

2006/07 DIVERSITY COUNCIL ANNUAL REPORT

DIVERSITY COUNCIL MEMBERSHIP

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Submitted to:
Chancellor Rosemary DePaolo
Provost Paul E. Hosier
June 20, 2007

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EXECUTIVE SUMMARY

Introduction

This report proposes a strategic planning process and action items to satisfy three objectives contained in the Chancellor's charge to the University of North Carolina Wilmington (UNCW) Diversity Council. Those objectives are to:

- Foster a campus climate of inclusion.
- Identify potential new initiatives that will advance our diversity goals.
- Address specific issues advanced by diversity advocates.

Background

During the Fall of 2006, the Diversity Council reviewed the work of previous committees including the Diversity Initiative Planning Committee, the Chancellor's Task Force on Diversity and the Blue Ribbon Committee. From that point, the Council decided that the University needed to develop a vision to guide current and future diversity initiatives. It also determined that the University's current definition of diversity was focused upon access and needed enhancement to include other equally important elements of the climate. The proposed UNCW Vision and Definition of Diversity are presented in Appendix B.

The Council then divided into five subcommittees: Definition/Vision, Climate Survey, Curriculum/Training, Student Recruitment/Retention/Scholarship, and Structure. Each subcommittee gathered information regarding current efforts on campus and made recommendations based upon their review of the information. The following are the five themes that emerged, each with corresponding action items for Academic Year 2007-2008. We expect this process to greatly advance the University's progress with respect to diversity.

Themes and Recommendations

Theme #1: Coordinate Diversity Activities Across Campus

Priority Action Item for AY 07-08:

1. Design and Establish a Diversity Implementation Plan and Reporting Process.

Theme #2: Provide Method of Communicating Diversity Related Information

Priority Action Items for AY 07-08:

2. Establish prominent Diversity website on UNCW homepage with appropriate links to all related activities and information on campus.
3. Institute an annual State of Diversity Address by the Chancellor accompanied by a Diversity Symposium on campus.
4. Broadly communicate UNCW Diversity Definition and Vision, including incorporation in all appropriate university documents.
5. Create a “Campus Respect Compact” modeled on the UNCW Cabinet Compact which describes expectations for interactions between students, faculty and staff.

Theme #3: Clarify the Role of the Office of Institutional Diversity

Priority Action Item for AY 07-08:

6. Revise and/or Reaffirm the Job Description for the new Associate Provost for Institutional Diversity and the Office of Institutional Diversity, including the mission and relationship between Academic Affairs (e.g., Upperman Center, Women’s Resource Center, Centro Hispano, and Academic Success Services) and Student Affairs.

Theme #4: Provide Support for Diversity Initiatives on Campus

Priority Action Items for AY 07-08:

7. Ensure that adequate resources are provided for the Office of Institutional Diversity in order to perform the data collection and planning functions needed to support the Campus Diversity Implementation Plan and Reporting Process.
8. Secure a pool of funds set aside by the Provost to be used for outreach and to recruit diverse faculty hires.
9. Identify resources to institute a mentoring program for diverse students upon admittance to the university.

Theme #5: Strengthen Diversity Training and Orientation

Priority Action Items for AY 07-08:

10. Institute diversity module as required component of all existing orientation programs for new administrators, faculty, staff and students.
11. Institute a required orientation session for all new chairs that includes a diversity component.
12. Require EEO/AA briefings for each search committee at UNCW.

Theme #1: Coordinate Diversity Activities Across Campus

There are many diversity-related activities on campus. However, they lack unified direction and coordination. As these initiatives multiply, the lack of a framework becomes even more apparent. The institution would benefit greatly from a more coordinated effort that is held together by a well-engineered system of “nuts and bolts.” A structured diversity planning process would provide institutional structure and stability for diversity planning. The outcome of the diversity planning process should be Diversity Implementation Plans for academic and academic support units, which will culminate into a university-wide diversity plan. The University Diversity Plan should define strategies and assign accountability for achieving the University’s diversity goals.

The most successful change initiatives have both centralized and decentralized diversity implementation efforts. Unless Deans, Vice Chancellors, Department Chairs and others own the implementation process, diversity implementation efforts run the risk of being marginalized and limited in scope and effectiveness. Leadership in the diversity planning process will be provided and monitored by the Associate Provost for Institutional Diversity (APID). Figure 1 below summarizes the planning process.

