Humphrey School Diversity Strategic and Action Plan

2012-2017

**HUBERT H. HUMPHREY SCHOOL
OF PUBLIC AFFAIRS**

Humphrey School Diversity Strategic and Action Plan

"The Humphrey School of Public Affairs inspires, educates, and supports innovative leaders to advance the common good in a diverse world."

Humphrey School Mission
Adopted by the graduate faculty in 2006

INTRODUCTION

This plan is based on the proposition that if the Humphrey School wants to prepare innovative leaders to be effective in a diverse world, then it must take action to ensure that the School's community more closely reflects the diversity found in the world, and it must better integrate diversity into its curriculum and teaching; scholarship; and outreach. Through a participatory process that engaged 117 Humphrey School administrators, faculty members, staff, students and alumni in spring 2012 (see Appendix A for more detail on this process and its participants), the One Humphrey One Community working group of the Diversity Committee has developed a Diversity Strategic and Action Plan that contains the following components:

- Goals (our aspirations regarding diversity at the School);

- Strategies and actions (specific steps we can take to help realize our goals); and

- Performance measures (how we can measure our progress in reaching our goals).

In addition to the components named above, the working group has arranged the strategies in order of importance within the following six categories:

- Teaching and Curriculum;

- Faculty and Staff Retention and Recruitment;

- Student Retention and Recruitment;

- Outreach and Community Service;

- Research; and

- Climate.

It is important to note that all the strategies selected for inclusion in the plan went through a rigorous selection process and deserve the attention of the Humphrey community.

Finally, the working group has designated likely people and entities at the Humphrey School who will be responsible for implementing and making progress on each of the strategies named in this plan (see Appendix C).

For this process, we used a working definition of diversity developed by the Office of Equity and Diversity (OED) for the purpose of framing our conversations. We did not seek consensus on this definition among participants, but rather used it as a reference point to help orient participants during the process. That definition is suggested by this quote from OED's website:

Thro

Overarching Diversity Goal: We aim to inspire, educate and support innovative leaders to advance the common good in a diverse world by creating an inclusive, welcoming, and supportive School environment; ensuring that the people and scholarship of the School reflect our community and the world, and building an institution committed to inter-cultural growth and learning.

- People with both visible and hidden disabilities;
- Women;
- People of various gender and sexual identities and expressions; and
- First-generation students from economically disadvantaged backgrounds.

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

ughout this process, we found it important to distinguish between two related concepts: inclusion and diversity. By inclusion we mean welcoming multiple and potentially divergent perspectives into a common community of inquiry and learning. By diversity we mean people with identities that have been historically marginalized in our society and especially in higher education and the realm of public affairs. There are some aspects of inclusion that are outside the working definition of diversity above. While both concepts are important for a school of public affairs, this plan focuses more narrowly on diversity.

Information about race/ethnicity, gender, and citizenship status are routinely collected at the University of Minnesota for employees and students. However, other measures that we consider important for tracking diversity are more difficult to collect because of privacy concerns. Where we have suggested performance measures that include more aspects of diversity than race/ethnicity, gender, and citizenship status, we propose that an anonymous and voluntary survey of the Humphrey community be used to supply this information.

GOALS, STRATEGIES AND ACTIONS

Teaching and Curriculum

I. Offer faculty and staff professional development opportunities that will help them improve the frequency and richness of classroom discussions that focus on diversity.

1. Continue to explore and adopt ways for faculty to teach peers "best practices" for incorporating diversity into the classroom, with an emphasis on recognizing and discussing privilege in the classroom.

2. Provide incentives for faculty, staff and teaching assistants to attend diversity-specific workshops

   > *Goal: Equip students with the knowledge and skills needed to effectively engage diversity in the realm of public affairs.*

   by the Center for Teaching and Learning and other training opportunities to help them learn to effectively facilitate cross-cultural discussion.

3. Provide institutional support for the inclusion of outside speakers into Humphrey classes (e.g., small diverse honoraria).

4. Find existing models to teach and assess cultural competency in an appropriate core course in each degree program (e.g., Intercultural Development Inventory).

5. Incorporate ethical and culturally-sensitive research methods into appropriate courses.

II. Increase the breadth and depth of diversity-related topics covered in course readings, discussions, and assignments (especially in core courses).

