

UNIVERSITY OF WISCONSIN-SUPERIOR

PLAN 2008

Campus Plan

Educational Quality

Through

Racial and Ethnic

Diversity

Phase II

Draft

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Introduction

According to the University of Wisconsin System Plan 2008 Phase I, the University of Wisconsin System has led the nation in its pursuit of educational excellence and diversity through expanded opportunity. In 1988, the UW System was the first university system to adopt a long-range plan for racial/ethnic diversity. That plan, *Design for Diversity*, was based on the belief that a public university must serve *all* the people of the state, and must lead the way in increasing educational opportunity for targeted racial/ethnic groups: African Americans, Hispanic/Latinos, American Indians, and Asian Americans, particularly Southeast Asians.

Design for Diversity was a 10-year plan. **Plan 2008** is the successor to *Design for Diversity* and has brought us into the new millennium. It builds upon the experience gained in the decade of *Design for Diversity*, and offers a vision of a better, more diverse UW System for the decade from 1998 to 2008. Plan 2008 Phase II will take us through the second half of the Plan 2008 decade.

University of Wisconsin-Superior, Mission Statement: *“The University of Wisconsin-Superior fosters intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention and embodies respect for diverse cultures and multiple voices.”*

University of Wisconsin Superior Plan 2008, Phase II:

Educational excellence for every student who attends the University of Wisconsin-Superior was, in essence, the very heart of the UW-Superior Campus Plan 2008, Phase I. The University of Wisconsin-Superior believes that diversity is an asset. According to Dr. Julius Erlenbach, Chancellor of the University of Wisconsin-Superior, *“The provision for the increase of diversity on the campus of UW-Superior is as necessary as providing updated information technology.”* The educational environment of an institution improves as diversity increases. Every student benefits with the increase of diversity. Phase II takes the progress made in the years of Phase I and expands it, re-directs it, and propels it into the next five years of Plan 2008.

Increasing diversity at UW-Superior enhances the educational and interpersonal experiences of every student, faculty and staff member.

Two Fold Plan: UW-Superior will approach the plan to increase diversity from two directions: One, recruitment and two, retention.

First direction: Recruitment of students and faculty/staff. Included in the following plan is the commitment to aggressively recruit students and faculty/staff of color to become a part of the University of Wisconsin-Superior community.

Second Direction: Retention. To retain these students and faculty/staff that come to the university we must create a warm, caring atmosphere. Included in the plan are both direct retention strategies and indirect retention strategies.

Additions to Phase II: Additions to Plan 2008, Phase II, that was not found in Phase I, include program office plans, the broader definition of diversity addendum, and the Faculty and Staff of Color Recruitment and Retention Plan. Other changes include edits and new objectives found throughout the plan.

Program Office Plans. Phase I introduced academic departmental plans which planned increases in diversity from three areas: one, increased staffing of persons of color, two, plans to insure a welcoming atmosphere/climate for persons of color in the department, and three, plans to diversify the curriculum. The newly established program plans approach the diversification of program offices from two directions. One recruitment of staff of color and two, the insurance of cultural sensitivity within current staff and the climate/atmosphere of the office for all who enter. Included in both the departmental plans and the program office plans are the inclusion of age, gender, sexual orientation and persons with disabilities in the section mentioning climate/atmosphere.

Wider Definition of Diversity Addendum: Many advances have been made in the multiple areas of diversity at the University of Wisconsin-Superior. Plan 2008 recognizes not only the advances of racial/cultural diversity but the advances made through our Women's and Gender Office (which has been established since Plan 2008, Phase I) and the Disabilities Services Office. Through the Broader Definition of Diversity Addendum, located in Appendix A of this document, the University of Wisconsin-Superior is launching a plan to create initiatives similar to Plan 2008 for individuals from both LGBTQ (Lesbian, Gay, Bi-sexual, Transgendered, and Questioning) and disabilities, and further in the future, areas dealing with age.

Faculty and Staff of Color Recruitment and Retention Plan: Found in Appendix D. This document outlines current and future plans to increase the numbers of faculty/staff of color as well as retaining them at UW-Superior.

Special Point of Interest: Multicultural Center: Established in the fall of 2001, this 2,500 square foot center has majestic 24-foot ceilings and ornate oak bookcases from an earlier era. The Center retains its original beauty and is a place dedicated to the cultures of American Indian, African American, Asian American, and Hispanic Latino American students, faculty, and staff. Each wall has been dedicated to a different group. The back wall has art and craft representations from American Indians. The side walls have African American and Asian American respectively. The Front wall has Hispanic/Latino. The Center has host ongoing cultural lecture series, cultural feasts,

classroom use, and ongoing student sty use. The Center is a multi-use facility and is available for use by any group desiring to add a cultural focus to its event.

It is the desire of the University of Wisconsin-Superior to give more than lip service to diversity. UWS truly believes that diversity is an asset.

PLAN DEVELOPMENT

UW-Superior Plan 2008 Steering Committee:

- M/D Coordinator, Chip Beal, Chair
- Provost David Prior
- Chair of Faculty Senate, David Carroll
- Chair of Academic Staff Senate, Mary Lee Vance
- Director of Office of Women’s and Gender Issues, Dianna Hunter
- Marketing Instructor, Stevie Watson
- Director of Center for First Nations Studies, Gary Johnson
- Chancellor Julius Erlenbach, ex-officio member

It was the duty of this committee to formulate the process, guide the process, and write the draft of UW-Superior's campus plan before sending it to university governance for approval.

The University of Wisconsin-Superior Plan 2008 provides a campus specific framework for strategic planning for racial and ethnic diversity. Achieving these goals will require all faculty, staff, administrators and students to examine themselves and the operations being conducted by every campus office and program. It is only by a university wide commitment that the following goals and objectives will be achieved.

Goals and Objectives

The rank order of goals for the UW-Superior campus plan:

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.

GOAL #1

INCREASE THE NUMBER OF WISCONSIN HIGH SCHOOL GRADUATES OF COLOR *WHO APPLY, ARE ACCEPTED, AND WHO ENROLL AT UW-SUPERIOR.

*includes students with Minnesota reciprocity.

- **Increase pre-college programming at UW-Superior for Students of Color.**

Timetable: Summer of 2004

Persons Accountable for outcomes: Multicultural Affairs Coordinator, Dean of Students, Director of Youth Summer, Director of Upward Bound, Director of Student Support Services.

Progress Level: Ongoing

Institutional Level of Participation: Youth Summer Pre-college Program Office, Student Services and enrollment, Multicultural Affairs Office, Student Support Services Office, Upward Bound, and various academic programs and departments.

Funding Sources: Department of Public Instruction grants, tuition, Upward Bound grant, Federal Gear-Up grant (through WI Dept. Of Instruction, DPI) Wisconsin state 402 funding.

Implementation: Currently, pre-college programming is operated through two programs at UW-Superior, the Youthsummer Office and Upward Bound Office. Youthsummer is the umbrella name given to UW-Superior Pre-college program. Through this office four pre-college programs are implemented: Youthsummer (for any student who applies and is accepted,) Native American Youth Summer (directed toward Native American youth from Lac Courtes Oreilles, Bad River, and Red Cliff Reservation areas,) Cyber Summer (directed toward youth from

inner city Milwaukee,) and Hmong Youthsummer (directed toward Hmong youth from the Superior area as well as from throughout Wisconsin.) UW-Superior also operates an Upward Bound Program for at-risk first generation youth from Superior. This program operates through our Student Support Services Office.

Specifics on these programs as well as further program development are as follows:

Youth Summer: Youth Summer is a college prep/career exploration program for junior and senior high school students. Approximately fifteen classes are offered in various areas of career exploration. University professors as well as community members teach these classes. Career/Academic exploration includes areas such as Introduction to College, Veterinary Medicine, ACT Prep, and Aerospace Opportunities.

Native American Youth Summer: Native American Youth Summer is a program designed for high school students from the Bad River, Lac Courtes Oreilles and Red Cliff Reservation areas. This program is designed around an eclectic career search and college preparatory and has an average of 14 Native American students per summer. This program has been in existence for thirteen years. Revision and expansion of the program are now underway.

Cyber Summer: Cyber Summer is for junior high students from inner city Milwaukee. This program focuses on the use of computers in careers as well as stay in school and post high school motivation and preparation. It accommodates 24-40 sixth, seventh and eighth graders. The program has been in existence for seven years.

Upward Bound: UW-Superior has had an Upward Bound program since 1999. It serves Superior at-risk first generation high school students and focuses on academic/college preparation. This program is very successful. Approximately 20 to 40% of its students are students of color in any given year.

Assessment: Each pre-college program participant will be given an assessment survey during the week that they are at UW-Superior and this data will be reported in each Plan 2008 biennial report. Also, each attendee will be tracked through their junior and senior high school years.

- **UW-Superior will develop a high-contact recruitment model**, comparable to the recruitment models for student athletes.

Timetable: Fall 2005

Persons Accountable for Outcomes: Director of Admissions and the M/D Coordinator

Progress Level: Revised

Institutional Level of Participation: Institution wide.

Funding Sources: Admissions budget, Office of Multicultural Affairs budget, University Foundation.

Implementation Procedure: Currently the Admissions Office and the Office of Multicultural Affairs are working together to expand current programs and to create new ones that will develop a seamless recruitment process from initial contact through the first week of classes for all students of color. Since Plan 2008, Phase I, UW-Superior, through the Admissions Office, has hired a recruiter whose primary job is to help develop student of color recruitment.

Current programs in existence at this time:

American Indian College Awareness Day (AICAD): UW-Superior sponsors its annual "American Indian College Awareness Day" in the spring of each year. Over 100 high school and community college students from Minnesota and Wisconsin come to the campus to experience a university campus first hand. Follow up letters and phone calls for all attendees take place within a month after the event.

Multicultural College Student for a Day programs: UW-Superior has a series of one-day recruitment programs specifically dedicated to students of color in the local high schools. These one day events are titled the following: American Indian College Student For a Day, African American College Student for a Day, Hmong College Student for a Day, and Hispanic Latino College Student For a Day. Each of these dedicated days is designed with the following similar format: A high school student is paired with a college student of the same racial/cultural background and these students are together for the entire day. The high school student shadows the college student and attends all classes, visits their residence hall room, eats in the cafeteria and gets their own pictured UW-Superior ID card to take home as a souvenir. There is an awards ceremony at the end of the day in which each student, high school and college, gets a completion certificate.

Other ongoing recruitment activities:

Recruitment officers will attend recruitment fairs located in areas with a high concentration of potential students of color.

An assertive effort is continually made by the staff of UW-Superior Multicultural Affairs Office and admissions personnel to create relationships with regional Hispanic/Latino, Hmong/Southeast Asian, and African American communities for the purpose of recruitment and retention efforts.

The Personal touch: The Admissions Office and the Office of Multicultural Affairs works together in the following way: Students of color who show an interest in UW-Superior by filling out interest cards at recruitment fairs, send an

e-mail, make application on-line, make phone and other inquiries will receive systematic follow-up. The follow-up will include phone calls from current students, invitations to campus, and personal visits to their home or community by university personnel.

Assessment: Numbers of applicants will be tracked and compared to every previous year. Numbers of applicants who enroll will be tracked and compared to every previous year.

- **Develop adult recruitment programs targeted specifically to African American, American Indian, Hispanic/Latino, and Asian American adults age 25 and older.**

Timetable: Fall Of 2005

Persons Accountable for Outcomes: Director of Admissions, Department Chairs and Program Coordinators of involved departments, Provost.

Progress Level: Revised

Institutional Level of Participation: Admissions Office, Multicultural Affairs Office, Teacher Education Department, Social Work Program, Center for American Indian Studies. Other departments who create and implement two plus two programs targeted at students of color.

Funding Sources: Office of Multicultural Affairs budget, Admissions budget, departmental budgets, general program revenue.

Implementation Procedure: Currently, UW-Superior has general articulation agreements with two Tribal colleges: Lac Courtes Oreilles (LCO) and Fond Du Lac Community Colleges. Program articulation agreements with LCO College include Social Work and Elementary Education. UW-Superior has program articulation agreements with Fond Du Lac in Social Work, Criminal Justice, and Environmental Science and Elementary Education.

The Office of Admissions and Office of Multicultural Affairs are both networking with other community colleges in the area for the purpose of recruitment of students of color wishing to transfer to a four-year institution. Relationships are being built with student services and Multicultural Affairs personnel at various UW-Centers for the purpose of future visits for recruitment purposes.

Plans are underway to network with various institutions throughout the Midwest that have a high percentage of minority populations. Plans will include visits to their campuses for our students to experience their environment and their students visiting ours for the experience of our environment. We will also keep communications open for opportunities for students at these institutions, especially the two year institutions, to transfer to UW-Superior.

The Office of Multicultural Affairs and Admissions will Network with regional

multicultural organizations, churches, and civic groups for the purpose of creating as large a pool of potential non-traditional students of color as possible. This pool will be contacted by mail, phone and personal visits and encouraged to explore the possibilities of higher education and the benefits of UW-Superior.

UW-Superior will designate a specific position entitled "Community College Liaison" to coordinate communication between UW-Superior, tribal colleges and area community colleges with the intent of creating a smooth transition for any student choosing UW-Superior as their transfer institution, especially students of color. This position will be in place by the Fall of 2005.

Assessment: Numbers of transfer students from targeted community colleges will be tracked and compared to transfers from the same institutions from previous years and reported in Plan 2008 biennial reports.

- **Work toward a better balance of enrollment of students of color across academic disciplines.** Some targeted groups are especially underrepresented in quantitative and lab-oriented fields such as engineering, chemistry, physics, mathematics, computer science and biological sciences. This reduces their future access to careers in these fast-growing fields. Some other targeted groups are similarly underrepresented in the humanities and the social sciences.

Timetable: Fall of 2006

Person Accountable for outcomes: Provost, Multicultural Affairs Coordinator, Chair of Math, Biology and Chemistry Departments

Progress Level: Just beginning.

Institutional Level of Participation: Math, Biology, and Chemistry Departments

Implementation Procedure: UW-Superior is partnering with other UW institutions in a Nation Science Foundation grant called WiscAMP (Wisconsin Alliance for Minority Participation.) The overall goal of this alliance is to double the numbers of Student of color majors in Math and the hard sciences. The Office of Multicultural Affairs will work closely with the Math and Computer Science Department, the Biology and Earth Science Department, and the Chemistry Department to develop programs attractive to students of color. We will then write mini-grants for the development of these programs and submit them to an advisory committee of which UW-Superior has a representative.

Assessment: Numbers of students of color who are majoring in S.T.E.M.S. majors will be compared year to year until graduation and reported in Plan 2008 Phase II Biennial Reports.

- **Use the UW-Superior childcare center for pre-college programming.**

Timetable: Spring of 2001

Persons Accountable for Outcomes: Dean of Students, Department Chairs.

Progress Level: Revised

Institutional Level of Participation: All departments will be invited to participate over time.

Funding Sources: No additional sources needed.

Implementation Procedure: Currently, different programs give presentations about different subjects to the children in the day care facility. This loose field trip and interesting subject approach will be modified and become more specific toward a natural progression toward going to college.

Assessment: A qualitative analysis approach will be taken with this objective to include the types of programs presenting and the ages of kids in the program.

- **Develop a recruitment plan involving current students in the process that will go into area junior and senior high schools.**

Timetable: Fall of 2001

Persons Accountable for Outcomes: Multicultural Affairs Coordinator, Director of Admissions

Progress Level: Revised

Institutional Level of Participation: Office of Admissions, Multicultural Affairs Office, Multicultural student volunteers.

Funding Sources: Admissions budget and Office of Multicultural Affairs budget.

Implementation Procedure: A recruitment strategy is being developed whereby multicultural student teams of volunteers will go into area junior high and high schools and act as a panel. The group will speak to students of color at these schools. The panel will present the need to stay in school, do well in school, the benefits of higher education in general and the benefits of choosing UW-Superior.

Assessment: Information will be taken from each student participant and an ongoing tracking system will keep in touch with these participants until they choose an institution of higher learning for themselves.

- **Increase UW System institutions' partnerships with local communities of color, social service agencies, literacy centers, spiritual institutions, and other organizations to deepen their awareness of admission requirements and the breadth of opportunities and obstacles students of color face.**

Timetable: Fall of 2005

Person Accountable for Outcomes: M/D Coordinator, Student of Color Admissions Counselor

Progress Level: Revised

Institutional Level of Participation: AISO, ASAD, Center for American Indian Studies, Multicultural Affairs Office.

Funding Source: Office of Multicultural Affairs budget.

Implementation Procedure: M/D Coordinator, staff of Multicultural Affairs Office, and American Indian Studies staff will contact and network with NAACP, Hmong civic groups, Superior American Indian Center, Duluth American Indian Community, and African American Churches. Information sessions will be set up with these groups for the purpose of informing community members about admissions, financial aid procedures and potential obstacles for students of color thinking about higher education.

Assessment: New partnerships will be tracked and outcomes will be noted and reported in each Plan 2008, Phase II Biennial report.

Overall Goal Assessment: Through these recruitment action plans, UW-Superior has as its goal to increase the number of applications for admission by 50% over the next five years. Progress will be noted through the Biennial Plan 2008 Reports.

GOAL #2 ENCOURAGE PARTNERSHIPS THAT BUILD THE EDUCATIONAL PIPELINE BY REACHING CHILDREN AND THEIR PARENTS AT AN EARLIER AGE.

