

**CARLSON SCHOOL OF MANAGEMENT**

# Diversity, Equity, and Inclusion

**ACADEMIC YEAR  
2021-2022**



**CARLSON SCHOOL  
OF MANAGEMENT**

UNIVERSITY OF MINNESOTA



## Message from Dean Sri Zaheer

Since I became dean in 2012, diversity, equity, and inclusion have been important drivers in our work to maximize the impact of our mission to develop human potential. From research to teaching to service, we've evolved how we move these values forward during the last decade. We know it is an inherent and integral part of our community, our values, and our future. Throughout every academic program, unit, center, and group at the Carlson School, we have been engaging at the deepest level to create a more inclusive culture.

This past academic year has been full of many successes throughout the school. I'm grateful to share this annual report, which highlights new effort building upon a strong foundation to make our community more inclusive for people from all backgrounds. I am incredibly proud of the work our faculty, staff, students, and alumni completed this past year—and over the past decade—and how deeply our commitment to inclusion and equity is being embedded throughout our mission.

This next year will mark an important leap forward in our DEI efforts. This report is structured around a framework brought forth by our first ever Senior Diversity Officer, Angela Spranger, who joined the Carlson School in April 2022. Angela is providing strategic oversight, guidance, and coordination for our internal efforts, partnering with units to advance their work, and further engaging our external community. She is also serving as the founding director of the Center for DEI in Business, an intentional initiative to support companies large and small tackling these mission-critical areas.

We still have much work to do to make sure people from all backgrounds feel welcome, included, and successful. Angela's wealth of experience in DEI, inclusive leadership, and business education will ensure that every step we take will lead toward a better Carlson School.

While we have much to celebrate, the inequities and patterns of discrimination many members of our society face are not going away. The structure of our educational system and how our society recognizes and rewards achievement favors those who have access to certain resources, experiences, and opportunities that are not available to everyone. But, with our commitment to recognizing these injustices and doing what we can to right them, the Carlson School community is a force for change, a force for equity, and a force for good. We have a long road ahead, but I know that we are on the right and just path.

**SRI ZAHEER**

*Dean*

*Elmer L. Andersen Chair in Global Corporate Social Responsibility  
Carlson School of Management*



## Message from Angela Spranger, PhD, MBA

It is an honor to join the Carlson School of Management as its first Senior Diversity Officer. There is so much momentum, passion, and care for this urgently important work in our community. In fact, my decision to come to Minnesota from Virginia solidified, in part, after reviewing last year's inaugural report on Diversity, Equity, and Inclusion. It showed me the Carlson School is committed to fostering a diverse and inclusive community and striving to further that work, so that all may reach their full potential.

I'm proud to help us live into our unofficial motto of "business as a force for good," and satisfy one of the key initiatives under the Strategic Plan: *Establish a leadership position and team to drive the Carlson School's DEI initiatives*. Having done similar inaugural work in Virginia, I bring a toolkit that includes a systematic and equity-focused approach to strategic planning, inclusive leadership competency modeling, cultural competency development, and change management.

At the Carlson School, I intend to replicate my previous successes in increasing community engagement through candid and meaningful dialogue, and cultivating a welcoming culture that helps faculty, staff, and students feel seen, safe, and valued. This involves consulting with current business and thought leaders to increase equity-mindedness in our corporate and community partners' workplaces; modeling and facilitating equity-minded organizational leadership through inclusive excellence; and equipping and supporting faculty and staff who interact with our students, who will graduate to create and lead workplaces across industries. Through the Center for Diversity, Equity, and Inclusion in Business that will launch in the fall of 2022, we will create new opportunities for our world-class faculty, staff, and students.

Inclusive Excellence, a nationally recognized framework for organizational change, will provide the foundation for a cohesive strategy to unify our DEI efforts across departments, units, and programs. In this report, we will introduce the Five Pillars of Inclusive Excellence at the Carlson School and highlight how we are already embracing this framework—from new recruitment scholarships for students from underrepresented groups to employing new inclusive teaching strategies—and laying the groundwork for the road ahead.

While excellence has always been our institutional goal and driver at the Carlson School, we must thoroughly incorporate the work of inclusion into this pursuit. Inclusive Excellence, as a mindset, shifts our systemic resources and paradigms toward an empirical, equitable thought process by which we dismantle and replace those systems and processes that perpetuate disparities.

The work of inclusion is broad and deep and requires focus and lasting commitment. Powered by the thoughtful, engaged approach of Inclusive Excellence, our work together will make us stronger as we pursue this vision.

