



PLAN 2008 REPORT 1998-2003

University of Wisconsin Oshkosh Plan 2008 Phase I Report, 1998-2003

"Help create an environment that enables all students to value individual differences, develop and contribute to their full potential." Katharine C. Lyall, President, UW System

CONTENTS

Plan 2008 Phase I Report, 1998-2003 Executive Summary.....	iii
Goal 1. Increase students of color who enroll at the University of Wisconsin Oshkosh.....	1
Goal 2: Expand partnerships that reach children and their parents early.....	8
Goal 3: Bring retention and graduation rates for students of color in line with student body as a whole.....	15
Goal 4: Increase financial aid available to needy students of color.....	21
Goal 5: Increase the number of faculty, academic staff, classified staff, and administrators of color.....	28
Goal 6: Foster institutional environments and course development that support diversity.....	34
Goal 7: Improve leadership and accountability in the implementation of this plan.....	49
Diversity Council Members, 2002-2003.....	52
Appendix	53

Executive Summary

Introduction: The seven goals that are part of Plan 2008 are an ongoing expectation of academic life on the UW Oshkosh campus. They are imbedded within the message of the UW Oshkosh Select Mission Statement, and are evident in the Core Values (below). As Phase I of the UW System Plan 2008: *Educational Quality through Racial/Ethnic Diversity* (1998) evolved, positive inroads that lead to the successful recruitment, retention, and academic achievement of students of color at UW Oshkosh were made. All campus sectors were engaged early on in the process. Currently in place is the UW Oshkosh 2008 Diversity Plan (1998) that guides outcome-based activity.

Abridged Select Mission Statement of the University of Wisconsin Oshkosh is to serve people by:

Providing students with access to high quality, affordable, comprehensive education that enables them to develop their general intellectual capacities, specific interests, and abilities through academic programs and personalized student development services.

Fostering the scholarly activities of faculty, students, and staff related to teaching, research, and intellectual activities, creative expression, and service.

Sharing its intellectual and specialized capabilities with individuals, organizations, and communities in our western region and beyond in a way that is responsive to the needs of the people we serve.

Core Values:

The University of Wisconsin Oshkosh community values

- Knowledge and Continuous Learning
- Diversity and Inclusivity
- Quality and Achievement
- Freedom and Responsibility
- Engagement and Support
- Social Awareness and Responsibility

The Goals of Plan 2008 came into fruition from an ongoing commitment of people from all sectors of academe in the UW System. More specifically, the evolution of planning for diversity began with an exemplary proactive stance and a bottom up approach. 110 listening sessions were held in 1998 at all levels, inclusive of, for example, administrators and Regents, faculty, staff, students and representatives from the Department of Public Instruction. The University of Wisconsin Oshkosh was an early part of this process demonstrating commitment through early resource allocation and prioritization of projects that are inclusive of diversity; there is a sense of pervasive dedication. Outcomes reflective of inclusivity and diversity are now a part of many sectors of campus activity, from academics to recreation, from hiring practices to new scholarship development by the UW Oshkosh Foundation. There is strong acknowledgement that much more can and must be accomplished.

The process underway is ongoing and constant with a careful eye to achievement, inclusive of programming that is academic as well as motivational. We are cognizant, however, that we are in formative stages that pave the way to full campus participation and future high-level gains that are measurable. This is our goal. In these times of diminishing resources, the commitment of the campus to diversity is entrenched, as we seek ways to conserve resources through true partnerships, collaboration and unique sources of funding from a variety of sectors. With participation from the community at large, through the creative endeavors of the UW Oshkosh Foundation and other avenues, we envision stabilization of the concepts and precepts associated with Plan 2008, and we also envision a sharing of the Plan with the community at large. Without regard to the substantial strides that are now evident, we acknowledge that the journey is long and that *“we must live what we want the world to become.”* Mahatma Gandhi.

