

Plan 2008 Phase II Programs & Initiatives
Outcomes Reporting
January 2007

GOAL 1: Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions.

Program/Initiative: Admission Counselor Positions – Ethnic Focus **Year Established:** 2006

Target Audience (check all that apply):

Administration: Faculty: Academic Staff: Classified Staff: Students: X Campus Community:
Other: X If other, please specify: Community

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: X American Indian: Latino/Hispanic: X Southeast Asian:
Other Asian:
European American: Other: If other, please specify:

Cost of Program/Initiative: 2 full-time positions **Funding Sources:** Admissions

Description: The Office of Admissions, with a vacant counselor position and the addition of a new position, rewrote the positions to specifically include language that targeted students of color. One position listed an African American Focus and the other a Hispanic/Latino Focus. This was done for several reasons but most importantly to have a critical outreach to students of color and also to the community. These positions are most responsible for recruiting students of color and providing outreach activities via the Admissions Office. The goal is to increase the number of students of color that are not only visiting and applying to campus but also increase the enrollments of these students through this new initiative.

Point Person(s): Director Of Admissions

Department/Unit(s): Admissions

Departments/Units/Groups Involved: Admissions, Other office on-campus interact significantly with these positions.

Goals & Expected Outcomes: The goal is to have 2 individuals as point people for students of color. It gives our office the opportunity to more directly target the communities we serve and show our commitment to diversity on-campus.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof: We will be tracking all of the visits, events, etc that these individuals perform in relation to students of color. This will include keeping track of the number of contacts as well as looking at enrollment data to see if this effort is truly making a difference.

Since these positions are as of November 1, 2006, data comparison the first year may be difficult.

Intersections Across Plan 2008 Goals: This is primarily a part of Goal 1 but also involves Goal 3 in that this hopefully builds a stronger connection to the university and therefore will increase retention.

Assessment Practices and Program Changes in Response to Challenges: We will be reviewing all visits and events on a semi-annual basis and also refer to admissions and enrollment data for year to year comparisons.

Program/Initiative: Admissions/OMSA Phone calling Collaboration
2005

Year Established:

Target Audience (check all that apply):

Administration: Faculty: Academic Staff: Classified Staff: Students: X Campus
Community:
Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: American Indian: Latino/Hispanic: Southeast Asian:
Other Asian:
European American: Other: If other, please specify:

Cost of Program/Initiative: \$100

Funding Sources: Admissions/OMSA

Description: The Office of Admissions and the Office of Multicultural Student Affairs will collaborate to try and increase the number of students of color who are admitted to enroll. Soon after the students are admitted a couple of students working in the Admissions Office will call and connect to the students and inform them of important dates as well as answer any questions. These list of students are then passed onto OMSA for their students to call and connect to the students. They will talk about the services that OMSA has and also try and answer any questions. This will make the student feel at ease and also build a connection with the school

Point Person(s): Director Of Admissions/Director of OMSA **Department/Unit(s):**
Admissions/OMSA

Departments/Units/Groups Involved: Admissions/OMSA

Goals & Expected Outcomes: The goal is to have more of the students of color that are admitted actually enroll at the university.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof: We can measure success by tracking the students from admissions to enrollment and comparing the numbers from year to year.

Intersections Across Plan 2008 Goals: This is a part of Goal 1 & 3

Assessment Practices and Program Changes in Response to Challenges: We have only been doing this a short time and are just beginning to review the statistics from Fall 2006 vs Fall 2005. We also continue to try and improve ways to connect with students and offer the assistance they need.

Program/Initiative: On-Site Admissions Programs
2001

Year Established:

Target Audience (check all that apply):

Administration: Faculty: Academic Staff: Classified Staff: Students: X Campus Community:

Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: American Indian: Latino/Hispanic: Southeast Asian:
Other Asian:

European American: Other: If other, please specify:

Cost of Program/Initiative: \$100

Funding Sources: Admissions/OMSA

Description: We have developed relationships with several high schools to offer on-site admissions programs. These programs allow us to go into the high schools and meet with students one on one and review their academic record and application and make an admissions decision on the spot. This gives students the opportunity to bypass the impersonal regular application process and in many cases puts the student at ease with the college admission process. It also gives the student an opportunity to find out quickly about their situation and ask questions that may help them gain admission later if not admitted at the on-site.