ANGELA SPRANGER  
Senior Diversity Officer  
Founding Director, Center for DEI in Business  
Carlson School of Management



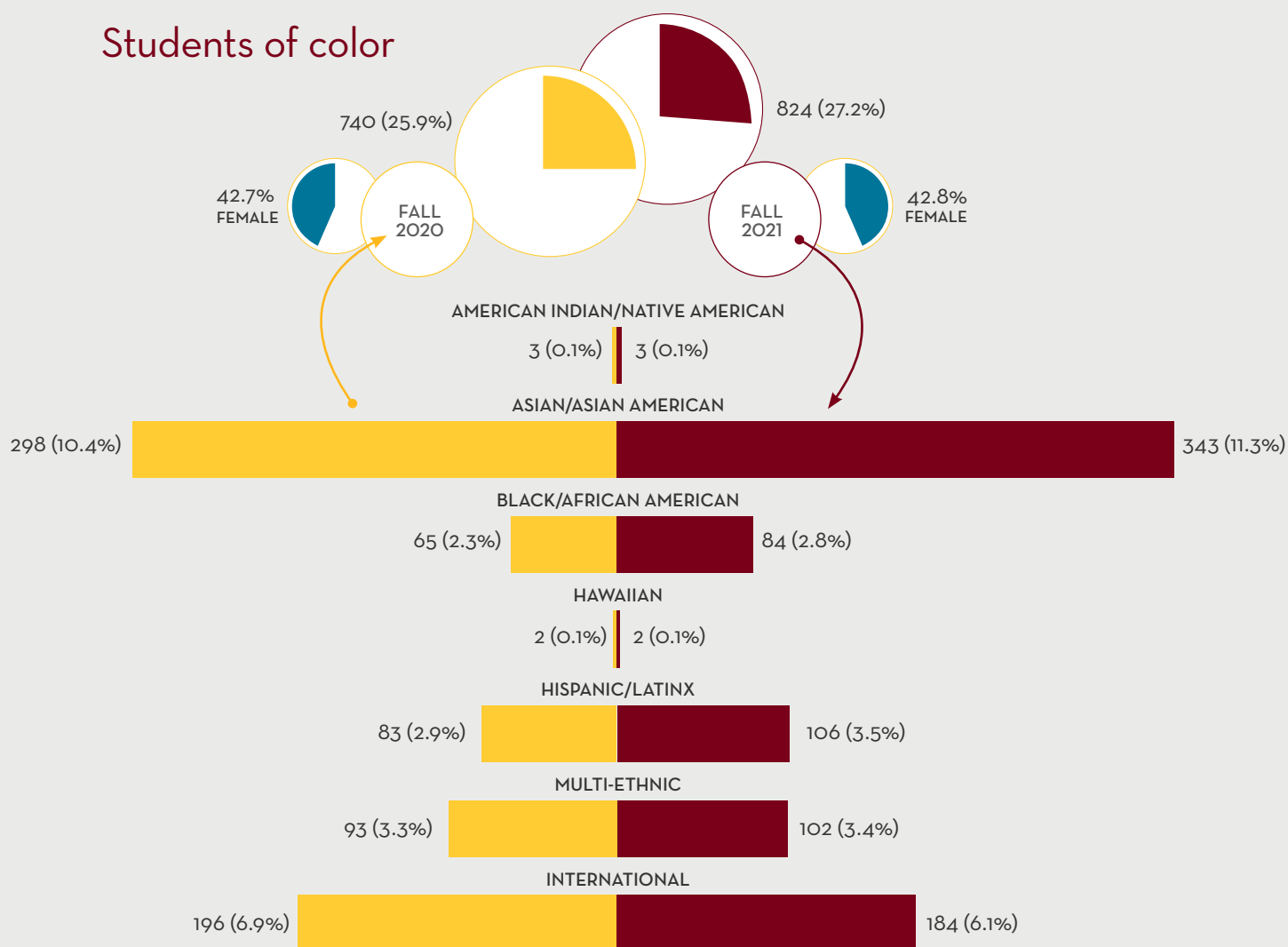


## ACADEMIC YEAR 2021-22

# Undergraduate demographics

From the University of Minnesota Office of Institutional Research

## Students of color





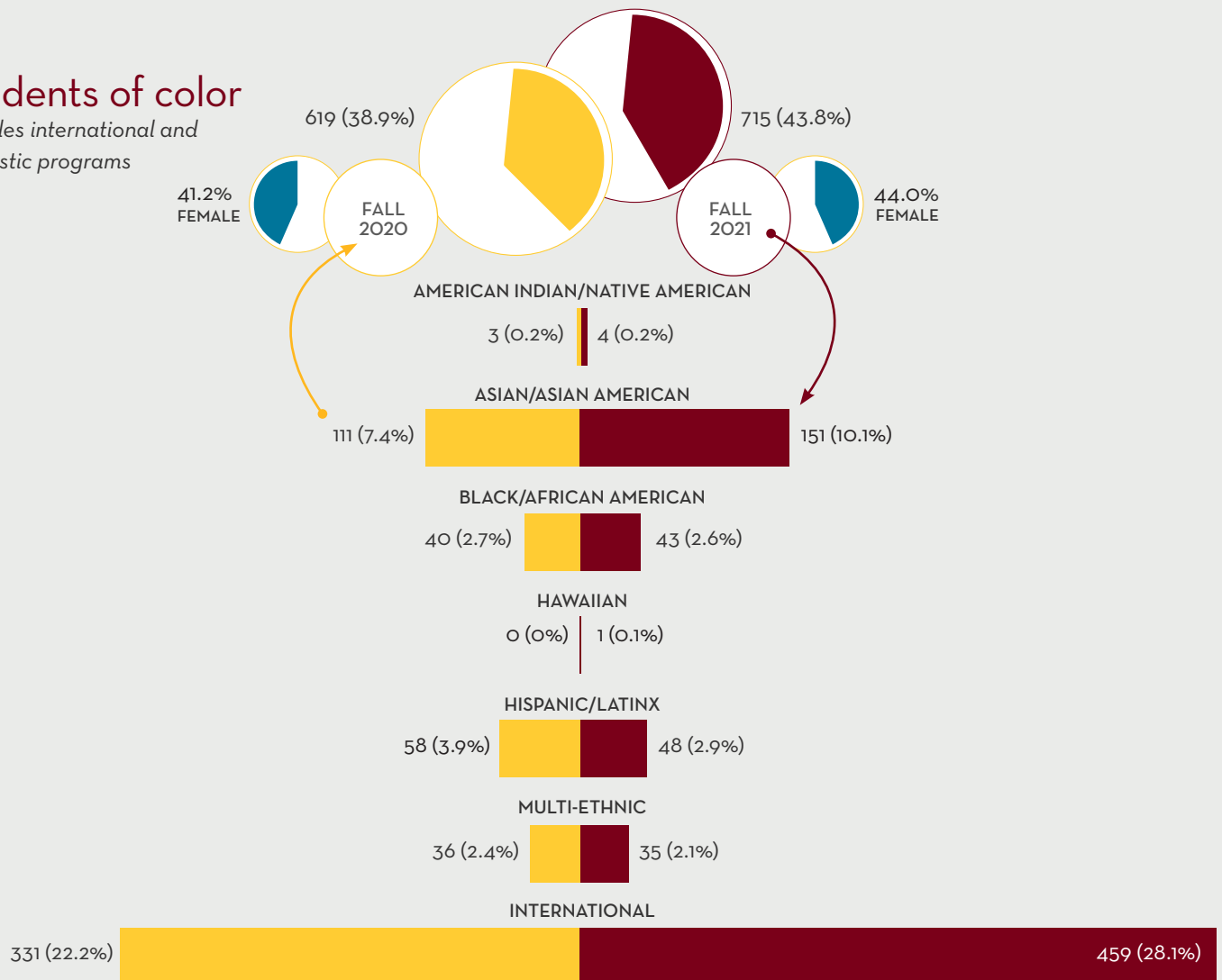
## ACADEMIC YEAR 2021-22

# Graduate demographics

From the University of Minnesota Office of Institutional Research

## Students of color

Includes international and domestic programs

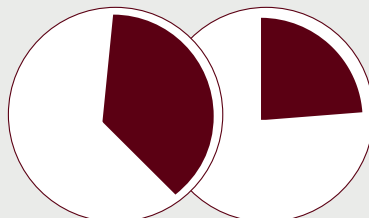


## Faculty and staff of color

As of June 2022

Faculty 38.3%

Staff 20.3%





# Inclusive Excellence: A Framework for How We “Live Into It”

## What is Inclusive Excellence?

Inclusive Excellence is a nationally recognized framework that centers DEI at the heart of organizational success. It makes diversity everyone’s job and responsibility, rather than resting that burden on one person or department.

Research has shown that Inclusive Excellence creates an environment in which all members of the organization develop a sense of belonging, which improves organizational engagement and reduces identity threat.\* By using this framework, we aim to unify DEI efforts across the Carlson School into one, cohesive strategy.

## The Five Pillars of Inclusive Excellence

The Carlson School is pursuing a thoughtful, deliberate approach to “live into” Inclusive Excellence—so it becomes ingrained within our mission to serve our students, faculty, staff, alumni, and more. The framework to incorporate this atmosphere within the Carlson School is outlined in the Five Pillars of Inclusive Excellence:



### ACCESS & SUCCESS

Reducing barriers to participation and achieving equitable success levels across groups, in faculty, staff, and student constituencies. This pillar involves a specific, intentional focus on marginalized communities. We also include special attention to international and first-generation college students.



### CLIMATE & INTERGROUP RELATIONS

Creating and maintaining an affirming environment that integrates differing viewpoints and lived experiences; assessing, evaluating, and adjusting the climate to reflect organizational values.



### EDUCATION & SCHOLARSHIP

Providing education, training, research opportunities, and professional development to build crucial skills for making equity visible.



### INFRASTRUCTURE & INVESTMENT

Developing physical and organizational structures that promote psychological safety and center, support, and fully integrate Inclusive Excellence goals.



### COMMUNITY PARTNERSHIP

Engaging the community as an anchor of equity to deepen Inclusive Excellence.

We are using strategically integrated initiatives to execute our Inclusive Excellence goals, so we can demonstrate and document substantial, sustainable impact. In the following pages, we will review highlights of the Carlson School’s DEI efforts from this past academic year under each pillar. While the framework is new, the work has already begun.

