

Monitoring Report on Diversity
University of Wisconsin – La Crosse
January, 2009

Team Concerns (Assurance Section): Although UW-L has several programs, committees, and initiatives on diversity, there is much confusion on campus regarding senior-level commitment and leadership on this issue. Furthermore, there is confusion regarding the authority, organizational structure, and reporting lines of units and individuals with major responsibilities for advancing diversity at UW-L. Additionally, although there is a system plan for diversity (Plan 2008: Educational Quality through Racial and Ethnic Diversity) and the institution's 2004 strategic plan (Building Our Academic Community of Learning and Inquiry – A Vision for the Future), identifies diversity as one of its key areas of focus, there appears to be no institutional plan for diversity to which the campus is committed, including the senior leadership. Finally, representation of faculty and students of color remains relatively low.

Team Recommendations (Advancement Section). The University of Wisconsin-La Crosse struggles, as do many institutions of higher learning, with issues of diversity. Recruiting and retaining students, faculty, and staff of color appear to be an ongoing challenge for the university. Although the university articulates a commitment to diversity in a variety of ways (e.g., through its various offices, committees, and programs), interactions with people on campus strongly suggest that this is more rhetoric than action. It is unlikely that the status quo will be altered substantially unless some innovative thinking and strategies are formulated and implemented.

A lack of a "critical mass" of students, faculty and staff of color contributes both to the difficulty the university experiences in recruiting people of color and to the ongoing challenge in retention of people of color. This creates a climate on campus that people of color perceive as not very welcoming to them. However, many individuals report that the campus is not hostile either – apathy appears to be the descriptor that best reflects attitudes of the majority on campus regarding diversity. To change this climate, the university might consider some of the following strategies:

- *Develop a web page that addresses issues that faculty, students, and staff of color have regarding how the institution and local community support diversity. This might include information about housing, churches, cultural events, and opportunities for new faculty and staff of color to connect with other professionals of color both on campus and in the local community. The address of this web page could be included in advertising related to all searches.*
- *Develop a specific number of faculty lines (e.g. two) each year that the Provost can assign to any academic department that identifies a faculty candidate of color that the department wishes to hire. This encourages deans and faculty in every academic area to become a recruiter for prospective faculty colleagues of color. Also, current faculty of color can be important resources to connect with prospective candidates of color around*

the country. If this is done over a period of years along with rigorous efforts to recruit candidates of color in all other faculty searches, the university will increase the number of faculty of color on campus.

- *Develop a Faculty/Staff of Color Network on campus, if one does not exist, that enables faculty and staff of color to interact and socialize regularly. Faculty and staff of color often feel very isolated and “alone” on a predominately white campus so it is important for them to have ways to provide support and mentoring for each other and for new faculty/staff of color.*
- *In order to recruit more students of color, the university may need to develop some very attractive financial aid packages that are largely non-repay aid. On-campus employment for new students of color in offices that will provide a caring, supportive environment can assist in retention efforts. If the university makes a concerted effort to connect with alumni of color in the Milwaukee and Minneapolis areas along with other areas where alumni of color are clustered, there will be new opportunities to develop networks to recruit students of color to UW-L.*
- *Develop a collaborative relationship with appropriate staff and student leaders at Viterbo and WWTC to plan and implement events/activities that will be attractive to students of color at all three institutions. This will enable each institution to maximize resources and it will enlarge the network of students of color that can support each other. Both UW-L and Viterbo can benefit from this type of collaboration since some students of color at WWTC may become interested in transferring to these institutions.*
- *A concerted effort to employ students of color on campus in residence life, student activities, the student unions, dean’s offices, and a variety of other well used offices and facilities on campus will enhance the environment on campus relative to diversity. If student employees are used in the offices of the Chancellor and the Provost, these would be offices to target as well. Additionally this will enable students of color to connect with various faculty and staff outside of the classroom in ways that can be beneficial to them and it will encourage other students of color to utilize these offices and facilities.*
- *The Office of Multicultural Student Services provides a variety of programs and support services for students of color. However, this office should not be the only office that focuses attention on students of color. Additional programming resources for this office would enable staff to “reach out” to other areas of the university to encourage and to collaborate on programs and activities that will be of interest to students of color and that will expose majority students to diversity issues. Special diversity programming funds might be provided to several other departments at the university to encourage collaborative efforts in programming for the campus community that will expose all students to intercultural issues. If this notion is pursued, funds should be allocated “strategically” to provide the best return on the investment for the university community.*