The population within this region is homogenous; the commitment to diversity holds a welcome vision that guides faculty, staff, students, and the administration. The vision is evidenced by the outcome-based criteria, qualitative and quantitative documentation as identified in this reporting. The large sector of the academic community participating in this ongoing programming is another indicator of campus success.

Chronology of Pivotal Events: Synopses of the chronology of selected pivotal events emanating from the UW System and from within the campus that led to awareness, understanding, action, implementation related to Plan 2008, are as follows:

1988: UW System Design for Diversity, a long-range plan for ethnic and racial diversity;

1995: Board of Regents 10 month study on challenges facing higher education in the next century: “A Study of the UW System in the 21st Century”;

- 1998:** Appointment by Chancellor Kerrigan of a three person team to guide the preparation of the “UW Oshkosh 2008 Diversity Plan”;
- 1998:** Expansion of the team to a nine member UW Oshkosh 2008 Diversity Planning Committee; data collection was initiated and benchmarks were identified on activities related to the goals of Plan 2008;
- 2000:** The UW Oshkosh Diversity Council was established as an all university committee according to Governance procedures, charged, by Chancellor John Kerrigan, with taking the lead in the coordination and evaluation of the recommended initiatives that emanated from Plan 2008; Phase I of the UW Oshkosh Plan 2008 commenced;
- 2000:** Chancellor Richard Wells, newly appointed, began his administrative duties with the allocation of \$100,000 in funding from his budget to renovate the Multicultural Educational Center (MEC), a facility for diverse students on this campus that had been slated for demolition.
- 2000:** Chancellor Richard Wells established a full time Office of Affirmative Action, charging that office with taking the lead in setting forth policy in support of multicultural recruitment, retention and hiring on campus;
- 2001:** Phase I Report, first half, was completed.
- 2002:** Chancellor Richard Wells provided one time start up funds at \$40,000 for the establishment of a Women’s Center on campus.

Highlights of Plan 2008 Seven Goals from Campus-Wide Sectors: The UW System Plan 2008 identifies seven goals that will be reflected in goals and initiatives supportive of engaging the UW Oshkosh campus community in 21st century expectations. These operational planning goals are reflective of ongoing activity, what is currently in operation, what is planned and hoped for in the future, and reflective of future directions of this campus community.

A descriptor prefix word for each item under each goal has been selected. These words provide additional dimension to the Plan 2008 Goals as carried out in this academic community: “**resources**,” indicating monetary expenditure and commitment to the project; “**achievement**,” indicating academic success by faculty, staff or students, and actual accomplishments that can and are being measured; “**climate**,” indicating that the project affects the environment of this campus in positive ways; and “**awareness**,” indicating that the project is motivational in nature, an area that is linked to and leads to future academic achievement at the University of Wisconsin Oshkosh.

Goal 1. Increase students of color who enroll at the University of Wisconsin Oshkosh.

With targeted funds approved for the budget by the office of the Provost and Vice Chancellor, four multicultural recruiters were hired to focus in on four targeted multicultural groups as identified in Plan 2008: African American, Hispanic, American Indian, and Asian American. Their permanence insures seamless contact from the University with multicultural communities to provide constant contact and develop relationships that bring forward educational opportunities.

Many of the recruitment programs offer awareness and insight into campus life and routines associated with being a college student. These important programs come especially from the Division of Academic Support (DAS) and the College of Education and Human Services (COEHS). As students become familiar with becoming a UW Oshkosh student, or a student in another academic setting, it is expected that our program offerings will engage the student at different interest levels, inclusive of academics.

Achievement in academics is an area that UW Oshkosh is strengthening under Plan 2008. All campus Colleges and Divisions provide opportunity for achievement. The Diversity Council, DAS and COEHS partner, as does DAS and the College of Letters and Science (COLS), College of Business Administration (COBA), and the College of Nursing (CON), in the provision of achievement opportunities under Goal I.

