

## **Campus Diversity Plan 2008, Phase II University of Wisconsin-Green Bay**

### **EXECUTIVE SUMMARY**

The University of Wisconsin-Green Bay is pleased to submit its Phase II Plan to continue progress on the goals of *UWS Plan 2008: Educational Quality Through Racial and Ethnic Diversity*, and UW-Green Bay's own *Campus Diversity Plan 2008*. Building on the foundation established in the first five years of implementation of *Plan 2008*, the Phase II Plan proposes new and continuing institutional goals and initiatives for 2004 – 2008 related to:

- Recruiting, retaining and graduating students of color.
- Recruiting and retaining a diverse campus workforce.
- Fostering an institutional environment that enhances knowledge of and respect for diversity.
- Building partnerships that build the educational pipeline by reaching students and their parents at an earlier age.

UW-Green Bay's Phase II Plan is responsive to the Board of Regents mandate to address the achievement gap between students of color and white students as measured by retention and graduation. The Plan also responds to the mandate to develop means of assessing initiatives and refocusing resources based on evidence of success. The Phase II Plan proposes seven broad goals, several specific objectives to achieve those goals, activities to be undertaken in support of the objectives, and assessment criteria to measure short and long term progress.

Major campus goals and objectives for the Phase II Plan are summarized within the following themes.

Changing the Face of the University through Student and Faculty Recruitment;  
Including plans to:

- Develop a regional focus for student of color recruitment.
- Initiate recruitment activities that target transfer students of color from UW-Colleges and technical colleges.
- Strengthen the commitment to and accountability for campus workforce diversity.

Assuring Diversity in the Student Experience;  
Including plans to:

- Initiate academic program-based initiatives to address the achievement gap and support student of color success in their programs of study.
- Conduct faculty development on best practices and new scholarship in support of diverse students in classroom settings.
- Strengthen the commitment to ethnic studies, new diversity course development, and infusion of diversity into existing course curriculum.

Building Partnerships for a Multicultural Community;  
Including plans to:

- Expand precollege program opportunities for M/D students.
- Extend early college awareness programming to the 5<sup>th</sup> grade level through the Phuture Phoenix Program.
- Create a Center of Excellence to improve the preparation of K-12 teachers to deliver “Act 31” mandated curriculum.

Assessment, Accountability and Reporting;  
Including plans to:

- Adopt the USC Equity Scorecard, a nationally recognized paradigm to foster institutional change and close the achievement gap for historically underrepresented students.
- Annually assess progress, publicly report outcomes and refocus resources as appropriate.

**SUMMARY OF COMMITMENTS**

- Since 1998, an additional 4.7 FTE positions have been committed to foster Plan 2008 goals. Additionally, several student internships have been created to assist with precollege programming and recruitment.
- The amount of funding that directly or indirectly supports *Plan 2008* and associated programs for multicultural and disadvantaged students has steadily increased. In 2003-04, it exceeded \$1.0 million. (This amount does not include fringe benefits, faculty salaries, or UWS financial aid allocations, i.e., AOP or Lawton).

Strong foundations for *Plan 2008* initiatives have been established, and significant resources have been committed. While UW-Green Bay can pride itself on the progress that has been made, there continue to be challenges for the campus to address. The Chancellors Diversity Advisory Council, in consultation with faculty, staff, students, administration and community members, has prepared a Phase II *Plan 2008* which outline the strategic directions for the campus for the second five years of *Plan 2008*. The plan seeks to build upon our successes and address our continuing challenges.

Respectfully submitted,  
Michael Stearney, Assistant Dean for Enrollment and Academic Services  
Campus M/D Coordinator  
University of Wisconsin-Green Bay

## **INTRODUCTION**

We approach the revision of Plan 2008 with some basic assumptions drawn from effective strategic planning. Most important is the recognition that planning is not about paper, reports, or documents; it is about people – their hopes and aspirations, their involvement and engagement, their learning and growth, their empowerment and accountability for reaching brighter futures. By way of introduction, we will address and illustrate how we have followed the important principles implicit in “planning as people, not paper.” These are: Planning as Strategic Leadership; Planning as Involvement and Engagement; and Planning as Empowerment and Accountability

### **Planning as Strategic Leadership**

Planning is a way of thinking, a way of managing and leading rather than any particular document, and every plan is just a snapshot of that thinking at any particular point in time, soon to be out-dated if true strategic leadership is ongoing. Put differently, a plan is not a firmly spiked set of railroad tracks leading to a destination in only one way; rather, planning is akin to sailing where the destination must be clearly envisioned but where those onboard are constantly monitoring the progress, attending to shifts in winds and currents, and learning from experience. The Regents understood this well in setting particular emphases for the current update. The philosophy is perhaps best captured in the often repeated axiom of one who understood first-hand the challenge of planning in a fluid environment of only partially anticipated threats and opportunities: it was General Eisenhower who said, “Plans are nothing. Planning is everything.”

This we also understood at UWGB. We will illustrate.

Chancellor Shepard, several months after arriving at UW-Green Bay, reached out to the campus and community by meeting with more than 2,000 people. His listening sessions included dozens of individual meetings with the leaders of the communities of color that enrich our region. He reported back to the campus on Plan 2008 with these words:

“One approach is to think in terms of demography: of numbers and percentages and mixes. It is, essentially, the language I see too much of when I read Plan 2008. I would like us, at UWGB, to set our sights higher. Instead of aspiring to a desired mixing, let’s aspire to a special feeling. Instead of seeking only a particular campus composition, let’s attain a particular campus culture.

“This vision draws upon a basic premise in my social science background: Melting pots do not melt. Never have, it’s a myth. We are an ever-evolving stew and, as with composites generally, one finds therein special properties of strength and richness.

“So, here, in a few words, is the vision:

“Students, faculty, and staff come to UWGB because it is a community known for enjoying and celebrating the strength and the richness found in a campus as diverse as the society the University exists to lead and serve.”

And he indicated a change in what was then the Plan 2008 emphasis when, in the same report (and anticipating the Regents’ most recent redirection), he noted:

“We lose too many students of color. Retention rates are not acceptable. We certainly must understand what we can do to improve retention before we seek dramatic improvements in recruitment. Otherwise, we risk compounding tragedies for those we recruit and then lose.

As retention rates improved for students of color and the achievement gap narrowed and acting on the advice of the recently established Chancellor’s Community Diversity Council, Chancellor Shepard again suggested rededication to an important priority (and strategy for further narrowing the achievement gap) when, in addressing the campus community at opening convocation in fall 2004, he emphasized:

“We have made some progress in recruitment and in retention of students of color. That progress must be accelerated and you are putting in place important means to that end. One important additional means to diversifying our student body is to diversify our faculty and staff. Here, we cannot be satisfied with what progress has been made. The challenges are enormous. But, in my view, when it comes to having a UWGB that is strong well into the future, there is no more important area in which we must act to change the UWGB of today.”

That is now a clear focus and we see promising indications of initial success. But, in this context, it is the principle of strategic leadership that we seek to illustrate. Leadership involves listening first. But, then, it also involves setting priorities that evolve *strategically* – what will bring us the furthest at a particular point in time – for, without such focus, there may be the appearance of lots of activity but disappointing results.

### **Planning as Involvement and Engagement**

Those who study planning tell us what we already likely know through our own experience (and, perhaps, frustrations when we are the victims of bad planning processes): planning that is “top down” is not worth the effort. People must be involved from the very beginning. The reasons are several. Certainly, larger groups bring greater creativity and better ideas. But, perhaps even more important, particularly where, as we see it for Plan 2008, cultural change is essential, involvement creates the opportunity for such change through understanding and “buy in.”

Buy in does not just happen. Certainly, people must be involved and there must be effective listening. But, for involvement to continue, people must see it as worthwhile, and believe that there are impacts. Again, we illustrate.