- *Develop an “early connection” program with area schools to identify students of color that could be invited to attend various programs and activities at the university throughout their middle/high school careers. Additionally, scholarships for students of color to attend summer programs (e.g. leadership, athletic camps, etc.) that are offered for high school students could be an effective way to enhance student recruitment if the university maintains these relationships.*
- *The university may also wish to hire a consultant to help it develop a plan that addresses issues of organizational structure, authority, and reporting lines.*

While each of these ideas has resource implications, UW-L cannot improve the diversity of enrollment, staffing, and programming without increasing expenditures in these areas. The team encourages the senior administration at UW-L to make diversity a priority both in rhetoric and in action. These recommendations are intended to stimulate pragmatic thinking and conversation about the challenge of diversity at UW-L; however, in the end, the UW-L community (i.e. administration, faculty, and students) must determine how to improve the climate of diversity on campus and how to make the necessary resources available.

The two primary issues identified in by the NCA team were 1) a lack of organization for and senior administration support of diversity efforts and 2) a paucity of faculty, staff, and students of color at UW-L. The team also identified many possible activities to address these concerns, many of which UW-L has been able to implement over the last two years.

At the time of the comprehensive visit in April 2006, UW-L was at the beginning of a complete transformation of the senior leadership team. The Chancellor had just accepted a position at another institution and left at the end of the spring 2006 semester. The Vice Chancellor for Administration and Finance and the Provost and Vice Chancellor for Academic Affairs also took jobs at other institutions within a year. Joe Gow, the current Chancellor arrived at UW-L in February 2007. Bob Hetzel, the current Vice Chancellor for Administration and Finance began in July 2007, and Kathleen Enz-Finken, the current Provost and Vice Chancellor for Academic Affairs began in May 2008. Additionally, the Chancellor modified the Chancellor's cabinet. First, he elevated the Dean of Student Development and Academic Services position to Assistant Chancellor and Dean of Students, adding that position to the cabinet. Second, he modified the Special Assistant to the Chancellor to enhance the advisory role of the position. The position now requires a terminal degree and a solid understanding of issues in higher education in general, and UW-L in particular. Finally, the Assistant to the Chancellor for Affirmative Action and Diversity left UW-L in July 2008. After considerable dialogue with campus constituencies, the Chancellor's cabinet decided to separate the affirmative action and diversity roles to provide better organization of UW-L's diversity efforts. The Special Assistant to the Chancellor roles were again redefined to include affirmative action responsibilities. In sum, the leadership team now includes: the Chancellor, the Provost and Vice Chancellor for Academic Affairs, the Vice Chancellor for Administration and Finance, the Assistant Chancellor and Dean of Students, and the Special Assistant to the Chancellor and Affirmative Action Officer. All members of the leadership team have assumed their roles since the comprehensive visit in April 2006. Moreover, a record of valuing and supporting diversity was a key qualification for each of the positions. The change in the senior leadership and the leadership team's commitment to diversity has significantly facilitated diversity efforts over the last two years.

