



**Plan 2008
Phase II Plan
2003-2008**

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[]= Initiative from Phase I

Introduction

In our Phase I report we identified several issues that needed to be considered as we developed our initiatives and programs for Phase II. Foremost was the discovery that many of the strategies, as a result of campus initiatives, listed under one goal either overlapped with or were more pertinent to other Plan 2008 goals. We have used the experience and knowledge gained over the past five years to guide our development of UW Platteville's Phase II plan. Specifically, our institution is committed to implementing a plan which will be more strategic and focused than Phase I. Given that we exist in times of diminished resources it will become necessary to insure that what resources we do have be used in the most effective and efficient manner possible.

The Plan 2008 Phase II Committee reviewed the results of Phase I and identified the most successful activities in Phase I and then identified continuing and existing issues that were barriers to success. The most significant issue identified was that our phase I plan was too complex and too broad. To address this issue we merged Phase I Goal 2 (*encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age*) and Goal 4 (*increase the amount of financial aid available to needy students and reduce their reliance on loans*) with the original Goal 1 (*increase the number of Wisconsin high school graduates of color who apply, are accepted, and who enroll at UW system institutions*). The committee also examined our activities focused on recruitment and realized that making contact with students of color at an earlier age was a critical component for UW-Platteville to increase the number of students of color that apply, are admitted and eventually enroll at UWP. For example, in phase I a successful implementation of this strategy is the institutional partnership with the Nehemiah Corporation in Madison.

Phase I Goal 6 (*foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity*) had two focus areas, classroom climate and campus climate. Our committee felt that both are critically important to the retention of students of color. A strategic decision to increase focus on these areas was implemented when we split this goal into Phase II Goal 4 and Goal 5. The expected outcome will be to increase the focus and accountability in both areas. Finally we renumbered Phase I Goal 5 (*increase the number of faculty, academic staff, classified staff and administrators of color*) as Phase II Goal 2, Phase I 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*) remained the same in Phase II. Phase I Goal 7 (*improve accountability of the UW system and its institutions*) is now Phase II Goal 6.

The process used in order to make UW-Platteville's Phase II plan more focused was a series of surveys created by the Multicultural Educational Resource Center and the Affirmative Action Office given to students, faculty and staff in order to determine the initiatives we would implement. Along with these surveys we used the results of the NSSE and the EBI given by housing. After analyzing the data from these assessment tools we were able to better determine the needs of our campus and develop the initiatives currently in our Phase II plan.

In order to develop the implementation plan, and the initiatives to accomplish each goal, we created six subcommittees comprised of students, faculty and staff. The chair of each subcommittee also serves on the steering committee for the overall plan. Through the process of having subcommittees and one steering committee we are able to have campus wide input on our plan, along with campus wide commitment to the initiatives. The subcommittees meet on a monthly basis to review progress on activities, expected outcomes, and, to determine how we should continue implementation of the action plan.

The actions under each action plan are designed to accomplish the action plan. The flow of the document is that the expected outcome of the action item, once completed, should lead to the completion of the action plan, which leads to the completion of the initiative, and ultimately to the accomplishment of the goal. Each one of the action plans will be assessed on a yearly basis to insure we are accomplishing that aspect of our Phase II plan. The actions identified may not be done on a yearly basis if we see something else in Phase II that needs attention; we will then focus on that action item in order to ensure success of our Phase II. Assessment tools to be used will include artifacts such as the percentage of growth we see in the number of students, faculty and staff of color and the academic achievement, retention and graduation rates of students. We will continue to administer surveys to gauge the campus and classroom climates; and use the results of these surveys to guide changes students, faculty and staff see as needed. We will also share our progress on Phase II goals and initiatives with the student, faculty and staff governance groups on campus and hold two all campus open forums. These forums will provide an opportunity for the entire campus to provide feedback, share ideas, or gain a better understanding of the role of diversity on our campus and how they can participate in the success of our plan.