Point Person(s): Office Of Admissions

Department/Unit(s): Admissions

Departments/Units/Groups Involved: Admissions

Goals & Expected Outcomes: The goal is to give students a very personal and hands on approach to going through the admissions process. We have found that service gets students who might not otherwise apply to college actually go through the onsite and in many cases get admitted. It also our office more connected to the high schools and guidance offices.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof: We can measure success by tracking the students the number of students that we see for on-sites from year to year. We can also track how many of the admitted students actually enroll.

Intersections Across Plan 2008 Goals: This is a part of Goal 1 mostly but can help in retention so could be connected to Goal 3.

Assessment Practices and Program Changes in Response to Challenges: We review the on-site program every year to assess how many students have gone through the process, how many schools we do the program at, and how many students get admitted. We also are constantly trying to add schools and also get feedback from the guidance offices on how we can improve the process.

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

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

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

Program/Initiative: Stepping Stones Program **Year Established:** 1992

Target Audience (check all that apply):

Administration: Faculty: Academic Staff: Classified Staff: Students: X Campus Community:

Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: X American Indian: X Latino/Hispanic: X Southeast Asian: X Other Asian: X

European American: X Other: If other, please specify:

Cost of Program/Initiative: \$25,000
Donations

Funding Sources: DPI, Area Businesses, In-Kind

Description: Comprehensive college preparation program for 9th through 12th graders to help students make a smooth transition from high school to college. Programs are held at each high school in Kenosha and Racine, and one high school in Milwaukee. Stepping Stones offers workshops such as college selection and admission, scholarship search, financial aid and ACT preparation. Students develop a personal portfolio and practice writing competitive essays. College visits are available to students. Each year a \$1000 Stepping Stones Scholarship In Memory of Jestina Pearson is given to a graduating senior who will be attending UW-Parkside. The scholarship was created and is supported by Stepping Stones participants resulting from Jestina's untimely death at age 15.

Point Person(s): Mary Day

Department/Unit(s): Precollege

Departments/Units/Groups Involved: Admissions, Financial Aid, Career Center, OMSA, Student Support Services and area high school districts.

Goals & Expected Outcomes: Over 90% of the Stepping Stones Program's graduating seniors continue their education by attending 2-year technical schools or 4-year colleges and universities. Since its inception in 2001, four graduating seniors have been the recipient of the Stepping Stones Scholarship in Memory of Jestina Pearson.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof: Each year over 150 high school students participate in Stepping Stones from the Kenosha, Milwaukee, and Racine school districts. 95% of the graduating seniors who participated in the program enrolled in an institution of higher education. 40% enrolled in a UW-System school. 100% received financial assistance. 25% increase in parental participation.

92% of the senior students enrolled in the program entered higher education. To-date 37% of the students have enrolled in UW-System school with all receiving financial assistance. Parental participation has increased by 15%.

Intersections Across Plan 2008 Goals: Goals 1, 2, & 3

Assessment Practices and Program Changes in Response to Challenges: This year there was a decrease in the number of participants due to change in DPI policy from minority students to students who are eligible to receive free or reduced lunch. Students and parents did not want to be identified via their economic status.

Second challenge is to increase the number of African American males in Precollege programs, from middle to high school. Seeking more male mentors, both college and community adults to help address the problem.

Program/Initiative: Family-to-Family Mentoring

Year Established: 2005

Target Audience (check all that apply):

Administration: Faculty: Academic Staff: Classified Staff: Students: X Campus Community: X

Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: X American Indian: X Latino/Hispanic: X Southeast Asian: X Other Asian: X

European American: Other: If other, please specify:

Cost of Program/Initiative: \$10,650 **Funding Sources:** 402 Funds, DPI, area businesses and in-kind support

Description: Parental partnerships among ten families (5-Kenosha, 5-Racine) who work collaboratively to develop a foundation for their children that will lead to building an effective educational pipeline from preschool through higher education. The families' collaboration is through mentorship.

Point Person(s): Mary Day

Department/Unit(s): Precollege

Departments/Units/Groups Involved: Admissions, Career Center, Financial Aid, Office of Multicultural Student Affairs, Teacher Education, Student Activity Center, Kenosha and Racine School districts, local community, faith based organizations, and area businesses.