Diversity Infrastructure

As the NCA evaluation team noted, UW-L had many diversity related groups and initiatives, but the organization of the groups and initiatives was lacking. Groups working on diversity efforts reported to several individuals, including the Chancellor, the Assistant to the Chancellor for Affirmative Action and Diversity, and the Dean of Student Development and Academic Services (see <http://www.uwlax.edu/campusclimate/documents/PDFs/DIRETREAT/DIVisual.pdf>). For example, The Dean of Student Development and Academic Services oversaw the Office of Multicultural Student Services (OMSS) and Disability Resource Services. The OMSS coordinates services to pre-college students (e.g., TRIO and Upward Bound), as well as academic and social support services for current students. The Assistant to the Chancellor for Affirmative Action and Diversity oversaw the Campus Climate Office, Disability Resource Services, and the Council for Affirmative Action and Diversity, (which contained representatives from various UW-L diversity committees, including the Joint Multicultural Affairs Council, Individuals with Disabilities Advocacy Council, the Eagle Equity Committee addressing GLBT issues, and the Women's Advisory Council). Additionally the Assistant to the Chancellor for Affirmative Action and Diversity led UW-L's efforts related to Plan 2008, (the UW System 10 year initiative to address diversity across the system) and the Equity Scorecard project (an analysis, disaggregated by race and ethnicity, of access, retention, excellence, and institutional receptivity). The Chancellor oversaw the Joint Multicultural Affairs Council, the Women's Advisory Council, the Individuals with Disabilities Advocacy Council, and the Eagle Equity Committee. This organizational scheme created two primary challenges. First, groups working on similar issues reported to different people, and second, at times single groups were reporting to two different individuals. The result was that at some times, efforts were duplicated and at other times groups faced competing directives from different supervisors. Furthermore, the funding for diversity issues was equally scattered and lacked focus.

In response to the NCA team report, the Campus Climate Office organized a retreat of all departments, units, committees, councils, programs, organizations, etc. who work on diversity at UW-L in May 2007 (see Appendix A). Approximately 80 individuals attended the event. The primary goals of the retreat were to:

- review, verify, clarify, and reflect on the compiled list of diversity initiatives,
- gain an in-depth understanding of the entirety of UW-L's diversity initiatives,
- recommend strategies for streamlining and building capacity for diversity initiatives, and
- identify and build consensus regarding short and long term goals.

Also in spring 2007, the Dean of Student Development and Academic Services coordinated a needs assessment of diversity resources (see Appendix B). Thirty-seven members of the faculty, staff and administration at UW-L who had roles or interests in promoting diversity were invited to participate in an interview about diversity needs across campus. A graduate assistant conducted interviews with 23 respondents. The retreat and the needs assessment identified similar themes and goals. Results from both indicated a need for a reexamination of the administrative structure and support of diversity efforts. Additionally, participants suggested a need for better collaboration to identify diversity goals. Furthermore, once goals were identified, UW-L needed better coordination of and communication about efforts related to those goals. Participants also suggested UW-L needed to set measureable benchmarks and assess diversity efforts. Finally, participants supported diversity awareness training and professional development for faculty and staff.

In July 2008, the Assistant to the Chancellor for Affirmative Action and Diversity and the Campus Climate Coordinator left UW-L to pursue positions at other institutions. This gave UW-L the unique opportunity to evaluate and modify diversity related positions at the institution. Over the summer, the leadership team met with members of diversity related committees and groups to gather feedback about the past structure and ideas for reorganization. After a series of extended and frank discussions, the leadership team approved a new position, an Associate Dean for Campus Climate and Diversity as of September 1, 2008. The position includes the responsibilities of the former Campus Climate Coordinator, as well as administrative oversight of the Office of Multicultural Student Services, the PRIDE Center, Disability Resources Services, the TRIO Program, and Upward Bound. The position reports to the Assistant Chancellor and Dean of Students. The creation of the Associate Dean for Campus Climate and Diversity has allowed UW-L to focus its diversity efforts. Rather than devoting small portions of several positions to diversity efforts, now a single position is devoted to coordinating many diversity efforts. The creation of the position included a consolidation of resources as well. Previously, if groups or departments wanted to host a diversity speaker, program or scholar, the funding sources were unclear; people frequently requested funding from multiple sources. Now, unit will oversee the funding of all such programming, again allowing for much better coordination of events. Finally, the addition of the Assistant Chancellor and Dean of Students to the leadership team allows for better coordination of diversity efforts by the academic affairs and student affairs areas.