We build upon the earlier point that planning is a process and not a document. That means that involvement and engagement must be continual and ongoing. At UWGB, we assure ongoing involvement in several ways. The Chancellor's Advisory Council on Diversity was formulated in 1998, at the onset of Plan 2008 implementation. The Council's membership is broadly representative, and includes faculty, academic staff, classified staff and students. Council members are recommended by governance groups and appointed by the Chancellor. In addition to monitoring and reporting on campus progress on diversity initiatives, the Council works on specific issues in response to an annual charge received from the Chancellor. The Council has advised senior leadership on a number of important campus priorities, including the use of the academic program review process to build diversity planning into academic units, principles to guide the handling of admissions applications from undocumented students, and the recommendation of an "Act 31 Center for Excellence" to train K-12 teachers in the delivery of instruction to Native American tribal history, sovereignty and culture. The Advisory Council has been a fertile and ongoing source of ideas and inspiration for the process of campus-wide diversity planning.

Complementing these internal efforts, Chancellor Shepard recognized the need to draw upon the expertise of the communities of color. The Chancellor's Community Diversity Council was established in 2002, bringing together community members from all the diverse communities that are a part of our area. It included leaders of the communities of color, certainly, but also UWGB alumni who could add the perspectives and experiences of students of color. As but one example of their effectiveness, this Council took a leadership role in understanding and helping guide the shift from recruitment toward emphasizing retention foremost and, in the context of retention, established the emphasis upon diversifying faculty and staff.

Consider the groups involved in the report now in your hands. Yes, we involved the two aforementioned Councils, the Faculty Senate, the University Cabinet, the Student Government Association and the Academic Affairs Planning Committee, but none for the first time. These groups are regularly involved through a variety of means as various initiatives are developed and advanced.

Student involvement is particularly valuable. The Student Government Association (SGA) provides the most direct means for students to be involved in all aspects of the university's priorities: from Plan 2008 to setting priorities as a part of the UWGB Strategic Budgeting Committee. The two diversity councils, as has been noted, include student perspectives. The Student Senate recently passed a resolution of support for Plan 2008, and in doing so, publicly affirmed the importance to *all* students that a UWGB education be enriched by diversity. And, on an annual basis, we have a forum well attended by faculty, staff and University leadership at which students of color, in a panel format, frankly and constructively critique progress to date and discuss priorities

for the future. It is hard to emphasize just how valuable this single, seemingly simple but very emotional event is as a learning experience for the entire campus.

When it comes to the continuing implementation of Plan 2008, our practices will not change: campus -- including students -- and community will have more than just the opportunities to be involved; they will continue to find that their involvement makes a difference.

### **Planning as Empowerment and Accountability**

As we understand modern approaches to effective leadership and management, accountability goes hand-in-hand with empowerment. Empowerment allows us to fully employ the talent and creativity of very innovative faculty, staff, students, and community partners. And, of course, accountability assures that the focus is upon results, leaving it to innovative colleagues to figure out better ways to achieve the results.

Again, we illustrate with an example relevant to Plan 2008. Consider our Affirmative Action Office. With the traditional focus on process and procedure, we were using an out-dated, "top-down" controlling approach to managing our personnel processes. What were the results? On our campus, as on campuses around the country, people certainly figured out how to make sure all the forms were accurately completed – the i's dotted and the t's crossed – and the hiring processes all conducted so that the Affirmative Action Office would not come down with any procedural "gotcha's." Our processes certainly looked good. But we were disappointed in the pace of any actual progress toward our affirmative action staffing aspirations. Indeed, we were so dedicated to procedural purity that we found we were letting various procedural orthodoxies get in the way of opportunities to achieve real results. Late last year and after involving the campus in a discussion of a new strategy, we totally restructured our approach. We turned the AAO function largely into one of empowering – a source for techniques, ideas, resources and training for more successful searches – while accountability for results was turned over to those officers who actually could affect the situations for which they were responsible. This made such accountability a part of the individual performance reviews for each officer. Early results, as noted previously, are promising.

Certainly, the critical role that accountability must play was helpfully reinforced in recent actions by our Board of Regents. We must emphasize, though, that in our approach, accountability is only half the equation. Empowerment is the other half. So, for example, when a chancellor sits with a vice chancellor during a personnel evaluation and sets individual accountability expectations for UWGB's affirmative action commitments, that is an important conversation. But it also is followed by an equally important question: what must I (your supervisor) or the university be doing to empower your success in reaching those expectations?

Here, we cannot be sanguine. The fiscal situation – continuing cuts to services most important for the success of students of color and new faculty imperils progress toward

Plan 2008 commitments across the board. We cannot say that the reduction in library hours did not apply to students of color; we cannot say that the reduction in access to academic advisors does not apply to students of color; we cannot say that the reductions in programs to support the professional development of new faculty and staff apply to all but those faculty and staff of color; we cannot say that the absence of competitive salaries does not apply to faculty and staff of color – current and prospective. At the campus level, at least, accountability must be matched with our capacity to realistically empower the achievements that are so critical to our future as Green Bay's University of Wisconsin.

We are proud to report that, through the largest administrative budget reductions ever required at UWGB – those cuts to our budget for the biennium we are now in and the required “administrative” reallocations for the biennium we are about to enter, totaling a 10% cut – Plan 2008 funding was left entirely in place. However, we must also report a *very* troubling development. Federal grants support our programs that enable the academic success of over 150 first-generation, low income students who had somewhat weaker entrance profiles, but had demonstrated solid academic potential. Despite being judged recently as one of the top such programs in the nation, an entirely new approach being taken by the Bush Administration to evaluating such programs has led, we were just informed, to a decision to not fund the Student Support Services Program at UWGB, beginning September 1, 2005. This is a huge shortfall at a time when there is little chance – having already made the administrative reallocations required in the Governor's budget – for us to be able to pick up the slack. In the context of accountability plus empowerment, we must alert you that this loss of critical capacity means we will need to reevaluate the goals we have set, particularly for narrowing the gap in retention rates; simply hanging on to our current level of success will be a challenge.

Enough on the key dimension of empowerment. Accountability is the other half of the equation. How do we measure success? That is an important question to which there will never be a final answer. But, again drawing on the planning literature, we know that some measures are important for accountability. Others are important for program improvement and planning purposes. And, usually, measures good for one purpose do not work well for the other. Accountability measures need to be simple, clear, and regularly repeatable. They let us monitor progress. They are excellent “smoke detectors,” letting us know where problems may be growing. But, they lack the context needed to understand why progress has been or has not been made. Measures that actually help with informed planning and management involve analyses and details far too intricate to be useful for accountability purposes.

Our means of measuring success use the various statistics, tables, and graphs that are illustrated in this report and that are regularly shared with our Cabinet. That is part of the story. But, such tables only answer the “what” question, what the situation is. More important for *strategic* planning is to effectively use the research capabilities available to us to answer the “why” question. Here, we regularly involve our Institutional Research Office to do specific studies and analyses, and these have proved very helpful in

managing and leading the University. We have a multitude of studies illustrating how we move beyond mere accountability to achieve the understandings essential for continuing, well-informed improvement.

In a variety of ways, then, Plan 2008 is part of a strategic planning and budgeting process resting, we believe, on sound principles. We are confident this process will enable us to build a future of which all of us – students, faculty, staff and community – can be proud.

**UWS Plan 2008 Goal I: INCREASE THE NUMBER OF WISCONSIN HIGH SCHOOL GRADUATES OF COLOR WHO APPLY, ARE ACCEPTED AND ENROLL AT UW-SYSTEM INSTITUTIONS.**

**UW-GREEN BAY PROGRESS REPORT: ACHIEVEMENTS TO DATE**

Between 1997 (baseline year for Plan 2008) and 2004, admissions trends for *new freshman students of color* indicate:

- A 400% increase in applications.
- A 76% increase in admits.
- A 97% increase in enrollment.

