In July 2011, the Leadership Team accepted these broad recommendations as proposed by the Campus Change Team and directed the CCT to work with the Unit Change Teams to engage the campus in this work.

**Goal 2:** Create a positive and inclusive campus climate for all by advancing equity, diversity, and social justice.

1. **Create a campus definition of equity, diversity, and social justice and share these understandings with all students, staff, and faculty (December 2011).**

   Review definitions of “a positive and inclusive campus climate” and “equity”, “diversity” and “social justice”

2. **Implement effective, measurable processes to recruit, retain, and support diverse students, faculty and staff (May 2012).**

   Students (GLBTQAC, Student Association, Diversity Commission, Multicultural Center Student Leaders, SFA, ASSL, CCT)
   A. **Housing** (more training for RAs, implement, assess and expand multicultural learning/living options, design roommate selection and housing options for GLBTA students)
   B. Analyze recruitment, retention, and graduation rates for under-represented students; what works, what should change. Look at situation by college/dept
   C. Build comprehensive recruitment program with built-in assessment
   D. Create student mentoring programs

   Faculty and Staff (CESHP, Diversity Commission, SFA, FO, ASSL, CCT)
   A. Create faculty mentoring programs
   B. Build comprehensive recruitment program with built-in assessment; create EO/AA plans
   C. Strengthen and clarify hiring procedures
   D. Establish partnerships with other institutions to expand our candidate pools
   E. Grow your own to expand candidate pool

3. **Update, implement, and rigorously enforce all policies and procedures that advance cultural diversity and social justice (May 2012).**

   A. Policy development and review
B. Physical environment (CEHSP, Multicultural Center Student Leaders, GLBTQAC, Disabilities Commission, University Relations, ASSL, CCT)
   a. Inclusive visual messages through campus
   b. Add elevators where needed
   c. Increase gender neutral and family restrooms
   d. Assess campus for accessibility, prioritize needs and seek HEAPR funding
      1. Improve online and posted campus maps including parking

C. Design and implement a comprehensive and accountable system for reporting incidents of discrimination, harassment, hate crimes and incidents.

4. Develop and begin to implement a plan to serve indigenous people through the recruitment of students, staff and faculty, the enhancement of curriculum, and partnerships with tribal governments (May 2012).

Students (GLBTQAC, Student Association, Diversity Commission, Multicultural Center Student Leaders, SFA, ASSL, CCT)
A. Housing (more training for RAs, implement, assess and expand multicultural learning/living options, design roommate selection and housing options for GLBTA students)
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A. Create faculty mentoring programs
B. Build comprehensive recruitment program with built-in assessment; create EO/AA plans
C. Strengthen and clarify hiring procedures
D. Establish partnerships with other institutions to expand our candidate pools
E. Grow your own to expand candidate pool

5. Evaluate progress toward and support of diversity and climate initiatives as an explicit part of performance reviews of campus leadership. Conduct a longitudinal survey and assessment of campus climate and diversity initiatives every three years, disseminating results and integrating findings into academic and student life (December 2012).

(CEHSP, Diversity Commission, ASSL, CCT)
A. Establish the position of an Associate Vice Chancellor for Multicultural Affairs
B. Establish FT director of Women’s Resource and Action Center
C. Promote and support women, individuals of color, members of under-represented groups into leadership positions

D. Support inclusive and democratic governance

E. Hire a FT, well-trained EO/AA staff person

F. Develop leadership among current employees

G. Incorporate achievements in the Inclusiveness core value in annual evaluations

H. Assess the work of Inclusion on a regular basis and incorporate assessment results

See Action # 6 and 7

6. Integrate cultural diversity, cultural competence, and social justice topics into the curriculum and campus life, using an enhanced liberal education theme on cultural diversity as a core of this effort (May 2013).

(GLBTQAC, CEHSP, Student Association, Diversity Commission, Disabilities Commission, SFA, CCT)

A. Consider new minors: Social Justice, GLBT Studies, Chicano/Latino Studies, Asian Studies, Disabilities Studies

B. Intercultural competence curriculum integration across all disciplines – content and delivery (Universal Design for Learning); possible integrated intercultural effectiveness certificate; Teaching and Learning Center to advance intercultural competence in the curriculum

C. Redesign UMD Seminar to include a comprehensive, positive diversity component and make it mandatory for all freshmen. Encourage the development of Senior Seminar courses in every major that integrates diversity, equity and social justice.

D. Internationalize the curriculum

E. Center for Multiculturalism – interdisciplinary research and development center

F. Strengthen and expand ESL or English Language Learners courses

7. Develop partnerships with the surrounding community around diversity and social justice initiatives (Immediate and Ongoing).

A. Build sustainable UMD-Community partnerships (CEHSP)

8. Enhance orientation programs and special training opportunities for all members of the UMD community that promote equity, diversity and social justice (Immediate and Ongoing).

(CEHSP, GLBTQAC, University Relations, CCT, Commission on Women, SFA, FO, ASSL)

A. New members of UMD community

3
a. Students (Welcome Week, UMD Seminar)
b. Faculty (New Faculty Orientation)
c. Administrators
d. Civil Service
e. Department heads

B. Current members of UMD community
C. Systematic, consistent, on-going training
D. Identify internal and external trainers