



CARLSON SCHOOL
OF MANAGEMENT

UNIVERSITY OF MINNESOTA

Annual Report of Inclusive Excellence Efforts

ACADEMIC YEAR 2022-2023





Message from Dean Jamie Prenkert

As I considered the opportunity to be dean, the recent appointment of a senior diversity officer and the founding of the Center for Inclusive Excellence were important considerations that showed me the seriousness with which the Carlson School was approaching diversity, equity, and inclusion. At all times, I strive to create an environment where people of all identities have a deep sense of belonging. It is clear to me that commitment is shared here at the Carlson School.

In my career as a practicing lawyer, I served as a senior trial attorney for the U.S. Equal Employment Opportunity Commission, fighting for workers' rights and against discrimination and retaliation. During my 20 years at Indiana University's Kelley School of Business, I taught business law and ethics; co-founded the Kinsey-Kelley Center for Gender Equity in Business; and created a Bias Incident Support Ombudsperson role as a resource for students. Through the latter, we were able to hear more clearly and respond more effectively to specific feedback about the experiences of students from historically marginalized communities.

In my move to Minnesota, I have been inspired by the great work being done to advance diversity, equity, inclusion, justice, access, and belonging throughout the school. Yet, we must be steadfast in our commitment to progress, our willingness to grapple honestly with our shortcomings, and our devotion to listening to and learning from the lived experiences of all our community members. By working together, I know the Carlson School of Management can provide the support, guidance, and partnerships that will ensure all of our students, faculty, staff, alumni, and friends are empowered to be their very best.

JAMIE D. PRENKERT

Dean • Investors in Leadership Distinguished Chair



Message from Senior Diversity Officer Angela Spranger

The inaugural year of the Center for Inclusive Excellence marked great strides in addressing the equity/excellence imperative at the Carlson School. Excellence without an intentional focus on equity is simply privilege reproducing privilege, and equity without a deliberate press toward excellence is access only, and represents unfulfilled promise. As the school's first senior diversity officer, I have focused on building partnerships with Twin Cities business leaders and helping elevate efforts within the school to demonstrate our dedication to this work.

It's validating every day to see the care that goes into that commitment, whether it be incorporating more diverse case studies into lesson plans or creating new programming, such as the Seat at the Table conversation series, to elevate opportunities for underrepresented students. With the continued growth of the center, we aim to extend our reach, becoming a critical resource hub for strategic DEI efforts within the Carlson School community.

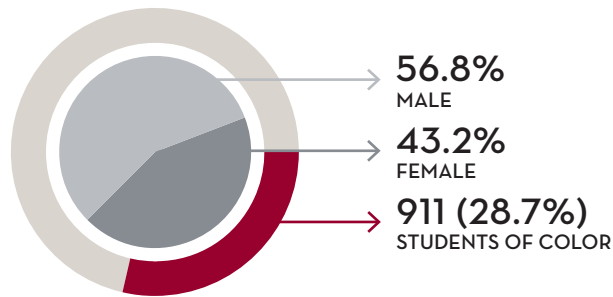
And I'm so encouraged by the fact that our new leader, Dean Jamie Prenkert, is dedicated to these efforts. I am excited to partner with him to advance this work. Reversing systemic injustice and inequality and creating a culture of equity and inclusion is challenging. It takes time. But most of all, it takes a community. I am proud to share throughout these pages highlights of how the Carlson School rises to that challenge by living into the daily practice of inclusive excellence, shaping a more equitable future in business for all.