*\* Identity threat: individuals’ positive perception of their social group, and thus their own self-esteem, is threatened when their competence is challenged by institutionally (or individually) expressed negative group stereotypes. The result is that individuals feel excluded from the organization’s culture, or like they do not belong.*



# PILLAR 1: Access & Success



Reducing barriers to participation and achieving equitable success levels across groups, in faculty, staff, and student constituencies.

## Commitment to Leadership Development

A new scholarship came to fruition after the David S. Kidwell Funds Enterprise accumulated a substantial surplus due to the years of successful asset management by staff and students, and ongoing investor support. The Finance Leaders of Tomorrow: A Funds Enterprise Scholarship is aimed at recruiting graduate-level, underrepresented talent to the Carlson School with the goal of furthering their careers in finance or asset management.

Unlike other scholarships, the award is not reliant on donations, but rather on the continued success of the Funds Enterprise. This summer and fall, an inaugural cohort of three students (two MBA, one MSF) will begin their academic journey with the scholarship covering their tuition for the entirety of the program. The recipients will also receive holistic support with meaningful internship placement and mentorship from our corporate partners.

*“The intention of this scholarship is to recruit and provide comprehensive support for diverse talent who will go on to make an impact in non-entry level positions, ultimately increasing representation throughout organizational hierarchies and the finance field.”*

ANNE HILBORN, Associate Director of David S. Kidwell Funds Enterprise

## Creating Academic Opportunities

Scholarships offer opportunities for students across a wide range of backgrounds to experience world-class education at the Carlson School. The Institutional Advancement (IA) team works closely with its philanthropic partners to foster an environment to create the business leaders of tomorrow.

There are currently 109 scholarship funds aimed toward underrepresented students, which includes women, students of color, first-generation, LGBTQ+, and active military or veterans. In the last academic year, 133 underrepresented students received a total of \$1,740,526 from these scholarships. Among these included the first recipient of the Carlson School's Scholarship in Memory of George Floyd.

As a reflection of the school's commitment to fostering a diverse, inclusive community, IA established a \$15 million,



three-year goal to support DEI-related initiatives. Now, in the second year of this effort, more than \$8.1 million has been raised.

*“In Institutional Advancement, we stand committed to following the passion of our donors to create an inclusive ‘Carlson for Life’ experience by expanding access to academic opportunities. We are humbled by the generous support and further inspired by the accomplishments of our students and faculty as we work toward realizing this mission.”*

TRAVIS SMITH, former Assistant Dean of Institutional Advancement

## Intertwining DEI with Career Initiatives

To ensure inclusivity and accessibility extend beyond the classroom experience, Carlson School staff are working to improve the recruitment process for students.

The Business Career Center now requires all recruiters to complete a Removing Bias training, which promotes inclusive practices such as avoiding gendered language in recruitment materials and increasing awareness of possible implicit biases. Nearly 90 recruiters from a wide variety of industries representing opportunities for undergraduate and graduate students have completed the program. Ongoing recruiter training will continue in the fall.

Inclusivity efforts are also evident in the Carlson School's career coaching services. Notably in the last academic year, undergraduate students from historically excluded

populations accessed coaching services in higher proportion than their total population. In addition, the Business Career Center is increasing job post tracking of parental leave offerings and remote work options, and pushing for salary transparency.

*“We work to ensure the recruiting process is safe and respectful of all our students, so they can find their dream job in business. Through recruiter trainings, we’re highlighting how our employee partners can grow and develop along with our students.”*

MAGGIE TOMAS, Executive Director of the Business Career Center & Graduate Coaching

## Pathway Programs

Experiential learning opportunities at the Carlson School for middle and high school students from underrepresented populations are strengthening pathways to higher education following years of commitment from staff and student mentors.

The Business Innovation Academy, a weeklong program for rising seventh and eighth graders, just completed its fourth year and now has served nearly 400 total students who self-identify as Indigenous, students of color, first-generation, immigrants, and/or free-and-reduced lunch students. During the program, students experience leadership and business workshops, and collaborate and present on a case challenge.

The Emerging Leaders of Color (ELOC) offers more in-depth programming for underrepresented high school students over the course of eight months. Students get exposure to business classes, professional development, networking, and mentorship with current Carlson School students. So far, 55 former ELOC participants have enrolled at the University of Minnesota—15 in the Carlson School—over the three years of the program.

## Reconnecting on Campus

The return to campus for the 2021-22 academic year following the previous year’s unprecedented pandemic challenges re-energized both classrooms and student groups.

Carlson THRIVE is a community-building and leadership development program aimed at Carlson School students who are first-generation or from historically underrepresented groups. With the addition of 67 students in the fall cohort and seven spring transfer students, the total THRIVE membership soared to 205 students—growing from 168 total the previous year.



For the first time, THRIVE held an etiquette dinner designed to equip students with the knowledge and confidence to network in a professional dining setting. Students relished the opportunity to build interpersonal skills after more than a year of largely virtual interactions.

