



HUMPHREY SCHOOL
OF PUBLIC AFFAIRS
UNIVERSITY OF MINNESOTA

EQUITY AND INCLUSION STRATEGY & IMPLEMENTATION PLAN

2018–2019



INTRODUCTION

STATEMENT OF PURPOSE

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

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

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

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

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

The Humphrey School is committed to:

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

DEFINITION OF TERMS: DIVERSITY, EQUITY AND INCLUSION

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

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

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

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

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

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

RATIONALE FOR ANNUAL UPDATES

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

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

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

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

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

RATIONALE FOR FOCUS AREA LED PLANNING

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

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

DECENTRALIZING THE PLANNING PROCESS

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

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

KEY PERSONNEL

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

Focus Area	Key Person	Work group
Climate	EIC Co-Chairs	Humphrey Equity & Inclusion Council
Communication	Director of Communications	Communications Team
Curriculum	Director of Academic Programs	Curriculum Committee
Community Engagement	Associate Dean	TBD
Recruitment & Retention - Faculty & Staff	Director of Human Resources	Dean's Leadership Team and Human Resources
Recruitment & Retention - Students	Director of Admissions	Admissions Team and DGS Team
Research	Associate Dean	Faculty Committee

CLIMATE FOCUS AREA

GOAL: *Create shared responsibility for building, maintaining and improving an inclusive school climate to increase appreciation of and respect for diverse backgrounds, as well as multiple and intersectional identities.*

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

Strategy:

- Support core student groups related to equity and inclusion efforts.
 - Gender, Sex, and Policy Events Committee(GSPEC), Humphrey Students of Color Association(HSOCA), Humphrey International Student Association (HISA), Humphrey Association for Health, Accessibility and Wellness(HAHAW) and Public Affairs Student Association(PASA)
- Provide the Humphrey Community with a baseline for activity and engagement in equity and inclusion effort.
 - Annual kickoff
 - Courageous conversations during the academic year
 - Mini-grant / project opportunity
 - Annual closing event
- Sponsor and organize annual Equity and Inclusion Research Symposium.
- Strategically link strategies and efforts:
 - Link supplemental funds for Humphrey Student groups to equity and inclusion programming
 - Link Diversity Paper Award to Equity & Inclusion Research Symposium
 - Sponsor retreat opportunities for students from a variety of backgrounds socialize and discuss substantive policy issues

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

Strategy:

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

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

Strategy:

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

COMMUNICATION FOCUS AREA

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

OBJECTIVE I: Provide information about Humphrey School Equity and Inclusion efforts.

Strategy:

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

OBJECTIVE II: Provide leadership and oversight for External and Media Relations pertaining to Equity and Inclusion efforts at the Humphrey School.

Strategy:

- Develop materials/one pagers to be used that highlight Humphrey efforts and progress.
- Identify markets where the Humphrey will want to showcase its Equity and Inclusion efforts.
- When there is data to back progress on all plan measures, secure at least two (2) conference opportunities for Humphrey to present on Equity and Inclusion efforts.

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

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

Strategy:

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

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

OBJECTIVE III: Work to advance Humphrey leadership goal of equity and inclusion in school events by integrating an E&I focus into process and planning efforts

Strategy:

- Review and update Humphrey Equity and Inclusion guidelines for Inclusive Events guide.
- Bi-monthly review of Equity and Inclusion guidelines for Inclusive Events guide, and bi-yearly update on progress to Humphrey leadership.
- Increase events digest subscribers to include broader network.
- Increase focus on accessibility awareness and services available at events.
- Research best practices and bring in outside experts to inform our work.

COMMUNITY ENGAGEMENT FOCUS AREA

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

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

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

- Create a community engagement committee consisting of faculty, staff, and students to establish a strategic direction for community engagement.

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

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

- Work with the External Relations committee to identify 5-7 organizations annually that are focused on equity and inclusion issues that the Humphrey School is not already connected with. Set up meetings with their leadership to explore future collaboration and offer personal invitations to Humphrey School events.
- Identify and promote local and state equity and inclusion-related committee and task force membership opportunities to Humphrey School students, staff, and faculty.

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

- Review the Equity and Diversity Guidelines for Developing Humphrey School Event Programming among faculty, staff, and student groups to enhanced awareness and gather feedback for future updates.
- Create and implement a memorandum of understanding with Cedar Riverside organizations related to access to the newly renovated Josie R. Johnson Community Room.
- Review and update the Humphrey School event vendor list to identify new women- and minority-owned businesses.

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

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

- Review the Equity and Diversity Guidelines for Developing Humphrey School Event Programming among faculty, staff, and student groups to enhanced awareness and gather feedback for future updates.
- Create and implement a memorandum of understanding with Cedar Riverside organizations related to access to the newly renovated Josie R. Johnson Community Room.
- Review and update the Humphrey School event vendor list to identify new women- and minority-owned businesses.

