

**D R A F T FOR REVIEW BY UNIVERSITY
COMMUNITY**

University of Wisconsin – La Crosse

Plan 2008: Phase II

Educational Quality through Racial and Ethnic Diversity

A PLAN FOR ACTION

2004-2008

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Executive Statement

The University of Wisconsin La Crosse is pleased to submit *Plan 2008: Educational Quality through Racial and Ethnic Diversity Phase II*. The University of Wisconsin-La Crosse is committed to a program of equal opportunity for all students, faculty, academic and classified staff. We will continue to actively carry out our diversity efforts to support a campus climate that is inclusive and free of bias. Our campus efforts include strategic planning with diversity being a priority. Our *Plan 2008 Phase I: Educational Quality through Racial and Ethnic Diversity* has made significant gains over the past six years.

Examples of our progress in the last five years have been:

- Precollege participation increased 75 percent
- Total enrollment of students of color increased 37 percent
- Degrees conferred to students of color increased 34 percent
- Faculty of color increased 13 percent
- Academic staff of color increased 17 percent
- Limited term appointments of color increased 50 percent
- New Freshmen of color increased 26 percent
- Female senior level administrators increased from 11 percent to 33 percent
- Female faculty increased from 30 percent to 33 percent; and
- Female representation within the UW-L workforce increased from 48 percent to 50 percent

Examples of our commitment to increasing equal opportunity are the Ethnic Studies Minor and faculty/staff seminars to enhance curricular content in diversity and multiculturalism. We have allocated financial resources to support our commitment to diversity. We have reinvested \$100,000 to support our *Plan 2008* efforts. Our grant and extramural efforts for diversity have exceeded two million dollars with efforts to increase the Hmong presence in Teacher Education, precollege programming, and outreach to diverse communities throughout the state of Wisconsin.

I am proud of our student body commitment with differential tuition focusing \$180,000 annually for funding a diversity recruiter, campus climate coordinator, and a diversity resource center for the campus and 7 Rivers Region. The Joint Minority Affairs Council, in consultation with the campus community, has prepared *Plan 2008: Phase II* which will move us further toward an inclusive community. The Council has followed the guiding principles that were outlined by UW System's Office of Academic Affairs.

The goals and initiatives are linked to UW-L's mission and institutional priorities. This plan targets faculty, staff, and students of color from multicultural and economically disadvantaged populations. As our campus community moves forward with diversity initiatives, it is apparent that the responsibility for assuring that *Plan 2008: Phase II* is successful will rest with all persons, at all levels at UW-L. I will continue to facilitate the integration of *Plan 2008: Phase II* initiatives into the daily activities of the campus. Our

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accompanying diversity strategic plan: *Coordinated Diversity Strategic Plan* focuses on our efforts beyond race and economic status by including and respecting both genders, the differently-abled, and people of all religions, nationalities, and sexual orientations.

Plan 2008: Phase II attempts to narrow the achievement gap among all students by improving campus experiences which in turn will improve retention and graduation rates.

We are proud of our past and current accomplishments with diversity. Our continued efforts for equal opportunity, diversity, and multiculturalism include assessing and improving our current programs to achieve a culturally proficient university.

Sincerely,

Doug Hastad
Chancellor

Context for the Plan

The University of Wisconsin-La Crosse is deeply committed to preparing all of its students for an information-based, rapidly changing, and high technology world. The ability to adapt easily to rapid economic, social, and cultural changes is an imperative. Skills and competencies to deal with diverse cultures and societies have literally become survival skills to function in tomorrow's workplaces, in addition to increasing capacities to enrich one's life.

The University of Wisconsin-La Crosse shares a belief in the following assumptions with other institutions and associations that provide a foundation for its *Plan 2008*:

- **Diversity enriches the educational experience.** We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.
- **It prompts personal growth – and a healthy society.** Diversity challenges stereotyped preconceptions; it encourages critical thinking; and it helps students learn to communicate effectively with people of varied backgrounds.
- **It strengthens communities and the workplace.** Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality of their character and their contributions.
- **It enhances America's economic competitiveness.** Sustaining the nation's prosperity in the 21st century will require us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures. *

* - *Modification of AASCU statement, February 1999.*

Mission Statement

Plan 2008 is consistent with the University of Wisconsin-La Crosse's (UW-L) institutional values as articulated throughout our strategic planning document, *Building our Academic Community of Learning and Inquiry* that was approved in 2004.

A basic premise of the *Building our Academic Community of Learning and Inquiry* is consistent with the very essence of *Plan 2008*. The community, in collaboration with the larger 7 Rivers Region, acknowledges the importance of maintaining academic excellence and preparing students for the next millennium. This will require a strong and sustained commitment to diversity. Similarities and differences among different nationalities, languages, races, and ancestries need to be valued in order to better prepare our students.

In addition to the University of Wisconsin System and Core Missions, UW-L has the following goal within the select mission:

The University shall provide a broad base of liberal education as a foundation for the intellectual, cultural, and professional development of the students.