*“Having these experiences and sharing them with others from similar backgrounds is key to establishing a greater sense of belonging here at the Carlson School. The bonds our THRIVE students build with each other grow into confidence which extends into the greater Carlson School network as they work with other student groups and community leaders.”*

JONTUE AUSTIN, Academic Advisor and THRIVE Program Coordinator





## PILLAR 2: Climate & Intergroup Relations



Creating and maintaining an affirming environment that integrates differing viewpoints and lived experiences; assessing, evaluating, and adjusting the climate to reflect organizational values.

### Understanding Allyship

The Carlson School hosted its inaugural Ally Week, a five-day series of events focused on all forms of allyship for race, gender, disabilities, mental health, and more. The week featured a combination of in-person and virtual panels, workshops, coffee talks, and speakers. Sessions included networking with LGBTQIA2S+\* Carlson School alumni and a fireside chat with Civil Rights icon and Freedom Rider Joan Trumpauer Mulholland. More than 300 participants across students, faculty, and staff participated.

Organizers received positive feedback, with students and alumni voicing support for creating space for engagement and education about what it means to be a good ally. Resources provided online included recommended reading and videos to help foster continued conversations.

*“Having an event to increase exposure and create room for these discussions about allyship sets the table for ongoing engagement and promoting an inclusive atmosphere here at the Carlson School.”*

GEIDA CLEVELAND, Director of Diversity, Equity, Inclusion and Enrollment for the Undergraduate program

### Strategic Collaboration

The DEI Community of Practice formed this year to help bridge DEI efforts across the Carlson School, creating a venue for DEI practitioners to communicate strategies, develop tactics to engage the community in DEI work, and maintain awareness. This year, the group of more than 50 faculty and staff members identified goals to make a more inclusive climate, shared resources, and collaborated on a variety of ongoing initiatives.

Starting this fall, the group will evolve to focus more on professional development, community building, and service to the school, in the hopes to strengthen our community and create better opportunities for partnership.

*“A community-based approach to developing our DEI knowledge and collaborating across units helps us maintain a stronger, more unified effort to incorporate diversity, equity, and inclusion throughout the Carlson School, our community, and every aspect of our mission.”*

DEVIN WALKER, Director of Strategic Initiatives, Office of the Dean



### Increasing Cross-cultural Competency

As part of the Carlson School's curricular commitment to global business experience, the Carlson Global Institute (CGI) enhances the cross-cultural awareness and competencies of our students.

Among these ongoing efforts includes conducting cultural intelligence (CQ) assessments and facilitating meaningful discussions across different academic and program units at the Carlson School. CGI professional staff then work with students to develop strategies and action-oriented steps to provide the necessary tools to be more effective when working across cultural differences.

During the 2021-2022 academic year, CGI facilitated 695 interactions with faculty, students, and staff. These engagements occurred in the Carlson Funds Enterprise, the Master of Accountancy (MAcc) 2021 cohort, the Master of Human Resources & Industrial Relations (MHRIR) first-year, full-time cohort, and 87 percent of CGI short-term programs. Integrating this content into specific programs, like the MAcc and MHRIR degrees, allows for the application of intercultural concepts in both global and domestic settings.

*“By conducting these assessments, students learn how to navigate potential areas of conflict and work more collaboratively with international business partners. Broadening that perspective and understanding is essential to creating a more inclusive learning and working environment.”*

KIRSTEN CANTERBURY, Director of Education Abroad, Carlson Global Institute

\* LGBTQIA2S+ is an acronym for Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning, Intersex, Asexual, Two-Spirit, and plus to incorporate the ways in which people choose to self-identify.

## PILLAR 3: Education & Scholarship



Providing education, training, research opportunities, and professional development to build crucial skills for making equity visible.

### Inclusivity in the Classroom

Building an inclusive learning environment is paramount for creating a positive academic atmosphere where all students can thrive.

In early fall 2021, the Dean's Advisory Committee on Diversity, Equity, and Inclusion (DACDEI) helped host inclusive teaching workshops. More than 130 faculty, instructors, and staff registered for the sessions, which were led by Drs. Abdul Omari and Jennifer Trost. The workshops offered ways for instructors to be more inclusive when facilitating student discussions and how to address issues of bias or microaggressions in the classroom. In the spring semester, Lecturer Amee McDonald led three follow-up sessions for continued discussion based on the workshops.

Educators also connected through two virtual Brunch/Lunch and Learn sessions to focus on inclusivity challenges. One topic revolved around reports of students feeling marginalized if they were the only woman, international student, or person of color working on a group project. Panelists shared updated best practices for group composition and strategies for creating inclusive group processes, such as having teams create their own group policies charter when starting projects.