1. Expand the aspects of diversity discussed in the classroom (privilege, class, gender, race, ability, sexuality, etc.), with attention to historical and contemporary instances of institutional discrimination.

2. Continue to incorporate non-Western perspectives in readings, case studies, and theories.

3. Require an explicit diversity statement for all class syllabi.

4. Create a training module or experience that prepares students for teamwork in diverse groups at the beginning of each degree program (fall semester, year 1).

5. Hire a graduate research assistant to help faculty and staff members develop and integrate new diversity content and assignments into their courses.

III. Continue to assess the diversity content of course syllabi on a regular basis.

Performance Measures

- Percentage of Humphrey course syllabi that include a statement of diversity.
- Percentage of students that report that they "agree" or "strongly agree" with the statement that "This course has prepared me well to work effectively in a diverse world."
- Percentage of students that report that they are "satisfied" or "very satisfied" with the diversity-related skills and knowledge gained through a) assignments; b) readings; c) lectures; and d) class discussions.
- Percentage of recent alumni reporting that they are "satisfied" or "very satisfied" with how their experience at the Humphrey School prepared them to work in diverse contexts.
- Percentage of faculty who feel comfortable moderating a discussion focused on diversity in the classroom (include in survey mentioned in Climate c III).

1. Revise current Humphrey class evaluation form and add questions that better address diversity.
   a. "How satisfied were you with the diversity-related skills and knowledge that you gained in this course from the following areas: assignments, readings, lectures, and class discussions?" (for each area use a five-point Likert scale: very satisfied to very unsatisfied)

> *Goal 1: Recruit and retain a more diverse faculty and staff*
> *Goal 2: Foster a respectful and collegial workplace for Humphrey faculty and staff*

   b. "This course has prepared me well to work effectively in a diverse world." (Five-point Likert scale: agree strongly to disagree strongly, with space for comments below)

2. Survey recent alumni about the extent to which their experience at the Humphrey School prepared them to work effectively in diverse contexts.

3. Use the Curriculum Working Group of the Diversity Committee as resources for faculty members who are unsatisfied with the diversity content of their syllabi and are seeking improvements.

4. Add an additional student seat on the Humphrey Curriculum Committee to be filled by a student who serves on the Humphrey Diversity Committee Curriculum Working Group to support coordination between the Committees.

5. Seek student input through the Curriculum Committee and PASA's Curriculum Chair via curriculum conversations (with a concentrated effort to increase participation from international students) and communicate results to faculty and administration on an annual basis.

IV. Create new courses that focus exclusively on diversity in public affairs.

1. Support the creation of more capstone projects and electives that focus on diversity-related topics.
2. Create a one-credit lecture series from international staff, faculty, and students.
3. Develop and offer an "Ethics in Public Affairs" course annually as an elective.

Faculty and Staff Retention and Recruitment

I. Create and support positions, funding, and advancement for diverse faculty and staff.

1. Request additional funding from The University of Minnesota (UMN) to hire diverse faculty (targeted opportunity hires).
2. Increase faculty of color at the Humphrey School:
   a. In tenure track positions as available in the long-term, and
   b. As adjuncts in the short-term.
3. Support career advancement for staff by offering professional development opportunities and clear pathways for promotion.
4. Value faculty and staff diversity work in research, teaching, and service by making it a significant consideration in tenure and/or annual merit review.

II. Reform internal recruitment norms, practices, and approaches by placing an increased emphasis on social justice and diversity in the hiring process.

1. Identify and initiate alternative recruitment strategies to target diverse candidates, including socio-economic status (e.g., new venues for advertising job openings).
2. Include an explicit statement in faculty and staff job postings that encourages diverse candidates to apply.
3. Include diverse staff and faculty in hiring committees.

III. Create and support a faculty and staff environment conducive to diverse faculty and staff retention.

1. Create an award to recognize faculty or staff leadership on diversity issues at the Humphrey School.

2. Promote open discourse about diversity issues by continuing to host conversations on diversity-related issues at the School (e.g., circle dialogues on race and ethnicity).

> *Goal 1: Recruit and retain a more diverse student body*
> *Goal 2: Foster a respectful and collegial learning environment for Humphrey students*

Student Retention and Recruitment

I. Increase financial support for students from diverse backgrounds.

1. Continue to explore and secure funding sources (government, private, private non-profit, and from within the UMN) that specifically support diverse students.