The UW-Platteville Plan 2008 Phase II Plan is strategically focused on campus strengths and needs and will allow us to increase our chances for success while providing accountability over the next five years. These changes will allow us to meet UW System goals of educational excellence and diversity through expanded opportunity, as well as our own institutional goals for cultural competency. Our Phase II is designed not only to increase the number and retain students, faculty and staff of color, but it is also designed to make white students, faculty and staff culturally competent. If we can accomplish this goal we believe we will be very successful in our Phase II plan. The cultural competency of white students, faculty and staff will lead to a more comfortable environment for our students, faculty and staff of color, which should lead to an increase of students, faculty and staff of color wanting to come to UW-Platteville.

**University of Wisconsin Platteville
Plan 2008 Phase II**

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

Objective: Increase the number of students of color that apply to UW-Platteville by a minimum of 10% over 2003-2004.

Yield rate equal to that of all students.

Increase the number of students of color who receive the Lawton Grant.

Create a diversity scholarship for new freshman through the UW-Platteville Foundation

Initiative 1.1 [1.8] UW System institutions should consider using high-contact recruitment models comparable to the recruitment models for student athletes

ACTION PLAN: Involve UWP minority faculty and alumni in the recruitment process.

Action	Person Responsible	Resources Required	Expected Outcomes	Assessment	Date Started	Expected Date of Completion
1. Invite alumni to be guest speakers on campus.	Director of Multicultural Educational Resource Center (MERC) Recruitment Manager	List of minority faculty	Utilize alumni for recruiting, while promoting the opportunities that an education can provide		9/03	
2. Invite alumni to receptions hosted by UWP in selected areas to meet with admitted students of color	Director of MERC	List of alumni and list from the MERC office of past contacts	Utilize alumni for recruiting, while promoting the opportunities that an education can provide.		9/03	
3. Admission Advisor will conduct specialty visits with alumni in their classrooms and utilize other alumni as presenters in targeted classrooms.	MERC Recruiter		Discussions of possible scholarship availability.		9/03	
4. Work with alumni office to receive names of past graduates that can meet with prospective students.	Director of MERC Recruitment Manager		Testimonials to provide prospective students with further information.		9/03	
5. Develop plan to have prospective students meet with faculty of color while on campus visit.	Director of MERC	List of willing minority faculty	Faculty would facilitate relationship building. Prospective student would gain familiarity with programs that are available.		9/03	
6. Attend Hmong New Year event in Milwaukee	MERC Recruiter Hmong Student	Money for travel costs	Will be able to establish relationships with Hmong community across state		11/04	

ACTION PLAN: Create “Paths to Platteville”

Action	Person Responsible	Resources Required	Expected Outcomes	Assessment	Date Started	Expected Date of Completion
1. Provide bus transportation to UWP for campus visits areas with large student of color populations.	Director of MERC MERC Recruiter Visitor Center	Contact person at each High School	Campus Awareness. On-campus experience		9/03	Done writing into MERC purpose statement
2. Utilize University Farm events, Engineering Expo, Criminal Justice Day, and Building Construction Management projects as visit days for students of color.	Director of MERC MERC Recruiter Write into MERC plans	Department in charge of event	Experience hands-on opportunities with the majors and programs on-campus. Explore career opportunities.		9/03	Done

Initiative 1.2 [1.11] Purchase the roster of students of color taking ACT exams in Wisconsin

ACTION PLAN: Identify all high schools with large minority populations

Action	Person Responsible	Resources Required	Expected Outcomes	Assessment	Date Started	Expected Date of Completion
1. Utilize DPI to find schools with large minority populations	Recruitment Manager and Director of MERC	Contact with DPI	More targeted results with high school events		9/02	Done
2. Utilize the roster from ACT of students of color in Wisconsin	Recruitment Manager Director of MERC	Money to purchase list OIT support needed to analyze data	Identify and recruit students of color		9/02	Done
3. Utilize the Pre-College database. Extract identify and recruit prospective students of color.	Pre-College Coordinator	Database provided by UW System	Build relations with the students that attend the Pre-College program on campus.		9/02	Done

Initiative 1.3 [1.12] Increase UW System institutions' partnerships with local communities of color, social service agencies and other organizations to deepen their awareness of admission requirements and the breadth of opportunities and obstacles that students of color face.

