

UW-Parkside

Plan 2008

Phase II

Chancellor
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The University of Wisconsin-Parkside's Plan 2008

Executive Summary:

This document is a plan created by the University of Wisconsin – Parkside Executive Committee to provide opportunity for educational excellence through the goals and vision of Plan 2008, Phase II. In a campus movement to address diversity the Executive Committee is a committee with representation from across campus including students, faculty and staff, with administrators. Only full participation from all students, faculty and staff will ensure the success of the plan. This plan will only come to fruition by having a top down bottom up approach. In 1998 the Plan 2008 Diversity Monitoring and Assessment Committee was established better known as PDMAC – this committee was charged and empowered to take the lead in the coordination and evaluation of the implementation of the recommended initiatives. Since the committee of 1st phase of the plan consisted of over 40 people from different areas throughout the university and while this was a healthy approach to ensure awareness and to gather feedback from diverse perspectives, it was decided that accountability was crucial. Therefore, the executive committee was developed and includes the Provost, Dean of Students, Assistant Vice Chancellor for Enrollment Management, Assistant to the Chancellor for Equity and Diversity, Deans – School of Business and Technology & College of Arts and Sciences, Academic Staff, Faculty and students – a total of 11.

Phase II of Plan 2008 is not exhaustive and is in the first stage of an iterative process (Spring 2005) that will conclude the latter part of Spring 2005. Additional ideas can be added and change will occur as the process unfolds. Plans for review include an annual review by the Executive Committee and an annual report to UW System as we strive to address the measures in place. While UW System has made it clear that '*closing the achievement gap between students of color and their white counterparts*' is priority and essential, we believe that this is the responsibility of the entire campus and to that end we invite all to aggressively work with us. This change causes us to give more focus on goal 3, 4 and 6 (in-directly). Goal 5 is also essential because research shows if a diverse workforce is present in higher education; it will ultimately assist with the achievement gap concerns as well as the retention and graduation rates of students of color that face us.

Issues were rethought and continuously reevaluated over the years and from this came the active and forceful executive committee. Annually, the Executive Committee monitors the progress of the Plan encouraging expansion of strategies and goals.

The Executive Committee

The first goal of the Executive Committee was to establish a purpose, which would be embedded throughout the campus. That purpose is: **To be a racially and ethnically diverse campus with a culture of inclusion.**

The Executive Committee is looking forward to continuing our progress towards the goals outlined by UW System for Plan 2008. Reviewing Phase I of Plan 2008, UW-Parkside also recognizes that we will need to revitalize the energy behind Plan 2008 in order to address the need of accountability by developing a reporting tool to determine the success of strategies and programs as we look towards '*closing the achievement gap between students of color and their white counterparts.*' Within the first three months of the fall semester (Fall 2005) we will have a Plan 2008 awareness campaign.

Plan 2008 Goals

Implemented in 1998, Plan 2008 is the successor to Design for Diversity. It builds upon the experience gained in the past decade and contains seven goals designed to transition the UW System into the 21st century. In May 1998, the UW System Board of Regents adopted Plan 2008: Educational Quality Through Racial/Ethnic Diversity. Plan 2008 provided a ten -year framework for system wide institutional efforts aimed at removing barriers associated with race, ethnicity and economic disadvantage in order to expand educational opportunities statewide. UW institutions were asked to divide the ten-year planning horizon into two five-year phases. Phase I encompassed years 1999-2003 and Phase II will encompass years 2004-2008.

The goals are as follows...

- **Goal 1** Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions.
- **Goal 2** Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age.
- **Goal 3** 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.
- **Goal 4** Increase the amount of financial aid available to needy students and reduce their reliance on loans.
- **Goal 5** Increase the number of faculty, academic staff, classified 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.
- **Goal 6** Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.
- **Goal 7** Improve accountability of the UW System and its institutions.

UW-Parkside General Background

UW-Parkside is known as the Institution for Opportunity and this opportunity is defined as follows: challenging academic programs, highly respected faculty members and an environment that motivates one to learn. With our makeup we are unique. As we approach a critical mass in the diverse populations of our campus, our challenges are somewhat different than those across the UW System.

Mission

The University of Wisconsin-Parkside is committed to high-quality educational programs, creative and scholarly activities, and services responsive to its diverse student population, and its local, national and global communities. To fulfill this mission, the University of Wisconsin-Parkside will:

- Offer high-quality academic programs rooted in the tradition of a liberal education in the arts, sciences and professions, responsive to the occupational, civic and cultural needs of the region, and actively seek their continual improvement.
- Generate, disseminate and apply knowledge through research, professional and creative activity that benefits communities throughout the region and the world.
- Attract and retain a diverse and multicultural population of students, faculty, and staff.
- Foster a teaching and learning community that provides opportunities for collaborative faculty, student, and staff interaction in support of excellence.
- Utilize technology creatively and effectively in courses, programs, and services.
- Prepare students to be successful in their professional, civic, and personal lives.
- Provide programs that meet the intellectual and cultural needs of people throughout their lives.
- Provide and share in cultural and intellectual activities in partnership with our local and regional communities.

Our strategic initiatives are

- Academic Excellence
- Access
- Diversity
- Engagement

As the University of Wisconsin-Parkside approaches the midpoint of its fourth decade it is poised to build upon four primary areas of emphasis that define the university's direction as it works to fulfill its mission. Those areas are: student access, success and graduation (recruitment and retention); improvement in teaching and learning; climate for diversity; and community engagement. These are, without question, interrelated and interdependent, and the ongoing planning and continuous improvement processes in place at UW-Parkside take account of that interdependence.

Progress toward increasing diversity continues to move in the right direction...

Total Headcount Enrollment

Fall Semester Students Enrolled	1998	2000	2002	2004*	Change 98 to 04*
African American	349	413	401	473	36%
American Indian	23	27	20	28	22%
Hispanic/Latino	262	305	348	315	20%
Southeast Asian	16	18	33	33	106%
Asian American	71	93	103	135	90%
Total Students of Color	721	856	905	984	36%
International	31	61	74	76	145%
White	3,903	4,048	3,993	4,090	5%
Total Headcount	4,655	4,965	4,972	5,074	9%

Students of Color

	2000	2001	2002	2003	2004
UW-Parkside	17.5%	18.3%	18.5%	17.9%	19.5%
All Other UW Comprehensives	4.5%	4.7%	5.0%	5.0%	N/A

As we continue to make strides in diversifying our student population we know that we must retain and graduate all students at a higher rate, especially students of color.

It has been made evident as we look into our retention and graduation rates, that we have declined in retaining students of color compared to their white counterparts. Phase II of our plan you will find direct initiatives that will work in addressing this concern. Even though there is a slight increase in graduating students of color within 6 years; however, we know this rate is still in need of improvement.

Fall Cohort	Students of Color		White	
	N	Rate	N	Rate
2nd Year Retention at Institution Where Started				
1999	164	65.2%	644	61.9%
2001	168	65.4%	678	62.9%
2003	147	59.8%	713	61.9%
6 Year Graduation Rate Anywhere in the UW System				
1994	106	28.3%	555	35.1%
1996	74	22.9%	530	36.0%
1998	141	29.7%	644	39.1%

Based upon the Department of Public Instruction website we learned that students of color are graduating at a much lower rate than non-students of color in the state of Wisconsin as well as are succeeding at a lower rate which attributes to the achievement gap as well as our overall student of color population. We can not move forward without addressing this issue. This is a main concern in our ability to continue this upward trend.