2. Increase internal funding available to support internships for diverse students and/or students doing work with diverse organizations.

3. Ensure that financial concerns are not contributing to retention losses by creating more second-year scholarships and establishing an emergency loan fund to keep students in school.

II. Leverage partnerships and relationships with external institutions and the Humphrey School alumni network to support recruitment of diverse prospective students.

1. Mobilize networks of alumni for recruitment (in particular, alumni of color) by reaching out to key alumni in one-on-one meetings and creating an email list serve that periodically requests alumni assistance in identifying and recruiting promising diverse prospective students.

2. Prioritize local recruitment of diverse students for Diversity Days in addition to recruiting nationally.

3. Actively recruit at diverse undergraduate institutions by attending graduate school fairs and other events.

4. Create an international recruitment plan focused on diversity.

III. Provide better support for students after they enroll at the Humphrey School to promote retention.

1. Provide more robust tutori

Performance Measures

- Percentage of Humphrey a) tenure or tenure-track faculty, b) faculty holding endowed chairs, c) adjunct faculty, and d) staff who are diverse (by gender, racial minority status and/or citizenship status; and by sexual orientation, disability status, socioeconomic background, religious affiliation, first generation college student, first generation immigrant, and veteran as available from the survey mentioned in Climate III3).
- Percentage of candidates interviewed for faculty/staff positions who are diverse (by gender, racial minority status and/or citizenship status).
- Percentage of Humphrey a) faculty and b) staff reporting that they are satisfied with their jobs (from survey mentioned in Climate c III).
- Number of faculty/staff nominated for Diversity Award.

ng resources and encourage faculty members to refer students who are struggling academically to these resources.

2. Create an alumni mentoring program for historically disadvantaged students that pairs diverse students with diverse alumni.

3. Create a student Diversity Award recognizing contributions to the enhancement of diversity at the School to be awarded at the end of the year.

IV. Ensure that administrative structures at the Humphrey School support an increase in the proportion of the Humphrey student body from diverse backgrounds.

1. Ensure that addressing diversity concerns in recruitment, admissions, and on-going support for students is a formal part of the job description of all full-time staff in the Graduate Student Services office, as well as the Dean and the Executive Associate Dean.

2. Comprehensively review admissions criteria with a diversity lens to identify potential admission barriers that disproportionately affect diverse prospective students.

V. Increase the breadth and depth of faculty member engagement in student recruitment and retention efforts.

1. Increase the number of opportunities for faculty and students to interact socially outside of the classroom.

2. Build and support relationships between faculty and admissions staff at the Humphrey and Historically Black Colleges and Universities (HBCUs), and with alumni of color, professionals of color networks, multi-cultural center directors, etc.

Performance Measures

- Percentage of Humphrey student body who are diverse (by gender, racial minority status and/or citizenship status; and by sexual orientation, disability status, socioeconomic background, religious affiliation, first generation college student, first generation immigrant, and veteran as available from the survey mentioned in Climate III3).
- Percentage of diverse (designated as protected class) student applicants admitted with financial support to HHH.
- Percentage of active students who would encourage a prospective student to apply to Humphrey (breakout by diverse students versus non-diverse students).
- Student retention rate (Percentage of students in a given entering class either graduated or still enrolled after 1 year, 2 years,…, 6 years)
- Student graduation rates (Percentage of students in a given entering class that have graduated after 2 years,…, 6 years)
- Number of students nominated for the end of

> *Goal: Strengthen and deepen the Humphrey School's relationship with local, state, national and international communities*

Outreach and Community Service

I. Create deep and long-term partnerships with diverse external organizations and institutions to increase outreach opportunities for administrators, faculty members, staff, and students.

1. Create or sustain formal and/or informal relationships with Minnesota policy, advocacy, and service organizations that focus on diverse populations to engage their staffs, members, and constituents in policy discussions, research efforts, or classroom instruction.

   a. Identify and highlight expertise in diverse communities outside of the Humphrey (e.g., invite diverse speakers to the classroom).