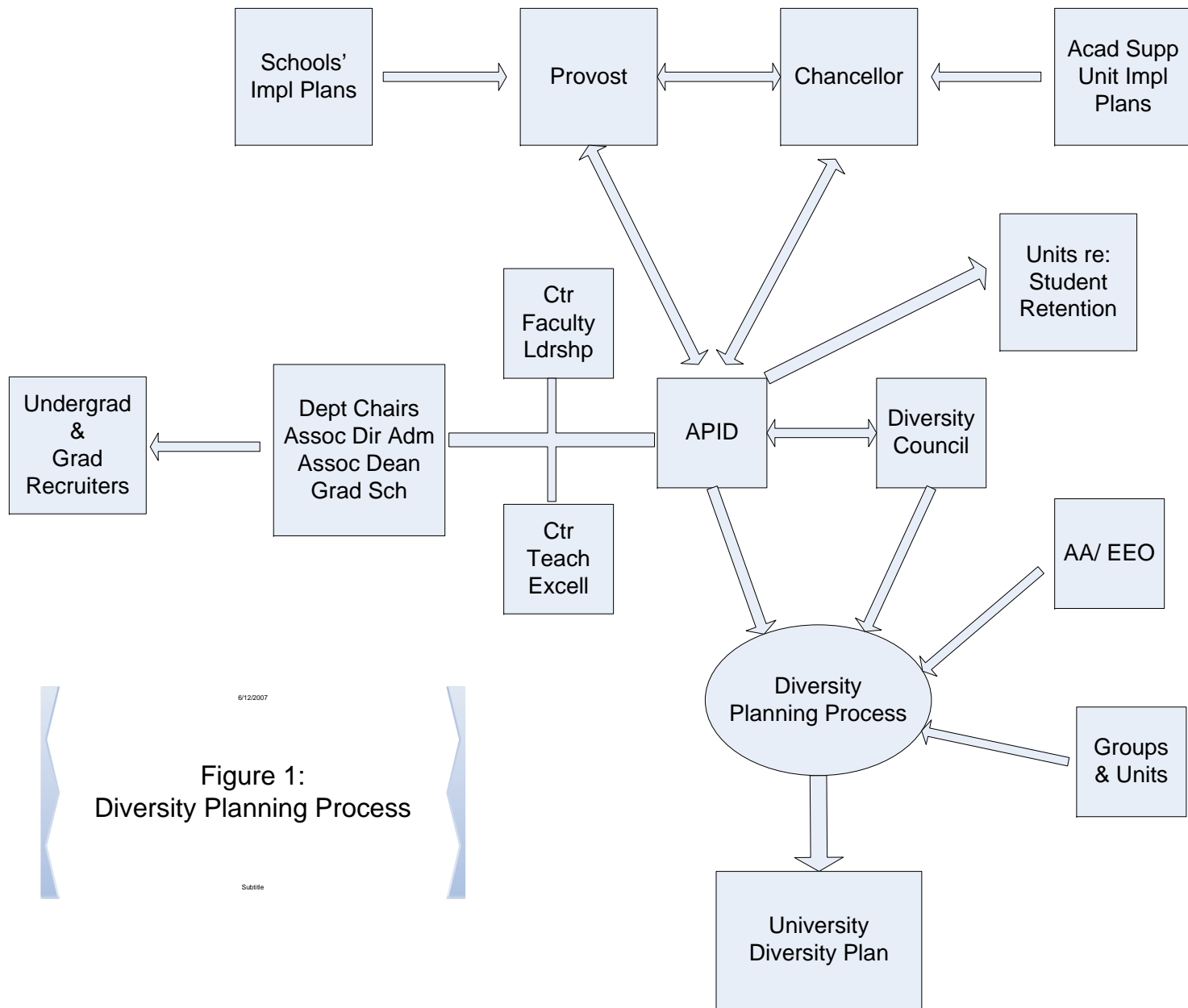


Figure 1:
Diversity Planning Process

6/12/2007

Subtitle

The university's AA/EEO Plan should guide the diversity planning process. Group and unit meetings will also guide the plan's development. In partnership with the Center for Teaching Excellence and the Center for Faculty Leadership Directors, the APID will provide consultation to Department Chairs, the Associate Director of Admissions, and the Associate Dean of the Graduate School regarding recruitment. These individuals will then consult with undergraduate and graduate recruiters as appropriate. The APID will individually and collectively consult with units supporting student retention. During Spring of 2008, the university's schools and colleges will submit their Diversity Implementation Plans to the Provost for approval. Similarly, academic support units will submit their Implementation Plans to the appropriate Vice Chancellor for approval. The Implementation Plans assess the unit's performance toward achieving the previous year's goals and outline goals and assessment criteria for the following year. After reviewing and giving feedback on these reports, the Vice Chancellor and Provost will submit final reports to the APID. The APID will present these reports to the Diversity Council, which will evaluate the University's progress toward its university goals. The APID and Chair of the Diversity Council will facilitate the Council's development of an overall university plan to guide future programming in academic and academic support units.

This Diversity Implementation Process will address a number of concerns raised by Council subcommittees to include the need for:

- A strategic planning effort to guide diversity efforts
- Efforts to be coordinated centrally
- A method of accountability relative to diversity efforts

Priority Action Item for AY 07-08:

1. Design and Establish a Diversity Implementation Planning and Reporting Process

Responsibility: Office of Institutional Diversity (Lead); Human Resources, Enrollment Management and Planning Council (Secondary)

Theme #2: Provide Method of Communicating Diversity Related Information

The Planning process unites those with formal responsibility for making the campus more inclusive. A facilitated campus-wide discussion regarding the university plan will help identify gaps in programming and opportunities for collaboration. Other recommendations include:

- The Office of Institutional Diversity maintaining a webpage that provides diversity related resources such as training consultants, books, videotapes, speakers, and a UNCW events diversity calendar. The webpage would also connect visitors with relevant diversity-related information. For example, a visitor interested in retention data on students of color will be able to connect with the Enrollment Management via the diversity website.