Goals & Expected Outcomes: Through workshops such as college planning and financial aid, career identity, college campus visits, effective parental involvement, the goal and expected outcome will be families who are knowledgeable about and who will utilize the vast educational and community resources available to them. In turn, these families will create a Family Network Program that will engage other families in ongoing educational opportunities that will afford parents, as well as their children, greater access to higher education.

Intersections Across Plan 2008 Goals: Goal 1

Assessment Practices and Program Changes in Response to Challenges: More parents should be included in this program. Need for additional funds to support program operations and activities. Parents should be trained in school political issues such as re-districting the school areas and leave no child behind policy. Since this is a new program results are not able to be tracked yet.

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

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

The Summer Institute will address the retention of students of color with an intensive, academic year combination of academic pre-advisement, tutoring, mentoring, early intervention, and contact with students' families, introduction to undergraduate research, etc. Ultimately, this institute will assist in creating an inclusive university climate that supports and enhances the total educational experience and graduation of students of color.

Program/Initiative: Summer Scholars Seminar **Year Established:**

Target Audience (check all that apply):

Administration: Faculty: X Academic Staff: X Classified Staff: Students: X Campus Community:
Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: X American Indian: X Latino/Hispanic: X Southeast Asian: X Other Asian: X
European American: X Other: If other, please specify:

Cost of Program/Initiative: \$7, 865 **Funding Sources:** OMSA & various departments

Description: **Summer Scholars Seminar** is a week long residential program that provides approximately twenty students with an extended orientation to assist with their transition to UW-Parkside. This is an essential piece to the student's transition to the University because it allows the opportunity to connect to the faculty and staff. In addition, they have the opportunity to meet other incoming students and to begin networking with them and preparing for their academic endeavors. Costs included in this program consist of but are not limited to; Luncheon, reservations, set-up costs, gifts for presenters, snacks, and gifts for the participants.

Point Person(s): Damian Evans **Department/Unit(s):** OMSA

Departments/Units/Groups Involved: Financial Aid, Faculty & Staff from various departments, Admissions, OMSA, Advising Center, Career Center, Student Services, Disability Services

Goals & Expected Outcomes: This event accomplished the goals that it was designed to meet. It allowed nine incoming students of color to be exposed to the campus in multiple ways. It is a residential program so it assists with acclimating to a new living environment and sharing a residence hall room. In addition, the students were exposed to 10+ Majors/Minors, Multiple campus resources for example, Disability Services, Advising & Testing, Career Center, Student Support Services and many more. Lastly, the staff in OMSA was able to provide some techniques to successfully navigating their way to obtaining a bachelor's degree. The Coordinator's shared four year plans for students to utilize while pursuing their degree. Through this program students were familiarized with the UWP Catalog, graduation requirements and how to plan ahead to take advantage of a minor or a certificate throughout their collegiate experience.

Additional goals/outcomes include collaborating with the other offices on campus so they can share tips to prepare students for their arrival to campus. The Financial Aid department was able to spend some time getting students to understand their tuition may require additional funds than what they are receiving. Residence Life was able to provide a tour of each of the facilities and have the students to understand the expectations for living on campus.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof.

In the 2005-2006 Academic year there were 14 Summer Scholars participants.

14 students participated in the 05-06 year **Summer Scholars Program**.

8 (57%) were in good standing after the **1st semester**.

5 (36%) were in good standing after the **2nd semester**.

6(43%) attended **Summer Scholars** and **FRESH Start**

Of those **6** students **4 (66%)** students were in good standing after the 1st semester

Of those **6** students **3 (50%)** of the students were in good standing after the 2nd semester

14 (100%) students were assigned a mentor in the ARU Program

Intersections Across Plan 2008 Goals: Goal 3, Goal 4 & Goal 6

Assessment Practices and Program Changes in Response to Challenges: Recruitment for this program was weak and needs more support in terms of telephone calling and emailing throughout the summer. More interaction until the actual dates of the program will increase the accountability for attendance.

Programmed for twenty students and only nine attended the program. However, we allowed twenty-five incoming students to sign up. We may have to do a deposit in the future the amount of no call no shows was tremendous.

The financial commitment is a weakness because it is challenging to determine if students are signing up for a program in the middle of the summer and deciding at the last minute not to come or don't know if they can get off work or for whatever the reasons are not showing up.