- **Promote curricular and pedagogical exchanges between UW-Superior faculty and K-12 teachers, and explore other methods of collaboration among teachers, administrators, students, guidance counselors, parents and guardians using technology and other communication methods.**

Timetable: Fall 2006

Person Accountable for Outcomes: Provost, Department Chairs

Progress Level: Revised

Institutional Level of Participation: Academic Departments

Funding Source: General program revenue.

Implementation Procedure: UW-Superior will revise its visiting speaker program for high school visits to enable them to request a faculty member from UW-Superior to come and present to their class or group.

Schoolteachers from K-12 classrooms will be encouraged to bring their classes to the university for field trips for the purpose of allowing the students to experience the atmosphere of the university first hand.

Assessment: As programs are developed and implemented from both directions, each visit will be logged and tracked for documentation purposes in future biennial reports.

- **Increase participation of people of color and the economically disadvantaged in UW-Superior outreach, extension, and continuing education programs**

Timetable: Spring 2005

Person Accountable for Outcomes: Director of Continuing Education and Extension

Progress Level: Revised

Institutional Level of Participation: Continuing Education and Extension, Extended Degree

Funding Source: Continuing Education and Extension revenue.

Implementation Procedure: Please read Continuing Education and Extensions complete plan of Action located in Appendix C.

- **Work with the staff of school districts that have a high concentration of American Indians, as well as with tribal chairs, urban Indian organizations, tribal colleges, and tribal education chairs, in order to increase the college retention and graduation rates of American Indian students at UW-Superior.**

Timetable: Spring of 2002

Person Accountable for Outcomes: M/D Coordinator, Native American Youth Development Specialist

Progress Level: Ongoing

Institutional Level of Participation: Multicultural Affairs Office, Center for First Nations Studies.

Funding Source: Multicultural Affairs.

Implementation Procedure: Native American Youth Development Specialist will contact school districts, Tribal Chairs, Tribal Councils, Tribal Colleges, and Duluth/Superior Urban American Indian Organizations for the purpose of the organization of a retention action group that will explore reasons for low retention rates for American Indian Students at both the high school and higher education levels and ways of retention rate improvement. Out of this retention action group will come a long-range plan that will include seminars and workshops that will encourage the entire community to get involved in increased retention efforts for American Indian Students.

Assessment: Plan of action will be included in the first biennial report of Plan 2008, Phase II. Plan will have it's own assessment criteria.

Overall Goal Assessment: *As programs develop that create new relationships between*

the university and the surrounding communities of color, these will be documented and reported in each biennial report.

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.

- **Increase student recruitment/retention rates by continuing to build a multi-cultural staff/team.**

Timetable: Spring of 2008

Persons Accountable for Outcomes: Provost, Multicultural Affairs Coordinator

Progress Level: Continuing with revisions as needed.

Institutional Level of Participation: Office of Multicultural Affairs.

Funding Source: Increased FTE

Implementation Procedure: Since Plan 2008, Phase I, UW-Superior has added both a Hmong Student Support Specialist and a Native American Youth Development Specialist to its staff. Future Plans include adding a Hispanic/Latino Student Services Specialist.

Asian American Student Support Specialist: UW-Superior is the smallest comprehensive university in the UW System and therefore has a limited number of permanent FTE that can be utilized within the Multicultural Affairs program. One way to accommodate needs was to hire an undergraduate non-traditional student to fill the need of an Asian American Student Support Specialist. This person has a half-time position within the Office of Multicultural Affairs. She meets with Asian Students on a regular basis and also goes to various recruitment activities to recruit Asian students to UW-Superior. She is also very connected with the Hmong community and speaks to parents of current and potential UW-Superior students on a regular basis. The Asian Student population has increased from a total of 15 in the Fall of 1998 to a total of 26 in the fall of 2004'. The increase is contributed, on the most part, to the work done by the Asian American Student Support Specialist.

Native American Youth Development Specialist: UW-Superior in partnership with the University of Wisconsin Extension Department, is approaching recruitment and retention of Native American Students from a new and exciting perspective. UW-Superior has developed and filled a position that will work at both recruiting students through the traditional channels and also work with tribal leaders, elders, parents, State Extension employees and 4-H leaders to

develop a program that will connect with kids and their families at an earlier age getting them to stay in school, do well in school, and make plans to go to college early on in their educational experience.

Once students are in attendance at UW-Superior the Native American Youth Development Specialist will advise the student organization, meet with students on a regular basis, and become their liaison and advocate if needed to help secure their success through graduation.

Hispanic/Latino Student Services Specialist: There were increases in every group of targeted students of color except Hispanic/Latino students. From 1998 to the Fall of 2004, American Indians grew from a total of 48 students to 68 students, Asian American Students from 15 to 26, and African American students from 15 to 35. The Hispanic/Latino student number stayed at 12, the smallest group and no net increase. This will become our next focus group. Plans are currently underway to secure funding for a pilot program that will include not only a Hispanic/Latino Student Specialist but a full array of recruitment/retention programs specifically aimed at potential Hispanic/Latino students.

- **Increase student of color retention rates by the continuing development of various programs through the Multicultural Center at UW-Superior.**

Timetable: Ongoing

Persons Accountable for Outcomes: M/D Coordinator

Progress Level: Continued

Institutional Level of Participation: Students of color, Office of Multicultural Affairs, Center for American Indian Studies, and various academic departments and other program offices throughout the campus.

Funding Sources: General program revenue, Multicultural Affairs budget, and fund raising.

Implementation Procedure: The University of Wisconsin- Superior is enjoying its 4th year of programming and daily activities in the Multicultural Center. The Center has become one of the most popular places on campus for various groups to reserve for classes, meetings, and various receptions, as well as a daily study place for students of all races, ethnicities and cultures. From the time it is opened in the morning till the time it closes in the evening, there are students occupying the Multicultural Center. The Center has two student lounges, a computer study area, a student organization conference area and a lecture area. Each wall is be dedicated to a different racial ethnic group and has displays of arts and crafts from that group. The Multicultural Center art displays are a work in progress, and plans are underway to write new grants that will help to complete these displays.

The Center provides students of color a place to call their own, a place of cultural and ethnic pride. The Center will be open to all students, faculty/staff, and members of the community but is dedicated to American Indians, African Americans, Asian Americans, and Hispanic/Latino Americans.

There are ongoing programs sponsored by the Office of Multicultural Affairs held in the Multicultural Center dedicated to the retention of students of color. Many students of color leave the university and return home because they don't feel like they fit in. They don't have a feeling of ownership. They feel like visitors in someone else's home. The Multicultural Center was designed with the creation of a "home away from home" atmosphere in mind.

Assessment: First year retention rates will be compared each year throughout the Plan 2008 Phase II lifespan. In addition to traditional first year cohort, data will be kept and reported for second semester freshman admits and all transfer student admits.

- **UW-Superior will work in partnership with the Wisconsin Indianhead Technical College and other technical colleges in Wisconsin and Minnesota to increase the number of students of color and economically disadvantaged students graduating from WITC College Parallel programs who go on to receive a baccalaureate degree from UW-Superior.**

Timetable: Fall of 2008

Person Accountable for Outcomes: Provost.

Progress Level: Revised

Institutional Level of Participation: Office of Admissions, Multicultural Affairs Office, academic departments and programs

Implementation Procedure: Contacts will be made with technical colleges in our area for the purpose of creating relationships with faculty/staff and students of color and economically disadvantaged students who attend. Visits will be made to each institution and dialogue about potential articulation agreements to provide a seamless transition into UW-Superior. Program personnel from each institution will then meet to discuss details of agreements to be made.

Assessment: UW-Superior has a goal of creating at least four articulation agreements with area technical schools by the year 2008.

- **A transfer orientation program will be created for students who transfer from another four-year institution, Tribal College, Community College, or Tech College to UW-Superior. Students of color will be encouraged to take advantage of this orientation**

Timetable: Summer of 2006

Persons Accountable for Outcomes: Director of Admissions and Director of Career and Advisement Services

Progress Level: Does not exist at this time.

Institutional Level of participation: Office of Admissions, Office of Career and Advisement Services.

Funding Source: General Program Revenue, Admissions

Implementation Procedure: Admissions credit transfer analyst and Director of Career and Advisement Office will develop an in-depth orientation program for transfer students. Information presented will include general education requirements, housing information, student organization information, advisement information and scholarship information.

Assessment: As this program develops, a qualitative analysis procedure will assess its success. A program evaluation will be given to each participant and outcomes will be noted in each Phase II biennial report.

- **Review support services for undergraduate students of color to ensure the best possible match with student needs.**

Timetable: 2005

Persons Accountable for Outcomes: Provost, M/D Coordinator, Director of Student Support Services

Progress Level: Revised

Institutional Level of Participation: Student Support Services, Graduate School

Funding Source: Student Support Services

Implementation Procedure: The M/D Coordinator will work closely with the Director for Student Support Services to insure an atmosphere that is culturally sensitive to all students. Yearly workshops and seminars will be offered to teachers of English and Math remediation classes and Student Support and Writing Center tutors on the subjects of cultural learning styles and holistic world view.

Assessment: A qualitative approach will be taken to assess this objective. Director of Student Support Services will give this report and it will be included in the biennial Phase II reports.

- **Encourage undergraduates of color to participate in academic professional activities and leadership experiences such as professional associations and the**

presentations of papers.

Timetable: Spring of 2002

Person Accountable for Outcomes: M/D Coordinator, Department Chairs

Progress Level: Continued with revisions.

Priority Ranking: High priority

Institutional Level of Participation: All majors and minors

Funding Source: Multicultural Affairs budget

Implementation Procedure: The Multicultural Affairs Office will encourage faculty contact their advisees who are students of color to find out the potential professional organizations they can join as a student. Many organizations give financial breaks to students, and they invite student participation. The Multicultural Affairs Office will also act as Liaison between students and organizations in seeking information.

All undergraduate students of color will be encouraged to attend the American Multicultural Student Leadership Conference (AMSLC). Only students who submit scholarly papers will attend the conference. Scholarly help will be provided by the university to help any student desiring to develop and present research and other papers at the conference. The university will pay full cost of the conference for all that attend.

Assessment: An ongoing list of all students of color who join professional organizations and a list of all AMSLC participants will be kept and compared year to year. These numbers will be reported in each biennial report.

- **Develop a local/regional Multicultural Leadership Conference to be held annually or biennially at UW-Superior or other local institutions of higher education.**

Timetable: Spring of 2008

Person Accountable for Outcomes: M/D Coordinator

Progress Level: Does not exist at this time.

Institutional Level of Participation: Multicultural Affairs Office, Center for American Indian Studies, Student Body

Funding Sources: Fund Raising, participants, and joint budgets of participating institutions.

Implementation Procedure: UW-Superior will network with area community colleges, technical schools and four year institutions for the purpose of developing a leadership conference for students of color in the Twin Ports area. It will be modeled after the American Multicultural Leadership Conference, and will serve as a warm-up for students going to the statewide conference. All

students of color will be encouraged to attend.

Assessment: A qualitative analysis on the development of the conference will be noted and reported in the biennial report along with an overview of the results of participant evaluations from the first conference.

Overall Goal Assessment: UW-Superior has as its retention goal to increase the first year retention rates of students of color to 80% by the year 2008. This goal is greater than current UW-Superior 1st year retention rates. Freshmen entering in the second semester and transfer students will also be tracked and their retention rates will be expected to be at the same or near 1st semester cohort. 6 and 7 year graduation rates will be tracked and compared for all above cohorts.

GOAL #4

INCREASE THE AMOUNT OF FINANCIAL AID AVAILABLE TO NEEDY STUDENTS AND REDUCE THEIR RELIANCE ON LOANS.

- **Encourage Students of Color to apply for every UW-Superior scholarship available to student body as a whole.**

Timetable: Current

Office Responsible for Outcomes: Admissions

Progress Level: Ongoing

Institutional Level of Participation: Admissions Office, Foundation Office, various academic departments

Implementation Procedure: All students of color are encouraged to keep their g.p.a up and to apply for all scholarships available. This has proven to be very effective for students of color as well as disadvantaged students.

Assessment: General scholarship dollars given to students of color will be tracked and reported on in each biennial report.

- **Create a scholarship program for undergraduate students of color and economically disadvantaged students to be funded by existing trust funds.**

Timetable: Fall of 2005

Person Accountable for Outcomes: Admissions Director, M/D Coordinator, Chancellor

Progress Level: Under revision

Institutional Level of Participation: Chancellors Office, Multicultural Affairs Office, Admissions Office

Funding Source: Spooner Trust Fund

Implementation Procedure: Scholarships will be \$500 per semester and

will be competitive based on a multi-criterion selection process. Entry level criterion will include two of the three following criteria; a minimum of a 3.0 g.p.a. (high school for entering freshmen, college transcript for continuing and transferring students), a faculty/teacher recommendation letter, a personal letter from the applicant stating how the scholarship will help to further their educational goals.

Students who receive scholarships will have to be full-time undergraduate students and maintain a 3.0 grade point average. A maximum of ten semesters will be awarded to entering freshmen, nine for second semester freshmen, eight for first semester sophomores, seven for second semester sophomores, five for juniors, and three for seniors. Students not maintaining a 3.0 g.p.a. per semester and/or dropping below full-time status will be suspended from the scholarship and must reapply when they regain full-time status and/or their semester g.p.a. reaches the minimum of 3.0. There will be no guarantee for renewal after a scholarship is suspended.

There will be six scholarships active at any given time. As students graduate, go over their maximum semesters, or drop below a 3.0 G.P.A., new scholarships will become available for students to apply for.

Assessment: An ongoing data bank will be kept on all students who apply, receive, keep and lose these scholarships and results will be reported in each biennial Phase II report.

- **Increase the number of graduate assistantships given to students of color in order to help reduce their financial burden.**

Timetable: Fall 2005

Person Accountable for Outcomes: Provost

Progress Level: Revised

Institutional Level of Participation: Multicultural Affairs, various program offices, academic departments

Funding Source: Reallocation of Graduate Assistantship funds through the Provost's office.

Implementation Procedure: There will be three immediate graduate assistantships allocated specifically for graduate students of color to be hired in areas of underutilization. Existing graduate assistant positions will be reallocated to meet this goal.

Assessment: Data on these graduate assistantships will be reported in each biennial report.

- **Create a Summer Affirmative Action Intern Program (SAAIP) position at UW-Superior.**

Timetable: Summer of 2005

Person Accountable for Outcomes: Chancellor

Progress Level: Not in Existence at this time.

Institutional Level of Participation: Office of Multicultural Affairs

Funding Source: General program revenue

Implementation Procedure: Funds will be made available for the creation of a Summer Affirmative Action Intern Program to be developed at UW-Superior. Areas are being explored for the placement of the position. The position will be treated as a Limited Time Employment position and will be renewed each year.

Assessment: Information on the specifics of the Intern Program will be reported in each biennial report.

Overall Goal Assessment: Overall Scholarship programs, Graduate Assistants and dollars given out will be compared year to year and reported in each biennial report.

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.

- **Devise creative methods for increasing the pool of applicants and hiring qualified persons of color applying for administrative, faculty, academic staff and classified staff openings.**

Timetable: Current

Person Accountable for Outcomes: Provost

Progress Level: Ongoing

Institutional Level of Participation: Institution-wide

Funding Source: General Program Revenue through the Provost's office.

Implementation Procedure: As of the fall of 1998 UW-Superior has added the following statement to all university vacancy announcements.

"At UW-Superior diversity is a valued asset and we strive to offer quality programs in an environment of trust and cooperation that centers on the worth of all individuals. The university is seeking candidates who will contribute to the achievement of this goal."

All position vacancy announcements are sent via e-mail to as many diversity

networking listserves as possible. Vacancy announcements are also sent to universities with a relatively high number of graduates and faculty/staff of color.

Letters are sent to potential qualified faculty candidates whose names are found in the "Minority and Women's Doctoral Directory."

Institutions of higher education that serve predominantly people of color are notified of vacancies, advertisements are placed in publications intended for persons of color, and university representatives meet with potential candidates of color at professional meetings.

Priority is given to offices, departments and programs with a definite commitment to doing everything they can to fill the open position with a person of color according to affirmative action guidelines.

Since Phase I went into effect, numbers of faculty and staff of color have seen a steady increase. The numbers for faculty/staff of color in 1998 as compared to 2004 are in the following table.

Faculty and Staff of Color for 98/99 and 04/05

<u>Personnel</u>	<u>1998/1999</u>	<u>2004/2005</u>
Classified Staff	5	6
Academic Staff	6	16
Faculty	5	11
Senior Administration	0	0

UW-Superior had as its goal to double the number of faculty and staff of color according to University of Wisconsin Affirmative Action guidelines by the year 2008. As can be seen from the table this goal was met in the fall of 2004. Also seen by this table is the fairly flat growth area of classified staff and the continued absence of senior administration of color. Staff in the Human Resources Office are examining ways to expand current hiring practices that will increase the available pool of applicants to include more persons of color. More information in Appendix D.

The continued absence of senior administration of color is continually being addressed by the Chancellor and ways of solving this problem are being considered.

The Goal of the Chancellor is to have a person of color in a cabinet level position by 2008.

UW-Superior, through the Affirmative Action/EOC Committee and two developed sub-committees developed a Recruitment/Retention of Faculty/Staff of Color plan. This plan is located in the appendix of this document. (Appendix D) Many current and future plans to recruit and retain faculty/staff of color are located in this document which now becomes a part of Plan 2008 Phase II.

Assessment: Numbers of individuals of color in each applicant pool are kept by the Office of Human Resources and relevant numbers will be reported in each biennial report.