ACTION PLAN: Establish relationships with community groups in targeted areas

Action	Person Responsible	Resources Required	Expected Outcomes	Assessment	Date Started	Expected Date of Completion
1. Work with the Nehemiah Corporation in Madison to establish a source for prospective students.	Director of MERC	Staff and faculty	Community Relations Reach prospective students at younger age		10/01	Write into MERC purpose statement
2. Work with the multicultural leadership in the Madison high schools to establish the UWP name in Madison	MERC Recruiter	Names of the multicultural leaders in Madison High Schools	Recommend students		9/03	
3. Hold luncheons to meet with HS Counselors and MCS leaders at the high school level	Director of Admission Director of MERC MERC Recruiter	Names of the multicultural leaders and counselors in Madison High Schools	Learn how UWP can better serve and recruit the minority populations		2/03	
4. MERC recruiter is working to develop a relationship with the students and staff of the Simpson Street Press	MERC Recruiter	Contact information	To invite students and staff to campus for a visit		9/04	

Initiative 1.4 [1.13] Increase the amount of financial aid available to needy students and reduce their reliance on loans.

Action Plan: Review the issue of financial aid and its availability to minority students

Action	Person Responsible	Resources Required	Expected Outcomes	Assessment	Date Started	Expected Date of Completion
1. Package awards to students based on financial aid packaging guidelines.	Director of Financial Aid Director of MERC	Financial Aid packaging guidelines.	To decrease the reliance of loans by 1% each year for high-achieving students of color.		4/03	
2. Raise private funds through UW-Platteville Foundation to support scholarships in order to attract and retain high-achieving students of color.	Director of MERC Director of UWP Foundation	Look to raise \$20,000 annually	More scholarships given to high-achieving students of color		9/03	
3. Prepare statistics to show the financial aid amounts received by students of color.	Director Financial Aid Director of MERC	Data	Students of color will see that college can be affordable.		9/03	
4. Help new and continuing students/parents with the FAFSA form and questions regarding the form.	MERC Recruiter Financial Advisor	Training from the Financial Aid Office.	Prospective students and parents will have additional support through the financial aid process.		2/04	

Initiatives 1.5 [1.14] UW System institutions should work in partnership with the WTCS to increase the number of students of color and economically disadvantaged students graduating from WTCS College Parallel programs

ACTION PLAN: Target programs and recruit at the Technical Schools and UW-Colleges where there are significant numbers of students of color who might be recruited to UWP programs.

Action	Person Responsible	Resources Required	Expected Outcomes	Assessment	Date Started	Expected Date of Completion
1. Travel with recruitment coordinator to campuses to build relationships with MCS coordinator at that campus.	MERC Recruiter Director of MERC Financial Advisor	List of MCA coordinators at Technical and UW-Colleges	Build relations with faculty and prospective transfer students		9/03	
2. Mailings to MCA offices at technical schools and UW Centers.	Recruitment Manager MERC Recruiter	Names of majors to target and faculty that teaches at Technical, UW Centers and UWP	Build familiarity of programs that will transfer		9/03	
3. Schedule classroom presentations with selected programs.	MERC Recruiter Department Chairs	Recruitment Office and MCS Faculty, MERC, Recruitment, Financial Aid	Builds awareness		9/03	
4. Work with the department chairs and faculty in the academic colleges on articulation agreements. Use the matrices developed between the WTCS and UW System schools.	Director of MERC Transfer Coordinator	Faculty Committee	More articulation agreements		9/03	
5. Research chosen majors for transfer students of color.	Recruitment Manager	PeopleSoft	Target programs to establish articulation agreements, and those easily transferable.		9/03	

UW-Platteville Goal 2: Develop annual hiring goals for faculty, academic staff, classified staff, and administrators, based on the national and regional availability of women and persons of color.

Objective: Goals will be based on national and regional availability according to the Affirmative Action Planner, developed by Peopleclick, Inc.

