



Inclusive Excellence

Status Report

August 8, 2014

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Executive Summary

Inclusive Excellence (IE) is the University of Wisconsin System's successor to its two previous diversity initiatives that focused on race. The University of Wisconsin at La Crosse has been and continues to be very active participants in diversity and inclusion efforts, aligning our efforts with our university mission.

Our three goals were overlapping and mutually interdependent, and build upon previous diversity work on our campus:

- Improved access to UW-La Crosse for underrepresented students
- Increased retention of underrepresented students
- Continued assessment of and focus on improving the campus climate at UW-La Crosse

Key strategies:

- Growth, Quality, and Access: decreasing student-to-faculty ratio and increasing diversity of faculty
- Improved collaboration: particularly in the areas of student recruitment, a particular retention intervention called Eagle Alert, and data collection and analysis
- Improvements in data collection and analysis: institutional data and campus climate surveys, used to inform and assess IE and IE initiatives, including those aimed at identifying and closing equity gaps
- Investing in faculty development of teaching and learning

Results/Impact:

- Increase in the percentage of students of color;
- Reduction in student-faculty ratio and increased diversity of the faculty
- Restructuring of several student services offices for increased collaboration
- Strong faculty participation in faculty development of teaching and learning
- Three populations (students of color, students with disabilities, and students identifying as other than heterosexual) consistently more likely to experience negative interactions because of their identity

Institutional Progress:

- Access: improved recruiting strategies and targeted events; broad and sustained commitment to collaborative approaches to recruiting students; increase in scholarships
- Retention: Eagle Alert, a new technological tool, provides early warning to students and connects faculty with student support services; we now have better, consistently comparable, and disaggregated metrics to inform assessment and planning; new support services for military veterans
- Climate: outstanding and highly collaborative student support offices, with visible new space; increased training and educational opportunities; increased and well-organized website; special-interest libraries with student-centered space

Success and measures:

- IE is central to student affairs units and leadership, numerous initiatives; most measures of success are unit-specific
- Academic programs (other than academic departments) such as Eagle Mentoring, the Self-Sufficiency Program, and the McNair program serve small numbers of students but with remarkable success; measures are program-specific
- Center for Advancing Teaching and Learning: faculty development workshops, conferences, teaching and learning research and assessment, instructional design training. Stereotype threat a new initiative this year. Measures include participation numbers, assessment evaluations, and secondary reporting of the results of teaching improvement implementation, usually to departments and colleges

Barriers:

- Faculty engagement: our goals seem too distant from the classroom; new strategic plan with sub-goals should reduce this problem
- Campus-level goals are important; System-wide goals might improve the profile of this initiative and facilitate cross-campus collaboration
- Time and support, especially for faculty to innovate and conduct research on solving complex problems such as equity gaps
- Reporting and data comparability: the right hand needs to know what the left hand is doing; we need to be able to compare two years ago to ten years ago. We have solved much of these problems, but have more to do

Next steps:

- New IE strategic plan for the next four years
- Increase instructor use of our early alert system, Eagle Alert
- Stereotype Threat initiative, Phase II: implementing brief but carefully designed and conducted psychological interventions that research indicates reduces equity gaps
- Additional online self-study opportunities focused on cultural dexterity
- Continued improvement of data collection and analysis

• **Top three campus IE goals and descriptions**

What is the focus of your top three IE goals?

Improved access to UW-La Crosse for underrepresented students

Access to higher education encompasses not only admissions and matriculation to a higher education institution, but also access to resources, majors, and programs within the institution that support students in achieving success in their chosen field (“UW-La Crosse Equity Scorecard Report,” 2007). Access includes paying attention to compositional numbers and status, reduction of barriers to participation, and achieving equitable success levels across groups (“UW-La Crosse IE Long Term Planning Document”, 2010).

Increased retention of underrepresented students

Retention refers to continued attendance from one year to the next and/or to completion of degrees. Retention also refers to other measures of continued progress toward degrees (for example, completion rates for students in foundational/general education courses, retention rates for students according to program type, and profile of non-returning students (“UW-La Crosse Equity Scorecard,” 2007).

Continued assessment of and focus on improving the campus climate at UW-La Crosse

“Campus climate is a measure of the campus environment as it relates to interpersonal, academic and professional interactions” (UC Regents, Campus Climate Report, 2008). Additional research around climate has indicated that climate is “more than a part of the perception of marginalized individuals, but rather multidimensional environmental factor with real effects on educational outcomes” (Hurtado, et al., 2008, p. 204)

What are the key strategic efforts and/or priorities your campus employs to actualize your IE goals?