Additional examples are:

- Achievement 1995– The CON participated in a collaborative distance education program with other UW System Nursing programs to enable RNs to complete their BSN. Currently 70 of these students list UW Oshkosh as their home campus.
- Achievement and Awareness 1998– In 1998 COEHS funded the Anishinabe Teachers for Anishinabe Children Program at \$40,000 per year to acquaint Wisconsin native students with campus life and to increase communication between reservation schools and UW Oshkosh. The communities participating are Bad River, La Courte Orielles, Lac du Flambeau, Oneida, Menominee, Stockbridge Munsee, Ho Chunk reservations and the Milwaukee Urban Indian Community. This ongoing program is now entitled, “Indian Teachers for Indian Children.”
- Achievement and Awareness 1998– COBA, the DAS, and the Admissions Office established a connection with predominately Hispanic students from Sunset High School in Dallas, Texas. The Sunset school district sent 37 Hispanic

students to Oshkosh in Fall 1999 and 2000, bringing a total of 78 Hispanic students to compete in the business simulation playoff—winning it in 2000. With a Diversity Council Innovation Grant in 2000, 30 students took the ACT test while on campus. In the past three years the program has reached over 1,100 high school students and 28 alumni of the program have enrolled at UW Oshkosh. Currently the Office of Admissions is sponsoring the trip as an awareness incentive. Funding sources are being sought to continue the program.

- Achievement 1999– The Center for New Learning introduced new collaborative degree agreements with UW College campuses at Fond du Lac and Fox Valley. In January 2003, 259 students were enrolled across the three campuses (including certificate program enrollees). In addition, at UW Oshkosh, 80 students are enrolled in the evening track BBA, and 28 in the interdisciplinary liberal arts BLS program. Articulation agreements entered in December 2002 and March 2003 with the technical schools of the Fox Valley Region are expected to increase enrollment in the Organizational Administration program substantially in the near future.
- Awareness 1999-2002 -- Staff from Career Services delivered instruction at Oshkosh West High School's Junior Achievement program on the subject of Careers. Career Services delivered instruction at Lourdes Academy in Oshkosh involving about 60 multicultural students.
- Awareness 1999-2002 – Career Services makes an annual presentation on Career Choices for the Weyauwega-Fremont School District to combat high school dropouts and promote higher education (1999-2002) involves 150 students, including about 15 multicultural students each year.
- Achievement 2000– The Title VII Teachers and Bilingual Personnel Grant, a five-year grant in the College of Education and Human Services, has served approximately 100 adult paraprofessionals, in-service teachers, and other educational personnel who have enrolled in courses at UW Oshkosh preparing for ESL/Bilingual licensure.
- Resources 2001– The Provost's Office provided a substantial allocation of resources committed to the hiring of four community-based recruitment liaisons representing Plan 2008 ethnic groups (Hispanic, African American, American Indian and Asian American). These recruitment specialists have improved the visibility of UW Oshkosh in Wisconsin communities of color. Additionally, allocation of funds was provided to hire one additional full-time recruitment specialist.
- Achievement 2002– The Affirmative Action Director led UW Oshkosh in the submission of a Department of Education Ronald McNair Post Baccalaureate Achievement Program proposal for 2003-07. Targeted are UW Oshkosh students with

low income, or those who are first generation or multicultural. Annually, the McNair Program will serve 20 UW students; the “sophomore component” projects an additional 30-40 students applying to participate as juniors. If funded, the program begins in June 2003.