Initiative 2.1 [5.3] Creation of database for recruitment and employment purposes

ACTION PLAN: Develop a recruitment plan for every open position. Identify major professional conferences for administrators to attend for the purpose of recruitment of women and persons of color.

Action	Person Responsible	Resources Required	Expected Outcomes	Assessment	Date Started	Expected Date of Completion
1. The recruitment plan for every open position must be reviewed and approved by the department chair, dean/director, Affirmative Action Officer, and vice-chancellor.	Department chair, deans/directors, Affirmative Action Officer, and Vice-Chancellor	Determined on case-by-case basis and departmental/vice-chancellor budgets for recruitment.	Increase in women and persons of color hired.		12/1/04	
2. All search and screen committees must include a student and must reflect diversity by gender and race.	Department chairs, dean/directors, Affirmative Action Officer and Vice Chancellor	Not applicable	UWP provides applicants with evidence of its commitment to diversity		12/1/04	
3. Coordinate recruitment activities between departments, college deans and department chairs	Chancellor and Cabinet, Communication Technologies Dept. and TV Services, Affirmative Action Office, Human Resources	Determined on case-by-case basis and departmental/vice chancellor budgets for recruitment	More coordinated recruitment efforts could provide more extensive advertising that would reach targeted populations		12/1/04	
4. Review ads and interview questions to eliminate any that are race or gender biased.	Affirmative Action Officer, Department chairs, dean/director, Affirmative Action Officer, and vice-chancellor	Not applicable	Race and gender free ads and interview questions		7/1/03	
5. Select three major conferences on an annual basis for administrators to attend	Affirmative Action Office	Budget	UWP represented at national conferences		7/1/03	

ACTION PLAN: Ensure that all qualified persons according to the ad are included among eligible candidates.

Action	Person Responsible	Resources Required	Expected Outcomes	Assessment	Date Started	Expected Date of Completion
Each interview pool and offer of hire is reviewed and approved by responsible supervisors/administrators.	Department chair, dean/director, asst/vice chancellor, and Affirmative Action Officer	College/departmental personnel.	Have qualified applicants interviewed and hired.		7/1/03	

ACTION PLAN: Deans and Cabinet administrators evaluated on an annual basis on their efforts/progress toward meeting college/division AA/EEO hiring goals.

Action	Person Responsible	Resources Required	Expected Outcomes	Assessment	Date Started	Expected Date of Completion
Individual efforts and progress reviewed at annual performance evaluations.	Chancellor/Vice-Chancellor or appropriate supervisor.	Cooperation of supervisors.	Heighten awareness and reward for efforts and progress made toward meeting AA/EEO goals.		7/1/03	

Initiative 2.2 [5.7] Seek information from faculty and staff on ways to improve campus climate for women and persons of color

ACTION PLAN: Seek information from faculty and staff on ways to improve campus climate women and persons of color.

Action	Person Responsible	Resources Required	Expected Outcomes	Assessment	Date Started	Expected Date of Completion
1. Continue to conduct exit interviews of all departing faculty and staff to determine if environment is a reason for leaving. Be able to identify results for women and persons of color.	Affirmative Action Office	Affirmative Action Office	Information made available on reasons persons leave		7/1/03	
2. Continue to query persons of color who refuse job offers.	Affirmative Action Office and Search and Screen Chair	Affirmative Action Office and Search and Screen Chair	Address reasons for job refusal. Determine if refusal is based on race or gender issues		7/1/03	
3. Survey faculty and staff regularly to evaluate campus climate and conduct focus groups.	Affirmative Action Office and 2008 Goal 2 Committee	Budget for survey	Improved campus climate for a diverse campus community		7/1/03	6/30/05
4. Initiate dialogue/meetings with Platteville community leaders to improve recruitment and retention of faculty/staff of color who will live and reside in the Platteville community. Develop video to assist with effort.	Chancellor and Cabinet, Communication Technologies Dept. and TV Services	Budget for video	Community becomes more aware of diversity goals of university and helps make the community more welcoming to diverse persons. Number of faculty/staff of color recruited and retained will be increased.		12/1/04	
5. Initiate dialogue/meetings with Platteville community employers regarding employment opportunities for spouses/partners of UWP persons of color. Develop video to assist with effort.	Chancellor and Cabinet, Communication Technologies Dept. and TV Services	Budget for video	Increased numbers of staff and faculty of color will remain at UWP		12/1/04	

UW-Platteville 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.

