served communities; foundations and other philanthropic organizations; social service agencies in the surrounding communities; alumni; international students; non-profit and civic organizations;

global research partners – corporate, educational, etc.; families, friends, and acquaintances of the University’s students, staff, and faculty.

Recommendation #14 In order to achieve its diversity objectives the University should develop and implement a comprehensive and well-coordinated system wide diversity plan that focuses on the PreK-12 pipeline, transfer students, international students and faculty; and on public engagement (including for research and teaching) and community building. The plan should include:³²

- Establish a direct working relationship among the President, the President’s Executive Team, and the President’s Intercultural Advisory Committee. This advisory committee needs to be more clearly defined for example, to include coordinate campus representation, and better utilized as an authentic advisory group of diverse external communities;
- Strategically leverage diverse alumni, particularly alumni of color, in efforts to recruit and retain diverse students, staff, and faculty;
- Strengthen relationships with diverse external communities, including foundations, civic organizations, and PreK-12 by providing continuous support for outreach coordinators and others who do this work and who have an organic connection to these communities;³³
- Improve communications between senior administrators, deans, faculty, staff, students, and diverse external constituencies;
- Utilize PreK-12 outreach efforts as an opportunity to establish community partnerships to decrease the achievement gap of students of color, and to increase the cultural competency of teachers, educators, and administrators;
- Proactively manage and leverage corporate relationships, with a focus on their changed and increased focus on diversity. (For example, both Cargill and General Mills have expressed concerns regarding the lack of diverse candidates offered by the University programs. Additionally, both are active in support of K-12 educational initiatives.)

F. Recommendation regarding what the University should do to anticipate and plan for Minnesota’s changing demographics

The University should take the following additional steps with respect to the recruitment, retention, and graduation of students³⁴:

Recommendation #15 The University should make a comprehensive inventory, get involved in, and support programs promoting high-school graduation and college access. For example, the Multicultural Excellence Program (MEP) and the “Choice is Yours” program offer hope for inner-city youth to graduate from high school and to be prepared to attend a post-secondary institution such as the University of Minnesota.

Recommendation #16 The University needs to encourage more high-school graduates to attend the University of Minnesota. At present, 49% of Minnesota’s high-school graduates attend college in this state and only 25% attend the University of Minnesota.³⁵ The University should commission a study to gain understanding of the perception of the University’s climate and how this may affect recruitment of the best students from the inner city. At the same time, however, the University should create incentives for national recruitment of students of color.

Recommendation #17 The University needs to increase the number of students who graduate within six years. At present only 56.9% of University undergraduate students complete their studies in six years. About 42% of undergraduate students of color at the University complete their studies in six years.³⁶

Recommendation #18 The University should collect data more systematically using consistent and stable methods of data collection in order to allow assessment of progress in services and programs for diverse students, faculty, and staff.

Minnesota's population is becoming rapidly more diverse and the University must respond to these very significant demographic and economic changes. Doing so will require greater commitment, more energetic leadership from all levels, and a significant investment of resources, both human and financial.

¹ Bacig, Karen Zentner, *The case for diversity: A role for the University of Minnesota* 9 (May 2005).

² President Bruininks Feb. 28, 2003, Inaugural Address, as cited in the Diversity Admissions Task Force Report, Draft. June 16, 2005.

³ *Ibid.* at 543.

⁴ See Minnesota Private College Research Foundation, *Projections of High School Graduates Implications for Baccalaureate Degree Production and Workforce Growth* (2004) at 2-3. (Hereinafter "Projections of High School Graduates")

⁵ *Id.* at 5.

⁶ *Id.* at 4.

⁷ Diversity Admissions Task Force Report, Draft. June 16, 2005.

⁸ *Projections of High School Graduates* at 4.

⁹ *Id.* At 6-7.

¹⁰ *Id.*

¹¹ See Minnesota Private College Research Foundation, *Demographic Challenges & Opportunities, Protections of Baccalaureate Degree Production and Workforce Growth in Minnesota*, www.mnprivatecolleges.org (2005) at 8.

¹² See University of Minnesota, *Official Registration Statistics, Fall 2005* at Table 9.

¹³ *Id.*

¹⁴ Minnesota's population is becoming more diverse in that whites presently comprise 86%, while minorities stand at 14%. By the year 2030 it is likely that whites will be under 79% and non-whites will constitute over 21% of the population. Enrollment data from the University of Minnesota indicate the University currently enrolls 40% of the college students of color in the state of Minnesota. The proportion of non-white students at the University of Minnesota has increased in the past five years – particularly among graduate students.

¹⁵ Diversity Admissions Task Force Report, Draft. June 16, 2005.

¹⁶ See University of Minnesota Disability Services Annual Reports 1990-2004 and National Council on Disability, [People with Disabilities and Postsecondary Education, September 15, 2003.](#)

¹⁷ The University has significantly improved the climate for GLBT individuals since 1992, though much work remains to create an environment free of discrimination and harassment. See University of Minnesota GLBT Task Force, [Report on Campus Climate for GLBT People at University of Minnesota – Twin Cities, September 11, 2003.](#)

¹⁸ Annual Faculty and Staff Diversity Report to the Board of Regents by the Faculty, Staff and Student Affairs Committee, November 10, 2005 at 1.

¹⁹ *Id.* at 3.

²⁰ *Id.* at 2.

²¹ Minnesota Private College Research Foundation, *Demographic Challenges & Opportunities, Protections of Baccalaureate Degree Production and Workforce Growth in Minnesota*, www.mnprivatecolleges.org (2005) (citing Minnesota Department of Employment and Economic Development) at 9.

²² See Minnesota Private College Research Foundation, *Demographic Challenges & Opportunities, Protections of Baccalaureate Degree Production and Workforce Growth in Minnesota*, www.mnprivatecolleges.org (2005) at 8.

²³ Faculty, Student, and Staff Committee (November 10, 2005).

²⁴ Twin Cities Public Forums on 10/25/05, 11/1/05; UMC 11/16/05; UMM 11/17/05; UMD 11/21/05; Student Focus Groups 11/3/05; Sr University administrator 10/31/05; local community member 11/2/05; former University administrator 11/1/05; Admissions department staff 11/10/05; Ethnic Studies department chairs 11/10/05; Multicultural Center for Academic Excellence staff 11/10/05.

²⁵ 1996 Accreditation Self-Study Report ‘A Land-Grant University for the 21st Century.

²⁶ See, Moreno, Hauer, Wolford, “Cite Paper here”, <http://www.cyfc.umn.edu/family/resources/ID1000.htm>.

²⁷ The original vision for Klaeber Court facility and program design was compromised by delays and budget cuts.

²⁸ See, Letter from the Community Coalition on Disability letter to the University encouraging the creation of a Disability Studies program.