ANGELA SPRANGER

Senior Diversity Officer • Founding Director, Center for Inclusive Excellence

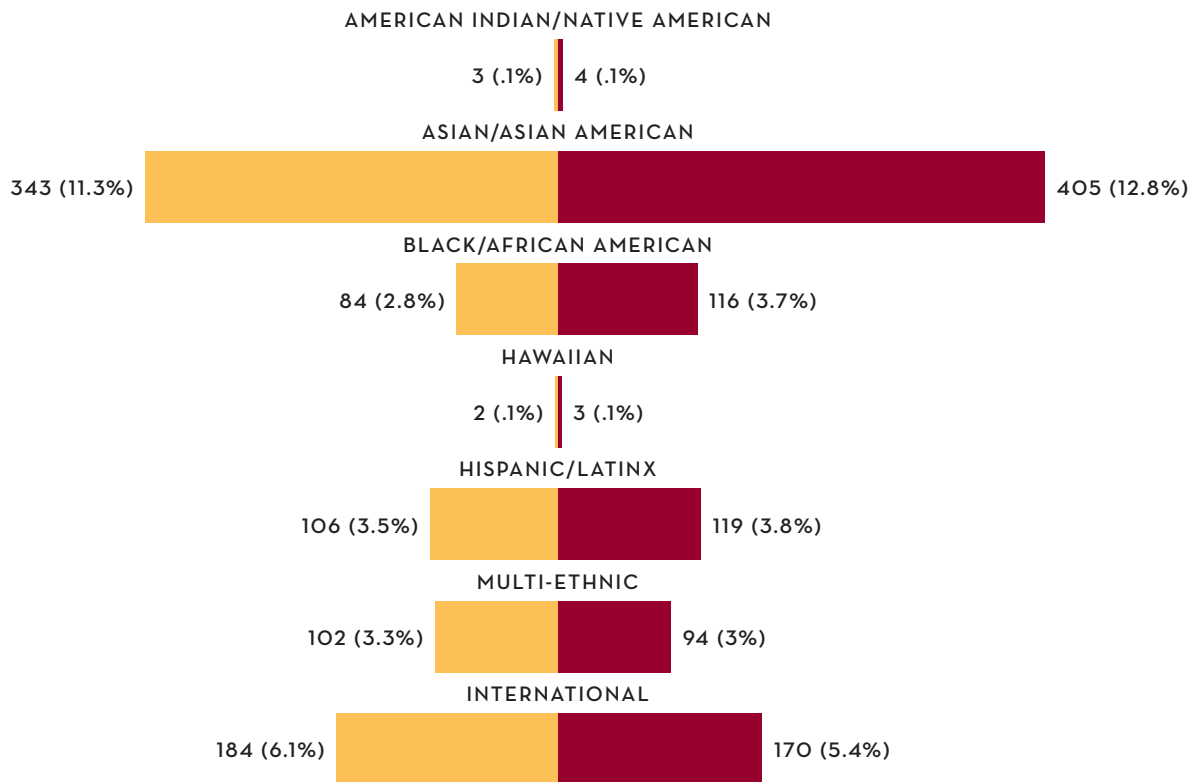
Undergraduate *demographics*

FALL 2022



FALL 2021

FALL 2022

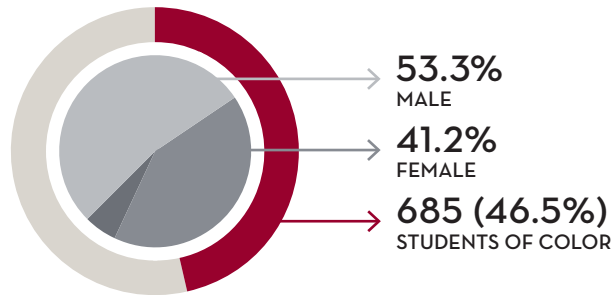


From the University of Minnesota Office of Institutional Research



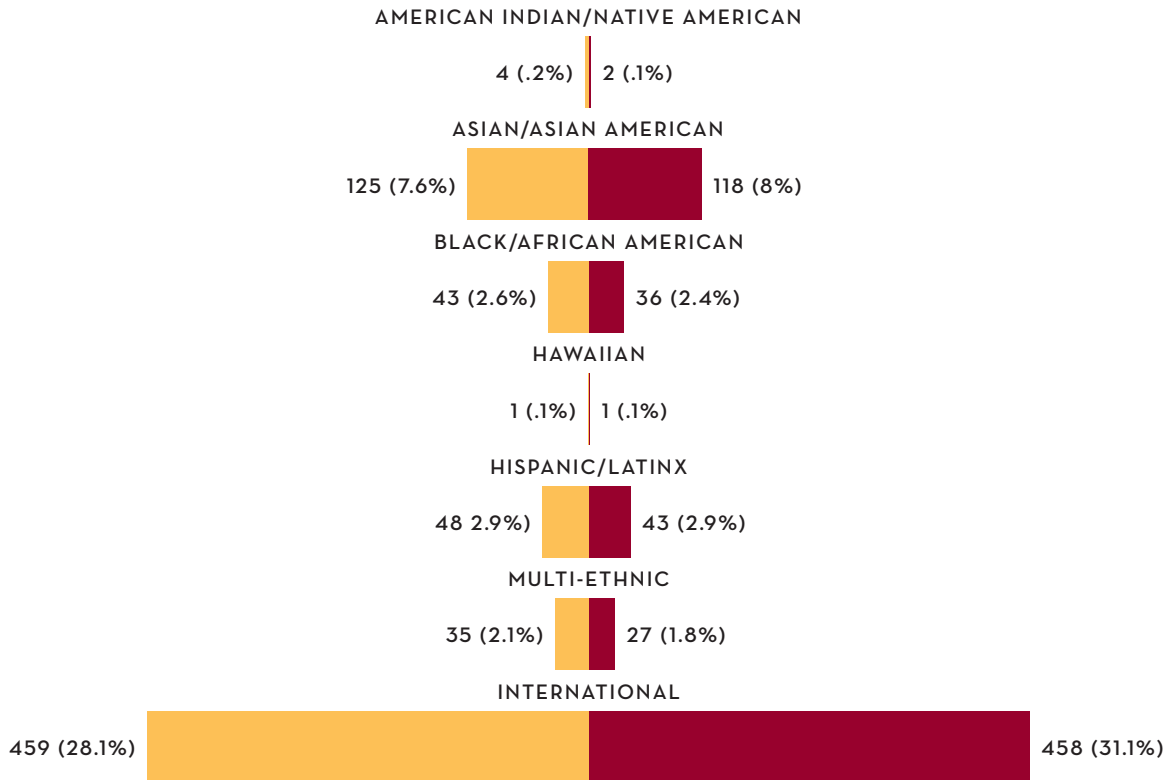
Graduate *demographics*

FALL 2022



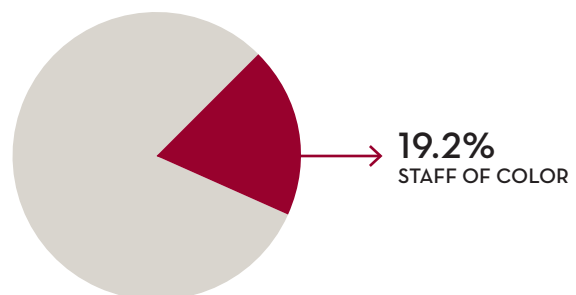
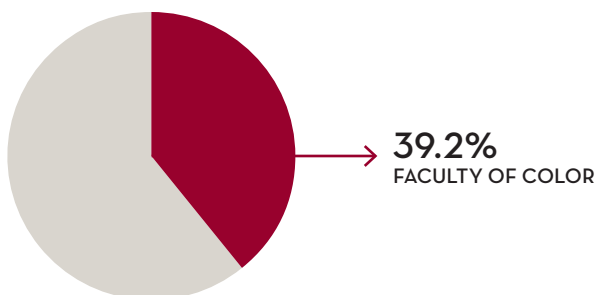
FALL 2021