- Achievement 2002– Renewal of social work licensure includes continuing education on multiculturalism as an area of focus. The Social Work Department is working with Continuing Education and UW Green Bay to provide conferences that will serve this population and increase public awareness of diversity issues. A collaborative MSW involving both UW Oshkosh and UW Green Bay is completed and approved, taking this specific adult-oriented educational initiative still further.
- Achievement and Awareness 1999-2002 – Division of Academic Support and Career Services delivered a seminar on “Education and the Changing World of Work” for multicultural precollege students who were visiting UW Oshkosh. During the summer precollege sessions, participating students visit Career Services and are assisted in using its student lab to learn more about the Internet. Instruction was provided in a career exploration class for two sessions of the Young Entrepreneurial Scholars, a precollege program for multicultural and disadvantaged students. In 1999-2002, a program on the Changing World of Work for the Career Fair for High School and Middle School students sponsored by the School to Work Committee was delivered (1999-2002) by Career Services. Of 2,000 students, this includes about 200 multicultural students.
- Awareness 2002 -- In conjunction with Wisconsin Youth in Nursing (WYN) Career Services, instructed the career-building portion of a two-week course of study for a group of multicultural/disadvantaged high school students interested in preparing for the profession of nursing.
- Awareness 2002-2003 – With funding from a Diversity Council Innovation Grant, the Admissions Office coordinated Native Pride Day at UW Oshkosh. Fifty American Indian high school students and 14 American Indian leaders interacted with 8 alumni, current college students, and staff to enhance their awareness regarding opportunities available at UW Oshkosh.
- Awareness 2002-2003 – Admissions developed a set of highly personalized contact criteria for 40 National Achievement Scholarship Program (NASP) Semifinalists and 72 referred students in Wisconsin. (NASP is a National Merit Corporation program for high-achieving African American high school seniors.)
- Awareness 2003 – The Department of Residence Life, supported by a Diversity Council Innovation Grant, provided a weekend leadership retreat for 60 high school student leaders from schools including the Oneida Nation High School

(Native American), Shawano High (Native American), Menasha High School (Hispanic), Oshkosh North High School (Hmong and Southeast Asians), and two Milwaukee high schools (African-American and Hispanic).

- Achievement Fall 1998-2003 -- UW Oshkosh Admissions New Freshmen Diversity Applications, Admits, and Enrollment

DIVERSITY FRESHMEN APPLICATIONS							
	1998	1999*	2000	2001	2002	Change	% Change
Southeast Asian			44	56	72	28**	**
Other Asian	64	83	44	44	55	11**	**
African American	76	74	77	82	88	12	16%
American Indian	22	18	30	23	50	28	127%
Hispanic	45	55	64	69	77	32	71%
Total	207	230	259	274	342	135	65%

*Fall 1999 data available through 6/15/99 only due to PeopleSoft conversion.

**Based on numbers for Southeast Asian/Other Asian separately, which began in 2000

DIVERSITY FRESHMEN ADMITS							
	1998	1999	2000	2001	2002	Change	% Chg
Southeast Asian	N/A	N/A	26	39	49	23	88%
Other Asian	N/A	N/A	36	30	39	3	8%
African American	N/A	N/A	43	40	42	-1	-2%
American Indian	N/A	N/A	17	19	31	14	82%
Hispanic	N/A	N/A	46	45	57	11	24%
Total	N/A	N/A	168	173	218	50	30%

*DIVERSITY FRESHMEN ENROLLMENTS							
	1998	1999	2000	2001	2002	Change	% Chg
Southeast Asian			12	20	26	14**	117**
Other Asian	24	22	17	15	19	2**	12**
African American	21	19	14	21	17	-4	-19%
American Indian	7	12	9	14	18	11	157%
Hispanic	20	18	22	20	27	7	35%
Total	72	71	74	90	107	35	49%

**Based on numbers for Southeast Asian/Other Asian separately, which began in 2000

- Awareness 1998– A direct mailing to undergraduate students of color inviting them to annual information sessions about graduate studies at UW Oshkosh has been implemented. The Graduate School participated in the Multicultural Career Day, and Native Pride Day.
- 1998-2003 -- A total of 750 high school students of color have participated in campus visits to UW Oshkosh during the last five years through recruitment programs designed for students from specific ethnic groups. All visits included opportunities to interact with students, faculty, and staff.

Goal 2: Expand partnerships that reach children and their parents early.