(Supporting data on application, admission and enrollment rates for immediate new freshman students of color from 1997 – present is found in Table 1 of the Appendix)

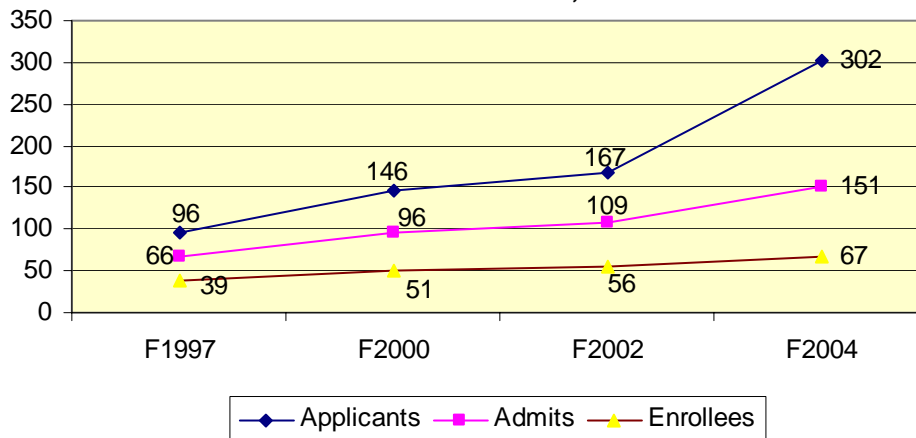
Over the most recent four years, admissions trends for *all students of color* (new freshman and transfers) indicate:

- A 62% increase in applications.
- A 107% increase in admits.

Enrollment trends for all students of color (new freshman and transfers) indicate:

- Total enrollment of students of color has risen from 276 in 1998 to 320 in 2004.
- The number of undergraduate Southeast Asian and Asian students has increased slightly, while the number of American Indian students has decreased by 8%.
- The number of students of color who are enrolled fulltime has increased, while the number of students enrolled part-time has decreased.

**FIGURE 1  
APPLICATION, ADMISSIONS & ENROLLMENT OF  
NEW FRESHMAN OF COLOR, FALL 1997-2004**



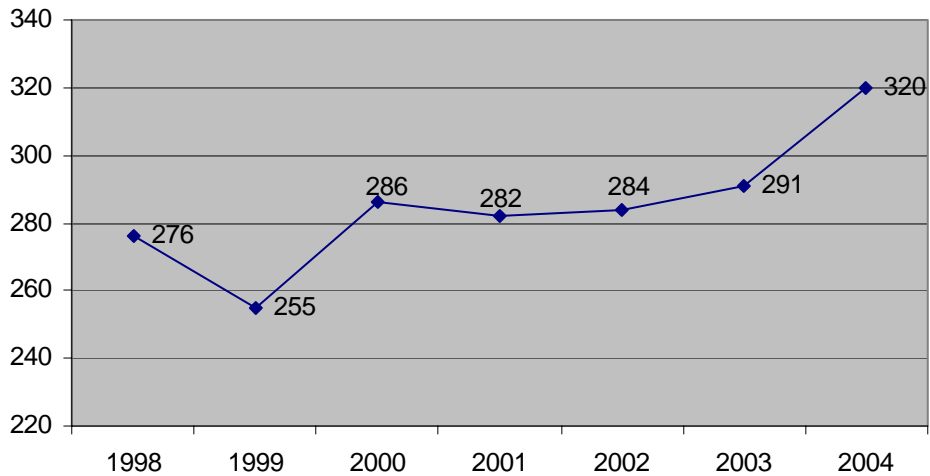
**FIGURE 2  
APPLICATION AND ADMISSION OF STUDENTS OF COLOR  
FALL 2005**

Target Student Category	Total Applications			Total Admits		
	2005	2001	Difference	2005	2001	Difference
African American	44	11	33	9	5	4
Asian	32	17	15	9	5	4
American Indian	24	10	14	8	4	4
Hispanic	44	9	35	16	3	13
SE Asian	56	22	34	14	10	4
<b>Total</b>	<b>200</b>	<b>69</b>	<b>131; +62%</b>	<b>56</b>	<b>27</b>	<b>29; +107%</b>

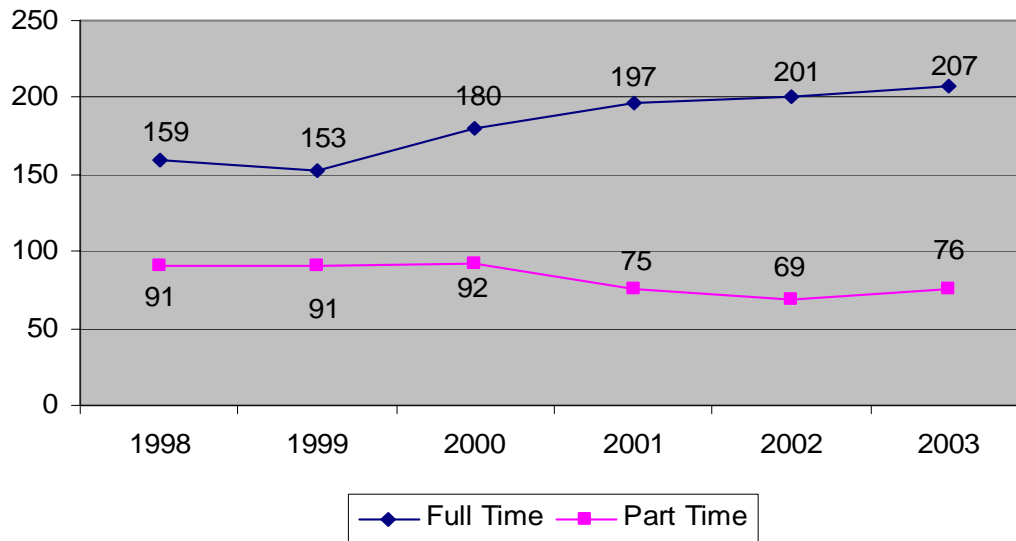
\*Dec. 1, 2001 vs Dec. 1, 2004

\*new freshman and transfers (preliminary)

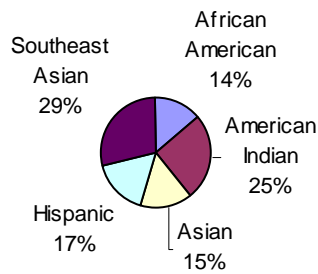
**FIGURE 3  
TOTAL ENROLLMENT, STUDENTS OF COLOR, 1998-2004**



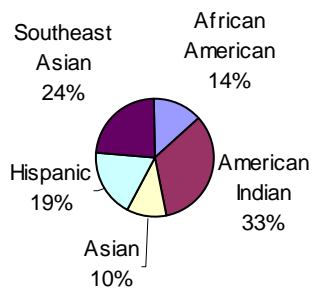
**FIGURE 4  
FULL-TIME vs. PART-TIME ENROLLMENT,  
STUDENTS OF COLOR, 1998-2004**



**FIGURE 5  
TOTAL MINORITY UNDERGRADUATE  
ENROLLMENT BY RACE/ETHNICITY  
FALL 2004**



**FIGURE 6  
TOTAL MINORITY UNDERGRADUATE  
ENROLLMENT BY RACE/ETHNICITY,  
FALL 1997**



**UW-GREEN BAY PLAN 2008 PHASE II GOAL:** Increase the number of students of color who apply, are accepted and enroll at the university.

**OBJECTIVES:**

Maintain recent positive recruitment trends with new freshmen recruitment. Over the past four years, UW-Green Bay has seen a 62% increase in applications and a 107% increase in admits of new freshman students of color. The recruitment programs and initiatives that have contributed to this success will be maintained and strengthened.

Increase the representation of new freshman students of color from Northeast Wisconsin high schools. Brown County and the surrounding area is a rapidly diversifying region. Many local prospective students of color may be place-bound for reasons of family, culture, finances, or a combination thereof. In an effort to better serve the local region, intensified recruitment efforts (some in collaboration with other post-secondary education institutions in the area) will be initiated.

Improve the application completion rate for students of color. The number of admissions applications that are incomplete (and hence not processed) has historically been higher for students of color than for white students. A plan to proactively improve the application completion rate for all students, including students of color, will be developed and implemented.

Increase transfer student of color enrollment, particularly from the UW-Colleges. Several regional Colleges (notably, UW-Marathon, UW-Sheboygan, UW-Manitowoc and the College of the Menominee Nation) have significant enrollments of students of color. Many of these students are prospective transfer degree-completion candidates. UW-Green Bay will initiate a recruitment plan that is specifically designed for and focused on transfer students.