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From the University of Minnesota Office of Institutional Research

FACULTY AND STAFF OF COLOR AS OF JUNE 2023





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, every department’s 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.

We will use 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.



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 historically marginalized communities: Black/African American, Hispanic/Latinx, and Native/Indigenous group members. 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.

**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.



PATHWAY PROGRAMS

The Carlson School runs several pathway programs, supported by private funds, that foster relationships with Twin Cities area students and ignite a passion for learning and exploring careers in business. These programs are open to all students, with a focus on those from underrepresented communities.

Now in its fifth year, the **Business Innovation Academy** (BIA) has served nearly 500 students, who self-identify as Indigenous, students of color, first-generation, immigrants, and/or free-and-reduced lunch students. Designed for rising seventh- and eighth-grade students, the weeklong experience introduces students to basic business concepts and teaches leadership skills, culminating with a final presentation of a case challenge.

When students reach high school, they can join the **Emerging Leaders of Color (ELOC)** program. During the eight-month program, students experience business classes taught by our world-class faculty, receive mentorship opportunities with current Carlson School students, and network with Twin Cities business leaders.

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These programs help develop a thirst for learning in the next generation of college students and introduce them to lessons they may not have had access to otherwise. We want to instill that passion in them and encourage them to create goals of attending a higher education institution and having a future in business.

Angela Murray

ASSISTANT DIRECTOR OF DIVERSITY TRANSITION AND RETENTION INITIATIVES

More than 225 students from 40 Minnesota high schools have participated in the four years of the program. While participation in the program does not guarantee admission to the University of Minnesota, 71 ELOC alumni have gone on to attend the university, 26 of those at the Carlson School.

Following a hiatus due to the pandemic, **Analytics U** returned in the summer of 2023. The program is a weeklong experience intended for students underrepresented in STEM fields that provides introductory business analytics workshops and an immersive experience at the Mall of America to see data analysis in action. More than 50 students have completed the program.

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In addition to creating positive experiences with potential incoming students, the mentoring creates bonding and leadership opportunities for current Carlson School students. This offers another space for students to connect and build relationships with not only their peers but also the business community.

Geida Cleveland

DIRECTOR OF DIVERSITY, EQUITY, INCLUSION AND ENROLLMENT



POWERING ACADEMIC OPPORTUNITIES

Scholarships create avenues for students across a wide range of backgrounds to access the Carlson School's world-class business education. Dedicated staff on the Institutional Advancement (IA) team build relationships with philanthropic partners, who make meaningful gifts supporting the school's mission to create an inclusive, educational environment for all.

There are currently 91 scholarship funds that, to the maximum extent possible, give preference to students who will enhance the diversity of the student body as described by the University. In the last academic year, 196 underrepresented students received a total of \$1,879,584 from these scholarships. That's a nearly 50 percent increase in underrepresented students served compared to the 2021-22 academic year.

SUPPORTING CAREER SUCCESS FOR ALL

The Carlson School has dedicated staff at the undergraduate and graduate levels to support students and help them achieve their career goals. Embedding career coaching throughout their academic journey provides a more equitable experience and broader reach to resources to help all students find a path to success after graduation.

This year through **Student Life and Career Design (SLCD)**, undergraduate students participated in more than 2,500 one-on-one coaching sessions with full-time staff, peer career coaches, and peer student mentors through the Carlson Crew mentorship program. More than 70 percent of first-year students had an engagement coaching appointment with a Carlson Crew Leader, an amount that will increase next year as the "Design Your Life" course will require meeting with a Carlson Crew Leader. The course will also expand to include sections for transfer students.

The full-time coaches in the **Carlson Business Career Center (CBCC)** conducted nearly 4,000 coaching appointments for graduate students and student peer coaches ran over 60 small group sessions. The CBCC held more than 959 employer meetings and organized 466 events (58 percent of which were in-person) across 11 graduate programs during the past year. CBCC also hosted the Career and Internship Fairs in the spring and fall, which are open for undergraduate and specialty master's students. Leading up to each event, SLCD offered a week of workshops to help students prepare for recruitment.

All these connections lead to successful job placements post-graduation. The undergraduate Class of 2022 saw 97.4 percent employment with an average salary of \$66,498. Meanwhile, the Full-Time MBA program saw its highest placement stats in a decade with 98 percent of its graduates receiving job offers within three months after graduation, reporting an average salary of \$121,882. However, the CBCC's work doesn't end there. Career coaches held more than 400 appointments with all Carlson School alumni last year to support lifelong career engagement.

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Increasing access to academic opportunities is one of our greatest commitments. We are humbled by the generous and ongoing support that powers these gifts which help our students achieve their goals.