- Recruiting: While Admissions is a key unit in recruiting, the university as a whole has responded, including the UW-L Foundation.
- Growth, Quality, and Access/Faculty Recruitment: UW-L, with the support of our students, was permitted to raise tuition in order to fund positions for additional faculty; the immediate goal was to reduce our student-faculty ratio in order to be more in line with System norms. Reducing our student to faculty ratio is key to building the academic mentoring relationships that engage, inspire, and motivate student learning. GQ&A also offered the opportunity to diversify our faculty further.
- Accountability/reporting process: IE is a required category for reporting in IDPs for staff.
- Collaboration and communication: Bridging the perceived divide between Student Affairs and Academic Affairs requires diligence, effort, and honesty from the grassroots to senior leadership. We are particularly proud of our relationships at the grass roots. Our Campus Climate Council has long served (well prior to even Plan 2008) as a clearinghouse of information and a source of collaboration across institutional divides. In addition, key leaders of the many components of UW-L’s diversity work meet regularly. The result is that thinking collaboratively comes naturally to us.
- Campus Climate Surveys: conducted every four years since 2004, used to identify actions that might improve our students’ experience of classrooms, residence halls, university offices, and the community. In 2008, UW-L participated in UW-System’s Campus Climate Survey. Our 2004 and 2013 surveys were UW-L products.
- Campus-wide Early Alert Warning System: Research indicates that students may not recognize or respond appropriately to academic issues (e.g., that the way they studied in high school does not work in college) until it is too late. Our Early Alert system, Eagle Alert, part of our Higher Learning Commission Quality Initiative, Firm Footing, is designed to alert both the student and the support offices that have connections with that student to potential problems within the first 4 weeks of each semester. It also encourages instructors to recommend high-impact learning opportunities to individual students that our NSSE data indicate are historically underserved and who may not otherwise consider programs such as undergraduate research, international study, or internships.

- Faculty development through the Center for Advancing Teaching and Learning (CATL): Improvement of student learning by improving teaching plays a vital role in achieving all three goals.
- Campus IE Assessment Team: We learned through our participation in the US-System's Equity Scorecard initiative in 2007 that most universities collect a great deal of data that could inform diversity initiatives but are not often utilized. While we have not continued to use the complete Equity Scorecard process, we have recognized the need to revise, collect, and respond to the forms of data we identified for that project that are most relevant to our three main campus goals.
- The Office of Graduate Studies funded 2.5 FTE diversity graduate assistantships to the College of Science and Health and College of Liberal Studies. These assistantships are intended to help Departments recruit and reward qualified students from underrepresented groups.

o What difference will being successful with these goals make to your campus?

National research indicates that *all* students learn better when diversity is present, well-managed, and carefully engaged in the service of learning. Success in our goals should produce students who are better thinkers, more satisfied with their experience at UW-L, and better equipped to thrive in 21st century workplaces and communities.

o How do any of your IE goals address equity gaps?

UW System and other universities that adopted the Equity Scorecard process learned very quickly that the mere presence of diverse students was not enough. While UW-L has outstanding first-to-second-year retention and graduation rates overall, we lose students of color at much higher rates than white students beyond the second year. Using a variety of evidence, we know that the reasons are multiple and vary by subgroup. We view access, retention, and campus climate goals as clear components of equity gaps, and our strategies reflect that assumption.

Our best data on equity gaps are for students of color, but we now have metrics that we can use for multiple groups.

- **Alignment with institutional mission/goals**

o How do these three IE goals align with your institutional mission and goals?

Our stated IE goals of access, retention and campus climate align well with the university's Select Mission which states in part "... the University of La Crosse provides a challenging, dynamic, and diverse learning environment in which the entire university community is fully engaged in supporting student success..."

<http://www.uwlax.edu/Chancellor/Mission/>).

In addition to the alignment of IE goals with the university's mission statement, the mission and vision of the university's new IE Strategic Plan specifically includes language that is similar to and inclusive of UW-La Crosse's mission statement. This was done purposefully so that the notion of Inclusive Excellence will continue to become embedded in the institutional culture, and the promotion of inclusion and diversity will continue to be a cornerstone of campus life.

o How does your campus organize this work?

During the first phase of IE (2009-13), the work was managed using small working groups engaged around promoting different facets of IE, which included assessment, campus climate, student engagement and retention. The team leaders of those subgroups met regularly with the Provost, Dean of Student Affairs, and Associate Dean for Campus Climate and Diversity. During this phase the newly formed Center for Advancing Teaching and Learning (CATL) hired a .50 FTE Inclusive Excellence Coordinator to promote IE from an academic perspective.

The second phase of IE (2014-18) has begun with a large interdisciplinary team composed of students, faculty and staff who have met regularly to create a new IE Strategic Plan. This strategic plan includes short and long term goals with action steps that reflect the overarching goals stated in the first section of this report. Once the plan is finalized and approved by the Chancellor's leadership team, a small team of campus partners will continue to move the plan forward and work with the IE Assessment team to monitor its progress with campus assessment every two years.

• **Rationale**

o Why are these your top three IE goals (why are they important to your campus)?

For UW-La Crosse the goals of continued improvement of access, retention and campus climate are very much interconnected. Considerable research has explored the extent to which access is insufficient for a campus to gain the benefits of a diverse student body: both access and retention must be addressed simultaneously. We know that the climate of our campus has a direct impact on both the access and retention of underrepresented students at UW-La Crosse.