²⁹ The research developed around the Supreme Court decisions in *Grutter v. Bollinger* and *Gratz v. Bollinger* case indicates that diversity is beneficial to the University as a whole. The University needs, however, to develop a more specific use of the Michigan outcomes by implementing the court’s decisions. (539 U.S. 306 (2003); 539 U.S. 244 (2003); Guirin et al. (2002)

³⁰ Curriculum Transformation and Disability. Funded by U.S. Dept. of Education. Project #P333A990015. Copyright 2000.

Principles of Universal Design should inform and guide the University to structure the University’s effective effort to support diversity. Universal Design is defined as “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.” (The Center for Universal Design (1997). *The Principles of Universal Design*, Version 2.0. Raleigh, NC: NC State University). The goal of Universal Design is to create flexible, customizable courses, programs, activities, products, and environments.

³¹ “The Campus Diversity Initiative: Current Status Anticipating the Future” by Daryl G. Smith, March 2004, Association of American Colleges and Universities & Claremont Graduate University.

³² Recommendations from the President’s Advisory Committees (African American, American Indian, Asian/Pacific American, and Chicano/Latino President’s Advisory Committees), March 23, 2005.

³³ Recommendations from the Report on the External Review of the office For Multicultural and Academic Affairs, University of Minnesota, Twin Cities, July 6-7, 2005.

³⁴ The first three recommendations and a number of the other observations in this section of the report derive from Minnesota Private College Research Foundation, *Demographic Challenges & Opportunities, Protections of Baccalaureate Degree Production and Workforce Growth in Minnesota*, www.mnprivatecolleges.org (2005).

³⁵ Diversity Admissions Task Force Report, Draft (June 16, 2005).

³⁶ Institutional Research and Reporting, Ad Hoc Report (Fall 2005).

Appendices

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Appendix: A Deliverables

The Deliverables the committee was charged with providing were:

- Recommendations regarding how diversity should be defined and understood.
- An environmental scan and gap analysis that examines current and past efforts at improving the diversity of faculty, staff, and students.
- Recommendations, based on the environmental scan and gap analysis, regarding how to identify strategic measures of success, methods of overcoming institutional and other barriers, and means to create incentives to produce optimal outcomes and accountability.
- Recommendations designed to enhance the successful recruitment; retention; support; reward system; and advancement of student, staff, and faculty populations at the University to promote diversity.
- Recommendations as to how the University can seek to work even more collaboratively with the local community and other constituencies to enhance diversity outcomes and public engagement.
- Recommendations regarding how to create a supportive University in which students, staff, and faculty feel understood, respected, and valued.

Recommendations regarding what the University should do to anticipate and plan for Minnesota's changing demographics.

Appendix: B Methodology

The Diversity Task Force took a multi-faceted approach to gathering data for its work. In the following sections, we will delineate our research regarding diversity efforts at the University of Minnesota as well as best practices at other institutions; outline our process for widespread consultation both within and outside of the University; and discuss our approach to synthesizing these many data sources to inform our recommendations.

Research. The Diversity Task Force reviewed a number of documents and online resources relative to its charge that fall into the following categories: Demographic Information and Trends, Minnesota; Diversity Statements and Plans – Other Institutions (The Ohio State University; Duke University; Iowa State University, Berkeley; Central Michigan University; Pennsylvania State University; University of Wisconsin, Madison); GLBT Information; Student Information, Faculty and Staff Information; University of Minnesota Board of Regents Information; Corporate and Other Organizations; University of Minnesota General Information; and Higher Education Diversity Resources. These multiple sources of both internal and external data provided information on best practices to help the task force identify benchmarks against which to evaluate its ideas and recommendations. As part of this work, the task force explored previous articulations of diversity within the University of Minnesota; we examined past efforts, previous reports, and earlier recommendations. Additionally, the task force developed, based on the members’ collective beliefs about an appropriate definition of diversity as well as on the review of other institutional definitions of diversity, a working definition of diversity that was used during the consultation process.

Consultation. In order to consult widely, the task force developed a questionnaire that is reflective of the broad set of themes the task force sought to learn more about from a variety of constituents. These areas of interest include issues of climate, programs, and processes relative to student, staff, and faculty diversity. This questionnaire protocol was then distributed to individuals and/or organizations identified by task force members as representing the broad constituency from which we hoped to hear. This questionnaire was also used as a template for open forums, student focus groups, interviews, and the system-wide online survey. The Task Force provided members of the University community, as well as the many communities beyond the University’s walls, with a variety of opportunities to give the task force feedback, and did so in at least the following ways:

- ✚ Five open forums: Twin Cities campus, October 25th and November 1st; Crookston campus, November 16th; Morris campus, November 17th; Duluth campus, November 21st.
- ✚ Two student focus groups, November 3, 2005 in the La Raza meeting room, Coffman Memorial Union.

These forums and focus groups gave approximately 200 individuals from both within and outside of the University the opportunity to comment on the task force’s draft definition of diversity as well as to respond to broad questions regarding the efficacy of the University’s current diversity efforts.

- ✚ Task Force members met with a number of individuals one-on-one

- ✦ CLA Council of Chairs meeting: Represented by Riv-Ellen Prell of American Studies, Earl Scott of African and African American Studies, and MJ Maynes of History
- ✦ Coalition for a Respectful U: Task Force solicited and received this group's input.
- ✦ Letters to Task Forces: The Task Force sent letters to other strategic positioning task forces to consider diversity as they carried out their charge, as well as asking these task forces for any feedback they might have about the Diversity Task Force's charge.

See Appendix D for a complete list of individuals and organizations consulted and the method of consultation and Appendix E for the list of questions sent to other University task force members.

The feedback mechanism on the Portal generated a number of additional responses. The Task Force members were guided by this broad-based consultation effort, its resultant data, and the other research outlined above to develop the Diversity Task Force's recommendations found in this report.

Synthesis. The vast array of returned questionnaires, completed online surveys, individual and group interviews, best practice data, and extant University data provided rich information to inform the task force's final recommendations. Task force members reviewed and summarized this array to glean key elements relevant to our task force charge and the deliverables. The definition of diversity found within this report benefited from multiple iterations that were informed by feedback from open forums, individual meetings, returned questionnaires, and definitions at other institutions. Task Force members also analyzed the questionnaires and online survey responses, open forum transcripts, and student focus-group transcripts to generate descriptive statistics from the quantitative responses and emergent themes from the qualitative responses. Additionally, the task force exchanged draft proposals with other task forces, resulting in a cross fertilization of ideas that informed the final recommendations in this report and that we hope have informed the work of other task forces as well. The recommendations found within this report reflect the collective wisdom and expertise of the task force members as informed by the distillation of the multiple data points outlined above.

Appendix C

Questions to Task Forces

The questions below were submitted to task force chairs of the following committees for their consideration as they deliberated the charge of their respective task forces.