*"Students learn best when they feel that they belong. It's therefore important for all of us when teaching to keep improving the inclusivity of our classrooms so that everyone feels welcome and is able to fully benefit from a Carlson School education."*

JOHN BUDD, Professor and Industrial Relations Land Grant Chair, Work and Organizations Department



### Embedding DEI into the Curriculum

Building upon efforts in the previous academic year, the Core MBA faculty made significant strides in further embedding DEI throughout the curriculum by applying course concepts to contemporary examples and increasing the range of perspectives examined across topics. Select highlights include:

- Increasing discussion of how income and wealth distribution differ by race and exploring causes such as housing discrimination.
- Renewing focus on the diversity of management leaders and board representation.
- Exploring sustainability strategies that discuss global nutrition and inequality.
- Accounting for cultural differences in managing global networks.
- Discussing the digital divide in internet access and net neutrality.
- Examining implicit bias in hiring and possible bias in performance metrics.

*"The MBA core embodies diversity in a few important ways. First, some parts of the core are directly about managing in environments that are increasingly diverse. Second, traditional—and centrally important—core business topics can be effectively illustrated with examples that reflect the diversity of the contemporary business landscape."*

JOEL WALDFOGEL, Frederick R. Kappel Chair in Applied Economics, Associate Dean, MBA & MS Programs





## Broadening Perspectives

Part of helping students achieve a greater sense of belonging, both in and out of the classroom, includes establishing the skills for inclusivity in their future careers.

The Student Engagement and Career Development team updated its long-running Career Skills class, a required course for all undergraduate students, to feature a wider range of perspectives about bias in various aspects of the career development process, such as resume bias and code-switching. Comparing pre- and post-class surveys, students reported a significantly boosted confidence level in their ability to articulate how bias, racism, and equity topics emerge.

The revamped class will debut as Design Your Career in the fall in tandem with a new required course, Design Your Life, aimed to help students develop a deeper understanding of their values, social identities, and world views.

*“By helping our students better understand and navigate systemic inequities, we’re fostering increased awareness to bring more inclusivity and change within these systems as they join the workforce and become the next generation of equitable business leaders.”*

LISA NOVACK, Director of Student Engagement & Career Development

## Impactful Research Underway

Prestigious grants are powering impactful research in the DEI space at the Carlson School. Ranked 10th in the world for research contributions, our faculty strive to investigate the greatest issues facing business today and envision a bolder future.

At the new Business Advancement Center for Health, Professor Pinar Karaca Mandic is leading a study in partnership with the Minnesota Hospital Association along with collaborators at the Carlson School. The research,



funded by a nearly \$500,000 grant from the Robert Wood Johnson Foundation’s Systems for Action, is focused on the development of a new financial tool—called a “social bond”—to better address societal health issues like food insecurity.

Additionally, a \$407,450 National Science Foundation grant is supporting Assistant Professor Sofia Bapna, Assistant Professor Russell Funk, and Professor Connie Wanberg’s ongoing research program on factors relating to the successful recruitment of women in IT jobs. Using state-of-the-art techniques from machine learning, natural language processing, and semantic network analysis, they will identify the characteristics of IT job advertisements that increase women’s likelihood of applying. The research program uses novel large-scale data from an e-recruiting platform that includes about six million applications for IT jobs.



## Deeper DEI Discussions

A new book club sponsored by the Georgianna E. Herman Library (GHL) is providing Carlson School faculty and staff a venue to further examine DEI topics. The group formed following the inclusivity workshops after employees voiced a desire to have an ongoing conversation.

The club—open to all Carlson School employees—meets quarterly in GHL to share insights and reflect on the readings. Previous titles include *Why Are All of the Black Kids Sitting Together in the Cafeteria?*, *So You Want to Talk About Race*, and *Campus Counter Spaces: Black and Latinx Students’ Search for Community at Historically White Universities*. Participants choose the books from a list of recommendations compiled by DEI leaders and resources.

*“The book club brings us together across departments and creates a space to ask questions. Having these conversations is important for bettering our DEI practice as a community and as educators.”*

BRENDA LUCY, Director of Georgianna E. Herman Library



## Expanding Global Enrichment Opportunities

The Carlson Global Institute (CGI) expanded its reach with new courses in Morocco and Ghana, marking its first business abroad programs in northern and sub-Saharan Africa. The graduate-level global enrichment courses took place in the spring term in Minnesota, culminating with two weeks of immersive learning opportunities overseas.

Taught by Senior Lecturer Helen Moser, the Morocco course focused on sustainability and entrepreneurship. Students studied the country's reliance on raw materials and external energy sources and met with local businesses, academics, and government officials working in these industries. This included meetings with the United Nations Food and Agricultural Organization, the Rabat Business School, and the Emerging Business Factory, a start-up incubator.

The Ghana program, led by Lecturer Seth Werner, explored how the country is a global leader in exporting cocoa and importing secondhand goods. The students toured Cargill's state-of-the-art cocoa processing facility and visited a shipping harbor. As part of the cultural components of the course, the program also examined the role slave labor played in the country's history.