AAC&U's Inclusive Excellence initiative argued from the beginning that excellence that is not inclusive is not excellence; we take very seriously our mandate as a public institution of higher learning, to serve all students equally well.

o What data/evidence did you use to form these top three IE goals?

Data from our Equity Scorecard (2007), National Survey of Student Engagement (NSSE; 2001, 2004, 2006, 2008); Campus Climate Surveys in 2004 and 2008; and additional evidence collected throughout Plan 2008.

• **Results/Impact (please disaggregate data where possible)**

o What is the impact of your campus IE strategies/priorities?

Access to UW-L (Recruitment):

Our best evidence is for recruitment of students of color, given our long commitment to issues of race and or ethnicity in the UW System. While our increase is not startling, it is promising, particularly given that our numbers had been static prior to 2008.

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|-----------------------------------|--------------|--------------|---------------|---------------|---------------|
| TOTAL | 9,890 | 9,948 | 10,074 | 10,227 | 10,427 |
| U.S. Domestic | 9,348 | 9,434 | 9,612 | 9,884 | 10,098 |
| African American | 80 | 92 | 74 | 76 | 78 |
| American Indian/Alaska Native | 40 | 42 | 37 | 26 | 33 |
| Hispanic | 179 | 195 | 219 | 262 | 276 |
| Southeast Asian | 148 | 152 | 153 | 137 | 114 |
| Other Asian | 130 | 104 | 101 | 99 | 94 |
| Native Hawaiian/Pacific Islander | 5 | 9 | 6 | 7 | 7 |
| 2 or More Races | 90 | 136 | 174 | 249 | 273 |
| <i>Students of Color subtotal</i> | <i>672</i> | <i>730</i> | <i>764</i> | <i>856</i> | <i>875</i> |
| White | 8,676 | 8,704 | 8,848 | 9,028 | 9,223 |

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|-----------------------------------|--------------|--------------|--------------|--------------|--------------|
| International | 372 | 381 | 370 | 312 | 312 |
| Unreported | 170 | 133 | 92 | 31 | 17 |
| UNDERGRADUATE TOTAL | 8,748 | 8,945 | 9,119 | 9,441 | 9,630 |
| U.S. Domestic | 8,320 | 8,527 | 8,737 | 9,152 | 9,353 |
| African American | 76 | 87 | 68 | 66 | 67 |
| American Indian/Alaska Native | 39 | 36 | 33 | 25 | 30 |
| Hispanic | 163 | 181 | 204 | 247 | 262 |
| Southeast Asian | 140 | 141 | 141 | 126 | 106 |
| Other Asian | 124 | 95 | 89 | 86 | 83 |
| Native Hawaiian/Pacific Islander | 5 | 8 | 5 | 7 | 7 |
| 2 or More Races | 86 | 130 | 164 | 240 | 263 |
| <i>Students of Color subtotal</i> | <i>633</i> | <i>678</i> | <i>704</i> | <i>797</i> | <i>818</i> |
| White | 7,687 | 7,849 | 8,033 | 8,355 | 8,535 |
| International | 283 | 304 | 301 | 260 | 262 |
| Unreported | 145 | 114 | 81 | 29 | 15 |
| GRADUATE TOTAL | 1,142 | 1,003 | 955 | 786 | 797 |
| U.S. Domestic | 1,028 | 907 | 875 | 732 | 745 |
| African American | 4 | 5 | 6 | 10 | 11 |
| American Indian/Alaska Native | 1 | 6 | 4 | 1 | 3 |
| Hispanic | 16 | 14 | 15 | 15 | 14 |
| Southeast Asian | 8 | 11 | 12 | 11 | 8 |
| Other Asian | 6 | 9 | 12 | 13 | 11 |
| Native Hawaiian/Pacific Islander | 0 | 1 | 1 | 0 | 0 |
| 2 or More Races | 4 | 6 | 10 | 9 | 10 |
| <i>Students of Color subtotal</i> | <i>39</i> | <i>52</i> | <i>60</i> | <i>59</i> | <i>57</i> |
| White | 989 | 855 | 815 | 673 | 688 |
| International | 89 | 77 | 69 | 52 | 50 |

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|---|-------|-------|-------|-------|-------|
| Unreported | 25 | 19 | 11 | 2 | 2 |
| <i>Percent White (Domestic)</i> | 87.7% | 87.5% | 87.8% | 88.3% | 88.5% |
| <i>Percent Students of Color (Domestic)</i> | 6.8% | 7.3% | 7.6% | 8.4% | 8.4% |
| <i>Percent International</i> | 3.8% | 3.8% | 3.7% | 3.1% | 3.0% |
| <i>Percent Unreported</i> | 1.7% | 1.3% | 0.9% | 0.3% | 0.2% |

Source: Fall Day of Record Enrollment Tables

Headcount enrollment. IPEDS categories.

