

Welcome to UW-Platteville

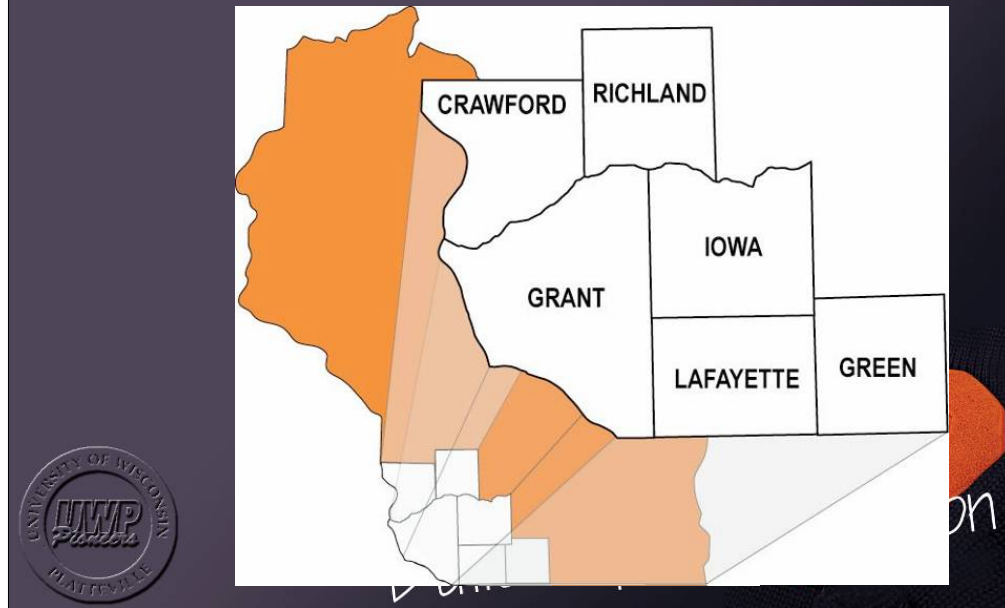
Dr. David J. Markee, Chancellor



Building on Tradition

Welcome to UW-Platteville

UWP's "Wisconsin" Region



WHERE IS OUR REGION AND WHO ARE WE?

In the year 2000, the six counties of Southwest Wisconsin (Crawford, Grant, Green, Iowa, Lafayette and Richland), had a total population of just over 160,000 people. This represents about 2.9% of the population of the State of Wisconsin.

These people reside in an area of about 55,000 square miles, which equates to nearly 8% of the State's land.

The largest municipalities in the Southwest Wisconsin region are Platteville (population 10,000) and Monroe (population 10,800).

In 2000 approx. 98% of the residents were white. Residents here descended from immigrants from northern & eastern Europe and the British Isles (primarily).

Approximately 85% of the region's residents have earned a high school diploma; nearly 16% have earned at least a bachelor's degree.

Serving the Tri-States

Our immediate neighbors

- In Iowa
Dubuque
- In Illinois
Jo Daviess
Stephenson



The border counties in northwest Illinois (Jo Daviess and Stephenson) and Dubuque County are very similar, in demographic profile, to the six counties of Southwest Wisconsin.

There are approximately 162,000 residents in these 3 counties (a number very similar to the population of the six Southwest Wisconsin counties).

These Illinois and Iowa counties do have slightly higher percentages of Hispanics and African-Americans which translate to a 95.5% white population in the Tri-State region.

City of Platteville



Just a few notes about the City of Platteville.

This region was settled in the early 1820's by Cornish lead miners.

There has been a "Platteville" since 1829. This was prior to Wisconsin's statehood in 1848.