Jess Kowal

ASSISTANT DEAN FOR INSTITUTIONAL ADVANCEMENT





AN EQUITABLE HIRING EXPERIENCE

The Carlson School follows stringent standards to make the hiring process an equitable experience for all who apply. Our human resources team carefully preps each search committee by providing them with critical information and resources detailing best DEI practices—from using inclusive language in the job description (Textio) to intentional efforts across the school to build relationships to create more diverse candidate pools.

Among the tools are an unconscious bias training offered through the University of Minnesota's Office for Equity and Diversity and work with the UMN Accessibility Ambassadors. During the interviews, committees are also encouraged to ask applicants questions regarding DEI to gain a better understanding of their commitment to creating a diverse workplace.

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Through the Carlson School's events, recruiting channels, and trainings, we encourage representation and participation from all different backgrounds. By committing to diversity, equity, and inclusion in the workplace, we continue to build more access, partnerships, and opportunities for students, staff, and faculty.

Blair Herm

DIRECTOR OF HUMAN RESOURCES

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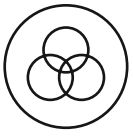
Our faculty are global leaders in research and in the classroom. Having more diverse representation on campus is critical to incorporating more perspectives in our learning and building a culture of inclusion and belonging. All parties benefit immensely from increased representation in the classroom—students, existing faculty, alumni, and staff.

Angela Spranger

SENIOR DIVERSITY OFFICER

ATTRACTING TOP TALENT

On behalf of the Carlson School, this year Senior Diversity Officer Angela Spranger joined the University's **I-Change Initiative** team. The program unites diversity professionals and academic administrators across the University's five campuses with the goal of creating a strategic plan to increase representational diversity across faculty in all fields, including STEM. Additionally, Spranger is expanding engagement with historically Black colleges and universities, Hispanic-serving institutions, and African-American Greek Organizations (known as the “Divine 9”) to establish the Carlson School as an option for prospective students, faculty, and staff.



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.



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Making a difference matters whether it’s directly in our community or across the globe. Being able to help contribute to empowering more people to read and learn is a worthwhile cause.

Sri Zaheer

PROFESSOR, FORMER DEAN

PROMOTING ALLYSHIP

The Carlson School held its second annual **Ally Week**. The weeklong event in March aims to further foster an inclusive and engaging community while creating opportunities to learn more about allyship and how to better support different identities.

With accessibility and belonging at its core, the week offered in-person, hybrid, and virtual events. There were multiple opportunities for discussion with informal drop-in Coffee Connections and presentations by featured speakers covering themes revolving around disability justice, sexual identity, intersectionality, and more. Recommended readings and additional resources are also available online to encourage future discussions and increase visibility.

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The first step to being a good ally is educating yourself. Events like Ally Week help elevate our community and create a greater sense of belonging, so that others may be inspired to take action when they see injustice.

Julia Hemme

ASSISTANT DIRECTOR OF CENTER FOR INCLUSIVE EXCELLENCE, CO-ORGANIZER OF ALLY WEEK

BOOKS FOR AFRICA DRIVE

The Office of the Dean led a drive to donate books to the St. Paul-based nonprofit **Books for Africa** (BFA). The organization promotes literacy and increases access to educational materials by being the largest shipper of donated text and library books to the African continent.

The drive collected hundreds of books, from textbooks to children’s books, over the course of the two-week drive—enough to fill 18 boxes. Everyone in the Carlson School community was encouraged to participate.





DEI SUMMER RETREAT

Senior Diversity Officer Angela Spranger held the second annual DEI Summer Retreat to remind Carlson School leadership of the Inclusive Excellence framework, the guiding principles of the school's DEI strategy. The retreat also called for attendees to complete an "I Am From" poem and share their reflections with others in breakout groups. The poems served as a reminder of the differences and similarities within people's lived experiences.

More than 100 members of the Carlson School community—faculty and senior administrators—participated in the first summer retreat. Spranger held another retreat for staff through a voluntary session with the DEI Community of Practice. Kicking off the school year examining DEI practice on a personal and school-wide level, helped set the tone and outline strategies for the academic year ahead.

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The Summer Retreat is an important touchpoint for our Carlson School community for aligning DEI strategies across the school and reinforcing the commitment we all have for DEI in our daily lives. It's our opportunity to review and preview important initiatives across the school, to celebrate and strengthen internal and external relationships, and to reinforce the language of the five pillars.

Angela Spranger

SENIOR DIVERSITY OFFICER

CONNECTING IDEAS

Open to all faculty and staff, the **DEI Community of Practice (DEICOP)** meets monthly during the academic year to build community and provide professional development for DEI practitioners throughout the Carlson School. More than 120 members make up DEICOP, representing 31 percent of the school's full-time faculty and staff.

Presentations at the meetings examine DEI efforts at the school and University, such as student recruitment pipelines, the Gopher Equity Project, and community engagement. In one meeting, participants even got the opportunity to analyze the results from their own Cultural Intelligence (CQ) assessment, a tool used by the Carlson Global Institute. The sessions give participants insight into how different DEI strategies are used with students and could be employed beyond the classroom.



BUILDING COMMUNITY

Creating an inclusive learning environment extends beyond the classroom. As a result of the restructuring of the MBA and specialty master's programs, staff combined efforts to create a greater sense of belonging among all graduate students. Thus, the **Carlson Cross-Grad Program Connections** was born. Hosting casual social events, such as spring and fall mixers, allowed students to socialize across programs, broaden their networks, and build community within the Carlson School. Other events, such as themed panels, offered thoughtful discussion focused on topics impacting different graduate student affinity groups.