Objective: Bring the retention rate of students of color in line with that of all other students at UW-Platteville

Initiative 3.1 [3.4] – A transfer orientation program should be created for students who transfer from a UW College to a UW System baccalaureate institution. Students of color should be encouraged to take advantage of this orientation.

Action Plan: Mailings and phone calls encouraging students of color to take advantage on the new student orientation program

Action	Person Responsible	Resources Required	Expected Outcomes	Assessment	Date Started	Expected Date of Completion
1. Expand the "Introduction to College Life" course to include a unit on student services; encourage the enrollment of transfer and non-traditional students, especially students of color.	Student Experience Committee; Director of MERC (to help publicize the course)	List of students of color, including transfer and non-traditional students. Financial support for faculty/staff teaching the course.	Increase student awareness of the variety of student services available to them		Will begin in Fall 2003	
2. Hold a student orientation for students of color at the beginning of each semester and restructure part of the existing orientation so that specific blocks of time can be set-aside as "break-out sessions" for diversity training for all students.	Co-Chairs of Student Orientation Committee and Director of MERC	Publicity for orientation and funding for picnic and informal social events	Increase assimilation to campus life; help build informal relationships among students of color, especially transfer students		Will incorporate changes in Fall 2003 orientation	
3. In addition to the orientation, a picnic or other informal social event should be held during the first week of classes.	Director of MERC	Funding for event	For students of color to feel welcome to UWP		9/03	

Initiative 3.2 [3.6] Review support services for undergraduate and graduate students of color to ensure the best possible match with student needs.

Action Plan: Establish programs to better prepare students of color for success in college

Action	Person Responsible	Resources Required	Expected Outcomes	Assessment	Date Started	Expected Date of Completion
1. Conduct a survey of support services for students regarding how these offices serve students of color.	Assist Chancellor for Student Affairs, with assistance from the Plan 2008, Goal 3 subcommittee	Identification of support service offices to be surveyed; faculty/staff assistance to develop, administer and assess survey results	Provide feedback to assess support services for students of color and create a better match to meet student needs.		Spring 2004	To be conducted every spring in even-numbered years.
2. Establish "Pioneer Link" for first-year students of color. This will be an academically-based retention program with a special focus on academic advising, academic enrichment, peer and faculty networking.	Director of MERC	Funding	Retention of first-year students of color (freshman and transfer students) will be increased.		Fall 2003	Ongoing program but impact will be assessed annually
3. Develop a program whereby staffs from the Writing Center, Math and Science Learning Center, and other academic support programs visit MERC to explain services and explore active involvement of students of color in those programs.	Director of MERC, with the cooperation of coordinators of various academic support programs	Publicize dates and times of visits and solicit student attendance	Students will be encouraged to take advantage of academic support programs		Fall 2003	Impact will be assessed in Spring 2005
4. Establish study tables with student/peer tutors for students of color who are near or below 2.00 GPA as well as for students admitted on a contract basis. Encourage students of color to explore eligibility for free tutoring through Student Support Services.	Director of MERC Director of Student Support Services	Financial support for student/peer tutors Existing funds provided through federal TRIO grant	Tutoring and academic support should increase retention rate for students experiencing academic difficulties. Greater involvement in tutoring should improve grades of participating students and improve retention and graduation rates.		Fall 2003	Impact on student's retention will be assessed after second year. Ongoing activity with impact assessed annually.

Initiative 3.3 [3.7] – Improve retention rates for students of color by: (1) organizing opportunities for administrators, faculty, and staff to learn about intercultural differences in communication and learning styles to help improve learning outcomes for students of color; and (2) develop campus initiatives to improve summer employment opportunities for students of color to help meet college costs.