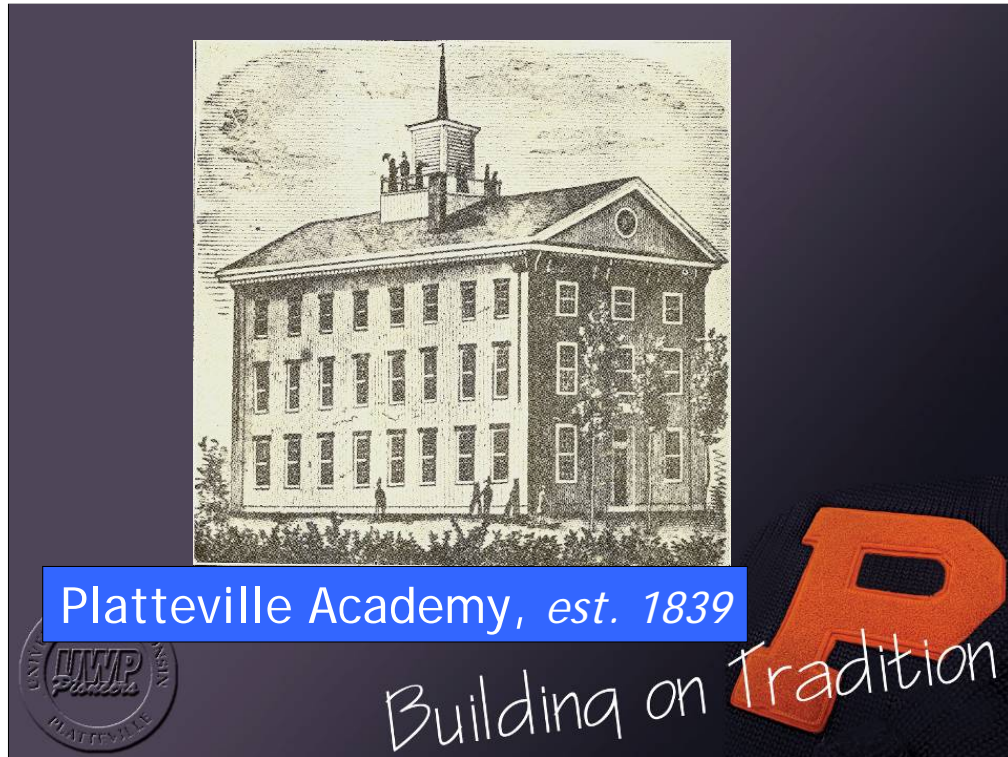
This city is named after the long, flat pieces of processed lead (platts) that came from gravity-fed smelting furnaces.

Platteville has been a regional center of commerce, industry, education and agriculture for some 170 years.

Over those years, this community has embraced opportunity. Today, in Platteville, people would speak with optimism about

- The completed Hwy 151 project and growth in the retail sector of the economy
- Medical facilities 2nd to none; our new hospital opened in 2005
- Expansion and additions in the industrial park
- A vibrant Main Street District
- New sub-divisions/housing developments (in fact, 6)

UW-Platteville has had a definite impact on this region and on causing change.



This University had its origins in the Platteville Academy, organized in 1839.

Thus, this year, we celebrate 167 years of organized education in this community of Southwest Wisconsin.



The first session of the Pioneer Normal School opened on Tuesday, October 9, 1866 (140 years ago).

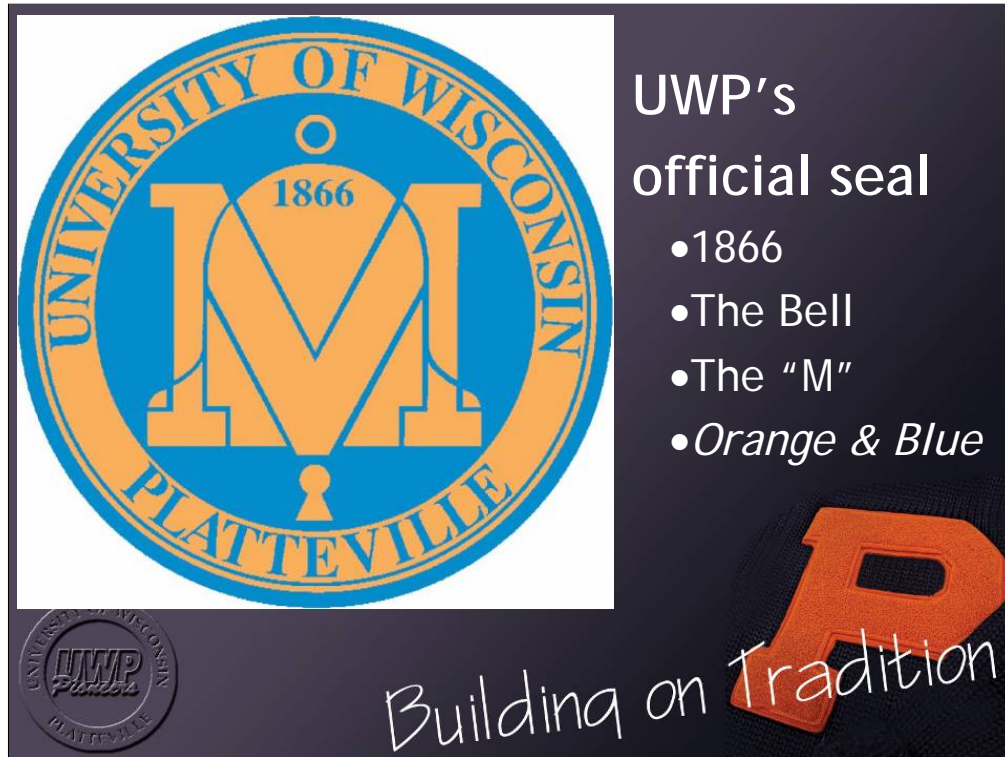
The Normal School at Platteville was the 1st in the State.