2. Create formal and/or informal relationships with diverse international, national, state, and local leaders to facilitate the exchange of learning opportunities for Humphrey faculty, staff, and students.

   a. Create relationships with select municipalities in the state to address public policy issues in diverse communities by establishing joint research initiatives; providing advice from faculty and students; and hosting community input sessions.

3. Take advantage of existing relationships with other UMN campuses to bring more diverse external perspectives to the school (e.g., UMN Morris and Minnesota's Native American community).

II. Use Humphrey School resources to provide direct benefits to diverse communities and institutions.

1. Continue to lead the University of Minnesota in using minority- and women-owned businesses for procurement.

2. Create an infrastructure at the Humphrey School or take advantage of the University of Minnesota's Community Service-Learning Center for providing service opportunities in diverse communities for faculty, staff, and students.

3. Create a process for diverse organizations and institutions to apply for technical assistance, which could include evaluation services, research, etc., from Humphrey courses, faculty, research centers, and students based on the process currently used to pair clients with student groups in capstone courses.

4. Make the Humphrey School more accessible to community groups in the Twin Cities and other parts of the state by providing meeting spaces and subsidizing costs for renting meeting spaces to diverse groups from within and outside of the University of Minnesota.

5. Use alumni networks to help achieve various outreach strategies, particularly to identify potential partner organizations.

III. Actively share administrative, faculty, staff, student, and alumni accomplishments via internal, university-level, and external/community communication.

1. Issue press releases as appropriate to highlight emerging research, teaching, and outreach accomplishments at the Humphrey School.

2. Promote a Humphrey "brand" that emphasizes social justice and diversity as core values at the school.

Goal: Increase the quality and quantity of research focused on issues of diversity, equity, and social justice

Performance Measures

- Percentage of external "clients" who receive technical or research assistance from an individual or group at the Humphrey School reporting satisfaction with quality of work (breakout by capstone, professional paper, ad hoc class projects).

- Percentage of external "clients" who receive technical or research assistance from an individual or group at the Humphrey School reporting that they felt treated with respect by a) the student(s) and b) the faculty member (if applicable).

- Percentage of external groups whose meeting costs were subsidized.

- Proportion of student internships related to a diversity topic (breakout funded/paid versus non-funded/unpaid).

Research

I. Improve the likelihood that proposals targeting external funding for research on diversity topics are successful.

1. Create an infrastructure at the Humphrey School to support proposal writing for external funding.

2. Create opportunities for faculty members to workshop proposals with peers in order to increase attentiveness to diversity in their research.

II. Identify and cultivate research funding sources focused on diversity issues.

1. Ask funders to provide support exclusively to promote diversity (e.g., endowed chairs, visiting professorships, research fellowships, etc.).

III. Create school-wide incentives for conducting diversity-related research.

1. Sponsor a faculty and student research speaker series that focuses on diversity-related research, modeled after the HSOCA diversity speaker series.

2. Create a competitive pool of internal funding and/or support for diversity-related research.

3. Promote and support the creation of research teams across areas at HHH, across units at the University of Minnesota, and between the University of Minnesota and other universities that focus on diverse research topics.

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

Climate

I. Strengthen institutional support for diversity work through adequate staffing, offering resources and incentives, and instituting appropriate policy changes.

1. Ensure that those planning events occurring in the Humphrey School as well as the wider Humphrey community commit to using the "Inclusivity Checklist" in scheduling and event planning.

2. Allocate an annual line item in the Humphrey School budget for diverse student groups (HSOCA, SRS, and the new international student group).

3. Seek diverse candidates to join the Humphrey School's Advisory Committee.

4. Formally assign diversity concerns at the Humphrey School to the job description of a high-ranking staff member.

5. Create a formal process to respond to concerns about diversity issues/topics/incidents in a transparent and

Performance Measures

- Proportion of sponsored research budget that supports diversity-related research.

- Number and percentage of annual faculty publications (breakout by peer-reviewed and other) focused on a diversity topic.

- Number of professional papers submitted for the end of year Diversity award.

timely way.

6. Conduct a review of Humphrey School policies to ensure alignment with diversity goals and the Diversity Strategic Action Plan.

7. Integrate implementation of actions described in this plan into existing and on-going processes (e.g., MPP accreditation by NASPAA and MURP accreditation by PAB).