*"After facing the challenges of the pandemic, it was invigorating to see these inaugural courses finally come to fruition. We are excited to expand global enrichment opportunities on the African continent for our students. These experiences broaden the Carlson School's global footprint, strengthen our international business partnerships, and deepen the academic and cross-cultural experience."*

ANNE D'ANGELO, Assistant Dean of Global Initiatives, Carlson Global Institute



## New International Student Partnerships

In another historic first, two Fulbright scholars attended the Carlson School and interned with Twin Cities-based companies as part of the United States-Mexico Commission for Educational and Cultural Exchange (COMEXUS) Binational Business Program.

Yara Bustillo and Nicolás Andrade both arrived in the spring semester. Bustillo, a chemical engineer with business experience, worked on an export project for Jonny Pops' Mexican market. Andrade analyzed marketing data and provided support to Nordic Ware's international sales department for the opening of new markets in Latin America.

In addition, a Brazilian fellow joined CGI and the Medical Industry Leadership Institute (MILI) this summer as part of the Carlson School's first engagement with the U.S. State Department's Young Leaders of the Americas Initiative (YLA). Renielle Lira immersed herself in the MILI Valuation Lab with the goal of bringing innovation to her nonprofit as she aspires to transform Brazil's healthcare.



## PILLAR 4: Infrastructure & Investment



Developing physical and organizational structures that promote psychological safety and center, support, and fully integrate Inclusive Excellence goals.

### Creating a Center for Diversity, Equity, and Inclusion in Business

Since assuming her role as the Senior Diversity Officer at the Carlson School, Angela Spranger has worked to develop the Carlson School's Center for Diversity, Equity, and Inclusion in Business, which will launch in October 2022.

Through intensive community engagement and corporate partnerships, the Center will serve as a resource hub within the Carlson School for both internal and external stakeholders. This involves updating and consulting with current business and thought leaders to increase equity-mindedness in our corporate and community partners' workplaces; modeling and facilitating equity-minded organizational leadership through inclusive excellence; and equipping and supporting faculty and staff who interact with our Carlson School students, who will graduate to create and lead workplaces across industries.

The school is working to obtain broad, deep funding support for the Center from donors and corporate partners who see the tremendous potential in this initiative, which may influence the future direction of some efforts. The following is an outline of the emerging vision for the new Center.

#### INTERNAL

A dedicated team within the Center will coordinate and collaborate with the many departments, initiatives, Enterprises, and programs to provide a continuum of resources. The Center aims to:

- Construct a more detailed assessment of our institution's current policies, practices, and programs.
- Identify and prioritize root causes of systemic inequity and barriers to change, specifically to access and success.
- Develop strategies to eliminate or mitigate those root causes and barriers.
- Redesign practices and policies to address opportunity gaps.
- Create new initiatives/activities and eliminate or redesign those that are harmful or ineffective.
- Monitor progress and provide updates on our DEI efforts to ensure they remain integrated, intentional, and central to the core mission and functioning of an equity-minded organization.
- Track relevant research and consulting projects underway among Carlson School faculty and staff members.
- Host and co-sponsor reading groups and transformational events for faculty, staff, and students.



#### EXTERNAL

The Center will provide resources, research, and consulting support to our external corporate and nonprofit community members through the wholehearted engagement of Carlson School staff and faculty. The Center strives to:

- Host regular executive equity roundtables (ERTs) to address the issues endemic to the work of inclusion, such as retaining diverse hires.
- Support and sponsor local nonprofit organizations in their diversity and inclusion efforts through research, consulting, and collaboration.
- Link corporate and nonprofit partners with Carlson School coaching and professional development opportunities.
- Sponsor conferences, case competitions, speaker series, and other events that promote equity and inclusion to provide practical guidance on moving from exposure to the "other" to experience working together.
- Platform external resources via website, conference sponsorship, and panel discussions to promote the many excellent leaders, consultants, and service providers in the DEI ecosystem.



## PILLAR 5: Community Partnerships



Engaging the community as an anchor of equity to deepen Inclusive Excellence.

### Delivering Data Insights

Data analysis uncovered during the inaugural Analytics for Good Hackathon may help inform policy changes in the Minnesota Department of Human Services (DHS) background check process.

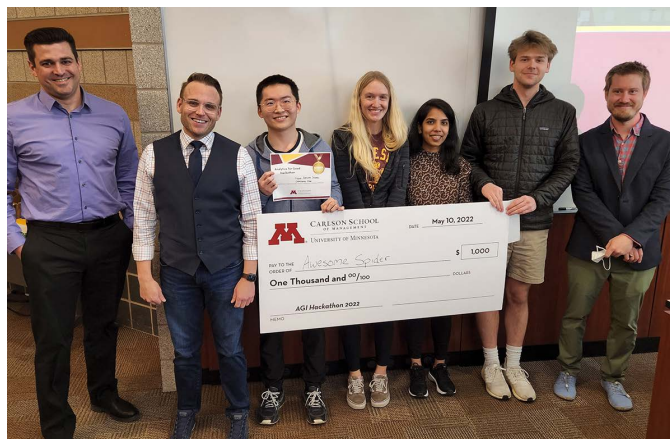
The Hackathon, sponsored by the Carlson School's Analytics for Good Institute, challenged students to deliver business insights from public background study data. In just 24 hours, the teams had to analyze aggregated DHS data from 2018 to 2019, develop insights, and showcase their findings in an easy-to-understand way.