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

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

CURRICULUM

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

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

Strategy:

- Collaborate with University of Minnesota partners in Acara and the Resilient Communities Project to develop and deliver an introduction to community-engaged learning workshop (Ethical Engagement for the Public Affairs Professional), with an emphasis on ethics and cultural sensitivity.
 - Deliver workshop during orientation week, across degree programs, to signal school-wide priority on engaged learning as well as equity and inclusion.
- Explore the possibility of developing an Equity and Inclusion Capstone.
 - Work with Capstone Director to explore the scope, focus and potential for an E&I Capstone.

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

Strategy:

- Establish an ongoing process to review and workshop syllabi.
 - Select a set of syllabi annually (chosen by DGS or volunteer) for peer review and workshopping. Peer colleagues will review readings and assignments and make suggestions to enhance the diversity of readings and materials (as well as other suggestions).
 - Pilot this approach for its effectiveness in Urban and Regional Planning during AY 2019-19 with a goal to scale across degrees in the next academic year.
 - Report observations of pilot to curriculum committee at the end of Spring 2019.
- Assess and revise equity and inclusion questions on the course evaluation form.
 - Review data from existing questions for insights/learnings and effectiveness.
 - Review peer approaches to evaluation questions.
 - Work with the curriculum committee to revise questions in preparation for moving to online course evaluations.
- Work with PASA's Curriculum Committee chair to survey current students regarding the overall presence and effectiveness of equity and inclusion content in the curriculum.

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

Strategy:

- Engage faculty, including adjuncts, in faculty retreats and other venues in learning from each other and other experts about best practices in integrating equity and inclusion content in the curriculum.
 - Recruit a panel of Humphrey faculty with strong E&I course content to discuss tips and challenges and hold round-table discussions at the Fall 2019 faculty retreat.
 - Provide training and support to adjunct faculty, including via one of their biannual meetings, on enhancing equity and inclusion content in their courses.
- Consult professional associations (e.g. NASPAA) and participate in the newly-formed University Leadership Council on Diversity and Inclusion in Public/International Affairs Programs.
 - Communicate learnings and promising practices via appropriate faculty body (curriculum committee, faculty retreat).

RECRUITMENT AND RETENTION – FACULTY & STAFF

GOAL: *Recruitment and Retention for Faculty/Staff*

OBJECTIVE I: Recruitment and Hiring

Strategy:

- Review and re-affirm guidelines for recruiting and hiring staff and faculty from diverse backgrounds.
- Ensure all employees are aware of and follow guidelines for recruiting and hiring staff and faculty from diverse backgrounds.
- Ensure all search committees are aware and follow the guidelines.

OBJECTIVE II: Orientation and Onboarding

Strategy:

- Onboarding new employees will include information about the Equity and Diversity Certificate Program as well as an incentive program for certificate completion.
- Provide on-going training opportunities and information in the areas of unconscious bias in search and selection process.
- Incorporate "stay interviews" and post-exit interviews. Both tools are effective ways to accurately identify the reasons why employees stay at the School and causes/reasons they leave (i.e. turnover); HR will provide School leaders with data as it relates to diversity retention and turnover on a quarterly basis.

OBJECTIVE III: Professional Development

Strategy:

- Provide financial support to full time employees through Professional Development Requests.
- Sponsor ongoing trainings to employees organized by the Professional Development Working Group.
- Incorporate incentive program for employees who complete training or certificate programs (i.e. Equity and Diversity Certificate, , Leading on All Levels , Leadership Essentials, Supervisory Development Course).

RECRUITMENT AND RETENTION – STUDENTS

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

OBJECTIVE I: Recruit and admit a diverse group of scholars who reflect the communities we serve.

Strategy:

- Graduate fairs- in person and online
- Classroom visits
- Information sessions
- Individual meetings

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

Strategy:

- Junior Summer Institute
- Public Service Weekend
- Public Allies Initiatives

OBJECTIVE III: Use merit based financial aid strategically to matriculate diverse student body

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

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

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

RESEARCH

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

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

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

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

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

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

- Support Humphrey School researchers in developing op-eds on equity and inclusion issues.
- Use multiple communication channels to highlight Humphrey School research on equity and inclusion issues, including the possibility of hosting researcher lightning talks for key constituency groups.
- Nominate Humphrey School researchers and projects for UMN and external awards that honor equity and inclusion-focused research.
- Explore funding opportunities to support an annual award to honor Humphrey School research and/or researchers each year.

OBJECTIVE III: Connect Humphrey School research and researchers within the University of Minnesota and externally to advance new collaborations in fields of public affairs to address racism and concerns about growing white supremacy.

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

- Explore opportunities to co-convene a seminar series on equity and inclusion, with a focus on policy and institutional approaches to combating racism and white supremacy.
- Mobilize Humphrey alums who are public, private, and nonprofit sector leaders to help build strategic coalitions and research partnerships.
- Identify and connect researchers across the University of Minnesota and peer policy and planning schools who are studying contemporary policy issues specifically related to concerns about racism and rise of white supremacy (e.g., policies to address hate crimes, planning studies of public monuments and building names).



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