Develop articulation agreements with technical colleges to enhance transfer opportunities for students of color enrolled in selected technical college programs of study. The UW and the state technical college systems have sought to make higher education in the state more seamless and accessible to students. Students of color in both systems can benefit from this cooperation. In collaboration with regional technical colleges (Northeast Wisconsin Technical College and North Central Technical College) UW-Green will actively explore the creative expansion of program articulation agreements to enhance baccalaureate degree opportunities for students.

## **ACTIONS TO BE TAKEN TO ACHIEVE RESULTS:**

- Update the comprehensive recruitment/marketing plan to include an emphasis on local recruitment markets for first year students of color and transfer students of color.
- Initiate targeted recruitment efforts at local and regional high schools in Northeast Wisconsin with significant and/or increasing enrollment of students of color.
- Initiate new marketing/recruitment efforts focused on transfer students, with particular emphasis on prospective associate degree recipients from CMN, regional UW Colleges, and regional technical colleges (NWTC, NCTC), institutions with significant student of color enrollment.
- Market the use of customized individual majors that are responsive to student and community needs (ex Casino management).
- Convene a meeting of faculty, administrators and advisors from local and regional technical colleges to identify programs that are good candidates for articulation agreements. Pursue the most promising programs through completion of a formalized articulation agreement.
- Develop and implement a proactive follow-up protocol for incomplete applications.
- Develop data collection protocols that track transfer student recruitment and retention as thoroughly as new freshmen are currently tracked.

## **ANTICIPATED OUTCOMES AND ASSESSMENT CRITERIA:**

Relative to baseline year data, there will be:

- an increase in new freshman student of color inquiries, applicants and admits.
- an increase in transfer student inquiries, applicants and admits.
- an increase in inquiries from local and regional students of color (new freshman and transfers).
- a higher rate of application completion from prospective new students of color.
- an increase in total enrollment of new students of color.
- the addition of new transfer articulation agreements with the technical colleges.

**UWS Plan 2008 Goal II: ENCOURAGE PARTNERSHIPS THAT BUILD THE EDUCATIONAL PIPELINE BY REACHING CHILDREN AND THEIR PARENTS AT AN EARLIER AGE.**

**PRECOLLEGE PROGRAMS**

**UW GREEN BAY PROGRESS REPORT: ACHIEVEMENTS TO DATE**

Between 1997 (baseline year for Plan 2008) and 2004, M/D student precollege program accomplishments included:

- The addition of four new precollege programs for middle school and high school students.
- The initiation of the Phuture Phoenix Program, which serves 800+ fifth graders from Title I schools throughout Northeast Wisconsin with campus visits, mentors, and activities designed to inspire academic success and post-high school education.
- A 66% increase in the number of students of color participating in precollege.
- The initiation of precollege partnership programs with the Oneida Nation, Messmer High School in Milwaukee, and the Entrepreneurs of Color Council of Green Bay.
- A \$47,850 increase of funding for precollege initiatives through a diversified funding array that included DPI, GEARUP, TRIO, state (402) and private funding.

**FIGURE 7  
PRECOLLEGE PARTICIPATION IN TARGETED SKILL DEVELOPMENT/ENRICHMENT PROGRAMS  
BY RACE/ETHNICITY, 1998-2004**

Year	African American	SE Asian	<i>Hispanic</i>	American Indian	Asian Other	Subtotal SOC	White/Unknown	M	F	Total
1998-99	42	84	20	45	12	203	28	84	147	231
1999-00	29	48	19	30	27	153	49	71	131	202
2000-01	54	61	34	20	11	180	54	85	149	234
2001-02	74	53	63	17	17	224	55	98	181	279
2002-03	98	49	57	45	22	271	78	133	216	349
2003-04	90	51	69	45	20	275	65	146	194	340
<b>TOTAL</b>	387	346	262	202	109	1306	329	617	1018	1635

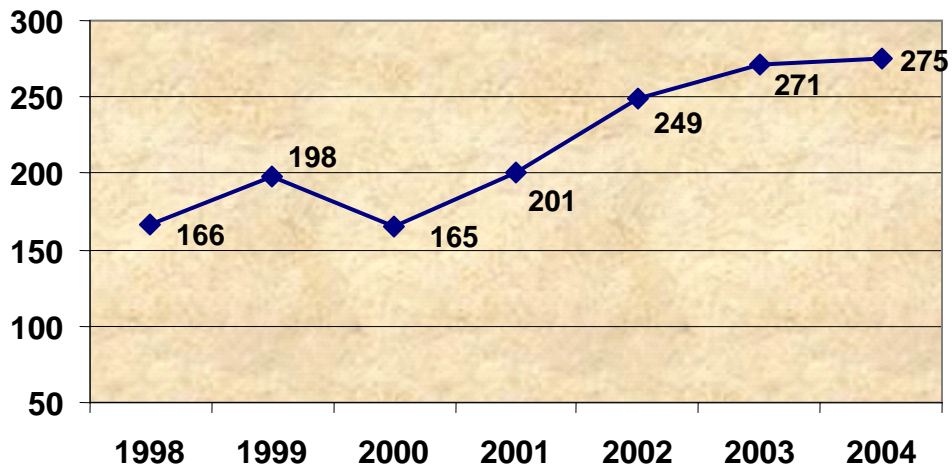
**FIGURE 8**  
**STUDENT OF COLOR PRECOLLEGE PARTICIPATION, BY PROGRAM, 1998-2004**

Program	1998	1999	2000	2001	2002	2003	2004
<b>Elementary School Programs(5<sup>th</sup>)</b>							
*Phuture Phoenix					500+	600+	800+
<b>Middle School Programs (6<sup>th</sup> – 8<sup>th</sup>)</b>							
Youth Opportunities	59	87	70	82	85	86	92
Middle Level Precollege	41	45	27	38	40	37	27
Young Writers Workshop	12	9	16	18	34	30	25
Stars of the Future				13	23	24	28
Native Dreams						18	22
<b>High School Programs (9<sup>th</sup> – 12<sup>th</sup>)</b>							
Upward Bound	32	35	32	29	37	23	26
Regional Center for Math/Science	22	22	20	21	16	16	21
Weekend Writers Academy					14	21	16
Entrepreneurial Youth Leadership						16	18
<b>** TOTAL</b>	166	198	165	201	249	271	275

\*Excluded from totals

\*\* Totals may double-count students who participated in more than one program in a single year.

**FIGURE 9**  
**STUDENTS OF COLOR PRECOLLEGE PARTICIPATION**  
**1998-2004**



**UW-GREEN BAY PLAN 2008 PHASE II GOAL:** Sustain or modestly increase the number of underserved and underrepresented students participating in precollege program activities, and enhance the quality of their engagement/experience with college preparatory programs.

**OBJECTIVES:**

Transition selected summer pre-college programs to after-school programs to expand precollege opportunities and increase the continuity/engagement of students with the programs. The campus has nearly reached capacity of residence hall and classroom space for summer programs. With the cooperation of a willing community partner (The Boys and Girls Club or a local middle school), one or more of the existing middle level precollege programs will be transitioned to an off-site academic year program. Academic year programs offer the opportunity for sustained engagement with UWGB throughout the regular school year.

Add one summer precollege program for high school M/D students in media, communications and/or journalism. In collaboration with Cumulus Broadcasting, a new non-residential precollege program will be initiated for high school students. Students will spend two days on campus and three days in worksite-based internships for six weeks learning about media and communications fields.

Enhance and expand the Outreach Spanish Immersion and Culture summer camp. Revenue-supported Outreach summer camps have capacity for expansion. The Spanish Immersion and Culture camp is particularly suited to M/D students who have or seek to develop a fluency/proficiency in Spanish.

Strengthen connections between the Phuture Phoenix Program and the middle and high school precollege program array. The Phuture Phoenix Program serves 5<sup>th</sup> graders and 6th in targeted low-income schools in Brown County and Northeast Wisconsin. As the students served by the program reach middle-school and high school age, UWGB will continue to support these students by increasing their participation in existing residential summer precollege programs.