That young people, children and families are the links to success of the individual future student is the premise on which UW Oshkosh builds its many key educational programming opportunities earmarked for this population. The strong inclusive partnerships provided by each College, DAS, and the Diversity Council link children and families not only to the university, but also to educational entities within the community, the state, and nation. For example, COEHS's five-year grant, Title VII Bilingual Education Personnel Training Grant (\$1,186,134) prepares teachers in Northeast Wisconsin who are linked to ESL children, with strong opportunities to be prepared to meet the needs of bilingual children.

Additional examples are:

- Awareness 1978– The Division of Academic Support (DAS) “precollege experience” has evolved since its inception in 1978 from a pre-matriculation program for underprepared first-year students to a multifaceted experience for 6th through 12th grade students, primarily funded by the Department of Public Instruction, disseminating information to culturally diverse schools in Oshkosh, Milwaukee, Kenosha, Racine, Beloit, Oneida, Appleton, Neenah, Menasha, Bowler, Freedom, Gresham, Seymour, Shawano, Wausau and Madison.
- Achievement 1998– The DAS Summer Mathematics and Reading Talent Scholars (SMARTS) Program targets selected Milwaukee middle schools, including Andrew S. Douglas Community Academy, Grand Avenue, Roosevelt, Sholes and Thomas Edison Middle Schools. UW System primarily funds the program for \$21,000 annually, with supplementary DAS funds. SMARTS offers intensive reading and mathematics classes for sixth grade students.
- Achievement 1998– COEHS Family Literacy programs at domestic abuse shelters, the Martin Luther King Family Reading Program, and Wisconsin correctional facilities, Breaking Barriers with Books, serving 400 adults

and 600 children from a variety of ethnicities by UW Oshkosh faculty and students. Each program is an open lab experience.

- Achievement 1999– COEHS Urban Experience program, through which 11 Teacher Education students in 1999-2000, 8 students in 2000-2001, and 8 students in 2001-2002 gained field experience by shadowing teachers and working one-on-one with students in an urban Milwaukee school.
- Achievement 1999– The Young Entrepreneurial Scholars (YES) Program was initiated in 1999 by the DAS in collaboration with the College of Business Administration (COBA), the Milwaukee Chapter of the National Association of Black Accountants and the Wisconsin Institute of Certified Public Accountants (WICPA). YES targets talented Wisconsin high school students interested in careers in business. Schools included are Bruce Guadalupe Community School, Milwaukee School of Entrepreneurship, Marquette and Riverside University High Schools, Grand Avenue, Messmer, Pius XI, Rufus King, St. Joan Antida, St. Thomas Moore, and University High Schools, plus Piney Woods Country Life School in Mississippi. The Wisconsin Department of Public Instruction primarily funds the program for \$33,000 per year.
- Achievement 1999– Science Outreach holds a Scientist in Residence program at four elementary schools each year, including a mentoring program matching school children with UW Oshkosh students. One purpose of the program is to break down the stereotypical assumption that all scientists are white males.
- Achievement 1999-2000 -- COEHS faculty and students participated in collaborative action research with Oshkosh teachers involved in interviewing parents in a school with 50% low income and 30% students of color to enhance the success of the Student Achievement Guarantee in Education (SAGE) program, which is designed to boost academic achievement.
- Climate – 2000 -- A COEHS faculty initiative used Race/Ethnicity grant funding for a reading seminar to focus on issues related to creating a positive climate for language multicultural high school students, and involved the Dean, faculty members, local teachers, and counselors in Saturday morning book discussions featuring two works – *So Much to Say: Adolescents, Bilingualism & ESL in the Secondary School* and *Pedagogy of Freedom: Ethics, Democracy and Civic Courage*.
- 2000 -- COEHS faculty won a Title VII Bilingual Education Personnel Training Grant, a five-year, \$1,186,134 grant, that will allow training of ESL and bilingual teachers in the Fox Valley, most of whom are already teachers

or educational paraprofessionals. Additionally, the grant funds curriculum development, in-service workshops and conferences to help all teachers in area school districts become more effective with English language learners, and more understanding of the cultural backgrounds of their immigrant students.