- **Mentor graduate and potential graduate students of color and economically disadvantaged students as a way of sparking their interest in aspiring to future faculty positions at UW System institutions.**

Timetable: Spring of 2005

Persons Accountable for Outcomes: McNair Scholars Director, Provost, M/D Coordinator.

Progress Level: Developing

Institutional Level of Participation: Graduate Studies, Multicultural Affairs Office, McNair Scholars Program.

Funding Source: General program revenue

Implementation Procedure: The Multicultural Affairs Office in conjunction with Graduate Studies and the McNair Scholars Program will conduct yearly informational sessions to undergraduate and graduate students of color and economically disadvantaged students on the subject of opportunities in the professorate.

Guest speakers who are very motivational and who have insights into higher education opportunities will be invited to speak to the group.

Assessment: A qualitative Analysis approach will be taken for the assessment in this objective. Formal and informal surveys and interviews will be taken with all student of color participants on their future plans and the possibilities of them becoming part of the professorate.

- **Continue a UW-Superior "Grow Your Own" program.**

Timetable: Ongoing

Persons Accountable for Outcomes: Provost, Chancellor

Progress Level: Continued

Institutional Level of Participation: Faculty/Academic Staff of Color

Funding Source: General program revenue

Implementation Procedure: Faculty and Academic Staff who are enrolled in a doctoral program can apply and receive reimbursement for tuition costs and will be given up to a semester of release time with pay for the purpose of completing a doctorate. Upon returning to UW-Superior, after receiving the doctorate, the faculty/academic staff member will agree to remain at UW-Superior for a minimum of two years.

Faculty and Academic Staff of color are encouraged to participate in this program.

Assessment: Numbers of Applicants to this program will be reported in each biennial report.

- **Each Academic Department and Various Program Offices will submit plans of action to diversify the department/office.**

Timetable: Updated

Persons Accountable for Outcomes: Department Chairs, Program Office Directors

Progress Level: Revised

Level of Participation: All academic Departments and program offices

Funding Source: Departmental and program budgets.

Implementation Procedure: Each Department and program office developed their own plan for diversity.

Each departmental plan was developed in three areas: Increasing people of color on staff, diversifying curriculum, and creation of culturally sensitive atmosphere for all students.

Each program office plan was developed in two areas, plans to increase the diversity within the staff persons and plans to insure plans to make sure your office staff is sensitive to the cultures of every person entering your offices, including how to make every student, regardless of race, age, religion, gender, ability, or sexual orientation comfortable.

Completed plans are located in Appendix B and Appendix C.

Assessment: Each department and service program office will assess their own plans.

GOAL # 6

FOSTER INSTITUTIONAL ENVIRONMENTS AND COURSE DEVELOPMENT THAT ENHANCES

LEARNING AND A RESPECT FOR RACIAL AND ETHNIC DIVERSITY.

- **Each Academic Department and Various Program Offices will submit plans of action to diversify the department/office. Each of these plans include ways to improve climate in offices and classrooms.**

Timetable: Updated

Persons Accountable for Outcomes: Department Chairs, Program Office Directors

Progress Level: Revised

Level of Participation: All academic Departments and program offices

Funding Source: Departmental and program budgets.

Implementation Procedure: Each Department and program office developed their own plan for diversity.

Each departmental plan was developed in three areas: Increasing people of color on staff, diversifying curriculum, and creation of culturally sensitive atmosphere for all students.

Each program office plan was developed in two areas, plans to increase the diversity within the staff persons and plans to insure plans to make sure your office staff is sensitive to the cultures of every person entering your offices, including how to make every student, regardless of race, age, religion, gender, ability, or sexual orientation comfortable.

Completed plans are located in Appendix B and Appendix C.

Assessment: Each department and service program office will assess their own plans.

- **Use “Campus Climate” surveys of faculty/ staff and students to measure and report faculty, staff, and student opinion about campus climate and how they can be improved.**

Timetable: Fall 2004 and Spring 2005

Person Accountable for Outcomes: Multicultural Affairs Coordinator, Women’s and Gender Issues Coordinator.

Progress Level: In development.

Institutional Level of Participation: Entire Campus

Funding Source: UW-Superior Office of Multicultural Affairs Budget, General Program Revenue.

Implementation Procedure: The Office of Multicultural Affairs and the Office of Women’s and Gender issues at UW-Superior are working with a student

research group to administer a 'campus climate' survey to both faculty/staff and students. The survey will measure areas of campus climate to include racial, cultural, disabilities, gender and sexual identity issues. The university is working closely with the University of Wisconsin-La Crosse to administer two surveys that UW-LaCrosse has developed. One is for faculty/staff and the other is for students. After the survey is administered, not only will UW-Superior be able to analyze its own internal climate issues, but will be able to compare the issues currently at this campus with those of UW-La Crosse.

The faculty/staff survey will be administered in the fall of 2004 and the student survey will be administered in the spring of 2005.

Assessment: Overall results will be reported in the Biennial report.

- **Regularly seek information from faculty and staff on ways to improve campus climate.** The purpose of this feedback is to improve retention by identifying and addressing problems early and throughout an individual's UW-Superior career.

Timetable: Spring of 2005

Person Accountable for Outcomes: Chancellor

Progress Level: Revised

Institutional Level of Participation: Faculty/Staff of Color, LGBTQ faculty and staff, and faculty and staff with disabilities

Funding Source: General program revenue through the Chancellor's office.

Implementation Procedure: Chancellor will schedule three informal meetings each semester with no more than five faculty/staff per meeting. In this way, each faculty/staff member will attend one meeting per semester. Faculty/staff that are invited will be persons of color, LGBTQ, and persons with disabilities. The purpose of these informal meetings is for faculty/staff to meet with the Chancellor and together discuss strengths and weaknesses of UW-Superior diversity climate. Creative ways to improve climate will be discussed. Information received during these sessions will be integrated into current as well as future programs.

Assessment: Notes will be taken and suggestions reported in each biennial report.

- **Create opportunities to provide programs on inter-group relations, conflict resolution and community action for students, faculty and staff.**

Timetable: Spring of 2006

Persons Accountable for Outcomes: Multicultural Affairs Coordinator, Director

of Center for First Nations Studies and Office of Women's and Gender Issues.

Progress Level: Continual with revision as needed.

Institutional Level of Participation: Entire campus

Funding Sources: Center for American Indian Studies operating budget, Office of Multicultural Affairs Operating budget, and General Program Revenue

Implementation Procedure: The Center for American Indian Studies, the American Indian Student Organization (AISO), the Multicultural Affairs Office, the Association of Students of African Descent (ASAD), QASU (Queer and Allied Student Union), the Women's Studies Program, The Office of Women's and Gender Issues, and the World Student Organization each sponsor ongoing cultural lecture series, cultural banquets, hands on activities, and other related events centered around the creation of understanding between the diverse multicultural groups represented on campus.

Members of the American Indian Studies staff lead in "Talking Circles" for the purpose of resolving conflict and teaching cultural values to Native Americans and non-natives alike. This will continue to be a valuable tool.

Inroads developed by various said groups plan to be modeled, for use with other groups of students from various cultural backgrounds represented on this campus. Cultural methods of the African American, Hispanic/Latino, Asian American, Native American, LGBTQ, and persons with disabilities will be continually explored and put into practice with students as methods are found to be useful.

The University of Wisconsin-Superior has come a long way in the establishment of a better climate for all students, faculty and staff. But, we still have a long way to go. To find out just how far, there must emerge a critical mass from each group. A critical mass is being defined as the number of individuals within a group that allows this group to operate in their own culture rather than acting under the cultural rules of the dominant culture. As a critical mass becomes visible in each group represented, new issues arise that must be addressed. We truly will not know just how far and in what direction we need to go until each of these groups grow to the point that there is "a critical mass."

Assessment: Ongoing Qualitative approach that will be reported on as these programs are implemented.

- **Course and Seminar/Workshop Development targeted for public school teachers who will teach about American Indian Culture as required in Act 31 (American Indian treaty and sovereignty rights).**

Timetable: Ongoing

Person Accountable for Outcomes: Director of Center for American Indian Studies

Progress Level: Revised

Institutional Level of Participation: American Indian Studies Faculty

Funding Source: General Program Revenue and UW-Superior Extension revenue

Implementation Procedure: An American Indian Culture class is offered each summer at UW-Superior. The class targets Teacher Education students and public school teachers. The class is a “hands on” experience class, a cultural information class and a teaching methods class in one. Approximately 15 to 20 students take this class each summer. The central focus of the class is direction in how to infuse American Indian culture and history into the everyday curriculum, thus meeting the heart and soul of why Act 31 was passed for in the first place.

Assessment: A class evaluation is given. Overall results will be reported in biennial reports.

- **Increase library holdings for ethnic studies courses and other courses that infuse racial and ethnic diversity within the course content.**

Timetable: Spring of 2004

Persons Accountable for Outcomes: Provost, Department Chairs

Progress Level: Continued and expanded.

Institutional Level of Participation: All academic departments.

Funding Source: Reallocation of funds

Implementation Procedure: Each academic department will be given resources for the purpose of purchasing books, periodicals, and multi-media materials with a focus on racial and ethnic diversity.

Assessment: New Library holdings with a racial and ethnic diversity focus will be reported on in each biennial report.

- **Encourage faculty and academic staff to apply for Institute on Race and Ethnicity grants as well as other grant sources that encourage new course development, curricular and instructional improvements, symposia, research, publication, and professional development in the area of racial and ethnic studies.**

Timetable: Ongoing

Person Accountable for Outcomes: Provost

Progress Level: Continued

Institutional Level of Participation: All Departments and Academic Staff offices will be encouraged to apply for grants.

Implementation Procedure: Faculty and academic staff will be encouraged to apply for every grant opportunity pertaining to racial/ethnic curriculum development and cultural infusion into existing courses. Application will be made through the Provost's office.

Assessment: Proposals receiving grants and outcomes of the programs will be reported in the biennial reports.

- **UW-Superior will utilize distance learning technologies** to collaborate and enrich racial and ethnic studies courses and related programs throughout the UW System.

Timetable: Ongoing

Persons Accountable for Outcomes: Department Chairs, Program Coordinators of involved Programs.

Progress level: Revised

Funding Source: General Program Revenue

Institutional Level of Participation: Social Work program, American Indian Studies program and Teacher Education department.

Implementation Procedure: Various programs, including but not limited to, Social Work, Elementary Education, and American Indian Studies, will teach classes via the fiber optics distance learning classroom. These will be transmitted and received at tribal colleges and other remote locations with a substantial number of people of color. Students enrolled in two plus two programs and jointly enrolled at UWS and the tribal colleges will be the recipients of these classes. Specific new courses to be offered are under exploration. Currently, Social Work is teaching two courses via the fiber optics distance learning classroom. They are SW121 and SW227. Students at Lac Courtes Oreilles Community College take these classes.

Assessment: Class evaluations will be given and reports made.

- **Present programs through the Student Activities Board that focus on diversity.**

Timetable: Ongoing

Persons Accountable for Outcomes: Student Activities Board Advisor, Dean of Students

Progress Level: Continued with expansion

Institutional Level of Participation: Entire University Community

Funding Source: Student Activities Board general budget

Implementation: The Student Activities Board sponsors at least two programs

per year that involve entertainers and/or speakers that are persons of color. This will continue and be reviewed for new innovative direction each year.

Assessment: An evaluation of each program will be given and reported on.

GOAL #7

IMPROVE ACCOUNTABILITY OF THE UW SYSTEM AND ITS INSTITUTIONS.

- **UW System Administration staff will join with chancellor-designated Multicultural staff at UW-Superior review, improve and streamline the assessment of multicultural/disadvantaged programs.** This will both improve programming and foster the progress of Plan 2008, Phase II.

Timetable: Ongoing

Persons Accountable for Outcomes: Chancellor

Progress Level: Continued

Institutional Level of Participation: UW-Superior Multicultural Affairs Office

Implementation Procedure: The UW-Superior Multicultural Affairs Office will organize a biannual report on Multicultural/Disadvantaged (M/D) programs at UW-Superior from information received from individuals responsible for each goal and objective as stated in UW-Superior Plan 2008 as well as reports from departments and program offices with information as to the progress toward goals stated in individual plans. This report will be submitted to the UW System Office of Academic Development and diversity (OADD.) The report will be reviewed by OADD. Staff from OADD will meet with the Chancellor, Vice Chancellor, M/D Coordinator, and Director of American Indian Studies. This group will look at strengths as well as weaknesses within M/D programs and together devise a plan to improve upon weaknesses and build upon strengths.

Assessment: Currently Plan 2008 Biennial and 5 yr. reports are assessed by UW System Office of Academic Development and Diversity and the Board of Regents. This practice will continue.

- **Chancellor of UW-Superior will examine Plan 2008 reports for areas of consistently low outcomes and report to the Board of Regents on how he plans to reverse that trend.**

Timetable: Spring of 2006

Person Accountable for Outcomes: Chancellor

Progress Level: Revised

Institutional Level of Participation: Chancellor and M/D Coordinator

Implementation Procedure: Chancellor will network with M/D Coordinator, Director of Indian Studies, multicultural student organizations, and faculty and

staff of color to form a creative think tank with the purpose of developing ways to improve low outcomes. The Chancellor will then present a specific plan of action addressing the areas of weakness to the Office of Academic Development and Diversity and to the Board of Regents within the Plan 2008, Phase II Biennial Report.

Assessment: Qualitatively assessed by creative “think tank” and results reported in biennial reports.

- **Chancellor and members of the Chancellors’ Cabinet will have as a part of their yearly evaluation, a diversity progress report.**

Timetable: Fall 2005

Person Accountable for Outcomes: President of UW System and Chancellor

Progress Level: In development

Institutional Level of Participation: Chancellor and the Cabinet

Implementation Procedure: The Chancellor is already evaluated in several areas for diversity initiatives by the Board of Regents and the President of UW System. This initiative would expand the level of accountability for diversity initiatives Cabinet wide. The Chancellor would include in the evaluation criteria of each Cabinet member, a required evaluative report on diversity initiatives within the Cabinet members departments. Recommendations would be made by the Chancellor to each cabinet member for needed areas of improvement.

Assessment: Chancellor will write a qualitative assessment on results of these staff evaluations to be reported in each biennial and 5 year report.

APPENDIX A: BROADER DIVERSITY DEFINITION ADDENDUM

Plan 2008 Phase II **Broader Diversity Definition Addendum**

As was mentioned in the introduction, the University of Wisconsin-Superior is taking note of its advances under Plan 2008 dealing with issues concerning students/faculty/staff of American Indian, African American, Asian American, and Hispanic/Latino Americans, and broadening our emphasis on diversity to include other areas. Plan 2008 will be the document that addresses the needs of racial/cultural diversity. But as can be seen throughout the document, there is a more inclusive approach to much of the content, especially in areas speaking directly to issues concerning climate, atmosphere, and curriculum. As for direction UW-Superior has taken in areas under a broader definition of diversity: Since “Plan 2008” began in 1998, UW-Superior has published its “Status on Women” report (1999) and responded with the opening of the “Office of Women’s and Gender Issues.” Also, in response to the report a permanent “ Standing Committee on Women’s Issues” was formed. The abilities of various students, faculty, and staff and their various needs and issues are being addressed from a more inclusive approach.

The Office of Women’s and Gender Issues was created in 2000 to implement gender equity and sexual orientation equity goals established in UW-Superior’s Status of Women initiative. The Women’s and Gender Issues Coordinator has taken on the challenge of providing education, advocacy, and networking on women’s and LGBTQ issues across the campus. The Coordinator is serving as campus point person for the UW-System Inclusivity Initiative on Lesbian, Gay, Bisexual, Transgender and Questioning People. The Coordinator will continue to work, both on campus and with others in the UW System, to create a safe and inclusive climate for women and LGBTQ individuals. The program will also continue to support and encourage the visibility of LGBTQ people and the infusion of gender and LGBTQ issues and realities into campus life and the curriculum.

The Office of Disabilities is beginning to broaden its spectrum of array of programming to various disability groups on campus as well as offering sensitivity training for faculty and staff throughout the campus. Future plans that address the needs of these individuals will be centered on a “Universal Design” paradigm. By this we mean that future design, programs, and environments will be created with the use of “all” individuals in mind. There will be no need for adaptation or special design.

Where Do We Go From Here?

Plan 2008 is not only a document that has sat on a shelf or on a website to be looked at

every couple of years when individuals from the university have needed to write a report. Its concept has become part of the “new” fabric that is knitting together the University of Wisconsin-Superior, “Wisconsin’s public Liberal Arts College.”

In addition to launching out with Plan 2008, Phase II, it is the full intention of the University of Wisconsin-Superior to create similar initiatives for both LGBT/Q and Abilities areas. These initiatives will have plans similar to Plan 2008 to give direction for the future. Areas such as age will be considered for future consideration as the need arises.

Special statement of support: Understanding the current world situation, and knowing the United States finds itself in a war against terrorism; the University of Wisconsin-Superior welcomes and supports Arab Americans as students, faculty, and staff. These individuals add to the diversity of our campus and enrich the university community for all.