**ACTIONS TO BE TAKEN TO ACHIEVE RESULTS:**

- Establish a partnership with community program or agency (Boys and Girls Club, Green Bay Public Schools, a Community Center, etc) to host after-school precollege programming. Transition an appropriate existing summer residential precollege program to an off-site, academic year program.
- Develop a formal agreement with Cumulus Communications for long-term partnership for summer high school media/communications internship program. Market the program especially to former participants of the Stars of the Future Program (a communications program for middle school students)

- Expand local targeted marketing of the Spanish Immersion and Culture camp using bilingual resources (print and radio).
- Actively market summer residential and academic year after-school precollege opportunities to Phuture Phoenix participants.
- Develop a mechanism to track Phuture Phoenix participants from precollege through application and enrollment.
- Develop plans to generate private support for scholarships for Phuture Phoenix Program participants who complete the program and enroll as undergraduates.

#### **ANTICIPATED OUTCOMES AND ASSESSMENT CRITERIA:**

Relative to baseline year, there will be:

- an increase in the number of academic year precollege program participants.
- an increase in total number of precollege program participants, contingent on space and resources.
- an increase in enrollment/participation of M/D students in the Spanish Immersion and Culture summer camp.
- an increase in number of Phuture Phoenix participants enrolled in residential summer precollege and academic year after-school programs.
- the creation of an endowment to support Phuture Phoenix scholarships.

## **COMMUNITY PARTNERSHIPS & INITIATIVES**

### **UW GREEN BAY PROGRESS REPORT: ACHIEVEMENTS TO DATE**

- Founded and convened the Chancellor's Community Council on Diversity.
- Strengthened the partnership with the College of the Menominee Nation through administrative exchanges, updated transfer agreements, and collaborative professional development programs.
- Negotiated co-sponsorships of two new precollege programs with community partners (the Entrepreneurial Youth Leadership Institute and Native Dreams).

**UW-GREEN BAY PLAN 2008 PHASE II GOAL:** Strengthen relationships with local communities of color, and cultivate partnerships with local schools, agencies and organizations that serve diverse constituencies.

### **OBJECTIVES:**

Develop a "Center of Excellence" for the preparation of teachers to deliver ACT 31-mandated K-12 curriculum on indigenous populations and tribal sovereignty. Tribal education leaders have indicated that the delivery of state-mandated "Act 31" curriculum about Wisconsin Indian Tribal Communities has been uneven in its quality, accuracy and comprehensiveness. Improved teacher preparation is critical to addressing this issue. Faculty in American Indian Studies and Education, in collaboration with Indian community members, will develop and disseminate a model for the preparation of teacher candidates in the UW to fully meet the "Act 31" mandate.

Increase university-community interaction and communication about diversity through sponsorship of and participation in community diversity initiatives. As the diversity of Brown County increases, so does the need for discussion and education about race, ethnicity, and cultural differences. Several recent incidents in the community and in city and county government meetings document this need. UW-Green Bay, in collaboration with other educational institutions, will sponsor, host and participate in community activities that foster learning and dialogue about diversity.

Improve relations with local Hmong, Hispanic and American Indian communities. Through such initiatives as targeted precollege programs, advisory councils, hosted events, campus programs and visibility at/sponsorships of community events, UW-Green Bay will proactively reach out to local communities of color to improve relationships with.

### **ACTIONS TO BE TAKEN TO ACHIEVE RESULTS:**

- Create, support and sustain the *Center for Transformational Instruction based on Indigenous Initiatives* to address the need to improve teacher preparation to deliver "Act 31" curriculum.

- Cultivate the *Diversity and Justice Across Communities Project* to deepen understanding of and support for Native American, Latino and Mexican immigrant students who seek to access higher education.
- Support Outreach Office community-based initiatives such as Hmong language and culture coursework, Community Diversity Circles, high school outreach programs, and related activities.
- Increase institutional support for the annual Pow Wow, the Community Hispanic Fair, and other university-community events.

**ANTICIPATED OUTCOMES AND ASSESSMENT CRITERIA:**

-New and continuing teachers will be better prepared to deliver ACT 31- mandated K-12 curriculum consistent with the letter and spirit of the legislation.

-Workshops, forums and action planning with community and public school partners in support of Native American, Latino and Mexican immigrant students

-Broader engagement of the university in community diversity discussions and initiatives will improve community relationships and position the university to provide leadership and education in a rapidly diversifying region of the state.

**UWS Plan 2008 Goal III: CLOSE THE GAP IN EDUCATIONAL ACHIEVEMENT BY BRINGING RETENTION AND GRADUATION RATES FOR STUDENTS OF COLOR IN LINE WITH THOSE OF THE STUDENT BODY AS A WHOLE.**

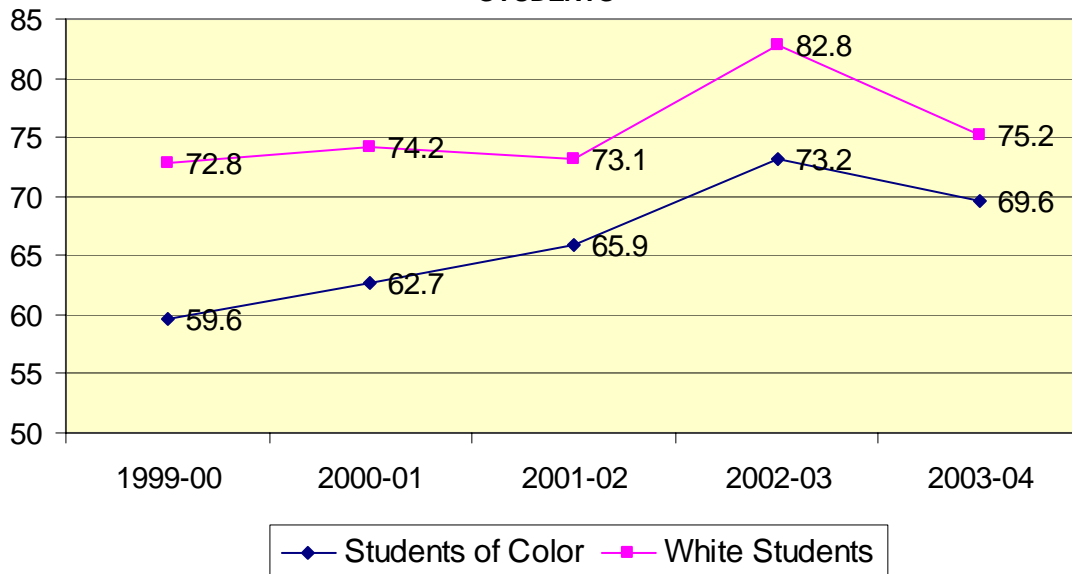
### **UW-GREEN BAY PROGRESS REPORT: ACHIEVEMENTS TO DATE**

Between 1999 and 2003, efforts to close the achievement gap between students of color and white students yielded the following results:

- The gap in retention of new freshman students to the second year narrowed 7.6%, from 13.2% to 5.6%.
- Trend data using three year rolling averages (3 freshman cohorts combined) show a similar pattern; a narrowing of the retention gap from 13% to 7%.
- The gap in graduation rate narrowed slightly but subsequently increased, and remains at 22%.

(Supporting data on retention and graduation rates for students of color from 1997 – present is found in Tables 2 & 3 of the Appendix)