Best Practice Management Tools Task Force:

We recommend that you consider:

- 1) How are you incorporating diversity issues into the new systems/guidelines that you are creating?

Best Practices Management Tools

- 1) What best practice management tools have been identified with the U of M system that can help advance the institution's goals to become a national and international leader in this measure of excellence (i.e., supporting and enhancing diversity)?
- 2) Is there a plan or procedures in place to disseminate information about internal (within the U of M system) and external (non-U of M IHE, corporate world) best practice management tools across the University?
- 3) Does the U of M conduct a regular external review of best practice management tools that have effectively advanced diversity in the corporate world and at other institutions of higher education?

Administrative Structure Task Force:

- 1) How are you incorporating diversity issues into the new systems/guidelines that you are creating?
- 2) How do the administrative structures of a university or Institution of Higher Education (IHE) impact -- either positively or negatively -- an institution's capacity to support and enhance diversity?
- 3) Does the U of M conduct a periodic review of its administrative structures to ensure that they support and enhance diversity rather than hinder it?
- 4) What has been done or is being done currently across the U of M system to improve or modify administrative structures to better support and enhance diversity at all levels?

Single Enterprise Task Force

- 1) How are you incorporating diversity issues into the new systems/guidelines that you are creating?
-

Administrative Task Force on Culture:

- 1) How are you incorporating diversity issues into the new systems/guidelines that you are creating?

.....

Administrative Task Force to Optimize Physical, Financial, and Technological Resources:

- 1) How are you incorporating issues of diversity into your task force's decision-making process about the projects that will be recommended to the steering committee?
- 2) How are you ensuring that diversity is taken into consideration within the projects that become a part of your task-force portfolio?

.....

Task Force to Maximize Opportunities for People of the University to Grow, Develop, and Contribute:

- 1) How are you incorporating issues of diversity into your task force's decision-making process about the projects that will be recommended to the steering committee?
- 2) How are you ensuring that diversity is taken into consideration within the projects that become a part of your task-force portfolio?

.....

Administrative Task Force focusing on Serving Students, Faculty, and Academic Units:

- 1) How are you incorporating issues of diversity into your task force's decision-making process about the projects that will be recommended to the steering committee?
- 2) How are you ensuring that diversity is taken into consideration within the projects that become a part of your task-force portfolio?

.....

International University Task Force Members:

- 1) How the work of your Task Force may complement and/or compete with the University's goal of enhancing the presence of underrepresented groups in the United States;
- 2) What is the relationship between the University's objective of promoting diversity and its efforts to attract international students, faculty, and staff;
- 3) How better serving the educational needs of underrepresented groups in the United States can strengthen the university's position as a global university;
- 4) How offering a curriculum that reflects the diverse experiences and knowledges of ethnic and racial groups in the U.S. can be an asset in preparing U.S. and international students to be part of a global community;

5) Any other issues in which there may be a connection between the international university and diversity.

.....

Collaborative Research Task Force Members:

- 1) How the selection of topics for research and research methodologies may include, exclude, or take into account the realities facing diverse communities.
- 2) Ways to advance the notion that scholarship resulting from a diversity of culture and experience enriches and broadens the relevance of our research by linking it the advancement of a public good.
- 3) The extent to which research relating to diverse communities may involve authentic collaboration with those communities.
- 4) The degree to which research/writing relating to diverse communities are evaluated for publication in elite scholarly journals and how alternative publications that support alternative methodologies are respected and weighed when the scholarly activities of the faculty are evaluated.
- 5) Any other issues in which there may be a connection between research and diversity.

.....

Honors Task Force Members:

- 1) How the University can communicate that we believe that honors and diversity are mutually reinforcing concepts.
- 2) How the University can recruit the best and the brightest high school students from diverse communities and welcome them at the University.
- 3) What measures should be being taken to ensure that honors opportunities will be inclusive of diverse bodies of knowledge and scholarship?
- 4) If the Honors Task Force is considering recommending the establishment of an Honors College, how will that recommendation relate to the University's commitment to diversity.
- 5) How the University can foster relationships within and among diverse student communities including students in an Honors College.
- 6) Any other issues in which there may be a connection between honors and diversity.

.....

Faculty Culture Task Force Members:

- 1) How the University can recruit, reward, and retain faculty from diverse communities.
- 2) How the University can foster collegial relationships within and among diverse communities for building a welcoming faculty community.
- 3) The role faculty play in the hiring and promotion process may be Better aligned with the university's goal to advance diversity

- 4) How to recognize that faculty members from diverse communities, in the University's legitimate and good faith desire for representation in faculty committees and other faculty responsibilities, may be subject to increased burdens of University service for which they deserve suitable credit.
- 5) The degree to which all faculty members should be encouraged to contribute their views as to issues relating to diversity as well as other significant issues of University governance.
- 6) Depending upon the desires of the individuals involved, how the responsibility of mentoring students from diverse communities should be shared among all faculty and not just faculty members of the same or similar community.
- 7) Any other issues in which there may be a connection between faculty culture and diversity.

.....

PreK-12 Strategy Task Force:

We are asking the PreK-12 Strategy Task Force to consider the above definition and to share with us the specific strategies that your task force may develop or propose that will support the advancement of diversity of the University of Minnesota. In particular, we recommend that you consider:

- 1) How to connect with University units (such as admissions, OMAA, Career Services offices and Community Learning Center) to create a focused and coordinated effort to prepare and recruit a diverse Minnesota student population.
- 2) Strategies for addressing the needs of preK-12 multicultural students as well as institutions with a heavy focus on serving or working with multicultural students, including charter schools. This can include strategies for how to support research and capacity building needs of educational and nonprofit organizations that primarily focus on youth from different racial, cultural and linguistic communities.
- 3) How the University can better respond to the need to prepare students and other professionals to work in multicultural environments in education.

.....

GC/CEHD Task Force:

We are asking the GC/CEHD Task Force to consider the above definition and to share with us specific strategies that your task force may develop or propose that will support the advancement of diversity at the University of Minnesota. In particular, we recommend that you consider:

- 1) What best practices in GC will be or should be retained or leveraged to support diverse students across the University.
- 2) How the GC/CEHD Task Force will address admissions and transfer issues that will impact the retention of diverse students.
- 3) Identifying opportunities for the merger to create programs based upon the expertise and research strengths of faculty and P&A staff.

.....

Undergraduate and Graduate Reform: Student Support Task Forces:

We are asking the Undergraduate [and 2nd letter to Graduate] Reform:

Student Support Task Force to consider the above definition and to share with us the specific strategies your task force may develop or propose that will support the advancement of diversity at the University of Minnesota. In particular, we recommend that you consider:

- 1) What best practices from General College that should be retained or leveraged to improve student support services institution-wide.
- 2) Strategies for incorporating universal design principles in all teaching, advising and student services to students.
- 3) How the resources of units within the Office of Multicultural and Academic Affairs (e.g., Multicultural Center for Academic Excellence, GLBT Programs Office, Disability Services and Office of University Women) can be used to improve student support in an integrated manner.
- 4) Strategies for improving the experience of diverse undergraduate [graduate] students so they feel more welcome, included and supported throughout their experience at the University of Minnesota.
- 5) Strategies for achieving university-wide accountability for services to diverse students to increase consistency in the experiences of diverse students in learning, working and social environments.