Imagine if you will, a wheel with spokes. The entire wheel represents the university. The spokes represent different areas of diversity: racial/cultural, LGBT/Q, disabilities, gender, age, and so on. Each of the spokes is as strong and supportive of the university as any other; each is necessary for the function and wellbeing of the others. **These spokes of diversity hold up, or support, the university as a whole, and everyone can move forward together.**

APPENDIX B: ACADEMIC DEPARTMENTAL DIVERSITY PLANS

Persons Accountable for the Outcomes Of the following Departmental Plans:
Department Chairs

DEPARTMENTAL 2008 PLAN DEPARTMENT OF BIOLOGY AND EARTH SCIENCES

GOAL I. TO INCREASE THE CULTURAL DIVERSITY OF FACULTY AND STAFF WITHIN THE BIOLOGY AND EARTH SCIENCES DEPARTMENT

Over the next 4 years the department anticipates two retirements and potential growth in the number of staff in response to increased student enrollments. To fill vacant positions, the department will work to recruit candidates who will promote cultural diversity. As part of the recruitment process, in addition to traditional procedures, we will advertise in nontraditional media and will encourage individuals listed in the "Minority and Women Doctoral Directory" to apply for the positions.

The department will use the Directory and other appropriate resources to identify areas of specialization that are most frequently selected by persons of color. When a vacancy occurs, the department may realign the teaching responsibilities of current faculty to position the vacancy in an area of specialization where there is a pool of female and candidates who are persons of color. Individuals in this pool may be sent copies of the position description.

By following this procedure, the department plans to increase diversity by the fall of 2008.

GOAL II. TO DIVERSIFY THE BIOLOGY AND EARTH SCIENCES CURRICULUM.

The department will work to make its programs more appealing to a culturally diverse audience. Specific objectives include:

- Development of credit transfer and articulation agreements and degree programs with institutions that serve predominantly persons of color.

Examples include Fond du Lac and Lac Courte Oreilles Tribal Colleges.

- Development of courses specific to women and multicultural concerns in the biological and earth sciences.
- Active pursuit of funding for research opportunities with historically under represented groups. Our department will continue to work with the McNair Scholars program to provide opportunities for student research.
- Continuing to provide opportunities for UW-Superior students to travel and work with members of different cultures in Mexico and Belize and on local tribal lands.

GOAL III: TO CREATE A WELCOMING ATMOSPHERE IN BIOLOGY AND EARTH SCIENCE CLASSROOMS AND OFFICES THAT WILL ENSURE CULTURAL SENSITIVITY FOR ALL STUDENTS

The department realizes that students have different educational backgrounds and learning styles. Faculty are sensitive to these differences and will continue to offer students a variety of opportunities to learn scientific principles and demonstrate their mastery of the material. A science lounge has been established to encourage students to study together. The department also provides tutors for the introductory courses, and will work to increase their availability for upper-level courses as well.

Examinations and learning projects are offered in varied formats to accommodate different learning styles. Tests contain a mixture of objective questions and short essays. Individual and group projects are assigned in a manner that encourages students to investigate topics that are of special interest to them.

**DEPARTMENTAL 2008 PLAN
DEPARTMENT OF BUSINESS AND ECONOMICS**

GOAL I: TO INCREASE THE NUMBER OF PERMANENT FACULTY AND STAFF OF COLOR WITHIN THE BUSINESS AND ECONOMICS DEPARTMENT

When filling vacant positions, the department will actively recruit persons of color. As part of the recruitment process, colleges with a large number of students/faculty of color will be notified of vacancies, advertisements will be placed in multicultural publications, and department representatives will meet with potential candidates of color at professional meetings.

By following this procedure, the department hopes to add at least one person of color to the faculty by the fall of 2008.

GOAL II: TO INCLUDE DIVERSITY ISSUES IN THE BUSINESS AND ECONOMICS CURRICULUM

The department will work to be sure that the cultures of all students are represented in its classes. Guest speakers will include persons of color. International students and students of color will be recruited and encouraged to share their backgrounds with other students. In addition, interactive distance education courses will be linked with tribal colleges such as Lac Courte Oreilles Community College.

GOAL III: TO CREATE A WELCOMING ATMOSPHERE IN BUSINESS AND ECONOMICS CLASSROOMS AND OFFICES THAT WILL ENSURE CULTURAL SENSITIVITY FOR ALL STUDENTS

Members of the department will continue to treat all students with respect. Faculty may participate in exchange programs with institutions that have a large number of students of color and will make information available regarding scholarships for students of color and other cultures.

**DEPARTMENTAL 2008 PLAN
CHEMISTRY DEPARTMENT**

GOAL I. TO INCREASE THE NUMBER OF PERMANENT FACULTY AND STAFF OF COLOR WITHIN THE CHEMISTRY DEPARTMENT

When filling vacant positions, the department will actively recruit persons of color. As part of the recruitment process, advertisements will be placed in *Chemical & Engineering News*, or *Physics Today*, publications read by virtually every chemist or physicist seeking an academic position. In addition, department representatives will meet with potential candidates of color at professional meetings to encourage their application.

By following this procedure, the department plans to add at least one person of color to the faculty by the fall of 2008.

GOAL II. TO DIVERSIFY THE CHEMISTRY CURRICULUM.

Because of the nature of topics in any chemistry and physics course, it is difficult to introduce the issue of diversity into the curriculum. However, the department will work to include and identify persons of color who have made contributions to the subject matter being studied. In courses that have a writing component, the department will include assignments such as preparing a biography of a chemist or physicist of color.

GOAL III: TO CREATE A WELCOMING ATMOSPHERE IN CHEMISTRY CLASSROOMS AND OFFICES THAT WILL ENSURE CULTURAL SENSITIVITY FOR ALL STUDENTS

Members of the department will continue to adopt student friendly teaching methodologies that have been proven to improve the success and retention of students of color, students on any gender, LGBTQ students, students with disabilities, and students of all ages, in all courses, especially in introductory courses. These methodologies, such as collaborative and cooperative learning, will be continually reviewed and revised in consultation with members of the Teacher Education Department.

**DEPARTMENTAL 2008 PLAN
COMMUNICATING ARTS DEPARTMENT**

GOAL I. TO INCREASE THE NUMBER OF PERMANENT FACULTY AND STAFF OF COLOR WITHIN THE COMMUNICATING ARTS DEPARTMENT

When filling vacant positions, the department will actively seek to expand our diversity. As part of the recruitment process, advertisements will be placed in the "Affirmative Action Register" and other publications that are likely to be seen by diverse candidates. When resources are available to attend professional meetings, a departmental representative will meet with potential diverse candidates at professional meetings to encourage their application.

By following this procedure, the department plans to increase its diversity by the fall of 2008.

GOAL II. TO DIVERSIFY THE COMMUNICATING ARTS CURRICULUM

All departmental curricula are continually and critically examined by individual faculty members, working groups, and departmental teaching staff on an ongoing basis. This enables the department to reflect on and implement any necessary and/or desired changes that should be made to actively reflect on and appreciate cultural diversity. The entire departmental curriculum is illustrative of and respectful to issues of diversity, and the means of exploring cross-cultural encounters. The university core course in general education (COMM 110: Introduction to Communication) is grounded in issues of cultural diversity, and requires a textbook that focuses on the intersections of communication and culture. Other Communicating Arts courses in the university general education curriculum (COMM 104, COMM 122, COMM 273) also include communication and culture as primary components. A range of other courses across program areas is grounded in the prevalence of culture in students' everyday interactions (COMM 170, COMM 211, COMM 285, COMM 368, COMM 370/570, COMM 376/576, COMM 467/667, COMM 701). Discussions are ongoing about future courses and special seminars that specifically address communication, culture, and identity, including: cultural ways of speaking, communication, and cultural identity. Courses and their relevant materials vary in nature, however, a common thread links them: the assumption that actively and critically embracing cultural diversity is a necessary and worthwhile component of a liberal arts education.

GOAL III. CREATE A WELCOMING ATMOSPHERE IN COMMUNICATING ARTS CLASSROOMS AND OFFICES THAT EMBRACES CULTURAL AWARENESS FOR ALL

Departmental community members actively and continually embrace all forms of diversity, including those areas protected under Wisconsin State Affirmative Action law: race, gender, age, nationality, religion, disability, marital status, sexual orientation, and criminal history. Work towards this end occurs through open-minded, reflexive, and critical communication in all contexts within the department.

**DEPARTMENTAL 2008 PLAN
COUNSELOR EDUCATION DEPARTMENT**

GOAL I. TO INCREASE THE NUMBER OF PERMANENT FACULTY AND STAFF OF COLOR WITHIN THE COUNSELOR EDUCATION DEPARTMENT

When filling vacant positions, the department will actively recruit persons of color. As

part of the recruitment process, alumni will be notified of vacancies and asked specifically to share these notices with potential candidates of color. Position advertisements will be placed in multicultural publications and department representatives will meet with potential candidates of color at professional meetings.

By following this procedure, the department plans to add at least one person of color to the faculty by the fall of 2008.

GOAL II. TO DIVERSIFY THE COUNSELOR EDUCATION CURRICULUM.

The department will work to be sure that cultures of race and ethnicity, gender, LGBTQ, disabilities, and age, are represented in its classes. Consistent with CACREP standards, the department will continue specific multicultural course content infusion.

GOAL III: TO CREATE A WELCOMING ATMOSPHERE IN COUNSELOR EDUCATION CLASSROOMS AND OFFICES THAT WILL ENSURE CULTURAL SENSITIVITY FOR ALL STUDENTS

Members of the department will continue to treat “all” students with respect and continue to include topics in their classes that relate to multicultural issues. The department will recruit students of color through contacts with program graduates of color and through a unified graduate student recruitment effort.

**DEPARTMENTAL 2008 PLAN - PHASE II
EDUCATIONAL ADMINISTRATION DEPARTMENT**

GOAL I. TO INCREASE THE NUMBER OF PERMANENT FACULTY AND STAFF OF COLOR WITHIN THE EDUCATIONAL ADMINISTRATION DEPARTMENT

The Educational Administration Department has identified as a personnel staffing need the addition of a minimum of one female professor. During Phase One we were able to attract and hire a highly talented Native American female. To support 2008 Plan, the department will actively recruit female of color. Specifically, the department will make contact with qualified women of color and will discuss employment opportunities that will be coming available over the next year and one-half. Potential candidates will be encouraged to apply for open positions.

GOAL II. TO DIVERSIFY THE EDUCATIONAL ADMINISTRATION CURRICULUM.

The department will continue to expand its efforts to insure future public and private school leaders are well versed on issues of diversity (including racial/cultural, gender, sexual orientation, people with disabilities, and age.) Under the new P1 34 State Standard No. 5 for educational leaders implemented in August 2004 our students will be educated as leaders who promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and specific graduate course combining community resources. EDAD 830 Diverse School Community Relations has been developed to assist the department in meeting that requirement. In the Leadership course, great leaders of color (e.g., Chief Joseph) will be emphasized. In the Conflict Management in Social Organizations course, cultural diversity will be identified as one of two major sources of conflict in social organizations. Through this study, students will learn to develop and teach respect for cultural diversity.

GOAL III. TO CREATE A WELCOMING ATMOSPHERE IN EDUCATIONAL ADMINISTRATION CLASSROOMS AND OFFICES THAT WILL ENSURE CULTURAL SENSITIVITY FOR ALL STUDENTS.

The department will continue a central theme of its 54-year history: promoting a welcoming atmosphere in all offices and classrooms. Service to student needs and achievements will continue to guide all program planning and decision making over the next years. All personnel will be expected to treat every student with the greatest respect and will be evaluated on their efforts as part of their employment performance plan. The department office currently has a graduate student assistant of color and will give preference in the next five years to other students of color.

DEPARTMENTAL 2008 PLAN HISTORY, POLITICS AND SOCIETY DEPARTMENT

GOAL I. TO INCREASE THE NUMBER OF PROTECTED CLASS PERSONS IN THE POOL OF CANDIDATES FOR FACULTY AND ACADEMIC STAFF POSITIONS.

The department will work in cooperation with the affirmative action officer to ensure

that all searches are conducted according to the letter and spirit of affirmative action. The department will advertise positions in specific multicultural target publications, in addition to advertising nationally with an explicit welcome to persons in protected classes. Through these and other actions, the department will work to create a larger pool of applicants from protected classes.

GOAL II. TO MAINTAIN AND ENHANCE ATTENTION TO CULTURAL DIVERSITY AND ISSUES OF RACE, CLASS, GENDER, AND ETHNICITY IN THE HISTORY, POLITICS AND SOCIETY CURRICULUM.

The department has long been a model for cultural diversity within the curriculum. History, Politics and Society sponsored or affiliated programs account for 13 of the 18 courses offered for General Education diversity credit, and 9 of the 10 non-Western courses. History has an Asian historian. Both the Asian and Latin American components of the history program will continue to develop. Problems of racism, sexism, affirmative action, and distributive justice are core concerns of several philosophy classes. Political science has a concentration in International Peace Studies. Sociology and anthropology, by their very nature, study issues of diversity. Sociology's focus on race, gender and social class will continue, as will anthropology's focus on culture. Most courses in Criminal Justice continue to emphasize race, class, and gender issues. Women's Studies is an essential program in our department and will continue to study and be actively involved in gender rights as well as gay, lesbian, bi-sexual, and transsexual issues.

GOAL III: TO MAINTAIN AND ENHANCE A WELCOMING ATMOSPHERE IN HISTORY, POLITICS AND SOCIETY CLASSROOMS AND OFFICES ENSURING CULTURAL SENSITIVITY TOWARDS ALL STUDENTS.

The department's genuine interest in cultural issues and perspectives continues to provide a welcoming atmosphere in its offices. The cultural focus in the classroom will assure that students have the best possible opportunity to raise awareness and understanding of cultural issues.

**DEPARTMENTAL PLAN 2008 PHASE II PLAN:
DEPARTMENT OF HUMAN BEHAVIOR
AND DIVERSITY**

Goal I: TO INCREASE THE NUMBER OF PERMANENT FACULTY AND STAFF OF COLOR WITHIN THE DEPARTMENT OF HUMAN BEHAVIOR AND DIVERSITY

The Department of Human Behavior and Diversity (HBD) consists of the First Nation Studies (known before 2002 as American Indian Studies), Psychology, and Social Work programs. The department currently has four faculty members of color. By 2008, the Department plans to have at least one faculty of color in each program and more than four faculty of color overall.

- Affirmative action guidelines will be followed in developing criteria for screening the candidates and selecting the finalists.
- Advertisements for all positions will begin with the statement, "At the University of Wisconsin-Superior diversity is a valued asset. We strive to offer quality programs in an environment of trust and cooperation that centers on the worth and dignity of all individuals. To continue progress toward achieving this goal, the Institution is seeking candidates with experience working in a pluralistic environment."
- Every search committee in each of our programs will include at least one person of color.
- Positions will be advertised in publications that are most likely to be seen by qualified persons of color, such as the Affirmative Action Register, News from Indian Country, and Black Issues in Higher Education. Position announcements will be sent to doctoral degree institutions with substantial minority graduate populations.
- Each year the Department will use a current issue of the Minority & Women Doctoral Directory and the American Psychological Association Minority Directory so as to be in a position to recruit and hire diverse faculty, academic staff, and classified staff for positions in First Nation Studies, Psychology, and Social Work. Position announcements will be sent to qualified candidates listed in these publications
- Our faculty search committees will send letters to announce position openings to all people of color that we know who are in a position to help us in our recruitment process.
- Our faculty search committees will send letters to announce position openings to the American Indian and Alaskan Native Professors' Association. We will also determine if there are similar professors' organizations for other underrepresented ethnic groups and include them in the mailings.
- The Department is continuing to follow the above procedure that was put in place in 2000.

Goal II: TO DIVERSIFY THE HUMAN BEHAVIOR AND DIVERSITY CURRICULUM

The teaching of ethnic diversity is a central purpose for the faculty, staff, and disciplines of the Department of Human Behavior and Diversity. The American Indian Studies Program celebrates Indian people and culture. Social work has a long tradition of reaching out to help people of all cultures. Cross-cultural psychology has a long tradition in psychology and is emerging as an important influence in psychology textbooks and journals.

Cultural diversity is understood to be broadly defined to include migrations, refugee evacuations, and mixing of cultures as well as more stable groupings of people and their cultural expectations and traditions. Because our natural constituencies are the Native Americans of Wisconsin and Minnesota, there will be special focus on Native Americans. Cultural diversity includes the rich diversity within ethnic groups, for example the different customs and traditions among the 400 Native American tribes. Special attention will also be given to African Americans because our exchange program with Chicago State provides us with a special opportunity.

Linkages with these groups will be established and used to better serve these constituencies. With regard to our focus on Native Americans, the purpose will be to establish working relationships with the tribes in order to learn how better to serve Indian people and to incorporate their goals into our programs.

Each program will work together to perform outreach to tribes and tribal councils. The outreach will include sharing program mission statements and department 2008 plans with tribal leaders and the recruiting of students from tribes. Outreach includes identifying public schools near reservations and making special contact with students in those schools.

The department will also meet the following objectives:

- Within two years, each program mission will include a diversity statement. This objective has been met.
- Within two years, each program student manual will include a diversity statement. This objective has been met.
- Within two years, each program internship manual will include a diversity statement. This only applies to Social Work and this will be done.
- Diversity content will be a high priority criterion for selecting textbooks and books of readings. This objective has been met.

- Develop library materials ; create an annotated bibliography of resource material on Native Americans
- In two years, programs will have created courses in cross-cultural approaches to their disciplines and/or will integrate significant cross-cultural components into existing courses. This has been done in all three disciplines, Psychology, First Nations Studies, and Social Work.
- Each faculty member agrees to learn and teach more about diversity each year from 1999 to 2008. Members agree to provide information on this goal to the chairperson for the yearly departmental report of activities.
- Beginning in 1998-99 faculties will review existing video library resources on ethnic diversity and create a priority list of new videos for purchasing. Category C Race and Ethnicity proposals will be written for grants to purchase videos that promote our goals of diversity. A large number of such recommended videos are known to us and will enhance our instruction. A committee will be established by our department to accomplish this objective.
- Faculty in the department will invite guest speakers from various ethnic backgrounds to speak in their classes. This is done and will continue.
- Faculty in the department plan to develop a cooperative teaching arrangement to integrate psychology, social work and first nation's studies. This may be done by one discipline teaching a given unit to another discipline. For example the reading assignments, projects, and discussion will teach and integrate the principles of the medicine wheel and introductory psychology. This has been done in the Social Work "American Indian Families "where social work is brought in as a part of the curriculum in working with American Indian families.