Program/Initiative: Fresh Start

Year Established:

Target Audience (check all that apply):

Administration: Faculty: X Academic Staff: X Classified Staff: Students: X Campus Community:

Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: X American Indian: X Latino/Hispanic: X Southeast Asian: X Other Asian: X

European American: X Other: If other, please specify:

Cost of Program/Initiative: \$1,798

Funding Sources: OMSA & various departments

Description: Fresh Start - Freshmen students are brought to campus two days prior to their move to the campus in order to prepare/remind them of the importance of a successful transition. In addition, schedules, paperwork and financial aid is reviewed to catch any last minute surprises in efforts to minimize the amount of stress they may incur. Students are also exposed to campus resources and have an opportunity to meet face-to face to Faculty and Staff. Students participate in various college preparation workshops – sessions include Time Management, Living on Campus, Understanding Syllabi, Study Skills for College and more.

Point Person(s): Damian Evans

Department/Unit(s): OMSA

Departments/Units/Groups Involved: Financial Aid, Faculty & Staff from various departments, Admissions, OMSA, Advising Center, Career Center

Goals & Expected Outcomes: To create a comfortable learning environment transiting students successfully to the college environment, expose students to all of the resources that are available to them, provide the opportunity for students to develop relationships with one another along with faculty & staff establishing support systems.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof:

In the 2005-2006 Academic year 17 students participated in the FRESH Start program.

8 (47%) were in good standing after the **1st semester.**

9 (53%) were in good standing after the 2nd semester.

6(43%) attended Summer Scholars and **FRESH Start**

Of those 6 students 4 (66%) students were in good standing after the 1st semester.

Of those 6 students 3 (50%) of the students were in good standing after the 2nd semester

17 (100%) students were assigned a mentor in the ARU Program

Intersections Across Plan 2008 Goals: Goal 3, Goal 4 & Goal 6

Assessment Practices and Program Changes in Response to Challenges: This is a costly initiative and happens at a very busy time for all entities involved.

Program/Initiative: Multicultural Professional Day

Year Established: 2003

Target Audience (check all that apply):

Administration: Faculty: Academic Staff: Classified Staff: Students: X Campus Community:

Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: X American Indian: X Latino/Hispanic: X Southeast Asian: X Other Asian: X

European American: Other: If other, please specify:

Cost of Program/Initiative: \$2,000

Funding Sources: OMSA 128 Funds & Office of Equity & Diversity

Description: This program was developed in efforts to assist students approaching graduation with workshops to assist with understanding the important aspects of the next steps in obtaining their career and personal goals.

Point Person(s): OMSA

Department/Unit(s): OMSA

Departments/Units/Groups Involved: OMSA, Advising & Testing Center, Career Center, Admissions, Office of Equity & Diversity

Goals & Expected Outcomes: To educate students on the next step after leaving college by having successful people of color present to students of color in efforts to assist with role modeling in confidence as they enter the professional arena. Also, provide information on resume writing, interview skills and financial aid.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof:

Students get the opportunity to learn the importance of having a good resume, dressing for success, the importance of the Graduate Entrance Exam, and a typical day in the careers of professionals of color. This conference could lead to opportunities to develop a mentor/mentee relationship with a professional.

Intersections Across Plan 2008 Goals: Goal 2 & 6

Assessment Practices and Program Changes in Response to Challenges:

Overall, the conference was well attended. We had thirty students come and go throughout the day so as to accommodate their class schedules. Students comments on the assessments were all very positive and hoped the conference would be offered every year. Some students wished that it would be a 2 day conference versus a half day conference.

Recommendations for future presentations included Networking, loan consolidation and managing debt. For 2007's MPD, we have implemented Networking and Money management which will include managing debt.

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

Recruitment and retention of a diverse population of students often depends upon financial resources available for assisting students with educational funding. Financial aid in the form of scholarships and governmental and institutionally-provided aid are means through which many are able to attend colleges and universities. The University of Wisconsin-Parkside provides a variety of scholarships through the private fundraising efforts of its Foundation as well as through a full-service Office of Financial Aid.

An array of scholarships have been established or revised from previous formats and have been awarded annually over the course of Plan 2008. As many scholarships are not endowed, it is a natural occurrence that the number of scholarships for minority/disadvantaged students do as well. In some cases, businesses or organizations have ceased offering the scholarship and in others the term of the scholarship program had a set ending point.