This particular goal links to *Plan 2008*. It is further evidenced in UW-L's strategic plan entitled: *Building our Academic Community of Learning and Inquiry* that diversity is an important element for building an academic community. As the campus community imagined the future for UW-L, several items were listed in regards to diversity:

- *Builds upon a global educational environment that fosters the exploration of issues from multiple perspectives and nurtures a community of invested, life-long learners.*
- *Embraces diversity and creativity in people, ideas and opportunities.*
- *Creates a multidisciplinary, culturally relevant curriculum that is accessible and responsive to a diverse community of learners.*

UW-L is committed to ensuring an intellectually challenging and welcoming learning environment for all members of the campus community. Students, administrators, faculty, staff and community members learn and work in a physically and psychologically safe environment where they are valued for their similarities and their differences. Differences have been recognized as valued resources for the academic, cultural, and personal development that has occurred in our country and our world; therefore, they are viewed as essential to an intellectually stimulating environment. An atmosphere that fosters the exploration of issues from multiple perspectives will be commonplace for academic exploration and growth. Because diversity is an integral part of UW-L, students graduate with a commitment to being culturally knowledgeable world citizens.

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The goals listed in the UW-L's *Building our Academic Community of Learning and Inquiry* were part of the planning process for *Plan 2008: Phase II*. The diversity goals of the UW-L's strategic plan are as follow:

- Build a campus culture that fosters recruitment and retention of a diverse administration, faculty, staff and students;
- Infuse diversity throughout the curriculum;
- Develop a structure for faculty and staff that includes and values diversity;
- Centralize and coordinate diversity resources and programs to optimize impact and efficiency and foster the mutual expansion of diversity through reciprocal relationships between the campus and the community.

Background: Federal and State Statutes

The University of Wisconsin - La Crosse Affirmative Action Program has been prepared to meet the requirements of Executive Order 11246, as amended, and more specifically to comply with its implementing regulations, standards, and guidelines as set forth in 41 CFR Chapter 60: Equal Employment Opportunity, Office of Federal Contract Compliance Programs, and U.S. Department of Labor. In addition to women and racial/ethnic minorities, the UW-L Affirmative Action Program includes persons with disabilities protected under the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the implementing regulations set forth in 41 CFR Chapters 60-250 and 741; and disabled veterans and veterans of the Vietnam Era under the Vietnam Era Veterans Readjustment Assistance Act of 1974.

Under the Wisconsin Statutes 36.34 on minority student financial aid programs, a “minority student means a student who: 1) is a Black American; 2) is an American Indian; 3) is a Hispanic, as defined in s. 560.036 (1) (d); and 4) is a person who is admitted to the United States after December 31, 1975, and who is either is a former citizen of Laos, Vietnam or Cambodia or whose ancestor was or is a citizen of Laos, Vietnam or Cambodia. Consistent with UW System *Plan 2008*, the University of Wisconsin – La Crosse’s *Plan 2008* addresses issues relate to the following underrepresented racial/ethnic (synonymous to “minority”) populations: African American, American Indian, Hispanic/Latino(a) and Asian American (with an emphasis on Southeast Asian). These groups are often referred to as the “targeted populations” in this document. International students, faculty, and staff are not a targeted population. The enhancement of ethnic studies programs focus primarily on the United States experiences of the targeted populations. Although, the goals focus on the underrepresented racial/ethnic population, the plan has impact upon the entire campus community. It is important to review recent developments in the evolution of diversity plans and efforts.

Background: The 1988 *Design for Diversity Plan*, 1995 *Design for Racial Equity*, and *Plan 2008: Phase I*

In 1988-95, UW System and each campus developed a comprehensive ten-year diversity plan. This was implemented during the 1989-93 academic years. The document titled, "*Design for Diversity: University of Wisconsin – La Crosse's Plan*" detailed a series of diversity initiatives, some university-wide, and others at the college and departmental level.

The Design for Diversity Plan: University of Wisconsin – La Crosse's Plan made progress since 1987 and reflecting over the past decade, the following results were obtained:

- Enrollment of students of color from 1987 to 1997 increased from 179 students to 328 students. The largest increase was among Asian American students who went from 49 in 1987 to 133 in 1997. Hispanic/Latino students increased from 34 to 72 students in ten years. American Indian students also increased from 22 in 1987 to 44 in 1997. African American students increased in the ten-year period, from 74 to only 79.
- Faculty of color at UW-La Crosse increased from 22 faculty members in 1987 to 32 in 1997. Hispanic faculty members increased by four, from 2 in 1987 to 6 in 1997. American Indian faculty increased from 1 to 3 in 1997 and Asian faculty increased from 14 in 1987 to 17 in 1997. African American faculty increased by only 1 from 5 in 1987 to 6 in 1997.
- UW-La Crosse made strides in recruiting academic staff of color. The number of academic staff of color increased from 8.4 FTE in 1987 to 23.9 FTE in 1997. American Indian staff also increased from 3.48 FTE to 10.25 FTE in 1997. African American academic staff also had an increase, from 3.92 FTE in 1987 to 8.08 FTE in 1997. The growth of Hispanic/Latino staff was the lowest increase from 1 FTE in 1987 to only 1.8 FTE in 1997.