Per IPEDS, those indicating Hispanic and a race category are counted only as Hispanic. Southeast Asian=Cambodian, Hmong, Laotian, and Vietnamese

Retention:

- Student to faculty ratio reduction:

Student to Faculty Ratio as of the Fall Day of Record

| 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|------|------|------|------|------|------|------|------|
| 24:1 | 23:1 | 23:1 | 21:1 | 20:1 | 20:1 | 20:1 | 20:1 |

Excludes faculty and students in stand-alone graduate or professional programs.

Source: Institutional Research, UW-L, 2013, http://www.uwlax.edu/uploadedFiles/Offices-Services/Institutional_Research/Fact%20Book%202013-2014.pdf

A more diverse faculty can contribute to enrolling a more diverse student body. The following chart shows UW-L's faculty diversity numbers for two years, AY 2014 and AY 2006 (prior to Growth, Quality, and Access).

| 2006 Faculty | | | |
|------------------------------------|-------|---------|------------|
| All colleges | 306 | 36.6 | 14.6 |
| 2014 Faculty | Total | % Women | % Minority |
| College of Business Administration | 46 | 34.8 | 19.6 |
| College of Liberal Studies | 175 | 57.7 | 17.7 |
| College of Science and Health | 154 | 35.9 | 16.3 |
| All colleges | 375 | 45.9 | 17.3 |

- Restructuring that enhanced collaboration and communication: The offices in Campus Climate and Diversity, under the leadership of Associate Dean for Campus Climate and Diversity, have developed a closely-connected and highly collaborative network of student support services for historically underserved students, overcoming the barriers to collaboration that different offices and separate funding streams can yield. In 2013, they won a national award for their work, the Higher Education Excellence in Diversity (HEED) award from *INSIGHT Into Diversity* magazine, (see <http://news.uwlax.edu/uw-l-receives-national-award-for-diversity-and-inclusion/>).

- Commitment to faculty development on teaching and learning: the Center for Advancing Teaching and Learning (CATL) was created in 2010 from several existing positions, with the addition of a .50 FTE Inclusive Excellence coordinator, a full-time assessment coordinator, and two full-time instructional designers. Among other things in AY 2014, CATL offered 3 August workshops that drew over 100 instructors; 36 workshops over the regular school year that reached over 400 instructors; two teaching and learning conferences for the campus, for each of which over 200 instructors registered; developed a new year-long program focused on course redesign (Learning By Design) for which 11 instructors applied and that begins with a month-long training program; and trained 6 Lesson Study teams aimed at teaching improvement.

Campus Climate:

The campus climate at UW-La Crosse has been assessed over the last 10 years beginning with the first campus climate survey completed in 2004. In 2004, the respondents most likely to report a negative experience at UW-L were people of color, those identified as having a disability, and those identified as non-heterosexual. UW System then mandated that all UW campuses do a campus climate survey which was completed in 2008. Analysis of the 2008 survey determined that those individuals who identified as people of color, having a disability, and as non-heterosexual found the campus to be less inclusive. Finally, our 2013 survey indicated that issues of race, disability and sexual orientation were most often identified as reasons why people experience a negative campus incident.

What we know is that these three populations consistently report climate issues at higher rates than those who identify as white, as without disabilities, and as heterosexual. As a result, our campus climate activities have focused very directly on these three groups, with consistent and visible support from across the campus, including senior leadership despite their tight schedules. What we do not know is whether the campus climate has improved or not for these groups because of differences in the ways these questions were asked and differences in which statistics were produced. While every survey team has intended that their work would be the definitive survey for all subsequent climate surveys that has clearly not been the case. In part, this is the nature of research. In part, it reflects the disciplinary differences of the researchers. We do recognize the need for comparable data.

In the following sections of this report, our emphasis on addressing the experiences of students of color, students with disabilities, and LGBT students will be clear. This does not mean, however, that we have ignored the needs of other historically underserved populations.

o What is your institutional progress on IE goals?

Access:

- UW-L has recognized that recruiting a diverse student body takes much more than just a good Admissions staff. We have made significant progress in coordinating efforts and building communication lines across the various units of the university so that prospective students see a fuller picture of the supports and opportunities available to them for both learning and living at UW-L.
- Additional outreach efforts included six multicultural visit days during 2013-14. Students from the Milwaukee, Madison, Wausau, and La Crosse areas were invited to attend a day on the UW-La Crosse campus and explore the opportunities available to them. Transportation and meals were provided to 254 participants, many of whom would not have the financial means to visit campus on their own.
- Through the support of a UW System DIN, the School of Education (SoE) was able to secure a Multicultural Recruiter/Advisor. The Multicultural Recruiter is expressly responsible for identifying and recruiting middle and high school students who are interested in teaching. In addition, the recruiter/advisor would support and foster a culturally inclusive environment for underrepresented students in (SoE).

