



Plan 2008  
Phase I Report  
1999-2003

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## **Executive Summary – Plan 2008 Phase I UW Platteville**

Over the past five years the institution has implemented a broad array of initiatives and programs directed toward the accomplishment of the goals outlined in Plan 2008. During the review of our efforts we have identified several important considerations as we plan our strategies and initiatives for Phase II. These considerations will be identified and discussed at the conclusion of this summary document.

Significant accomplishments and/or activities in each goal area include:

**Goal 1 Increase the number of Wisconsin high school graduates of color who apply, are accepted, and who enroll at UW institutions (UW-Platteville).** If we examine our new student statistics over the past five years we have increased the applications of students of color by 40.5% (74 to 104), increased the admission number by 18.6% (59 to 70), and increased the numbers that actually enroll by 12.9% (31 to 35). This has allowed our total headcount of students of color to increase 13.1% (from 191 to 216). During the same period the total headcount of white students increased 17.4% (from 4,820 to 5,657). UWP is continuing to develop a partnership with the Nehemiah Group in Madison which has already brought a number of parents and students of color to Platteville for campus visits. Foundation funding has been secured to expand the use of minority student peer recruiters in the office of Multicultural Services.

**Goal 2 Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age.** The collaboration built between UWP and the Audubon Communications and Technology Center (a Milwaukee Public School program) is illustrative of what we will continue to focus upon. UWP's relationship with Audubon has been highly successful with visits between campus faculty occurring on a regular basis, in addition to faculty from Audubon regularly participating in UWP's pre-professional days. UWP is currently working on our third collaboration grant with Audubon. We have also increased the participation by people of color in the MSE in Adult Education program offered through Continuing Education primarily in the Milwaukee area.

**Goal 3 Close the gap in educational achievement, by bringing retention and graduation rates for students of color in line with those of the student body as a whole.** The subcommittee assigned to this goal gathered and tabulated its own data related to students of color and did a regression analysis to examine possible factors influencing retention rates. Some members of the subcommittee, with input from the entire subcommittee, also conducted a focus group with students of color. Most significant accomplishments and/or initiatives include the diversity training sessions for residence hall staff and similar programs offered for students, faculty,

and staff. In particular, the “Boxes and Walls” program has been offered twice, with very significant results, enabling participants to achieve more of an empathetic understanding of discrimination and oppression. While many of us may be able to comprehend the evils of such forces on an intellectual level, it is rare to achieve awareness at an emotional and empathetic level. The “Boxes and Walls” program was considered so significant that it received a full-page in UW-Platteville’s Annual Report for 1999-2000. The “Walk the Talk” program for Student Affairs staff and “A Campus of Difference,” put on by the Anti-Defamation League, are other examples of effective diversity sensitivity programs offered under these initiatives. An open communication session with the local police has been incorporated into the orientation program and appears to have been successful in reducing some of the tensions that existed several years ago. The hiring of a new Platteville City chief of police who is a person of color served to demonstrate the cities commitment to equal opportunity and also helped open communication with students and staff of color.

**Goal 4 Increase the amount of financial aid available to needy students and reduce their reliance on loans.** In principle this goal is accomplished through the financial aid packaging guidelines. The maximum amount of grant aid is for the neediest students. With that said, it is getting increasingly more difficult to meet full need with grants when financial aid (particularly state financial aid programs) are not cut but held to prior year funding levels. The Financial Aid Office and MCS have worked closely to increase individual grant amounts to help students reduce loan debt. In all areas and majors on campus, the UW-Platteville Foundation is seeking to raise private funds to support scholarships, programs, and activities to attract and retain high-achieving students of color. The challenge faced is that often these endowed scholarship dollars come earmarked with very specific criteria.

**Goal 5 Increase the number of faculty, academic staff, classified staff and administrators of color so that they are represented in the UW system workforce in proportion to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees.** UW-Platteville has made a concentrated effort over the past five years to vigorously recruit for all positions. As a result of this effort increased numbers of women and minorities have been hired into the faculty ranks. Since 1998 fifteen (15) new minority faculty have been hired. Between 1998 and 2002 the numbers of women have increased from thirty-eight (18% of total) to sixty-two (30% of total). During that same time period the numbers of minority faculty have increased from twenty-two (10.6% of total) to thirty-three (16% of total). In addition, women and minority faculty have received promotions and tenure at a higher rate than majority faculty. Since 1998/99, thirteen minority faculty

have been promoted and currently 51% of minority faculty hold tenure. The overall percentage of faculty holding tenure and who are minorities has increased from 11.5% in 1998 to 14.3% in 2002. The average amount of time to promotion for all faculty is 6.7 years while the average time to promotion is 6 years for minorities and 5.7 years for women. The average time to tenure for all faculty is 5.2 years while the average time to tenure is 4.9 years for minorities and 5.4 years for women. Exit interviews and employee surveys continue to indicate that salary and geographic location are the major obstacles to attracting and retaining women and minority employees. The University needs to continue promoting the Master of Science in Education program centered in Waukesha and Milwaukee in order to mentor students of color toward future faculty positions.

**Goal 6 Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.** UW-Platteville has made significant efforts in bringing to fruition the non-classroom initiatives identified in this goal area. Specific programs such as the Interactive Tolerance Museum program, which was a collaborative effort between an academic class for credit and the staff of the Student Housing department, allowed hundreds of students, faculty, staff, administrators and community members to participate in and process their thoughts and feelings after this interactive experience. Various organizations on campus sponsor alternative spring break service projects to regions of our country that are culturally different and socio-economically depressed. Campus community members are regularly notified of all opportunities to participate in local events that are both traditional and new as cultural activities. Twice a semester programs on race and ethnicity related topics are held as open forums for students and campus community members. The relationship we have established with Mississippi Valley State University has resulted in faculty and student exchanges. Many initiatives that involved curriculum and academic programming have been successful. For example, library holdings are continually increasing, a certificate in indigenous studies and a minor in Ethnic Studies are in place, and the Ethnic Studies Council is planning the 4th Annual Act 31 Symposium and UWP Powwow. The development of numerous interdisciplinary and cross-listed courses has effectively increased the number of Ethnic Studies courses without increasing the number of instructors.

As we prepared this report we identified several issues that need to be considered as we develop our initiatives and programs for Phase II. Foremost was the discovery that many of the strategies (and as a result campus initiatives) listed under one goal either overlapped with or were more pertinent to other Plan 2008 goals. For example, in Goal 3, many initiatives seemed to apply to Goal 1 (Recruiting) or Goal 6 (Institutional Environment). As a result, many strategies and initiatives proved to be unwieldy and

extremely difficult to work with. As staff changes so does institutional memory and understanding of what the purpose of specific initiatives was meant to be. As a result some initiatives lacked focus and would appear and then re-appear under different strategies with only minor distinctions between them. In 2001, the Goal 3 committee found itself facing 9 different strategies containing a total of 37 implementation plan initiatives. As a result the Goal 3 committee spent much of its time and energy re-focusing and consolidating initiatives and re-grouping them into more meaningful clusters. When the subcommittee met in fall 2001, it streamlined the 9 earlier strategies and 37 initiatives into 4 major initiatives. While comprehensive and thorough, the sheer volume and complexity of our strategies and initiatives created barriers and hurdles rather than assisting in the accomplishment of our goals.

We will use the experience and knowledge gained over the past five years to guide our development of UW Platteville's Phase II plan. We are committed to developing a plan which will be strategic and focused. We recognize that in times of diminished resources it will become necessary to insure that what resources we do have be used in the most effective and efficient manner possible.

In summary, UW Platteville has made progress in its efforts to diversify the student body, faculty and staff. We have implemented several successful programs that have made a significant impact on the campus climate. We have been, and will continue to be, committed to the UW System goals of educational excellence and diversity through expanded opportunity.

**GOAL # 1: Increase the number of Wisconsin high school graduates of color who apply, are accepted, and who enroll at UW institutions (Platteville).**

**Strategy 1.1:** Emphasis on Pre-collegiate programs targeting students of color.

**Initiative/Program (1.1.a):** Continue using the Wisconsin Education Opportunity Program to help recruit candidates for the UWP Pre-College program

***Target Group:*** Pre-College

***Dept./Individuals/Responsible:*** Pre-College Coordinator

***Duration of Initiative/Program:*** On-going

***Expected Outcomes:*** Increase the number of students that participate in Pre-College Program, and also increase the potential for new Students of Color to the UW Systems Institutions

***Actual Outcomes:*** Students are exposed to UWP and its' offerings

***Factors Influencing Outcomes:*** Several of the students enjoyed the experience, and have indicated that they prefer a more urban environment, indicating an interest in UW Milwaukee, or Parkside.

***Continue:*** Yes. This is an excellent recruitment tool for the UW System Institutions.

**Initiative/Program (1.1.b):** Contact identified school counselors in the Pre-College recruitment process.

***Target Group:*** Racine School District and Madison for Pre-College Programs.

***Responsible:*** Pre-College Coordinator

***Duration of Initiative:*** On-going.

***Expected Outcome:*** Develop a relationship with schools in Madison and Racine School Districts.

***Actual Outcomes:*** This allowed UWP to build relationships with specific schools.

***Continue:*** Yes. This is an excellent way to promote the Pre-College Program, and also a way to cultivate relationships

**Initiative/Program (1.1.c):** Develop a Pre-College Program recruitment plan

which includes: preparation of a pre-college brochure and application; collaboration with the Milwaukee Department of Public Instruction's Wisconsin Educational Opportunity Program; continuation of Pre-College partnerships with Milwaukee Education Center Accelerated Middle School.

**Target Group:** Potential Pre-College participants

**Dept./Responsible:** Pre-College Coordinator

**Duration of Program:** On-going

**Expected Outcomes:** Increase the number of students, and quality of students participating in the Pre-College Program

**Actual Outcomes:** Increase the number of students, and quality of students participating in the Pre-College Program

**Factors:** Number of fairs available for recruitment. Access to the students

**Continue:** Yes. This provides great opportunities for recruitment

**Initiative/Program (1.1.c1):** Extension of Invitations to Native American students to enroll in Pre-college programs

**Target Group:** HoChunk Nation

**Responsible:** Coordinator of Pre-College, Ethnic Studies, and Education Department

**Duration:** On-going

**Expected Outcomes:** Increase number of Native American students in the Pre-College Program

**Factors:** There is a great need of developing relationships with the HoChunk Nation

**Continue:** Yes. This will be a means of getting Native American Students to participate in the Pre-College and attend UWP for their course of study

**Initiative/Program (1.1.c2):** Establishment of contacts with middle school teachers and Counselors in Madison, Beloit, Kenosha, Racine, and other targeted schools with significant populations of students of color.