8. Designate faculty/staff who receive training as "allies" so that all community members can identify safe spaces to seek support and guidance on diversity-related issues (the amount and type of training that qualifies someone for "ally" status to be determined in consultation with OED).

II. Create opportunities for community building among and between administrators, faculty members, staff, students, and alumni.

1. Increase the frequency and variation of school-wide social events.

2. Sponsor retreat opportunities for students from a variety of backgrounds to socialize and discuss substantive policy issues.

III. Develop and implement accountability mechanisms to ensure that the Humphrey School works toward enhancing diversity at the school.

1. Develop a definition of diversity for the Humphrey School.

2. Create an annual "State of Diversity at the Humphrey School" event and publish an annual report that assesses the School's relative progress on achieving goals laid out in the Diversity Strategic Action Plan.

3. Develop a survey of students, staff, faculty, recent alumni, and other key stakeholder groups to assess climate at the school (similar to the PULSE survey at the University of Minnesota).

IV. Clarify the structure, membership process, and communication expectations for the Humphrey School's Diversity Committee and associated working groups.

1. Restructure the diversity committee membership/recruitment process so that it is transparent.

2. Actively communicate the mission, decisions and actions of the Diversity Committee to the entire

> ### Performance Measures
>
> - Percentage of a) faculty, b) staff and c) students who feel that Humphrey is a welcoming and inclusive place (breakout by diverse individuals versus non-diverse individuals).
>
> - Proportion of faculty and/or staff who receive ally training.

Humphrey School community through internal and external channels.

3. Have the Diversity Committee create goals for itself and each working group at the beginning of the year and require the end of year reports by working groups and the committee document progress in reaching those goals.

4. Develop a transparent mechanism through which community members not on the diversity committee can provide suggestions and input regarding the goals.

The Diversity Strategic and Action Plan Process

In fall 2011, the One Humphrey One Community (OHOC) working group of the Humphrey School's Diversity Committee developed a process for creating a diversity strategic and action plan for the school. OHOC is comprised of a mixture of faculty, staff and students, including: Ryan Allen, co-chair; Jonathan Brown; Karen McCauley; Linda McFarland; Aaron Meyers; Emily Saunoi-Sandgren; Heather Schommer; Mary Small, co-chair; and Vincent Vu.

With the support of Dean Schwartz and through consultation with the Office of Equity and Diversity (OED) at the University of Minnesota and key faculty members at the Humphrey School, most notably John Bryson and Barbara Crosby, we developed a two stage participatory process (Action Strategy Mapping and a SWOT analysis) that sought input from administrators, students, faculty, staff, and alumni. We focused our efforts on generating strategies and actions that would help the Humphrey School to fulfill its mission.

In support of this plan, Dean Schwartz appointed an external Advisory Council to provide feedback and guidance. Advisory Council members included: MayKao Hang, Trista Harris, Kiyoshi Nakasaka, Jaime Pinkham, Kate Rubin, Jonathan Sage-Martinson, Rosa Tock, and Paul Williams.

Planning Sessions and Participants

We held six sessions where members of the Humphrey community had an opportunity to provide input into the plan. In the first of these, we hosted a large group discussion in which we asked participants to provide feedback on the process that we had developed. For the remaining five sessions, we split participants into small groups of 5 to 6 people and used a trained facilitator (either a member of the OHOC working group or staff from OED) to guide each group through the activities. Two Action-Oriented Strategy Mapping sessions occurred (one on Friday March 2 and one on Saturday March 3), with each lasting approximately six hours. Two sessions analyzing the Strengths Weaknesses Opportunities and Threats (SWOT) occurred (one on Friday March 23 and one on Saturday March 31), with each lasting approximately three hours. A final hour and a half wrap-up session was held on Thursday April 5.

In all sessions, we assigned one or two of the six topic areas of the strategic and action plan to each of the small groups. Whenever possible we mixed administrators, faculty, staff, students, and alumni into each of the small groups. In doing so, we ensured that a direct supervisory relationship did not exist between any of the participants in a small group and no faculty members were in a group with students they advised or currently taught. We recruited participants for each session through email messages and personal appeals to faculty, staff, students, and alumni. Finally, we also used information gathered from a skills class at the Humphrey School that taught Action-Oriented Strategy Mapping and SWOT analysis using enhancement of diversity at the Humphrey School as its topic (taught by John Bryson, Barbara Crosby and Lee Munnich in December 2012), as well as recommendations proposed by the Humphrey Students of Color Association (HSOCA) in previous years.