Wisconsin Mining School, *est. 1908*



1908 marked the opening of the Wisconsin Mining Trade School in the former location of the Normal School.

The Normal School had outgrown this facility and had constructed a 'new' facility further west on Main Street.

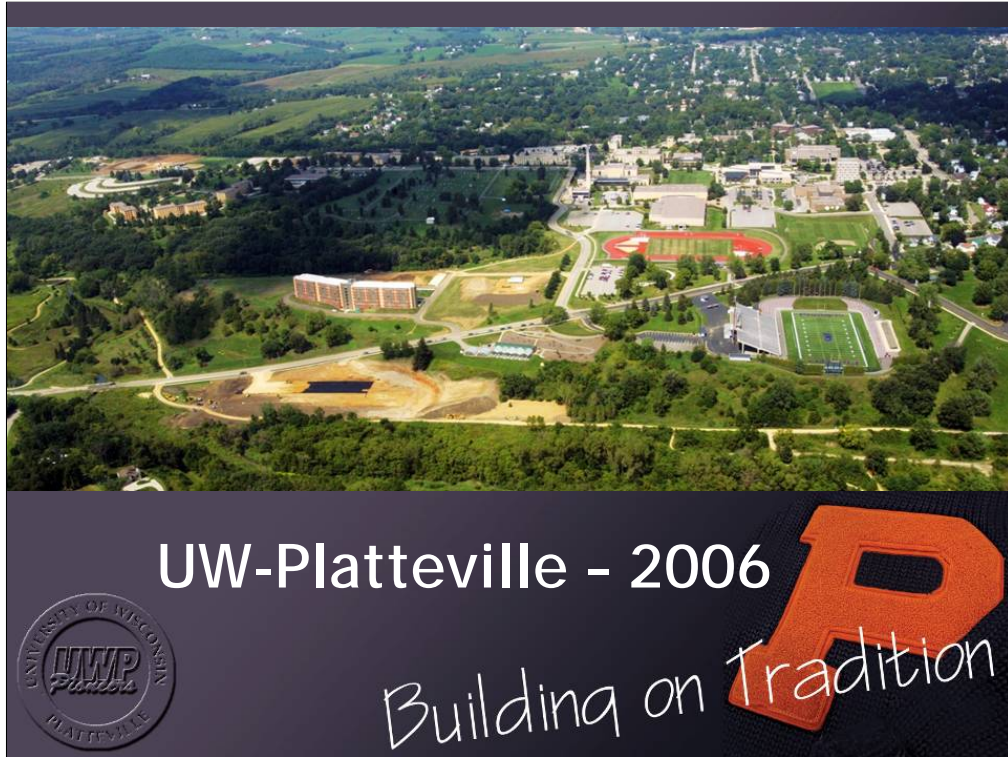


In 1959, the Teacher's College & Mining School merged. The University of Wisconsin-Platteville is the 10th name that has been used for an institution of higher education in Platteville!

Our colors

orange for engineering (representing our tradition in mining/engineering)

blue for education (representing our tradition in education)



UWP Today...

UWP Today

- Academic Programs
 - 43 undergraduate majors; 71 minors
 - 7 graduate degree programs
 - Master's programs - offered totally online - include project management, criminal justice and engineering



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Just what is UWP

Programs

**we offer 43 undergraduate majors and 71 minors

--areas of emphasis: engineering, criminal justice, middle-level education, industrial technology management, agriculture

**we have 7 graduate degree programs

**3 of our 7 graduate programs are offered entirely on-line

**we also have several certificate programs that we offer online

We do offer 1 undergraduate program – business administration – through distance technology.