- Achievement 2001– The Wisconsin Youth in Nursing (WYN) Program, a partnership between the DAS and College of Nursing, was developed to introduce high school students of color to careers in nursing, and encouraging applications, enrollment, and graduation from College of Nursing programs. WYN provides a two-week course focusing on math, English, as well as bacteriology, chemistry, anatomy and physiology. Twenty-one (21) multicultural/disadvantaged high school students are expected to participate annually. The program is primarily funded through the Department of Public Instruction.
- Achievement 2002– The Aspiring Pupils for Professional Leadership in Education (APPLE) Program, a partnership between the DAS and College of Education and Human Services, began in Summer 2002 as a pilot in conjunction with the Precollege Enrichment Program. The goal of APPLE is to expose students of color to education and facilitate enrollment and graduation. APPLE will provide a one-week course of study to focus on math and English necessary for students entering an education program. The APPLE program will expand into a two-week residential program in the summer of 2004 with full funding through the DAS, the College of Education and Human Services and through a grant from the Department of Public Instruction. Twenty multicultural students are expected to participate.
- Achievement 2002– The Greater Oshkosh Even State (GOES), begun by a COEHS faculty member, was funded from a federal grant administered through the Department of Public Instruction. This far-reaching partnership with the Oshkosh Area Public Schools, the Winnebago County Literacy Council, and more than a dozen others, serves Winnebago County ESL families not served by Headstart and provides opportunity for internships in a variety of disciplines for UW Oshkosh students. The original \$97,000 grant, which will eventually be self-sustaining, currently serves 35 ESL families with 40 children.
- Achievement 1999– Precollege programs designed for students of color are currently operating at UW Oshkosh. DAS sponsors programs for 6th grade (Summer Mathematics and Reading Talent Scholars) and high school students (Precollege Enrichment Program), and has developed new programs in collaboration with COBA (Young Entrepreneurial Scholars, 1999), the College of Nursing (Wisconsin Youth in Nursing, 2001), and the UW System (Distance Education for Summer Enrichment Opportunities, 2001), in addition to the COEHS program mentioned above. Total summer enrollment in these programs was 173 in 2000, 196 in 2001, and 159 in 2002. These

programs constitute a strong precollege alumni pipeline that will be enhanced in the future with scholarship opportunities.

Goal 3: Bring retention and graduation rates for students of color in line with student body as a whole.

There can be little doubt that the array of personalized programming offered by the DAS to positively affect retention is successful at UW Oshkosh. The dedication, focus, talent and caring intellectualism displayed by the DAS is legendary on this campus. Each program is remarkable and attractive to multicultural students as evidenced by increasing attendance. The DAS Early Warning Intervention System, in fact, is a model that is so effective, with statistics to demonstrate successful implementation and results, that this model is being considered by the Provost's Office for potential use across campus to identify students who are waning in their success in all disciplines.

In addition to DAS, the Chancellor has championed two major efforts that positively affect retention: The Northeast Wisconsin Educational Alliance (NEW ERA), targeting students completing programs at the College of Menominee nation and the Technical Colleges. The Chancellor has provided one-time start-up funding for the Women's Center on campus, which will support the needs of people with a wide array of services and programming for families, especially women and persons of color.

Additional examples are:

- Achievement 1999– The retention rate for multicultural and disadvantaged students actively served by the DAS Student Support Services, a federally funded program, is actually higher than that of the campus body as a whole. Academic support services, tutoring, early intervention and peer mentoring programs have been initiated to reinforce this effort.
- Climate 2000– The Chancellor pledged \$100,000 toward renovation of the historic building housing the Multicultural Education Center (MEC), which UW Oshkosh students of color regard as a home away from home. This commitment ended years of controversy about the planned demolition of the building.
- Awareness 2000– DAS academic advisor offers intensive, ongoing advice for students in selecting courses and interpreting university policies and requirements. The ongoing goal of academic advising is to assist students in developing educational plans consistent with their career/personal goals and to provide students with the

information and skills needed to pursue those goals. DAS academic advisor advised 74 multicultural students in 2000, 90 in 2001, and 107 in 2002.