Over the course of these six planning sessions and the skills course, 117 unique individuals participated in our process (many came to multiple sessions). Of these 117 individuals:

- 64% were female
- 38% were people of color
- 58% were current students

- 12% were alumni
- 21% were staff members
- 9% were faculty members

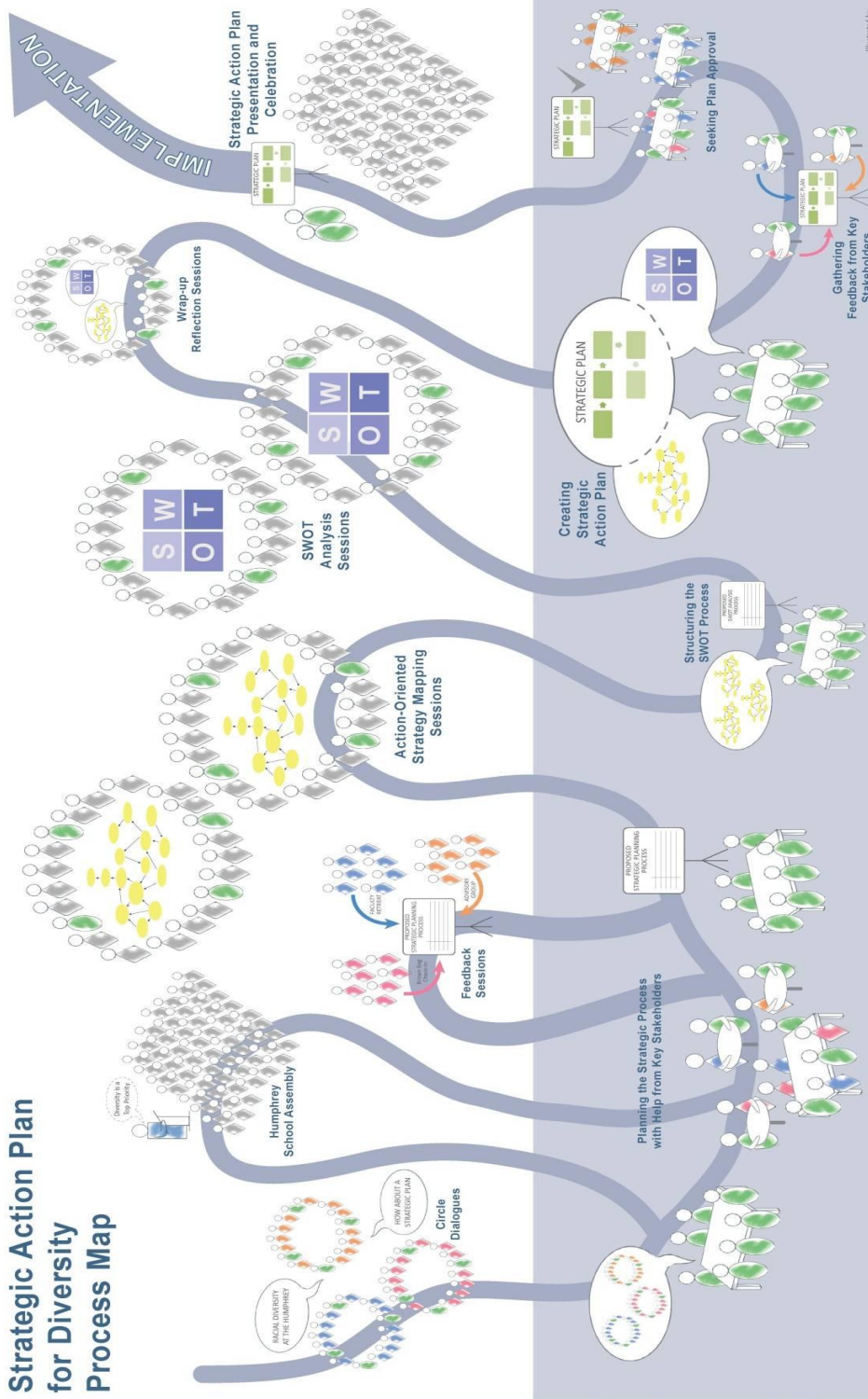## Selecting Candidate Strategies and Actions