This year we are implementing our 2nd undergraduate distance learning program - in criminal justice

UWP Today

- Facilities

- main campus of 34 buildings on 330 acres
- university farm of 450 acres with about 20 buildings
- the 90 acre “M” mound



Building on Tradition

Facilities - Campus consists of 3 primary areas

1—Main campus (where we are) is just over 330 acres with 34 buildings

2—University farm is nearly 450 acres with about 20 buildings

3—The “M” is located east of town on County B and is 90 acres.

“M” is a part of our school’s heritage. Built in the late 1930’s by students attending the “Mining School.”

Our On-campus Students

- average age of entire student body - 21.1
- average age of the freshman class - 18.2
- ACT average composite score/freshmen - 21.8
- 86.7% of all students are Wisconsin residents; 10.2% are from Iowa/Illinois; about 1% are from Minnesota
- 17.8% of new students & 24.8% of all undergraduates are from the immediate 6-county region



Building on Tradition

Just a few notes about our students

We're a very traditional campus

**Average age of the entire student body is 21.1

**Average age of the freshmen class is 18.2

**ACT average composite score of new entrants is 21.8

**86.7% of all undergrads are from Wisconsin (compares to 91% in 2004-2005 and 89.6% in 2005-2006)

**10.2% of all undergrads are from Iowa/Illinois (the majority of the remaining 3.1% are from Minnesota)

**17.8% of new students and 24.8% of all students are from the immediate 6-county region (Grant, Green, Iowa, Lafayette, Richland & Crawford)

note: public school numbers in our immediate region are showing a significant decrease in enrollments. This makes recruitment, outside the region, very – very important!

Our On-campus Students

- Ratio of 60 men to 40 women
- Minority population of approx. 4.5%
- Approx. 100 international students
- Approx. 150 UWP students are participating in an international study experience the fall and spring



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About our students

Approx 60% are men; 40% are women (of all students on campus)

**this is related to our program mix and is something that we're constantly attentive to

**we're the only UW System school with a significantly greater percentage of men than women

Minority population is approx 4.5%

International on-campus population

During this year we'll have about 100 international students on campus (about half are here for only a semester from one of our partner schools).

and about 150 of our students will participate in an international study experience during the fall and spring.

Our Distance Learning Students

Serving time and place bound, adult students; most work full-time and have families

2800 enrollees this year

Multiple delivery modes

- online
- off-site (partnerships with UW-Colleges)



Building on Tradition

We are serving an increasing number of time and place bound adult students through our distance learning programs. In fact, we have about 2800 enrollees in our programs.

We offer online masters programs in project management, criminal justice, and engineering. And, we offer two undergraduate degree programs – business administration and criminal justice (new this year).

In addition to offering classes in the online format, we also offer classes off-site. You are familiar with our partnerships at UW Fox Valley & UW Rock County where we deliver our mechanical and electrical engineering curricula.

We also offer an MSE in adult education, off-site. Recently we expanded that program from its eastern Wisconsin base to include Rock County.

Average age of students in graduate program: 38

Average age of students in undergrad. program: 40

66% of students are located in Wisconsin

32% elsewhere throughout the U.S.

2% international

8% are students of color

51% men; 49% women

5% veterans or active military

UWP's Strategic Initiatives

- Distance Learning Programs
- Tri-State Initiative
- Expanding International Study Opportunities
- Agriculture Stewardship Initiative
- Enhancing Campus Diversity



Building on Tradition

The booklet that you have been given – Building on Tradition – highlights these strategic initiatives.

During your time on our campus, we will discuss these special activities.

As we discuss these initiatives, please be aware that the 1st three listed (distance learning, the Tri-State Initiative, and expanding international study) are all cost recovery programs.

The Ag initiative is a broad partnership – involving state and federal agencies as well as additional UW System Schools.

We believe we are strategically focused, with an eye on the future needs of our students and their success as contributing citizens of their communities and our increasingly global society.



This morning we highlight our Diversity Initiative.

There are 3 pages in the booklet that provide an overview of our work in the area of diversity. You will hear about

- programs that are bringing more students of color to our campus;
- efforts to recruit and support women in technical programs; and
- our internationalization plan.

We will also talk about our most significant challenge – recruiting and retaining faculty & staff of color – and how we are addressing this as an opportunity.

Our Provost & Vice Chancellor for Academic Affairs, Dr. Carol Sue Butts, will lead us through these presentations.