- Complete climate focus group sessions and post results on the web.
- Broadly communicate the University's diversity definition and vision.
- Create a Campus Compact modeled on the UNCW Cabinet's Compact.
- Communicate Diversity Council recommendations to campus.

Priority Action Items for AY 07-08:

2. Establish prominent Diversity website on UNCW homepage with appropriate links to all related activities and information on campus.

Responsibility: UNCW Cabinet (Lead); Office of Institutional Diversity, Webmaster, Enrollment Management, Financial Aid, other offices with key data links (Secondary)

3. Institute an annual "State of Diversity" Address by the Chancellor accompanied by a Diversity Symposium on campus.

Responsibility: UNCW Cabinet (Lead); Office of Institutional Diversity, Marketing & Communications, Chancellor's Office (Secondary)

4. Broadly communicate UNCW Diversity Definition and Vision, including incorporation in all appropriate university documents.

Responsibility: UNCW Cabinet (Lead); Marketing & Communications, Office of Institutional Diversity (Secondary)

5. Create a "Campus Respect Compact" modeled on the UNCW Cabinet Compact which describes expectations for interactions between students, faculty and staff.

Responsibility: UNCW Cabinet (Lead); Center for Faculty Leadership/Center for Teaching Excellence, Marketing & Communications (Secondary)

Theme #3: Clarify the Role of the Office of Institutional Diversity

The APID will monitor, support, coordinate and implement diversity efforts. An additional key responsibility should be providing leadership to the Diversity Planning, Implementation, and Reporting Process. Additionally, the following needs to occur:

- Clarify duties of Associate Provost for Institutional Diversity (APID) (See Appendix G)
- Distinguish between monitoring, supporting, coordination and implementation responsibilities
- Clarify responsibilities of other areas within the Office

Priority Action Item for AY 07-08

6. Revise and/or Reaffirm the Job Description for the new APID and the Office of Institutional Diversity, including the mission and relationship between Academic Affairs (e.g., Upperman Center, Women's Resource Center, Centro Hispano, and Academic Success Services) and Student Affairs.

Responsibility: Provost/Academic Affairs (Lead); Human Resources (Secondary)

Theme #4: Provide Support for Diversity Initiatives on Campus

To accelerate diversity-related progress the University should devote more resources to support fundamental needs. Efforts are underway to secure additional diversity scholarships. These efforts must continue to be a high priority so that we can attract diverse students who can meet the rising academic standards at UNCW. Similarly, recruiting and retaining a diverse group of the best and the brightest staff and faculty requires additional funds to enhance salary offers.