**FIGURE 10  
RETENTION TO SECOND YEAR, STUDENTS OF COLOR AND WHITE STUDENTS**

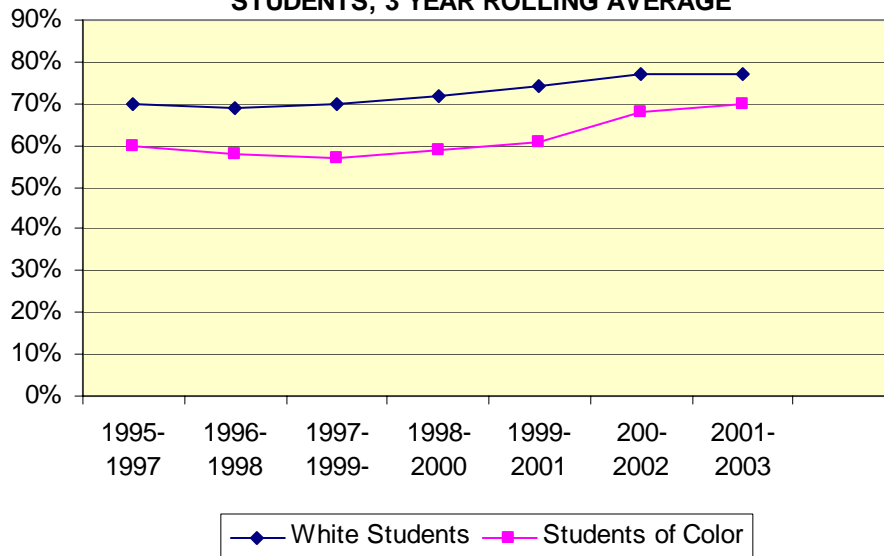


**FIGURE 11**

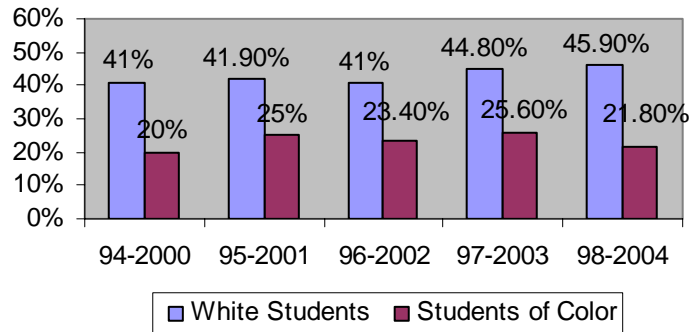
**RETENTION OF STUDENTS OF COLOR AND WHITE STUDENTS TO SECOND FALL  
(3 YEAR ROLLING AVERAGE)**

		1995-1997	1996-1998	1997-1999	1998-2000	1999-2001	2000-2002	2001-2003
Minority	Asian	55%	45%	68%	63%	81%	74%	71%
	Black	71%	59%	48%	52%	54%	67%	61%
	Hispanic	65%	70%	72%	72%	75%	72%	83%
	Indian	47%	49%	48%	49%	45%	52%	52%
	SE Asian	67%	70%	61%	67%	66%	72%	75%
	Sub-Total	60%	58%	57%	59%	61%	68%	70%
White		70%	69%	70%	72%	74%	77%	77%
Other		56%	55%	49%	69%	71%	72%	74%
Grand Total		70%	69%	69%	71%	73%	76%	77%
Gap: White-Minority		10%	11%	13%	13%	13%	9%	7%

**FIGURE 12**  
**RETENTION OF STUDENTS OF COLOR AND WHITE**  
**STUDENTS, 3 YEAR ROLLING AVERAGE**



**FIGURE 13  
SIX YEAR GRADUATION RATES FOR STUDENTS OF COLOR  
AND WHITE STUDENTS**



**UW-GREEN BAY PLAN 2008 PHASE II GOAL:** Narrow the difference in retention and graduation rates of students of color and white students.

**OBJECTIVES:**

Increase accountability of academic units for the success of students of color with declared majors in their programs of study. Academic units and their faculty are uniquely positioned to support the academic success of students of color. Currently, data on student of color enrollment and achievement (retention and graduation) is not routinely disaggregated by major/program of study, or disseminated to departments. Better sharing of information about students of color with academic units and academic deans can lead to an expectation of activities at the unit level that support student success.

In partnership with the Wisconsin Alliance for Minority Participation (WiscAMP), develop action plans and resource requests to support the success of students of color in STEM fields (Science, Technology, Engineering and Mathematics). WiscAMP is a UWS initiative to strengthen the preparation and increase the number of minority students who complete degrees in STEM fields. UW-Green Bay is one of 21 alliance partners statewide. Participation in the Alliance can provide seed money, fresh ideas and collaborative opportunities to support retention and persistence of students in science and technology fields.

Actively involve students of color in the assessment and improvement of retention programs. Direct student feedback is a rich and often underutilized source of information about “what works” as regards retention programs.

## **ACTIONS TO BE TAKEN TO ACHIEVE RESULTS:**

- Annually provide enrollment, retention and graduation data, disaggregated by academic program, to unit chairs, deans and the Provost.
- Under the direction of the academic deans, implement targeted interventions at the academic program level appropriate to the particular needs and circumstances of students of color enrolled in the programs.
- Develop and nurture small programs tied to specific academic units that would appeal to and enroll students of color. (Examples might include a program in education for Green Bay Public School ESL aides that leads to teacher certification, or a Hmong language and culture track within Humanistic Studies).
- Develop and submit a grant proposal to WiscAMP for a local or regional program that supports access to and/or persistence in a STEM program.
- Through the use of interviews, focus groups and student forums, collect feedback and information from students about services and strategies that are effective in narrowing the achievement gap between white students and students of color.

## **ANTICIPATED OUTCOMES AND ASSESSMENT CRITERIA:**

-Through expanded use of individual majors and department-based initiatives, academic programs responsive to the interests and needs of students of color will be developed.

-Department-specific programs and interventions responsive to the particular needs of students of color in those programs are initiated.

-Student feedback on effective strategies that support retention and graduation will be solicited on a regular basis to supplement data collection and inform planning.

-The achievement gap between white students and students of color will narrow, as measured by retention and graduation data.

**UWS Plan 2008 Goal IV: INCREASE THE AMOUNT OF FINANCIAL AID AVAILABLE TO NEEDY STUDENTS AND REDUCE THEIR RELIANCE ON LOANS.**

**UW-GREEN BAY PROGRESS REPORT: ACHIEVEMENTS TO DATE**

Efforts to assist M/D students fund their educational expenses yielded the following results:

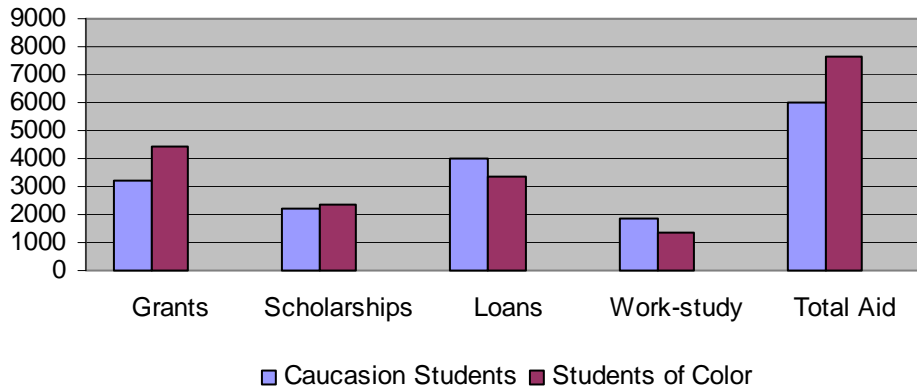
- On average, students of color received aid packages that included more grant aid, slightly lower loan dollars, and greater total aid awards than did white students. Larger aid packages for students of color are a formula-driven consequence of greater financial need.
- Student Support services received ~\$43,000 in supplemental aid in each of the past three years to award to Pell Grant-eligible SSS participants. The supplemental aid is used to offset loans and/or meet unfunded financial need.
- UW-Green Bay applied for and received Refugee Teacher Training Grant aid to offset tuition, fee and book expenses for 2-4 refugee students per year enrolled in the Education Program.

**FIGURE 14  
AVERAGE AID RECEIVED IN 2003-2004  
BY RACIAL/ETHNIC HERITAGE**

Race/ Ethnicity	Average Total Aid Package	Average Loan	Average Scholarships	Average Grants	Average Work-study
<b>African American</b>	\$8891	\$3242	\$1000	\$3807	\$1370
<b>*S.E. Asian/Asian</b>	\$7379	\$3864	\$1032	\$5576	\$1156
<b>Hispanic</b>	\$6552	\$3253	\$0	\$4435	\$1625
<b>American Indian</b>	\$7716	\$3137	\$3735	\$3931	\$1173
<b>Student of Color Combined</b>	\$7634	\$3374	\$2383	\$4442	\$1331
<b>Caucasian</b>	\$6005	\$3975	\$2199	\$3187	\$1822

\*disaggregated data on Asian vs SE Asian unavailable for 03-04

**FIGURE 15  
AVERAGE AID AWARDS 2003-2004**



**UW-GREEN BAY PLAN 2008 PHASE II GOAL:** UWGB will seek to maximize the amount of non-loan-based aid available to needy students.