Goal III: TO CREATE A WELCOMING ATMOSPHERE IN HUMAN BEHAVIOR AND DIVERSITY CLASSROOMS AND OFFICES THAT WILL ENSURE CULTURAL SENSITIVITY FOR ALL STUDENTS

Each program is encouraged to decorate its offices, work areas, and conference rooms with artifacts that represent diverse cultures and create an inviting climate for students and faculty of diverse backgrounds. Actually, many within the department already provide this kind of environment.

The Department will stimulate and support planning by the Campus Physical Development Committee which visibly honors and celebrates diversity, with a

particular emphasis on First Nation cultures.

Two additional suggestions that do not fall under any of the 3 goals are: To strengthen the relationship with tribal communities in the area. A committee will be established to explore how this can best be accomplished. The 2nd idea is to develop grants in co-sponsorship with the local tribes to present stipends to Native American students to attend college.

DEPARTMENTAL 2008 PLAN

DEPARTMENT OF HUMAN PERFORMANCE AND HEALTH PROMOTION

GOAL I. TO INCREASE THE NUMBER OF PERMANENT FACULTY AND STAFF OF COLOR WITHIN THE DEPARTMENT OF HUMAN PERFORMANCE AND HEALTH PROMOTION (HHP)

When filling vacant positions, the department will actively recruit persons of color. As part of the recruitment process, institutions that serve predominantly people of color will be notified of vacancies, advertisements will be placed in multicultural publications and department representatives will meet with potential candidates of color at professional meetings. Also, current faculty and staff who are persons of color will be included on all search and screen committees if at all possible.

By following this procedure, the department plans to add at least one person of color to the faculty by the fall of 2008.

GOAL II. TO DIVERSIFY THE HUMAN PERFORMANCE AND HEALTH PROMOTION CURRICULUM

- The department will work to be sure that the cultures of people of color are represented in its classes.
- Guest speakers will include members of various multicultural groups (to include race, gender, LGBTQ, disabilities, and age.)
- International students and students of color will be recruited and encouraged to share their backgrounds with other students.
- Each program mission statement will be revised to include a diversity clause by the year 2008.

- HPHP 102 Wellness curriculum will demonstrate multi-cultural health values.
- HPHP will develop new course offerings and maintain present multicultural course offerings such as Karate, Folk Dance, and Tae Kwan Do.
- Introduce multicultural activities into appropriate courses/curriculum.

GOAL III: TO CREATE A WELCOMING ATMOSPHERE IN HUMAN PERFORMANCE AND HEALTH PROMOTION CLASSROOMS AND OFFICES THAT WILL ENSURE CULTURAL SENSITIVITY FOR ALL STUDENTS

- Within one year, HPHP will decorate offices, classrooms, hallways, etc., with multicultural accessories including paintings, bulletin boards, and posters that provide awareness of a multicultural atmosphere.
- HPHP will create a student lounge in the remodeling efforts associated with the new Academic Sports and Recreation Center development. This will provide a multicultural social atmosphere for departmental students.

**Plan 2008 Update
Department of Language & Literature**

GOAL I. To increase the number of permanent faculty and staff of color within the Language & Literature Department

For future positions, the Department will continue to welcome and encourage applications from persons of color. As part of the recruitment process, we will place advertisements in publications likely to be read by job-seekers of color and will notify institutions that serve predominantly persons of color of any vacancies.

GOAL II. To diversify the Language & Literature curriculum

The Language & Literature Department has made a great deal of headway in accomplishing Goal II: "to diversify the Language & Literature curriculum." The English program now, for example, offers two general-education literature courses that focus fully or partly on multicultural matters: Multiethnic American Literature, and Literature by Women. These courses, offered annually, fulfill two general-education

requirements each: the literature requirement, and the diversity requirement. Literature by Women is crosslisted with Women's Studies.

The English program also offers upper-level courses that focus on multicultural writers. Gender & Ethnicity in American Literature and the course Writing Women, Women Writing (which features study of such minority writers as Maxine Hong Kingston, Alice Walker, Leslie Marmon Silko, and Jamaica Kincaid) are two of them. Both of these courses are crosslisted with Women's Studies, and each one fulfills that minor's requirement for a course focusing on multicultural issues. In addition, the English Education capstone course, Reading and Writing for Teachers, now includes a unit on the teaching of multicultural literature. Finally, the course Writers of the Jazz Age, half of which is a study of Harlem Renaissance writers, was offered as a special topic several years ago and as a "American literary period" course in 2002.

In addition, since the original plan was published, the Department has made significant changes in the English majors (both liberal arts and education) and minors. Heretofore, because of the structuring of the requirements, students were not encouraged to take such courses as those listed above, but now, they are encouraged to do so. In fact, in the newly revised English Education major and minor, which are soon to proceed through the appropriate governance bodies for approval, each student must take a course focusing on multicultural or international literature.

In addition to new offerings, the English program continues with a number of courses mentioned in the original plan. We continue to crosslist First Nations Studies 304, First Nations Literature. And we continue to make sure as many as possible of our other courses are infused with multicultural content: the readers for English 101 and 102 (Freshman Composition I and II) feature essays by writers of many ethnicities, and indeed the reader for 102 focuses in part on multicultural issues, such general-education courses as American Literature since 1865 feature a variety of ethnic writers, and World Literature I and II continue to be "nonwestern" courses in which at least 50% of the material studied is from non-European-based cultures. Our courses History of the English Language and English Grammar also continue to include a focus on such things as multiethnic contributions to the English language and an understanding of the issues surrounding nonstandard dialects.

Finally, the foreign-language programs continue to offer courses that focus on multiethnic material. Voices of Hispanic Women (Spanish 315), which is crosslisted with Women's Studies, is taught in English and focuses on Hispanic women writers from both the US and Latin America. Latino Culture in the US (Spanish 350) and Latin American Culture and Civilization (Spanish 303) are other important offerings in the Spanish program. In the German program, various German courses feature readings focusing on the multicultural. But most notable has been the development of minors in Spanish and German; both liberal arts and education minors in these two languages are

now being offered. (The Department has also been able to offer, via Continuing Education, introductory courses in Japanese last year and this year.) These minors include study abroad opportunities in Costa Rica and in Oldenberg, Germany. In fact, our foreign-language minors who pursue such opportunities sometimes acquire enough credits to complete an individualized major in the language involved. Also significant has been the development of active Spanish and German Clubs, as well as an extra-curricular Spring Break trip to Mexico conducted in both 2003 and 2004 by a member of our Spanish staff in conjunction with a Spanish instructor from Lake Superior College. And finally, we have just welcomed a new Spanish professor, Dr. Martin Pflug, to our ranks. (It has been several years since we had faculty in this position, having had to rely on a lecturer in a series of one-year appointments during that time. With this new hire, more stability will be lent to the growing Spanish program.)

The Department will continue to review its courses, yearly schedules, and curricula for majors and minors to make sure courses on diversity are sufficiently offered and required. It will continue to foster development of the foreign-language program as well and looks forward to the contributions of the new Spanish professor.

GOAL III: To create a welcoming atmosphere in Language & Literature classrooms and offices that will ensure cultural sensitivity for all students

Through the greater attention to multicultural matters in the curriculum, the Department has already gone a long way toward encouraging student to voice their views on such issues and experiences and to demonstrate that faculty and staff in the programs value the works of authors of various ethnicities. The foreign-language programs have received grants in the past few years to help in refurbishing and better equipping the outdated language lab, making of it a bit more of a place students would be eager to gather in as they explore other languages, have club functions, and so on. Upon further reflection on plans stated in the original document to display multicultural decorations in our offices and classrooms, we have decided that while such displays are good to have, our prime emphasis should not be on such cosmetic matters but rather on a deeper and more significant attention to what we teach and how we encourage students to feel safe in voicing their ideas about a range of topics, including multicultural issues. We intend to continue in such efforts.

**DEPARTMENTAL 2008 PLAN
LIBRARY SCIENCE PROGRAM**

**GOAL I: TO INCREASE THE NUMBER OF PERMANENT FACULTY AND STAFF
OF COLOR WITHIN THE LIBRARY SCIENCE PROGRAM**

When filling vacant positions the program will actively recruit faculty of diverse cultural and ethnic backgrounds. The Library Science Program has made progress in the area of diversifying our faculty through the hiring of one new faculty member of color. The Program currently has one vacant faculty position with plans to fill this position within the next year. The Library Science program has requested two new faculty positions. If approved, the Library Science Program will put into action the following objectives under Goal #1.

- The Library Science search and screen committee recruiting for new positions will target those universities with American Library Association accredited Schools of Library Science, focusing on historically Black universities and those which have heavy concentrations of Native American, Asian, and Hispanic populations in their student enrollments. The Program will also utilize the Office of Diversity of the American Library Association to advertise positions to a qualified and diverse pool of applicants to reach a more culturally diverse population.
- The Program will target other cultural and ethnic groups by advertising in *Spectrum Connection*, ALA Office of Diversity, and ethnic caucuses including Black librarians by advertising in the Black Caucus Newsletter and Black Caucus webpage of the Black Caucus of the American Library Association (BCALA), The Chinese American Librarians Association (CALA), REFORMA: The National Association to Promote Library and Information Science to Latinos and the Spanish-Speaking, AILA: American Indian Library Association, and APALA: Asian/Pacific American Librarians Association.
- Each position description and advertisement for positions will give strong emphasis for, and provide strong encouragement to, candidates from diverse racial, ethnic and cultural groups. Advertisements will be made in periodicals that are focused toward the population in general and also in periodicals focused toward professional higher educators of diverse ethnic and cultural backgrounds.

GOAL II: TO DIVERSIFY THE LIBRARY SCIENCE CURRICULUM

- The Library Science Faculty will annually review its curriculum to ensure that cultural and ethnic diversity issues are addressed with the program. Any syllabus not containing specific diversity initiatives will be revised to include such criteria.
- Each Library Science faculty will annually review the content of the courses that they teach to ensure that cultural diversity issues are addressed in their courses.
- Each Library Science faculty member, as they annually select resources for their individual classes, will make sure to choose those materials which include content that addresses cultural diversity issues.

- In the program meetings that the Library Science faculty hold during the year, the faculty will periodically include, as agenda items, discussions of issues relating to diversity. These issues will include, but are not to be limited to: Interacting with people of color, diverse cultural and ethnic groups, abilities, gay, lesbian, bisexual and transgendered (GLBT) students and staff, both in the classroom and in the teaching that they do at the Reference and Information Desk.
- Recognition of differences in learning styles and approaches to research by diverse populations, both in a classroom setting and individually.
- Being proactive in the provision of information that could facilitate use of the library and of information by individuals from different ethnic and cultural groups, and abilities.
- Increasing each member's sensitivity to the problems that people of color encounter in a predominately Caucasian world.
- Identification of periodicals and other sources of information, representative of cultural diversity, including people of color, GLBT and abilities persons, that faculty and staff should regularly scan and/or read.
- Providing positive reinforcement to people from diverse cultures, ethnic groups and beliefs, and abilities, but not limited to, advising, mentoring, and individual contact.
- Heightened sensitivity to the cultural differences with people of color, and other diverse groups within society.

GOAL III: TO CREATE A WELCOMING ATMOSPHERE IN LIBRARY SCIENCE CLASSROOMS AND OFFICES THAT WILL ENSURE CULTURAL SENSITIVITY FOR ALL STUDENTS.

- Annually, the Library Science faculty will ensure respect for diversity, including race, gender, sexual orientation, religious and abilities differences, by providing sensitivity training for library science faculty and all library staff. The Program will utilize resources including, but not restricted solely to, the American Library Association's Office of Diversity.
- Annually, during special occasions and times which draw attention to diversity in all its forms, for example: Black History Month; American Indian Awareness Month; Gay, Lesbian, Bisexual, and Transgender Awareness Month; Women's History Month; the Library Science faculty will create, or oversee the creation of, displays exhibits, and other collections which recognize diversity in society, including people of color, sexual orientation, gender, religion, and abilities.
- At every opportunity, Library Science faculty members will teach all students how to access information that relates to cultural, ethnic and abilities diversity.
- At each encounter, Library Science faculty, and all staff in the Library, will pay particular attention to how they interact with all students and library patrons,

recognizing and respecting diversity. Every attempt will be made to greet each student and library patron with a smile and words of welcome.

DEPARTMENTAL 2008 PLAN MATH AND COMPUTER SCIENCE DEPARTMENT

GOAL I. TO INCREASE THE NUMBER OF PERMANENT FACULTY AND STAFF OF COLOR WITHIN THE MATH AND COMPUTER SCIENCE DEPARTMENT

When filling vacant positions, the department will actively recruit persons of color. As part of the recruitment process, alumni will be notified of vacancies and asked specifically to share these notices with potential candidates of color. Position advertisements will be placed in multicultural publications and department representatives will meet with potential candidates of color at professional meetings.

In the past it has been very difficult to identify candidates of color from their application and resumes. It is hoped that the addition of the paragraph on diversity that will accompany all future position openings will encourage applicants to address their cultural backgrounds openly.

The Math and Computer Science Department has on staff or had on staff in the past professors from China, Sri Lanka, Bangladesh, Poland and Russia. These individuals have added greatly to the diversity within the department. It is the desire and commitment of the department to further increase diversity by seeking out and hiring persons of color for future position openings.

By following the procedures above, the department plans to add at least one person of color to the faculty by the fall of 2008.

GOAL II. TO DIVERSIFY THE MATH AND COMPUTER SCIENCE CURRICULUM.

Math and Computer Science professors will introduce interesting facts and folklore from the history of mathematics and computer science having to do with cultural diversity. Examples include but are not limited to: the arab al-Khowarizmi and the origin of Algebra and more recently, American Grace Hopper and her contributions to computer science.

In addition to the inclusion of interesting facts, and exploration of learning styles of different individuals and cultural groups will be explored by Mathematics and

Computer Science instructors. Every effort will be made to teach mathematical and Computer Science concepts and constructs in a manner best understood by every student. Professors will Network with the Math tutoring lab with the intent of helping students of color get help from tutors who best understand their unique learning styles.

GOAL III: TO CREATE A WELCOMING ATMOSHPERE IN MATH AND COMPUTER SCIENCE CLASSROOMS AND OFFICES THAT WILL ENSURE CULTURAL SENSITIVITY FOR ALL STUDENTS

The faculty of Math and Computer Science will continue to make themselves openly available to all students during and in addition to their regular office hours. Currently, there are a significant number of women and international students in Math and Computer Science classes and they give every indication of enjoying their experiences in department classes.

Every effort is made to encourage students to take a variety of Math and Computer Science Courses, without regard for race, ethnicity, gender, sexual orientation, ability, or age . It is the experience of the faculty that more diverse groups of students add vitality to class discussions.

**DEPARTMENTAL 2008 PLAN
MUSIC DEPARTMENT**

GOAL I. TO INCREASE THE NUMBER OF PERMANENT FACULTY AND STAFF OF COLOR WITHIN THE MUSIC DEPARTMENT

When filling vacant positions, the department will actively recruit persons of color. As part of the recruitment process, alumni will be notified of vacancies and asked specifically to share these notices with potential candidates of color. Position advertisements will be placed in publications most likely to be read by potential candidates of color such as the Affirmative Action Register and the College Music Society bulletin.

Advertisements for all positions will begin with the statement, AAt the University of Wisconsin-Superior diversity is a valued asset. We strive to offer quality programs in an environment of trust and cooperation that centers on the worth of all individuals. To continue progress toward achieving this goal, the institution is seeking candidates with experience working in a multi-cultural environment.

Whenever possible, department representatives will meet with potential candidates of color at professional meetings.

Affirmative Action guidelines will be followed in developing criteria for screening candidates and selecting the finalists.

By following the procedures above, the department hopes to add at least one person of color to the faculty by 2008.

GOAL II. TO DIVERSIFY THE MUSIC CURRICULUM

The Music Department had already taken action to diversify the curriculum. Music 161 (Music and World Culture), which has been in the curriculum since the 1970s, focuses on music and the role of music in the society of diverse populations around the world. This course is a general education course and has over 100 students per semester. Jazz History has been changed to Jazz Appreciation and has been made more "user friendly" for the general student population. This course, a general education course, focuses on the contributions of individuals, especially those of African Americans, to the development of this art form. Exploration is currently under way for the expansion of the Jazz Studies curriculum.

When considering textbooks and materials for adoption, every effort will be made to select those that include the contributions of people of color as it relates to the content of the course concerned.

Performance ensembles will include in their repertoire the music of people of color or works that show the influence of non-western musical traditions. Where it is possible and appropriate the same goal will be applied to the area of "Applied Music."