Building a Diverse University

Dr. Carol Sue Butts, Provost
& Vice Chancellor for Academic Affairs



Building on Tradition

For a number of years we have been active in a variety of efforts to diversify our campus. In the data presented by the Chancellor you heard that we have had some successes and some disappointments.

I want to highlight three special partnerships that we have developed to bring more students of color to campus and partnerships that provide opportunities for our students to interact with people who are different from themselves.

Nehemiah Community Development Corporation



Partnership with the Nehemiah Community Development Corporation (2002).
A Madison based youth empowerment organization dedicated to help students of color rise above poverty and welfare.

Dr. Alexander Gee

Lila Gee

Supports and guides young people through their childhood and teen years. Offers academic tutoring, mentoring, on-the-job-experience, parenting classes, assists with parent teacher conferences, and equips families to provide a supportive, nurturing home environment for youth.

To UWP: Children, parents, staff from Nehemiah to UWP

Varies times over the years: meeting with UWP students, faculty, tours, sessions regarding preparing for college, pre-college programs, attended athletic events, and fine arts events on campus.

To Nehemiah Corporation: UWP Faculty, staff, students and administrators traveled to Madison at various times for meetings, informational sessions, meetings with prospective students, parents and Nehemiah personnel.

Today: 3 students of color at UWP who are here because of the ongoing close partnership between Nehemiah and UWP.

Mississippi Valley State University



Partnership with Mississippi Valley State University (MVSU) in Itta Benna, MS (2001), in the central Mississippi Delta Region

Met at a National Conference (Dion Kempthorne former dean at Richland Center prior to Deborah Cureton). Dion contacted CSB and lead a delegation to MVSU.

UWP shares many similarities with Mississippi Valley:

Both have large programs in Education, CJ, Chemistry and Music.

Both are in a rural setting (70 miles from Jackson/Madison)

Both regions have unique economic development challenges

Both have a large number of first generation college students

Both are surrounded by racially homogeneous areas

Both have similar rates of racial diversity – only in reverse

UWP – Approximately 96% students are white (4.3% minority)

MVSU – Composed of 97% students of color (1950 historically black university)

and

Both institutions are aiming to increase diversity on campus.



Mississippi Valley State University



So we have a common goal – in reverse:

UWP wants to increase students of color and opportunities to interact with a diverse student body

MVSU – is striving to increase number of white students and enhance initiative to interact with white students.

Through this partnership it is hoped that the ethnic homogeneity of each campus can be tapped as a resource to promote cultural diversity on the other campus. Through this partnership we are having cultural and academic exchanges and student teaching opportunities.

**Exchanges: Faculty, staff, students, administrators, Jazz bands & choirs.
Guest Lecturers, team teaching, panel discussions, teaching courses**

Every January Education Professor D. Tom Lo Guidice travels to Mississippi with his education students where he co-teaches an “Ethnic and Gender Equity” course with a Professor from MVSU and her students. (Prof. Annie Lowery)

In addition because the partnership and the exchanges we have arranged for some of our students to student teach in Mississippi. Also because of this partnership some of our education graduates have obtained jobs in Mississippi.

Jamaican Education Partners



Third example of a unique relationship is our partnership in Jamaica which began in 2004. (Deans/Dir. Of Ed. Meeting – W.W.)

During our Winterim session, professor Wally Iselin and professor Gwen Coe have accompanied education majors to the rural area of Mandeville, Jamaica. This will be the 4th year of this partnership where our students teach reading in the primary schools. To date 18 students have participated in this partnership.

One year students from our Building Construction Management program accompanied our education majors at Jamaica. These students repaired an orphanage while the education students worked in the schools.

In addition to our students having this experience in Jamaica, seven university students from Bethlehem College of Kingston, Jamaica, have traveled to UWP to broaden their cultural awareness and to student teach in the Platteville area.

In the future it is hoped that this program can be expanded to include early childhood majors who will teach in the Jamaican pre-schools.

So far this Jamaican partnership has lead to one student from Jamaica attending our university and (Stephenie Carter) who graduated in May of this year.

I would now like to introduce 3 other people from UWP who will briefly describe other exciting efforts to improve diversity on this campus.



1. Carlos Wiley, Director, Multicultural Education Resource Center

Student of Color

2. Tammy Salmon-Stephens, Director, Women in Engineering Program

Gender Balance

3. Barb Daus, Special Assistant to the Chancellor & Exec Director of Intl Programs

Internationalizing the campus

They will each have 3 slides w/pictures.