Moreover, UW-L has added, and continues to add, positions related to diversity efforts across campus. In August 2006, a Multicultural Admissions Counselor position was added to the Admissions office, substantially increasing multicultural student recruiting activities. In August 2007, a Pre-College Outreach Coordinator position was added to the OMSS, significantly enhancing efforts to connect with multicultural middle and high school students. As part of the 2007-2009 Biennial Budget Proposal, the UW System asked for, and received money from the State of Wisconsin to address teacher education needs in the state (see Appendix C). The proposal focused specifically on enhancing cultural and social competencies for teacher education students and on recruiting and retaining a diverse student body in teacher education. UW-L has received funding for two positions related to this initiative. The first is a full-time recruiter and advisor for the teacher education program who will have responsibility for recruiting additional student from diverse backgrounds into teacher education and for retaining these students once they matriculate at UW-L. The second is an assistant or associate professor in Multicultural education (see Appendix D for both position descriptions). The responsibilities of the position include providing leadership and program support for teacher education initiatives and recruitment regarding multicultural, disadvantaged, and underrepresented students in the teacher education program, as well as providing advocacy of cultural relevant pedagogy across the curriculum. Furthermore, UW-L will be searching for a second Multicultural Admissions Counselor in summer 2009 with a fall 2009 start date.

Finally, the Provost and Vice Chancellor for Academic Affairs will be enhancing UW-L's Center for Center for Advancing Teaching and Learning (CATL) (see Appendix E). While CATL does exist at the current time, it is staffed solely by the Assistant to the Provost. The mission of CATL is to improve teaching effectiveness and student learning and to promote innovations in the creative and effective use of both new and traditional educational methods, tools, and technologies. Beginning fall 2009, CATL will be expanded to include an Assessment Coordinator (1.0 FTE), Writing Coordinator (.50 FTE), Online Director (1.0 FTE), Instructional Designer (1.0 FTE), and Inclusive Excellence Coordinator (.50 FTE). All positions will report to a Director for the Center for Advancing Teaching and Learning (1.0 FTE). In addition, an

Advisory Board comprised of faculty, instructional staff, and students will provide recommendations and suggestions about CATL programs, activities and services. The Inclusive Excellence Coordinator will help instructors improve their practice so that it is increasingly informed by diversity pedagogies and infuse diversity content and perspectives into their courses. The IE Coordinator will organize seminars and workshops events for instructors, consults with individuals, departments, curriculum committees, and project groups, and collaborate with other CATL staff to promote diversity in all aspects of teaching and learning in any venue (see Appendix F for IE Position Description).

In addition to increasing the coordination of diversity efforts through reorganizing and adding diversity related positions, the visibility of and communication about diversity efforts has been improved by the addition of a diversity link on the UW-L home webpage (www.uwlax.edu). The website (<http://www.uwlax.edu/general/diversity/>) homepage contains a message about UW-L's commitment to diversity from the Chancellor. In addition, it provides a central location for information about all diversity initiatives and groups, including Affirmative Action, Campus Climate and Diversity, Diversity Committees, Diversity Initiatives, and many Diversity Resources. The website also includes a calendar of upcoming diversity events.

Diversity Activities

Diversity Assessment Activities

UW-L participated in the Equity Scorecard project beginning in spring 2005. The Equity Scorecard was developed by Dr. Estela Bensimon at the Center for Urban Education, University of Southern California in order to foster institutional effectiveness using disaggregated institutional data, expand institutional knowledge about factors leading to inequities for students of color or other underrepresented students, and to conduct "fine-grained" analysis to develop equity oriented goals and benchmarks. Indicators such as retention and graduation rates, as well as anecdotal evidence have suggested that students of color seem to have different educational experiences than white students. UW-L has long been interested in improving the educational experience for students of color and participated in the EqS project as a way to identify specific areas for improvement such that efforts could be targeted to those areas.