GOAL III: TO CREATE A WELCOMING ATMOSPHERE IN MUSIC CLASSROOMS AND OFFICES THAT WILL ENSURE CULTURAL SENSITIVITY FOR ALL STUDENTS

The accomplishment of Goals I and II will contribute significantly to the accomplishment of Goal III. To make further progress toward Goal III, there will be a pursuit of exchange programs with institutions that will give faculty and students the opportunity to interact with people of diverse ethnic backgrounds. Periodical cultural sensitivity training sessions such as the one conducted for the campus community at the beginning of the 1998-99 school year will be scheduled as needed. Every effort will be made to make every student, regardless of race, gender, sexual orientation, ability, or age feel comfortable and wanted within the Music Department at the University of Wisconsin-Superior

DEPARTMENT OF TEACHER EDUCATION
DEPARTMENTAL 2008 PLAN - PHASE II - submitted September 2004

GOAL I. TO INCREASE THE NUMBER OF PERMANENT FACULTY AND STAFF OF COLOR WITHIN THE TEACHER EDUCATION DEPARTMENT

As people retire and funding becomes available for vacant positions, every attempt will be made to increase the number of faculty and staff of color. As part of the recruitment process, institutions that serve predominantly persons of color will be notified of vacancies, advertisements will be placed in appropriate publications that are reviewed by people of color and department representatives will meet with potential candidates of color at professional meetings.

In 2004 a person of color was added to the faculty of the department. The use of the person of color in the ad hoc position working with multicultural/non-sexist education will continue as long as budgetarily possible.

GOAL II. TO DIVERSIFY THE TEACHER EDUCATION CURRICULUM

The Teacher Education Department does an annual review of all courses to assure on-going compliance with The Wisconsin Department of Instruction regulations. As a part of this review, Teacher Education Department strives to assure that diversity, including racial/cultural, sexual identity, abilities, non-traditionally aged, and gender is fully integrated into every course, as appropriate. The multicultural/nonsexist course will continue to be required of all future teachers.

Efforts continue to be made through all available avenues to recruit a local educational leader who is also a person of color to serve on the Teacher Education Advisory Council.

GOAL III: TO CREATE A WELCOMING ATMOSPHERE IN TEACHER EDUCATION CLASSROOMS AND OFFICES THAT WILL ENSURE CULTURAL SENSITIVITY FOR ALL STUDENTS

All faculty of TED have had an extensive amount of cultural sensitivity education. TED faculty members that have worked with and/or are currently working with people of other cultures, including but not limited to all of those listed in the above section, will continue to bring forward the valuable cultural information learned from their various endeavors.

Teacher Education faculty members listen to students and continue working to increase their knowledge of individual students and their cultures. Professors model behaviors for future teachers and continually seek feedback from people of color and other diverse groups with whom we interact.

The Teacher Education Department will continue to be committed to modeling cultural sensitivity as well as modeling and teaching an awareness of cultural diversity.

DEPARTMENTAL 2008 PLAN DEPARTMENT OF VISUAL ARTS

GOAL I. TO INCREASE THE NUMBER OF PERMANENT FACULTY AND STAFF OF COLOR WITHIN THE VISUAL ARTS DEPARTMENT

The department will actively recruit persons of color for any open position in the future. As part of the recruitment process, institutions that serve predominantly persons of color will be notified of vacancies, advertisements will be placed in multicultural publications and department representatives will meet with potential candidates of color at professional meetings. There will also be personal visits to universities that give a significant number of terminal degrees to people of color.

By following this procedure, the department plans to add at least one person of color to the faculty by the fall of 2008.

GOAL II: TO DIVERSIFY THE VISUAL ARTS CURRICULUM

Currently, the department offers a course each in African Art History, African-American Art History and Women in Art History. There are plans to create a course in American Indian Art History. This course will be taught by a current Lakota student graduating with a masters' degree from UW-Superior. Future plans include the development of Hispanic Art as knowledgeable instructors become available.

Currently, slides of art work by "artists of color" are being added to the Visual Arts Department slide collection. By June 1999 approximately 400 slides will have been added. Over 200 new slides were added during 1st semester, 98-99. They include former UW-Superior student Fritz Scholder-American Indian painter/printmaker. Other artists include: Jean Michel Basquiat, Kara Walker, Alison Saar & Martin Puryear, all African-Americans. These slides are used in a variety of classes, art history & studio, for both art majors & non-majors.

GOAL III: TO CREATE A WELCOMING ATMOSPHERE IN VISUAL ARTS CLASSROOMS AND OFFICES THAT WILL ENSURE CULTURAL SENSITIVITY FOR ALL STUDENTS

Members of the department will continue to treat all students with respect and continue to include topics in their classes that relate to multicultural issues including those of

persons of color, LGBTQ, age, and disabilities. Faculty will participate in exchange programs with institutions that serve predominantly persons of color..

Specific multiculturally specific plans from the past include the following:

- Fall 1999 B Emile Mathis, a UWS Visual Arts grad, provided an African Art exhibit for the Kruk Gallery. Mathis also gave a lecture about the exhibit.
- Spring 1999 B Collaborative exhibit. One component is Artwork of Minneapolis artist/educator William Slack and his students. Slack is an African American whose students elementary age, represent various racial and ethnic groups. The second component of the exhibit included the work of Hispanic artist/educator Sara Balbin and her secondary school aged students from Lac Courtes Oreilles. Both Bill and Sara have met and talked about their students creative works. Sara is a UW-Superior alum. (This exhibit was a part of the American Multicultural Student Leadership Conference, AMSLC, hosted by UW-Superior in the spring of 1999.)
- Selected Visual Arts students from UW-Superior visited Chicago State University and took examples of their work. One of the students was Hispanic and the other was African American who is ethnically Hispanic. UW-Superior Visual Arts faculty accompanied these students.
- Visual Arts faculty visited Chicago State University and began initiatives to create a diversity exchange program. Faculty from both universities plan exchange visits to the other site.
- Fall 1998 - Two artists from Cuba, Mario Portela and Maria de Los Angeles Sanchez Fernandez, visited the Visual Arts Department and gave a slide lecture of their work.

Summer 1998 B Cuban artist, Humberto Martinez visited the Visual Arts Department and met with the chancellor. Initial plans were set forth for a return visit with a university wide exhibit and lecture.

Many future multicultural events are being planned just like the ones mentioned above and will be reported in future Plan 2008 Phase II reports.

APPENDIX C: SERVICE PROGRAM OFFICE DIVERSITY PLANS

Persons Accountable for the Outcomes of the following Program Office Plans:
Program Office Directors

UW-SUPERIOR BOOKSTORE Plan 2008 Phase II Diversity Plan

Plans to increase Diversity on Staff: Our office staff consists of two fulltime and one part time employee. We have not had any turnover in this staff in the last 13 years. When turnover or additional staff is needed we will follow the mandated guidelines to assure that all qualified candidates are reviewed. As for our student staffing, we contact the financial aid office to post positions we need to fill. All student candidates that apply and who fit the scheduling needs for the position are reviewed. We will continue to look for the best student, regardless of their cultural background, to fill all our staffing needs.

Plans to make sure our office staff is sensitive to the cultures of every person entering the Bookstore: When our student employees are hired, we show them through our actions that all customers are treated equally regardless of their background. We make it clear that we will have it no other way. All of our policies and decisions are based on the business needs and no other reason. We look to have each customer who enters the store treated with the same respect as all previous customers. Our goal is to try and make every visit to the bookstore a pleasant one for our customers. Our staff tries to instill this to our student employees. My vision toward my staff is that my actions set the tone for how each of our customers is treated. The staff sees me treating the customers with respect and in turn they know that this is how they should also treat them.

UW-Superior Campus Safety Diversity Plan

Plans to Increase Diversity on Staff: The Department of Campus Safety continuously strives to hire a diverse group of student workers that provide daytime dispatchers services to the university community. We presently employ three female dispatchers and one male dispatcher. We continue to look at programs and staffing that would increase the diversity in staffing.

Plans to make sure the Campus Safety staff is sensitive to the cultures of every person : The full-time staff has taken part in diversity training when it has been offered

by Human Resources. We will continue to take advantage of any training opportunities that become offered here at UW-Superior. We presently have an extremely warm and caring atmosphere within the Campus Safety Department where all students feel welcome. We strive to have an open door policy and many students of all cultures have stopped by to speak with the staff.

DEPARTMENTAL 2008 PLAN

Center for Academic and Career Advising and Disability Services

GOAL I: TO INCREASE THE NUMBER OF PERMANENT STAFF OF COLOR WITHIN THE PROGRAM

The Center currently has 2 female departmental PA's, one 9-month male senior advisor, a 9-month female DSS coordinator and a full-time, 12-month female director. The director, an Asian American, is the only non-Caucasian staff member and was hired in 2001. While there have been no permanent staff position searches conducted in this unit since the director was hired, should there be an opportunity to hire a permanent staff member, a national search would be requested. The director is very conscious of the need to search for staff reflecting the student population. As a result, every effort would be made to advertise, use national lists, and other resources to increase the opportunity for hiring a staff member who would best serve the students needs and interests.

GOAL II: TO DIVERSIFY THE SERVICES /CURRICULUM

In addition to the director who is able to personally and professionally identify with the Asian American community as well as with individuals with disabilities, another staff member is closely connected to the First Nations' population, and is often sought out by First Nation students for advice as well as occasional comfort. The DSS staff member obviously sees DSS students, and strives to make the services and environment welcoming to them. Staff regularly participate in, and volunteer for, student activities that promote cultural diversity. Such involvement leads toward better understanding of students' needs, and interests, which then leads toward a more sensitive and accurate service provision.

The Center currently offers 4 seminars through Continuing Education. The curriculum for all courses takes into account the diversity of personality preferences, which is heavily influenced by cultural values. Many students of color, as well as international and domestic students enroll in these courses. The majority of the coursework is completed independently, however each course does require one large group meeting. During these times, every effort is made to recognize how cultural differences play into major and career decisions.

The director of the Center is the instructor for the courses, and has an active interest and solid background, in topics related to diversity. The director is frequently asked to make class presentations to groups other than the Center-sponsored courses on a wide variety of diversity topics – in particular on subjects related to race relations and disability. The director has published in national as well as local journals and publications on diversity-related issues, and has presented internationally on diversity-related themes.

Center services affect all students at the university. In particular students with disabilities must see center staff for accommodations. The director has reached out to the ABILITIES group (is in fact their advisor), which targets students with disabilities. She is also active with the Office of Multicultural Affairs (OMA) programming, serving as an advisor for the Asian and Pacific Islander (APA) Student Association, and active participant with other OMA programs. This close relationship between OMA and the Center has resulted in new programs and services, one of which is a career session for students who are struggling with the process of self-identification. Students who are LGBTQ, persons of color and have disabilities all must learn when and how to disclose what are oftentimes viewed as “red flags” in the employment search process. The director is very well aware of the sensitivity and timing required in these matters and has not only offered formal sessions on this topic, but has also spent numerous individual hours working with students struggling to understand their rights and responsibilities in this area.

From the academic advisement perspective, the Center staff has increased its’ awareness of the needs students of color may have, and were charged by the Faculty Senate and Student Senate in 2002 to serve as a Clearinghouse for students at risk. This Clearinghouse process is still in the development stage, but has great potential for partnering with OMA to improve the retention of students of color.

GOAL III: TO CREATE A WELCOMING ATMOSHPERE THAT WILL ENSURE CULTURAL SENSITIVITY FOR ALL STUDENTS

The Center staff has opened the lobby area to provide greater mobility access to students (and staff) with disabilities. In order to do this, one staff member was moved into another area in order to create a more spacious lobby that would be ADA friendly. Staff offices of the advisors and director have been laid out to provide the greatest amount of floor space, for greater mobility of individuals not only in wheelchairs but also for visitors bringing in baby strollers and/or other wheeled items. Bulletin boards, office décor, and information sent from the Center are carefully reviewed for appropriateness for all students. Staff are well aware of the need to treat all students with respect.

Center staff frequently provide candy and other treats in the lobby area to be shared with others. All students (and staff) are welcome to help themselves, and some do with

great regularity. The treats help create an environment that encourages students of color, in particular, to enter. Once in the office, the students discuss whatever is on their minds with a staff member. For the most part, the office suite door is kept open, so this too creates an open and welcoming image.

In all matters related to the Center, the Center staff strives to live up to the Universal Design (UD) paradigm, believing strongly that all services need to be accessible and accommodating to all students regardless of background. Students with disabilities may benefit more obviously from physical accessibility (such as having levers instead of round handles on doors), however individuals with poor hand coordination or strength benefit, as do people with hands full of materials. The Center web site is deliberately simple and plain, so as to be easily accessible to all individuals, including those requiring various forms of assistive technology, and/or who are not native English speakers. These are but a couple of examples that demonstrate the commitment of Center staff to create and maintain an environment that welcomes people of all backgrounds.

Computing and Media Services Plan 2008 Diversity and Cultural Sensitivity Plan

Computing and Media Services supports the goals of Plan 2008 through active efforts to ensure that we have a diverse staff reflective of the multicultural nature of our student body, community, and nation, and efforts to ensure that our staff is sensitive to the cultures of all of our clients.

1. Staff Diversity

The Computing and Media Services staff consists of faculty, academic staff, classified staff, and student staff. Procedures to increase and maintain diversity for each of these areas are described below.

a. Faculty: faculty positions in Computing and Media Services are hired through procedures established by the Office of the Provost and procedures of the academic department in which the faculty appointment will be tenured. The diversity standards and procedures of these units will be followed in the hiring process.

b. Academic staff: for each academic staff position opening, the chair of the search committee and the Director of Computing and Media Services will identify targeted diversity groups. Announcements of position openings will be strategically directed or placed in publications, on websites, in e-mail lists, and at selected universities and /or organizations which have been identified as having large populations of the targeted

groups.

c. Classified staff: these positions are hired through the State of Wisconsin civil service system. This system is designed to provide a statewide pool of candidates for information and instructional technology classified positions. We benefit from the diversity present in other areas of the state in this process.

d. Student staff: Computing and Media Services is among the most active recruiters and employers of students at the university. In our student employment, we seek to create a diverse work environment. We ensure that each of our department's functional areas has at least one non-Caucasian student employee. We will seek to exceed this minimum in our student hiring. We will seek a balance in our employment of men and women students by annually monitoring these numbers and acting to adjust our student employment.

2. Cultural Sensitivity

Computing and Media Services will incorporate cultural sensitivity training in its continuous training in its ongoing training programs for professional employees and for student employees. The training will incorporate the following components:

Professional Staff

Race, age, religion, gender, ability, and sexual orientation sensitivity – all professional staff will complete a comprehensive sensitivity training program once every three years. This program will be developed in collaboration with other units of Information and Instructional Technology Services.

Student Staff

Race, age, ability, and religion sensitivity – all student staff will annually view a video designed to improve sensitivity in each of these areas, and will complete a posttest.

Gender and sexual orientation sensitivity – all student staff will annually view a video designed to improve sensitivity in these two areas, and will complete a posttest.

Plan 2008

Center for Continuing Education and Extension (CCEE)

UW-Superior's Center for Continuing Education and Extension is committed to increasing participation of people of color and the economically disadvantaged through continuing education, distance learning, small business outreach and cooperative extension activities.

This plan recognizes that past activities have contributed to an expansion of UW-Superior's and

UW-Extensions goals to increase diversity. It has been developed around the seven original goals of Plan 2008, and describes those specific activities that will be the focus of Phase II. The Center for Continuing Education and Extension (CCEE) has considered the missions of both UW-Superior and UW-Extension in this planning effort.

Timetable: 2004-2008

Person Accountable: Director, Center for Continuing Education/Extension

Implementation Plan:

GOAL #1: Increase the number of Wisconsin High School Graduates of color who apply, are accepted, and who enroll at System institutions.

A. Expand campus recruiting efforts that encourage youth and families of color to pursue college education.

(1) Cooperative Extension

- Through a joint campus/cooperative extension appointment of a Native American Youth Development specialist, increase work with 4-H youth educators in encouraging youth to pursue higher education.

(2) Distance Learning

- Increase contact with Native American communities in Wisconsin and northeastern Minnesota through recruiting efforts for distance learning. This will be completed in cooperation with the Native American youth specialist in Multicultural Affairs.
- Expand recruitment for degree completion opportunities for graduates of the two tribal community colleges within Wisconsin as well as in Northeastern Minnesota. Of particular emphasis is an effort to increase the numbers of teacher's aids who work through distance learning to complete their Elementary Education Certification.

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

A. Expand partnerships with community-based agencies that work with youth of color and their families.

(1) Continuing Education

- Continue to offer Early Childhood Education workshops; Youth and Family Certificate Program; Poverty, and Diabetes workshops in the region.
- Explore partnerships with other community-based agencies to expand these offerings particularly into the Native American community.

(2) Cooperative Extension

- Through Native American Youth Development specialist-develop a program plan to engage both children and families through 4-H.
- Through Water Resource specialist, focus on programming for all youth, to include an emphasis on youth of color

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.

A. Enhance education programs to impart skills, knowledge and strategies for teachers to improve the academic performance of students of color.

- Work with TED to explore how to best meet the needs of teachers in Native American communities with outreach activities.

B. Strengthen working relationships to form effective partnerships and joint outreach programs to reach more adult learners of color.

- Strengthen relationships with Lac Courte O'reilles, Menomonie Nations, and Fond Du Lac Community College to explore opportunities for joint outreach programming.

C. Use distance learning and credit outreach to encourage adult learners of color to begin degree programs.

- Expand recruiting efforts with Tribes and Tribal colleges.

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

A. Use distance learning and credit outreach to encourage adult learners to begin degree programs.

Financial Aid Office Plan 2008 Phase II Diversity Plan.

Goal 1: Plans to Increase Diversity on Staff: In an effort to increase diversity on staff, when filling job openings, ads will be placed in appropriate publications, as advised by Human Resources, so as to draw a diversified pool of candidates. Reviewing applications and interviewing candidates will be done with an understanding and respect for differences.