Culture Task Force

Some considerations for their work, as it pertains to diversity, include:

In particular, we recommend that you consider:

- 1) That all committees should be mindful of how their actions (and the actions of the University) create meaning for various communities inside and outside of the University community, and every effort should be made to be as inclusive as possible when collecting input, setting up protocol for data collection, etc.
- 2) That any climate survey data should include diversity related inquiries, and should also include demographic measures that capture meaningful data by an inclusive cross section of the University's population.
- 3) That all major human resources systems and processes of the University should have diversity measures integrated into their methodologies and infrastructures, and proactive measures should be taken to monitor progress in those arenas.

We would also like you to consider the following questions:

- How do the current demographics of the University (faculty, staff, and students) compare to the current demographics of the broader Twin Cities community - and how does this impact various groups' experiences of being included or excluded within the University community? A related question is what are the future demographic trends regarding diverse populations in MN and the nation, and how prepared is the University staff, faculty and leadership to operate effectively across difference and to leverage difference within the University environment?
- How do these experiences of inclusion and exclusion impact the University's ability to attract and retain diverse talent and students?
- What systems and processes are in place to ensure diverse students, staff and faculty are embraced by the University environment?

What efforts need to be in place to ensure that ALL University staff, faculty, and students are prepared to be culturally competent in order to be effective in the increasingly global economy? How does this show up in the culture of the University, if at all?

**Appendix: D
Consultation List**

The following agencies, offices, and individuals were contacted and asked to complete a questionnaire related to diversity at the UM. In some cases, individuals were interviewed via phone or in person.

Email Contact	Name	Organization	Consultation Method	Topics
18-Oct	Lee Antell	American Indian Opportunity Center	Questionnaire / Interview - Evy	
14-Oct	Katy Gray Brown	Alliance of Native Scholars c/o General College	Questionnaire	
14-Oct	Naomi Scheman	Senate Committee on Equity, Access & Diversity, Chair	Questionnaire	
14-Oct	Patrick McNamara	Senate Committee on Disabilities Issues, Chair	Questionnaire	
2-Nov	Nan Keohane	Duke University, President	Anne will contact - DONE	
22-Nov	Brenda Armstrong	Duke University, Dean of Admissions, Medical School	Anne will contact - Meeting is set.	
	Christine Sleeter	CA State Monterey Bay (formerly UW Madison)	Heidi will contact	Out of the country; unable to contact.
14-Oct	Patrick Troup	Multicultural Center for Academic Excellent	Questionnaire / Interview - Bobbi	
14-Oct	Claire Walter-Marchetti	Office of University Women	Questionnaire / Interview - Bobbi	
14-Oct	Peggy Mann-Reinhart	DS	Questionnaire / Interview - Bobbi	
14-Oct	Owen Marciano	GLBT Office	Questionnaire / Interview - Bobbi	
14-Oct	Geoff Maruyama	OMAA	Questionnaire / Interview Evy & Louis 10/31	

3-Nov	Student cultural centers/groups		Heidi et al., will meet with groups 11/3	
14-Oct	Juan Moreno	University Extension Service	Questionnaire / Interview?	Juan provided a list of many community organizations we might consider including in the questionnaire or public fora
	Coordinate Campuses	Coordinate Campuses	Questionnaire	
19-Oct	Sandy Olson-Loy	Vice Chancellor for Student Affairs	Questionnaire and campus visit (11/17) to hold open forums	
19-Oct	Pam Holsinger-Fuchs	Interim Vice Chancellor for Student Services & Enrollment Management	Questionnaire and campus visit (11/16) to hold open forums	
19-Oct	Bruce Gildseth	Vice Chancellor for Academic Support & Student Life	Questionnaire and campus visit (11/21) to hold open forums	
	African American Learning Resource Center		Questionnaire	
19-Oct	Rick Smith, American Indian Learning Resource Center		Questionnaire	
19-Oct	Susan Pelayo-Woodward, Hispanic/Latino/Chicana Learning Resource Center		Questionnaire	
19-Oct	Koua Vang, Asian-American Learning Resource Center		Questionnaire	
19-Oct	Penny Cragun, Disability Services & Resources		Questionnaire	

19- Oct	Angela Nichols, GLBT Services		Questionnaire	
19- Oct	Susan Pelayo- Woodward, Women's Resource & Action Center		Questionnaire	
19- Oct	Deborah Peterson- Perlman, Chair, Commission on Women		Questionnaire	
19- Oct	Marcia Walker Diversity and Multicultural Services		Questionnaire	
19- Oct	Laurie Wilson, Office for Students with Disabilities		Questionnaire	
19- Oct	Don Cavalier, Counseling and Career Center/GLBT Student Services		Questionnaire	
19- Oct	Aida Martinez, Multi-Ethnic Student Program		Questionnaire	
19- Oct	Colleen Frey, Disability Services		Questionnaire	
19- Oct	Sara Haugen, Commission on Women		Questionnaire	
14- Oct	Carlos Mariani- Rosa	Minnesota Minority Education Partnership (MMEP)	Questionnaire / Interview - Bobbi & Louis	No response to request for a meeting.
		University Women of Color	Questionnaire received	

		Civil Service / Bargaining Unit employees	TBD	
14-Oct	Victor Collins	MLK Program	Questionnaire	
14-Oct	Roderick Ferguson	American Studies	Questionnaire	
10/17 email to chairs re questionnaire?		Collegiate Deans	Task force meeting	Status of diversity within college; accountability measures to advancing diversity
19-Oct		Council of Chairs, CLA	Questionnaire to MJ Maynes. Early Dec. mtg set with reps.	
		Department Chairs	Email survey?	Plan for promoting diversity - self-assessment, goals & barriers, successes, etc.
17-Oct		Ethnic & Women's Studies department leaders	Task force meeting - Louis sent questionnaire to Ethnic Studies Departments per 10/19 communication to KZB	Louis met with Josephine Lee, Director of Asian American Studies; Patricia Albers, Chair of American Indian Studies; and Earl Scott, Chair of African and African American Studies.
14-Oct	Wayne Sigler, Director and staff	Office of Admissions	Questionnaire / Task force meeting	Recruitment and admissions policies
14-Oct	Nelson Rhodus	AAUP representative	Questionnaire	
		Faculty of Color Initiative	Task force meeting	
14-Oct	Avelino Mills-Novoa	Formerly of OMAA; now at SCSU	Questionnaire / Interview - Anne and Sandy	
17-Oct		President's Advisory Council	Questionnaire	10/17 to Barb to added to consultation list
14-Oct	Robert Jones	Senior VP for System Administration	Questionnaire / Interview - TF Chairs	11/29 meeting with DTF co-chairs.
14-Oct	Vic Bloomfield	Associate Vice President for Community	Questionnaire / Interview - Karen &	11/30 interview.