- UW-L has made excellent progress on LGBTQ recruiting and retention, led by our Pride Center on campus, and supported, again, by a well-developed campus and community network of support and learning opportunities for students.
- New Scholarships:
UW-L Foundation Scholarship for Multicultural Students (12 Scholarships)
Division of Student Affairs Multicultural Student Scholarships (4 renewable scholarships for 1,000 per year)
IE Residence Life Scholarships (10 freshmen and 10 sophomore housing scholarships)

Retention:

- Our new Eagle Alert system replaces previous methods of intervening for at-risk students. A reminder from the Provost prompts faculty to respond much earlier in the semester now than previously, and the system takes full advantage of the technological tools available to us. It also enhances collaboration between instructors and student support staff
- Our Office of Multicultural Student Services has worked with our Institutional Research office to develop a clearer data analysis of student retention. For example, we now know that our Southeast Asian men are at higher risk than are our Southeast Asian women.
- We now have an office that works specifically with military veterans, an important student population on our campus. Our veterans also organized a student organization that has collaborated with other campus units on some excellent programming to assist faculty and staff to understand the unique issues student veterans face.
- Our Institutional Research office has developed a metric to gauge equity in general education courses for students of color.
- This metric can be used to measure equity gaps in other student populations
- These two metrics will provide benchmarks for our stereotype threat and other initiatives

Campus Climate:

- UW-L has developed outstanding support for most historically underserved student populations. We are especially proud of their collaboration. A structural reorganization along with highly visible space in our newest academic building has facilitated that collaboration even further.
- Our Campus Climate and Pride Center offices conduct numerous trainings and educational events:
 - A recent focus has been training for students on bystander intervention as a means of empowering students who witness an incident with the skills to speak up while maintaining respect and civility.
 - Campus Climate specializes in workshops to help the campus community use inclusive language, work with difficult people, understand the concept of privilege, and avoid microaggressions. Brown-bag events, typically 4 per semester, offer opportunities for discussion of films or topics.
 - Campus Climate's most popular events include Awareness through Performance, an evening of one-act plays collaboratively written and produced by a diverse troupe of students. All ATP performances are new every year. Over the past several years, ATP has been invited to present at a variety of off-campus locations.
 - The Pride Center conducts training for students, faculty, and staff who want to learn more in order to be allies to the lesbian, gay, bisexual, and transgender community. Pride also organizes panels for classes, offering many UW-L students the opportunity to ask, anonymously, questions about LGBT life that they honestly want to understand but fear it would be rude or hurtful to ask in social settings. Student evaluations of these panels indicate that many students learn new reasons to challenge their own prejudices.
- Our Diversity & Inclusion website <http://www.uwlax.edu/diversity-inclusion/> is prominently featured on the top toolbar of the UW-L website. The site itself provides prospective and current students, faculty, and staff with

information about the services and opportunities UW-L offers, and explains the many ways people can get involved.

- The Diversity & Inclusion website features the UWL (United We Lead, United We Learn, United We Live) logo, for which many departments and units purchased banners and t-shirts that can be seen all over campus.
- Campus Climate, the Pride Center, the Office of International Education (study abroad), and the Department of Women's, Gender, and Sexuality Studies, all maintain small circulating libraries with specialized diversity-oriented collections of books, films, and other educational materials that are open to the campus. Murphy Library has recently catalogued all these materials so that the campus community can easily find them electronically by searching a single campus-wide catalogue.

o Where is your campus having success and how are you measuring that success?

Office of Multicultural Student Services (OMSS)

UW-L has cultivated relationships with outstanding middle and high schools that serve significant numbers of students of color, for example, Rufus King in Milwaukee. We are now seeing some of those students coming to UW-L. Our primary metric remains 10th-day enrollments by race.

OMSS has worked with the College of Business Administration on several initiatives, including a mentoring program, and a course-embedded tutoring program. OMSS has reconnected with and created a strong partnership with the Financial Aid office. Through that partnership, strong movement has been made with regard to helping students decreasing student debt load through sound financial management, in part through our award-winning program, "It Makes Cents."

OMSS also houses a long standing bridge program entitled the Academic Success Institute (ASI). Students are identified for participation in the ASI summer bridge program during the application process to UW-L. In summer 2013, 24 students participated in ASI. The program is designed to prepare students from underrepresented and disadvantaged backgrounds for the social and academic transition they will remedial, based on placement; another general education course; and a study skills course. Guest speakers address topics of importance to all students including violence prevention, alcohol and drug awareness college, including enrollment in the UWL 100 First Year Student Seminar course as a cohort. Of the 24 students enrolled in ASI in summer of 2013, 92% of those students were retained for a second year and enrolled in classes for fall of 2014.

Affirmative Action Office

The Director of Affirmative Action (AA), will meet with Search & Screen Committees to guide them on how best to meet their hiring goals or to address any questions ensuring legal compliance and equal employment opportunity. During these meetings the Director of AA will discuss recruitment techniques to ensure a diverse candidate pool and that search and screen members are clear with regard to search and screen protocol.

