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)

   The Freshman Committee will be tackling this issue once they become assembled. Like last year they will meet with facilities and the VCFO to work on this issue. They will also work extensively with housing to see what the options of making some type of system like this can be done that is still cost effective.

B. **Analyze recruitment, retention, and graduation rates for under-represented students; what works, what should change. Look at situation by college/dept**

   We will be looking at students in the multicultural center and those that are not and see what keeps them here at UMD. Through the use of surveys that MAC will be creating we will be able to see why people are here. For those of us who also know why people left UMD we will try and see why they left by getting in touch with them.

D. **Create student mentoring programs**

   In Academic Affairs we are trying to evaluate what is the best course of action for this. We are in talks with current advisors for ideas on these issues.

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**

   Utilizing the new Marketing and Communications to survey students about these ideas and other possibilities that deal with multicultural minors or majors.

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**

   Academic Affairs is currently working with MAC again to create another survey to talk about how multicultural these classes are. We will then be able to move forward on how to bring up with administration that these types of issues are or are not being touched. We really want to make sure that our fellow students taking all these classes from different teachers are getting the same results from the teachers.
D. Internationalize the curriculum

Through the surveys that we will be getting back from MAC, we will be able to see where we can incorporate a more internationalized curriculum. We will be in talks with professors because we in SA have realized how important that the global community is not only to UMD but also to the University system. From the talks with members of EPC or even the Liberal Education Implementation Group to consider these types of things when they take in new courses.