During the 1995 spring semester, the Provost charged an ad hoc committee to provide recommendations on the process and format an effective *Design for Diversity* Report for UW-L. The recommendations were to result in an annual process that fairly represented the conditions for multicultural faculty, staff, and students on campus. The plan was to provide action steps and indicate results of the previous academic year. The Joint Minority Affairs Committee developed campus recommendations deemed appropriate to fulfill the intent of the *Design for Diversity* initiative.

This self-study included an external review during the 1995-96 academic year that assessed accomplishments and analyzed initiatives that did not meet expectations. Changing the title of the campus response from the UW System's *Design for Diversity* to the University of Wisconsin- La Crosse's *Design for Racial Equity* better described the actual target of the document, "race and ethnicity", as intended by UW System in 1995. The new title avoided confusion by the stakeholders regarding the intentions of the diversity plan. The ad hoc committee believed that without clarification, racial equity

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efforts would only be diluted and the campus might not address the legitimate needs of other diverse groups.

Upon review of the 1996 – 97 Minority/Disadvantaged Annual Report, UW System noticed noteworthy diversity initiatives contained in the report, among them:

- The 2% increase in enrollment of students of color from 353 in 1996 to 360 in fall of 1997. Almost all targeted groups, Hispanic/Latino (8%, from 73 to 79), Native American (11%, from 45 to 50) and Asian American (14%, from 128 to 146), increased their percent representation.
- The 36% increase in the number of degrees conferred to students of color. Degrees conferred increased from 44 in 1996 to 60 in 1997. The number of degrees conferred to Hispanic/Latino students increased from 8 to 12. Degrees awarded to African American students increased from 16 to 18. Those conferred to Native American students increased from 7 to 9 and degrees awarded to Asian American students increased from 13 to 21.
- 14.8% increase in faculty and staff of color, from 5 in 1996 to 12 in 1997.
- Eight Hundred La Crosse area middle school students participated in the tribute to Dr. Martin Luther King Jr.
- University of Wisconsin – La Crosse has developed an eight-step approach at attacking the factors that contribute to attrition. Examples of such programs that assist with reducing attrition are the Academic Summer Institute, the Multicultural Student Orientation, and the Annual American Multicultural Student Leadership Conference
- 426 students or 35% of the students of color population in the La Crosse area were served by precollege programs in 1996.

There are also some areas of concern which include:

- While the percentage enrollment of most targeted ethnic/racial groups increased in the fall of 1997, the number of African American students enrolled decreased by 20.5% from 107 in 1996 to 85 in 1997.
- The six year graduation rates for targeted students of color were only 31% (17 out of 55 students in the cohort group). This compared to the graduation rate for white students, which was 50.7% (793 out of 1565 students in the cohort group).

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In 1998, UW System and each campus developed a comprehensive five year diversity plan. This was implemented during the 1998-03 academic years. The document titled, *Plan 2008: Educational Quality through Diversity* detailed a series of

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diversity initiatives, some university-wide, and others at the college and departmental level. The Joint Minority Affairs Council developed the plan over the 1998 academic year and submitted Phase I to the three governance groups: Faculty Senate, Student Senate, and Academic Staff Council. Each governance group approved the *Plan 2008: Phase I*.

Plan 2008: Phase I made progress since 1997 and reflecting over the past seven years, the following actions and results were obtained.

Campus Climate

Actions Taken

- Designated a Multicultural Librarian in the fall of 1999.
- Developed a Visiting Diversity Scholar Program through the Provost's Office.
- Approved an Ethnic Studies minor in the fall of 2000 and recruiting another faculty member to teach in the Institute of Ethnic and Racial Studies.
- The UW-L Foundation Diversity Scholarships Endowment Fund was established.
- Data from the faculty and staff campus climate survey has been assessed and distributed to the campus community. Discussions have occurred with the Chancellor's Staff and College Deans. Data from the students' campus climate survey is being assessed during first quarter of 2005.
- In the process of hiring a Campus Climate Coordinator.
- Conducted a conference entitled "Race in the Humanities" by the English Department.
- Initiated the process of developing credit-bearing internships for multicultural programming.
- The Affirmative Action and Diversity Council, working with the Women's Advisory Council and the College of Liberal Studies, developed a campus climate survey instruments for staff and students that was distributed in spring 2004 and fall 2004.
- Participated actively with the City of La Crosse Chamber of Commerce's Council of Racial and Ethnic Diversity.

Recruitment and Retention

Actions Taken -- Precollege

- Assessed precollege program efforts.
- Expanded the Norwalk precollege program to meet the educational and career needs of migrant Hispanic population.
- Created a "Community Outreach in Science" summer program for students of color.

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- Hosted over 750 4th graders on campus to learn about Native American culture.