Participants generated hundreds of strategy and action ideas during this process. As part of the SWOT analysis and wrap-up sessions, participants brainstormed potential criteria to use in selecting which strategy and action ideas to include in the final plan. From these potential criteria, the OHOC working group chose a final group of criteria which included the following:

- Easily communicated and understood
- Improves current level of research, student learning or community relations
- Responsibility can be assigned (or has been accepted)
- Financially feasible
- Recognizes capacity/ workload limitations
- Has buy-in from key stakeholders
- Will likely help to achieve diversity goals

The working group also assessed whether a strategy or action was something that could be implemented at the school in the short term, long term, or potentially both the short and long term. Finally, with input from Associate Dean Lindsey, John Bryson and Barbara Crosby, the working group created the responsibility matrix, which suggests likely points of contact and individuals or institutions to implement each of the strategies considered in this plan (see Appendix C).

APPENDIX B

Strategic Action Plan for Diversity Process Map

HUMPHREY SCHOOL COMMUNITY

- Circle Dialogues
  - RACIAL DIVERSITY AT THE HUMPHREY
  - HOW ABOUT A STRATEGIC PLAN?
- Humphrey School Assembly
  - Diversity is a Top Priority
- Feedback Sessions
- Action-Oriented Strategy Mapping Sessions
- SWOT Analysis Sessions
- Wrap-up Reflection Sessions
- Strategic Action Plan Presentation and Celebration

IMPLEMENTATION

ONE HUMPHREY ONE COMMUNITY PLANNING COMMITTEE

- Planning the Strategic Process with Help from Key Stakeholders
- Structuring the SWOT Process
- Creating Strategic Action Plan
- Gathering Feedback from Key Stakeholders
- Seeking Plan Approval

OCT '11   DEC '11   MAR '12   APR '12   MAY '12

Illustrated by: Janene Connor, MPP '12

APPENDIX C

Responsibility Matrix

Strategy	Likely Point(s) of Contact	Likely Implementer(s)
Teaching and Curriculum		
Offer faculty and staff professional development opportunities that will help them improve the frequency and richness of classroom discussions that focus on diversity.	Associate Dean	Faculty, Staff, Teaching Assistants
Increase the breadth and depth of diversity-related topics covered in course readings, discussions, and assignments (especially in core courses).	Associate Dean	Faculty
Continue to assess the diversity content of course syllabi on a regular basis.	Chairs of the Curriculum Working Group of the Diversity Committee and Curriculum Committee	Faculty
Create new courses that focus exclusively on diversity in public affairs.	Associate Dean	Curriculum Committee, Faculty
Faculty and Staff Recruitment and Retention		
Create and support positions, funding, and advancement for diverse faculty and staff.	Dean	Administrative Staff
Reform internal recruitment norms, practices, and approaches by placing an increased emphasis on social justice and diversity in the hiring process.	Dean	Human Resources
Create and support a faculty and staff environment conducive to diverse faculty and staff retention.	Associate Dean	Faculty, Staff
Student Recruitment and Retention		
Increase financial support for students from diverse backgrounds	Dean	Dean, Faculty
Leverage partnerships and relationships with external institutions and the Humphrey School alumni network to support recruitment of diverse prospective students.	Dean, GSS	Faculty, Staff, Students, Alumni
Provide better support for students after they enroll at the Humphrey School to promote retention.	GSS, PASA	GSS, Students