The EqS process is extensive, requiring about 18 months to complete. During the process, institutions evaluate the equity of educational experiences among racial and ethnic groups in four areas: access, retention, excellence and institutional receptivity. Institutions choose relevant indicators to monitor progress in the areas. For example, equity in access to the university might involve a comparison of the proportion of students among different racial and ethnic groups who graduate High School to the proportion who enroll at UW-L. If 20 percent of all High School graduates in Wisconsin are African American, then UW-L will achieve "equity" in access when 20 percent of enrolled first-year students from Wisconsin are African American (see Appendix G for the full EqS Report).

In addition to the EqS project, UW-L conducted a Campus Climate Survey in spring 2008 to evaluate student, faculty and staff perceptions of the diversity climate. UW System contracted with Rankin and Associates, Inc. to develop a Campus Climate Survey for five institutions, including UW-L. Rankin and Associates administered the survey, analyzed the data, and provided a report to UW-L in October, 2008 (see Appendix H for the Executive Summary of the Campus Climate Survey results). While a large majority of students, faculty and staff were satisfied with the campus climate at UW-L (see Figure 1), a substantial minority of students (14%) and employees (30%) indicated they had experienced some kind of exclusionary, intimidating, offensive and/or hostile conduct while at UW-L. Data from both projects have been

used across campus to target efforts to improve the entire educational experience for students, from admission to graduation, and to improve the campus climate for students, faculty and staff.

Student Recruitment and Retention

The Admissions Office: The Admissions Office has significantly increased the focus on multicultural student recruitment over the last two years. As noted, a full-time Multicultural Admissions Counselor was added to the staff in August 2006. One of the primary roles of the Multicultural Admissions Counselor is to connect with potential students through high school visits and college fairs. In each of the last two academic years, the Multicultural Admissions Counselor has visited over 60 high schools and attended over 50 college fairs, allowing her to talk with over 2,350 students about attending UW-L (see Appendix I for a summary report of recruitment activities). In addition to visiting students at their schools, the Multicultural Admissions Counselor coordinates student visits to UW-L. The Multicultural Student Visit Day (MSVD) program was developed to introduce UW-L to college-bound students of color, who normally are drawn to schools nearer their homes and institutions that are more familiar to them. MSVD started as a once a year event and has now branched into six visit days, with three events each semester. Students from both Minnesota and Wisconsin have been targeted to attend the MSVD program.

UW-L offers three different MSVD programs. The first works with Admission Possible, a college access program that serves promising and motivated low-income students in Minneapolis and St. Paul high schools. Admission Possible is a growing non-profit college preparatory program that has established relationships with institutions in Minnesota, Wisconsin, and Iowa. The second is in partnership with Rufus King High School, a high school with the highest rate of college-bound students in the Milwaukee Public School system. The third offers a visit day for students from La Crosse, Milwaukee, Madison, Kenosha, Racine, and the surrounding area high schools. Many students of color do not get an opportunity to visit campuses due to the associated costs of traveling to the institution. To assure cost is not a factor, UW-L provides round trip transportation and meals for all who participate/volunteer for a MSVD. In fact, the Multicultural Admissions Counselor drives to the town of origin and rides the bus with the students to La Crosse, accompanies the students throughout the day's visit, and rides the bus back to their hometown with them. She uses the travel time to talk about UW-L and answer students' questions. The recruitment program gives a comprehensive view of the university which includes an information session about UW-L, meeting/luncheon with academic deans, faculty and staff, presentations on student services (i.e. Office of Multicultural Student Services, Student Support Services, and Financial Aid), campus tour, and student panel (see Appendix J for a sample MSVD agenda).