**Target Group:** Racine School District and Madison for Pre-College Programs

**Responsible:** Pre-College Coordinator

***Duration of Initiative:*** On-going

***Expected Outcome:*** Develop a relationship with schools in the Madison and Racine School Districts

***Actual Outcomes:*** This will allow UWP to build relationships with specific schools

***Continue:*** Yes. This is an excellent way to promote the Pre-College Program and also a way to cultivate relationships for all UW system institutions

***Initiative/Program (1.1.d):*** Prepare biennial Pre-College proposals to DPI

***Target Group:*** Pre-College Population

***Responsible:*** Pre-College Coordinator

***Duration:*** Every two years

***Expected Outcomes:*** Receive funding from the Department of Public Instruction

***Actual Outcomes:*** Receive funding

***Factors Influencing:*** Available funding

***Continue:*** Yes. This is an excellent source for the programs

***Initiative/Program (1.1.e):*** Track all Pre-College students and work in concert with the Office of Admission and Enrollment

***Target Group:*** Pre-College Program

***Responsible:*** Pre-College Program, and Admission and Enrollment Management

***Duration:*** On-going

***Expected Outcomes:*** Increase the pool of potential students to UWP

***Actual Outcomes:*** Increase the number of students that are aware of UWP

***Factors Influencing:*** Availability of admission staff in the summer to work with the Pre-College Program

***Continue:*** Yes. This will allow the students to be put in a pool with other potential students.

**Initiative/Program (1.1.f):** Participate in the Wisconsin Department of Public Instruction Pre-College Conference and Student College Fair

**Initiative/Program (1.1.g):** Maintain a comprehensive database as required by the UW System Office of Multi-Cultural Affair, which includes various data about the Pre-College students

***Target:*** Potential students in the Pre-College Program

***Responsible:*** Pre-College coordinator, and UWP System

***Duration:*** On-going

***Expected Outcomes:*** This will allow the University access to many students

***Actual Outcomes:*** Students are able to return to the University, for additional years of training

***Factors Influence:*** Access to the students and their information, per their guardians

***Continued:*** Yes. This is an easy way to access student's information

**Initiative/Program (1.1.h):** Submit Pre-College proposals, including additional support staff needs.

***Target Group:*** Pre-College Programs

***Department/Individuals Assigned Responsible:*** Pre-College

***Duration of Initiative/Program:*** Bi-annual, and on-going

***Expected/Actual Outcomes:*** Funding for the Pre-College Programs

***Factors Influencing Outcomes:*** Funding Sources

***Continue:*** Yes

**Strategy 1.3:** Develop adult recruitment programs targeted specifically to African American, American Indian, Hispanic/Latino, and Asian American adults age 25 and older.

**Initiative/Program (1.3.a):** Develop an extensive Business Administration program, which is Web-Based. Market to nontraditional students who are time and place bound in the greater Milwaukee, Madison, Beloit, Janesville and Kenosha areas, the Fox Valley region, and the La Crosse area.

**Target Group:** African American, American Indian, Hispanic/Latino, and Asian American adults age 25 and older.

**Dept./Individuals Responsible:** Richard Schumacher, Duane Ford, Marge Karsten

**Duration of Initiative/Program:** On-going

**Expected Outcomes:** Reach more adult students of color that are place and time bound.

**Actual Outcomes:** The program has been enhanced and marketed to the aforementioned communities, but significant increases in adult learners of color is questionable.

**Factors influencing outcomes:** Cost of course of study, marketing not extensive enough

**Continue:** Yes. More marketing with the target group may increase participation.

**Initiative/Program (1.3.b):** Develop Masters degree Web-Based programs in Project Management and Criminal Justice, marketing to include companies and agencies employing persons of color with a need for a graduate degree in the aforementioned areas.

**Target Group:** African American, American Indian, Hispanic/Latino, and Asian American adults age 25 and older.

**Dept./Individuals Responsible:** Academic deans, Provost, Chancellor, Distance Learning Center.

**Duration of Initiative/Program:** On-going

**Expected Outcomes:** To increase persons of color enrollment.

**Actual Outcomes:** The new Web-based programs have been completed and the number of students of color who have enrolled has increased significantly.

**Factors Influencing Outcomes:** Strong marketing and need by enrolled students.

**Continue:** Yes. These are excellent programs and within time and more targeted marketing efforts even more persons of color will be enrolled.

**Initiative/Program (1.3.c):** Develop financial aid brochures and presentations to ensure that persons in this population have information about obtaining resources to attend school.

**Target Group:** African American, American Indian, Hispanic/Latino, and Asian American adults age 25 and older.

**Dept./Individuals Responsible:** Financial Aid Director and financial aid staff.

**Duration of Initiative/Program:** On-going

**Expected Outcomes:** To increase the knowledge base regarding financial aid through an expanded financial aid brochure and subsequent financial aid presentations.

**Actual Outcomes:** Expanded Financial Brochures have been developed and extensive financial aid presentations have been included into the overall Financial Aid marketing repertoire.

**Factors Influencing Outcomes:** Based on better information and a more focused delivery system, perspective students are now more informed about financial aid for the aforementioned programs.

**Continue:** Yes. Strong financial aid presentations through informative brochures and personal presentations provide all perspective students the necessary information to make informed decisions.

**Strategy 1.4:** Work toward a better balance of enrollment of students of color across academic disciplines

**Initiative/Program (1.4.c):** Assign interested students of color to faculty mentors for the purpose of initiating academic activities and research projects which are of interest to the student and faculty, thus helping increase enrollment of students of color in selected academic areas.

**Target Group:** Students of color enrolled at UW-Platteville

**Department/Individuals Assigned/Responsible:** Academic Deans and Department Chairs

**Duration of Initiative/Program:** 1998-1999 Academic years

**Expected Outcome:** More students of color in academic areas with low representation of students of color

**Actual Outcomes:** No increase in representation of students of color with low numbers

**Factors Influencing Outcomes:** The program never received enough students of color that wanted to participate in the program.

**Should Initiative be continued?** This initiative can be good if the student is fostered in the academic area they chose to undertake upon entering UW-Platteville, if that area has a low repatriation of students of color.

**Strategy 1.4:** Work toward a better balance of enrollment of students of color across academic disciplines

***Initiative/Program (1.4.d):*** The Holiday Visit programs are conducted every year during the holiday break. Current UWP majority and minority students are recruited to visit their high school during their break. The students are provided training on the admission requirements, given materials to distribute to prospective students, and then asked to return cards with information about the prospects.

Representatives and students from the MCS office are involved in visits to community groups and churches in the Madison, Milwaukee, Janesville, and Beloit areas throughout the year.

Academic department chairs and faculty have traveled to high schools for specialty type visits. They have also traveled to transfer type fairs with the admission representatives.

Representatives from the MCS and Admission office traveled to Beloit Memorial and Janesville and met with students and the High School Counselor to discuss options in secondary education. An alumnus was also available to share experiences of the UWP campus and answer questions.

***Target Group:*** Minority students

***Department/Individuals Assigned/Responsible:*** Dick Schumacher, Barb Karrmann, and Recruitment Staff

***Duration of Initiative/Program:*** Fall 1998 to present

***Expected Outcomes:*** Current UWP students are able to share their experiences with prospective students in order to recruit them or at least encourage them to visit campus

***Actual Outcome:*** *This program has not grown significantly.*

***Initiative/Program (1.4.f):*** Explore opportunities for students of color to find study partners with other students of color through the Multicultural Services advisors.

***Target Group:*** Students of color enrolled at UW-Platteville

***Department/Individuals Assigned/Responsible:*** Academic Deans, Department Chairs, Multicultural Services advisors

***Duration of Initiative/Program:*** 1998-1999 Academic years

***Expected Outcome:*** More students of color retained in programs with low representation

**Actual Outcomes:** Opportunities were explored but no study partners came from this initiative

**Factors Influencing Outcomes:** The program never received enough students of color that wanted to participate in the program

**Should Initiative be continued?** Yes, the multicultural services plans to implement an academic support group for each of the ethnic groups at UW-Platteville. A senior or junior student will coordinate the academic support groups with GPA above 3.0. The coordinator will work with students and give support in different academic areas.

**Strategy 1.6:** Work with tribal education chairs, the Wisconsin Indian Education Association, Great Lakes Intertribal Council, urban Indian agencies and staff of school districts that have high concentration of American Indian students for the purpose of increasing pre-college participation.

**Initiative/Program (1.6.a):** Invite Wisconsin Indian Education representatives and Education Directors of the 11 tribes, and principals and counselors from Indian middle and high schools to campus for a tour, luncheon with the Chancellor and selected university representatives, and information sessions regarding the pre-college program.

**Dept. Individuals Responsible:** Dean of Admission and Enrollment Management, Chancellor, Director of Multi-Cultural Services, Provost, Academic Deans, and Pre-College Coordinator.

**Duration of Initiative/Program:** Spring and fall of 1999.

**Expected Outcomes:** All invited would come to campus and learn about the university, which would lead to stronger pre-college attendance and would lead to more Native American student enrollment at UW-Platteville.

**Actual Outcomes:** Our invitation was not accepted and the project was abandoned.

**Factors Influencing Outcomes:** No interest on or off campus for this initiative.

**Continue:** No. Other initiatives must be developed to meet our needs for more Native American enrollment in Pre-College programs and university enrollment.

**Initiative/Program (1.6.b):** Attend annual WIEA Conference and present Overview of UWP Pre-College Program.

**Target Group:** Annual WIEA Conference attendees

**Dept./Individuals Responsible:** Pre-College Coordinator

**Duration of Initiative/Program:** Spring of 1999

***Expected Outcome:*** Presentation of program at WIEA Annual Conference

***Actual Outcome:*** Conference was not attended and presentation was not made.

***Factors Influencing Outcome:*** Lack of interest on part of Pre-College Coordinator

***Continue:*** Unsure.

**Initiative/Program (1.6.c):** Attend Pow-Wows to set up information tables

***Target Groups:*** Persons attending Pow-Wow and their children

***Dept./Individuals Responsible:*** Recruiting Team and Pre-College Coordinator

***Expected Outcomes:*** Present UW-Platteville information to interested persons at Pow-Wows selected by university staff.