Action Plan: Increase awareness of different learning styles and summer employment in the Platteville community.

Action	Person Responsible	Resources Required	Expected Outcomes	Assessment	Date Started	Expected Date of Completion
1. Organize opportunities to learn about intercultural differences in communication and learning styles to improve learning outcomes for students of color.	Assistant Chancellor for Student Affairs; Director of the Teaching Excellence Center; Director of MERC; Chair of Improvement of Learning Committee	Contact with key members of academic and student affairs areas to continue their support for a variety of programs for staff throughout the year, especially at in-service and professional development seminars.	Increased understanding of intercultural differences in communication and learning styles can improve learning outcomes for students of color	Continuing throughout each academic year. Assess effectiveness after one year. Contingent on funding	Fall 2003	
2. Bolster campus initiatives to ensure summer employment opportunities. Develop a resource board in MERC informing students of summer employment, internships, Career Services, etc	Staff in MERC	Contact with key employers in community. Room/bulletin board in MERC to post key information and campus locations.	Bolster campus initiatives to ensure summer employment/ earnings to help meet college costs		Spring 2004	

Initiative 3.4 [3.9] – Engage undergraduates in faculty research projects.

Action Plan: Publicize existing programs more to students of color

Action	Person Responsible	Resources Required	Expected Outcomes	Assessment	Date Started	Expected Date of Completion
1. Improve publicity of existing research programs with special focus on students of color. The Pioneer Undergraduate Research Fellowship (PURF) program as well as the availability of funding to attend state and national conferences needs to be publicized.	Director of Sponsored Programs and Director of MERC	Presentation by the Director of the Office of Sponsored Programs; additional information to be posted by MERC	Involvement in faculty research and participation at scholarly conferences should increase commitment to academic excellence and generate interest in graduate work		Fall 2003	
Explore the feasibility of establishing an electronic Journal of Undergraduate Research.	Associate Vice Chancellor and Office of Sponsored Programs	Faculty support and involvement; time and resources of the Office of Sponsored Programs	Provide further recognition of and an outlet for undergraduate research to increase commitment to academic excellence.		Feasibility to be assessed in 2003-04 academic year	

UW-Platteville Goal 4: Foster institutional climates that enhance learning through a respect for racial and ethnic diversity.

Objective: Initiate collaborative efforts to foster a respectful campus climate.

Initiative 4.1 [6.2] Use periodic accountability surveys of students to continue to measure and report student opinion about campus climates and how they can be improved

Action Plan: Collect information from students (majority and minority) to assess their needs regarding racial and ethnic diversity.

Action	Person(s) responsible	Resources Required	Expected Outcome	Assessment	Start Date	Expected Date of Completion
1. Conduct student and staff focus groups	Associate Director of Housing, Associate Director of the Pioneer Involvement Center, Women's Center Director	Students and staff, available space, communication method	Determine areas of focus based on student needs		9/03, 9/05 and 9/07	
2. Analyze EBI survey results and NSSE overview	Associate Director of Housing, Assistant Director of the Pioneer Involvement Center, Women's Center Director	EBI results (Union and Housing) NSSE overview	Determine areas of focus based on survey results		Fall '03, '04, '05, '06, and '07	
3. Share results of EBI, NSSE and focus groups with administration to determine actions.	Associate Director of Housing, Assistant Director of the Pioneer Involvement Center, Women's Center Director	Results of EBI, NSSE and focus groups	Specific needs will be determined		12/03, 12/04, 12/05, 12/06, and 12/07	

Initiative 4.2 [6.3] Explore opportunities to provide programs on intergroup relations, conflict resolution and community action for students

Action Plan: Utilize the Diversity Advocates Peer Education team as a campus resource.