University Relations and Advancement work with a wide variety of donors. Many of donors have specific criteria for providing scholarship funding, some of whom either specify or give preference to minority/disadvantaged students.

In order to meet needs and the intent of Goal 4, we have determined that in light of the range and desires of donors, it offers greater utility to provide scholarships to minority/disadvantaged students through creating awareness of the University's Scholarship and Awards Committee of the needs of these students. Given the need levels of a wide variety of individuals applying for scholarships, of which minority/disadvantaged students comprise significant numbers, a great deal of flexibility in the selection of scholarship recipients is

considered. It is our belief that this is very important to being able to offer a range of scholarships to meet need while considering the desire and need to increase the scholarship awards to minority/disadvantaged students. Thus, our approach has been to increase the number of scholarship awards in this manner.

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

Program/Initiative: Computer Science

Year Established: 2007

Target Audience (check all that apply):

Administration: Faculty: Academic Staff: Classified Staff: Students: Campus Community:
Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: American Indian: Latino/Hispanic: Southeast Asian:
Other Asian:
European American: Other: If other, please specify:

Cost of Program/Initiative: \$500,000

Funding Sources: NSF proposal

Description: NSF S-STEM proposal to supply full ride scholarships to 2 cohorts of 12 students each from underrepresented groups for their final two years of study in the sciences at UW-Parkside. The grant was submitted 02/07. We expect to hear the results this summer

Point Person(s): Stuart Hansen (PI)

Department/Unit(s): Computer Science

Departments/Units/Groups Involved: Computer Science, Chemistry (Gary Wood), Physics (Jeff Schmidt), Geosciences (Christine Evans), Biological Sciences (M. Scott Thomson)

Goals & Expected Outcomes: The goal is to recruit two cohorts of twelve students who excel in science and demonstrate financial need, and then to offer financial, academic, and social support to improve their chance of obtaining a bachelor's degree. The objectives of the proposal are (1) *to increase the number of underrepresented students in the STEM disciplines*, and (2) *to increase retention of STEM majors through degree completion*.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof: Assist in closing 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. Assist with increasing the amount of financial aid available to needy students and reduce their reliance on loans.

Intersections Across Plan 2008 Goals: Goal 3

Assessment Practices and Program Changes in Response to Challenges: Complete assessment plan of the grant is available on request. It is several pages long.

Program/Initiative: privately funded scholarships **Year Established:** 2000

Target Audience (check all that apply):

Administration: Faculty: Academic Staff: Classified Staff: Students: X Campus Community:
Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: X American Indian: X Latino/Hispanic: X Southeast Asian: X Other Asian: X
European American: Other: If other, please specify:

Cost of Program/Initiative: Part of University Advancement Budget **Funding Sources:** UW-Parkside Benevolent Foundation, Inc.

Description: Develop scholarships for non-traditional minority/disadvantaged students. Through corporate and individual donor solicitation, scholarships will be developed that are restricted to minority/disadvantaged students.

Point Person(s): Lenny Klaver, Ed.D. Vice Chan, Univ Relations **Department:** Univ. Advancement

Departments/Units/Groups Involved: Various academic departments in the College of Arts and Sciences and the School of Business and Technology as well as the Minority Pre-College program In particular, the departments of Business, Music, and Theatre have been involved.

Goals & Expected Outcomes: While it is difficult to set goals in this area due to many factors, it is hoped that two or three new scholarships will be added annually. Our results indicate we have made progress in offering scholarships to minority/disadvantaged students.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof: Thirteen (13) scholarships specifically designated for minority/disadvantaged students have been developed and are currently offered. Twenty-seven (27) additional scholarships have been granted to minority/disadvantaged students.

Intersections Across Plan 2008 Goals: Goal 3

Assessment Practices and Program Changes in Response to Challenges: We have determined that in light of the range and desires of donors, it offers greater utility to provide scholarships to minority/disadvantaged students through advocating to the University’s Scholarship and Awards Committee the need to offer scholarships to minority/disadvantaged students even when a scholarship is not specifically designated as such. Given the need levels of a wide variety of individuals applying for scholarships, of which minority/disadvantaged students comprise significant numbers, a great deal of flexibility in the selection of scholarship recipients is considered. It is our belief that this is very important to being able to offer a range of scholarships to meet need while considering the desire and need to increase the scholarship awards to minority/disadvantaged students. Thus, our approach has been to increase the number of scholarship awards in this manner.