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Our graduate students often develop close relationships with those within their program cohort, but it's also important that they feel a part of the greater Carlson School community. These informal events are a welcome change of pace that opens the door to new connections.

Laura Lyght

ASSOCIATE DIRECTOR OF ACADEMIC AFFAIRS

CONSULTING AND CONVENING

Carlson School-organized conferences reach a wide audience, sharing new insights on innovations and increasing accessibility to key business knowledge. Hundreds attended these events during the last academic year.

Live Into It Conference

Senior Diversity Officer Angela Spranger kicked off the academic year, formally introducing the Carlson School community to the Center of Inclusive Excellence and the framework of the five pillars to further ingrain DEI strategy within the school's mission. The marquee conference drew more than 300 attendees, in person and virtual, and featured three panels consisting of Twin Cities business leaders and entrepreneurs and a keynote speech from Kevin McDonald, a nationally recognized leader in higher education DEI efforts.

Women's Leadership Conference

Aimed at elevating women's voices in the business community, the Women's Leadership Conference is one of the Carlson School's longest-running conferences. The event annually draws a diverse and engaged audience comprised of all races, gender identities, and ethnicities.

This year, the conference focused on topics ranging from salary negotiation tips to writing for social change. Nicole Graves, '97 MHRIR, the global people leader in the office of the CFO at Apple, shared her insights on executive leadership in a keynote address. Additionally, Senior Diversity Officer Angela Spranger delivered the lunchtime speech. Beth Kieffer Leonard, '82 BSB, partner-in-charge of the Minnesota Office for EisnerAmper, also shared critical insights during an "Inside the Boardroom" session with Professor and former Dean Sri Zaheer.

Inclusive Innovators Summit

The conference connected Midwest graduate students, postdocs, and faculty with business and academic leaders for a daylong summit of panels and clinics focused on developing inclusive engagement in research commercialization and science entrepreneurship. The conference offered two tracks: professional development for early career innovators and inclusive strategies for National Science Foundation Innovation Corps program leaders. The event was hosted by MIN-Corps, which is a partnership of the Carlson School's Gary S. Holmes Center for Entrepreneurship, College of Science & Engineering, and TechComm.





PILLAR 3:

Education & Scholarship

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

RACE, POWER, AND JUSTICE IN BUSINESS COURSE LAUNCHES

As part of the Undergraduate Program’s curriculum redesign, faculty developed a new course “**Race, Power, and Justice in Business.**” Pilots of the course were held in the spring and fall semesters. The newly required course opens up to all second-year students in Fall 2023.

For many students, the course may be their first in-depth look at how slavery, colonialism, and Indigenous genocide shaped economic relations and current-day business practices. Presenting alternative perspectives on power and justice leads to powerful discussions and constructive conversations among students.

The coursework aims to encourage students to develop a lens to critically examine business and themselves. The course begins with helping students identify factors that frame their identity and recognize implicit biases, and concludes with constructing a personal development plan. In between, students learn about systemic inequalities, the importance of DEI in business, best practices, and persistent challenges. Throughout the course, personal journals and other assignments provide opportunities to build connections with their lived experiences and develop new understandings from alternative perspectives.



Personally, I have learned so much about my privileges and biases, and I think that every student will benefit from learning more about themselves.

Zach Soule

'25 BSB



For many students, this is the first point at the Carlson School where students are actively being taught about what social identity means and why it’s important. By keeping identity a core tenet of students designing their own lives, we hope that it encourages deeper reflection as they move beyond the course.

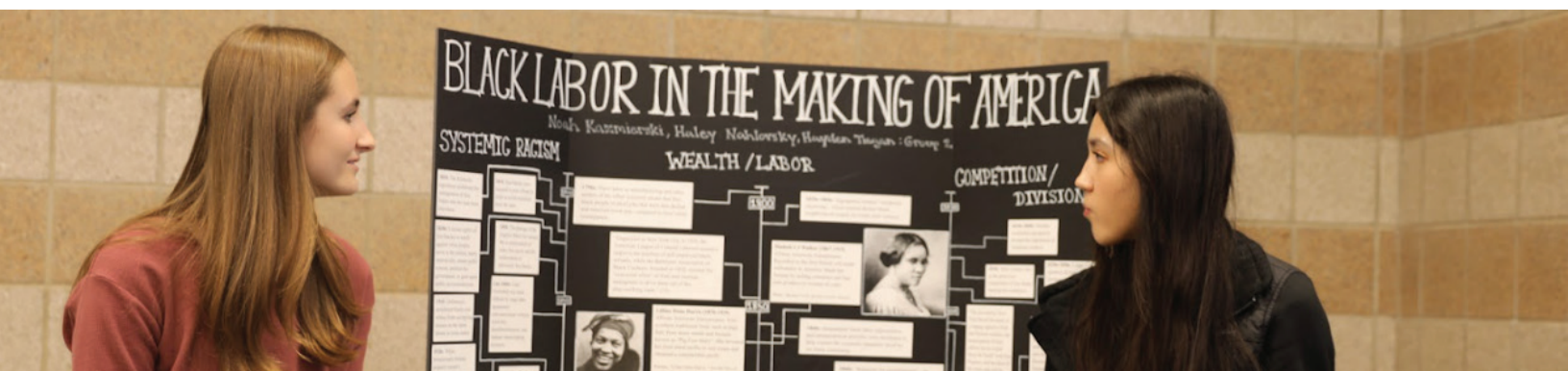
Caroline Quinn

STUDENT LIFE & CAREER COACH, UNDERGRADUATE PROGRAM

EXPLORING SOCIAL IDENTITY

A new, required course for first-year undergraduate students, called “**Design Your Life,**” rolled out in the fall. The course, facilitated by the Student Life & Career Design (SLCD), follows a framework developed by Stanford University, which encourages students to reflect on their social identity and understand how it affects their goals, choices, and interests.