- Achievement 2000– The Chancellor’s Northeast Wisconsin Educational Resource Alliance (NEW ERA) targets students completing programs at the College of Menominee Nation and the Technical Colleges. The focus is to increase the number of students, some of whom are students of color, who complete their undergraduate degree. The partners are UW Oshkosh, UW Green Bay, Technical College partners of NEW ERA, and the College of Menominee Nation. Chaired and founded by the Chancellor, NEW ERA has identified a number of potential collaborations. One of these collaborations is among UW Oshkosh, UW Green Bay, College of Menominee Nation, and the Technical College partners of NEW ERA and involves using a variation of the UW Oshkosh Bachelor of Liberal Studies degree (with a concentration in Organizational Administration) as a degree completion option for Technical College and College of Menominee Nation students.
- Awareness and Achievement 2001– DAS First-Year Experience Program is a special two-day orientation program for 50 multicultural incoming first-year students and 50 parents, Spring 2001; and 26 multicultural incoming first year students and 26 parents Spring 2002, through a Diversity Council Innovation Grant of \$2350 each year. The sessions included on campus Odyssey activities and information workshops as well as peer mentoring and an overnight stay in the residence halls.
- Achievement 2002– The UW Oshkosh Personal Compact is a personalized student development program implemented in Fall 2002. Two additional advisors for the Advisement Office were hired. The compact is an agreement between each student and the university that will expand every student’s intellectual, civic, ethical, and personal development goals through careful mentoring and extended guidance. It features an individually tailored plan for each student that will be flexible enough to respond to students’ changing needs for academic support, financial counseling, and career planning. Outcomes expected are reduced time to degree, higher retention rates, student satisfaction with their experience at UW Oshkosh, overall student cost reduction, and savings of tuition dollars. This will positively affect multicultural students at UW Oshkosh.
- Achievement 2002– The UW Oshkosh Women’s Center will seek to promote and encourage the academic, personal and professional success of women students, staff, and faculty. The Center embodies the vision of enrichment and leadership in relation to students, faculty and staff and it provides a model for partnerships. It is an example of continuous learning, diversity, inclusion, and support. The Center will establish liaisons with many programs, offices, and organizations on campus – Women’s Studies, The Center for New Learning, Campus for

Awareness and Relationships Education (CARE), Gay, Lesbian, Bisexual and Transgender (GLBT), Helping Others Perceive Equality (HOPE), SHARE, Counseling Center, Employee Assistance Program (EAP), Human Resources, Affirmative Action Office, Sexual Harassment Resource Group, Mentoring Program, Career Services, Academic Advising, Wisconsin Women of Color in Higher Education, etc. The Center will draw in women from the faculty, staff, and students on campus, and engage in outreach activities designed to be ever more inclusive of special interest groups that form on the campus or in the community. The Women's Center will provide a flexible way to address problems women employees and students face on campus, leading to better retention of women faculty, staff, and students. The expected outcomes include increased retention rates for women faculty and staff of color.

- Achievement 2002– The Center for New Learning tailors the intake, assessment, enrollment, and course selection guidance for each student establishing a relationship that fosters retention and graduate rates. This will enhance the retention of students enrolled in the program and their recommendations to other prospective students in the community. There are over 160 age 25+ students enrolled in the Center for New Learning.

Goal 4: Increase financial aid available to needy students of color.