Disability Resource Services (DRS) Office

The DRS office served a total of 323 students during the 2013-14 academic year. The number of students served in DRS has remained static over the last 3 years; however, the complexity of issues related to students that have a disability has grown.

The staff of DRS has had to work through the multiplicity of students and also address the intersections of 1st generation, Veteran, and other identities. In keeping with the university's commitment to Inclusive Excellence the campus found funding to secure a full-time Assistant Director to provide consistent, strategic, on-site leadership in DRS.

Eagle Alert system

In alignment with the campus commitment to inclusive excellence, UW-L developed its major quality initiative for HLC review to focus on decreasing barriers to student academic success. The initiative "Firm Footing" addresses populations known to be at-risk (e.g., first generation students and students of color) and focuses on analyzing the needs of other populations identified as likely to be at-risk (e.g., transfer students and students who show an early failure to thrive in courses). The initiative resulted in three interrelated components. First, the campus developed an early warning/early feedback system for instructors to provide feedback to students in the 5th week of the semester. The Eagle Alert system was designed to replace and expand the system associated with Office of Multicultural Student Services. In addition to Eagle Alert, the initiative has focused on promoting and coordinating student success resources, and helping students navigate advising resources. <https://sites.google.com/a/uwlax.edu/firmfootinguwl/home-1/-Firm-Footing-Overview>

Eagle Mentoring Program

The Eagle Mentoring Program (EMP) is a mentoring and retention program for historically underrepresented minority sophomores majoring in the arts and humanities. Initially developed over 2007 and 2008 in response to Programmatic gaps in the Divisions of Academic Affairs and Student Life, it has served a total of 54 students in five annual cohorts of ten to twelve protégés since 2009-10. The program has seen significant progress, as evident in its participants' 96% success rate, graduation rate, increase in grade-point average, and participation in high-impact learning experiences such as conducting research with faculty, study abroad, and participation in the Ronald E. McNair Post baccalaureate Achievement Program. Student achievement is evident in the following figures:

- A 96% success rate, 21 graduated, 9 enrolled in graduate or professional school (42% of graduates pursued post-baccalaureate studies).
- Average GPA increase of .2 to .3 after one year in the program
- 20 applied, 14 accepted into Ronald E. McNair Post baccalaureate Achievement Program
- 8 received undergraduate research grants
- 14 studied abroad (26% participation rate)
- 15 students conducted research with faculty (27.7% rate) (Macias-Gonzelez, V, 2014)

Student Support Services and Upward Bound

UW-La Crosse has enjoyed success with our TRiO programs partnering with each other in addition to other campus offices to develop an academic pipeline starting with our multicultural pre-college programs and moving students through Upward Bound which has been on campus since 1979. For those Upward Bound students that choose to attend UW-La Crosse they are immediately connected to our Student Support Services office, on campus since 1978. Some students move on to the Eagle Mentoring Program and as noted earlier in the report a good number of those students will go to participate in the McNair program housed in the College of Science and Health to prepare for to achieve a post-baccalaureate degree.

McNair Program

Through a grant competition, funds are awarded to institutions of higher education to prepare eligible participants for doctoral studies through involvement in research and other scholarly activities. Participants are from disadvantaged backgrounds and have demonstrated strong academic potential. Institutions work closely with participants as they complete their undergraduate requirements. Institutions encourage participants to enroll in graduate programs and then track their progress through to the successful completion of advanced degrees. The goal is to increase the attainment of Ph.D. degrees by students from underrepresented segments of society <http://www2.ed.gov/programs/triomcnair/index.html> . The McNair program at UW-La Crosse serves 28 students.

They also serve an additional 12 students through the First Year Research Experience (FYRE) which serves as a feeder program for McNair.

Violence Prevention Office

A student who is in danger from a personal relationship simply cannot focus on learning, even though school may be that student's lifeline to hope for the future. For instructors and staff, knowing that a student is in danger is a nightmare of worry. Our Violence Prevention Office assists students, staff, and faculty who find themselves in dangerous situations with safety planning and facilitating access to other supports and services. Gender is an important component of this problem: our 2004 campus climate survey found that 13% of survey participants reported that they had been in a "dangerous situation," with 55% of those noting that the incident had occurred at a party off-campus. 4% of respondents reported having been sexually assaulted.

While this office was created prior to the Inclusive Excellence initiative's expansion of the categories of diversity, it indicates UW-L's long-standing attention to historically underserved populations. Since the adoption of IE in 2009, the Violence Prevention Office has continued to assist students, staff, and faculty in dangerous relationships as well as to educate the campus about interpersonal violence, including through co-sponsorship of prominent researchers to speak and a variety of university-wide trainings on sexual harassment and sexual assault, including those needed for legal compliances.