The Office of Institutional Diversity critically needs more capacity to collect data, conduct research and development of best practices, and monitor the proposed Diversity Implementation and Reporting Process. Several of the Diversity Council subcommittees discovered that there is no centralized information repository containing all diversity-related campus activities.

Finally, students from underrepresented groups need more focused support to help them adjust and cope with the pressures they may face as they enter campus. Focused mentoring should provide such support, thus aiding retention and recruitment of a diverse student body. We recommend to:

- Increase funding for diverse and international student scholarships
- Fund programming across campus at university level
- Staff Office of Institutional Diversity appropriately to address the needs of the campus
- Fund person to coordinate programming for International Student and Scholar Services
- Make funds available for outreach and to recruit diverse hires

Priority Action Items for AY 07-08:

7. Obtain resources to ensure that adequate personnel be provided for the Office of Institutional Diversity in order to perform the data collection and planning functions of that office to support the Campus Diversity Implementation Plan and Reporting Process.

Responsibility: Provost/Academic Affairs

8. Secure a pool of funds set aside by the Provost to be used for outreach and to recruit diverse faculty hires.

Responsibility: Provost/Academic Affairs

9. Identify resources to institute a mentoring program for diverse students upon admittance to the university.

Responsibility: Student Affairs (Lead); Office of Institutional Diversity (Secondary)

Theme #5: Strengthen Diversity Training and Orientation

Administrators, faculty, staff and students need more consistent and focused diversity training and education to raise awareness and communicate campus expectations. Currently such activities exist, but they need to be consistently applied, presented with clear expectations of attendance, and evaluated for effectiveness in a systematic and centralized manner. Orientation programs at all levels are an appropriate first step for such efforts.

If we want to increase the recruitment of diverse staff and faculty, we also must increase our focus on search committees at all levels. Committees need to understand the educational benefits of a diverse faculty and staff, the University goals, and techniques for effectively recruiting a diverse workforce.

- Require diversity training for administrators, faculty, staff and students
- Centralize training efforts
- Require search committees to have EEO/AA briefings
- Identify appropriate diversity related professional development for Expanded Cabinet, other administrators, faculty, staff and students

Priority Action Items for AY 07-08:

10. Institute diversity module as required component of all existing orientation programs for new administrators, faculty, staff and students.

Responsibility: Human Resources (New Administrators and Staff); Center for Faculty Leadership (New Faculty); Student Affairs (Students)

11. Institute a required orientation session for all new chairs that will include a diversity component.

Responsibility: Center for Faculty Leadership/Office of General Counsel (Lead); Human Resources (Secondary)

12. Require EEO/AA briefings for each search committee at UNCW

Responsibility: Human Resources

APPENDIX A: Letter from Chancellor Establishing Diversity Council

Dear Colleagues,

Please allow me this opportunity to update you on the status of our diversity efforts at UNCW. Improving the diversity climate at UNCW is an important initiative for us and continues to be one of our seven strategic goals. While progress has been made, we have much work to do to embrace diversity fully at this university.

The results of our campus climate survey indicated the need to make our diversity efforts more sustainable and to provide an effective structure to support those efforts.

Prior to Fall 2006, we had two major committees addressing diversity issues; the Diversity Advisory Council and the Human Relations Advisory Committee (HRAC). Both committees' efforts helped foster frank discussions and analysis regarding our diversity efforts throughout the UNCW community, but it was evident to me that there was some overlap on issues.

As part of my desire to have a more focused campus wide approach to our diversity efforts, the HRAC was dissolved and the nature of the Diversity Advisory Council's work was revised as an "umbrella" committee.

I established a revised 20-member faculty and staff Diversity Council to build on the work of the two previous advisory groups and help seek additional ways to add to the richness of our educational environment. Drs. Tom Barth and Tamra Minor were asked to co-chair this Council. Representation from the HRAC was included into the organization of the revised Diversity Council.

I've asked them for specific recommendations to:

1. Foster a campus climate of inclusion;
2. Identify potential new initiatives that will advance our diversity goals; and
3. Address specific concerns advanced by diversity advocates.

The Council has been reviewing our past and current diversity initiatives, as well as developing strategies to define successful diversity initiatives. When their work is completed, it will be shared with the campus community.