By facilitating deep discussions through thoughtful activities, the instructors aim to help students develop a sense of belonging at the Carlson School. Surveys show students express greater confidence by as much as nine percent in identifying and reflecting on their social identities after completing the course.





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The council’s role at CGI is to offer real-world business perspectives. The CQ sessions help us understand the principles and language used so that we can be effective advisors.

Kimberlee Sinclair

CGI ADVISORY COUNCIL CHAIR AND VICE PRESIDENT FOR DIGITAL CUSTOMER EXPERIENCE AT H.B. FULLER

INCREASING CROSS-CULTURAL COMPETENCY

The Carlson Global Institute facilitates the many international experience opportunities available to our students, which range in length from semester-long immersions to 1-2 week programs offered in conjunction with a domestic course. In preparation for each experience, CGI staff work to elevate students’ cross-cultural competencies and awareness.

Part of that work includes exposure to intercultural frameworks and assessments such as Cultural Intelligence (CQ), a tool that helps students develop self-awareness about their own cultural values and intercultural skills. Trained CGI staff lead meaningful discussions to provide strategies for students to be more effective when working across cultural differences.

In the past academic year, CGI staff facilitated **intercultural training** for 670 members of the Carlson School community. The sessions extended beyond students, with trainings held with Carlson School staff and the CGI Advisory Council, which consists of both Carlson School faculty and Twin Cities business leaders. Holding these sessions helps deepen the cultural understanding throughout the entire Carlson School community, allowing for a greater impact in an increasingly global-minded business world.

NEW INTERNATIONAL OPPORTUNITY

“Design Your Life” joins the revamped “Design Your Career” course (formerly called “Career Skills”), which undergraduate students are also required to complete. The course focuses on various aspects of the career development process, from resume writing to examining systemic bias, to help increase equitable outcomes for all Carlson School students.

In the spring, SLCD partnered with the Carlson Global Institute to offer a new, short-term embedded global immersion version of the course, called **“Design Your Career in a Global Context.”** Twenty students participated in the pilot course, which entailed completing a cultural values assessment to learn about cross-cultural work and nine days of travel over spring break to London for site visits, cultural excursions, and networking. At one event, students connected with nearly 20 alumni and learned about their experiences working internationally. The course is expected to be offered again in the future.

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Regardless if a student plans to work abroad or domestically, the world is increasingly connected and business is global. Students leave the course with an expanded understanding of the world of work and the skills needed to navigate and succeed in global workplace cultures.

Lisa Novack

DIRECTOR OF STUDENT LIFE & CAREER DESIGN



EMBEDDING DEI INTO THE CURRICULUM

At the graduate level, courses are also thoughtfully designed with DEI embedded into the curriculum. Faculty work to include a diverse representation in case studies to explore business topics students can relate to on a deeper level.

In his Full-Time MBA (FTMBA) supply chain core course, Associate Professor Karthik Natarajan uses a case study of a hair relaxer company to explore how changing perspectives can impact corporate and operational strategies. Hair relaxers, which are used to straighten natural hair, developed out of negative beauty stereotypes for Black hair. Amid a recent, growing movement encouraging women to embrace their natural hair, such companies have had to adapt and the case explores how they might modify their business and operational strategies in response.

Other topics discussed in the course involve understanding cross-cultural differences and social responsibility. Using such case studies to introduce core business concepts, Natarajan says, helps students better connect with the material.

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These issues resonate with students. They appreciate the embedded DEI content because it leads to organic discussion. There’s an appetite and thirst to cover these topics. Our students come from all over the world with different backgrounds and life experiences. These deeper discussions allow them all to open up and connect with the material in meaningful ways.

Karthik Natarajan

ASSOCIATE PROFESSOR SUPPLY CHAIN & OPERATIONS

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Developing the foundational understandings of how diversity, equity, and inclusion play out in the workplace helps our students build concrete actions to create a culture of change, taking it forward from the classroom to the boardroom.