The winning team found African Americans were less likely to pursue the reconsideration process after a background check disqualified them from a job. This stood out because the team noted reconsideration often led to approval of working with restrictions. The team recommended DHS should provide more information to disqualified applicants to help them better navigate the process and increase work eligibility. Their findings reflected conversations currently underway with the Background Study Legislative Task Force at the Minnesota Legislature.

About 45 students, making up nine teams, completed the challenge. A group of Master of Science in Business Analytics students organized the event with the goal of bringing together the fun of competition with experiential learning.

*"Data analytics is about finding the story within the data. It's a test of skill under the pressure of a tight deadline. All of the student teams really rose to the challenge and showed how meaningful data analytics can be."*

GAYATHRI RAMANATHAN, '22 MSBA, a Hackathon coordinator



### Building Business Networks

The creation of a community business directory is helping the Carlson School connect with and diversify its suppliers for various projects and events. This crowdsourced list features small and local businesses in neighborhoods around the University of Minnesota, or owned by people who are underrepresented in business leadership.

A recent partnership with businesses included in the directory brought a weekly rotation of food trucks outside Hanson Hall to expand lunch opportunities for students, faculty, and staff. This effort was a direct response to our community's desire for a diversified set of food options near campus.

Potential vendors are continually added to the directory to be used for the most common purchases made throughout the school. Efforts to broaden the directory help to expand the school's network and build relationships for future business opportunities.





## Holmes Center Outreach Grows

Community outreach and partnerships are reaching new heights at the Gary S. Holmes Center for Entrepreneurship.

MN Cup, the largest statewide startup competition in the country, is setting participation and diversity records in its ongoing 2022 competition with 2,595 participants, of which 47 percent are female and 46 percent are entrepreneurs of color. MN Cup provides companies with mentorship, educational workshops, networking connections, and potential seed funding.

This year also marks the largest cohort for Ascend Twin Cities, with 18 BIPOC-owned businesses participating. Ascend Twin Cities is part of a national network funded by JPMorgan Chase in partnership with the Holmes Center and Meda to offer entrepreneurs of color management education and connections with leading corporations.

In addition, Ascend is creating opportunities for students within the Carlson School to work alongside leading entrepreneurs of color. Since the program started in 2020, partnerships with Ascend have led to five sponsored Carlson Ventures Enterprise projects and multiple internships for undergraduates.

*“The Holmes Center continues to see increased engagement from BIPOC entrepreneurs within our community. Through programs like MN Cup and Ascend, we hope to empower these leaders with resources and support to drive economic growth and wealth creation throughout our community.”*

JOHN STAVIG, Managing Director of the Gary S. Holmes Center for Entrepreneurship



PHOTO: LOVELACE



## Promoting Professional Development

With the goal of engaging the greater Twin Cities community, the Carlson School hosted the inaugural Elevate Career Advancement Conference for Professionals of Color in April. Speakers and panelists made up of C-Suite leaders, career coaches, and industry experts provided essential professional development insights.

Rae Mackenzie Group, Inc. CEO Sharon Smith-Akinsanya hosted the keynote panel, which featured barrier-busting executives from Andersen Windows & Doors, Children's Minnesota, Best Buy, and 3M. A reception following the panel provided networking opportunities.

Conference attendees also learned key skills about salary negotiation, personal branding, and human-centered leadership in concurrent break-out sessions hosted by members of the Carlson School career coaching team and Carlson School alumni.

*“Inviting talented, professionals of color from throughout the Twin Cities and connecting them with leaders in the corporate and Carlson School communities is key in fostering relationships, providing development, and growing inclusion and thought leadership at our school and local business landscape.”*

ROBYN WICK, Director of Executive MBA Program



## Looking Forward

*Each academic year our work in diversity, equity, and inclusion at the Carlson School expands, setting a new starting point for the road ahead.*

In July 2022, the Carlson School Executive Committee and Directors came together at the inaugural DEI Summer Retreat to continue our institutional commitment to advance DEI. During the retreat, Carlson School leadership discussed how their work fits into the Five Pillars of Inclusive Excellence and how our efforts can be strengthened to yield a more inclusive culture.

Already, there is much to look forward to in the coming year. The new Race, Power, and Justice in Business course will undergo its second pilot series in preparation for its full rollout as a required course for all Carlson School sophomores in 2023-24. This fall also marks the first cohort of University of St. Thomas-Dougherty Family College

students to join the Carlson School as part of a program to create more pathways to an undergraduate degree for transfer students.

These new endeavors are alongside ongoing outreach in existing programs, like Carlson THRIVE or MN Cup, and schoolwide inclusive efforts, such as further embedding DEI into our coursework. Through an intentional, inclusive strategy to unite our work in DEI across the Carlson School, the Five Pillars of Inclusive Excellence will become a lived practice as we strive to better serve our students, staff, faculty, alumni, and the greater community.