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

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

2004-2005 Faculty Demographics

<u>Asst. Professors</u>		<u>Assoc. Professors</u>		<u>Professors</u>		<u>Totals</u>	
Of Color	12	Of Color	10	Of Color	7	Of Color	29 (23.8%)
Females	15	Females	18	Females	13	Females	46 (37.7%)
Total	31	Total	54	Total	37	Total	122

	Black	Hispanic	Asian	American Indian	White
Asst. Professor	3	2	7	0	19
Assoc. Professor	2	2	6	0	44
Professor	2	0	5	0	30

Each hire is an opportunity to enhance the mission and goals of the university. Diversity of ethnicity, gender, other backgrounds and training is necessary for educating our students to participate effectively in today and tomorrow’s world. Each search should incorporate diversity issues in recruitment. Since the role of the search committee is vital to the attainment of

excellence through diversity a workshop entitled Conducting Equitable and Effective Searches was developed.

Program/Initiative: Conducting Equitable and Effective Searches **Year Established:** 2006

Target Audience (check all that apply):

Administration: Faculty: X Academic Staff: X Classified Staff: X Students: Campus Community:
Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: X American Indian: X Latino/Hispanic: X Southeast Asian: X Other Asian: X
European American: X Other: If other, please specify:

Cost of Program/Initiative: \$500

Funding Sources: Office of Equity & Diversity

Description: This workshop provides: Strategies to ensure the widest pool of applicants, preparing the position description and announcement to attract ethnic minority candidates, identifying potential biases and ways to ensure their elimination from the search process. Additionally, specific steps and a workbook are provided that the search and screen committee can take to maintain a non-discriminatory atmosphere, preparing committees for cross-cultural interviews i.e., aware of racial, gender, or other group differences in handshakes, eye-contact, etc.

Point Person(s): Eugene Fujimoto and Rita Altmeyer **Department/Unit(s):** Office of Equity & Diversity

Departments/Units/Groups Involved: Office of Equity & Diversity, Provost Office, Faculty

Goals & Expected Outcomes: The role of the search committee is vital to the process, this workshop not only provides process details and clarification of the process, but gets beyond the myths and barriers adopting new hiring practices to increase our numbers of Faculty & Staff of color. Ultimately seeing diverse hiring as a proactive action for the department, students, institution, research and scholarship.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof: ___# of Faculty of color hires

Intersections Across Plan 2008 Goals: Goals 1 & 7

Assessment Practices and Program Changes in Response to Challenges: Research shows that even when we are committed to promoting a diverse workforce personal experiences and biases still enter the hiring process--through this workshop committee members have become aware and question situations

that they were not questioning before.

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

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

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

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

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

Program/Initiative: Business – Ethnic Entrepreneurship Course **Year Established:** 2006

Target Audience (check all that apply):

Administration: Faculty: Academic Staff: Classified Staff: Students: Campus Community:
Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: American Indian: Latino/Hispanic: Southeast Asian:
Other Asian:
European American: Other: If other, please specify:

Cost of Program/Initiative: \$3,000

Funding Sources: Adjunct budget

Description: We offered a course on Ethnic Entrepreneurship for our business students. It was offered in Spring 2006 and was taught by Matt Wagner, Director of CATI. He has done research in this area. This course was accepted as a University diversity course.

Point Person(s): Brad Piazza

Department/Unit(s): Business

Departments/Units/Groups Involved: Department of Business.

Goals & Expected Outcomes: The goal of the course was to examine the past, current, and future entrepreneurial contributions of ethnic population groups.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof: This was a one-time special topics course in which seven students were enrolled. Policies and practices that characterize ethnic entrepreneurial success were stressed. The long term benefits are difficult to assess at this time.

Intersections Across Plan 2008 Goals: 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.

Assessment Practices and Program Changes in Response to Challenges: There was no formal evaluation of the course conducted, but the verbal feedback from some of the students who took the course was very positive.