		Engagement	Heidi	
14-Oct	Julie Sweitzer	EOAA Director	Questionnaire / Task Force Meeting	
14-Oct	David Johnson	Institute on Community Integration	Questionnaire	
		Coalition for a Respectful U	Grant Anderson Questionnaire	
		Collegiate Diversity Staff	Interviews?	
27-Oct	Lester Collins	Council on Black Minnesotans	Questionnaire	
27-Oct	Ilean Her	Council on Asian-Pacific Minnesotans	Questionnaire	
27-Oct	Joe Day	Minnesota Indian Affairs Council	Questionnaire	
27-Oct	Ytmar Santiago	Chicano Latino Affairs Council	Questionnaire	
27-Oct	Joan Willshire	Council on Disabilities	Questionnaire	
27-Oct	Diane Cushman	The Legislative Commission on the Economic Status of Women	Questionnaire	
27-Oct	Donald Day	Fond du Lac Tribal & Community College	Questionnaire	
27-Oct	Ida Downwind	Leech Lake Tribal College	Questionnaire	
10/27/2005 & 11/10	Robert Peacock	White Earth Tribal College	Questionnaire	
27-Oct	Alvaro Rivera	MN Food Association/New Immigrant Agricultural Project	Questionnaire	
27-Oct	Tracey Williams	Minnesota Spokesman-Recorder	Questionnaire	

27- Oct	Al McFarlane	Insight News	Questionnaire	
27- Oct	Bill Lawrence	Native American Press	Questionnaire	
27- Oct	Catherine Whipple	The Circle	Questionnaire	
	Mario Juartez(?)	La Prensa de Minnesota	Questionnaire	
27- Oct	Juan Carlos	Gente de Minnesota	Questionnaire	
	website in spanish	Lazos Hispanos		
27- Oct	Tim Spitzack	La Vox Latina	Questionnaire	
27- Oct	Nghi Huynh	Asian American Press	Questionnaire	
27- Oct	Cheryl Weiberg	Asian Pages	Questionnaire	
10/27 & 11/10	Steve	Hmong Times	Questionnaire	
27- Oct	Kathy Magnuson	The MN Women's Press	Questionnaire	
27- Oct	Ethan Boatner	Lavendar Magazine	Questionnaire	
27- Oct	Jack Geller	Center for Rural Policy and Development	Questionnaire	
27- Oct	Julie Viveros	Centro Legal, Inc.	Questionnaire	
27- Oct	Amanda McRae	The Immigrant Law Center of Minnesota	Questionnaire	
27- Oct	Jason Erdman	HACER	Questionnaire	
27- Oct	Douglas Johnson	Center for Victims of Torture	Questionnaire	

10/27/ 2005 and 11/10	Linda Kozack	Greater Minnesota Housing Fund	Questionnaire	
10/27/ 2005 and 11/10	Ron Buzard	Intercultural Mutual Assistance Association	Questionnaire	
10/27/ 2005 & 11/10	Ying Vang	Lao Family Community Services	Questionnaire	
27- Oct	Marion Helland	League of Minnesota Human Rights Comissions	Questionnaire	
27- Oct	Robin Philips	Minnesota Advocates for Human Rights	Questionnaire	
27- Oct	Bruce Downing	Minnesota State Demographic Center	Questionnaire	
27- Oct	Myron Orfield	Institute on Race and Poverty	Questionnaire	
27- Oct	Irene Rodriguez	Resource Center of the Americas	Questionnaire	
27- Oct	Heladio Zavala	UMOS	Questionnaire	
27- Oct	Jesus Porres	Centro Campesino	Questionnaire	
27- Oct	Kathleen Bibus	Midwest Migrant Education Resource Center	Questionnaire	
27- Oct	Laura Ayers	District 202	Questionnaire	
27- Oct	Eli Coleman	Program in Human Sexuality	Questionnaire	
27- Oct	Ann DeGroot	OutFront Minnesota	Questionnaire	

27-Oct	Jon Lindgren	PFLAG	Questionnaire	
27-Oct	David Hancox	Metropolitan Center for Independent Living	Questionnaire	
2-Nov	Mohamed Farid	math teacher, local K-12	Questionnaire	
2-Nov	Ibrahim Ayeh Mohamed	Washburn High School	Questionnaire	
2-Nov	Osman	Washburn High School Center for Independent Living	Questionnaire	
	David Hancock	National Alliance of the Mentally Ill, Minnesota Chapter (NAMI)	Questionnaire	
	Sue Aberholden	DHS Deaf and Hard of Hearing Services Division	Questionnaire	
	Bruce Hodek		Questionnaire	

Task Forces

11-Nov	Faculty Culture TF	Targeted questions
11-Nov	Honors TF	Targeted questions
11-Nov	Collaborative Research TF	Targeted questions
11-Nov	International TF	Targeted questions
11-Nov	Services	Targeted questions
11-Nov	People	Targeted questions
11-Nov	Optimizing Resources	Targeted questions
11-Nov	Admin. Structure TF	Targeted questions
11-Nov	Best Practices Mgmt. TF	Targeted questions
11-Nov	Culture TF	Targeted questions
11-Nov	Single Enterprise TF	Targeted questions
	AHC?	Targeted questions
14-Nov	Undergrad. Reform	Targeted questions
14-Nov	GC/CEHD	Targeted questions
14-Nov	SWK/CEHD	Targeted questions

Appendix: E
Questionnaires
Questionnaire used at Forums
U of MN Diversity Task Force Questionnaire

The Diversity Task Force is seeking input in an effort to identify the key opportunity areas as it pertains to enhancing diversity at the University of Minnesota. As such, we would value your opinions and perspectives regarding the following question areas listed below. Individual survey responses will not be highlighted, nor will the personal identities of respondents be recorded. Instead, we will be assembling the key themes identified across the majority of respondents to this survey, and those key themes will then be factored into our deliverables as the Task Force develops its set of recommendations for furthering the diversity efforts at the University.

To enable us to better understand the viewpoints of a cross section of communities at the U of MN, and to be more focused in our recommendations, we encourage you to complete the optional demographic section at the end of this survey. Your responses will be handled in a confidential manner, and, again, no individual responses will be identified.

SURVEY QUESTIONS:

Please indicate which response best represents your perspective, and feel free to offer examples and/or explanations after each question. Please keep in mind the definition of diversity mentioned previously in the cover letter.

