

component, and began a project to increase recruitment and retention of international students. These projects continued in 2005-2006.

Our 2005-2006 goal was two-fold; we worked to “expand attention to diversity in curricular and co-curricular areas and in faculty/staff hiring practices.” In regard to curricular and co-curricular progress, we expanded learning opportunities focused on diversity in Learning Communities, in Native American studies, in African/African-American studies, in Modern Languages, in Accounting, and in student-teaching and practicums. We remained relatively stable in numbers of students going abroad and slightly increased the number of international students coming to our campus. A CELT program focused on consideration of learning outcomes for preparing students to live in multicultural and global communities; this discussion and these efforts need to continue in the year ahead.

In preparation for increased efforts in faculty recruitment, 60 faculty and staff attended a teleconference on best practices, job ads were rewritten to include statements of our commitment to expanding attention in curricular and co-curricular areas, and a group of international faculty members was convened. Additional approaches prepared for this year include a new brochure for recruitment packets on campus-wide diversity activities, a vacancy notice template for the website, and participation in a new dual career consortium for helping partners find jobs.

In 2006-2007 we will continue efforts to recruit and retain a more diverse faculty and student body and we will:

3. Expand requirements/ expectations for students to develop knowledge and skills for intercultural literacy.

C. Our commitment is to provide a range of programs appropriate to meet current and future students’ needs.

2004-2005 goals were to a) “develop strategic goals for the future of graduate studies;” b) “study issues and set goals related to the size and mix of our undergraduate and graduate programs;” and c) “develop recommendations regarding student-faculty ratios and the appropriate mix of faculty appointments to provide the best learning environments for our students.” Many groups and individuals helped develop a working plan for graduate studies, and appointed a full-time graduate dean. Other groups discussed size and mix of programs, student-faculty ratios, and other data to lay groundwork for future program discussions.

Our 2005-2006 goal was to “articulate a vision of the mix of undergraduate and graduate programs we need in place by 2011.” We made some progress in this regard. We launched an initiative to offer some engineering programs on our campus in response to regional needs. In Business we developed a Risk Management program in response to regional requests. Other new programs have been developed and approved. Some discussions began of programmatic emphases for the future, including theoretical and applied areas in the sciences and technology, global/multicultural fields, creative/design