In addition to the MSVD visits, which target high school students, the Admissions Office coordinates visits from local middle school students. Starting fall 2006, groups of 30-35 high achieving multicultural middle school students visit UW-L for a day (see Appendix K).

UW-L also offers financial assistance to students in underrepresented groups. The Counselor Choice Award grants \$1,000 to approximately 25 new first-year students from Wisconsin and Minnesota. The award targets students with demonstrated leadership and/or involvement in their high school or community. The Student Development/Academic Services Multicultural Student Scholarship provides \$500 to a first year student who has a high school rank in the top 15 percent and who has demonstrated leadership and/or involvement in their high school or community. The scholarship is renewable for up to three years given good academic standing and involvement with leadership at UW-L. Finally, UW-L offers between five and seven Non-

Resident Tuition Grants. The grants, valued between \$2,000 and \$7,500 per year are designed to allow students who are not residents of Wisconsin or Minnesota (with which UW System schools have tuition reciprocity) to have the non-resident tuition waived and therefore pay in-state tuition. The grants can be renewed for up to three years given the student maintains good academic standing.

The Office of Multicultural Student Services: In addition to the Admissions Office, the OMSS coordinates a number of programs designed to support students from underrepresented groups (see Appendix L for the OMSS 2007-2008 year end report). First, the OMSS begins to build relationships with students while they are in the PK-12 educational system. UW-L offers several pre-college programs through the UW-L Precollege Center. The Center sponsors community-based multicultural tutoring and enrichment programs, residential summer experiences and various academic skill building sessions for approximately 400 youth each year, elementary through high school. In the Precollege Tutoring and Enrichment Program, many UW-L students from diverse ethnic backgrounds participate as tutors/mentors in local outreach programs. The program offers tutoring and enrichment programs to local Native American, African American, Hmong and Latino youth ranging in age from elementary school to high school. UW-L tutors travel to nearby communities one evening each week to provide the tutoring. In addition, the Center sponsors summer reading and enrichment sessions, and week-long Mississippi River Adventure residential sessions for both middle and high school students. The purpose of the precollege programs is to assist youth in specific academic areas, promote skill development and provide an opportunity for career and academic exploration. Additionally, the programs provide other forms of enrichment and recreational activities. The primary goal is to provide support for youth and encourage them to consider higher education.

Second, the OMSS has a number of programs designed to increase the retention of multicultural students after they matriculate at UW-L. For example, once students have applied and been accepted to UW-L, they are eligible to participate in the Academic Success Institute (ASI). The ASI is a bridge program for invited students who apply to UW-L and who the Admissions Office believes would benefit from additional college preparation. The program is designed to facilitate a smooth transition from high school to college for prospective freshman. ASI assists students as they become acclimated to the university environment. New students experience a series of General Education courses in order to help them adjust to the college routine. Approximately 20-25 students are enrolled for six weeks of intensive instruction in college level courses and developmental activities during the summer prior to their first year. Students also receive support during the regular academic year from an advisor in the OMSS. Starting in 2008, the students were required to enroll in special section of UW-L's first-year seminar course as a cohort. Program participants have higher retention rates and grades than their peers who do not participate in this transitional academic experience.

As part of the Early Academic Initiative, all incoming multicultural freshman and transfer students are assigned an OMSS staff member as their initial contact person in the OMSS. Staff members contact their students and share the services of the office and other campus resources. Students also receive periodic information regarding academic deadlines, special programs sponsored by OMSS, and even employment opportunities. The OMSS also coordinates a Grade Progress Review. This program is designed for new freshmen, new transfers, and probationary status students to receive feedback from their instructors prior to mid-term and the last day to drop a class. Forms are sent to the faculty, and instructors are asked to comment on test or quiz scores, participation, attendance and any other helpful information. That information is given to the student's contact person in the OMSS. If a student