- 1) Diversity is working well at the University of MN.
Strongly Agree Agree Disagree Strongly disagree

Please Explain:

- 2) There are programs and processes in place at the University of MN that effectively address diversity.
Strongly Agree Agree Disagree Strongly disagree

Please Explain:

- 3) There are no barriers to success for diversity at the University of MN.
Strongly Agree Agree Disagree Strongly disagree

Please Explain:

- 4) The University of MN has a supportive environment where all students feel welcome, included, understood, respected, and valued.
Strongly Agree Agree Disagree Strongly disagree

Please Explain:

- 5) The University of MN has a supportive environment where all faculty & staff feel welcome, included, understood, respected, and valued.
Strongly Agree Agree Disagree Strongly disagree

Please Explain:

- 6) Please list the 3 most important priorities you believe should be focused on to enhance the state of diversity at the University.

OPTIONAL DEMOGRAPHIC INFORMATION

Please circle the most appropriate response to reflect your personal characteristics.

Race/Ethnicity African American/Black
African Immigrant
American Indian/Alaska Native
Asian/Pacific Islander
Hispanic/Latino/Chicano
Caucasian/White
Other Specified: _____

Gender: Male
Female

Gay, Lesbian, Bisexual or Transgender:
Yes
No

Age: Under 20
20 - 30
31 – 40
41 – 50
51 – 60
61 – 70
Over 70

Residential Status:
Resident of the United States, not Minnesota Resident
Resident of the United States & Minnesota – Urban Location
Resident of the United States & Minnesota – Rural Location
Non-resident of the United States

Disability: Yes
No

If you are U of MN Faculty or Staff, please indicate the **length of time employed at the University:**

Less than 1 year
1 to 5 years
5 to 10 years
10 to 15 years
15 to 20 years
Over 20 years

If you are a Student at the University of MN, please indicate your **degree status:**

Professional
Graduate
Undergraduate

Questionnaire used in online survey

Transforming the U

This questionnaire includes 10 open-ended questions. To enable us to better understand the viewpoints of a cross section of communities at the University, and to be more focused in our recommendations, we encourage you to complete also the optional demographic section. Your responses will be handled in a confidential manner, and, again, no individual responses will be identified.

On behalf of the Task Force on Diversity, thank you for your participation in the strategic positioning process.

- 1) In your opinion, what are the current efforts that are being effective at:
 - a. Improving the diversity of faculty and/or staff at the University of Minnesota?
 - b. Improving the diversity of students at the University of Minnesota?

- 2) In your opinion, what are the past efforts that have been effective at:
 - a. Improving the diversity of faculty and/or staff at the University of Minnesota?
 - b. Improving the diversity of students at the University of Minnesota?

- 3) What should be the strategic measures of success for diversity at the University of Minnesota?

- 4) What are the barriers to success for diversity at the University of Minnesota?

- 5) Who should be accountable for the state of diversity at the University of Minnesota?

- 6) In what ways should the University collaborate with the external community to enhance the state of diversity at the University of Minnesota?

- 7) What can be done to create a supportive University environment in which:
 - a. Students feel understood, respected, and valued?
 - b. Faculty and staff feel understood, respected, and valued?

- 8) What are the 3 most important priorities the University should focus on to enhance the state of diversity at the University?

9) How might the current state of diversity hinder the University's ability to achieve its goal of becoming one of the top 3 public research universities in the world?

10) How might an enhanced state of diversity support the University's ability to achieve its goal of becoming one of the top 3 public research universities in the world?

OPTIONAL DEMOGRAPHIC INFORMATION

Please select the most appropriate responses to reflect your personal characteristics.

11) What is your race/ethnicity? (check as many as apply)

- African American/Black
- African Immigrant
- American Indian/Alaska Native
- Asian/Pacific Islander
- Hispanic/Latino/Chicano
- Caucasian/White
- Other, please specify:

12) What is your gender?

- Female
- Male

13) Are you gay, lesbian, bisexual or transgender?

- Yes
- No

14) What is your age?

- Under 20
- 20 - 30
- 31 - 40
- 41 - 50
- 51 - 60
- 61 - 70
- Over 70

15) What is your original Residency status?

- Resident of the United States, not Minnesota Resident
- Resident of the United States and Minnesota – Urban Location
- Resident of the United States and Minnesota – Rural Location

Non-resident of the United States

16) Do you have a disability?

Yes

No

17a) How are you associated with the University of Minnesota? (Check all that apply)

Faculty

Staff

Student

17b) If you are University of Minnesota Faculty or Staff, please indicate the length of time you have been employed at the University:

Less than 1 year

1 to 5 years

5 to 10 years

10 to 15 years

15 to 20 years

Over 20 years

17c) If you are a Student at the University of Minnesota, please indicate your academic career level:

Professional

Graduate

Undergraduate

Appendix F

U of Minnesota Minority Faculty & Staff Academic Employment Pipeline Review as of Oct. 2004

Total Population 881/8492 Overall Minority 10.4%	African American 198 2.3%	Asian American 485 5.7%	Hispanic American 138 1.6%	American Indian 60 0.7%
Executive Overall Total 324 Total Minority 20 Total Minority 6.2% 12 Male/ 8 Female	9 2.8%	8 2.5%	3 0.9%	0 0.0%
Faculty Overall Total 3870 Total Minority 465 Total Minority 12% 331 Male/ 134 Female	73 1.9%	293 7.6%	67 1.7%	32 0.8%
Prof'l/Non-Faculty Overall Total 4298 Total Minority 396 Total Minority 9.2% 191 Male/ 205 Female	116 2.7%	184 4.3%	68 1.6%	28 0.7%

**U of Minnesota Female Faculty & Staff
Academic Employment Pipeline Review as of Oct.2004**

Total Population 3741/8492 Overall Female 44.1%	White Females 3394 40%	Minority Females 347 4.1%
Executive Overall Total <u>324</u> Total Female 144 Total Female 44.4%	136 41.9%	8 2.5%
Faculty Overall Total <u>3870</u> Total Female 1203 Total Female 31.1%	1069 27.6%	134 3.5%
Prof'l/Non-Faculty Overall Total <u>4298</u> Total Female 2394 Total Female 55.7%	2189 50.9%	205 4.8%