Program/Initiative: Library Ethnic Studies Resources

Year Established: 2003

Target Audience (check all that apply):

Administration: X Faculty: X Academic Staff: X Classified Staff: X Students: X Campus Community: X
Other: X If other, please specify: Our materials can serve as UW System resources

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: X American Indian: X Latino/Hispanic: X Southeast Asian: X Other Asian: X
European American: X Other: If other, please specify:

Cost of Program/Initiative: \$1000 per year

Funding Sources: Library acquisitions budget

Description: The Library actively collects materials and provides access to electronic resources supporting Ethnic Studies. A librarian has been assigned the responsibility of identifying materials to purchase and works with the Ethnic Studies instructors. At the request of the Ethnic Studies instructors, the librarian provides research instruction to students and develops a web page for each class taught. The

librarian has created a portal containing general information and best resources for Ethnic Studies research.

Point Person(s):

Department/Unit(s): Library

Departments/Units/Groups Involved: Library, Ethnic Studies

Goals & Expected Outcomes: Provide library resources to support instructors in teaching Ethnic Studies courses. These courses assist students in developing an understanding and respect for historically marginalized ethnic groups in the United States.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof: Though there are many interdisciplinary print journals available for the Ethnic Studies researcher, currently the Library subscribes to three full-text periodical databases specializing in ethnic studies resources. These databases, AnthroSource, Ethnic NewsWatch and JSTOR, provide indexing and access to journals, magazines, newspapers. In spring 2006, we added another scholarly periodical database, Bibliography of Native North Americans.

The Library also provides a wide range of electronic reference resources for research support for Ethnic Studies faculty and students. Besides the full-text periodical databases mentioned above, NetLibrary, an e-book collection of over 5,000 items, and other selected online reference sources, such as African American Biographical Database, Black Conductors, Black Drama, and American Indian History and Culture, are available. The amount of electronic resources accessible is in part due to UW-Parkside's participation in the UW System Collection Development Committee (CDC), which manages a system-shared electronic fund, which supplements our own electronic resources budget.

Intersections Across Plan 2008 Goals: Goal 5

Program/Initiative: Diversity Circles on Dismantling Racism **Year Established:** 1999

Target Audience (check all that apply):

Administration: X Faculty: X Academic Staff: X Classified Staff: X Students: X Campus Community: X

Other: X If other, please specify: local high schools, local prisons, local non-profits.

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: X American Indian: X Latino/Hispanic: X Southeast Asian: X Other Asian: X

European American: X Other: If other, please specify:

Cost of Program/Initiative: director's salary **Funding Sources:** UW-Parkside, UW-Extension, United Way of Racine County

Description: Diversity Circles are small group dialogues that engage the community in conversation about critical social issues. The program has conducted groups on campus and in the community as well as in local schools and local prisons. The program has expanded its outreach to communities throughout Wisconsin, including Appleton, Fond du Lac, Green Bay, Manitowoc, and Steven Point.

Point Person(s): Roseann Mason

Department/Unit(s): Diversity Circles Program

Departments/Units/Groups Involved: Diversity Circles Program in the Center for Community Partnerships; United Way of Racine County; Sustainable Racine; University of Wisconsin-Extension.

Goals & Expected Outcomes: The goal is to build a diverse community-wide network that will develop solutions to racial tensions and social problems.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof: Annual Diversity Circles in Action Conference for 400 area high school students since 2003; conducting Diversity Circles with all United Way agency Staff. Survey results indicate: 97.9% of participants discuss issues openly and frankly with people of other races; 94.7% increase understanding of others' attitudes and beliefs about racism and race relations; 89.3% increase their ability to communicate more effectively with people of other races who have different beliefs and styles; 87.2% changed relationships with people of other races; 98.9% changed their own attitudes and beliefs about people of other races; 95.8% increase understanding of attitudes and beliefs about racism and race relations.

Because of the Diversity Circles in the local high schools and the annual Diversity Circle in Action conference, local high school students are exposed to the university. Through these programs, students learn that UW-Parkside cares about diversity.

Diversity Circles is offered as a one-credit class, which provide students the opportunity to engage in dialogue about their experiences in our racialized society. This creates an environment of safety and trust and broadens students' awareness and understanding of racism and race relations. This environment is further realized as all resident advisors participate in a Diversity Circle as part of their training.

Intersections Across Plan 2008 Goals: Goal 1

Assessment Practices and Program Changes in Response to Challenges: The dialogue has expanded beyond racism to include sexual orientation and the achievement gap.

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

To meet or exceed the goals of Plan 2008, the Chancellor will continually solicit advice and assistance from business/community leaders.

For overall accountability the Plan 2008 Executive Committee shall consist of Administration, Deans and two student government representatives.