Five priorities for emphasis this semester are underway:

- Submit a revised diversity definition through the campus approval process and publicize accordingly.
- Recommend specific responses by the university to the results of the Campus Climate Survey.

- Identify how UNCW's emphasis on diversity should be reflected in the curriculum and training programs (e.g., basic studies, faculty/staff/student orientation, UNI 101 classes).
- Examine whether UNCW's interest in a more diverse student body is appropriately reflected in strategies for more diversity scholarships.
- Examine whether the appropriate administrative structure exists to ensure accountability, shared responsibility and monitoring of diversity initiatives.

Subcommittees were established around these priorities. Questions regarding the specific work of the Diversity Council may be addressed to Dr. Tamra Minor at minort@uncw.edu.

I am grateful for the Council's work to date. We must continue to stay focused on this incredibly important issue for UNCW, which I hope will develop a culture of diversity that permeates the university's curriculum, environment, and outreach. I know I can count on each of you to help in this effort.

Rosemary DePaolo

APPENDIX B: Definition/Vision Subcommittee Recommendation:

UNCW Diversity Definition and Vision

(Bo Dean, Virginia Adams, Sherri Batson, Farrah Chandler)

Preamble

In the pursuit of excellence, UNCW actively fosters, encourages, and promotes inclusiveness, mutual respect, acceptance, and open-mindedness among students, faculty, staff, and the broader community. Diversity is an educational benefit that enhances the academic experience and fosters free exchange of ideas from multiple perspectives. In light of our current efforts and goals to become a more diverse campus community we move forward in our efforts with a common definition of diversity and goals that guide us to achieve the best all of our students, faculty, and staff and the learning opportunities herein.

Diversity Definition

Diversity includes, but is not limited to race, sex, age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran's status, gender, educational disadvantage, language, and history of overcoming adversity.

Goals of a Diverse UNCW

At the University of North Carolina Wilmington, we strive to be an open-minded group of intellectually curious faculty, staff, and students who eagerly engage each other and integrated curricula and co-curricula that embrace diversity and thrive within the uncomfortable creative tension that accompanies the learning process.

The environment is one in which inclusive language, meaningful interpersonal contact, collegiality, civility, teamwork, and a strong sense of identity and community result for all its members.

As a result of valuing, welcoming, embracing, and even encouraging divergent teaching styles, learning styles, perspectives, ideas, critical analysis, and creative expression we have numerous collaborations between students, faculty and staff on research that is informed by a multiplicity of methods, topics and disciplines.

Diversity permeates the recruiting experience from the initial contact and materials received, through all orientation processes for faculty, staff and students alike. Whether in the dorms, overseas studies, or in the classroom, it is clear to all students that diversity is a key ingredient to their academic, career and lifetime success.

Our faculty have the cognitive and emotional capacity to empathize with our diverse groups of students because they understand the impact of group identity membership and intergroup relations on faculty/student lives and academic experiences. Moreover, this sensitivity enables faculty to implement a variety of teaching styles to interface with the various student learning styles.

Our mentoring program thrives because we closely match our faculty mentors and students. Because of high levels of collegiality and willingness to help, our highly cohesive faculty effectively prepares students to work in teams, with diverse populations, and succeed in a global economy.

Our staff is diverse at all organizational levels and throughout all departments. Thus, in the course of their daily lives on campus, our students see a variety of employees exhibiting high levels of performance in their jobs. We have mutual respect and appreciation which exists between all members of our community.

Because of our renowned academic excellence, low faculty to student ratio, mentoring programs, close community ties, on-site education programs, inclusive climate and exemplary contributions to the 8-county region, we are the university of choice for a diverse group of top caliber students in the south and mid-Atlantic areas.