is not doing well in class, he or she is provided with options, such as talking to the professor about their progress, seeking tutor assistance (departmental or OMSS) or dropping the class. One option for students who are struggling in a class is the Peer Tutoring Program. This program provides specific class tutoring to multi-ethnic (African American, Latin American, Naive American, Southeast Asian, and other Asians who are U.S. citizens or refugees) UW-L undergraduate students upon request. Tutoring sessions are designed to meet the students' needs with flexible hours and individual or small group sessions. This service is free and is designed to support and complement tutoring offered by the various departments on campus. Finally, the Students Transitioning Education to Professions (STEPS) program was implemented in the 2007-2008 academic year, in response to information from the Equity Scorecard project that indicated while students of color return for their sophomore year at about the same rates as white students, students of color tend to leave in higher rates after their second or third year. The STEPS program is designed for upper level students who are beginning to transition from college to career. The program consists of four pillars: Assistance with Financial Retention, Study Abroad Opportunities, Graduate School Information and Career Exploration.

Other Recruitment and Retention Activities.

Student Development and Academic Services created a Multicultural Recruitment Committee during the 2006-2007 academic year. This committee brings together units, departments, faculty and staff that have contributions to multicultural recruitment at UW-La Crosse. Meetings provide an opportunity for the Multicultural Admissions Counselor to share recruitment updates. In addition, members discussed other possible initiatives that might assist in recruitment efforts.

The academic colleges also have initiated several programs and activities to recruit and retain multicultural students. The Dean College of Business Administration (CBA), for example, personally communicates with all multicultural applicants to UW-L who intend to have a business related course of study. The Dean first writes a letter to each applicant encouraging enrollment and providing information about UW-L's business related programs. The letter is followed by a phone call and finally an email to encourage interest, answer questions and provide additional information. In addition, the CBA maintains a mentoring program for first-year multicultural students. As another example, the College of Science and Health (CSAH) initiated an E-mentoring program targeting multicultural freshmen and sophomore high school students in La Crosse and surrounding areas. The program is designed to encourage and support students' interest in science and mathematics by providing them with "E-mentors" from the STEM faculty. As parents play a vital role in their children's academic success, the parents of the students are also involved in the activities in the program with campus visits and communications.

Continuing Education and Extension (CEE) also has increased efforts to help students of color attend college. For example, CEE offered a six-week ACT preparatory program for Hmong youth from three area high school districts and included parents and guardians at an evening event and campus visit. Students learned study and test taking skills in the four subject areas. Pre- and post-testing using retired ACT tests found that students' scores increased after taking the class.

Training and Other Diversity Support Activities

UW-L has increased efforts to increase awareness of diversity issues among students, faculty and staff. The Awareness Through Performance (ATP) program was initiated by the staff in the Campus Climate Office in spring 2006 to raise awareness of diversity and other social justice

issues. Similar to Social Action Theater, students generate skits, often based on their own experiences, and perform those skits for a wide variety of audiences. The skits highlight an assortment of issues including racism, sexism, ageism, ableism, classism, heterosexism, gender expression and identity, hate, cultural differences, and more. The ATP program has garnered exceptional support across campus. It was voted the "2006-07 Best All-Campus Educational Program of the Year" by the UW-La Crosse Residence Hall Association Council. Additionally, the Chancellor and other university leaders and administrators have performed in productions. Some of the skits are humorous while others are quite serious, but they all compel the audience to critically examine their own views and experiences. The group generally stages about five performances per year on campus, reaching nearly 2500 students, faculty and staff. One production specifically targeted faculty and staff and was performed in association with the Chancellor's fall 2007 address to the faculty. Another production will be performed in association with the Chancellor's spring 2009 address.

UW-L also has worked to recruit more faculty of color through a variety of efforts. For example, the College of Liberal Studies initiated a seminar for all search and screen committees to train members about best practices in recruiting applicants of color. The College of Business Administration offered the seminar in the Fall 2006, and during the 2007-2008 academic year, department chairs and chairs of all faculty search and screen committees across the university were required to participate in one of the seminars prior to initiating a search for a new faculty member. UW-L has seen an increase in the number of new faculty and staff of color since the initiation of these seminars. For example, College of Business Administration was engaged in six searches during the 2006-2007 academic year, the first year faculty in that college participated in the seminar. The searches yielded offers to four women, including two Asian women, one Hispanic man and one white man.