Retention Rate Kenosha 2002-03 Compared to Prior Years (All School Types)				
		Total Enrollment	Number of Retentions	Retention Rate
2002-03	American Indian/Alaskan Native	28	6	21.429%
	Asian/Pacific Islander	96	7	7.292%
	Black	669	154	23.019%
	Hispanic	652	180	27.607%
	White	4,667	*	*

* Enrollment counts in this column may cover a narrower grade range if the "view by: grade" option is selected or if counts are for a specific "school type" (e.g. High School).

Retention Rate Racine 2002-03 Compared to Prior Years (All School Types)				
		Total Enrollment	Number of Retentions	Retention Rate
2002-03	American Indian/Alaskan Native	25	*	*
	Asian/Pacific Islander	62	*	*
	Black	1,489	303	20.349%
	Hispanic	818	109	13.325%
	White	4,332	275	6.348%

* Enrollment counts in this column may cover a narrower grade range if the "view by: grade" option is selected or if counts are for a specific "school type" (e.g. High School).

Graduation Rate - Racine					
		Total Enrollment Grade 12	Number of Graduates	Number of Cohort Dropouts	Graduation Rate
2002-03	American Indian /Alaskan Native	7	*	*	85.71%
	Asian /Pacific Islander	13	*	*	76.92%
	Black (Not of Hispanic Origin)	206	169	143	54.17%
	Hispanic	135	116	61	65.54%
	White (Not of Hispanic Origin)	986	890	154	85.25%

* Enrollment counts in this column may cover a narrower grade range if the "view by: grade" option is selected or if counts are for a specific "school type" (e.g. High School).

Graduation Rate - Kenosha					
		Total Enrollment Grade 12	Number of Graduates	Number of Cohort Dropouts	Graduation Rate
2002-03	American Indian/Alaskan Native	4	*	*	85.71%
	Asian/Pacific Islander	28	*	*	96.88%
	Black (Not of Hispanic Origin)	87	125	44	73.96%
	Hispanic	99	*	*	83.64%
	White (Not of Hispanic Origin)	908	*	*	92.81%

* Enrollment counts in this column may cover a narrower grade range if the "view by: grade" option is selected or if counts are for a specific "school type" (e.g. High School).

ACT Results - Reading - Race/Ethnicity Kenosha					
	Race	Enrollment Grade 12	Number Tested	% Tested	Average Score - Reading
2003-04	Am. Ind.	5	*	*	*
	Asian	27	22	81.5	*
	Black	88	36	40.9	18.2
	Hisp.	101	57	56.4	18.6
	White	904	544	60.2	22.2
	No Resp	NA	60	NA	21.2

ACT Results - Composite - Race/Ethnicity Racine					
	Race	Enrollment Grade 12	Number Tested	% Tested	Average Score - Composite
2003-04	Am. Ind.	5	*	*	*
	Asian	15	10	66.7	*
	Black	284	73	25.7	17.1
	Hisp.	160	49	30.6	18.9
	White	1,047	526	50.2	22.4
	No Resp	NA	60	NA	21.3

Make note of the achievement gap as well as the percent of students who take the test. There is an overall concern that needs to be addressed regarding the percentage of students who take the test and even a more disturbing percent of students of color who take the test.

Another area of concern that we will keep in mind as we progress is the post graduation plans -- especially in comparison to the percentage who actually take the ACT test...

Postgraduation Plans - Kenosha				
4-Year College				
		Number of Graduates	Number 4-Year College	% 4-Year College
2002-03	Am. Ind.	*	*	33.3
	Asian	*	*	45.2
	Black	125	39.0	31.2
	Hisp.	*	*	29.0
	White	*	*	35.1

Postgraduation Plans -Racine				
4-Year College				
		Number of Graduates	Number 4-Year College	% 4-Year College
2002-03	Am. Ind.	*	*	16.7
	Asian	*	*	80.0
	Black	169	61.0	36.1
	Hisp.	116	37.0	31.9
	White	890	503.0	56.5

Admissions Requirements @ UW-Parkside

Admission Requirements for First Time College Students

Under 21 Years of Age*

College Preparatory Course Requirements (17 cr)

4 English	3 Social Sciences
3 Mathematics (Algebra and Above)	3 Natural Sciences
4 Academic Electives	

Students must meet the above mentioned college preparatory courses **AND** rank in the top 50% of the graduating class **OR** have an ACT score of 20 or higher (SAT score of 950 or higher)

21 Years of Age or Older*

Standardized Test Requirement

1. Either meet above requirements

-OR-

2. If you have NOT taken an ACT test, you need to take the Placement Tests at UW-Parkside. You can obtain a placement test schedule by calling (262) 595-2355.

- a. ENGLISH-must score 461 out of 850 points (placement into English 0100 Fundamentals of English) for admission.
- b. READING-must score 455 out of 850 points (placement into Academic Skills #085 Reading Improvement) for admission.
- c. MATH-taken only for placement level; score not required for admission.

** Graduation from a recognized high school or its equivalent is required for all entering students.*

As we Enter Phase II

Our primary focus will be on closing the achievement gap. As we look at "how" to accomplish this goal we will keep in mind that our students of color come in with a much lower an ACT score than white students

Race/Ethnic Heritage	N	Average Act Score
Asian/pacific Islander	26	18.00
Black	127	16.00
American Indian/Alaskan native	6	19.00
Hispanic/Latino	60	19.00
White	710	20.00
Total	929	20.08

We will also pay closer attention to the cumulative grade point average gap. This also comes to us as a concern. We will share this information with the teaching and learning committee on an annual basis.

Term Fall 2003

Race/Ethnic Heritage	Average Cumulative GPA
Native American	2.55
Black	2.3
White	2.75
Hispanic	2.52
SE Asian	2.44
Other Asian	2.79
Total	2.69

We know that we must continue to stay focused on specific achievable actions that will move the agenda forward. Therefore, responsibility will be assigned to senior decision-makers for both specific goals/actions and for leadership of the entire plan through the Executive Committee. This executive committee will meet monthly and give a 6-month assessment as to where they are in achieving these goals, areas of concern, and how those concerns will be addressed.

We will continue to make progress toward increasing diversity and will continue to put forth direct initiatives to enhance these efforts. More importantly, we will hold each area accountable in the area of student, staff and faculty recruitment and retention efforts.

Reflections on Best Practices

A team from UW-Parkside attended the Best Practices conference coordinated by The University of Wisconsin System, which focused on “closing the achievement gap between students of color and their white counterparts”. The UW-Parkside team decided that it was best to review what was learned during the conference and to explore ways to infuse the best practices with the current goals of Plan 2008 Phase II. While several areas were identified as areas of interest there were 3 areas of concern that needed to be addressed during phase II:

1. Knowledge and understanding of campus climate that affects all of us
2. Classroom climate, teaching and learning practices
3. Increased opportunities for M/D and first generation students

In order to address the top 3 areas of concern the team suggested a multi-prong approach that would provide comprehensive support for M/D students by enhancing/improving current institutional practices and implementing new strategies and procedures for the 5 important areas (below), which will accomplish the goals of Plan 2008.

We strongly believe that action proposed in the following areas will optimistically affect retention of M/D students and have an effect on the recruitment and retention of faculty of color. Keeping in mind, being the most diverse campus in the system, it was decided that greater focus should be placed on equity rather than *just* diversity in order to achieve the outlined goals.

5 Areas of Importance:

1. Pre-college programs that are academic focus (math, English, science)
2. Matriculation for students of color – looking beyond graduation (from admissions to post graduation)
3. Diversifying the faculty
4. Teaching and learning climate in the classroom
5. Assessment and evaluation

In order to disseminate the information throughout campus each governing body on campus will be asked to endorse the plan to its fullest.

Programmatic Action Steps

Goal 1: Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW-Parkside.