Professor Mary Zellmer-Bruhn

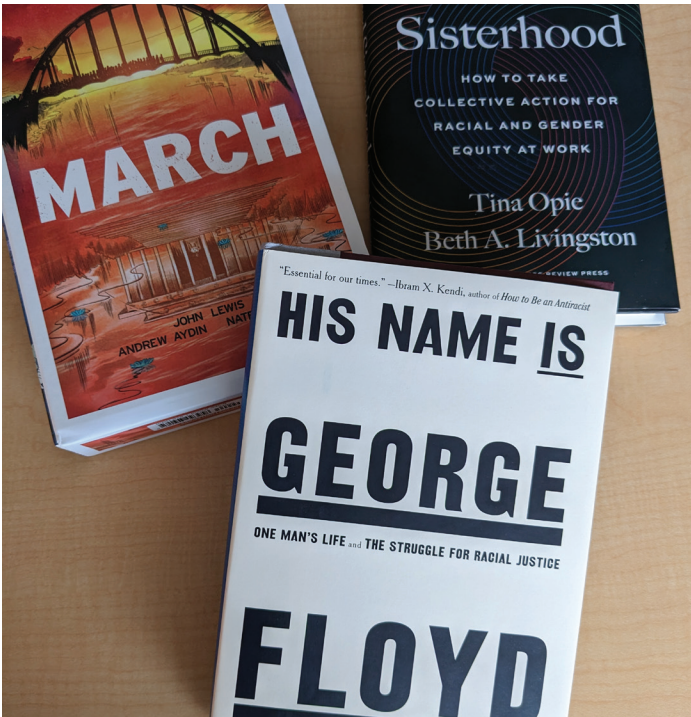
ASSOCIATE DEAN OF MBA AND MS PROGRAMS

EXAMINING INEQUALITY

Some courses include more concentrated sections to unpack DEI topics. Professor Mary Zellmer-Bruhn developed a new session focused specifically on DEI in her CEMBA “Organizational Behavior” course. Among the assigned readings are Dolly Chugh’s *The Person You Mean to Be: How Good People Fight Bias*, which explores the causes of inequality and helps uncover social perception biases. Exploring this then allows students to re-examine policies and practices they engage in at work on a daily basis.

Pairing the concentrated section with the embedded content allows for DEI to be a continued thread throughout the course. Faculty and lecturers also assign works from a variety of voices and build presentations with visual aids that are accessible and increase representation that reflects the diversity in the classroom.





CONTINUING THE CONVERSATION

Now in its second year, the Carlson School's **DEI Book Club** continues to encourage deeper discussions on DEI topics. The club kicked off the academic year by reading its first graphic novel: the *March* series, which depicts the late Congressman John Lewis' experience on the front lines of the civil rights movement. In addition, the book club also covered *Shared Sisterhood: How To Take Collective Action for Racial and Gender Equity at Work* and *His Name Is George Floyd: One Man's Life and the Struggle for Racial Justice*. When discussing *Shared Sisterhood*, one of the co-authors, Beth Livingston, joined the club via Zoom to share her insights.

All employees are welcome to join the book club, which is sponsored by the Georgianna E. Herman Library. Participants choose the titles from recommendations compiled by DEI leaders and resources.

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I'm so proud the book club has taken off and we get to have these conversations and read books that we may not have been exposed to otherwise. It's been a great experience seeing the response from our members.

Brenda Lucy

DIRECTOR OF GEORGIANNA E. HERMAN LIBRARY

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Organizations are starting to appreciate the critical role that women and people of color play in driving strong performance, yet financial services careers are still viewed by students with distrust. We hope this series helps build a bridge across this divide.

Susanna Gibbons

MANAGING DIRECTOR, DAVID S. KIDWELL FUNDS ENTERPRISE

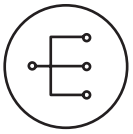
FACILITATING DISCUSSION

As finance continues to be a male-dominated industry, having mentors in place is critical to advancing equity. The spring of 2023 saw the start of the **Seat at the Table** conversation series.

The unique, small-group meeting provided female students from the Funds Enterprise the opportunity to network with Carlson School leaders and Dorothy Bridges, a member of the U.S. Bancorp Board of Directors and the CEO of the Metropolitan Economic Development Association (MEDA). Bridges is also the former president and CEO of Franklin National Bank.

Over dinner at the Nicollet Inn, the women discussed topics such as career readiness and professional development. Organizers aim to hold the event each spring and fall to provide students with an opportunity to learn from and connect with a wide range of executives, and give those executives an opportunity to hear student concerns directly.





PILLAR 4:

Infrastructure & Investment

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

BUILDING A DEI HUB

After officially launching in October, the Center for Inclusive Excellence (CIE) anchored itself as a resource hub within the Carlson School for both internal and external stakeholders. The first year of the center has been a year of growth in building the foundation for collaborations to come.

Strengthening Internal Strategy

Senior leaders within the Carlson School meet regularly with Senior Diversity Officer Angela Spranger as part of the **Internal Equity Council**. Spranger describes the gatherings as a venue for a “two-way conversation” on updates regarding DEI strategy at a school and university level and sharing ideas. The Center for Inclusive Excellence also aims to establish an external advisory council consisting of business leaders to weigh in on diversity, equity, and inclusion in the workplace.

Expanding CIE

The CIE team grew with the hiring of **Julia Hemme**, who joined as the assistant director of the center. Hemme brings more than a decade of higher education experience to the Carlson School from Capella University and the UMN-Twin Cities College of Continuing and Professional Studies. Hemme says she was drawn to the Carlson School because it was a great opportunity to learn, make a difference, and support the work of diversity, equity, inclusion, justice, access, and belonging in the Carlson School and with the broader community. She hopes that her contributions can help create a better world for her family and countless others.

In the next academic year, the CIE will also be growing into a physical space to serve as a greater touchpoint for students. Starting in the fall, CIE will share a common space in Hanson Hall with Student Life & Career Design where students can gather and connect with resources.





PILLAR 5:

Community Partnerships

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

SUPPORTING STUDENT AND COMMUNITY EVENTS

The Center for Inclusive Excellence sponsored two events for student-run organizations at the University of Minnesota. This support helps broaden the reach of campus affinity groups and elevate their programming.

In April, the **American Indian Student Cultural Center** (AISCC) held its Spring Powwow which gathers hundreds annually to sing, dance, and drum. Organizers say CIE's support allowed AISCC to move the powwow to Maturi Pavilion as the event had been outgrowing its previous event space.