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| <p>1. Advocacy Statistics</p> <p>Sexual Assault: 34 Relationship Violence: 18 Stalking: 15 Sexual Harassment/Other: <u>14</u> TOTAL 81</p> <p>Court/Law Enforcement Advocacy: 8 Restraining Orders: 3 Crime Victim Compensation Applications: 5 Assistance Accessing New Horizons Shelter: 0 Assistance Accessing Campus Judicial Process: 2 Assistance Filing Sexual Harassment Complaint: 1</p> <ul style="list-style-type: none"> ● There has been a steady increase in the number of reported sexual assaults and the number of victims choosing to prosecute, through the campus judicial system, the legal system, or both. Overall referrals are also on the rise again. ● The Peer Education Program has undergone a major revision. ● The Federal government has issued new guidelines for campuses regarding sexual assault prevention and the handling of sexual assault reports. A work group has been meeting to address implementation of the new guidelines at UW-L. | <p>2. Prevention Education:</p> <p>Classroom Presentations: 32 Additional Presentations: 16 (Hall Director and R.A. Trainings; Freshman Registration and International Student Orientations; Campus Climate Brown Bag Lunch Presentation; Residence Hall Programs)</p> <p>In collaboration with the Department of Women’s, Gender, and Sexuality Studies and various other units, the VPO sponsors multiple programs.</p> |
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Office of Institutional Research (IR):

In collaboration with OMSS, IR developed several metrics to clarify retention issues from initial enrollment to graduation, disaggregated by race and cross-tabulated with gender and Pell eligibility.

IR also developed equity metrics by general education category disaggregated by race as one means to monitor the impact of CATL’s new stereotype threat initiative. This metric can be used to examine other historically underserved populations.

Admissions:

Admissions has implemented a holistic admissions process that gives students a better opportunity to make their own case. Admissions has also dedicated a recruiting position to working with students of color, and hosts multicultural campus visit days, and UW-L’s chancellor makes an effort to visit our partner schools whenever possible. Our primary metric remains 10th-day enrollments by race.

Pride Center:

Our Pride Center director has worked diligently to ensure that we are a certified LGBT-friendly campus. The UW-L Foundation has worked diligently to develop and increase amounts of scholarships for students of color and for low-income students. Faculty and department chairs actively help to recruit diverse students as a result both of prospective students contacting departments directly (e.g., during prospective student campus visit days or inquiries resulting from prospective students perusing departmental websites), and as facilitated through Admissions recruiters' conversations with prospective students. Our measures of success are the number of students engaged through the Pride Center and their graduation rates.

Center for Advancing Teaching and Learning (CATL):

CATL addresses diversity issues in teaching and learning in multiple ways:

- Workshops focused on working with particular populations (e.g., students with disabilities; English language learners)
- Workshops to help instructors teach in a diverse classroom (e.g., infusing diversity issues, diverse perspectives, and research by diverse researchers into course content; planning for good discussions; designing effective group learning experiences)
- Workshops focused on course designs and pedagogies proven to serve most students well (e.g., backward design of courses; multiple approaches to designing a motivational classroom climate; research-informed course design; scholarly approaches to teaching and learning through lesson study and the scholarship of teaching and learning)
- Inclusive Excellence grant program: small stipends for faculty to develop, implement, and assess a solution to a diversity-related problem in their course
- Stereotype Threat Initiative: In cooperation with the UW-System's Office of Professional and Instructional Development (OPID), UW-L launched an initiative (Fall 2013) to address one well-documented cause of underperformance that can occur when a negative stereotype about a group's abilities is active ("stereotype threat"). In the Fall of 2013, we brought Prof. Valerie Purdie-Vaughns, a well-known expert on stereotype threat, for our annual teaching and learning conference; Prof. Purdie-Vaughns presented to about 120 instructors and staff. At the end of her presentation, we distributed 110 copies of Claude Steele's *Whistling Vivaldi* (2008), a very readable book that explains the discovery of stereotype threat and the development and testing of the interventions. CATL developed reading groups and discussion questions for *Whistling Vivaldi*, and followed up with another workshop at our spring teaching and learning conference. Research indicates that underperformance due to stereotype threat can be severe, and that students who underperform in a gateway course to a major are unlikely to persist in that major. Researchers who study stereotype threat have developed several interventions that appear promising when they are implemented carefully (which is not easy to do). We plan to build on this initiative for the next several years.
- Web-based resources: CATL maintains a website of IE-relevant resources; the entire CATL website is currently undergoing revision that will enhance instructors' ability to find those resources and access those services.

Directly measuring the impact of CATL's work on student success can only be accomplished through scholarship of teaching and learning projects (SoTL). CATL offers several avenues to this, including the Learning By Design program and SoTL grants. CATL collects participation numbers for all its activities, and collects and reviews participant evaluations of each workshop. Evaluation instruments include questions on implementation and impact. Faculty also report their participation, implementation, and impact from CATL's faculty development opportunities in annual reports as well as in retention, promotion, tenure, and merit reports.