**OBJECTIVES:**

Continue existing efforts to encourage early application for aid and coordinate aid packaging with other funding agencies. Timely application for financial aid remains the single most important factor in the size and quality of aid awards for needy students.

Advertise and actively promote campus employment opportunities for low income students. Retention research supports the idea that students who feel connected to the campus are more likely to be retained. Student employment, particularly in supportive office settings, enhances students' connection to faculty, staff and the institution, and reduces the amount of student indebtedness.

**ACTIONS TO BE TAKEN TO ACHIEVE RESULTS:**

- Financial Aid and the American Intercultural Center will collaborate on the early application initiative to proactively contact all identified M/D students and encourage/assist them to assure submission of FAFSA's by March 1.
- Identify M/D students who want on-campus employment and assist them in locating jobs, especially in campus worksites where informal support and mentoring will be provided.
- Continue to explore race-neutral alternatives for increasing non-loan based financial aid.

**ANTICIPATED OUTCOMES AND ASSESSMENT CRITERIA:**

-Continuing M/D students will submit financial aid applications in time to assure maximum quantity and quality of aid awards.

-Aid packages for aid-eligible M/D students will continue to reflect a high proportion of grant, scholarship and work-study aid.

-M/D students who seek employment will find campus jobs in supportive campus worksites.

**UWS Plan 2008 Goal V:** INCREASE THE NUMBER OF FACULTY, ACADEMIC STAFF AND ADMINISTRATORS OF COLOR SO THAT THEY ARE REPRESENTED IN THE UW SYSTEM WORKFORCE IN PROPORTION TO THEIR CURRENT AVAILABILITY IN RELEVANT JOB POOLS. IN ADDITION, WORK TO INCREASE THEIR FUTURE AVAILABILITY AS POTENTIAL EMPLOYEES.

**UW-GREEN BAY PROGRESS REPORT: ACHIEVEMENTS TO DATE:**

- From 1997 to 2004, the representation of persons of color in the faculty ranks increased by seven.
- The representation of academic staff of color increased by three.
- The number of persons of color in the total campus workforce has increased by 27% since 1997.

**FIGURE 16  
WORKFORCE DIVERSITY  
1997-98 - 2003-04**

YEAR	FACULTY	ACADEMIC STAFF	Classified	TOTAL	TOTAL WORKFORCE (INCLUDING CLASSIFIED)
1997-98	16	15	6	31	37
1998-99	18	16	7	34	41
1999-00	22	16	6	38	44
2000-01	24	16	6	40	46
2001-02	21	17	5	38	43
2002-03	21	19	5	40	45
2003-04	23	18	6	41	47
Change 1997-04	7	3	0	10	10

**UW-GREEN BAY PLAN 2008 PHASE II GOAL:** Increase the number of faculty, academic staff and administrators of color so that they are represented in the campus workforce in proportion to their availability in relevant job pools.

**OBJECTIVES:**

Require a curricular needs analysis as part of the position review request. A department that consistently defines its curricular needs in the same way tends to replicate itself when hiring opportunities are presented. A curricular needs analysis can

contribute to the complementary strategies of adding faculty of color and diversifying curricula in response to changing scholarship.

Establish accountability and reporting expectations for all division leaders responsible for hiring recommendations. Increased diversity in the campus workforce is a consequence of several independent decisions at the department/unit level. Shared accountability for this goal must be established with firm expectations and reporting of outcomes.

Annually report hiring, retention/promotion/attrition, and staff turnover activity to campus leadership. No annual data-gathering or reporting mechanism currently exists to summarize faculty and staff hiring and attrition, comparative data on faculty turnover rates, average tenure in position/rank, diversity hires relative to hiring opportunities, etc. Such a mechanism would provide useful management data to campus leadership.

#### **ACTIONS TO BE TAKEN TO ACHIEVE RESULTS:**

- Implement newly approved (2003-04) AA/EO hiring procedures, with a particular focus on active recruitment.
- Charge a position in the Human Resources Office to serve as a resource to search committees and provide support and training on diversity and affirmative action initiatives.
- The Deans in LAS, Professional Studies & Outreach and Student Affairs will devise flexible, creative plans to diversify the workforce by increasing diversity of applicant and interview pools, and by supporting the retention of newly hired faculty and staff of color.
- The Office of Human Resources will create a data collection instrument and reporting mechanism to report annual hiring opportunities, hiring outcomes, and faculty retention/promotion rates.

#### **ANTICIPATED OUTCOMES AND ASSESSMENT CRITERIA:**

-There will increased diversity in applicant and interview pools for faculty and staff searches.

-There will increased diversity in the workforce, particularly in faculty and instructional academic staff.

-Benchmark data and a reporting mechanism will be established to evaluate progress in achieving the goal of increased workforce diversity.

**UWS Plan 2008 Goal VI: FOSTER INSTITUTIONAL ENVIRONMENTS AND COURSE DEVELOPMENT THAT ENHANCES LEARNING AND A RESPECT FOR RACIAL AND ETHNIC DIVERSITY.**

**UW-GREEN BAY PROGRESS REPORT: ACHIEVEMENTS TO DATE**

- Added several new ethnic studies courses to the curriculum.
- With support from UW Institute on Race and Ethnicity, modified several courses to infuse racial and ethnic diversity topics into the curriculum.
- Spent >\$30,000 to add over 1000 new titles (books, media, reference documents, serials, etc) on race/ethnic diversity topics to the Cofrin Library collection.
- Procured funds from campus sources and the IRE to support a variety of lectures, seminars, book discussion groups, and programs.

**UW-GREEN BAY PLAN 2008 PHASE II GOAL:** Foster an institutional environment and a curriculum that enhances knowledge of and respect for racial and ethnic diversity

**OBJECTIVES:**

Affirm academic unit responsibility for diversity across the program and curriculum, including development of new courses, infusion of diversity into existing course curriculum, and assuring the quality and integrity of the ethnic studies general education requirement. Several new courses and diversity infusion efforts have been added in the past five years. The pending review of general education requirements presents an opportunity to consider the role of ethnic studies within those requirements. An inventory of efforts to date and the identification of programs where additional curricular efforts are warranted are necessary to assure the inclusion of diversity in all programs of study.

Plan and conduct a faculty development program on best practices and new scholarship in the support of diverse students in classroom settings. The UWS Best Practices conference emphasized the primacy of the faculty's role in supporting the success of diverse students. A faculty development program focused on this topic will provide training to faculty and emphasize this as an institutional priority.

Improve coordination of funding and responsibility for diversity programming in Student Affairs to support a broader array of programs, particularly those that target majority students. Better coordination of diversity programming efforts in Student Life, Residence Life, the American Intercultural Center is needed to assure that resources (funding and staff) and outcomes (student learning, including by majority students) are maximized.

Integrate Plan 2008 Phase II with NCAA Self-Study Recommendations. The Athletics Department is committed to diversity and equity goals, as set forth in its Minority Enhancement Plan and Gender Equity Plan. A coordination of effort, particularly in regard to retention, graduation and diversity training, will support the simultaneous achievement of NCAA and institutional goals.

#### **ACTIONS TO BE TAKEN TO ACHIEVE RESULTS:**

- Charge academic units to infuse scholarship about demographic and cultural diversity across the curriculum, including majors, minors and general education.
- Improve the use of cyclic program development plans as the basis for accountability of academic unit diversity outcomes.
- Document curricular diversity efforts to date (new courses, curriculum infusion efforts and program course requirements) and implement a process to annually collect and disseminate this information.
- Charge the faculty development council to research, plan and conduct a faculty development program on teaching and support of diverse students.
- Evaluate the learning outcomes of the ethnic studies general education requirement, concurrent with the pending review of general education.
- Create a process to annually evaluate and distribute 402 funds across programs and programming departments to maximize the timely and effective use of these resources.

#### **ANTICIPATED OUTCOMES AND ASSESSMENT CRITERIA:**

-Curriculum enhancements that support diversity (new courses, infusion efforts) are implemented and documented.

-A faculty development program is conducted, and consequent changes in classroom practice are implemented.

-Academic program-based activities are initiated in response to enrollment/retention/graduation data.