***Actual Outcomes:*** This event was never scheduled because of little or no interest by Pow-wow organizing committee.

***Factors Influencing Outcomes:*** No interest on behalf of Pow-wow organization to include pre-college coordinator.

***Continue:*** Unsure

**Initiative/Program (1.6.d):** Attend Indian Summer workshops and set up information tables

***Dept./Individuals Responsible:*** Pre-College Coordinator

***Duration of Initiative/Program:*** Summer of 2000

***Expected Outcomes:*** Attend summer workshops and share materials with constituency.

***Actual Outcomes:*** No one attended.

***Factors Influencing Outcomes:*** Interest in event by university personnel.

***Continue:*** No

**Strategy 1.8: UW System institutions should consider using high-contact recruitment models (comparable to recruitment models of student athletes).**

**Initiative/Program (1.8.a):** Develop a close working relationship with Multi-Cultural coordinators serving the Verona Public Schools, the Greater Madison Area, as well as

MATC. This program shall include campus visits, visits to each represented high school and visits with teachers, students of color and the parents of these students.

**Target Group:** High School Counselors, MCS Coordinators, and minority students.

**Department/Individuals Assigned/Responsible:** Dick Schumacher, Barb Karmann, and the Recruitment Office

**Duration of Initiative/Program:** Fall 1998 to present

**Expected Outcomes:** Build relationships with the counselors, coordinators, and teachers in order to meet minority students at a younger age and share information about secondary education opportunities.

**Actual Outcomes:** *Strategy #1.8*

- Work with the MCS coordinator at MATC and attend transfer fairs there twice a year.
- The Student of the Month program was coordinated to give High School Counselors and multicultural coordinators the opportunity to nominate minority students that would be recognized and brought to campus for a day.
- A UWP Day was coordinated as a bus trip to bring minority students to campus from the Milwaukee and Madison areas.
- The Admission Advisor in Southeast Wisconsin is assigned to conduct specialty type visits in high schools with minority students in the following areas: Madison, Milwaukee, Kenosha, Beloit, Janesville, Madison, Sheboygan, Wausau, and northwestern counties in Illinois.
- The Admission Advisor in Southeast Wisconsin attends minority educational fairs in Southeast Wisconsin and in Illinois.
- The Recruitment Office staff and representatives from the MCS office meet with minority students during their campus visits and other specially scheduled events.
- The Office of Recruitment worked closely with high school counselors and MCS coordinators from Verona, Madison and Middleton to coordinate a minority student panel that addressed the attendees of the Wisconsin Association of Collegiate Registrars and Admission Officers (WACRAO).

**Strategy 1.11: The UWSA will purchase and distribute to all UW institutions the roster of students taking ACT exams in Wisconsin**

**Initiative/Program (1.11.a):** UW-Platteville will use the roster of students of color to initiate contact with students, providing information about admissions, financial aid, and campus programs and services of specific interest to students of color.

**Target Group/Department/Individuals Assigned/Responsible:** Office of Multicultural Services and Admission office

**Duration of Initiative/Program:** N/A

**Expected Outcome:** To increase the number of students of color that applies, admitted and enrolls at UW-Platteville

**Actual/Outcomes:** *Although the student of color population has grown, one cannot determine whether it was because of this program.*

**Factors Influencing Outcomes:**

**Should Initiative be continued?** UW-Platteville purchases the ACT exams roster directly from the ACT Company and uses the roster to do different mailings to get students of color interested in UW-Platteville. Yes, UW-Platteville will continue to purchase the roster and mail to the students of color from the roster.

**Strategy 1.12: Increase UW System institutions' partnerships with local communities of color, social service agencies, literary centers, spiritual institutions, and other organizations**

**Initiative/Program (1.12.a):** UW-Platteville would consider partnerships with Centro Hispano and Urban League in Madison and United Community Center and North YMCA in Milwaukee

**Target Group/Department/Individuals Assigned/Responsible:** Students of color in Madison and Milwaukee area multicultural Services office

**Duration of Initiative/Program:** N/A

**Expected Outcome:** To increase awareness of students of color about UW-Platteville in the Madison and Milwaukee area

**Actual Outcomes/Factors Influencing Outcomes:** Partnership was formed with the Nehemiah Group in Madison in 2001. The partnership has brought a number of students of color to the UW-Platteville campus for visits and planning has begun to have a UW-Platteville day in Madison annually

**Should Initiative be continued?** Yes, the partnership may be getting stronger and is helping with the recruitment of students of color out of the Madison area. UW-Platteville is looking to get a few students of color from the Nehemiah group this fall.

**Strategy 1.15:** Each institution will establish its own undergraduate, graduate and professional enrollment goals for students of color.

**Initiative/Program (1.15.a):** UW-Platteville seeks to increase its student of color new freshman population from 50 to 70 students for the fall 1999 semester. The Chancellor's cabinet, the provost, academic deans and others designated by the Chancellor will review targets through year 2003.

**Target Group:** University Officials

**Dept./Individuals Responsible:** University senior officials and Chief Admission Officer

**Duration of Initiative/Program:** Periodic review of goals and enrollment targets

**Expected Outcome:** Meet numeric target as outlined or revised.

**Actual Outcome:** Since 1999 to 2002 our new freshman applications have risen from 55 to 71 while enrollment has increased from 104 to 126 students.

**Factors Influencing Outcome:** Better recruiting both on and off campus

**Continue:** Continue monitoring target goals and revise as dictated.

**Initiative/Program (1.15.b):** The UWP seeks to increase the number of students of color at the graduate level from 13 to 30 over a 5-year time period. This will be done primarily through new graduate programs, which make use of alternative delivery methods offering opportunities in new markets.

**Target Group:** Graduate program Dean and graduate academic program chairs

**Dept./Individuals responsible:** Same as target group.

**Duration of Initiative/Program:** 5-year period (1999-2004)

**Expected Outcomes:** Meet numeric target in graduate alternative programs.

**Actual Outcomes:** Target to large and not met

**Factors Influencing Outcome:** Pricing to high for delivery of courses and programs

**Continue:** Yes, especially if program cost can be somewhat refined and lowered.

**Initiative/Program (1.15.c):** The School of Education will seek to increase the number of students of color in its graduate program offerings in adult education and in its collaborative efforts with UW La Crosse and UW Whitewater.

**Target Group:** School of Education

**Dept./Individuals Responsible:** School of Education and Dean of Graduate Studies

**Duration of Initiative/Program:** 5-year window

**Expected Outcomes:** More students of color in School of Education graduate programs

*Actual Outcomes:* Data not available

*Factors Influencing Outcomes:* Not known

*Continue:* Unsure

***Initiative/Program (1.15.d):*** The University will work with UW System Learning Innovations to include recruitment of students of color in the marketing plan for UWP's distance learning programs.

***Target Group:*** Distance learning Center

***Dept./Individuals Responsible:*** Distance Education Staff

***Duration of Initiative/Program:*** 5 years

***Expected outcomes:*** Development of a marketing plan the includes Learning Innovations

*Actual Outcomes:* Data not available

*Factors Influencing Outcomes:* Limited marketing plan has been created.

*Continue:* Unsure

**Strategy 1.16:** UW System Institutions should work in partnership with the Wisconsin Technical College System to increase the number of students of color and economically disadvantaged students graduating from WSTCS College Parallel Programs.

***Initiative/Program (1.16.a):*** UW-Platteville will establish a relationship with Multi-Cultural Coordinators and Counselors in the following institutions: Madison and Milwaukee Area Technical Colleges, Nicolet Technical College, Waukesha County Technical College, Western Wisconsin Technical College, and Northeast Technical College.

***Target Group:*** Technical College Multi-Cultural Coordinators.

***Dept./Individuals Responsible:*** Dean of Admission and Enrollment Management and Multi-Cultural Director.

***Duration of Initiative/Program:*** Ongoing

***Expected Outcomes:*** To increase student of color transfer students.

**Actual Outcomes:** Although the student of color population increased during the past several years, not much has occurred with transfer students.

**Factors Influencing Outcomes:** This is a long process and continued work is necessary in order to make all roads lead to UW-Platteville.

**Continue:** Yes. Much more outreach is necessary especially in the area of Criminal Justice.

**Strategy 1.17:** A transfer orientation program should be created for students who transfer from UW College to an UW system baccalaureate institution. Students of color should be encouraged to take advantage of this orientation

**Initiative/Program (1.17.a):** Notify all transfer students of color about advance registration opportunities, visitation with assigned advisors, and encourage participation in all fall orientation activities for new students

**Target Group/Department/Individuals Assigned/Responsible:** Transfer students of color/Barb Karrmann/Teresa Hagen and Todd Landrum/Admission and Enrollment Management and Multicultural Services

**Duration of Initiative/Program:** Spring 1999, Summer & Fall 1999 and beyond

**Actual Outcomes:** *Students have been notified.*

**Factors Influencing Outcomes:** *Involvement by all parties concerned.*

**Should Initiative be continued?** Yes, UW-Platteville has an orientation program both in the fall and spring that transfer students of color are invited to attend. Also as a part of the students acceptance they are notified about advance registration.

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

**Strategy 2.1** Promote curricular and pedagogical exchanges between UW System faculty and K-12 teachers, and explore other methods of collaboration among teachers, administrators, students, guidance counselors, parents and guardians using technology and other communication methods.

**Initiative/Program (2.1.a):** Initiate implementation of PK-16 UW System Project Building Collaboration between UW-P and Milwaukee Public Schools.

**Initiative/Program (2.1.b):** Revitalize existing and former summer programs to provide yearlong follow-up with students, parents, and civic leaders.

Seek campus-wide funding through a Fiscal Year 2000 FIPSE grant.

Fund campus grant writing activities through a UW-P Foundation Opportunity grant.

**Target Group:** UW faculty, K-12 teachers, administrators, students, guidance counselors, parents

**Responsible:** Institute on Race and Ethnicity, UW-Extension

**Duration of Initiative/Program:** 1999-2003

**Expected outcomes (or need for initiative):** More students of color entering college and completing degrees.

**Actual outcomes (or effectiveness of activities/initiatives):** UWP's relationship with Audubon has been highly successful. Visits between campuses occur on a regular basis and faculty from Audubon regularly takes part in UWP's Pre-professional days.

**Factors influencing outcomes (both internal and external):** External funding and excellent personnel.

**Should initiative be continued (and why):** Programs are growing, should continue to be supported.

**Strategy 2.4.** Increase participation of people of color and the economically disadvantaged in UW System outreach, extension, and continuing education programs.

**Target Group:** Adults of color and/or economically disadvantaged individuals

**Responsible:** UW-Extension

**Duration of Initiative/Program:** NA

**Expected outcomes (or need for initiative):** More students of color and/or disadvantaged students participating in extension programs.