Highlighted recruitment program (Carlos – Pathways)

Example of a Retention Program

Example of a special student situation that occurred or something that made a difference with an individual or a small group of students



Carlos Wiley

Director of the Multi-
Cultural Educational
Resource Center



Building on Tradition

Recruitment



Paths to Platteville



Pre-College

Recruitment

Paths to Platteville-is a program we started five years ago designed to bring students of color to visit campus. I begin the program because we were not having students of color visit campus. We provide transportation and buy them lunch. The program has brought over 1000 students to campus to date and we are looking forward to have over 400 students in two weeks.

Pre-College-We offer three camps two of which are funded by DPI and one by UW-system, the camps are Bike-A-Rama which is math and science based, Leadership and Career Exploration and Computer Camp. We run our program as a recruiting tool by working with the students all year round, when students enroll at Platteville we hire them to work over the summer as a counselor at the camps. We provide the students with the basic skills need to allow them to see college is an option, we also check their grades throughout the year. We have had a lot of success with this model, in the past three years with 5 students have enrolled at UWP and 166 students have gone on to a UW-system university.



Retention

Racial Identity Development- We just began this program last year it is designed to help the students of color understand how their race plays into their identity development. We help them better understand the history of race in the U.S. and how that has played into the history of their ancestors. The students are given an assessment tool which they can complete on a yearly basis.

Open Forums- We hold these to help students, faculty and staff discuss the difficult topic of racism in the U.S. our goal is to give the complete history of the United States. The forums have been successful and allowed for real discussion of racism.

Leadership Training- We have peer mentor program which allows younger students to work with older students in leadership positions on campus.

Difference Makers



Difference Makers

Jim Crow- We turned this building into 1950 south but we reversed the roles of people of color and white people. It evoked both historical and contemporary experience of people of color in the US, by the collaboration of a historian of color, other faculty and staff of color with students of color and the Chancellor we were able to give white people on campus the feeling of oppression for four hours.

Student Organizations- We advisor five Asia club, BSU, Hmong club, ITC and SOL we allow them to do program related to their culture. Hmong Fair, Hispanic Heritage Month, Native American Month dinner, Asian-American Night and Ebony Weekend to name a few.



Tammy Salmon-Stephens

Senior Director of the
Women in Engineering
Programs &
Engineering Advising
Office



Building on Tradition

Thank you Provost Butts for giving me the opportunity to share some of the exciting programs within our Women in Engineering Programs. My name is Tammy Salmon-Stephens and I have served as the Senior Director of the Women in Engineering Programs & Engineering Advising Office at UW-Platteville for approximately 10 years! My colleagues know I am passionate about our recruitment and retention efforts within the College of Engineering, Mathematics and Science Programs. As a UWP engineering graduate, twice, I greatly value both the recruitment and retention efforts for the women in our college!

I would like to highlight just three programs within the women in engineering program.



Women in Engineering Career Day

- Established in 1993
- Hands-on career research
- Strong reputation
- Over 2200 participants



The first Women in Engineering Career Day and subsequently the Women in Engineering Program was established in 1993 on the initiative of some concerned faculty members regarding the recruitment and retention of women in the engineering programs. The first Women in Engineering Career Day held in 1993 brought over 200 girls in grades 8-12 to the UWP campus to learn about engineering. This hands-on and interactive program is a model program used to educate girls and their chaperones (teachers, parents, etc) about the options for them in the engineering field. Male and female Faculty, students and administrators are key participants. UWP has a strong reputation among teachers and parents regarding the quality of this program. Since 1993 over 2200 girls have participated in this program with over 1300 of them participating since the year 2000. UW-Platteville yields 25-30% of the participants on the UWP campus.



Mentor Center



- Established in 2002
- Peer Mentoring Groups
- Networking - continues after graduation



The Women in Engineering Program also includes a formal Mentoring Program and Mentor Center for women in the College of Engineering, Mathematics and Science. Each semester there are approximately 50 women who participate in peer mentoring groups. Freshmen and Sophomore women are matched with Junior and Senior women. The students are given training on how to establish rapport, the importance of networking and are given ideas on how to create a valuable experience for all participants. Students receive help with homework, friendships are established, co-ops, internships and full-time job opportunities are often obtained as a result of this program. Many graduates remain connected with their mentor groups after graduation. The Mentor Center was established through funds donated by Madison Gas & Electric and Alliant Energy. The 1100 square foot center serves as a meeting location, study area with computers and also social gathering area. The Society of Women Engineers office is located in the center and women in the college can now more easily connect with each other because of the Center.