Goal 1 of Plan 2008 plays a pivotal role in the overall strategies of the University of Wisconsin-Parkside and its ability to serve the surrounding community. Goal 1 is integral to building a student demographic that will enrich the teaching and learning experience within the classroom as well as prepare students for life after college.

Goal 1 developed several action steps during phase 1 that were successful in increasing the number of students of color that attended Parkside. An on-site admissions program was established in many of the local high schools. This program sent admissions staff out the high schools to meet with students, assessing their transcripts and in many cases admit them during the meeting. This program successfully broke down many of the barriers and apprehensions that students of color sometimes have about the application process. We conducted phone-a-thons using current Parkside students of color to contact potential students that had applied or were admitted to help them understand next steps, answer questions and to help alleviate any fears about college. This program bridged a connection for the student as they transitioned from high school to college. Goal 1 helped us redefine our commitment to serving our feeder schools in Racine and Kenosha. We worked with both school districts to establish enrollment goals consistent with the percentage of students of color from those communities. We redirected resources within the Admissions Office to spend more time in these schools and to enhance opportunities for those students to be exposed to Parkside. During Phase 1 we also developed new and exciting internships for students of color. These included everything from redesigning the Admissions Website as part of a class internship to being an intern to working on the many students of color open houses that we host on our campus yearly. Many other activities including hosting middle school visits to campus for students of color as well as expansion of recruiting efforts to include businesses and alternative learning sites. Phase 1 also helped us to strengthen existing relationships with other offices and individuals on campus as well as build new ones both on and off campus.

Phase 1 was instrumental in establishing the goals outlined in Phase 2 of Goal 1. It gave us experience and insight into not only what works but at times what programs or action steps needed to be reevaluated or discontinued because they were not effective in delivering the outcomes desired. Phase 2 is a refinement and retooling of previous goals associated with phase 1 as well as new and innovative collaborations to increase the opportunities available to students of color at Parkside. Many of the action steps presented are new but build on to previously successful endeavors when increasing opportunities for students of color. We will continually assess our goals to make sure that they not only meet the desired outcomes, but they we are serving students and our community effectively.

Below is a table of students of color enrolled in 1998 vs. 2004

Heritage	1998	2004
African American	349 (7.5% of total)	452 (8.8% of Total)
Hispanic/Latino	262 (5.6% of total)	305 (5.9% of total)
Asian	87 (1.9% of total)	135 (2.6% of total)
American Indian	23 (0.5% of total)	26 (0.5% of total)

Strategy 1: Develop programs and opportunities that specifically address increasing application and enrollment for racial/ethnic students across academic disciplines.

Action Step/s:

- A. The Office of Multicultural Student Affairs will develop a student mentorship program in coordination with the Office of Admissions in order to connect current UW-Parkside students who have graduated from local high schools with students from 6 feeder high schools that have applied to UW-Parkside. These mentors will visit the high schools monthly and meet with students to provide a better understanding of college expectations, preparation and procedures including the necessary steps. Ultimately, providing a “yearlong” orientation prior to enrollment.

Accountability:	Director of OMSA, Director of Admissions
Timeline:	Program implemented Fall 2003:
	Completion Date: ongoing Evaluation of Program: Yearly
Measurement	The number of students in program that were admitted that enroll compared to prior years.

- B. In order to build a larger recruiting base, a college selection direct mail campaign will be implemented to target minority/disadvantaged students in Wisconsin and northern Illinois. The list will include students who meet specific academic criteria including a minimum grade point average.

Accountability:	Asst. Vice Chancellor for Enrollment Management
Timeline:	Development of Program: March 2004
	Implementation Date: Fall 2004 for Fall 2005 students Completion Date: Fall 2004 Evaluation of Program: October 2005
Measurement:	To calculate the number of students that applied, were admitted and enrolled met the target of 4% applied, 2% admitted, and 1% percent enrolled.

- C. The Office of Student Financial Aid in cooperation with the Office of Multicultural Student Affairs and the Office of Admissions will develop and coordinate a financial aid application and informational workshop. This will help students understand an integral part of preparing for college by assisting them with becoming active partners in their own success.

Accountability:	Director of Student Financial Aid
Timeline:	Development of Program: Spring 2005
	Implementation Date: Spring 2005 Completion Date: ongoing/yearly Evaluation of Program: Yearly

- D. The Office of Admissions will empower students by developing student internships in order to enhance professional skills and expose them to the types of jobs available in higher education.

Accountability:	Director of Admissions
Timeline:	Development of Program: September 2000
	Implementation Date: September 2000 Completion Date: ongoing/semester Evaluation of Program: Every Semester
Measurement:	Through exit interviews with the interns and staff review we will evaluate the effectiveness and quality of the internships

- E. Reorganize the Native American Open House to learn about the opportunities to continue their education and be exposed to what UW-Parkside has to offer i.e., undergraduate research, internships, student organizations, scholarships, housing, student health services, OMSA. This program will be held off-campus in order to accommodate students in schools not located in the Racine/Kenosha area. Additionally, the Office of Admissions will provide informational tables at Pow Wows.

Accountability:	Director of Admissions
Timeline:	Development of Program: Fall 2005
	Implementation Date: September 2005 Completion Date: ongoing/yearly Evaluation of Program: Yearly
Measurement:	Compare the number of American Indian applications, admits and enrollees to prior years.

- F. The retention process should begin immediately after a student is accepted into the university. In order to bridge this gap, on a monthly basis, the Office of Admissions will provide the Office of Multicultural Student Affairs with a list of minority/disadvantaged students who have been accepted into UW-Parkside. The Office of Multicultural Student Affairs will follow-up with accepted students to personally address any unanswered questions and/or concerns, as well as provide information regarding the resources and support systems available at UW-Parkside.

Accountability:	Director of Office of Multicultural Student Affairs
Timeline:	Development of Program: January 2005
	Implementation Date: February 2005 Completion Date: ongoing/yearly Evaluation of Program: Yearly
Measurement:	To increase the yield of the number of students admitted to enrolled.

Goal 2: Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age.

The centerpiece of UW-Parkside’s efforts to build the educational pipeline is the Precollege Program. The Precollege mission is to be an active part of the university community by providing area economically disadvantaged students with an array of enrichment and academic skill building opportunities to ensure access to higher education. Students explore their options and focus on academic, social, personal, and career development. Additionally, students receive encouragement and guidance from caring adults.

During Phase I of Plan 2008, Precollege developed a program of academic skill building, mentoring assistance, career exploration, and cultural enrichment opportunities for more than 600 preschool through 5th grade, middle, and high schools from the Kenosha, Milwaukee, and Racine school districts. Students participated in a total of nine programs: Academic Achievers Academy of Business, Cultural Awareness Leadership Council, Doctors of Our Community, Junior Doctors of Our Community, Dream Achievers, Stepping Stones I, Stepping Stones II, and Summer STARS. UW-Parkside’s faculty, staff, and students were very instrumental in making Precollege successful. Participating school districts provided personnel to serve as liaison, teachers, advisors, and coordinators of various Precollege programs.

Representatives for the community such as S.C. Johnson, General Converters and Assemblers, All Saints Healthcare, Bray Center Gear Up, Red Cross, CATI of Racine, UW-Extension Kenosha County Youth Quest and Urban League of Kenosha and Racine were just a few of the Precollege partners. In 2003/04, a \$74,000 grant from the Lumina Foundation for Education Excellence, and a \$24,000 from the Racine Workforce Development Center, enabled Precollege to expand its services to more middle school students from Racine and Kenosha as well as expose them to careers in the math, science, and technology fields.