Goal 2: Plans to make sure the Financial Aid staff is sensitive to the cultures of every person : Staff will be allowed and encouraged to attend any and all training offered through UW-Superior that is geared toward increasing sensitivity and awareness of all individual cultures entering our offices. We will strive to maintain an office climate of respect for all individuals and their differences regardless of what that difference might be.

Plan 2008 Phase II Networking and Programming Services

Staff Diversity: We support the Plan 2008 goal to increase staff diversity to reflect the multicultural nature of the population we serve. As we select new N&PS staff, we'll place value on diversity for qualified candidates. Nine of our eleven staff are Classified Staff and subject to the State of Wisconsin civil service system hiring practices. Two

of our eleven staff are Academic Staff where diversity is considered in the hiring process.

Cultural Sensitivity: The Information & Instructional Technology Services (IITS) Management Team will collaboratively develop a program to raise sensitivity to race, age, religion, gender, ability & sexual orientation. We'll expect our staff to complete this training once every three years.

Phase II: Plan for Office of Women and Gender Issues

Diversity Within the Staff: The Coordinator of Women and Gender Issues, with a 3/8-time appointment, is the Office of Women and Gender Issues' only staff member. The current Coordinator embodies diversities of gender and sexual orientation. At this time, because of campus budget constraints, we do not plan to request additional positions.

Cultural Sensitivity: The Office of Women and Gender Issues is the program charged with making gender and sexual orientation concerns visible on campus and with providing education, information, and advocacy on issues of gender and sexuality. We recognize that cultural insensitivities based on race, ethnicity, and physical abilities are often linked at symbolic and ideological levels with insensitivities based on gender and sexual orientation, and we are committed to working toward equity, inclusion, success, and visibility for all. The physical appearance of our office reflects this commitment, with comfortable seating and visual art that represents women, gay men, people of color, and people of different body types, ages, and physical abilities.

Office activities also reflect our commitment to diversity. We will continue to work with and coordinate the Standing Committee on Women's Issues and the Lesbian, Gay, Bisexual, and Transgender Work Group. We will work with the different constituents on campus – students, classified staff, academic staff, faculty – on issues of concern to them, to improve the campus climate, and to promote gender equity. We will continue to help to present these concerns to appropriate institutional bodies, individuals, and administrators, with a goal of seeking solutions before concerns spiral, morale is hurt, or communication breaks down. We will work with the entire campus and the UW-System Inclusivity Initiative on lesbian, gay, bisexual, and transgender people to improve the climate for lesbians, gays, bisexuals, transsexuals, intersexuals, and allies. We will advocate as needed on these issues at campus governance groups and with the Chancellor, Vice Chancellor, Dean of Students, Affirmative Action Officer, Human Resources Director, Personnel Committees, and other campus individuals and groups.

We will continue to provide educational sessions on discrimination, harassment, power imbalances and related topics that are brought to the Committee and Coordinator. Finally, we will redouble our networking with the Office of Multicultural Affairs to

provide education and programming that reflects the interconnections of race, class, gender, sexualities, and abilities.

UW-Superior Parking Services Diversity Plan

Plans to Increase Diversity on Staff: We presently have both male and female office help. We encourage all cultural groups to apply and consider working for Parking Services. We continually strive to work around students' schedules and to create a positive and welcoming atmosphere.

Plans to make sure the Campus Safety staff is sensitive to the cultures of every person : Parking Services staff will attend training as it is offered here at UWS. We have created a good working atmosphere within the Parking Service Department for all students. I will continue to look at programs that will help address all cultures as they request services of Parking Services.

PLAN 2008 PHASE II The Registrars Office, Plan for Diversity

Office: Records and Registration
Barbara A. Erickson, Registrar

Program office's plans to increase the diversity on the staff: As there are no anticipated openings in the positions in Records and Registration and no expectation of additional positions, we have no immediate plans regarding further diversity of staff. When such time arises, we will work with Human Resources to secure a diverse pool of applicants.

Plans to make sure office staff is sensitive to the cultures of every person entering our office: As a service office, we have to be sensitive to the individual needs of our primary service population--the student body. We also serve many other populations including faculty, staff and the general public.

In order to make all individuals comfortable within our office, we have adopted the philosophy that "one size does not fit all." Individuals have different needs and, while we need established deadlines, procedures and processes, we need to be sensitive to the fact that some students need to have more explanation, more time, and more assistance than others because of their individual circumstances. For example, some students (particularly those not raised with computers or from economically depressed areas) are

not as computer literate as others or first generation college students may need more support in understanding the "world of higher education".

We attempt to make the physical office welcoming to all by using neutral décor, by physical placement of the stations to provide an open atmosphere, and by having a receptionist to provide an immediate acknowledgment of the individual and to determine the nature of the requested transaction. Being a state institution, there are no religious symbols displayed in public areas in the office.

We provide a pleasant, respectful response to the issues brought to us. We attempt to go beyond the specific question asked to determine what the student really needs. We do not participate in language or actions that are discriminatory to any group.

The one area that the University needs to improve upon is accessibility. Our offices (particularly the doors) are not particularly convenient for handicapped individuals. Our service windows do not include one at wheelchair height. We have made some progress in replacing the door knobs with handles that are easier for people to grasp. As the building is remodeled we need to make it fully accessible.

Rothwell Student Center Plan 2008 Phase II

Increase Diversity on the Staff: To increase the diversity of students on our staff, RSC will work to identify potential underrepresented candidates, provide them with information pertaining to work opportunities through direct mail and encourage/invite them to apply.

Plans to make sure Rothwell Student Center/Office is sensitive to the cultures of every person entering our office: Our plan to ensure the office/center is sensitive to every student who enters, both employee and customer, is to treat each individual with respect and courtesy regardless of race, gender, physical ability or sexual orientation. As needed, accommodation will be made and staff may be required to attend educational and/or sensitivity training sessions. Regular discussion about cultural differences and inclusion will take place at staff meetings.

Plan 2008

Phase II Trio Program Office Diversity Initiatives:

The mission of all three TRIO programs (Upward Bound, McNair Scholars, and Student Support Services) is to work with those not traditionally represented in higher education. The target population includes those listed in your communiqué (Race, gender, ability, sexual orientation). Student Support Services also includes age and disability.

Both McNair Scholars and the Upward Bound programs, focus on students who are traditionally underrepresented in postsecondary education. The make up of program participants, student employees, and mainline staff reflect that focus.

Both programs offer students activities, classes, and workshops that are designed to increase the skill level, exposure and potential success of our participants.

The two areas to include are:

1 - One, what are your program office's plans to increase the diversity on the staff?

Since the inception of Plan 2008 we have hired two new staff people. Whenever we look for new employees we advertise where we can get the most all-inclusive applicants. Including those who were on staff before the plan, the TRIO staff make up consists of individuals with disabilities, who are first generation educated, from low-income families, and from one of our American Minorities.

2 - Two, what are your plans to make sure your office staff is sensitive to the cultures of every person entering your offices?

The "Student Support Services Office Diversity Initiatives".

The make up of our team of tutors is very diverse. Each of the students must have and maintain a three point gpa in their field and reflect to population that they serve. I am very confident that the level of compliance with that philosophy will complement the 2008 plan as well as the SSS mission.

SSS has sponsored campus wide presentations and discussions on LGBTQ issues, on AIDS awareness, on tutoring students of cultural diverse backgrounds, on tutoring students with disabilities, and more are scheduled. These presentations have been well attended by the University community and SSS tutors.

In response to the 2008 plan's request to address the ability level of UW-Superior students, the ASC and Math Lab's main focus is to assist students with the development of academic skills. The diversity of the various tutors in the two labs is specifically intended to create a climate of inclusion.

The following is from the recently (8-31-04) submitted Student Support Services proposal.

Exposure to Cultural Events

The SSS Program works closely with the offices of International Students, Multicultural Affairs, First Nation Student Services, office of Women and Gender Issues and the UW-Superior Fine Arts Department to assure that SSS staff and participant have exposure to many diverse and cultural activities in and around the campus. These include but are not limited to art exhibits, campus plays, musical events, Powwows, and speakers on treaty rights, spiritual views, gender, ethnic, and community issues.

SSS offers workshops discussing sensitivity toward under-represented populations for staff, tutors, and participants in our office labs, in the Multicultural Center, our SSS tutor labs in Main 118 and 135 and also out in the community. The SSS staff is active in the various cultural groups on campus. Many SSS participants have problems adjusting to a majority campus and community. Opportunities are made available for all students to experience new cultures as well as feel the comfort and familiarity of those with similar values and backgrounds. Participation in these activities builds stronger majority/minority relationships, erodes fear and provides an information base. SSS participants are often leaders in these organizations.

**APPENDIX D: RECRUITMENT AND RETENTION OF
FACULTY/STAFF OF COLOR**

**University of Wisconsin-
Superior**

**Recruitment and
Retention of Faculty
and Staff of Color**

A "Superior" Plan

Introduction: The University of Wisconsin-Superior is committed to the increase of racial and ethnic diversity at all levels of university life. At UW-Superior we believe that diversity is an asset. Our mission statement states that "The University of Wisconsin-Superior fosters intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention and embodies respect for diverse cultures and multiple voices." Plan 2008, implemented in 1999 is a strategic plan to increase educational quality through racial and ethnic diversity. Goal three of Plan 2008 is to increase faculty, academic staff, classified staff, and administrators of color so that they are represented in the UW-Superior workforce in proportion to their current availability in relevant job pools. This means that the University of Wisconsin-Superior has as its goal to eventually fill open administrative/faculty/staff positions with qualified persons of color until the percentage of persons of color in every office on campus at least matches the percentage of persons of color within that specific availability pool in the United states. To reach and exceed this goal, UW-Superior is looking not only to recruit people of color but to retain them as well. The following plan outlines the efforts that the University of Wisconsin-Superior will make to meet Goal Three of Plan 2008.

As an institution of higher education, we at the University of Wisconsin-Superior have prided ourselves on being open, inclusive, and global. One of the primary tenets of this commitment has been our dedication to increasing the number of persons of color, faculty, staff and students. With the evolution of our "Recruitment and Retention of Faculty/Staff of Color" plan, we have taken the next step in reaching our goals. As the Chancellor, I wholeheartedly endorse this effort. - Julius Erlenbach, Chancellor

Definition of Terms: The following is a list of terms and their operational definitions for use in this plan.

Academic Staff: Category "A," non-teaching: Professional and administrative personnel, other than faculty, whose duties and types of appointments are those primarily associated with higher education and or their administration.

Category "B" are instructional academic staff who are in a non-tenure track teaching position and research positions.

Administrator: Administrative Limited Appointments: "A limited appointment is a special appointment to a designated administrative position. A limited appointment shall have budgetary or policy-making authority. A person in this type of appointment serves at the pleasure of the authorized official who made the appointment. A member of the academic staff or faculty granted a limited appointment shall not lose existing rights to the academic staff or faculty appointment by accepting the limited appointment. Limited appointments

apply to the following positions at UW-Superior: Chancellor, Provost, Vice Chancellor, Dean of the Faculties, Dean of Students, Assistant or Associate Chancellor, Assistant or Associate Vice Chancellor, and positions classified as Directors. "

Classified staff: Classified Staff are permanent or Limited Term (LTE) positions under the Wisconsin Civil Service System.

Permanent Classified Staff: Classified staff provide technical, administrative and/or maintenance support to the university. These positions are hired through the State of Wisconsin Civil Service System and are based on competitive examinations.

Limited Term Employees (LTEs): LTEs may be hired to cover temporary absences such as sick leave or resignations in classified positions. They can also be hired to fill short-term needs. LTEs are limited to a maximum of 1043 hours in a twelve month period.

Diversity: Racial and ethnic diversity, including the peoples and cultures of the following groups: American Indians, Asian Americans, African Americans, Hispanic/Latino Americans, and people who identify with more than one of these groups. (This definition will be understood unless further defined in the body of this plan).

Ethnic/Ethnicity: Relating to large groups of people classified according to common racial, national, tribal, religious, or cultural origin or background.

Faculty: Appointments to the faculty are either probationary or tenure appointments. Faculty appointments carry the following titles, or ranks: professor, associate professor, assistant professor, and instructor.

Faculty/Staff of Color: Persons who are members of the above racial/ethnic groups who are faculty/staff of the University of Wisconsin-Superior.

Full utilization: The same ratio of individuals of color within a position category as the ratio of these individuals within the total availability pool.

Graduate Assistants: Graduate students hired by the university to fill positions and assigned responsibilities in an instructional department.

Persons of Color: African Americans, Asian Americans, American Indians, and Hispanic/Latino Americans.

GOAL ONE: INCREASE THE NUMBER OF FACULTY, ACADEMIC STAFF, CLASSIFIED STAFF, LIMITED TERM EMPLOYEES (LTEs), AND ADMINISTRATORS OF COLOR AT THE UNIVERSITY OF WISCONSIN SUPERIOR SO THAT THEY REACH AT LEAST, FULL UTILIZATION. Full utilization is defined as reaching the same percentage of persons of color as that percentage within the availability pool within each category.

- **Develop and implement creative ways to increase qualified pool of applicants for final consideration in each position that becomes available at UW-Superior.**
 - **In every job posting, web posting, and e-mail distribution list posting, the University of Wisconsin-Superior will indicate its commitment to hiring individuals with a strong commitment to diversity.**

Timetable: Ongoing

Persons Accountable for Outcomes: Affirmative Action Officer , Personnel Director, Department Chairs, Search Chairs, and Dean of the Faculties.

Implementation Procedure: The University of Wisconsin-Superior will continue to place the following statement towards the beginning of every position advertisement regardless of whether it is to be located in a hard copy publication or an internet publication.

“At UW-Superior diversity is a valued asset and we strive to offer quality programs in an environment of trust and cooperation that centers on the worth of all individuals. The university is seeking candidates who will contribute to the achievement of this goal.”

Search committees will also be instructed to include a requirement of a demonstrated "success in promoting diversity" in each advertisement. This requirement be listed not only in the initial advertisement but also in each phase of the screening process, including reference calls, phone interviews and personal interviews.

- **Subscribe to a number of internet publications that will save funds and will allow all vacancies to be announced more broadly.**

Timetable: Ongoing

Persons Accountable for Outcomes: Affirmative Action Officer and Human Resources Director

Implementation Procedure: The Affirmative Action Officer together with the Human Resources Director will search for internet publications such as HigherEdJobs.com, IMDiversity.com, and AcademicCareers.com. Those deemed appropriate for our needs will be subscribed to. Every position opening will be posted on these web sites. At the end of each search, an analysis will be done to determine the effectiveness of using these sources. A review will be done

annually to determine the most effective forms of net advertisement being used along with new sources that become available.

- **Assess recruiting sources to identify the publications that persons of color use most in looking for open positions, and advertise available positions in these publications.**

Timetable: Ongoing

Persons Accountable for Outcomes: Affirmative Action Officer and Human Resources Director.

Implementation Procedure: Potential advertising sources will be searched for to find out how effective they are in reaching potential candidates of color for open positions. Once found, cost effective methods to advertise each open position will be searched for and used to advertise in these publications.

- **Search committees will be proactive in their approach to increasing the applicant pools to include a significant number of persons of color by having one person on the committee serving as the "diversity conscience."**

Timetable: Spring 2005

Person Accountable for Outcomes: Affirmative Action Officer, Dean of the Faculties, search committee chairs

Implementation Procedures: While it is the understanding that every member on a search committee is committed to increasing diversity, there will be an individual assigned to each committee as the "diversity conscience." The Affirmative Action Officer will develop a list of volunteers from the university and from the community who are committed to making every effort to hire persons of color if at all possible. These individuals will become the "diversity conscience." The "diversity conscience" will be responsible for making sure the committee advertises the position to diverse audiences for the purpose of increasing the pool of applicants of color.

The person serving as the "diversity conscience" or other committee designee will be responsible for providing information and introductions to "persons of color" communities as a regular part of campus interviews.

- **Search Committees will present a multi-phased marketing plan for recruiting faculty/staff of color with their requests to hire.**

Timetable: Fall 2002

Persons Accountable for Outcomes: Affirmative Action Officer, Dean of the Faculties, Search Committee Chairs

Implementation Procedures: The search committee will develop and submit a marketing plan of action that will outline committees plans to advertise open position for the purpose of increasing the pool of applicants of color. The

marketing plan will accompany committee's request to advertise. (A detailed marketing plan guide will be included in all future initial search packets.) The Affirmative Action Officer along with the Multicultural Affairs Coordinator will meet with each search committee to go over guidelines.

No advertisements will be approved until marketing plans are approved.

- **Personnel Office will develop a strategy to increase the number of Limited Term Employees (LTEs) of color.**

Timetable: Spring 2003

Persons Accountable for Outcomes: Personnel Director

Implementation Procedure: Comment: Many Limited term employees (LTEs) apply for and are hired for full-time permanent positions at UW-Superior. In addition, many LTE positions become permanent and the person holding the LTE position is definitely considered when the permanent position becomes available. Therefore, the following implementation procedure will be administered for LTE positions.

A general position opening advertisement will be developed with the University of Wisconsin-Superior commitment to hiring people of color statement at the top center. This advertisement will be run in local papers twice a year. It will also be placed with Douglas County Employment Services available position listings. The advertisement will encourage individuals to send their letters of application and resumes to UW-Superior to have on file for anticipated openings throughout campus.

A flyer with the same information as the advertisement above will be developed and placed on bulletin boards throughout northern Wisconsin area, especially in those locations that persons of color frequent most.