Actions Taken – Recruitment

- Developed a new recruitment plan to increase students of color applications.
- Each year there has been an increase of multicultural student applications from 4.3% in 1998 to 6.0% in 2004.
- Multicultural student enrollment data filed by the Office of Institutional Research indicated that 481 students of color represented 5.5% of the student population in 2004.
- Active recruitment of the Admissions staff working with the Office of Multicultural Student Services to increase ethnic diversity within the Vanguard.
- Established and awarded six \$1000 science scholarships from designated gifts to the College of Science and Allied Health to first-year students of color.
- Physical Therapy Department launched a number of initiatives to recruit students of color. They include working collaboratively with Black River Falls High School and following up with students identified at recruitment fairs that have indicated an interest in the PT department. Biology has established a scholarship fund for graduate students from traditionally underrepresented groups.
- Assistant to the Chancellor for Affirmative Action and Diversity has developed and implemented fund raising efforts targeting diversity giving to increase the number of multicultural/disadvantaged scholarships.

Actions Taken -- Retention

- A strategic plan to increase retention and graduation of students of color has been developed.
- Created a Multicultural Alumni Advisory Board.
- Expanded the Academic Success Institute to a year round program.
- A plan has been developed to track the academic progress of students of color by contacting their instructors for feedback at mid-semester.
- The College of Business has established a rudimentary mentoring program, which has been in place since 2001.
- Developed an exit interview program for departing students of color leaving UW-L without a degree.
- Collected data on recruiting, retention, and promoting faculty and staff of color to identify any adverse impact and assisted departments and units to address such issues in their policies or programs.
- Improved the exit interview process to increase the number of departing faculty and staff that respond formally.
- Created a web-based diversity directory with diversity recruitment resources available on the Internet.

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- The formation of the Multicultural University Faculty and Academic Staff Organization (MUFASO) in Sept. 2003.

STRUCTURE

Actions Taken:

- Student and administrative assessment efforts completed, including restructuring of OMSS mission statement.
- The commitment to *Plan 2008* is discussed in the Chancellor's opening address for the academic year as well as during the spring term address.
- In meetings and discussions throughout the Coulee region and the state, *Plan 2008* has been a topic of discussion from the Chancellor.

Goals, Objectives, and Initiatives for Increasing Diversity

The goals, strategies, and action steps set forth in this document are designed to provide the University of Wisconsin-La Crosse with a framework to better fulfill its mission. By diversifying campus populations and curriculum, the University of Wisconsin-La Crosse will be better positioned for success in the next decade. The Joint Minority Affairs Council has taken the 2003 – 2005 academic years to discuss, debate, and develop this diversity strategic plan.

In the spring of 2003, Joint Minority Affairs Council began work on Phase II with a meeting with the Provost. Joint Minority Affairs Council created specific goals and reporting structures. The committee decided based on the results from *Plan 2008: Phase I* that the committee would focus on three major goals: Campus Climate, Recruitment and Retention, and Structure. In the fall of 2003, Joint Minority Affairs Council started the work on ranking the priorities for *Plan 2008*.

In the spring 2004, Joint Minority Affairs Committee met with Chancellor Hastad and presented three main recommendations and the action steps necessary to accomplish the recommendations.

These recommendations included:

- Developing an enrollment management plan that increased student applications in all underrepresented racial/ethnic population. Joint Minority Affairs Committee recommended hiring a multicultural recruiter and focusing on African American and American Indian populations because no progress has been shown for these two populations.
- Assigning of an academic mentor from their particular college to all incoming first-year students from underrepresented racial/ethnic populations.
- Developing greater scholarship opportunities for underrepresented racial/ethnic undergraduate and graduate students.

In the fall of 2004, Joint Minority Affairs Council met weekly and finished writing *Phase II of Plan 2008*. Members of the Joint Minority Affairs Council attended the UW System sponsored conference, *Reflections on Best Practices: Closing the Gap Conference*.

It is expected that the responsibilities for implementing *Plan 2008* will be shared by all members of the university community. Its success will have an impact upon the educational and economic prosperity of the Western Wisconsin and the State of Wisconsin in the new millennium and beyond. Achieving these goals will require faculty, staff, administrators, and students to examine themselves and the operations of the University of Wisconsin-La Crosse, as we continue to formulate and implement specific strategies and action steps.

The action steps have assessment of initiatives, accountability, priority ranking, and institutional level of participation, implementation plan and funding strategies. Assessment of initiative is the manner in which the action step will be evaluated and provide continuous quality improvements. The accountability is the point person who

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assumes full responsibility for implementation and achievement of initiative. The priority ranking is one for high priority, two for medium priority, and three for low priority. Institutional level of participation is the level in which the action step will or has been implemented. Implementation plan is the process in which an action step will or has been accomplished. The funding strategies are the source of resources to support the action step through GPR, federal, private or base fund reallocation.

Campus Climate

Goal 1: Formally and systemically integrate racial and ethnic diversity into teaching curricula across campus.

Action Step 1: Develop a series of seminars and workshops in each college to provide faculty and staff with information to help enhance the curriculum content of their courses to include multicultural and diversity topics.

Implementation Plan:

- By 2005-06, the Dean of each college will develop a marketing/promotion strategy to insure coordination of seminars and workshops on curriculum infusion to maximize attendance.
- By 2006-07, Campus Climate Coordinator will work with the Grants and Contracts office to identify and disseminate information about grants or funding opportunities for departments to work on integrating racial and ethnic diversity into the curricula.
- By 2006-07, Campus Climate Coordinator will work with the Provost to establish a clearinghouse on website for grant-writing workshops for curricular diversity.
- By 2007-08, Provost and College Deans will encourage faculty submissions related to integrating racial and ethnic diversity into the curriculum to current teaching and faculty development funding sources.