The Precollege Program is an effective approach for reaching students of color in throughout the region served by UW-Parkside. During the 2003/04 school year, 52% of the 637 participants were African American, and 31% were Hispanic. Ninety-four percent of the Precollege graduating seniors enrolled in higher education institutions this fall.

Strategy1: The Provost Office will develop a strategic plan focusing on enhancing the current precollege programs throughout the academic units.

Action Step/s:

- A. Design and initiate new academic skill-building Precollege programs.

Accountability:	Director of Precollege
Timeline:	Development of Program:
	Implementation Date: Spring 2006 Completion Date: ongoing/yearly Evaluation of Program: Yearly
Measurement:	Progress and attendance in middle school/high school Pre-test/post-test in core academics High school completion

- B. Broaden the diversity of students who participate in Precollege programs, particularly those of Latino, Asian, and American Indian descent by revitalizing relationships with local community churches and centers.

Accountability:	Director of Precollege Programs
Timeline:	Development of Program: Spring 2005
	Implementation Date: September 2005 Completion Date: ongoing/yearly Evaluation of Program: Yearly
Measurement:	Program participation rates

- C. Ensure that students who participate in our pre-college programs the opportunity to enroll into UW-Parkside and matriculate. Provide the Office of Admissions a yearly report on students who were involved specifically in UW-Parkside pre-college programs. Office of Admissions and Office of Multicultural Student Affairs will track student's success.

Accountability:	Director of Precollege Programs, Office of Admissions & Multicultural Student Affairs
Timeline:	Development of Program: Summer 2005
	Implementation Date: late Fall 2005 Completion Date: ongoing/yearly Evaluation of Program: Yearly
Measurement:	Participation, enrollment increases

- D. Increase yearly parental involvement workshops tailored especially to parents of juniors and seniors in high school.

Accountability:	Director of Precollege Programs
Timeline:	Development of Program: Spring 2005
	Implementation Date: Fall 2005 Completion Date: ongoing/yearly Evaluation of Program: Yearly
Measurement:	Participation, college enrollments

- E. Encourage minority/disadvantaged students to pursue careers in teaching by working with SWEA, Teacher Education department and informing students about the Minority Teacher Loan Forgiveness Program.

Accountability:	
Timeline:	Development of Program: Spring 2005
	Implementation Date: Fall 2005 Completion Date: ongoing/yearly Evaluation of Program: Yearly
Measurement:	Program participation

Goal 3: Improve the graduation and retention rates of targeted racial/ethnic students so those rates will be comparable to the student population of the campus as a whole.

Phase I of Plan 2008 played a crucial role in determining the direction we need to take during the second phase of this important initiative. During the first five years of the plan, we have developed a series of programs, initiatives, and strategies to help increase the number of underserved populations in our service region. While we have been successful in increasing the access to higher education from all underrepresented groups, there is considerable work that needs to be done to close the achievement gap, retain students and help them graduate from the University. All targeted heritage groups realized a significant increase in the numbers of students attending the campus.

Heritage	1998	2004
African American	349 (7.5% of total)	452 (8.8% of total)
Hispanic/Latino	262 (5.6% of total)	305 (5.9% of total)
Asian	87 (1.9% of total)	135 (2.6% total)
American Indian	23 (0.5% of total)	26 (0.5% of total)

Phase I provided the opportunity to establish goals, redirect resources, evaluate effectiveness of new programs, and to assess if we have been successful. Phase II will be allow us to refine our efforts as well as redirect resources where they will have the most impact. It will also give us the chance to make necessary changes to insure our efforts are maximized.

Strategy 1: Develop programs that specifically address increasing retention and graduation rates of racial/ethnic students.

Action Step/s:

- A. The Provost, Associate Vice Chancellor for Student Services/ Dean of Students, and Deans will develop a strategic plan focusing on the coordination of existing retention efforts and development of creative retention programs that would increase retention and graduation.

Retention and graduation rates for targeted students are a University wide shared responsibility. However, it is important that administrators assume a leadership role in this area. National data suggests that disadvantaged students lag significantly behind other students in both retention and graduation rates. It is imperative for the University to create programs and services that improve these rates. Under the leadership of the Associate Vice Chancellor for Student services & Dean of Students, the Provost and the Academic Deans, a review of existing programs and services will be undertaken to ascertain their effectiveness and if they continue to address the achievement gap. Each administrative department will be asked to review their strategic plans and make additions to the plan to address this issue. Those units that currently do not have strategies in place will be given the opportunity to include them in their plan but must do so before December 31, 2005. Each unit will provide an inventory of programs and initiatives that address closing the achievement gap. In addition, assessment data measuring the effectiveness of the programs will accompany the strategies.

Since the implementation of Phase I of Plan 2008, several programs have been undertaken with promising results. For example,

Accountability:	Associate Vice Chancellor for Student Services
Timeline:	Development of Program: March 2005
	Implementation Date: Fall 2005 Completion Date: Once Est.~ ongoing Evaluation of Program: Yearly

Measurement:	By the end of the spring semester (May 2005), all strategic plans will be reviewed to determine if specific goals and strategies are in place close the achievement gap and to increase the graduation rates of our underrepresented students. When plans are found deficient, the plans will be returned to the department/unit for revision.
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- B. Develop Academic Retention Programs w/n the Academic Success Institute in the Office of Multicultural Student Affairs. Ideally this will address the first step towards closing the existing achievement gap between m/d students and non-m/d students.

Retention is an issue that affects all college operations. Enrollment and retention studies throughout the country have shown that the first weeks of the academic year, especially for new freshmen, are crucial to student persistence and success. Studies have also shown that first generation and minority students face additional barriers and factors that contribute to attrition and retention. Under the leadership of OMSA, the Institute on Academic Success will address the retention of students of color with an intensive, academic year combination of academic pre-advisement, tutoring, mentoring, introduction to undergraduate research, early intervention, and contact with student's families. Ultimately this institute will assist in 'closing the achievement gap between students of color and their white counterparts' by creating an inclusive university climate that supports the well-being, enhance the total educational experience and graduation of multicultural students.

1. FRESH START Academy (freshmen year)
2. KING/CHAVEZ Academy (continuation ~ sophomore year)

These academies will begin with a 1-week summer bridge session that will extend throughout the academic year. The Academic Success Institute will address the retention of students of color with an intensive, academic year combination of academic pre-advisement, tutoring, mentoring, early intervention, and contact with students' families, introduction to undergraduate research, etc.

Ultimately, this institute will assist in creating an inclusive university climate that supports and enhances the total educational experience and graduation of m/d students.

Accountability:	Director of Multicultural Student Services
Timeline:	Development of Program: January 2005
	Implementation Date: Summer 2005 Completion Date: Once Est.~ ongoing Evaluation of Program: Yearly
Measurement:	Program participation and feedback on evaluation

- C. The tutoring program in the Office of Multicultural Student Affairs will work with the Tutoring Center to address the needs of students who have difficulty in Math and English.

Accountability:	Director of Multicultural Student Services
Timeline:	Development of Program: December 2004
	Implementation Date: May 2005 Completion Date: Once Est.~ ongoing/semester Evaluation of Program: Every Semester
Measurement:	Program participation and increase in achievement, average GPA on those who took advantage of at least 50% of tutoring sessions

- D. The Office of Multicultural Student Affairs will develop, coordinate and monitor an exit interview for minority/disadvantaged students who are eligible to graduate. Issues regarding campus climate and the level and quality of service experienced will be analyzed. Once data is analyzed information will be shared with the Provost and Associate Vice Chancellor for Student Services. Next, a proactive plan of intervention will be developed to address the academic needs of each student of color who is experiencing academic difficulty and/or had difficulties adjusting to the campus.