Action	Person(s) responsible	Resources Required	Expected Outcome	Assessment	Start Date	Expected Date of Completion
1. Market the Diversity Advocates as a resource to student groups. Examples include Black Student Union, Greeks, The Alliance, etc	Associate Director of Housing	Personal contacts, Intercom, advisors	Diversity Advocates will begin to serve as resources to student groups resulting in increased knowledge of diversity issues		Fall, '03	Done; written into Associate Director of Housing position description and a Resident Director
2. Market the Diversity Advocates as a resource to faculty. Examples of class possibilities include Introduction to College Life, Ethnicity in Education, Introduction to Women's Studies as well as general and major specific classes	Associate Director of Housing	Personal contacts, Intercom, Deans, faculty	Diversity Advocates will begin to serve as resources to faculty resulting in increased knowledge of diversity issues		Fall, '03	
3. Market the Diversity Advocates as a resource to campus life staff. Examples include New Student Orientation, employee trainings, leadership conferences, recruitment, Diversity Week, recruitment Women's Center etc.	Associate Director of Housing	Personal contacts with staff in those areas	Diversity Advocates will begin to serve as resources to students and staff resulting in increased knowledge of diversity issues		Fall, '03	

Action Plan: Promote collaborative programming when planning a racial or ethnic diversity event

Action	Person(s) responsible	Resources Required	Expected Outcome	Assessment	Start Date	Expected Date of Completion
1. CPR, MERC, Women's Center and Housing meet in spring to plan for academic year, '.	Twelve-month staff of the listed groups	Meeting space	Groups will share upcoming programs and will solicit collaboration from other student groups resulting in shared resources and increased attendance		6/03	Annual Action
2. Groups collaboratively publicize diversity related events	Advisors and members of the various groups	Funding and materials for publicity	Programs will be effectively publicized thus increasing attendance and knowledge on diversity topics		Varies per program	Varies per program
3. Groups collaboratively facilitate diversity related events	Advisors and members of the various groups	Funding and materials needed for the event	Programs will be facilitated with sponsorship from several groups resulting in higher attendance and knowledge on diversity topics		Varies per program	Varies per program
4. Groups collaboratively evaluate diversity events	Advisors and members of the various groups	Meeting space, program evaluations	Determination will be made on success of program and resulting action		Varies per program	Varies per program
5. Groups meet in spring to determine collaborative possibilities for academic year. Groups also consider survey results and information from focus groups	Advisors and members of the various groups	Meeting space, survey and focus group results, program evaluations	Groups will share programs ideas based on evaluation of past programs and survey results. This will result in needs based program, shared resources and increased attendance		2/04, 2/05, 2/06, 2/07	5/04, 5/05, 5/06, 5/07
6. Explore funding sources to target specifically for diversity initiatives. Examples include SUFAC, MERC, Housing, Women's Center, Opportunity Grant	Advisors of the various groups	Information on funding sources	Increased funding will result in more program opportunities		Fall '03	Ongoing

UW-Platteville Goal 5: Foster classroom climates and course development that enhances learning and a respect for racial and ethnic diversity.

OBJECTIVE:

- Increase the number of courses meeting Ethnic, Gender general education requirements.
- Increase the number of classes that include Ethnic, Gender information as it pertains to the subject matter.
- Increase the comfort level within all classrooms for students and instructors of all races and ethnicities.
- Increase faculty and student support for these efforts.

Initiative 5.1 Review all courses to insure a diversity element is included.

ACTION PLAN: Assess all courses presently approved for Ethnic, Gender, and International Studies

Action	Person Responsible	Resources Required	Expected Outcomes	Assessment	Date Started	Expected Date of Completion
1. Identify courses that are approved to meet E/GS	Academic Standards Committee	Current Catalog	All courses approved for E/GS will meet given requirements		9/03	
2. Review syllabi, texts, consult instructors	Academic Standards Committee	Course syllabi, readings, interview with instructors	All courses approved for E/GS will meet given requirements		9/03	
3. Request needed changes or revoke approval of courses not clearly meeting requirement	Academic Standards Committee	Request for Academic Standards Committee	All courses approved for E/GS will meet given requirements		9/03	

ACTION PLAN: Identify all courses with potential for inclusion of material relating to racial, ethnic, gender studies.