Assessment of Action Step: Develop qualitative and quantitative instruments to determine faculty and staff needs to enhance curriculum content. Benchmark the number of seminars and provide a minimum of one seminar per college for the first year of the program and increase by faculty and instructional academic staff requests.

Accountability: Campus Climate Coordinator to initiate the steps in coordination with other identified individuals

Priority Ranking: 1

Institutional Level of Participation: Academic Affairs

Funding Strategies: Identify and commit internal resources

Action Step 2: Develop strategies and mechanisms to assist each academic department in integrating racial and ethnic diversity into teaching curricula.

Implementation Plan:

- By 2005-06, College Deans and Department Chairpersons will encourage faculty to examine courses for curricular infusion during periodical planning statements.
- By 2006-07, General Education Committee will assist in the development of courses that will reflect diversity content.

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- By 2007-08, University Curriculum Committee will increase availability of curricular offerings (with a diversity component by 15 percent.)

Assessment of Action Step: Annually, College Deans and Department Chairpersons will submit course syllabi to Joint Minority Affairs Council.

Accountability: Provost

Priority Ranking: 2

Institutional Level of Participation: Academic Affairs, Faculty Governance: University Curriculum Committee, and General Education Committee

Funding Strategies: base fund reallocation

Goal 2: Bring the campus climate experiences of students of color to the same positive level as that of white students.

Action Step 1: Establish regular forums for the discussion of racial and ethnic diversity within and among all campus entities.

Implementation Plan:

- By 2005-06, Campus Climate Coordinator will establish four forums for students, staff, and faculty to discuss issues of racial and ethnic diversity on campus.
- By 2006-07, the Campus Climate Coordinator will form a campus programming advisory council to promote diversity.
- By 2007-08, Assistant to the Chancellor for Affirmative Action and Diversity will reestablish the Diversity Initiative Fund to fund innovative programming and activities.

Assessment of Action Step: Campus Climate Coordinator will rely on the 2004 Campus Climate Survey to benchmark the current campus climate for students of color. Campus Climate Coordinator will utilize the Campus Climate Survey for future data collections as well as qualitative approaches like for example, focus groups.

Accountability: Campus Climate Coordinator

Priority Ranking: 1

Institutional Level of Participation: Executive Division, Student Development and Academic Services, and College of Liberal Studies: Ethnic and Racial Studies

Funding Strategies: GPR and differential tuition funding

Action Step 2: Direct a campus review of our physical facilities to ensure a diverse and comfortable environment for all members of the university community.

Implementation Plan:

- By 2006-07, Joint Physical Plant and Facilities Council will submit an audit of and recommendation for campus facilities for racial, ethnic, and disability inclusivity.
- By 2007-08, Vice Chancellor for Administration and Finance will implement recommendations for campus facilities.

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Assessment of Action Step: Assistant to the Chancellor for Affirmative Action and Diversity will provide the *Cultural Competence Survey* to the Vice Chancellor for Administration and Finance to review UW-L's physical facilities for racial, ethnic, and disability inclusivity.

Accountability: Vice Chancellor for Administration and Finance

Priority Ranking: 3

Institutional Level of Participation: Administration and Finance, University Governance: Joint Physical Plant and Facilities Council, Faculty Senate, Academic Staff Council, and Student Association

Funding Strategies: base fund re-allocation

Recruitment and Retention

Goal 1. Increase current pre-college participation of students of color and disadvantaged students by 150 students over the next five years.

Action Step 1

Hire additional staff to implement multicultural outreach programs and facilitate grant-writing opportunities.

Implementation Plan:

- By 2006-07, Director of Multicultural Student Services will hire the additional staff person from non-GPR dollars.

Assessment of Action Step: Increase the grant writing efforts to fund an additional precollege position. Joint Minority Affairs Council will evaluate the progress of this action step by meeting with Director of Multicultural Student Services.

Accountability: Director of Multicultural Student Services

Priority Ranking: 1

Institutional Level of Participation: Division of Continuing Education, Student Development and Academic Services, Academic Affairs, and Enrollment Management

Funding Strategies: Federal Grants and Department of Public Instruction's dollars

Goal 2. Increase the number of applications for admissions of students of color each year for the next five years (2005-2010).

Action Step 1

Expand school and technical college partnerships throughout the upper Midwest region. In an effort to open networks with high schools and technical colleges, the Admissions Office in cooperation with the Associate Vice Chancellor and School of Education, will develop a plan to form partnerships with multicultural high schools, and technical colleges.

Implementation Plan:

- By 2005-2006, Office of Admissions will execute planned events to involve and/or coincide with Campus Close-Up to meet the needs of student of color recruitment.
- By 2005-06, create a university (faculty, academic staff, and students) multicultural recruitment committee to review progress and offer recommendations for increasing racial and ethnic diversity.
- Continue to follow Noel-Levitz's Communication Plan.
- Expand regional recruitment with emphasis on urban centers and rapidly-growing rural enclaves.
- Continue to identify local targeted high school students using a high contact recruitment model.
- Continue to implement Multicultural Prospective Student Weekend.
- Continue to involve alumni of color with recruitment efforts.