Accountability:	Director of Multicultural Student Services
Timeline:	Development of Program: December 2004
	Implementation Date: May 2005 Completion Date: Once Est.~ ongoing/semester Evaluation of Program: Every Semester
Measurement:	Participation, feedback on exit interviews and annual assessment in improving concerns raised.

Strategy 2: A monitoring program will be develop to ensure that all departments and units will have as a part of their strategic plans, strategies to improve the graduation and retention rates of minority/disadvantaged students.

Action Step/s:

- A. The Provost, Associate Vice Chancellor for Student Services & Dean of Students, and Deans will develop a plan to monitor department strategic plans that will ensure minority/disadvantaged students are entering across academic disciplines and graduating from their chosen discipline.

Accountability:	Associate Vice Chancellor for Student Services
Timeline:	Development of Program: January 2005
	Implementation Date: September 2005 Completion Date: ongoing/yearly Evaluation of Program: Yearly
Measurement:	As a part of the performance evaluation process, this action step will be reviewed. Those units/departments

	lacking a strategic plan will need to resubmit an adjusted plan. The monitoring program will be completed by May of 2005 and reviewed annually for changes and modifications.
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- B. The staff of the Career Center in collaboration with Academic Affairs Unit will develop a strategic plan that will focus on the coordination of an ongoing program to encourage students to explore graduate and professional school education.

GRADUATE SCHOOL INFORAMTION SERIES

Program will include a series of events including How to Write a Resume, Practice Graduate Record Exam, Practice Graduate Management Assessment Test, and Practice Law School Admission Test. An annual Graduate School Fair will be held in the fall semester featuring graduate schools from Southeastern Wisconsin. Both of these programs will be offered on an annual basis and will be evaluated for improvement.

Accountability:	Associate Vice Chancellor for Student Services, Career Center
Timeline:	Development of Program: January 2005
	Implementation Date: November 2005 Completion Date: December 2005 Evaluation of Program: Yearly
Measurement:	An evaluation will be completed after each program to determine participation levels and overall effectiveness. Annually a report of the number of underrepresented students pursuing graduate school will be conducted to determine success.

- C. The Office of Multicultural Student Affairs will provide opportunities to students who are interested in continuing their education beyond a bachelor's degree by submitting a McNair grant account.

Accountability:	Office of Multicultural Student Affairs
Timeline:	Development of Program: Spring 2005 (begin research) Fall 2005 (begin writing)
	Implementation Date: Completion Date: Evaluation of Program: Yearly
Measurement:	approval of grant

- E. Encourage minority/disadvantaged students to pursue careers in teaching by working with SWEA, Teacher Education department and informing students about the Minority Teacher Loan Forgiveness Program.

Accountability:	Dean, College of Arts & Sciences
Timeline:	Development of Program: Spring 2005
	Implementation Date: Fall 2005 Completion Date: ongoing/yearly Evaluation of Program: Yearly
Measurement:	enrollment in programs

Goal 4: Increase the amount of financial aid available to needy students and reduce their reliance on loans.

Introduction: Goal 4 was developed in accordance with one of the tenants of the overall purpose of Plan 2008: Through respect for diversity, the University of Wisconsin-Parkside seeks greater recruitment and retention of students (as well as faculty and staff) of color. Recruitment and retention of a diverse population of students often depends upon financial resources available for assisting students with educational funding. Financial aid in the form of scholarships and governmental and institutionally-provided aid are means through which many are able to attend colleges and universities. The University of Wisconsin-Parkside provides a variety of scholarships through the private fundraising efforts of its Foundation as well as through a full-service Office of Financial Aid.

Strategy 1: The Benevolent Foundation will develop new privately funded scholarships to attract and retain minority/disadvantaged students.

Action Step/s:

- A. Utilize an intern made possible through campus' Plan 2008 project funding request (granted in late Sept. 2004). The intern will provide assistance with identification, contacting, and fostering potential scholarship opportunities with constituencies such as; community minority organizations, businesses, and individuals with interests in developing and/or contributing toward scholarships for minority/disadvantaged students.

<i>Accountability:</i>	Associate Vice Chancellor for University Relations & Advancement
<i>Timeline:</i>	October 2004 through May 2005, and on-going
	Implementation Date: October 2004 Completion Date: Once Est.~ ongoing Evaluation of Program: Annually

- B. Scholarships for non-traditional minority/disadvantaged students will be developed. Through corporate and individual donor solicitation, scholarships will be developed that are restricted to minority/disadvantaged students. New scholarships for programs with under-represented enrollments, i.e., math and science teaching, nursing, and business management will be included as a focus of this initiative. The scholarships will be added to UW-Parkside's existing institutional scholarships. While it is difficult to set goals in this area, it is hoped that two or three new scholarships will be added annually

<i>Accountability:</i>	Associate Vice Chancellor for University Relations & Advancement
<i>Timeline:</i>	On-going
	Implementation Date: On-going

Status and Progress of Strategy 1:

An array of scholarships have been established or revised from previous formats and have been awarded annually over the course of Phase I of Plan 2008 and its transition to Phase II. Four years of scholarship awards previous to the current year are listed on the following pages.

As many scholarships are not endowed, it is a natural occurrence that the number of scholarships for minority/disadvantaged students do as well. In some cases, businesses or organizations have ceased offering the scholarship and in others the term of the scholarship program had a set ending point.

University Relations and Advancement work with a wide variety of donors. Many of donors have specific criteria for providing scholarship funding, some of whom either specify or give preference to minority/disadvantaged students. It has been difficult to interest donors in specific scholarships in reference to Goal 4.

In order to meet needs and the intent of Goal 4, we have determined that in light of the range and desires of donors, it offers greater utility to provide scholarships to minority/disadvantaged students through creating awareness of the University's Scholarship and Awards Committee of the needs of these students. Given the need levels of a wide variety of individuals applying for scholarships, of which minority/disadvantaged students comprise significant numbers, a great deal of flexibility in the selection of scholarship recipients is considered. It is our belief that this is very important to being able to offer a range of scholarships to meet need while considering the desire and need to increase the scholarship awards to minority/disadvantaged students. Thus, our approach has been to increase the number of scholarship awards in this manner. As can be seen in the following report, we have increased the number and funds to minority/disadvantaged students. However, there is much more to be accomplished.

INSTITUTIONAL SCHOLARSHIPS
MINORITY - SC10 2000-2001
UNIVERSITY OF WISCONSIN-PARKSIDE

<u>Scholarship</u>	<u>Amount per year</u>	<u>Heritage</u>
Alumni Asssocation	750	Hispanic
Alumni Founders	1548	Asian
Alumni Founders	1548	Asian
Alumni Founders	1548	Asian
Alumni Founders	1548	Asian
Bank of Elmwood Endowed	500	Asian
■Bank One Minority Endowed (Fall only)	250	Hispanic
Donald Corr Memorial Endowed	1000	Hispanic
■Educators Credit Union	1000	African American
■Educators Credit Union	1000	Hispanic
■S.C.Johnson Wax Fund	2750	African American
■S.C.Johnson Wax Fund	2750	African American
■S.C.Johnson Wax Fund	2750	Hispanic
■S.C.Johnson Wax Fund	2750	African American
■S.C.Johnson Wax Fund	2750	African American
■S.C. Johnson Wax Fund	2750	African American
Junior Women's Club of Racine	500	African American
■McConnell-Robinson	250	African American
■Corinne R. Owens End.Schol.Fund	500	African American
■Corinne R. Owens End.Schol.Fund	500	African American
Science and Math Fac.&Stf.Scholarship	250	Asian
■Stepping Stones Scholarship	1000	African American
Student Leadership	600	Hispanic
Student Leadership	600	African American
UW-Parkside Foundation Scholarship	750	Hispanic
■UW-Parkside Foundation Minority	500	Asian
■UW-Parkside Foundation Minority	500	Asian
■UW-Parkside Foundation Minority	500	AfricanAmerican
■UW-Parkside Foundation Minority	500	Asian
■UW-Parkside Foundation Minority	500	Asian
■UW-Parkside Foundation Minority	500	African American
■UW-Parkside Foundation Minority	500	Hispanic
■UW-Parkside Foundation Minority	500	African American
■UW-Parkside Foundation Minority	500	African American
■UW-Parkside Foundation Minority	500	Hispanic
Villani and Becker Accounting	1250	Asian
August Wegner Mem.Music Scholarship	750	Hispanic
Whitaker Memorial Endowed Scholarship	1000	Hispanic
Wisconsin Electric Endowed	500	Hispanic
Wisconsin Electric Endowed	500	African American