The annual spring powwow is an important community event which allows the Indigenous peoples on campus and in the area to come together, be seen in the community, and also practice our culture and traditions.

Sierra Charwood

'25 BIOLOGY, SCIENCE & ENVIRONMENT, AND AISCC EVENTS COORDINATOR

CIE also sponsored the **Somali Student Association**, which held Somali Night at Northrop Auditorium as the culminating event for its annual Somali Culture Week. The event featured performances by Somali singers, dancers, poets, actors, and more.

In addition, the Carlson School was a sponsor of the University of Minnesota's **Juneteenth** celebration for a second year. Volunteers from the Carlson School helped staff the block party and commemorative march in north Minneapolis to celebrate the abolition of slavery. The event, themed "The Art of Freedom: Joy. Resistance. Rest.," featured live performances, speakers, workshops, Black vendors, as well as a kids' zone.



Events like these help realize our promise to our students of offering a rigorous and transformative learning experience to prepare them for fulfilling lives and careers was being met.

Todd Williams

SENIOR LECTURER ADJUNCT AND CO-ORGANIZER OF LESSONS FROM THE C-SUITE

VISUALIZING CAREER PATHWAYS

Lessons from the C-Suite was one of the Center for Inclusive Excellence's first-ever hosted events. Executives from *Fortune* 500 companies, including Target, Progressive Insurance, Nestle, and Hormel Foods, shared career advice and connected with a select group of diverse undergraduate students from the Carlson School and other universities nationwide. Held in partnership with the University of Wisconsin-Eau Claire, the event also marked an opportunity for cross-collaboration among higher-educational institutions.

Students said they received great insights into the inner workings of executive decisions. One Carlson School student shared how she came away with a better understanding of the value of having empathy for work teams and moving beyond the stigma against seeking mental health care and support.



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It meant a lot to have an impact not just for improving an [organization's] bottom line but improving the community at large and being able to see that in your actual work.

Mark Van Benschoten

'23 MBA, CCE PARTICIPANT

STEP UP INTERNSHIP

This summer, the Carlson School participated in the **Step Up program**, which connects Minneapolis youth aged 14 to 21 who haven't enrolled in post-secondary education with summer internships at Twin Cities businesses and organizations.

The Carlson School Center for Inclusive Excellence and Institutional Advancement departments supervised and mentored the intern who rotated through different departments. They gained exposure to a wide variety of skills that will help prepare them for future professional development throughout their career.

Step Up is a partnership with the City of Minneapolis, AchieveMpls, CareerForce Minneapolis, and Project for Pride in Living that has created more than 30,000 internship opportunities since 2003.

IMPACTFUL EXPERIENTIAL LEARNING

Experiential learning opportunities throughout the Carlson School provide unique ways to make a meaningful impact in the community.

The **Carlson Analytics Lab** analyzed data for BIPOC employees' experience and career trajectories at the University of Minnesota. Analyzing and understanding this data will allow the U of M Office of Human Resources to conduct root causes analysis to determine what steps are necessary to assure equity for all U of M employees

Amid a shifting financial landscape, Project for Pride in Living (PPL) sought analysis from the **Carlson Consulting Enterprise (CCE)** to advance its mission to provide affordable housing and career readiness training for individuals and families experiencing housing or income instabilities. A leader with PPL says the nonprofit used the findings to inform discussions during the last legislative session.





SUPPORTING GROWING BUSINESSES

The Gary S. Holmes Center for Entrepreneurship continues to be an engine for powering business ideas and innovation, while providing access to underrepresented groups.

Participation in **MN Cup**, the largest statewide startup competition in the country, grew this year by 17 percent with more than 3,000 Minnesotans in the first round of the application process. Of the applicants, 38 percent identified as non-white, 43 percent identified as female, and a record 31 percent came from Greater Minnesota. The competition also proved there's room for business at all ages, with participants' ages ranging from 8 to 77 years old.

The center is also expanding its reach with small business owners through Ascend, a national network funded by JPMorgan Chase in partnership with the Holmes Center and Metropolitan Economic Development Association (MEDA) to offer entrepreneurs of color management education and connections with leading corporations. The local Ascend Twin Cities program launched its fourth annual cohort with 19 companies this summer. Starting in September, the Holmes Center will be hosting 20 companies as part of Ascend's national program, which connects business owners with MBA Fellows and business coaches.

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Long-time partnerships with organizations, like Meda, help us to engage with the community and be accessible to all entrepreneurs. We're excited to play a larger role within Ascend's national program to help more business owners build pathways to success.

John Stavig

MANAGING DIRECTOR OF THE GARY S. HOLMES CENTER FOR ENTREPRENEURSHIP

BUILDING COMMUNITY RELATIONSHIPS

The Carlson School partners with organizations throughout the Twin Cities business landscape, from nonprofits to *Fortune* 500 companies. Establishing these relationships creates opportunities for our students and faculty through experiential learning, research innovations, networking, and more. These connections help power recruitment channels and deliver impactful insights to help strengthen businesses in our community. Among these partnerships include:

Twin Cities DEI Roundtable

National Black MBA Association

Minnesota Business Coalition for Racial Equity

YMCA of the North

United Negro College Fund

Center for Economic Inclusion - Vanguard Accelerator



CARLSON SCHOOL
OF MANAGEMENT

UNIVERSITY OF MINNESOTA

Carlson School of Management
University of Minnesota

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