**U of Minnesota Twin Cities Total Fall Enrollment
Racial/Ethnic & Gender Students Overview as of 10/15/2004**

Total Population Overall Men + Women = 50,954 Minority Men 3208 of 23,955 Minority Women 3848 of 26,999 Overall Minority 7056 Students 13.4% Men/14.24% Women Does not include international or unknown students	African American 876/992 3.66%/3.67% Overall 1868, 7.33%	Asian American 1800/2091 7.51%/7.74% Overall 3891, 15.25%	Hispanic American 423/544 1.77%/2.01% Overall 967, 3.78%	American Indian 109/221 .46%/.82% Overall 330, 1.28%
First-professional Students Overall Men + Women = 3543 Total Women = 1965 Minority: Men 252/Women 278 Men 15.01%/Women 14.15% Overall Minority 530, 29.16%	38/34 2.26%/1.73% Overall 72, 3.99%	165/198 9.83%/10.08% Overall 363, 19.91%	36/30 2.15%/1.53% Overall 66, 3.68%	13/16 .77%/.81% Overall 29, 1.58%
Graduate Students Overall Men + Women = 14,595 Total Women = 7622 Minority: Men 252/Women 278 Men 15.01%/Women 14.15% Overall Minority 530, 29.16%	162/233 2.32%/3.06% Overall 395, 5.38%	277/330 3.97%/4.33% Overall 607, 8.3%	106/131 1.52%/1.72% Overall 237, 3.24%	23/72 0.33%/0.94% Overall 95, 1.27%
Undergrad Students Overall Men + Women = 32,816 Total Women = 17,412 Minority: Men 252/Women 278 Men 15.01%/Women 14.15% Overall Minority 530, 29.16%	676/725 8.38%/7.94% Overall 1401, 16.32%	1358/1563 16.09%/16.27% Overall 2921, 32.36%	281/383 57.8%/4.55% Overall 664, 62.35%	73/133 0.92%/1.41% Overall 206, 2.33%

Appendix G

Correspondence



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05-2006 MN-CCD Members

Accessible Space, Inc
Advocating Change Together
Alliance Healthcare
ALS Association
Arc Great Rivers
Arc Hennepin-Carver
The Arc of Minnesota
ARRM
Assistive Technology of Minnesota
AXIS Healthcare
Brain Injury Association of Minnesota
Children's Mental Health Partnership
CILNM
Courage Center
Disability Services-Hamline
University
Fraser
Freedom Resource for Independent
Living, Inc.
Gillette Children's Specialty
Healthcare
Hemophilia Foundation of Minnesota
IAPSRS-MN
Independent Lifestyles, Inc.
IPSII Inc.
Lifetrack Resources
Mental Health Association of
Minnesota
Mental Health Legislative Network
Metro Work Center, Inc.
Metropolitan Center for Independent
Living, Inc.
Minnesota Association of Community
Mental Health Programs
Minnesota Association of Community
Rehabilitation Organizations
Minnesota Association-Self Help for
Hard of Hearing
Minnesota Disability Law Center
Minnesota Habilitation Coalition
Minnesota HomeCare Association
Minnesota State Council on Disability
NAMI-MN
National Multiple Sclerosis Society-
Minnesota Chapter
Pacer Center
State Advisory Council on Mental
Health
Southwestern Center for Independent
Living
STAR Program
United Cerebral Palsy of Minnesota

**RESEARCH AND EDUCATION IN DISABILITY: AN
OPPORTUNITY FOR STRENGTHENING UNIVERSITY OF
MINNESOTA – DISABILITY COMMUNITY PARTNERSHIPS**

Meeting the needs of the 1 in 7 Minnesotans with disabilities – substantial physical or cognitive conditions that affect the performance of daily activities – and the 1 in 3 people who have some form of chronic medical condition, is an increasingly complex problem. Public policies and programs for persons with disabilities are fragmented, underfunded, and often based on obsolete conceptual models. In the coming decades, a variety of changes in the political, demographic, medical, and economic environment will require novel and innovative disability policies and programs. This presents both a challenge and an opportunity for the University of Minnesota and the state. The Minnesota Consortium of Citizens with Disabilities (MN-CCD) strongly encourages the University to use its strategic repositioning process to build on the already high level of cooperation with the disability community, and work with us to develop inventive and interdisciplinary approaches to research, education, and policy development related to the needs of all Minnesotans with disabilities and chronic conditions.

The University of Minnesota has a strong tradition of leadership in disability. It remains a leader in serving youth and adults who have developmentally disabilities. Faculty have led in advocating for meeting the needs of youth and adults with disabilities, ranging from early childhood education to transportation, housing and health care services. The University is at the forefront of debates in ethics and disability. It is also a national leader in higher education, shifting attention away from the medical conditions of students and employees with disabilities and toward improving the quality of their educational and work experiences. Key

components of this effort include the adoption of universal design standards, and removing barriers in the classroom, the workplace, and extracurricular activities.

Yet the University lags behind other higher education institutions in leveraging its faculty and staff expertise to build a comprehensive and integrated approach to disability. Universities in the Big Ten and around the country have established or are establishing Disability Studies programs, including the University of Michigan, Ohio State University, University of Illinois at Chicago, University of Wisconsin, University of Washington, University of California at Berkeley, University of Hawaii, and Syracuse University. The disability community believes that the University of Minnesota's great academic and research experience forms the foundation for creating a truly interdisciplinary and broad-based academic Disability Studies program – one that goes beyond a program primarily focused in the humanities.¹

A Disability Studies program at the University of Minnesota would allow the University to capitalize on its existing internal expertise and strengths and unite them under a single banner. It would provide opportunities for expanding our knowledge, research, and community capacity to meet the needs of people with disabilities. It would allow the University to advance strong leadership in conducting interdisciplinary research in disability, develop innovative education programs in disability, conduct rigorous policy analysis, and engage the community in action for social change. A Disability Studies program at the University would assist the state and the nation in exploring community solutions that address needs across the spectrum of life, from housing and health care to transportation, public services, insurance, employment and civic engagement, just to name a few. It would also undoubtedly improve the well-being of all members of our communities in Minnesota.

¹ One of the challenges that has been reported by a faculty member at University of Illinois at Champagne-Urbana, is that the humanities program has a poor relationship with the health sciences programs, leading to fragmentation in the research and educational efforts.

The disability community urges the University, as part of its strategic planning process, to establish a disabilities studies program. The community welcomes the opportunities such a program would present for expanded partnerships with the University in disseminating knowledge; conducting research; enhancing the quality of learning, working, and social environments; and improving governmental policy and programs in disability statewide. As was seen in the five conferences on disability held last year through the President's Interdisciplinary Conference series, the University has an opportunity, with the enormous commitment of faculty and staff across multiple disciplines, to establish an expanded model of Disability Studies in higher education on this campus.

Why Pursue A Disability Studies Program?