**Actual outcomes (or effectiveness of activities/initiatives):** This initiative has been highly successful. The UWP MSE in Adult Education offered through distance education has attracted non-traditional students.

**Factors influencing outcomes (both internal and external):** Hard work and good "fit" of administrator and marketing person for program.

**Should initiative be continued (and why):** Yes, the program is growing and should continue to be supported.

**Strategy 2.6.** Work with staff of school district that have a high concentration of indigenous students, as well as tribal chairs, urban indigenous organizations, tribal colleges and tribal education chairs, in order to increase college retention and graduation rates of indigenous students in UW institutions.

**Initiative/Program (2.6.a):** The staff of the Office of Multi Cultural Services and deans of the three colleges will meet with tribal education directors, and/or principals and counselors from Indian middle and high schools, when they meet with Dr. Markee (Goal #1 Section 6.a) to obtain their recommendations to UW-P to increase the retention and graduation rates of indigenous students at UW-P and to explore a partnership with one or more tribes to increase recruitment and retention of indigenous students at UW-P.

**Target Group:** K-12 teachers, administrators, students, guidance counselors, parents, council and tribal members

**Responsible:** Chancellors

**Duration of Initiative/Program:** 1999-2003

**Expected outcomes (or need for initiative):** More indigenous students entering college and completing degrees.

**Actual outcomes (or effectiveness of activities/initiatives):** As far as we know, no progress has been made toward this initiative.

**Factors influencing outcomes (both internal and external):**

**Should initiative be continued (and why):**

**GOAL #3: Close the gap in educational achievement, by bringing retention and graduation rates for students of color in line with those of the student body as a whole.**

**Strategy 3.1:** Each institution will establish its own undergraduate, graduate and professional enrollment goals for students of color.

**Initiatives/Programs 3.1.a – 3.1.d:**

- 3.1.a Increase recruiting hours and target schools with high concentration of students of color in Madison, Beloit, and Milwaukee.
- 3.1.b Involve more current students of color in calling prospective students of color.
- 3.1.c Work with alumni to develop pre-college programs that are of interest to participating students (i.e., field trips).
- 3.1.d Work to secure funding for more pre-college scholarships to students of color.

**Referred to Committee for Goal # 1: Recruitment.**

**Strategy 3.2:** UW System institutions should work in partnership with the Wisconsin Technical College System to increase the number of students of color and economically disadvantaged students graduating from WTCS College Parallel programs.

**Initiative/Program (3.2.a):** Increase number of visits to Technical Colleges and UW College, giving three feeder colleges targeted presentations.

**Referred to Committee for Goal # 1: Recruitment.**

**Strategy 3.3:** The resources of the UW Colleges should be used more fully to prepare students of color for transfer to an UW System baccalaureate institution.

**Initiatives/Programs (3.3.a – 3.3.d):**

- 3.3.a Use distance education delivery, in partnership with the UW Colleges, to deliver the last two years of business coursework. On-line courses will be used to provide a complete degree to non-traditional time- and place-bound students.
- 3.3.b Consider providing Business Administration courses at UW-Richland Center.
- 3.3.c Provide more information of TIS about transfer possibilities to UW-Platteville.
- 3.3.d Encourage organized visitation programs with the Colleges.

**Referred to Committee for Goal # 1: Recruitment.**

**Strategy 3.4:** A transfer orientation program should be created for students who transfer from a UW College to a UW System baccalaureate institution. Students of color should be encouraged to take advantage of this orientation.

**Initiative/Program (3.4.a):** Use transfer orientation program to encourage students to participate in Chancellor's Mentoring program through the Office of Multicultural Services

**Outcomes or effectiveness of initiative:** All students of color, including transfer students, are provided information about the Chancellor's mentoring program, and are encouraged to join the program. In the fall of 1998 25 students were matched with a faculty or staff mentor. Preference is given to faculty mentors over Student Affairs staff mentors, giving the faculty a unique opportunity to influence student attitudes and expectations about the academic programs and activities during this time when the new student is forming initial impressions of UWP.

<i>Year</i>	<i># of students requesting mentor</i>	<i># of students matched with a mentor</i>
1998	25	25
1999	20	20
2000	9	9

Faculty and the students who have participated in the program give high evaluations for the program.

***Factors influencing program outcomes (both internal and external):*** There are generally more mentors available than students who want to participate in the program. There has been some confusion that students think that they will be matched with a minority mentor. Sometimes students react negatively to the program being available only to students of color. Some students have indicated that they would participate if it were open to all students but do not want to be involved in a program for just students of color.

***Future plans (will initiative be continued, revised and continued, or eliminated) and why:*** This initiative will be **continued**. All students of color will be encouraged to participate in this program. Fliers/brochures about this program are being revised.

***Initiative/Program (3.4.b):*** Enhance orientation activities through Multicultural Services, each semester, for new students of color, including transfers.

***Outcomes or effectiveness of initiative:*** This initiative was not addressed from 1998 through the present.

***Future plans (will initiative be continued, revised and continued, or eliminated) and why:*** This initiative **will be implemented**. Multicultural Services plans to implement a separate pre-orientation program for students of color prior to the orientation program for all students for Fall semester 2001. Students of color will then participate in the orientation program for all students. As our proposed “bridge program” is developed (see **Initiatives under Strategy 3.6**), the transfer orientation will be incorporated into that program.

***Initiative/Program (3.4.c):*** Provide a mini-transfer orientation as a link on our web site – expand development of the link.

***Outcomes or effectiveness of initiative:*** Preliminary development of a mini-transfer orientation as a link to our web site was begun but has not progressed.

***Factors influencing program outcomes (both internal and external):*** The lack of a clear commitment to this project and the frequent change in student workers assisting on it have been limiting factors.

***Future plans (will initiative be continued, revised and continued, or eliminated) and why:*** This initiative should be **continued** but placed under the direct supervision of the Office of Admission and /or Student Affairs.

***Initiative/Program (3.4.d):*** Investigate grants for development of an orientation video for students of color.

***Outcomes or effectiveness of initiative:*** Although the possibility of developing an orientation video for students of color has been considered several times by several people, this initiative has not been acted upon.

***Factors influencing program outcomes (both internal and external):*** Internal factors include limited resources, both financial and staff time. Other issues include conflicting student response. Some students of color have supported this project while others have raised objections to videos of this kind, citing the potential of the video to give the wrong impression that there are more students of color on this campus than there actually are. As a result, the focus of such an orientation video needs to be broadened.

***Future plans (will initiative be continued, revised and continued, or eliminated) and why:*** This initiative will be **revised and broadened** to include all transfer students as potential audience, with specific segments devoted to campus-wide diversity issues and questions and concerns of particular relevance to students of color.

**Strategy 3.6:** Review support services for undergraduate and graduate students of color to ensure the best possible match with student needs.

**Initiative/Program (3.6.a):** Establish faculty/staff-mentoring programs through the office of MCS to provide one-on-one assistance and support to new and transfer students.

**Initiative/Program (3.6.b):** Recruit additional students of color to become part of the peer advisor program.

**Initiative/Program (3.6.c):** Require special or discretionary admits to attend student skills workshops. Consider additional training programs for initial advisors for students at risk or discretionary admit students.

***Outcomes or effectiveness of initiative:*** The Chancellor's Mentors program is already in existence and has been successful although the number of students participating has been declining.

We intend to establish a "bridge program" for students of color, which will provide an opportunity for them to come to campus a week before classes begin for an orientation to the campus, to meet faculty and academic staff mentors who will provide direct academic assistance and support, and to become acquainted with peer advisors and the various academic support services provided across campus. Ideally our "bridge program" will include course work as well as skills workshops, which can be offered during the summer.

***Factors influencing program outcomes (both internal and external):*** Major factors include securing both internal funding and, through development of a grant proposal, external funding, to support a "bridge program." The process of developing a concrete grant proposal will assist in formulating the specific components of the program.

Identifying additional faculty and academic staff mentors from each college and, ideally, each department is also needed.

***Future plans (will initiative be continued, revised and continued, or eliminated) and why:*** This is our **Number One initiative** for retention of students of color. It is a revision of previous initiatives now placed into a single framework. We are currently identifying faculty/staff who will draft a grant proposal in the summer of 2001.

***Initiative/Program (3.6.d):*** Sponsor a program to bring alumni of color to campus to meet with students of color, provide encouragement, share personal and professional advice, and provide a historical perspective of the presence of people of color at UW-Platteville.

Match up alumni mentors of color to students of color at UWP.

Explore development of alumni programs for persons of color with alumni visiting campus and addressing groups.

Ask successful alumni of color to meet with students of color on campus to talk about graduate school, benefits of undergraduate research, and value to industry after graduation.

***Outcomes or effectiveness of initiative:*** Initiative 3.6.d has been acted upon in connection with the Hmong Club, but other groups have not yet been included.

***Factors influencing program outcomes (both internal and external):*** External factors include availability of alumni to visit campus for special events.

***Future plans (will initiative be continued, revised and continued, or eliminated) and why:*** All four of the initiatives identified above need to be combined and within this wider context revised and continued as a mean of developing a resource database of alumni willing to be contacts or mentors for students of color either in-person or through on-line contact. Ideally, building this database will promote a closer connection of our students with alumni of color and could serve as a contact database for future on-campus events involving alumni. Both the Alumni Office and MCS must collaborate on this.

***Initiative/Program (3.6.e):*** Encourage more students of color to be RA's, retaining them by training staff on how to work with persons of color, how to recognize internalized racism, and how to improve communication skills that will aid in creating a campus environment that is supportive to persons of color.

Continue diversity training sessions for residence hall professional and para-professional staff.

***Outcomes or effectiveness of initiative:*** Both initiatives have been acted upon and continue to be addressed with the training of Resident Assistants and Residence Directors

every year. A program called “Boxes and Walls” was designed to provide students and residence hall staff with sensitivity training on the issues stated in **Initiative 3.6.e**. Student Affairs staff campus-wide have taken part in a program called “Walk the Talk” which promotes sensitivity to diversity issues. This is an on-going campus priority.

***Factors influencing program outcomes (both internal and external):*** Internal factors include funding to continue in-service presentations and to bring in speakers to address campus climate concerns for people of color. Willingness of staff to attend events may be a factor, but as this training is considered a requirement for residence hall and other Student Affairs staff, this should not be a problem.

Future plans (will initiative be continued, revised and continued, or eliminated) and why:

The initiatives will be **continued**, with extra attention given to encouraging more students of color to apply for Resident Assistant positions.