"Engineering a Girl" Tool Workshops



The "Engineering A Girl" Tool Workshops was developed in 2000 with the help of my colleague, Clyde Holverson. Mr. Holverson and I obtained funding and donations from the UW-Platteville Foundation, the Dubuque Racing Association and a variety of other "tool-type" organizations to create a workshop environment where girls could experience using hand-tools while working on a "real" project. The goals of the program are to increase knowledge of common hand tools, increase the confidence of the participants and to establish a mentoring relationship among the participants. UW-Platteville women from the College of Engineering, Mathematics and Science have been instrumental in developing this program. The women have developed projects, presented numerous topics in schools and they themselves have benefited from the experience. Currently, three schools in Southwest Wisconsin (Platteville, Darlington and Lancaster) have participated in creating their own Tool Workshops where now the upper class high school students now serve as the mentors and instructors for middle school girls. Now that these schools are functioning independently, our program can concentrate on developing programs at other schools. there are 4-5 other schools in SW Wisconsin that are next in-line for the program. More than 300 girls in Southwest Wisconsin have participated in the Tool program. Examples of projects include: taking apart and re-assembling a computer, wiring an outlet, light receptacle and light switch, making a wind chime, taking a part toasters, lights and junk



Barbara Daus

Special Assistant to the
Chancellor &
Executive Director of
International
Programs



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Internationalization

The map displays the following countries and regions:

- North America:** Canada, United States, Mexico, Cuba.
- South America:** Venezuela, Colombia, Peru, Brazil, Bolivia, Chile, Argentina.
- Europe:** United Kingdom, Ireland, France, Germany, Poland, Czech Republic, Slovakia, Austria, Hungary, Italy, Spain, Portugal, Greece, Turkey, Bulgaria, Romania, Ukraine, Norway, Sweden, Finland, Denmark, Iceland, Greenland.
- Africa:** Mauritania, Mali, Niger, Chad, Sudan, Egypt, Libya, Algeria, Tunisia, Morocco, Mauritius, Namibia, Botswana, South Africa, Angola, Zambia, Zimbabwe, Mozambique, Madagascar, Swaziland, Lesotho.
- Asia:** Russia, Kazakhstan, Mongolia, China, India, Pakistan, Afghanistan, Iran, Iraq, Saudi Arabia, Yemen, Oman, United Arab Emirates, Qatar, Bahrain, Kuwait, Jordan, Syria, Lebanon, Israel, Palestine, Cyprus, Armenia, Georgia, Azerbaijan, Uzbekistan, Turkmenistan, Kyrgyzstan, Tajikistan, Nepal, Bhutan, Bangladesh, India, Myanmar, Thailand, Laos, Vietnam, Cambodia, Philippines, Malaysia, Singapore, Brunei, Indonesia, Timor-Leste, Papua New Guinea, Solomon Islands, Vanuatu, Fiji, Tonga, Samoa, Tokelau, Marshall Islands, Micronesia, Palau, Nauru, Kiribati, Tuvalu, Cook Islands, Niue, Tokelau, Wallis and Futuna, French Polynesia, New Zealand.
- Oceans:** Arctic Ocean, North Atlantic Ocean, South Atlantic Ocean, Indian Ocean, Pacific Ocean.

We knew we needed to find ways to encourage more participation.

We've expanded our offerings – with regard to location (from 4 to 15) and with regard to academic coursework.

Internationalization



Our faculty have been integral in these efforts.

We've built exchange partnerships with 10 institutions abroad.

We have found and engaged partner schools whose academic strengths match ours.

Faculty from both institutions have worked together to articulate academic coursework so that students can earn credits in their academic majors as well as in general education.

We're pleased with the outcome of these partnerships.

First, we see more of our students going abroad to study at these partner schools.

And, by virtue of the partnership, we have students from those partner schools studying at UWP.

And second, the relationships that have formed between faculty have resulted in faculty exchanges – our faculty traveling to the partner school to guest lecture, participate in research, share expertise...

And, faculty from these partner schools coming to UWP to work with our students in their areas of expertise.