Developing National Prominence

- Despite the many existing disability studies programs and disability-related projects, no University has yet established a comprehensive, integrated approach in this area that also involves the local community—the University of Minnesota could be the first
- Funding for demonstrations and research in disability is increasing—a high level of commitment to this area could boost government and private grant support
- Public and media interest in disability issues (including chronic medical conditions) is rising, concomitant with the aging Boomer population—becoming experts in this area would enhance the University of Minnesota's visibility and prestige

Meeting local, institutional and state needs—fulfilling the University's land grant mission

- Focusing on the needs of Minnesotans with disabilities, including improved models for designing and funding state or community supported programs and activities involving people with disabilities, helps fulfill the University's obligation as the state's land-grant institution

- A comprehensive approach to integrating multiple disability perspectives in various fields of study, such as the health and education professions, provides assurance that tomorrow's practitioners have the requisite skills, understanding and competencies for providing appropriate and effective care for Minnesotans, including those with disabilities
- Building University capacity to conduct disability research and policy analysis would enable the University to assist the disability community and the state of Minnesota to better understand the impact of policy directions and decisions on persons with disabilities and to develop model disability policies and programs that more comprehensively integrate services and programs and address problems across the entire spectrum of experience of persons with a disability

The strategic positioning initiative creates an opportunity for the University of Minnesota to build on its academic and research strengths to truly contribute to the quality of life of people with disabilities and chronic medical conditions and to improve their capacity to engage in civic life. Building on these strengths and uniting them under a single banner would permit a quick launch of this initiative. Quick and decisive action by the University to assume leadership in disability would advance its education, research, and public service mission.

The time is right for renewed emphasis on disability. The University of Minnesota has the resources and expertise to emerge as a leader in disability research and education. Now is the time to prepare to meet these challenges. The disability community is happy to work with University leadership in strengthening existing and forging new partnerships for carrying out this agenda.

John Tschida
 Courage Center
 Co-Chair

Joel Ulland
 National MS Society-MN Chapter
 Co-Chair

Appendix H

Preliminary Indicators of Diversity

Student Indicators :

- Undergraduate/graduate population by fields and levels
- Pursuit of advanced degrees
- Student success—graduation persistence and honors performance
- Transfer among fields (i.e. into or out of science/math)
- Percent of students from MN compared to out-of-state by diverse groups

Climate and group relations Indicators:

- Quality of experience/engagement on campus
- Type and quality of interaction among groups (Astin's Freshman Survey)
- Perceptions of institution (climate, commitment, engagement)

Education & Scholarship Indicators:

- Student experience—course taking patterns
- Availability—presence of diversity related courses; degree to which courses include diversity issues
- Learning—quality and substance of student learning about diversity
- Faculty capacity—level of faculty expertise and participation in diversity issues

Accountability & Perception Indicators:

- Diversity of faculty and staff by level
- Institutional strategies and resource allocation by program
- Centrality of diversity in the planning process and mission statements
- Perceptions of access, equity and inclusion among constituents
- Constituency perceptions of institutional commitment to diversity
- Public perceptions of the institution
- Percentage of High School graduates disaggregated

Appendix I

List of Diversity Task Force Resources

U of M Statement on Diversity

- Deliverables Relative to Portal Resources
- U2000 Summary
- Presidential Speeches Summary

Demographic Information & Trends

- Demographic challenges and Opportunities – MPCC Data
- Minnesota State Demographic Center
- MN Populations Projections by Race and Hispanic Origin – MN Planning State Demographic

Diversity Statements & Plans from other Institutions

- Diversity Action Plan – The Ohio State University
- A Framework to Foster Diversity at Penn State – 2004-2009
- Diversity at Duke Document
- Berkeley Promoting Academic Achievement & Outreach Document
- CIC Comparative Data

GLBT Information

- The Report on Climate for GLBT People at the U of M Twin Cities
- People with Disabilities and Postsecondary Education

Students

- Minnesota Department of Education Student Data Reports
- Projections of HS Graduates – MPCC Data
- 2004 State of Students of Color Report – MMEP
- U of M Summary Statistics by Gender, FT Undergrads, Fall 2004
- Minnesota High School Graduates, 2003-2004
- Why Do They Leave? A Study of Student Departure – U of M 2001
- Characteristics of Stop-Outs Versus Drop-Outs: U of M 2001
- Degree Attainment Rates at Colleges and Universities – Higher Education Research
- U of M Student Summary Data – Fall 2004
- U of M 2005 Student Climate Survey – Subset Results

Faculty & Staff

- Late Career Perceptions and Practices During
- U of M PULSE Survey Results
- UM EOAA Statistics – Twin Cities Provost All 9/05
- Academic Employees, Total University, Spring 2005
- Faculty Composition
- Academic Employees, Total University, Fall 2004
- Figures 1-6 from Report
- UM EOAA Statistics – Health Science All Units 9/05
- Promotion and Tenure by Gender
- Tenure Recommendations
- UM EOAA Statistics – Other Units 9/05
- UM EOAA Statistics – Total U an campuses 9/05
- UM EOAA Statistics – Workforce Trends 1996-2004
- Tenure Recommendations Involving Faculty of Color

- Recommendations by Gender 1981-2005
- An Agenda for Excellence: Creating Flexibility in Tenure-Track Faculty Careers

U of M Board of Regents

- Faculty and Staff Diversity Report
- Regent's Agenda Item – Diversity Report 2003
- Staff & Faculty Diversity Report, U of M Board of Regents September 11, 2003

Corporate and Other Organizations

- Future Vision: Diversity in 2020 – From Faegre & Benson, LLP
- Mayo Clinic Workforce Demographics Research 8/2005 – MPCC Data

U of M General Information

- UM EOAA Statistics – Accountability Report '96-'04
- U of M Affirmative Action Plan 2005
- Tolerance & Diversity: Core Values of the U of M – OMAA, Twin Cities
- Coalition of a Respectful U – Member List
- U of M Organizational Chart 2005
- Office of Multicultural & Academic Affairs, Twin Cities Organizational Chart
- U of M Diversity Admissions Task Force Report DRAFT – 6/16/2005
- U of M Diversity Training memo – Julie Sweitzer
- 1996 Accreditation Self-Study – Diversity Section
- 2005-2006 Accreditation Self-Study – Diversity Section
- OMAA External Review Report

Higher Education Diversity Resources

- Diversity Web – A great collection of campus practices and resources regarding diversity!
- Bobbi Cordano's Creighton University Keynote Address
- Brenda Armstrong. Pursuing Diversity: The Right Thing to Do, The Smart Thing to Do (Duke University Medical School Diversity PowerPoint Presentation)
- Central Michigan University – Strategic Plan for Achieving Diversity
- University of Wisconsin – Plan 2008

Notes: Open Forums & Focus Groups

- 10/25 and 11/1 in Twin Cities
- 11/16 in Crookston
- 11/17 in Morris
- 11/21 in Duluth

Notes: Interviews

- U of MN Diversity Task Force Questionnaire Interview Protocol
- Geoff Maruyama Interview
- Patrick Troup Interview
- Lee Antell Interview
- MCAE Staff Interview
- Avelino Mills-Novoa Interview
- Interview with Chairs of Ethnic Studies at UMTC
- Letter from Consortium of Citizens with Disabilities
- Interview With Disabilities Office Staff