***Initiative/Program (3.6.f):*** Conduct an assessment survey of students of color to determine level of utilization of services and of needs. An additional survey would be conducted during the second half of Plan 2008 (after 2003).

***Outcomes or effectiveness of initiative:*** With the exception of a broad campus climate survey not specifically focused on students of color, no action was taken related to this initiative until the subcommittee for Goal 3 was formed in 2001. Members of the subcommittee gathered data on students of color over several years and performed a regression analysis to determine the relative impact of various factors on retention of students of color. The subcommittee also conducted a focus group with students of color regarding factor influencing the decision to remain at UW-Platteville vs. the decision to leave without completing a degree.

***Factors influencing program outcomes (both internal and external):*** The conversation to People Soft and the difficulty of retrieving reliable data from this source have been obstacles. Similarly this appears to be an area where the people with the expertise to analyze such data, once collected, had not been consulted or involved in such a project. There is a need to re-direct this initiative to a campus body which is more familiar with assessment and the analysis of statistical data as a means of shaping program planning.

***Future plans (will initiative be continued, revised and continued, or eliminated) and why:*** We are revising **Initiative 3.6.f** as follows:

Request the UW-Platteville Assessment Oversight Committee to survey biennially students of color (a) to identify factors related to retention, and (b) to assess the effectiveness of on-going support services.

As now re-defined, Initiative 3.6.f is envisioned as a component of the university’s overall assessment program, especially as it pertains to assessing the “environment in which the student may achieve maximum personal development as well as educational

growth...” [University of Wisconsin-Platteville Plan for the Assessment of Student Academic Achievement, p.7]. The subcommittee for Goal 3 considers this to be an **initiative of major importance** in providing a tool for assessing the impact of our various strategies. As with other on-going assessment components, the proposed assessment of the campus environment for students of color will itself be reviewed periodically to ensure continued usefulness.

***Initiative/Program (3.6.h)*** : Collaborate with city retailers and United We Prosper to increase sensitivity.

***Outcomes or effectiveness of initiative:*** No significant outcome reported.

***Factors influencing program outcomes (both internal and external):*** Local businesses do not appear to be sufficiently aware or responsive to the consumer needs of people of color. As a member of the Main Street Committee, the University needs to be more persuasive in demonstrating the opportunities provided to retailers and local businesses in serving these needs.

***Future plans (will initiative be continued, revised and continued, or eliminated) and why:*** This initiative has not yet been attempted in a systematic way, It is suggested that the Chancellor or his designee should **begin communicating** with the Chamber of Commerce and other community organizations to sensitize them to the needs of students, faculty, and staff of color. Students and faculty of color should be included in Chambers of Commerce meetings and other events to build positive relationships. The wording of **Initiative 3.6.h** should be changed to read “**Collaborate with city retailers and community organizations to increase sensitivity and expand employment opportunities for students of color.**”

***Initiative/Program (3.6.i)***: Identify a permanent Multi-Cultural Service director, instituting a search in 1999.

***Outcomes or effectiveness of initiative:*** A well-qualified and highly experienced director of Multi-Cultural Services was appointed in Fall 2000.

***Initiative/Program (3.6.j)***: Provide Developmental Career Planning Opportunities for students of color through organized career planning exercises. Work with all students of color in concert with other UW System or regional universities and employers, and employment opportunities. These events may be held in conjunction with students of color representing other universities (UW-Whitewater, UW-Madison, Clark College, University of Dubuque, and Loras College).

***Outcomes or effectiveness of initiative:*** Initiative 3.6.j has been addressed on campus with the presentation of career planning information to Multi-Cultural Services groups at the beginning of the fall semester. Other career planning workshops are offered during the semester to any student on campus. Students from UW-Platteville have attended the American Multicultural Student Leadership Conference (AMSLC) at UW-Whitewater

and have received information about companies interested in hiring students of color. UW-Platteville has participated in the AMSLC conference only in an unofficial/informal capacity

***Factors influencing program outcomes (both internal and external):*** Linkage to a UW System Business Advisory Council on Racial and Ethnic Diversity would be a valuable first step. Without coordination at the UW System level or on a regional basis, this initiative is likely to be very modest when done on a purely local basis. The availability of UW-Platteville students to attend off-campus career events could be a limiting factor for participation. Similarly, the availability of staff in Advising & Career Exploration Services or in Placement Services to work with other campuses to plan an event to include five colleges is a limiting factor for accomplishing this initiative.

***Future plans (will initiative be continued, revised and continued, or eliminated) and why:*** Initiative 3.6.j will be **continued** for presenting career planning information to Multi-Cultural Services groups every semester or as often as requested. Initiative 3.6.j should be revised to include targeted information for students of color, if requested. Students will continue to be encouraged to attend the AMSLC event, and participation by UW-Platteville Placement Services or Advising & Career Exploration Services is recommended.

***Initiative/Program (3.6.k):*** Explore creative transportation solutions to provide a link to other transportation systems in Madison.

***Outcomes or effectiveness of initiative:*** No commercial public transportation links to Madison have been found. The director of Multicultural Services explored a “reservation system” with Greyhound Bus Lines but was told by the company that the approach was not economically viable. At present, students ride-sharing is the only approach available.

***Factors influencing program outcomes (both internal and external):*** Commercial public carriers have not found regular service to Platteville profitable because of the distance involved and relatively small customer base.

***Future plans (will initiative be continued, revised and continued, or eliminated) and why:*** The director of Multicultural Services will **continue** to seek creative ways to deal with this transportation issue although none have been successful at this point.

***Initiative/Program (3.6.l) new initiative:*** Increase positive interaction between groups representing students of color and area law enforcement agencies by facilitating face-to-face meetings at the beginning of each academic fall and spring semester.

***Outcomes or effectiveness of initiative:***

This is currently being done **once per year** in Multicultural Service’s orientation program, which we consider sufficient. The most recent meeting held in 2001 provided

an opportunity for a question and answer session. The program is considered effective and positive.

***Factors influencing program outcomes (both internal and external):*** Although this initiative appears to have originally been established as the result of a particular incident several years ago, the opportunity for positive interaction between local police and students of color is healthy. The new chief of police is a person of color so continued cooperation is expected. The community policing orientation of the Platteville Police Department is compatible with such a program.

***Future plans (will initiative be continued, revised and continued, or eliminated) and why:*** The programs will **continue** as part of Multicultural Services' fall orientation program and may be incorporated into the "bridge program" planned under **Initiative 3.6.a/b/c**. There are no plans, however, to expand the initiative beyond once per year.

***Initiative/Program (3.6.m) new initiative:*** Develop an additional opportunity for contact between attendees of MCS's new student orientation and community and business leaders. This could include a reception at an area business or a tour of the business community with personal introductions.

***Outcomes or effectiveness of initiative:*** Part of this is currently being done within the context of Multicultural Services' fall orientation program. The reception at area businesses and tour of the business area is not currently part of it.

***Factors influencing program outcomes (both internal and external):*** The most important factor is the willingness of community and business leaders to take the time to participate.

***Future plans (will initiative be continued, revised and continued, or eliminated) and why:*** The initiative will **continue** in its present form, but there are no plans currently to extend it to include the off-campus portion originally envisioned.

***Strategy 3.7:*** Improve retention rates for students of color through a two-pronged approach. At each institution, 1) create organized opportunities for administrators, faculty, and staff to learn about intercultural differences in communication and learning styles that can help improve learning outcomes for student of color; and 2) bolster campus initiatives to ensure summer employment/earnings to help meet college costs.

***Initiative/Program (3.7.a):*** Request programming addressing diversity issues through Improvement of Learning Committee.

***Initiative/Program (3.7.b):*** Create opportunities for diversity sensitivity training for all faculty/staff.

***Initiative/Program (3.7.c):*** Hold Teaching Excellence Center presentations, "brown bags," or a series of sessions on assessment of learning styles (in-service).

**Note:** Initiatives 3.7.a-3.7.c all relate to the first prong of Strategy 3.7 and are, therefore, considered together.

***Outcomes or effectiveness of initiative:*** Outside the areas of curriculum and regular course work, the two most effective efforts in creating organized opportunities for learning about intercultural communication and learning styles have been the “Boxes and Walls” program and also “A Campus of Difference,” a program put on by the Anti-Defamation League, who visited campus in fall 2000. The “Boxes and Walls” program was presented for residence hall staff members in January 2000 and again during the fall semester 2000 in a separate program for students, faculty, and staff, which was sponsored by the Ethnic Studies program. “A Campus of Difference” was conducted in two separate diversity workshops, one for students and another for the Chancellor’s cabinet in fall 2000. Periodically Multicultural Services has also sponsored speakers addressing the issue of intercultural differences.

***Factors influencing program outcomes (both internal and external):*** The Teaching Excellence Center had no director and was not in operation for seven months in 2000. The new director has particular expertise in multicultural education and differing learning styles so additional programming is expected. The Improvement of Learning Committee will include assessment of learning styles at its fall 2001 Faculty/Staff Professional Development Seminar.

***Future plans (will initiative be continued, revised and continued, or eliminated) and why:*** Initiatives 3.7.a-3.7.c will be **continued and expanded**. With the development of our exchange program with Mississippi Valley State University, an historical black college, opportunities for faculty, staff, and students to learn about intercultural differences in communications and learning styles should be enhanced further.

***Initiative/Program (3.7.d):*** Hold a Summer Employment Fair to encourage summer job opportunities both in the community and on campus.

***Initiative/Program (3.7.e):*** Work with Placement Services to develop a more diverse mix of job opportunities for all majors.

NOTE: Initiatives 3.7.d and 3.7.e both relate to the second prong of Strategy 3.7 and are, therefore, considered together.

***Outcomes or effectiveness of initiative:*** Some individual academic departments, especially departments closely tied to professional/ career areas such as business, education, engineering, criminal justice, and industrial technology, are providing considerable assistance with job opportunities. Little is being done, however, with regard to summer employment opportunities. There has been no significant change in Placement Services to broaden the mix of job/career opportunities.

***Factors influencing program outcomes (both internal and external):*** The initiatives need to be broadened to include internship and cooperative field experiences as well as

summer jobs and expanded career opportunities. The Placement Office has limited resources and, therefore, concentrates its efforts on private-sector jobs with companies which have sufficient economic base to send recruiters to campus. As a result, it focuses on majors where larger numbers of students have registered with the Placement Office.