Ensure that administrative structures at the Humphrey School support an increase in the proportion of the Humphrey student body from diverse backgrounds.	GSS	Students, Faculty, Alumni
Increase the breadth and depth of faculty member engagement in student recruitment and retention efforts.	Associate Dean, GSS	Faculty
Outreach		
Create deep and long-term partnerships with diverse external organizations and institutions to increase outreach opportunities for faculty members, staff, and students.	Dean	Faculty, Staff, Communications, Research Centers
Use Humphrey School resources to provide direct benefits to diverse communities and institutions.	Dean	All Faculty/Staff with discretionary accounts, Center Directors
Actively share faculty, staff, and student accomplishments via internal, university-level, and external/community communication.	Dean	Communications, Faculty, Staff, PASA, Students
Research		
Improve the likelihood that proposals targeting external funding for research on diversity topics are successful.	Associate Dean	Faculty, Students, Staff
Identify and cultivate research funding sources focused on diversity issues.	Associate Dean	Faculty
Create school-wide incentives for conducting diversity-related research.	Dean	Dean, Associate Dean, Faculty
Climate		
Strengthen institutional support for diversity work through adequate staffing, offering resources and incentives, and instituting appropriate policy changes.	Dean	Center Directors, Area Chairs
Create opportunities for community building among and between faculty members, staff, students, and alumni.	Dean	Faculty, Students, PASA, Staff
Develop and implement accountability mechanisms to ensure that the Humphrey School works toward enhancing diversity at the school.	Shared: Dean, Executive Committee	
Clarify the structure, membership process, and communication expectations for the Humphrey School's Diversity Committee and associated working groups.	Diversity Committee Chair	Diversity Committee

April, 2013

Dear Humphrey School Accountability Working Group members:

Attached is the finalized list of recommended accountability measures that would comprise a **Humphrey School Accountability Dashboard** to help us track progress toward our broad diversity-related goals.

As you'll recall, this list is a result of:

- the working group's initial discussions of how to approach the task of identifying important accountability indicators that measure our progress as a school
- a working group between-meeting poll of all the indicators outlined in the One Humphrey One Community document.
- a school-wide survey soliciting feedback on the proposed measures.
- final working group review of the measures.

As we've discussed in the working group (and indicated on the schoolwide survey), these measures may not be the only ways in which the Humphrey School will monitor progress toward achieving our goals. If we as a working group agree, however, our recommendation will be that data are compiled and publicly reported for these specific measures on a regular (annual) basis.

Please review the attached list of accountability measures and let us know if you have any concerns, questions, or proposed edits before we submit this final recommended list to the full Diversity Committee. Given how busy everyone is toward the end of the school year, if we can complete this final round of reviews via email, I don't think there is a need for us to meet as a group again this year.

Thanks, everyone, for your commitment to this important work.

Humphrey Diversity Committee
Accountability Working Group
Recommended Dashboard of Accountability Measures
Revised April, 2013

Teaching and Curriculum

1. Percentage of students who report they "agree" or "strongly agree" with the statement that "This course has prepared me well to work effectively in a diverse world."
2. Percentage of students who report they "agree" or "strongly agree" with the statement that "This course has prepared me well to work effectively in a diverse world."
3. Percentage of students who report they are "satisfied" or "very satisfied" with the diversity-related skills and knowledge gained through a) assignments; b) readings; c) lectures; and d) class discussions.
4. Percentage of recent alumni reporting that they are "satisfied" or "very satisfied" with how their experience at the Humphrey School prepared them to work in diverse contexts.
5. Percentage of faculty who feel comfortable moderating a discussion focused on diversity in the classroom.
6. Percentage of faculty who DO encourage/moderate classroom discussions focused on diversity as it relates to course content.

Faculty and Staff Retention and Recruitment

7. Humphrey faculty and staff profile (based self-identification of status by gender, race, citizenship status; sexual orientation, disability status, socioeconomic background, religious affiliation, first generation college student, first generation immigrant, and veteran)
8. Data presented by: a) tenure or tenure-track faculty, b) faculty holding endowed chairs, c) adjunct faculty, and d) staff

Student Retention and Recruitment

9. Humphrey student body profile (based self-identification of status by gender, race, citizenship status; sexual orientation, disability status, socioeconomic background, religious affiliation, first generation college student, first generation immigrant, and veteran)
10. Student graduation rates (Percentage of students in a given entering class that have graduated after 2 years,…, 6 years)

Outreach and Community Service

11. Proportion of student internships/capstones related to a diversity topic (breakout funded/paid versus non-funded/unpaid).

Research

12. Proportion of sponsored research budget that supports diversity-related research.
13. Number and percentage of annual faculty publications (breakout by peer-reviewed and other) focused on a diversity-related topic.

Climate

14. Percentage of a) faculty, b) staff and c) students who feel that Humphrey is a welcoming and inclusive place (report by agreed upon demographic breakdown).
15. Percent of faculty and/or staff who receive ally training.