APPENDIX C: Climate Survey Subcommittee Recommendations

(Leslie Hossfeld, William Fleming, Pat Leonard, George Syles)

- Based on findings from the climate survey, the focus groups that were initiated to further investigate reported findings of negatives experiences at UNCW should be continued, concluded and reported on.
- The definition and vision of diversity and strategic plans should be promulgated. We recommend an *Annual State of Diversity Report and Forum*, led by the Chancellor with reports and discussion from across campus. (For example, the first forum should articulate findings from the Climate Survey...)
- Resources should be made available for outreach and for recruitment of diverse faculty and staff.
- Comply with the UNCW AA/EEO Plan and attach accountability for administrators to follow the plan.
- Require search committee/hiring officials to have EEO/AA briefings.
- Create a *Campus Compact* modeled on the UNCW Cabinet's *Cabinet Compact* which outlines a respect of civility code all students, faculty and staff are expected to adhere to while at UNCW. This code is based on respect and dignity and all members of the university community will be held accountable to these guidelines.
- We recommend mini-conferences/professional-development workshops on the contents of the respect code that is developed for the *Campus Compact* and that all Administrators be required to attend.
- Communicate Diversity Council recommendations to Campus. We recommend a highly visible DIVERSITY page on the UNCW web site. This should be easily accessible and visible on the UNCW home page to reflect its importance. The particular DIVERSITY page should include findings from the Climate Survey; links to groups/organizations/activities on campus related to diversity; and identify existing resources for students, faculty and staff to report "hate speech" and provide a safe space to report hate speech and negative disparaging remarks.
- The subcommittee feels strongly that progress measures for all recommendations must be identified, using a specific metric, so that progress on all recommendations made by all subcommittees can be measured and assessed over time.

- We support the concept of a UNCW Multicultural Center which would bring together diverse groups of students and provide a physical space to build community and provide resources for minority students. It is clear from the surveys and focus groups that attrition (of minority students) is based on a lack of physical space for minority students to congregate and identify as a community-building location. Data show that UNCW has a need for a multicultural center, and we recommend the piloting of a multicultural center. The role of the center should be to bring together and facilitate student development by providing opportunities to interact with diverse peers. The multicultural center (and we want to be sure the term *multicultural* includes the full definition of diversity; e.g., GLBT issues, religious diversity, etc.), should serve as an umbrella structure that facilitates academic support, student programming, as well as faculty development.
- The subcommittee wants to reinforce the importance of the development of courses on diversity as part of the required curriculum for all undergraduate students on this campus.
- There is a clear need to expand the mentoring programs that exist on this campus (like the Seahawk Link) to target minority students. We recommend the expansion of these peer mentoring programs to include mentoring programs for diverse students.
- Ensure that steps are being taken to integrate diverse students into the Honors program.

APPENDIX D: Student Recruitment, Retention and Scholarship Subcommittee Recommendations

(Eileen Goldgeier, Ron Core, Carol Chase Thomas)

- Clarify the role, responsibilities, parameters and budget for the Office of Institutional Diversity and ensure, at a minimum, a coordinating function for all diversity initiatives.
- Identify and fund Diversity Recruitment Liaisons in designated units to facilitate the activities and reporting for the unit, but also to serve on a university-level coordinating council chaired by the Associate Provost for Institutional Diversity. As one of its primary purposes, the council would facilitate collaboration across units and sharing of various initiatives.
- Allocate and target funding to support diversity recruitment initiatives at the university level and in each unit (e.g., Admissions, Colleges and Schools, Student Affairs, Public Service) including recruitment events, brochures, mailings, travel, website designs, etc.).
- Allocate and target funding to support diversity programming and curricular initiatives at the university level and in the units.
- Increase the amount of scholarship funding available for diverse students in both need-based and merit-based awards.
- Coordinate and utilize as recruitment opportunities the various campus visitation programs such as the College Opportunity Program, sports camps, marine camps, ballet camp, math and science camp, and cheerleading camps.
- Design tracking strategies to provide data on student recruitment activities and yield and provide an analysis of the effectiveness of these activities.
- Schedule regular reports at university-level committees such as Planning Council or Cabinet on the status of diversity student recruitment, scholarship and retention activities.

APPENDIX E: Curriculum/Training Subcommittee Recommendations

(Denise DiPuccio, Andy Jackson, Earl Sheridan)

- Training and orientation efforts are centralized.
- Incorporate a required diversity component to training and orientation sessions for all members of the UNCW community.
- Provide information in ways other than workshops and discussions (e.g., publicity programs about various websites, mentoring is a form of orientation and support proven crucial in retention of a diverse workforce and consultation provides opportunities for consultees to learn more than how to respond to a specific issue or individual case).
- Provide website with lists of training modules and programs that deal with diversity and inclusiveness.
- Recommend that consultation continue with the Basic Studies reform committee with regard to the current proposal to require a global and diversity class for all students.
- Recommend that each academic unit on campus conduct a survey about what classes fit into the “diversity” category and if they are required or elective for the majors housed in that unit.