Internationalization



We have been strategic in our actions. And, we have concentrated our efforts on developing strong and expansive partnerships.

I'd highlight just one – our relationship with South Central University for Nationalities in Wuhan, China.

Our initial relationship with this institution was our agreement to offer a Master of Science in Education – Teaching English as a 2nd Language. Our method: Chinese students who had earned undergraduate degrees in English would apply; faculty from our English and/or Education departments would travel to Wuhan to deliver the coursework with assignments and class projects submitted via the web after the faculty returned to the USA; if students achieved the requisite grade point average after earning 20 credits they would be invited to UW-Platteville for 1 semester to complete their final course (those that either could not participate due to family circumstance or lack of resources would be supported in completing this final course on the Wuhan campus); all the students would graduate together in Wuhan.

There have been more positive outcomes from this relationship that you can imagine:

First – our faculty who teach in this program are returning to their UWP classrooms with experiences that are enriching their curriculum and our students

Second – every spring semester we have 25 to 30 Chinese students on our campus. Each of the Chinese students is paired with an American student in a residence hall room. Additionally, each of the Chinese students has a host family from the Platteville community.

Third – several of the South Central faculty members have come to our campus as visiting scholars – remaining for at least a month and as long as a year. They have interacted with our faculty and with our students – and with the greater Platteville community.

Fourth – we have established a semester Study Abroad program in Wuhan, with a special emphasis on the ethnic minorities of China. The program is taught by faculty from South Central University for Nationalities and involves a great deal of field experience as the students travel with their faculty to sites across China which are the homes to the ethnic minorities that they study.

Fifth – our partner university served as one of our highlights of our 2006 Alumni Trip.

Is there more to come. We hope so – not only with this partner but with our other partners. Internationalization at UWP means more students abroad, more international students at UWP and involved faculty and staff who make changes to their curriculum to reflect these global experiences.

Diversity in our faculty/staff



We have recruited people of color for positions at UWP over the years. But it seems that for every successful hire we have we lose one of our current faculty or staff of color.

We are concerned about this.

We also know that there are racial incidents on campus. Even one racial occurrence is too many – and there have been more than one.

This cannot continue.

At the end of spring semester, there were several meetings and long frank discussions, with faculty and staff from Ethnic Studies, the Diversity Committee, the Multicultural Education Resource Center and the Affirmative Action Office to discuss a plan to address a variety of ethnic diversity issues on this campus.

The bottom line of those meetings is that we are not doing very well in the area of diversifying our campus work force.

Based on these discussions a number of special campus wide initiatives have been introduced this year to enhance campus climate and the recruitment and retention of faculty and staff of color.

Diversity in our faculty/staff

PHASE I - Training for all full-time faculty, staff & administrators

- seminar on white privilege and institutional racism
- workshops on racial sensitivity and understanding



Building on Tradition

Phase I. (listed on p. 19 of document – some examples are):

- 1. Implemented a required 2 hour seminar with a nationally renowned speaker Tim Wise, for all full-time faculty, staff and administrators on white privilege and institutional racism in academic settings. Four of these seminars were held on campus in September.**
- 2. Mandatory day long workshops for all full time faculty, staff and administrators on racial sensitivity and understanding. There are 8 day-long workshops scheduled for fall semester and 4 have already been held.**

Diversity in our faculty/staff

- training for supervisors, department chairs, and chairs of search & screen committees
- specially trained advocates on every search & screen committee

PHASE II - Training for all part-time faculty & staff plus classified staff



Building on Tradition

3. **Mandatory training for supervisors, department chairs and chairs of search and screen committees to ensure that affirmative action issues, position expectations and the applicant's commitment to and experience with diversity are covered during the interview process.**

4. **We already require a person of color on every search and screen committee. But in addition to that we added the requirement that there must be a specially trained affirmative action advocate on every search committee. This person will ensure that processes are being followed, raise issues and raise tough questions with the search committee regarding the university's commitment to recruiting diverse faculty and staff and faculty and staff who are committed to diversity.**

Phase II: (January)

Continue the required seminars and one day workshop for part-time employees, classified staff

Diversity in our faculty/staff



Continuous Assessment:

Monitoring pools of applicants, hires, retention of faculty/staff of color

Continue working with faculty and staff from Ethnic Studies, the Diversity Committee, the Multicultural Education Resource Center and the Affirmative Action office for future programming.

We think we are on the right track and look forward to moving ahead.

Comments...Questions?

Thank you.



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