-There will be an increased alignment between intended and actual learning outcomes in ethnic studies.

-An evaluation and reallocation of 402 funds will occur on an ongoing basis to assure coordination of programming efforts and the maximum “return on investment”.

-Student athletes of color will be supported in their academic endeavors, and athletics staff will receive training to effectively recruit and retain minority student-athletes.

-An increase in the number of students reporting positive diversity experiences on the senior survey will be shown.

<b>UWS Plan 2008 Goal VII: IMPROVE ACCOUNTABILITY OF THE UW SYSTEM AND ITS INSTITUTIONS.</b>
--

### **UW-GREEN BAY PROGRESS REPORT: ACHIEVEMENTS TO DATE**

- Established longitudinal data collection processes for key Plan 2008 indicators: precollege participation, admissions and enrollment, retention and graduation, and student academic achievement.
- Provided public accessibility to all Plan 2008 documents and progress reports through the campus website.
- Annually submitted summaries and recommendations from the Chancellor's Diversity Council on various aspects of Plan 2008 implementation directly to the Chancellor.

**UW-GREEN BAY PLAN 2008 PHASE II GOAL:** Assure assessment of efforts, accountability for outcomes, and annual public reporting of progress on the campus strategic plan for diversity.

#### **OBJECTIVES:**

Evaluate and make recommendations on the adoption of the USC Equity Scorecard as a model for assessment and reporting of diversity equity outcomes. The Equity Scorecard model, developed by the University of Southern California and presented at the UWS Best Practices Conference, is an ongoing initiative designed to foster institutional change in higher education by helping to close the achievement gap for historically underrepresented students. The Diversity Scorecard's core premise is that evidence about the state of equity in educational outcomes for underrepresented students presented in the form of graphically displayed quantitative data can have a powerful effect in mobilizing institutional attention and action.

Under the leadership of the Provost's office, produce and disseminate an annual request for information and campus report on progress toward Phase II Plan 2008 goals and objectives. Most major goals, objectives and activities of Plan 2008 Phase II occur within the administrative authority of the Provost's Office. The Provost's office can use data collection and reporting to provide leadership and frame expectations for coordinated campus-wide efforts on Phase II Plan 2008.

#### **ACTIONS TO BE TAKEN TO ACHIEVE RESULTS:**

- Host a campus visit of USC staff consultants and Madison Area Technical College staff to explain Equity Scorecard model and assist the campus in evaluating adoption of this assessment and reporting model.

- The Provost, with assistance from the M/D coordinator, will develop a concise format for collecting, summarizing, and disseminating outcomes and activities related to Plan 2008 on an annual basis.
- The MDC, Diversity Council and the Provost's office will produce an annual report on goals, objectives, and outcomes of Phase II Plan 2008.

**ANTICIPATED OUTCOMES AND ASSESSMENT CRITERIA:**

-The University will report the outcomes of its diversity efforts within a nationally recognized assessment paradigm.

-Annual, public reporting on diversity outcomes will foster campus and community feedback and institution-wide accountability.

# APPENDIX

**TABLE 1  
APPLICATION, ADMISSION AND ENROLLMENT OF IMMEDIATE NEW FRESHMEN BY  
RACE/ETHNICITY & GENDER, 1997 AND 2004**

TARGET STUDENT CATEGORY		APPLICANTS			ADMITS			ENROLLEES		
		97	04	Change	97	04	Change	97	04	Change
African American	M	9	38	29	6	12	6	3	4	1
	F	11	45	34	5	14	9	3	7	4
Asian	M	12	23	11	10	16	6	6	5	(1)
	F	3	12	9	2	11	9	1	7	6
American Indian	M	5	9	4	3	5	3	1	4	3
	F	9	21	12	7	11	4	6	6	0
Hispanic	M	3	26	23	2	13	11	1	4	3
	F	12	26	14	9	14	5	2	7	4
S.E. Asian	M	16	31	15	11	16	5	6	7	1
	F	16	72	55	11	39	28	5	16	11
<b>SubTotal - S.O.C.</b>		96	302	206	66	151	86	34	67	33
White	M	741	1008	267	627	726	99	284	335	51
	F	1263	1815	552	1146	1341	195	517	601	84
<b>Total</b>		2100	3125	1025	1839	2218	380	835	1003	168

TABLE 2

RETENTION TO SECOND YEAR OF STUDENTS OF COLOR AND WHITE STUDENTS

		1999	Retained in 2000	%	2000	Retained in 2001	%	2001	Retained in 2002	%	2002	Retained In 2003	%	2003	Retained In 2004	%
Students of Color	African American	9	3	33.3%	7	4	57.1%	8	6	75.0%	12	8	66.7%	8	3	37.5%
	Hispanic/ Latino	6	6	100.0%	4	2	50.0%	6	4	66.7%	8	7	87.5%	9	8	88.9%
	American Indian	17	8	47.1%	15	8	53.3%	10	4	40.0%	4	3	75%	7	4	57.1%
	Asian	7	6	85.7%	7	5	71.4%	8	7	87.5%	8	5	62.5%	8	5	62.5%
	Southeast Asian	13	8	61.5%	18	13	72.2%	12	8	66.7%	24	18	78%	24	19	79.2%
	Sub-Total	52	31	59.6%	51	32	62.7%	44	29	65.9%	56	41	73.2%	56	39	69.6%
White	857	624	72.8%	930	690	74.2%	856	626	73.1%	821	680	82.2%	903	679	75.2%	
White – Minority Gap				13.2%			11.4%			7.2%			9.6%			5.6%

TABLE 3  
6 YEAR GRADUATION RATES FOR STUDENTS OF COLOR

	Graduated by Aug. 2000			Graduated by Aug. 2001			Graduated by Aug. 2002			1997	Graduated By Aug. 2003		1998	Graduated By Aug. 2004		
	1994		%	1995		%	1996		%		%	%		1998		%
Students of Color	African American	7	1	14.3%	4	2	50.0%	6	2	33.3%	7	0	0.0%	13	6	46.2%
	Hispanic/ Latino	9	2	22.2%	7	1	14.3%	8	2	25.0%	5	0	0.0%	8	1	12.5%
	American Indian	12	1	8.3%	6	2	33.3%	16	2	12.5%	8	1	12.5%	17	0	0.0%
	Asian	4	1	25.0%	5	1	20.0%	8	1	12.5%	7	4	57.1%	5	1	20.0%
	Southeast Asian	8	3	37.5%	10	2	20.0%	9	4	44.4%	12	5	41.7%	12	4	33.3%
	Sub-Total	40	8	20.0%	32	8	25.0%	47	11	23.4%	39	10	25.6%	55	12	21.8%
White	810	332	41.0%	793	332	41.9%	955	392	41.0%	893	400	44.8%	968	444	45.9%	
White – Minority Gap		21.0%			16.9%			17.6%				19.2%			22%	

**UNIVERSITY OF WISCONSIN-GREEN BAY STUDENT SENATE RESOLUTION  
IIN SUPPORT OF PLAN 2008**

Resolution: 030705-01

Submitted by: Senator Petrashek & Speaker Ruechel

*Resolution in Support of Diversity Plan 2008*

Whereas, it is in the University of Wisconsin-Green Bay's duties to provide innovative and common –sense strategies for achieving a more diverse University community.

Whereas, Plan 2008 was designed to achieve the above statement through three unifying themes of changing the face of the University, assuring diversity through the student experience, and building partnerships for a multicultural community.

Whereas, since Plan 2008 was adopted in 2000 the retention gap between minority students and non-minority students has decreased, and the number of pre-college students UWGB has been able to interact with has increased.

Therefore be it resolved that the University of Wisconsin-Green Bay Student Senate urges faculty and administration to continue the successful implementation of Plan 2008.

**Disposition:** \_\_\_\_\_

Student Senate Speaker \_\_\_\_\_ Date:\_\_\_\_\_

Adam Ruechel

Student Senate Speaker Pro Tempore \_\_\_\_\_ Date:\_\_\_\_\_

Rachel Abhold

(Resolution adopted by the Student Senate on March 21, 2005)

G:\MULTAFF\Plan 2008 Phase I & II\Phase II Plan\Campus\Plan 2008 Phase II Plans\Green Bay Phase II.doc