***Future plans (will initiative be continued, revised and continued, or eliminated) and why:*** Initiative 3.7.d with regard to Summer Employment Fairs will be **eliminated** because of the varied geographical areas where students reside and our lack of resources to bring significant numbers of prospective employers to campus to recruit for short-term employment opportunities. Initiative 3.7.e will be **continued but expanded** to include not just the Placement Office but also academic departments. Similarly, the connection between educational and professional experience under this initiative should be **broadened to include internships, cooperative field experience, and service learning.**

***Initiative/Program (3.7.g):*** Create an ad hoc committee to address campus climate issues. This committee will review and address incidents that occur on campus or in the community and make recommendations on how to improve the campus climate.

***Outcomes or effectiveness of initiative:*** In 2000, an informed, ad hoc committee was established within Student Affairs to address campus climate issues. This committee was given a more formal status and structure in 2001 as the Student Affairs Diversity Awareness Committee. Its activities over the past two years include:

- Created and distributed approximately 1,000 diversity awareness pledges and buttons to students, faculty and staff.
- Provided support for diversity activities/programs by creating and distributing a monthly diversity calendar of events to all Student Affairs departments, student organizations and academic deans.
- Worked collaboratively with other Student Affairs and academic departments to encourage increased program participation.

***Factors influencing program outcomes (both internal and external):*** The Student Affairs Diversity Awareness Committee is relatively new and continues to evolve. As a result, it needs to become more visible and viewed as a resource for the campus community. Increased student involvement on the committee and the development of stronger relations to and greater collaboration with the academic departments are needed.

***Future plans (will initiative be continued, revised and continued, or eliminated) and why:*** This initiative will be continued but it should be housed under Goal 6, to reflect the importance of fostering a campus climate enhancing respect for racial and ethnic diversity. A diversity awareness committee is pivotal as a strategy for achieving Goal 6.

***Strategy 3.9:*** Engage undergraduates in faculty research projects, in part, as a means of encouraging enrollment in graduate school.

***Initiative/Program (3.9.a):*** Search for external grants and scholarships for students of color and publicize them.

***Outcomes or effectiveness of initiative:*** UW-Platteville established the Pioneer Undergraduate Research Fellowship program (PURF) a decade ago. Working under the guidance of faculty mentors, juniors and seniors with GPA's of 2.75 or higher are encouraged to develop research proposals for juried review. To date, there has been inadequate publicity about the program among students of color. In contrast, the award of Advanced Opportunity Program (AOP) grants to graduate students of color has been successful in assisting graduate students of color in financing their graduate work as has our graduate assistantship program on a more limited basis.

***Factors influencing program outcomes (both internal and external):*** More publicity is needed regarding programs. The University Scholarship Committee needs to focus more attention on the special needs of students of color. Because of the frequent turnover in Graduate Deans, it has been difficult to formulate a long-term commitment in reserving a greater share of graduate assistantships for student of color. The current Dean of the Graduate School is committed to such a policy.

***Future plans (will initiative be continued, revised and continued, or eliminated) and why:*** The program will be **continued** with the renewed commitments as noted above.

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

**Strategy 4.1:** Seek additional, new, private support and request in GPR matching funds in the Regents 1990-01 bi-annual budget request. The GPR match could be achieved by expanding the Lawton grant to include freshman, provide more awards, and increase the amount of each award.

***Initiative/Program (4.1.a):*** Continue to work with the Multi Cultural Office to ensure that all students of color with need are considered for a Lawton Undergraduate Retention Grant.

***Target Group:*** Students of color.

***Department/Individuals Assigned/Responsible:*** Elizabeth Tucker

***Duration of Initiative/Program:*** 1998-99 academic year and beyond

***Expected Outcomes (or need for the initiative):*** Expansion of Lawton Grant Program.

***Actual Outcomes (or effectiveness of activities/initiative):*** No support to make grant available for freshman.

***Factors Influencing Outcomes (both internal and external):*** State budget concerns. State grant programs were not cut but held to previous year funding.

***Should initiative be continued (and why):*** Yes, we need to focus on the Lawton grant program as it is and work to use the funds we receive in a fair and equitable manner. The Financial Aid Office and MCS have worked closely to increase individual grant amounts to help students reduce loan debt.

**Strategy 4.4:** Create a scholarship program for high achieving students of color and economically disadvantaged students to be funded by private contributions.

**Initiative/Program (4.4.a):** UW-Platteville is currently involved in a major gifts campaign to raise \$8.5 million. Two million dollars is to be raised for scholarship endowment. GPR matching funds could greatly enhance these scholarship endowments. A portion of this will be earmarked specifically for scholarships for students of color.

Among the scholarship endowments being sought in the campaign for UW-Platteville are those specifically designated for high achieving students of color and economically disadvantaged students.

In all areas and majors on campus, the UW-Platteville Foundation will seek to raise private funds to support scholarships, programs, and activities to attract and retain high-achieving students of color.

***Target Group:*** Economically disadvantaged students.

***Department/Individuals Assigned/Responsible:*** Patrick Hundley

***Duration of Initiative/Program:*** 1998-99 and beyond.

***Expected Outcomes (or need for the initiative):*** To secure scholarship endowments that are specifically designed for high achieving economically disadvantaged students.

***Actual Outcomes (or effectiveness of activities/initiative):*** Still in progress.

***Factors Influencing Outcomes:*** Endowments are many times ear-marked with very specific criteria.

***Should initiative be continued (and why):*** Yes, it is important to pursue this goal. If scholarships can be developed to help economically disadvantaged students this will help reduce loan debt for these students.

**Strategy 4.5:** Encourage families to plan early to meet the cost of education.

**Initiative/Program (4.5.a):** Participate in the pre-college program. Presentation to students and parents on the cost of college and how they can prepare for it. (Financial Aid staff and Multi-Cultural staff)

Inform pre-college students about the necessity to work during the summers, apply for financial aid and pursue all scholarship opportunities.

Prepare a flier for pre-college students explaining ways to prepare.

**Target Group:** Students of color/economically disadvantaged students.

**Department/Individuals Assigned/Responsible:** Financial Aid Staff.

**Duration of Initiative/Program:** 1998-99 and beyond.

**Expected Outcome:** To participate in the pre-college summer programs by meeting with students and making them aware of financial aid programs.

**Actual Outcomes (or effectiveness of activities/initiative):** The financial aid staff has participated in the pre-college program but in a limited capacity.

**Factors Influencing Outcomes (both internal and external):** Time constraints of the pre-college program while students are on campus. Lack of interest on students part. Information provided about financial aid is very general but students don't appear that interested.

**Should the initiative be continued (and why):** Yes, it is important to get this information to students at a young age even if they don't appear interested. We may want to explore other avenues on how to present this information.

**Strategy 4.7:** Explore how other states meet the financial needs of American Indian students.

**Initiative/Program (4.7.a):** Continue to work with Wisconsin Indian Tribal Education officers to ensure that students who are eligible for state and federal Indian grants are taking advantage of the opportunities.

**Initiative/Program (4.7.b):** Contact financial aid directors in states with high American Indian populations to explore programs they are doing.

**Target Group:** American Indian Students

**Department/Individuals Assigned/Responsible:** Elizabeth Tucker

**Duration of Initiative/Program:** 1998-99 and beyond.

**Expected Outcomes (or need for the initiative):** To find out how other states that have high American Indian population meet the needs of those students. To explore other funding sources beside the Federal Indian Grant.

***Actual Outcomes (or effectiveness of activities/initiative):*** Contacting financial aid offices at universities that had high American Indian population was never done. Our staff however does work with our Wisconsin Tribal Education Offices to insure our American Indian students receive a Federal Indian Grant and a State Indian Grant.

***Factors Influencing Outcomes (both internal and external):*** This initiative had very low priority and was never accomplished.

***Should initiative be continued (and why):*** No, UW-Platteville has a very small American Indian population and unless there was an institution initiative to recruit very heavily American Indian students I think our time can be spent on more pressing issues. The financial aid office will continue to work with our American Indian students to ensure they receive the maximum in grants to reduce their loan debt.

**Strategy 4.8:** Work to restore Wisconsin Indian Grant Funding.

***Initiative/Program (4.8a):*** Encourage our state legislators to restore funding to the Wisconsin Indian Grant Program.

***Target Group:*** American Indian Students.

***Department/Individuals Assigned/Responsible:*** Elizabeth Tucker

***Duration of Initiative/Program:*** 1998-99 and beyond.

***Expected Outcomes (or need for the initiative):*** To restore maximum State Indian Grant to \$2,100 per year.

***Actual Outcomes (or effectiveness of activities/initiative):*** No support from state legislators to restore funding.

***Factors Influencing Outcomes (both internal and external):*** State budget problems.

***Should initiative be continued (and why):*** No, restoring the State Indian Grant back to previous levels is dead in the water.

**GOAL #5: Increase the number of faculty, academic staff, classified staff and administrators of color so that they are represented in the UW system workforce in proportion to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees.**

**Strategy 5.1:** Continue to monitor institutional progress through annual Equal Employment Opportunity reporting.

***Initiative/Program (5.1.c):*** Develop yearly hiring goals for women and persons of color based upon national and regional availability. The Affirmative Action Office shares availability information with the Chancellor and hiring offices on a yearly basis.

***Outcomes or effectiveness of initiative:*** Goals will be set each year based on availability of women and persons of color in the workforce. Since November 1998, the number of persons of color in the faculty ranks has increased from twenty-two (10.6%) to thirty-three (16%). The number of women has increased from thirty-eight (18%) to sixty-two (30%).

***Factors influencing program outcomes (both internal and external):*** Factors influencing recruitment will be geographic area, teaching load and salary.

***Future plans:*** Initiative will be ongoing.

**Strategy 5.4:** Continue to monitor promotion and tenure rate for women and faculty of color.

***Initiative/Program (5.4.d):*** Senior administrators submit a report to the Chancellor, Vice Chancellor and Affirmative Action Office reflecting promotions and tenure for women and faculty of color.

***Outcomes or effectiveness of initiative:*** Department Chairs and Deans will provide support and assistance to women and faculty of color in their departments or colleges regarding tenure and promotion process. Since 1998/99, thirteen minority faculty have been promoted. At the present time, 51% of minority faculty hold tenure. The percentage of minority faculty holding tenure has increased from 11.5% to 14.3%. Since 1998 fifteen (15) new minority faculty have been hired. The average years to promotion for all faculty is 6.7 years; the average years to promotion for minorities is 6 years; and the average years to promotion for women is 5.7 years. The average years to tenure for all faculty is 5.2 years; the average years to tenure for minorities is 4.9 years; and the average years to tenure for women is 5.4 years.

***Factors influencing program outcomes:*** Department Chairs and Deans will provide support and assistance to women and faculty of color regarding tenure and promotion process.