APPENDIX F: Structure Subcommittee Recommendations

(Andy Jackson, Steve Demski, Larry Clark, Bo Dean)

- The Associate Provost for Institutional Diversity is a member of the UNCW Planning and Quality Council so that the individual directly charged in spearheading diversity efforts will be represented in the campus wide planning process.
- As part of the assessment of the reorganization of the Division of Academic Affairs, the place of the Office of Institutional Diversity in the new structure should be explicitly examined especially in the light of the role of the Office in interfacing with all aspects of campus life and acting as champions of the diversity enhancement efforts of our campus. While the current Diversity Council is made up of individuals who can be champions of organizational change, there should be an Advisory Committee to the Associate Provost for Institutional Diversity made of representatives of offices throughout the campus that are explicitly charged with advancing the diversity effort. One of the major roles of these groups would be to exchange information and make recommendations concerning enhancing diversity on a campus wide basis. This group could provide an “all channels” network of communications and could review plans and data gathered on diversity efforts.
- Mechanisms should be studied to inventory and communicate across campus the efforts and best practices of diversity and inclusiveness enhancements.
- Mechanisms should be studied for obtaining resources to ensure that adequate personnel be provided for the Office of Institutional Diversity in order to perform the data collection and planning functions of that office.

APPENDIX G: ASSOCIATE PROVOST FOR INSTITUTIONAL DIVERSITY DUTIES

Major duties of the Associate Provost include:

1. Leading a university-wide effort to evaluate existing programs, policies and practices at the university (with regard to diversity);
2. Coordinating the refinement of the Diversity Plan to guide the formulation and creation of new initiatives as needed to support diversity and equity at UNCW;
3. Monitoring the achievement of the university's diversity objectives and proposing strategies as necessary;
4. Designing and implementing programs to increase awareness and appreciation of individual and group differences;
5. Fostering intercultural competency in the student body, faculty and staff;
6. Developing and promoting programs, practices and policies that will reduce structural inequities and result in a more inclusive, egalitarian and collaborative learning community; and
7. Coordinating community collaborations.

Specific duties and responsibilities include:

Campus Wide Initiatives

1. Coordinating an effective Diversity Council composed of students, faculty, staff and administrators, including periodic review and updating of the Diversity Plan.
2. Reporting annually to the provost on the status of achievement of the institution's diversity goals as set forth in the Diversity Plan.
3. Developing effective working relationships with administrative and academic colleagues in the ongoing development and implementation of the Diversity Plan.
4. Coordinating a program of recognition to acknowledge the successes of students, faculty and staff across the university and individuals in the surrounding community who have made major contributions to the diversity effort at UNCW.
5. Developing an appropriate communications program to update the university community on broad diversity issues, programs, accomplishments and any recurring problems.
6. Drawing upon the creative arts to create a multicultural environment at UNCW; e.g., designing and promoting programs that foster a climate of acceptance and respect for differences of opinion, perspectives, experiences and values.
7. Serving as a catalyst and an internal consultant to student groups as well as members of the faculty and staff seeking support and encouragement for ideas and efforts to confront and engage issues of diversity.
8. Engaging deans, faculty and senior officers in collaborative efforts to educate ourselves on ways to confront and resolve issues arising from the diversity of our campus community.
9. Developing and implementing, in concert with Human Resources and Equal Employment Opportunity, training opportunities on intercultural competency across the university.

Student, Faculty and Staff Studies

10. Engaging student organizations in the assessment of internal and external forces contributing to the campus climate.
11. Consulting with students and faculty in detailing “blueprint for academic success for UNCW” students.

Faculty Support Initiatives

12. Developing with deans and faculty a supportive program of faculty development for managing issues of diversity in the classroom, including climate and pedagogy.
13. Expanding conflict resolution capabilities across the campus in conjunction with Human Resources, the Student Life staff, the Faculty Senate and the Staff Council.

Community Collaborations

14. Identifying opportunities to collaborate with community entities. Coordinating and integrating collaborations as appropriate.
 - Working with local governments.
 - Working with various agencies to identify specific community needs and to facilitate the development of programming to meet those needs where feasible.