A civil service exam packet will be developed for all Limited term employees. The packet will contain information about available resources and information about current Civil Service Examination changes and procedures. Follow-up will be conducted by the Office of Multicultural Affairs to all LTEs of color encouraging them to follow through with the exam process. By these means, more LTEs of color will be hired into the permanent position ranks at the University of Wisconsin-Superior.

- **Create an administrative intern position that will be responsible for faculty/staff of color mentoring and other related retention issues.**

Timetable: Fall 2006

Person Accountable for Outcomes: Provost

Implementation Procedures: An on-campus search will open in the spring of 2006. An invitation will be issued to all current faculty/staff of color to apply for the position. The position will have a two-fold purpose: One, to give the administrative training to the intern for future administrative opportunities; and two, to organize and implement faculty/staff of color mentoring program with the goal of retention in mind. The position will be held for one to two years before new search is conducted.

The current intern will be a part of the search process for the next intern.

- **Develop and promote conversations/training/programs that heighten the value of diversity.**

Timetable: Ongoing

Persons Accountable for Outcomes: Coordinator of Multicultural Affairs and Affirmative Action Officer, Affirmative Action Equal Opportunity Committee.

Implementation Procedure: Office of Multicultural Affairs and Affirmative Action Office will both sponsor various programs with the goal of heightening the awareness of the value of diversity as an asset to the University of Wisconsin-Superior.

Two consciousness-raising sessions on issues of race and its intersections with gender and other diversity issues will be held each academic year incorporating speakers, panels, and/or visual presentations. These events will require attendance of all faculty and staff. All administrators, faculty and staff will be expected to attend.

An open forum on recruitment and retention of diverse staff will be conducted during fall faculty/staff orientation, 2002.

Various administrators and personnel from System Offices of Multicultural Affairs and Affirmative Action will be invited to visit UW-Superior and hold open sessions on current diversity issues facing the campus during the 2002/2003 academic year.

Speakers from the corporate community will be invited to the campus to speak on the values of increasing diversity from a corporate perspective. Ideas to be stressed include the preparation of UW-Superior students for a multiculturally diverse marketplace, workplace, community, and neighborhood.

Members of the Affirmative Action Committee and Recruitment/Retention subcommittees will be invited to share their experiences of working on the

Recruitment/Retention Plan for faculty/staff of color and other expertise related to diversity with other campuses by "signing up" with the UW System Institute on Race and Ethnicity speakers list and/or doing presentations on campus.

- **Prepare a list of contact persons and community of color connections (hair stylists, ethnic grocers, etc.) to be distributed to all department chairs and search committees.**

Timetable: Fall 2005

Persons Accountable for Outcomes: Office of Multicultural Affairs personnel.

Implementation Procedure: A list of community persons of color who are good networking connections for position openings will be developed by Multicultural Affairs personnel and distributed to all position search committees.

Individuals within the Office of Multicultural Affairs will develop general information sheet with information such as hair dressers for African Americans, location of ethnic worship centers, ethnic grocery stores, etc. to be distributed to all search committees. The list will include contact names from UW-Superior. Department chairs and office directors will distribute this information sheet to all candidates who apply for open positions.

Information collected will also be available on the UW-Superior web site.

- **Produce a video for the purpose of recruiting and then retaining faculty and staff of color at UW-Superior.**

Timetable: Fall 2008

Persons Accountable for Outcomes: Provost, Dean of the Faculties, Affirmative Action Officer, Personnel Director, University Relations.

Implementation Procedures: UW-Superior's Communication Arts program will be sought out to develop and produce a video for the purpose of showing prospective faculty and staff of color the University of Wisconsin-Superior's commitment to diversity and commitment to the creation of a positive atmosphere for persons of color in every department, program, and service office on campus.

This video will also be useful for all current faculty and staff of color to find and get to know other faculty/staff of color.

- **Every office on campus will write a plan that outlines their commitment to increase personnel of color in their area. These plans will be included in the re-write of Plan 2008 in the Spring of 2004.**

Timeline: Fall 2004

Persons Accountable for Outcomes: Dean of the Faculties, Department Chairs, Office Directors, Cabinet Officers

Implementation Procedures: Currently, each academic department has a plan to increase diversity within their department that is included in UW-Superior's Plan 2008. In conjunction with that plan, each department will select an individual or group to evaluate their current recruitment/retention goals and objectives for increasing the number of faculty/staff of color and for the creation of a warm, welcoming atmosphere in offices and classrooms. A progress report will be submitted biennially in conjunction with the campus biennial Plan 2008 report.

An update of Plan 2008 will be written in the 2003 calendar year. Included in this update will be updated department plans.

Every other office on campus will develop their own plans to recruit and retain staff of color within their particular area. To be included in these plans are ways in which each office will proactively prepare all current personnel for the creation of a welcoming atmosphere for all future persons of color who come to work in these offices.

The plan will demonstrate connections to be made or currently being made by current staff at all levels. Examples include: inviting students of color to participate in projects, joining community groups committed to the advancement of people of color, and participating in campus discussion on race and diversity.

- **Current student hiring practices will be examined and revised as necessary to help increase the number of students of color hired in positions across campus.**

Timetable: Fall 2006

Persons Accountable for Outcomes: Affirmative Action Office

Implementation Procedure: Offices across campus will be asked to submit current hiring practices for student positions. These practices will be compiled and reviewed. An ad hoc committee will be chosen to review all current practices and from these, develop a uniform student hiring plan to be implemented across campus. And thus, the number of students of color obtaining "on campus" jobs will increase.

GOAL TWO: TO IMPROVE RETENTION AMONG FUTURE AND CURRENT FACULTY, ACADEMIC STAFF, CLASSIFIED STAFF, AND ADMINISTRATORS OF COLOR AT THE UNIVERSITY OF WISCONSIN-SUPERIOR

- **Regularly seek information from faculty and staff of color on ways to improve campus climate and increase retention of faculty and staff of color.**

Timetable: Ongoing

Persons Accountable for Outcomes: Chancellor, Provost

Implementation Procedure: Meetings will be scheduled each semester with the Chancellor and all faculty and staff of color. The agenda will include an idea session on specific suggestions that current faculty and staff of color have that would make a better campus climate and also increase retention of faculty staff of color. Also to be discussed are new and innovative ways to bring new faculty and staff of color to UW-Superior.

- **Provide support for spouses/partners of current as well as new faculty and staff of color** (In accordance with the universities commitment to help “all” faculty and staff spouses/partners.)

Timetable: Fall 2005

Persons Accountable for Outcomes: Provost, Director of Human Services, Assistant Chancellor for University Advancement.

Implementation Procedure: UW-Superior will show support for faculty and staff of color by making every effort to employ as faculty or staff or help find an external position for the spouse/partner of faculty/staff member. A vitae bank will be established with information on all spouses/partners of faculty/staff who would like assistance in finding employment in the area. This information will be made available to the Duluth/Superior Metropolitan area.

An example would be the recommendation of hiring of spouses/partners to teach adhoc courses on the multiple campuses of Wisconsin Indianhead Technical College, University of Minnesota-Duluth, College of St. Scholastica, Lake Superior Community College, and Fond Du Lac Community College, as well as UW-Superior.

UW-Superior will partner with the Foundation to seek and find funds to provide scholarships for daycare resources and tuition for spouses/partners of faculty/staff who choose to attend classes.

- **Provide of an informal gathering place for faculty and staff of color**

Timetable: Ongoing

Person Accountable for Outcomes: Multicultural Affairs Coordinator

Implementation Procedure: The Multicultural Center will be made available to faculty and staff of color as an informal gathering place to have meetings, a place for multicultural programs and events, and a lounge. All faculty and staff of color will be encouraged to use the Multicultural Center on a regular basis.

To be included in future plans is the addition of a private conference room for the Multicultural Center Complex.

- **Secure outside non-general program revenue (GPR) funds to support new, innovative recruitment/retention programs**

Timetable: Fall 2005

Persons Accountable for Outcomes: Multicultural Affairs Coordinator, Affirmative Action Officer, Assistant Chancellor for University Advancement, University Grant Writer

Implementation Procedure: The Multicultural Affairs Coordinator, Affirmative Action Officer, Assistant Chancellor for University Advancement, and the University Grant Writer will meet to discuss and identify foundation sources to write grant proposals for the purpose of funding future recruitment and retention programs not currently budgeted through university GPR budget funds.

- **Create mentoring program for new and recent faculty/staff of color.**

Timetable: Fall 2005

Persons Accountable for Outcomes: Multicultural Affairs Coordinator, Affirmative Action Officer, Dean of the Faculties, Faculty Development Center Director

Implementation Procedure: For Faculty: The Dean and Faculty Development Center Director will devise with a team of faculty mentors a coherent and flexible mentoring program for first and second year faculty of color that includes information on the expectations in all areas of evaluation and suggestions for preparing and presenting retention files in order to ensure that the first and second years are years of positive growth.

Academic and Classified Staff: Volunteers from current faculty/staff of color will be matched with a new/recent hire to help them get connected to the university. Information about the campus will be compiled into an information sheet and will be given to mentors to share with new/recent staff. Flextime information for academic and classified staff, "need to know" information on class and gender issues, and faculty vs. staff issues are all examples of what will be included on the information sheet.

Mentors and mentees will meet on a regular basis to make sure new/recent faculty and staff of color can navigate unexplored territory of UW-Superior.

- **Advertise and encourage faculty/staff of color to participate in the UW-Superior "Grow Your Own" program as outlined in Plan 2008.**

Timetable: Fall 2005

Persons Accountable for Outcomes: Provost, Chancellor, Dean of the Faculties

Implementation Procedure: Faculty and Academic Staff who are enrolled in a doctoral program can apply and receive reimbursement for tuition costs and will be given up to a semester of release time with pay for the purpose of completing a doctorate. Upon returning to UW-S after receiving the doctorate, the faculty/academic staff member will agree to remain at UW-Superior for a minimum of two years.

Faculty and Academic Staff of color are encouraged to participate in this program.

- **Faculty and staff of color who leave the university will be interviewed to find out reasons for departure.**

Timeline: Ongoing

Person Accountable for Outcomes: Multicultural Affairs Coordinator

Implementation Procedure: Multicultural Affairs Coordinator will conduct exit interviews of all faculty and staff of color who leave the university. A list of routine questions will be asked to each faculty and staff of color who choose to leave. Specific questions will be an addend to the plan as they become available. Confidentiality will be provided in any case where it is requested. Information received will be shared with faculty/staff of color recruitment/retention committee for consideration. Information will also be used to enhance current goals and objectives of recruitment/retention plan and to help create a better climate for all faculty/staff of color, current and future.

- **Student Service Offices will develop an action plan for making their unit more responsive to the diverse needs of students.**

Timeline: Fall 2005

Persons Accountable for Outcomes: Director of Enrollment Services, Student Services Offices Directors

Implementation Procedures: Retention of students of color has a direct impact and closely correlates to the retention of faculty and staff of color. Example: When faculty and staff of color hear that students are having difficulties in certain offices, the faculty and staff of color will relate this to a general environmental problem and will directly impact their desire to stay or find a position elsewhere.

Therefore, in order to become more "student-centered" and to provide the "individual attention" we advertise, all student service areas will develop an "Action Plan" for making their unit more responsive to diverse needs of students and staff of color This plan will have measurable outcomes and feedback for

improvement.

The Director of Admissions will report on the effect of the raised admissions standards on recruiting students of color and devise strategies for special recruiting of students who may be discouraged by the advertised criteria for admission. Faculty and staff of color should be contacted to find out how these new standards have affected them as well. This plan will have measurable outcomes and feedback for improvement.

- **Business (Accounting and Administrative) Office will develop an action plan for making their unit more responsive to the diverse needs of students and faculty/staff.**

Timetable: Fall 2006

Persons Accountable for Outcomes: Vice Chancellor for Administration and Finance, Controller of Business Services.

Implementation Procedures: In order to become more "student-centered" and to provide the "individual attention" we advertise, the Accounting and Administrative Office will develop an "Action Plan" for making the Accounting and Business Office more responsive to diverse needs of students and staff of color.

Included in the "Action Plan" the Accounting and Administrative Office will help faculty/staff of color by advising and streamlining the paperwork for the reimbursement process for attending conferences.

- **All new academic courses will demonstrate how the course supports our stated mission to embody diverse cultures and multiple voices. The infusion of race and ethnicity will be an expected part of all new course offerings. Existing courses will be reviewed biennially to determine if they meet the stated mission.**

Timetable: Spring 2007

Persons Accountable for Outcomes: Dean of the Faculties, Academic Affairs Council, and Department Chairs

Implementation Procedures: Dean of the Faculties will meet with Department Chairs to establish a procedure to develop goals to infuse diversity into the curriculum. Once goals are established, specific objectives will be designed to insure that all courses can be reviewed and modified to include the new criteria. All courses will then be reviewed and monitored to ensure that race, ethnicity, etc. are integrated throughout the course curricula.

The Academic Affairs Council will be charged to ensure that all new course proposals demonstrate how the course supports our stated mission to embody

diverse cultures and multiple voices. Also, all current course offerings will be reviewed at least every other year to determine if they, too, meet the criteria of the university Mission Statement.

- **To give a clear message to all who contact UW-Superior, "hold" music will include "ethnic" music.**

Timetable: Fall 2005

Person Accountable for Outcomes: Assistant Chancellor for University Advancement

Implementation Procedure: Music that individuals hear when being put on hold on any telephone at UW-Superior will include ethnic music of various cultures. This programming will be done by individuals within the Office of University Advancement.

- **Create stronger ties, both formal and informal, with Lac Courtes Oreilles Ojibwa Community College, Fond Do Lac Community College, and other predominantly "persons of color" colleges.**

Timetable: Ongoing

Persons Accountable for Outcomes: Provost, Director of Enrollment Services

Implementation Procedures: Provost along with Director of Enrollment Services will examine current relationships with predominantly "person of color" colleges and create ways to strengthen and broaden those relationships. Colleges and universities not currently having an active connection to UW-Superior will be contacted and relationships will be explored.

- **A review process will be implemented to review Plan 2008 and the Recruitment and Retention of Faculty/Staff of Color Plan.**

Timetable: Spring 2003

Persons Accountable for outcomes: Chancellor, Provost, Affirmative Action Officer, Multicultural Affairs Coordinator

Implementation Procedure: Chancellor, Provost, Affirmative Action Officer, and Multicultural Affairs Coordinator will create an on-campus committee for the purpose of monitoring both Plan 2008 and the Recruitment/Retention of Faculty/Staff of Color Plan. Departments and university administrators will be held accountable for achieving goals. In addition, an external review process will be developed to evaluate our Recruitment/Retention of Faculty/Staff of Color plan and process.

- **An Alumni of Color List will be developed and ongoing contact will be established for the purpose of creation of Alumni of Color Association and advertisement of multicultural programming.**

Timetable: Fall 2005

Person Accountable for Outcomes: Assistant Chancellor for Advancement

Implementation Procedures: Assistant Chancellor for Advancement will mobilize staff to search and find most, if not all alumni of color and their current addresses. A list will be developed for the purpose of ongoing contact from the University of Wisconsin-Superior Office of Multicultural Affairs, Alumni Association, and Foundation. An "Alumni of Color Association" will be started, and regular meetings will be held.

- **Funds will be set aside that will make the attendance of conferences focused on diversity issues available to all faculty and staff who desire to attend and submit papers for presentation.**

Timetable: Fall 2005

Persons Accountable for Outcomes: Provost, Dean of the Faculties

Implementation Procedures: Funds will be located for the purpose of allowing faculty and staff to present papers and attend conferences that focus on diversity issues. Faculty and staff desiring to attend will apply for specific funds through the Dean of the Faculties Office. Attendance will not affect the budget of the departments that these faculty and staff belong to.

GOAL THREE: STRENGTHEN CURRENT TIES WITH LOCAL AND REGIONAL COMMUNITIES OF COLOR AND DEVELOP NEW OUTREACH PROGRAMS TO THESE COMMUNITIES.

- **Host a regional "Faculty/Staff of Color" conference planned around "the needs of faculty/staff of color in higher education."**

Timetable: Fall 2006

Persons Accountable for Outcomes: Faculty and Staff of Color Association, Multicultural Affairs Coordinator, Dean of the Faculties.

Implementation Procedures: Interested persons will meet and gather information on desired agenda for upcoming conference. Conference will be for regional faculty and staff of color. The theme will be centered on what it takes to "keep them here!"

- **Partner with Superior Senior High in the creation of an educational mentor program to include persons of color who are university teachers, public school teachers, and teacher education students.**

Timetable: Spring 2006

Persons Accountable for Outcomes: Chair of Teacher Education Department, Dean of the Faculties, Superior School System Administrators.

Implementation Procedures: A joint committee of both UW-Superior faculty of color, Superior Public faculty of color, and Teacher Education students of color will work together to develop and implement a mentor program that will partner students with both university faculty and public school faculty. Regular cultural programming will be sponsored by the mentor program to be held in the Multicultural Center of UW-Superior.

- **Develop a Multicultural Outreach Advisory Board with members from the community to advise the University of Wisconsin-Superior on its community of Color outreach initiatives.**

Timetable: Spring 2006

Persons Accountable for Outcomes: Multicultural Affairs Coordinator, Staff of the Office of Multicultural Affairs

Implementation Procedures: Volunteers will be sought out to participate on the Outreach Advisory Board. Members of the American Indian, African American, Southeast Asia, Asian/Pacific Islander, and Hispanic Latino communities will make up the Advisory Board. The Board will become a creative think-tank to help UW-Superior better connect with the community of color at large.