TOTAL \$41,142

■ specific scholarships for minority students

INSTITUTIONAL MINORITY SCHOLARSHIPS

2001-2002

<u>Scholarship</u>	<u>Amount per year</u>	<u>Heritage</u>
■ Bank One Minority Endowed	1500	African American
Communication Department	250	African American
Cropley Scholarship	500	Asian
Cropley Scholarship	500	Asian
Cropley Scholarship	500	African American
■ Educators Credit Union	1000	Hispanic
■ Educators Credit Union	1000	African American
Hubbard Investments	600	African American
■ Johnson Wax Fund Scholarship	2750	African American
■ Johnson Wax Fund Scholarship	2750	African American
■ Johnson Wax Fund Scholarship	2750	African American
■ Johnson Wax Fund Scholarship	2750	Hispanic
Junior Women's Club of Racine	500	African American
■ Owens Endowed Scholarship	500	African American
■ Owens Endowed Scholarship	500	African American
Palmer Foundation Award	1000	African American
Science and Math Fac. & Staff	500	Hispanic
Sokow Memorial Scholarship	250	African American
■ Stepping Stones Scholarship	1000	African American
Student Leadership	750	Hispanic
Student Leadership	750	Asian
■ TCF National Bank	1250	African American
Toeppe School of Business & Tech	1500	Asian
■ UW-Parkside Foundation	875	Hispanic
■ UW-Parkside Foundation Minority	1000	African American
■ UW-Parkside Foundation Minority	1000	African American
■ UW-Parkside Foundation Minority	1000	Hispanic
■ UW-Parkside Foundation Minority	1000	Hispanic
■ UW-Parkside Foundation Minority	1000	African American
■ UW-Parkside Foundation Minority	1000	Asian
■ UW-Parkside Foundation Minority	1000	Hispanic
Wisconsin Electric Endowed	500	African American
TOTAL	\$33,725	

■ specifically designated for students of color

UNIVERSITY OF WISCONSIN-PARKSIDE

INSTITUTIONAL MINORITY SCHOLARSHIPS

2002-2003

<u>Scholarship</u>	<u>Amount for year</u>	<u>Heritage</u>
Abbott Laboratories Award	1000	Asian
Alumni Founders' Club	3333	Hispanic
■ * Bank One Minority Endowed	500	Asian
Bedford Scholarship	750	Hispanic
Bedford Scholarship	750	Asian
Case Corp. Scholarship	500	African American
Communication Department	250	African American
Cropley Scholarship	500	Asian
DeRose Marketing Scholarship	1000	Hispanic
Dumesic Memorial Scholarship	1500	Asian
■ Educators Credit Union	1000	Hispanic
Goldstein-Clark Nursing Scholarship	750	African American
Hubbard Investments	600	African American
Jaeschke Memorial Scholarship	1250	Asian
James Memorial Scholarship	900	Hispanic
■ Johnson Wax Fund Scholarship	2750	African American
■ Johnson Wax Fund Scholarship	2750	African American
Latinos Unidos Siglo Scholarship	750	Hispanic
■ McConnell-Robinson Scholarship	250	African American
Music Department Scholarship	400	Hispanic
Palmer Award Scholarship	500	African American
Parkside Trust Fund Scholarship	500	African American
Polczynski Scholarship	1500	Asian
Tallent Memorial Scholarship	750	Asian
■ TCF National Bank	1250	African American
■ UW-Parkside Foundation	875	African American
■ UW-Parkside Foundation Minority	1000	African American
■ UW-Parkside Foundation Minority	1000	Hispanic
■ UW-Parkside Foundation Minority	1000	Hispanic
■ UW-Parkside Foundation Minority	1000	Hispanic
■ UW-Parkside Foundation Minority	1000	Hispanic
■ UW-Parkside Foundation Minority	1000	Asian
■ UW-Parkside Memorial Scholarship	500	African American
■ UW-Parkside Memorial Scholarship	500	African American
■ UW-Parkside Memorial Scholarship	500	African American
Wisconsin Electric Endowed	500	African American
Wisconsin Electric Endowed	500	African American
Wyllie Memorial Scholarship	<u>1000</u>	African American
TOTAL	\$ 36,358	

■ specifically designated for students of color

UNIVERSITY OF WISCONSIN-PARKSIDE

INSTITUTIONAL MINORITY SCHOLARSHIPS

2003-2004

<u>Scholarship</u>	<u>Amount for year</u>	<u>Heritage</u>
Alumni Founders	3333	Asian
■ Bank One Diversity Endowed	500	Asian
Bedford Endowed	750	African American
Boris Endowed	500	African American
Case Corporation Endowed	500	Asian
Communication Department	500	Hispanic
Decker Memorial Endowed	500	Hispanic
DeRose Marketing	1000	African American
Dubin Memorial Endowed	1000	Hispanic
■ Ebony Scholarship	1000	African American
■ Ebony Scholarship	1000	Asian
■ Educators Credit Union	1000	Hispanic
■ Educators Credit Union	1000	Hispanic
Falbo Endowed	1000	Asian
Global Student Scholarship	600	Asian
Greenquist Memorial	500	African American
Jaeschke Memorial	1250	Asian
James Memorial Endowed	500	Asian
■ Jenkins Memorial Endowed	1000	African American
■ Latinos Unidos Siglo Scholarship	750	Hispanic
Molinaro Memorial Endowed	4074	Asian
Molinaro Memorial Endowed	4074	Asian
Molinaro Memorial Endowed	4074	Asian
■ Owens Endowed	500	African American
Peterson Memorial Endowed	1000	African American
Polczynski Scholarship	1500	Asian
Polczynski Scholarship	1500	African American
Tallent Memorial Scholarship	750	Asian
■TCF Bank Scholarship	1250	African American
Theatre Arts Talent	250	African American
University License Plate	500	Asian
UW-Parkside Foundation-Choral	350	Hispanic
■UWP Foundation Minority	1000	Hispanic
■UWP Foundation Minority	1000	Asian
■UWP Memorial Endowed	500	African American
■UWP Memorial Endowed	500	Asian
Williams Endowed Scholarship	1000	Asian
Wisconsin Energies Endowed	500	Asian
Wisconsin Energies Endowed	500	African American
Wyllie Endowed	1000	Hispanic
TOTAL	\$ 44,005	

■ specifically designated for students of color

Strategy 2: Minority-disadvantaged students and parents of minority-disadvantaged students will become informed of non-scholarship possibilities for funding a college education at UW-Parkside.

Action Step/s:

- A. Providing information on tuition remission programs. This information would be provided with the assistance of the Admissions Office and Scholarship Office. Also, eligible students would be identified through Student Financial Aid for the 8% remission. These remissions would be discussed through consumer information as well as the Student Financial Aid web site.