***Future plans:*** Initiative will be continued.

**Strategy 5.7:** Regularly seek information from faculty and staff on ways to improve campus climate.

***Initiative/Program (5.7.a):*** Continue to conduct exit interviews of all departing faculty and staff to determine if environment was a reason for leaving.

***Initiative/Program (5.7.b):*** Continue to monitor reasons why persons refuse job offers.

***Initiative/Program (5.7.c):*** Survey faculty and staff regularly to evaluate campus climate.

***Outcomes or effectiveness of initiative:*** Exit interviews have been conducted with departing faculty and staff. Major reasons for leaving were retirements, higher salaries, better geographic areas, following spouse, personal reasons, and advancement/promotion. We had two females and two males who expressed concern about a non-supportive environment. One female expressed concern regarding discrimination. No concerns were expressed regarding racial or sexual harassment. Since 1998 the major reasons for rejected offers of employment continue to be salary, geographic location, and difficulty in relocation of partner/spouse. These concerns have been expressed by majority and minority applicants. A campus survey was conducted in Spring 2001. The major concerns of minority faculty involved lack of opportunities and distance from family. Women showed more concern regarding the environment for singles and the lack of opportunities for promotion, especially among non-faculty staff.

***Factors influencing program outcomes:*** New initiatives are expected in the areas of centralizing programs for women's issues on campus. The Office of the Vice Chancellor in coordination with the Women's Center has initiated the formation of a University Women's Council to address women's issues on campus.

***Future plans:*** Initiative will be ongoing.

Total Staff	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
	Total	Female	Minority	Total	Female	Minority	Total	Female	Minority	Total	Female	Minority	Total	Female	Minority
Executive	12	6	1	12	3	0	12	3	0	12	3	0	11	2	0
Senior Academic Administrators	27	11	2	27	12	2	30	15	2	29	13	1	32	14	0
Mid-level Academic Administrators	18	8	1	16	7	1	16	6	1	18	10	1	19	11	1
Admin Support Professionals	30	15	0	26	10	0	32	13	0	35	14	0	38	16	3
Support Professionals	53	36	5	59	37	7	60	37	7	61	37	9	58	32	7
Lecturers	79	37	2	69	34	3	84	31	5	84	34	3	95	34	5
Faculty-LAE	88	29	8	84	30	8	89	34	9	88	34	10	83	33	10
Faculty-BILSA	55	8	4	57	10	6	52	12	7	55	14	9	52	16	7
Faculty-EMS	65	11	10	69	12	10	64	11	11	66	13	12	71	13	16
Faculty-Library	2	1	0	2	1	0	2	1	0	0	0	0	N/A		

Hires	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
	Total	Female	Minority	Total	Female	Minority	Total	Female	Minority	Total	Female	Minority	Total	Female	Minority
Executive	1	1	0	3	1	0	2	1	0	1	0	0	2	1	0
Senior Academic Administrators	1	1	0	3	1	0	4	3	1	4	2	0	2	1	0
Mid-level Academic Administrators	2	1	0	1	0	0	1	0	0	5	3	0	2	1	0
Admin Support Professionals	8	3	0	5	1	0	9	6	0	6	2	0	6	3	3
Support Professionals	24	14	3	32	16	3	28	14	3	27	12	3	20	11	2
Lecturers	98	49	2	96	52	2	120	47	6	124	50	3	139	58	4
Faculty-LAE	6	3	0	3	1	0	10	6	1	5	1	1	2	1	0
Faculty-BILSA	3	1	0	5	2	2	4	2	1	8	3	2	3	2	1
Faculty-EMS	2	0	0	5	1	0	7	3	3	6	3	2	6	0	3
Faculty-Library	0	0	0	0	0	0	0	0	0	0	0	0	N/A		

Hiring Pools	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
	Total	Female	Minority	Total	Female	Minority	Total	Female	Minority	Total	Female	Minority	Total	Female	Minority
Executive	46	5	4	37	6	3	34	5	2	23	4	5	4	2	1
Senior Academic Administrators	14	9	0	32	1	1	26	10	8	7	2	0	18	8	1
Mid-level Academic Administrators	12	2	0	4	0	1	5	0	0	24	8	1	20	8	2
Admin Support Professionals	40	14	1	39	19	5	64	36	0	25	11	3	119	71	30
Support Professionals	86	56	13	185	89	8	161	94	15	157	87	10	151	88	14
Lecturers	216	79	16	128	64	5	219	60	26	211	85	22	235	93	21
Faculty-LAE	43	22	5	15	5	0	108	39	11	49	17	2	9	4	1
Faculty-BILSA	14	2	1	34	8	5	18	9	4	59	17	13	26	8	6
Faculty-EMS	11	0	2	82	18	38	184	32	57	309	64	67	38	9	43
Faculty-Library	0	0	0	0	0	0	0	0	0	0	0	0	N/A		

Promotions	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
	Total	Female	Minority	Total	Female	Minority	Total	Female	Minority	Total	Female	Minority	Total	Female	Minority
Executive	2	0	0	1	1	0	0	0	0	1	0	0	0	0	0
Senior Academic Administrators	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0
Mid-level Academic Administrators	2	2	0	0	0	0	1	1	0	0	0	0	1	1	0
Admin Support Professionals	2	0	0	2	2	0	1	1	0	0	0	0	3	2	0
Support Professionals	3	0	0	1	1	0	4	3	0	0	0	0	2	1	1
Lecturers	0	0	0	2	0	0	4	3	0	5	2	0	1	0	1
Faculty-LAE	7	1	1	5	2	0	5	3	1	9	1	4	6	3	0
Faculty-BILSA	3	0	0	2	0	0	2	0	0	7	1	1	5	3	1
Faculty-EMS	5	1	2	5	1	0	5	3	0	4	1	0	7	0	3
Faculty-Library	0	0	0	0	0	0	0	0	0	0	0	0	N/A		

Non-Retention after Less than One Year	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
	Total	Female	Minority	Total	Female	Minority	Total	Female	Minority	Total	Female	Minority	Total	Female	Minority
Executive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Senior Academic Administrators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mid-level Academic Administrators	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Admin Support Professionals	1	1	0	0	0	0	0	0	0	1	1	0	1	1	0
Support Professionals	4	2	1	9	5	0	4	1	1	2	0	0	4	3	1
Lecturers	14	8	0	25	8	0	19	7	1	27	8	2	16	7	0
Faculty-LAE	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0

**GOAL #6: Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.**

**Strategy 6.1:** Encourage every UW System faculty, staff and student governance organization to set aside an early meeting in fall 1998 to discuss and reflect on how it might advance the goals of Plan 2008.

***Target Group:*** Campus community members participating in governance organizations.

***Responsible:*** Chancellor

***Expected Outcomes:*** Increased awareness of, and commitment to, the need for campus action related to Plan 2008 goals.

***Actual Outcomes:*** Increased awareness of the goals of Plan 2008.

***Factors influencing outcomes:*** Agendas of the governance groups; groups lacking focus on specific things that might be done in support of Plan 2008; variable levels of interest from governance group participants.

***Should initiative be continued and why:*** Yes. Keeping campus dialogue renewed in reference to Plan 2008 is essential to the plan being integrated into the campus community thinking in regard to priorities.

**Strategy 6.2:** Use periodic accountability surveys of students to continue to measure and report student opinion.

***Target group:*** Currently enrolled students.

***Responsible:*** Student Affairs Survey task group

***Duration of Initiative:*** Spring semester of 1999

***Expected Outcomes:*** Valid and reliable feedback from Plan 2008 underrepresented students regarding their perceptions and experiences with the campus climate.

***Actual Outcomes:*** Limited feedback from a small number of students from the groups targeted. Factors Influencing Outcomes: Survey instrument was extremely long and time consuming for students to complete; survey administered too late in the semester; less than adequate marketing/publicity for the survey.

***Should initiative be continued and why:*** Yes. Both qualitative and quantitative approaches to gathering feedback from underrepresented students are essential to identifying concerns and sharing that that information with campus decision makers.

**Strategy 6.3:** Explore opportunities to provide programs on intergroup relations, conflict resolution and community action for all students.

***Target group:*** Currently enrolled students.

***Responsible:*** Student Center, MultiCultural Services, Student Housing, and Student Affairs staff members.

***Duration of Initiative:*** Ongoing, primarily on an academic year basis.

***Expected Outcomes:*** Increased cultural awareness for students; demonstrated annual commitment to encouraging civil dialogue in regard to conflict resolution and creation of opportunities for community action by students.

***Actual Outcomes:*** Interactive Tolerance Museum program in the spring semester of 2000 as a collaborative effort between an academic class for credit and the staff of the Student Housing department. Hundreds of students, faculty, staff, administrators and community members were able to participate in this interactive experience. Alternative spring break service projects are promoted to Mississippi. Campus community members are regularly notified of all opportunities to participate in local events that are both traditional and new as cultural activities. Twice a semester programs on race and ethnicity related topics are held as open forums for students and campus community members.

**Recommendations:**

1. Formalize the assignment and the format for both annual and bi-annual efforts to measure the perceptions of underrepresented students regarding campus climate. Distribute the summary results to the campus community at the beginning of each academic year as a catalyst to discussion on Plan 2008.
2. Assign the Diversity Committee of the Division of Student Affairs to plan programs in support of Plan 2008 goals and objects for each academic year and to annually review the non-academic objectives defined under Goal #6 for revision, addition, or deletion.

**Strategy 6.4.** Increase instructional resources for partnerships with the Department of Public Instruction, in order to conduct in-service seminars for K-12 teachers on Act 31 (American Indian treaty and sovereignty).

***Initiative/Program (6.4.a):*** Conduct an Act 31 symposium during annual PowWow event.

***Target Group:*** K-12 teachers/Community

***Department/Individuals Assigned/Responsible:*** Ethnic Studies Program, School of Education

***Duration of Initiative/Program:*** Not applicable

***Expected Outcomes (or need for the initiative):*** to help area teachers increase understanding and resources to meet Act 31 requirements.

***Actual Outcomes:*** UW-Platteville has hosted three Act 31 Symposia combined with a Native American Powwow attended by prospective teachers and area teachers.

***Factors Influencing Outcomes (both internal and external):*** Few area teachers attend since they must use one of two allotted professional development days to do so.

***Should initiative be continued (and why):*** The committee charged with organizing this event is already planning for the fourth annual Powwow. They are focusing on programs that will be of interest to fourth, eighth, and 11th grade students so that teachers may bring their classes with them and not lose a professional development day. The initiative has been quite successful in teaching education students and in raising community awareness. Last year's Powwow was attended by and estimated 400 people.