- *Self Sufficiency Program (SSP)*

SSP is a community-centered pre-college academic program designed to help low-income single parents for college. Over 90% of SSP students are women, 100% are non-traditional aged, and 80% of SSP students are survivors of

abusive relationships. While the program serves small numbers by necessity, these are our region's hardest-to-serve community members for whom higher education offers the greatest benefits. Those who can take full advantage of it and go on to matriculate at one of La Crosse's three institutions of higher learning produce some of our most remarkable and touching success stories, pull themselves and their children out of poverty, break generational cycles of violence, and inspire their own children to go on to college. While SSP also long pre-dates IE, the program's director has built additional partnerships with our community. In 2010, an SSP intern started a Facebook site for student-parents in the region where the activity is primarily about sharing resources and information, and swapping childcare. Community support for this program is visible in its "Locally Grown Scholarship" program that raises around \$60,000 to support low-income parents, and in other funds.

Barriers to Success

o Where is your campus getting stuck, and what are you doing about it?

- Faculty engagement: As we learned from our most recent Campus Climate survey (2013), the initial three goals have proven too broad and too vague for faculty in particular to engage effectively. We believe that these institutional goals seem several steps too distant from the classroom to most faculty, who therefore do not see an obvious pathway to engagement. Retention, for example, can be impacted by the intellectual interaction between students and instructors that challenging projects demand--one of the primary reasons why "high-impact practices" work (Kuh, 2008)--but also by addressing stereotype threat and a host of other possible factors that lead to equity gaps, and by implementing a wide variety of teaching improvements. We have therefore begun the process of identifying intermediate-level goals that will be more specific and measurable and that will better lend themselves to engaging faculty.
- UW System has asked campuses to set their own goals. While this has many benefits, we believe that a System-wide focus on a specific set of goals would raise the profile of IE initiatives and lead to a sharing of best practices, to the benefit of all campuses and the System as a whole
- Time and support: At a UW-System conference, Estelle Bensimmon, the inventor of the Equity Scorecard process who served as a consultant to UW-System on the system-wide project, noted that it had not occurred to her and her colleagues that once faculty had the data that showed inequities, they would have no idea how to fix the problem. We are critically aware that fixing problems of such long standing will take more innovation, experimentation, and research on what works, along with time and adequate support and training.
- Reporting: In complex institutions like universities, it can be difficult for leadership and implementation teams to know what every unit is doing. We may then reinvent the wheel, fail to replicate good ideas, or wind up with multiple groups working on the same problem without collaboration. We have eliminated most of those problems through restructuring of unit reporting lines, centralizing committees, and revisions to current reporting structures. While IE is now a component of academic staff annual reviews and a reporting item for most Student Affairs and College annual reports, we still need one more step -- a mechanism to get all that information to the planning groups, report writers, and assessment teams for IE and then make it accessible to the campus.
- Sustaining the necessary data analysis: a result of simultaneous staffing changes and technological incompatibility when student information systems changed. Both problems have been resolved, and we have reconstituted the IE Assessment Task Force that is charged with developing and reviewing data, communicating it with the campus, and suggesting
- Comparability of data: we need measures that are constructed in such a way as to permit us to determine the direction of change over time. For example, while at least some of the questions in our three campus climate surveys have been the same, the response scales are not always the same, and the statistics that our survey researchers produce are not the same. Similarly, the original Equity Scorecard calculations on academic equity gaps examined grades in just a handful of gateway courses into large majors, whereas we currently prefer to examine grades by general education category. Our IE Assessment Task Force will be discussing this issue, but a

system-wide conversation that includes IE leaders, university assessment coordinators, and institutional researchers might be useful.

• **Next steps**

- o Given your current state of progress and implementation, what are your next steps in the next three-six months?
 - Creation of Inclusive Excellence Strategic Plan (2014-2018). Our new strategic plan is being developed through a campus-wide process. The will be finalized during the fall of 2014.
 - Eagle Alert system: The HLC Executive Committee noted that instructor use by college was asymmetrical. They are planning strategies to increase participation.
 - Stereotype Threat initiative, stage 2: While research has identified interventions that appear to work, few institutions have attempted to “scale up,” to implement interventions campus-wide. Successful implementation requires attention to the details of each intervention’s protocol, trained implementers, and a commitment to gathering the data necessary to assess and share (thus including IRB). Most interventions have been tested on only one population; but if the psychological issues an intervention targets are similar for multiple groups, that intervention needs to be tested more broadly. We plan to test one or more interventions to determine their efficacy for multiple populations over the next year.
 - Cultural Dexterity online learning opportunities: CATL has developed a brief online introduction to Hmong Americans that introduces instructors who may not have worked with this population prior to coming to UW-L. The module explains the history, explores traditional Hmong beliefs, challenges stereotypes, and examines cultural differences that may be relevant to classroom settings. This module has been well-received, and two additional modules are under development. Our next step will be to organize teams to develop additional modules on additional groups. Moving beyond the introductory level will follow.
 - Collection and analysis of data: As noted above, the solutions to comparability of data and other issues related to reporting and data use are in process.

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