<i>Accountability:</i>	Director of Student Financial Aid
<i>Timeline:</i>	On-going
	Implementation Date: On-going

Information is made available through the Office of Admissions, Student Financial Aid, and Multicultural Student Affairs via paper and web-based consumer information. In regards to the 8% remission, Student Financial Aid proactively identifies students eligible for this program and then awards it accordingly.

- B. Providing information on the Minority Teacher Loan Forgiveness Program. With the assistance of the Office of Multicultural Student Affairs, identify minority-disadvantaged students who are seeking to become teachers. Give these students the opportunity to participate in the MTFL program.

<i>Accountability:</i>	Director of Student Financial Aid
<i>Timeline:</i>	On-going
	Implementation Date: On-going

The Office of Multicultural Student Affairs in cooperation with Student Financial Aid identifies potential applicants for the MTFL program. Not all students pursue this award. However, some students take advantage of this program each year.

- C. Providing information on applying and obtaining financial aid. This would be completed through workshops, financial aid nights, on the Student Financial Aid web site, and through consumer information.

<i>Accountability:</i>	Director of Student Financial Aid
<i>Timeline:</i>	On-going
	Implementation Date: On-going

Different financial aid related workshops are held throughout the year to help educate students regarding the various financial aid programs available. The Office of Multicultural Student Affairs annually sponsors FAFSA workshops. During 2004-05, a meeting for Lawton recipients was held to help educate them regarding their rights and responsibilities.

- D. Where options for educational funding have become exhausted, to consider on a case-by-case basis, the use discretionary funds provided by the Chancellor and Director of Financial Aid.

<i>Accountability:</i>	Director of Student Financial Aid
<i>Timeline:</i>	On-going
	Implementation Date: On-going

As circumstances arise, discretionary funds are identified for the sake of assisting students who have extreme financial needs.

An exemplary effort between the Office of Multicultural Student Affairs (OMSA) and Student Financial Aid occurred during the 2004-05 academic year as it relates to the identification of potential Lawton recipients and their eventual awarding of funds. This coordinated effort between offices resulted in the automation of this process that previously was administratively labor intensive for both offices. The result of this initiative has been to award Lawton Grants as part of the recipient's initial award while at the same time giving OMSA staff members more time for advising/retention activities.

Goal 5: Increase the number of faculty, academic staff, classified staff and administrators of color so that they are represented in the UW System work force in proportion to their current availability in relevant job pools.

The goal of increasing faculty and staff of color at UW-Parkside is a special concern, given the diversity represented in our student body. Diversity is clearly articulated in the university’s mission and stated as one of the top four strategic priorities. As we reach a critical mass of students of color on our campus, it is important that this diversity be mirrored in the faculty and staff, to provide the role models and diverse educational perspectives essential to closing the achievement gap. Furthermore, it is a critical element in the quality of education for all Parkside students.

Many of the efforts initiated in Phase I of Plan 2008 have yielded results, including targeted hiring of faculty members in the final stages of their dissertations, research support for tenure-track faculty contributing to the goals of Plan 2008, and increased emphasis on recruitment techniques leading to diverse applicant pools. Active outreach to Historically Black Colleges and Universities and to Hispanic Institutions is built into search strategies. The Provost personally interviews all candidates for faculty positions, exploring perspectives and experiences in working with students of color and on diversity issues more generally. In 2004, all slates for campus interviews in faculty searches included people of color, and six of the eight candidates appointed have brought important diversity to the campus.

Our current employment statistics, as of Fall 2004, reflect this commitment:

Faculty:	25% people of color (31 of 124)
Teaching Academic Staff:	21% people of color (26 of 257)
Academic Staff	22% (25 of 113)

Recent hiring has been successful in building this diversity, with 40% of our tenure-track faculty identifying themselves as members of under-represented groups. Retention continues to be a concern, given the competition from other institutions at both the recruitment stage and in later opportunities for advancement.

Strategy 1: Increase the hiring levels for people of color in tenure-track faculty positions.

Action Step/s:

- A. The Provost and the Assistant to the Chancellor for Equity and Diversity will work together to strongly encourage all faculty search and screen committees to include at least one person of color in their final interview.

Accountability:	Provost & Assistant to the Chancellor for Equity and Diversity
Timeline:	
	Implementation Date: ongoing Completion Date: Once Est.~ ongoing Evaluation of Program: Yearly
Measurement:	Diverse interview slates; appointment levels

- B. The Office of Equity and Diversity will develop a comprehensive minority recruitment guide that will assist departments in ensuring a diverse applicant pool.

Accountability:	Assistant to the Chancellor for Equity and Diversity
Timeline:	
	Implementation Date: Spring 2004 Completion Date: Once Est.~ ongoing Evaluation of Program: Yearly
Measurement:	Advertising logs

- C. In addition to receiving a welcome package containing information on the surrounding areas, we will extend to minority finalists, demographic information about the community, faculty, staff, students and major minority organizations.

Accountability:	Assistant to the Chancellor for Equity and Diversity
Timeline:	
	Implementation Date: Fall 2005 Completion Date: Once Est.~ ongoing Evaluation of Program: Yearly
Measurement:	Feedback forms on value of information by the candidates will be retained.

- D. For each vacant position, during the interview process a question will be asked regarding the candidate's work experience with students of diverse backgrounds.

Accountability:	Office of Equity & Diversity and Hiring Authorities
Timeline:	Development of Program: Spring 2005
	Implementation Date: Fall 2005 Completion Date: Ongoing Evaluation of Program: Yearly
Measurement:	Appointment levels for candidates with this experience

- E. In order to uncover biases during the search and screen process and ensure that the search and screen committee is culturally sensitive a check list for a bias-free hiring process will be implemented. This check-list provides specific steps that the search and screen committee can take to maintain a non-discriminatory atmosphere. Also, search and screen committees will be prepared for cross-cultural interviews i.e., aware of racial, gender, or other group differences in handshakes, eye-contact, etc.

Accountability:	Office of Equity & Diversity and Hiring Authorities
Timeline:	
	Implementation Date: Fall 2005 Completion Date: Ongoing Evaluation of Program: Yearly
Measurement:	Feedback on interview experiences

- F. In order to ensure that all procedures are followed during the search and screen process one member from the Affirmative Action Council will serve on each search and screen committee and to act as a resource.

Accountability:	Office of Equity & Diversity and Hiring Authorities
Timeline:	
	Implementation Date: Fall 2005 Completion Date: Ongoing Evaluation of Program: Yearly
Measurement:	Review of search committee composition

Strategy 2: Improve the success and retention rates for faculty of color in tenure-track positions.

Action Step/s:

- A. Institutionalize the program by providing research and creative activity support for faculty contributing to the goals of Plan 2008.

Accountability:	Provost, Deans
Timeline:	
	Implementation Date: Fall 2003 Completion Date: Once Est.~ ongoing Evaluation of Program: Yearly
Measurement:	Participation levels, individual impact reports; tenure rates (long-term)

Funding is provided annually through a competitive process to support research and creative activities, leading to the development of successful tenure dossiers.

- B. Enhance and continue to develop a mentoring program which will support tenure-track faculty of color, potentially within a larger campus mentoring program

Accountability:	Provost's Office
Timeline:	
	Implementation Date: Fall 2005 Completion Date: Once Est.~ ongoing Evaluation of Program: Yearly
Measurement:	Participation levels; retention rates

Provides training, stipends, and organizational support for faculty mentors, matching senior faculty to all tenure-track faculty of color.

Strategy 3: Improve the success and retention rates for people of color in academic staff positions.

Action Step/s:

- A. Continue developing a mentoring program that will support new academic staff of color, potentially within a larger campus mentoring program.