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- Increase efforts to develop and cultivate partnerships with community agencies.
- Expand the role of UW-La Crosse's multicultural students within the recruitment process, developing a "student team." Formation of multicultural student recruitment team that is active with high school visitations, follow-up and campus visits.

Assessment of Action Step: By 2005-2008, Director of Admissions will submit annual recruitment report to Joint Minority Affairs Council. Prior to fall 2005, Joint Minority Affairs Council will evaluate recruitment metrics using the Equity Scorecard.

Accountability: Office of Admissions

Priority Ranking: 1

Institutional Level of Participation: Executive Division, Institutional Research, Enrollment Management, Student Development and Academic Services, and Advancement

Funding Strategies: Existing resources (GPR)

Action Step 2

The Associate Vice Chancellor will implement the recruitment plan that will increase multicultural graduate student applications from the current 4% of total applicants to 8% of the total applications by 2008.

Implementation Plan:

- By 2005-06, Associate Vice Chancellor will designate a certain amount of money for graduate assistantships for students of color.
- By 2006-07, Associate Vice Chancellor will sponsor symposia aimed at providing information on enrolling in graduate studies for students of color at UWL and other regional institutions.

Assessment of Action Step: By 2006-2007, the Associate Vice Chancellor will submit a report on the symposia, including student/participant survey data.

Accountability: Associate Vice Chancellor

Priority Ranking: 3

Institutional Level of Participation: Graduate Studies

Funding Strategies: Private funds and base fund reallocation

Goal 3. Generate \$100000 for Multicultural/Disadvantaged scholarships through UW-L Foundation.

Action Step 1

The Director of Multicultural Student Services, the Assistant Chancellor for Advancement and the Assistant to the Chancellor for Affirmative Action and Diversity will work cooperatively with the UW-La Crosse Foundation to develop and fund "Scholars of Color Scholarship Program".

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Implementation Plan:

- By 2005-06, the Assistant Chancellor for Advancement will submit a plan for the establishment of the scholarship, setting monetary goals, identifying funding sources and establishing scholarship criteria.
- By 2006-07, establish a committee representative of faculty and staff of color within the Foundation to oversee coordination of diversity scholarships awarded through the Foundation.
- By 2005-08, UW-L Foundation will advertise scholarship packages for multicultural students.
- By 2005-08, Assistant to the Chancellor for Affirmative Action and Diversity will create and implement a holistic model of involving alumni of color with recruitment, retention, and development activities to improve *Plan 2008* programs.

Assessment of Action Step: Measure the current level of scholarships and on an annual basis, the Assistant Chancellor for Advancement will report the development activities and giving for diversity related scholarships.

Accountability: Assistant Chancellor for Advancement

Priority Ranking: 1

Institutional Level of Participation: University Foundation, Executive Division, and Student Development and Academic Services

Funding Strategies: Private

Action Step 2

The Associate Vice Chancellor of Academic Affairs, the Director of Multicultural Student Services and the Director of Financial Aid and Graduate Program Directors will develop an annual plan to increase the number of graduate students of color who are eligible to receive financial aid. The plan should use a combination of recruiting strategies and funding sources such as Advanced Opportunity Program grants (AOP) and encourage participation in graduate assistantships.

Implementation Plan:

- By 2005-06, Associate Vice Chancellor will call a meeting to determine the number of graduate students of color who are currently eligible to receive aid.
- By 2006-07, Associate Vice Chancellor will develop recruiting information that identifies potential funding sources.

Assessment of Action Step: Joint Minority Affairs Council will review plan to increase the number of graduate students of color eligible to receive financial aid. Determine the number of graduate students of color that are eligible for financial aid and annually, Joint Minority Affairs Council evaluate if there is an increase in graduate students of color.

Accountability: Associate Vice Chancellor

Priority Ranking: 2

Institutional Level of Participation: Graduate Studies

Funding Strategies: GPR and Private

Goal 4: 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.

Action Step 1

The Assistant to the Chancellor for Affirmative Action and Diversity will work with the Provost, College Deans, and Dean of Student Development to develop a strategic plan with the focus being coordination of existing retention efforts and development of creative retention programs that would increase graduation rates. Work to reduce the percentage multicultural students released from UW-L for academic difficulties (currently 18%) commensurate with majority students (currently 3.4%).

Implementation Plan:

- By 2005-06, the creation of a university-wide retention committee to review and recommend students of color retention strategies.
- By 2005-06, College Deans will provide incoming multicultural students with a list of available mentors.
- By 2006-07, the Office of Multicultural Student Services (OMSS) will develop and monitor an academic tracking program for each student of color. A proactive plan of intervention will be developed to address the academic needs of each student of color who is experiencing academic difficulty.
- By 2006-07, expand the Academic Success Institute (ASI) to a yearlong program. This program is an extension of the eight-week summer bridge program that runs concurrently with the regular eight-week summer session. The Academic Success Institute will address the retention of students of color with an intensive, academic year combination of academic pre-advisement, tutoring, mentoring/work, early intervention and contact with students' families.
- By 2006-07, all incoming first year students of color will be assigned a faculty member as a mentor from their college. Every effort will be made to ensure that the student is placed with a mentor who has similar academic interests to the student. Efforts will also be made to insure that the mentor has at least a basic understanding of the student's race/ethnicity. Mentors will develop a yearlong in-depth relationship with students.
- By 2006-07, seeking to become the site of a Ronald McNair Post-Baccalaureate Achievement Program.