Action	Person Responsible	Resources Required	Expected Outcomes	Assessment	Date Started	Expected Date of Completion
1. Review all courses not approved to meet E/GS	Department Curriculum Committee	Current Catalog	Most university courses containing relevant material dealing with diversity		9/03	
2. Identify courses in which relevant material related to ethnicity could be included	College Curriculum Committee	Course syllabi, readings, interviews with instructors	Most university courses containing relevant material dealing with diversity		9/03	
3. Request that faculty include such material	Department Chairs	Request from department chairs	Most university courses containing relevant material dealing with diversity		9/03	
4. Request that faculty consider adopting texts that include diversity issues	College Deans	Request from college deans	Most university courses containing relevant material dealing with diversity		9/03	
5. Include attention to diversity issues as part of RST	URSTCP, Department and College RSTCs		Most university courses containing relevant material dealing with diversity		9/03	

Initiative 5.2 Increase student awareness of diversity in workforce by having guest speakers in classroom.

ACTION PLAN: Increase the number of guest speakers of color to individual classes.

Action	Person Responsible	Resources Required	Expected Outcomes	Assessment	Date Started	Expected Date of Completion
1. Create a list of guest speakers of color	Director of MERC	List of potential speakers	Students hear about diversity issues from the perspective of persons of color		9/03	
2. Communicate list to faculty and encourage them to invite guest speakers to their classes	Director of MERC	Distribution of list to faculty with encouraging letter	Students hear from diverse workers in their field of study		9/03	

Initiative 5.3 Train faculty on ways to improve classroom climate

ACTION PLAN: Train faculty to develop positive classroom climates and course materials related to diversity.

Action	Person Responsible	Resources Required	Expected Outcomes	Assessment	Date Started	Expected Date of Completion
1. Provide seminars, workshops, speakers, and literature	TEC MERC College Deans	Funding	More courses including material related to diversity. More faculty giving attention to classroom climate.		9/03	

Initiative 5.4 Use Mississippi Valley State University exchange program to expose student to diversity in different ways.

ACTION PLAN: Increase participation in MVSU Exchange program (25 students per semester: UWP students to MVSU in spring; MVSU students to UWP in fall).

Action	Person Responsible	Resources Required	Expected Outcomes	Assessment	Date Started	Expected Date of Completion
1. Aggressively recruit students and faculty to participate in program.	College International Program Directors, School of Education Director, Chair of Fine Arts, Chair of Criminal Justice, other chairs and directors		Increase diversity of student population on both campuses		9/03	

Initiative 5.5 Assessment of classroom climate to make sure students of color feel comfortable.

ACTION PLAN: Assess classroom climate.

Action	Person Responsible	Resources Required	Expected Outcomes	Assessment	Date Started	Expected Date of Completion
1. Review score on most recent NESSE for climate at UWP	Assistant Chancellor of Student Affairs	NESSE scores and instrument	Assess progress, lack thereof, make appropriate adjustments		9/03	5/07
2. Reassess	Chair of UCC					
3. Request change on student assessment to include classroom climate	Director of MERC	Student Senate	For faculty to be made aware of the climate create in their classes		1/05	2/05

UW-Platteville Goal 6: Institutional Accountability and Reporting.

Objective: Improve accountability of committees working on UW-Platteville Plan 2008 Phase II.

Initiative 6.1 [7.4] Indicators in the Accountability for Achievement report will be reviewed and revised in part to better reflect the goals and initiatives outlined in this plan

Action Plan: Make Plan 2008 a focus for the UW-Platteville campus

Action	Person(s) responsible	Resources Required	Expected Outcome	Assessment	Start Date	Expected Date of Completion
1. Hold committee meetings quarterly	Director of MERC, Assistant Chancellor of Student Affairs	Committee members	Determine if the plan is working		9/03	
2. Produce Annual Report to document progress of goals	Director of MERC, Assistant Chancellor of Student Affairs	Report method	To make sure we are moving ahead with the Plan and to adjust the plan		9/03	
3. Present Plan and report to all governance groups on campus annually	Director of MERC	Plan and Report	Communication, feedback and support		9/03	