	Who	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Achieving Excellence Through Equity and Diversity **Content Liaisons: ROGER HARO, BARBARA STEWART**													
Goal 1. UWL will achieve demographic equity in access and retention for students, staff, faculty, and administrators	**STEWART**												
Action 1. Establish a liaison program at the department or unit level to coordinate efforts to assess equity gaps	**ARAIN**												
A. Develop liaison positions • Review JMAC diversity liaison program outline from 2006 • Generate position descriptions and department selection process • Define a liaison coordinator/convener description and identify coordinator/convener	ARAIN					X							
B. Develop orientation program for liaisons • Develop 2-3 workshops (progressive in terms of depth of knowledge) • Identify personnel to implement workshops (collaboration between HR/AAO/faculty) • Develop a protocol for identifying recruitment and retention gaps – to be implemented with facilitation from liaisons	AAO, Liaison Cmt.										X		
C. Develop liaison steering committee to review department/unit plans and offer feedback	Provost					X							
D. Educate departments/units about inclusive recruitment and retention strategies for student, staff, and faculty • Review national and institutional data sets Create protocols of best practices in recruitment and retention for all departments	AAO, CATL								X				
E. Develop department/unit-specific action plans with metrics for addressing gaps	Chairs/Unit Heads, Deans												X
Action 2. Units and departments will collaborate with admissions to develop and implement focused recruitment strategies to assist in reaching demographic equity	**HARO**												
A. Learn from Admissions how they approach recruiting grad/undergrad students for demographic equity and their future plans	Admissions Director, IR				X								

	Who	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
A. Ask for a toolkit for departments to address equity in their recruitment processes • Create/provide a rubric for analyzing process (JMAC) • Create bylaw language for departments to regularly integrate evaluation processes (JMAC)	Admissions, JMAC										X		
B. Assist departments in evaluating their curriculum, processes, and teaching to determine equity-friendliness • Lead chairs in conversations with liaisons about implementation • Integrate into larger university reporting process (e.g., annual reports, assessment) • Provide data for unit evaluation	AAO, Provost, UPAC, IR, Liaisons												X
C. Build department infrastructure to support revised recruitment strategies • Provide competitively selected seed grants (support costs of recruitment materials)	Dept. Chairs/Unit Heads; Provost												
D. Provide departments resources and workshops to advance diversity in recruitment, hiring, and retention	AAO, CATL												

	Who	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Goal 2. The university will provide fully inclusive education experiences for all students	**HARO AND STEWART**												
Action 1. Governance groups will collaborate to develop a question related to diversity & inclusion to be added to standard campus-wide SEI.													
A. CATL drafts proposal for FS (citing sources) and submits for FS agenda; proposal simultaneously goes to SS. • FS Acts on proposal; • Repeat until completed	Fac.Senate				X								
Action 2. Explore the feasibility and viability of restorative justice as a university-wide model of restoration and reconciliation of conflict.	WILLIAMS												
A. Student Affairs leadership, HR, and AAO appoint a committee: Faculty Senate names one ombudsperson to serve as well • Committee does its homework to learn about restorative justice and well-vetted analyses of its viability in university settings • Committee identifies the identifying the types of conflicts for which RJ is most effective, the goals of a restorative justice program for UWL, and the methods for evaluating the program • Committee identifies training needs and works with staff appointed by senior leadership to develop cost estimates • Committee drafts a policy proposal (with citations) that defines identifies program staff, processes for training program staff, processes and procedures for implementing the program, and the process and timing for regular evaluation	Student Affairs (part., Student Life and Res. Life), Campus Climate, HR, ombuds, AAO							X					
Action 3. Implement best practices for continuous/ongoing instructor support for inclusive teaching practices	Provost and Deans CATL												
A. Provost, deans, chairs identify a committee of persons with interest and some expertise in diversity and diversity issues in teaching and learning in college.									X				
B. Committee does its homework to educate itself re: terms and standards for this action step									X				
C. Committee identifies developmental goals and the kinds of support needed to reach each level of goals, e.g., programs, online self-study, workshops, etc. (the IE self-developer might be useful and already exists)									X				
D. Committee determines next steps, e.g., additional committees to develop programs/supports; methods for generating participation; means to monitor implementation by individual instructors; guidelines to determine qualifying for the "badge" below											X		

	Who	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Goal 3. UWL's Equity and Diversity Efforts will be highly visible and coordinated across campus	**HARO**												
Action 1. Integrate concepts of equity, diversity, and inclusion into principle UWL communications.													
A. Convene units responsible for managing UWL's principle public interface and relations. a. uCOMM (B. Quarberg) & iCOMM (Maren Walz) b. University Advancement (Greg Reichert) c. Admissions (C. Sjoquist) d. Alumni (J. Morgan) e. AAO (N.Arain) B. Evaluate current IE messaging and survey campus and community perceptions C. Draft a consistent IE messaging plan D. Present IE messaging plan to Senior Leadership and governance groups	Senior leadership, Marketing, Advancement, Admissions										X		
E. Revise and implement IE messaging plan												X	
Action 2. Identify the unmet needs and resources for supporting underrepresented students.	D & I Leadership												
A. D & I leadership will assess and prioritize unmet needs in academic and student life programming for underrepresented students. • CATL (D. Hoskins) • Affirmative Action (N. Arian) • Campus Climate (B. Stewart) • Access Center (A. Oliver) • OMSS (A. Williams) • Pride Center (W. Van Roosenbeek) • Trio Programs (S. Jimison) • International Education (E. Volden) B. The D & I leadership will present assessment and recommendations to Joint Planning & Budget Committee for support to address priorities. A. The D & I leadership will work with the Provost's Office and Student Life to implement support.						X							

	Who	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Action 3. Evaluate potential options for a more coordinated UWL diversity leadership structure.	Haro												
A. Form an exploratory committee to evaluate the current coordination and organizational structure of diversity leadership at UWL.									X				
B. Develop a recommendation for changes, if any, in UWL's diversity leadership. C. The recommendations should include a cost/benefit analysis of any structural leadership change in light of a. Improving student outcomes b. Administrative accountability c. Resource allocations D. Report recommendations to Senior Leadership and governance groups. a. R. Breaux (ERS) b. A. Goodenough (Campus Climate) c. E. Kim (JMAC & Mathematics) d. J. Thill (JMAC, McNair) e. Bethany Brent (SoE) f. B. Stewart (Student Life) g. J. Vandenberg-Daves (WGSS, Diversity Council) h. A. Lee (Student Life)													