Assessment of Action Step: University committee will assess the effectiveness of the Academic Success Institute, make adjustments as needed and expand if indicated. Assess the success of the tracking program, make adjustments as necessary and continue the program if outcomes warrant. Utilize a survey instrument and focus groups to evaluate Academic Success Institute, tracking program, and faculty mentoring process.

Accountability: Director of Multicultural Student Services

Priority Ranking: 1

Institutional Level of Participation: Student Development and Academic Services, Academic Affairs, and University Governance

Funding Strategies: GPR

Action Step 2

Develop community-based student mentoring groups representing respected members of the community. The groups may take the form of an Elders Council/s, Alumni support Group/s and/or Advisory Council/s.

Implementation Plan:

- By 2007-08, involve alumni of color who are members of the community as mentors.
- By 2007-08, identify community groups and leaders with whom to establish relationship and mentoring programs.

Assessment of Action Step: Develop and disseminate program evaluations that will help to attain the following information, (a) decisions regarding needs and whether the community based student mentoring groups are meeting goals and (b) determine impact of programs to students and partners.

Accountability: Director of Alumni Services and Director of Multicultural Student Services

Priority Ranking: 3

Institutional Level of Participation: Advancement and Student Development and Academic Services

Funding Strategies: GPR

Goal 5: Increase the recruitment and retention of faculty, academic staff, classified staff and administrators of color, so that they are represented in the UW-La Crosse workforce in proportion to their current availability in relevant job pools.

Action Step 1

The Assistant to the Chancellor for Affirmative Action and Diversity will direct deans and division heads to develop mentoring programs to provide support for new faculty and academic staff. The programs should be geared toward developing new faculty and staff potential and maximizing success at University of Wisconsin - La Crosse.

Implementation Plan:

- By 2005-06, Deans and division leaders meet with the Multicultural Faculty and Academic Staff Organization to discuss strategies and ideas for the mentoring programs.
- By 2005-06, to investigate formal mentoring programs at other universities that support new faculty and academic staff.
- By 2006-07, develop and implement mentoring programs for new faculty and academic staff.

Plan 2008: Phase II

Assessment of Action Step: Develop and disseminate program evaluations that will help to attain the following information, (a) decisions regarding needs and whether the mentoring programs are meeting goals and (b) determine impact of programs for new faculty and academic staff.

Accountability: Assistant to the Chancellor for Affirmative Action and Diversity

Priority Ranking: 1

Institutional Level of Participation: Executive Division, Academic Affairs, Student Development and Academic Services, Administration and Finance, and Advancement

Funding Strategies: GPR

Action Step 2

The Assistant to the Chancellor for Affirmative Action & Diversity should conduct a university-wide evaluation of personnel patterns, and university policies and procedures to ensure compliance with AA/EEO goals and objectives. The evaluation should identify climate issues, which if addressed, could lead to a higher rate of retention for people of color at UW-L.

Implementation Plan:

- By 2005-06, Provost working with the Assistant to the Chancellor for Affirmative Action & Diversity will continue to monitor recruitment, retention, and promotion rate of targeted racial/ethnic faculty and staff and report anomalies to the Chancellor, Provost/Vice Chancellor, and governance groups.
- By 2005-06, Assistant to the Chancellor for Affirmative Action & Diversity will improve the exit interview process to increase the number of departing employees who return the exit form and who participate in an exit interview. The exit interview will be used to address climate issues to increase the retention rates of minorities hired by the university.
- By 2006-07, utilize the train the trainer project to facilitate diversity experts that will serve on university's search and screen committees.

Assessment of Action Step: Affirmative Action Officer will utilize campus climate survey data, exit interviews information, and focus groups to evaluate the workplace environment.

Accountability: Assistant to the Chancellor for Affirmative Action and Diversity

Priority Ranking: 1

Institutional Level of Participation: Executive Division, Academic Affairs, and Administration and Finance

Funding Strategies: GPR

Action Step 3

The Executive Director of Human Resources will monitor the recruitment, retention and promotion of represented and non-represented classified staff of color to ensure parity with campus rates. The Executive Director will consult with the Assistant to the Chancellor for Affirmative Action & Diversity on anomalies and provide a report to the Chancellor, Provost/Vice Chancellor, and governance groups.

Plan 2008: Phase II

Implementation Plan:

- The Office of Human Resources will encourage classified staff to take the technology courses and to progress through a series of classes from novice to advanced.
- The Office of Human Resources will broaden the education of campus supervisors regarding UW-La Crosse's commitment to employing W-2 recipients and in reviewing all projected vacancies to determine the appropriateness of using a W-2 register for recruitment.