Accountability:	Provost's Office
Timeline:	On-going
	Implementation Date: Spring 2006 Completion Date: Once Est.~ ongoing/semester Evaluation of Program: Yearly
Measurement:	Participation levels; retention rates

Strategy 4: Improve the success and retention rates for people of color in classified staff positions, potentially within a larger campus mentoring program.

Action Step/s:

- A. Address the needs and problems identified in classified staff focus groups conducted during Spring 2004 developing a classified staff mentoring program and professional development opportunities.

Accountability:	Directors and Supervisors of all classified staff
Timeline:	Development of Program:
	Implementation Date: Fall 2005 Completion Date: Ongoing Evaluation of Program: Yearly
Measurement:	Participation levels; retention rates

Goal 6: Foster institutional environments and development of courses that enhance learning and a respect for racial and ethnic diversity.

Strategy 1: Establish administrative responsibility, organizational relationships and financial resources to support Goal 6.

Action Step/s:

- A. Identify an appropriate administrator to be accountable for Goal 6, or provide adequate resources to the Center for Ethnic Studies (directed by faculty member) to take responsibility for this administrative function.

Accountability:	Provost, Deans
Timeline:	Development of Program: Fall 2005
	Implementation Date: Fall 2005 Completion Date: Ongoing Evaluation of Program: Yearly
Measurement:	An individual will have been selected

- B. Establish and maintain working relationships with the Center for Teaching and Learning and the Committee on Teaching and Learning.

Accountability:	Provost, Center for Ethnic Studies, Director of Teaching & Learning Center
Timeline:	Development of Program: Ongoing
	Implementation Date: Ongoing Completion Date: Ongoing Evaluation of Program: Yearly
Measurement:	Evidence of joint projects and initiatives

- C. Establish a special pool of professional development funding for faculty who can document improvements they have made in their classroom which support Plan 2008.

Accountability:	Provost, Center for Ethnic Studies, Director of Teaching & Learning Center
Timeline:	Development of Program: Fall 2005
	Implementation Date: Ongoing Completion Date: Ongoing Evaluation of Program: Yearly
Measurement:	Establishment of pool of funds for assistance in infusing multicultural content/pedagogies into the curriculum.

Strategy 2: Infuse race & ethnic diversity issues throughout the curriculum, including courses with or without the “DV” designation.

Action Steps:

A. Identify and assess existing courses that incorporate multicultural content/perspectives.

Accountability:	Deans, Designated Administrator, Center for Ethnic Studies
Timeline:	Development of Program: Ongoing
	Implementation Date: Ongoing Completion Date: Ongoing Evaluation of Program: Yearly
Measurement:	1. Survey all academic departments to gather information on courses that contain extensive multicultural content/perspectives; 2. Establish and annually update an on-line listing of such courses, to be used as a student information source and to facilitate multicultural infusion efforts by faculty; 3. Assess the effectiveness of the DV courses.

B. Develop a strategic plan to conceptualize and develop courses and modules that will significantly enhance student exposure to multiple perspectives and issues that address race and ethnic diversity.

Accountability:	Deans, Center for Ethnic Studies, and Center for Teaching and Learning, designated administrator
Timeline:	Development of Program: Spring 2005
	Implementation Date: Spring 2005 Completion Date: Ongoing Evaluation of Program: Yearly
Measurement:	1. Ctr for Teaching & Learning & CES will develop a strategic plan; 2. Assess the impact and effectiveness of efforts at infusing diversity content and perspectives into general education courses.

- B. Increase library support for Ethnic Studies courses and for all other courses which have a multicultural dimension.

Accountability:	Director, Center for Ethnic Studies, and Director, Library and Instructional Technology
Timeline:	Development of Program: Fall 2005
	Implementation Date: Fall 2005 Completion Date: Ongoing Evaluation of Program: Yearly
Measurement:	1. A library staff member will be designated as multicultural librarian; 2. A plan for the systematic ordering of library holdings for Ethnic Studies courses and all other courses having a multicultural dimension; 3. Development of an on-line listing of recent multicultural acquisitions; 4. Faculty will be encouraged to request multicultural acquisitions through their departmental library budgets.

Strategy 3: Effect campus climate beyond classroom curriculum.

Given the importance of classroom experience to a student's academic success, we believe that it is crucial to address the area of faculty development and diversity awareness initiatives. This awareness level raising can have a positive effect on campus climate. Just as important, due to the level of interaction that staff has with students, it is important that these sessions are offered to staff as well. Hearing from the students is imperative so some of the sessions will be the voices of the students...

Action Step/s:

- A. Develop a strategic plan to conceptualize and implement programs throughout the academic year. Programs will include student presentations and research that will provide more positive images of ethnic identities as well as address concerns regarding campus climate.

Accountability:	Office of Multicultural Student Affairs, Center for Ethnic Studies
Timeline:	Development of Program: Ongoing
	Implementation Date: Ongoing Completion Date: Ongoing Evaluation of Program: Yearly
Measurement:	1. Existence and implementation of strategic plan 2. Program array and participation

Strategy 4: Ensure that classroom climate and teaching/learning practices support the goals of Plan 2008.

Action Step/s:

- A. Develop a yearly teach and learn opportunity for faculty who currently do not infuse DV courses into the curriculum as a way for faculty to share and highlight best practices.

Accountability:	Deans, Center for Ethnic Studies, Director of Teaching & Learning Center
Timeline:	Development of Program: Ongoing
	Implementation Date: Ongoing Completion Date: Ongoing Evaluation of Program: Yearly
Measurement:	Establishment of appropriate teaching & learning opportunities for faculty

Goal 7: Improve Accountability of the UW System and its institutions.

- A. In each annual report of their accomplishments, faculty and academic staff members will report their contributions to meeting the goals of Plan 2008.
- B. In each annual report of their accomplishments, Department Chairs, Deans, Directors, and administrators will report progress their unit has made in meeting the goals of Plan 2008.
- C. In annual performance reviews of faculty members, academic staff members, Department Chairs, Deans, Directors, and Administrators, significant weight will be given to contributions made to meeting the goals of Plan 2008.
- D. Teaching evaluations should include consideration of diversity issues. Individual performance reviews for faculty and teaching academic staff will give significant weight to successful infusion of diversity issues in the classroom and the curriculum, based in part on student evaluations of course content.
- E. Each year, the Chancellor will report publicly on progress the institution has made in meeting the goals of Plan 2008 including the development of a Plan 2008 Spring 2005 awareness campaign.
- F. To meet or exceed the goals of Plan 2008, the Chancellor will continually solicit advice and assistance from business/community leaders.
- G. Each semester the Chancellor will review with the Plan 2008 Executive committee's ex-officio chair and review the progress towards each goal and address areas of concern towards progress as well as highlight areas of progression.
- H. For overall accountability the Plan 2008 Executive Committee shall consist of Administration, Deans and two student government representatives.
- I. A multicultural student alliance will be established (Spring 2005) to look at recruitment and retention efforts including Plan 2008 goals and multicultural programming furthering student input.

Accountability:	Chancellor & Asst. to the Chancellor for Equity & Diversity
	Evaluation of Program: Ongoing/Yearly



Plan 2008 Project Assessment Form

System Goal _____/Project _____

1. Objective of Project:

a. Goal(s) Would Like to Accomplish:

2. Target Population:

a. Number in Target Population

3. Actual Number of Attendees:

4. Outcome(s):

a. Expected:

b. Actual:

c. Effectiveness:

5. List Factors (Internal & External) that Influenced the Program/Event/Project:

6. List Co-Sponsor(s):

Please address the following issues on a separate piece of paper and return to Office of Equity & Diversity WYLL 348 or affirmative.action@uwp.edu.