**Strategy 6.5.** Increase library holdings for ethnic studies courses.

***Initiative/Program (6.5.a):*** Use Foundation funds to purchase library materials for Ethnic Studies courses.

***Initiative/Program (6.5.b):*** Director of Ethnic Studies work with Library staff to catalogue materials in the Director's office, thereby increasing general access to materials related to Ethnic Studies.

***Target Group:*** Students/Professors/Community Members

***Department/Individuals Assigned/Responsible:*** Ethnic Studies Program Council

***Duration of Initiative/Program:*** 1999

***Expected Outcomes (or need for the initiative):*** Increased access to information relating to Ethnic Studies for research and instructional use.

***Actual Outcomes:*** Library resources are continually ordered using library funds from the Ethnic Studies account.

***Factors Influencing Outcomes (both internal and external):***

***Should initiative be continued (and why):*** As with all disciplines or programs, library holdings must be continually updated.

**Strategy 6.13.** Offer new Ethnic Studies courses at the freshman level to enrich general education offerings in Ethnic Studies. (Approval process completed the year preceding the offering).

***Initiative/Program (6.13.a):*** Through the use of funds from UWP Foundation, resources will be made available for Ethnic Studies course development. The courses should fulfill general education requirements at the freshmen level.

***Target Group:*** undergraduates, specifically freshmen

***Department/Individuals Assigned/Responsible:*** Director of Ethnic Studies

***Duration of Initiative/Program:*** 1999-2003

***Expected Outcomes (or need for the initiative):*** To encourage students to complete the Ethnic Studies requirement for General Education early and to give them a wider array of courses from which to choose.

***Actual Outcomes:*** To some extent the outcome has been positive. Although upperclassmen still get first choice for seats in these courses due to their preference in registration times.

***Factors Influencing Outcomes (both internal and external):***

***Should initiative be continued (and why):*** Without additional resources the number of courses taught in any given semester cannot be increased unless course topics are offered on a one-time basis.

***Initiative/Program (6.13.b):*** Fostering interdisciplinary Ethnic Studies offering by cross listing courses between Ethnic Studies and other disciplines.

***Target Group:*** undergraduates, specifically freshmen

***Department/Individuals Assigned/Responsible:*** Director of Ethnic Studies

***Duration of Initiative/Program:*** 1999-2003

***Expected Outcomes (or need for the initiative):*** To encourage students to complete the Ethnic Studies requirement for General Education early and to give them a wider array of courses from which to choose.

***Actual Outcomes:*** This initiative has been highly successful. Ethnic Studies courses have been developed and extensively cross-listed in Women's Studies, English, Sociology, History, Art, Music, Criminal Justice, Economics, and Education.

***Factors Influencing Outcomes (both internal and external):*** Cooperation of faculty in other disciplines has made this initiative work.

***Should initiative be continued (and why):*** Creating courses which meet Ethnic Studies requirements in addition to another General Education requirement (or major requirement) increases Ethnic Studies offerings without requiring additional teachers.

***Initiative/Program (6.13.c):*** To raise the visibility of diversity issues in the academic areas and to permit in-depth study of diversity issues by instituting a Minor in Ethnic Studies.

***Target Group:*** undergraduates, specifically freshmen

***Department/Individuals Assigned/Responsible:*** Director of Ethnic Studies

***Duration of Initiative/Program:*** 1998-1999

***Expected Outcomes (or need for the initiative):*** To encourage students to take a series of courses in Ethnic Studies.

***Actual Outcomes:*** A 24-credit interdisciplinary minor in Ethnic Studies was approved and is available to UW-P students.

***Factors Influencing Outcomes (both internal and external):***

***Should initiative be continued (and why):*** This program should be aggressively advertised to encourage more students to take advantage of it.

## Appendix A

### Student Statistics

Applications			UWP	System	Difference
	1997	2002	Change	Change	
African American	29	26	-10.3%	24.0%	-34.3%
Hispanic/Latino	14	20	42.9%	33.0%	9.9%
American Indian	9	10	11.1%	15.0%	-3.9%
Southeast Asian	7	16	128.6%	221.0%	-92.4%
Asian	15	32	113.3%	7.0%	106.3%
Total Students of Color	74	104	40.5%	40.0%	0.5%
White	1691	1956	15.7%	11.0%	4.7%

Admits			UWP	System	Difference
	1997	2002	Change	Change	
African American	20	11	-45.0%	8.0%	-53.0%
Hispanic/Latino	12	15	25.0%	20.0%	5.0%
American Indian	9	10	11.1%	5.0%	6.1%
Southeast Asian	4	9	125.0%	217.0%	-92.0%
Asian	14	25	78.6%	1.0%	77.6%
Total Students of Color	59	70	18.6%	29.0%	-10.4%
White	1584	1793	13.2%	7.0%	6.2%

Enrolled			UWP	System	Difference
	1997	2002	Change	Change	
African American	6	6	0.0%	5.0%	-5.0%
Hispanic/Latino	8	8	0.0%	13.0%	-13.0%
American Indian	7	7	0.0%	-3.0%	3.0%
Southeast Asian	1	2	100.0%	172.0%	-72.0%
Asian	9	12	33.3%	8.0%	25.3%
Total Students of Color	31	35	12.9%	26.0%	-13.1%
White	852	960	12.7%	6.0%	6.7%

Headcount*	UWP			System			UWP Compared to System
	1997	2002	Change	1997	2002	Change	
African American	41	74	80.5%	4004	4413	10.2%	70.3%
Hispanic/Latino	48	44	-8.3%	2856	3365	17.8%	-26.2%
American Indian	18	20	11.1%	1018	1034	1.6%	9.5%
Southeast Asian	29	9	-69.0%	1095	1900	73.5%	-142.5%
Asian	55	69	25.5%	2657	2841	6.9%	18.5%
Total Students of Color	191	216	13.1%	11630	13553	16.5%	-3.4%
White	4820	5657	17.4%	133482	141470	6.0%	11.4%

\*includes graduate students

Degrees Conferred*	UWP			System**			UWP Compared to System
	1997	2002	Change	1997	2002	Change	
African American	7	5	-28.6%	473	545	15.2%	-43.8%
Hispanic/Latino	8	4	-50.0%	413	419	1.5%	-51.5%
American Indian	1	0	100.0%	120	142	18.3%	-118.3%
Southeast Asian	6		100.0%	169	179	5.9%	-105.9%
Asian	10	8	-20.0%	424	423	-0.2%	-19.8%
Total Students of Color	32	17	-46.9%	1599	1708	6.8%	-53.7%
White	862	824	-4.4%	21554	23666	9.8%	-14.2%

\*includes graduate degrees

\*\*excludes Assoc, Doctorate and Professional

Six Year Graduation Numbers	1989		1996		% Change	
	UWP	System	UWP	System	UWP	System
	African American	4	120	1	109	-300.0%
Hispanic/Latino	0	78	1	129	100.0%	39.5%
American Indian	1	38	0	39		2.6%
Southeast Asian			0	68		100.0%
Asian	3	232	7	243	57.1%	4.5%
Total Students of Color	8	468	9	588	11.1%	20.4%
White	562	11340	567	12493	0.9%	9.2%

## Appendix B

### Significant Programs/Initiatives

#### Goal 1

- Initiative 1.12.a Partnership was formed with the Nehemiah Group in Madison in 2001. The partnership has brought a number of students of color to the UW-Platteville campus for visits and planning has begun to have a UW-Platteville day in Madison annually
- New Initiative Develop and train a group of minority student peer recruiters.

#### Goal 2

- Initiative 2.1.a The collaboration built between UWP and the Audubon Communications and Technology Center (a Milwaukee Public School program) is illustrative of what we will continue to focus upon. UWP's relationship with Audubon has been highly successful with visits between campus faculty occurring on a regular basis, in addition to faculty from Audubon regularly participating in UWP's Pre-professional days.

- Initiative 2.4 Another successful program is the MSE in Adult Education program offered through Continuing Education. The increase in participation by people of color in outreach and continuing education, i.e., adult education program, has been a success.

#### Goal 3

- Initiative 3.6.e Encourage more students of color to be RA's, retaining them by training staff on how to work with persons of color, how to recognize internalized racism, and how to improve communication skills that will aid in creating a campus environment that is supportive to persons of color. A program called "Boxes and Walls" was designed to provide students and residence hall staff with sensitivity training on the issues stated in **Initiative 3.6.e**. Student Affairs staff campus-wide have taken part in a program called "Walk the Talk" which promotes sensitivity to diversity issues. This is an on-going campus priority.

- Initiative 3.6.a-c Outside the areas of curriculum and regular course work, the two most effective efforts in creating organized opportunities for learning about intercultural communication and learning styles have been the "Boxes and Walls" program and also "A Campus of Difference," a program put on by the Anti-Defamation League, who visited campus in fall 2000. The "Boxes and Walls" program was presented for residence hall staff members in January 2000 and again during the fall semester 2000 in a separate program for students, faculty, and staff, which was sponsored by the Ethnic

Studies program. "A Campus of Difference" was conducted in two separate diversity workshops, one for students and another for the Chancellor's cabinet in fall 2000. Periodically Multicultural Services has also sponsored speakers addressing the issue of intercultural differences. With the development of our exchange program with Mississippi Valley State University, an historical black college, opportunities for faculty, staff, and students to learn about intercultural differences in communications and learning styles should be enhanced further.

**Goal 4**

None identified

**Goal 5**

Initiative 5.4.d

Department Chairs and Deans will provide support and assistance to women and faculty of color regarding tenure and promotion process.

Initiative 5.7.c

Exit interviews conducted with departing faculty and staff.

**Goal 6**

Initiative 6.3

Interactive Tolerance Museum program in the spring semester of 2000 as a collaborative effort between an academic class for credit and the staff of the Student Housing department. Hundreds of students, faculty, staff, administrators and community members were able to participate in this interactive experience. Alternative spring break service projects are promoted to Mississippi. Campus community members are regularly notified of all opportunities to participate in local events that are both traditional and new as cultural activities. Twice a semester programs on race and ethnicity related topics are held as open forums for students and campus community members.

Initiative 6.4.a

Conducting Act 31 (American Indian Treaty and Sovereignty) in-service for K-12 teachers in conjunction with annual Pow-wow.

Initiative 6.13.b

Fostering interdisciplinary Ethnic Studies offering by cross listing courses between Ethnic Studies and other disciplines. Ethnic Studies courses have been developed and extensively cross-listed in Women's Studies, English, Sociology, History, Art, Music, Criminal Justice, Economics, and Education.