Additionally, UW-L has worked to provide better support for faculty and staff of color once they arrive. The Multicultural Faculty and Staff Organization (MUFASO) was officially established during the 2007-2008 academic year and is comprised of faculty and staff throughout the university from a variety of disciplines, departments, and units. MUFASO's mission is broad and includes serving the university community in a number of areas as well as acting as a professional and communal resource for multicultural faculty and staff. To this end, MUFASO:

- serves as a support network for multicultural faculty and staff and work to increase professional and social contact between multicultural faculty and staff,
- serves as an advocate for multicultural faculty and staff,
- encourages constituents to play an active role in the direction of all facets of University, with special attention to diversity/social justice initiatives and endeavors related to multicultural faculty, staff, and students,
- assists in addressing issues of recruitment and retention of multicultural faculty, staff, and students,
- works to provide leadership and supportive service to the University community to facilitate the delivery of a broad-ranging, liberal education, and
- strives to enhance collaborative endeavors between the University and various multicultural communities of the La Crosse area.

Continuing Education and Extension initiated the Workforce Diversity program in 2007-2008. The program provides support, leadership, and learning resources to an emerging collaborative group of administrators and human resource professions within county and city governments, three institutions of higher education, including UW-L, school districts, and two medical centers. The program involves four projects. The *Multicultural Resource Guide to the La Cross Area*,

posted on the Diversity website, lists existing and emerging community, educational, associational, and cultural organizations and networks that exists in the La Crosse area. The resourced is intended to help with recruitment of new employees and to promote the area's growing diversity (see Appendix M). The *Welcome Circle* is still in the design phase, but will consist of a network of community members from diverse backgrounds to serve as ambassadors to welcome newcomers. Employers will be able to access the network for new employees, making the informal supports that exist around specific religious, ethnic, and language groups more accessible. The *Circles of Practice for HR Professionals working on Diversity Initiatives* consisted of a series of workshops providing information, networking, and collaboration among human resource professionals. Finally, the *Creating Relationships Between Employers* initiative develops relationships and awareness through a WorkGroup to allow larger employers to address the needs of "trailing partners/spouses" as they seek employment.

Many other initiatives supporting diversity at UW-L are described in the Plan 2008 final report (see Appendix O). As the Plan 2008 has concluded, UW System will be initiating a new diversity plan, *Inclusive Excellence*, in spring 2009.

Conclusions

While UW-L has not acted on every recommendation made by the NCA team in the Advancement Section of the team report, most have been addressed, and UW-L has made considerable progress in diversity efforts. All members of the senior leadership team demonstrate a clear support for diversity efforts. The Chancellor's Cabinet routinely consults with members of various diversity groups to assure the university is engaging in efforts that will best support the students, faculty and staff. In addition, the senior leadership frequently attends and participates in diversity programs on campus. Furthermore, the leadership has allocated resources based on recommendations from campus constituencies to enhance diversity efforts, including the creation of the Associate Dean for Campus Climate and Diversity position. The Associate Dean position has been, and will continue to be, a key component of UW-L's efforts to better coordinate diversity related activities, including a more focused and deliberate distribution of resources. Finally, all diversity efforts enjoy much greater visibility than in past years, as exemplified by the new diversity link on UW-L's homepage. Most importantly, it is rare that any conversation about university activities does not include, at a minimum, some mention of how diversity intersects with that activity or initiative. Attention to diversity has become a central factor in nearly every aspect of university business. UW-L continues to strive to increase the numbers of students, faculty and staff of color, as well as to improve the campus climate for all constituencies, however, the infrastructure to support such efforts is solid and the campus believes progress will continue.