Assessment of Action Step: The Assistant to the Chancellor for Affirmative Action and Diversity and the Human Resources staff will collect data and evaluate the type and number of reclassifications, promotions, and job changes as a result of technological competencies. The Assistant to the Chancellor for Affirmative Action and Diversity, in consultation with the staff from the Office of Human Resources and campus supervisors of W-2 recipients, will evaluate the efforts to recruit and retain W-2 recruited staff members.

Accountability: Assistant to the Chancellor for Affirmative Action and Diversity and Executive Director of Human Resources

Priority Ranking: 2

Institutional Level of Participation: Executive Division and Administration and Finance

Funding Strategies: GPR

Structure

Goal 1: Examine, with the purpose of advancing, the various goals, staffing, physical facilities, and funding levels of all campus entities whose primary mission are related to racial and ethnic diversity.

Action Step 1: The Dean of Student Development and Academic Support Services, Director of Multicultural Services, the office staff, and a representative group of students of color will re-evaluate the OMSS and the Center. The evaluation and resulting recommendations should address mission, goals, organizational and reporting structure, staffing, physical facilities, and funding levels to determine which mix will best meet needs of multicultural students.

Implementation Plan:

- By 2006-07, Multicultural Student Services' staff working with the Campus Planner with the development of an office space plan in order to improve capability of office in order to serve students more efficiently.

Assessment of Action Step: The Director of Multicultural Student Services will be responsible for program evaluation. The evaluation plan will use written, paper and pencil instruments and written narrative comments from various program constituency groups to determine if the program accomplishes its objectives. The director will summarize evaluation data and submit a written evaluation report, which will be made available to Joint Minority Affairs Council.

Accountability: Director of Multicultural Student Services

Priority Ranking: 3

Institutional Level of Participation: Student Development and Academic Support Services and Administration and Finance

Funding Strategies: GPR and Private Funds

Goal 2: Create structural entities and mechanisms that help in the design, delivery, and assessment of *Plan 2008*.

Action Step 1: Create a diversity liaison program for campus departments for formal and systematic interaction with the Joint Minority Affairs Council.

Implementation Plan:

- By 2005-06, Joint Minority Affairs Council will develop a diversity liaison program with input from campus' departments and units.
- By 2005-06, Joint Minority Affairs Council Create an ongoing forum, probably web-based, to show highlights and problems. Ideas: rolling ticker on campus home page for diversity; Campus Connection Kudos column; regular, ongoing columns in Racquet and Campus Connection.

Plan 2008: Phase II

- By 2006-07, Campus Climate Coordinator will develop a diversity hub on the web to inform the campus about UW-L's efforts with gender, sexual orientation, disability, and race.

Assessment of Action Step: Joint Minority Affairs Council and Affirmative Action Officer will evaluate the implementation plan by asking the Campus Climate Coordinator on a quarterly basis.

Accountability: Assistant to the Chancellor for Affirmative Action and Diversity and Joint Minority Affairs Council

Priority Ranking: 2

Institutional Level of Participation: University Governance, Joint Minority Affairs, and Executive Division

Funding Strategies: GPR

Goal 3. Establish a mechanism that recognizes and encourages faculty/staff participation in diversity-related activities.

Action Step 1

Merit recognition and awards for faculty shall be attached to efforts in relation to service to diversity.

Implementation Plan:

- By 2005-06, guidelines will be developed for the diversity award and diversity fund.
- By 2006-07, create the Annual Chancellor's Multicultural Award for an individual, department, college or division that is actively implementing *Plan 2008: Phase II*.
- By 2006-07, create a diversity fund from which departments who demonstrated substantial faculty participation receive extra funds. Departments that do not demonstrate substantial participation give up a small portion of some discretionary fund that is used to build the diversity fund.

Assessment of Action Step: Annually, Assistant to the Chancellor for Affirmative Action and Diversity will review university efforts for diversity and determine if the diversity fund are meeting the needs and goals of *Plan 2008*.

Accountability: Assistant to the Chancellor for Affirmative Action and Diversity

Priority Ranking: 2

Institutional Level of Participation: Executive Division

Funding Strategies: Private

Action Step 2

The Chancellor and Provost/Vice Chancellor will ensure that the merit increases of deans, division heads, department chairpersons, and directors reflect their diversity efforts in accomplishing the goals of the campus commitment.

Plan 2008: Phase II

Implementation Plan:

- By 2005-06, Joint Minority Affairs Council will develop a diversity scorecard to assist in the annual performance review of deans and division leaders on their efforts of implementing *Plan 2008*.
- By 2006-07, Provost and Deans will encourage departments to consider incorporating diversity into the bylaws in regards to merit increases.

Assessment of Action Step: Development of metrics to utilize the diversity scorecard to evaluate *Plan 2008: Phase II* efforts. Joint Minority Affairs Council will provide an annual report card to the Chancellor and Provost for continuous quality improvement efforts and to assist with the evaluation of administrative leaders.

Accountability: Assistant to the Chancellor for Affirmative Action and Diversity

Priority Ranking: 2

Institutional Level of Participation: Chancellor, Provost, Academic Affairs, and Joint Promotions Committee

Funding Strategies: GPR