Opportunities for financial support have increased since the hiring of a new UW Oshkosh Foundation Executive Director in 2000. Initiatives are underway to not only initiate an alumni group comprised of people of color, but efforts in the community at large have increased to develop scholarships and endowments for persons of color. The new director has earmarked funding for the 2nd University Experience, a program that places an entire class of UW Oshkosh students within an Historically Black University setting. An exchange visit to campus by a class from an Historically Black University is part of the Second University Experience planning. This funding endeavor opens doors to multicultural students from other campuses to visit us and become informed about what we can offer through the Second University Experience. Thus far, one travel experiences is ready to occur (Spring 2003), with another closely following.

Additional examples are:

- Resources and Awareness 1998– Division of Academic Support/Multicultural Retention Programs Office disseminates information and facilitates the application process for internships, scholarships, jobs, and advance educational opportunities relevant to multicultural students throughout the year.

- Achievement and Resources 1999– United Migrant Opportunity Services, Fox Valley Hispanic Coalition, and North Eastern Wisconsin Fair Housing Council provided six \$1,000 and four \$500 scholarships to graduating Hispanic high school students to attend UW Oshkosh and other area schools. All funding sources were external; however, university faculty and staff were involved with planning the program and/or scholarship selection committee. Since 1991 to date the program has provided scholarships to over 30 students.
- Resources 1999– Lawton Grants; Need-based grants for students of color from Wisconsin or Minnesota who have completed 30 credits.

Year	Total \$	Total students	Male	Female	African American	American Indian	Asian American	Hispanic	White
1998-99	\$107,779	74	33	41	17	9	31	17	0
1999-00	\$105,926	73	28	45	20	7	23	23	0
2000-01	\$119,867	73	32	41	22	10	24	17	0
2001-02	\$131,661	83	38	45	27	12	26	18	0

- Achievement 2000– COEHS, UW Oshkosh, UW Milwaukee, and Lakeshore P-12 School district are partners in Training for All Teachers Grant, which is in its second of three years. The grant provides courses and professional development sessions for approximately 50 teachers serving ESL children in Lakeshore districts (Green Bay, Manitowoc, and Sheboygan).
- Resources 2001-2002 -- 224 students of color and 52 disadvantaged white students received \$529,374 in scholarship and grants, compared to 232 students of color, and 69 disadvantaged white students receiving \$444,301 in 1998-1999.
- Resources 2002– UW Oshkosh Foundation has initiated scholarships for students with special needs, i.e. students of color, single parents, and unique challenges. During the last year scholarships have more than tripled—from 15 to 50.
- Resources 2002-2003 -- Student Support Services (SSS) was awarded \$42,854 to be distributed to eligible freshmen and sophomore students. Sixteen sophomore students were awarded \$28,270. The remaining amount will be awarded in Spring 2003 to 20 eligible freshmen who meet the criteria.

- Resources 2003– Dr. Michael P. Ford Scholarship endowment in Fall 2003 will be for single parent, nontraditional education students with financial needs and family responsibilities.
- Resources 2003– The UW Oshkosh Foundation established a fund to provide low-cost or in some cases no-interest loans to students who evidence real financial need. The loan program will commence in Fall 2003.

Goal 5: Increase number of faculty, academic staff, classified staff, and administrators of color.

The Chancellor has championed the hiring of a full time Director of Affirmative Action, and charged that office with the development of a campus-wide recruitment plan for the hiring of persons of color. Campus awareness and participation in recruitment of multicultural candidates has been successful, with COLS increasing their multicultural hires. UW Oshkosh now has three top administrators of color (the Provost and Vice Chancellor/African American; Dean of COEHS/Hispanic; Associate Dean of COLS/African American).

The College of Letters and Science faculty and staff already contains a higher proportion of individuals of color than the overall population of East Central Wisconsin. Over the past two years the College hired an Associate Dean of African-American heritage, a faculty member in the Department of English of Japanese-American heritage, three academic staff members in the Department of Foreign Language of Hispanic heritage, one academic staff member in the Department of Geography of African heritage, a faculty member in the Department of History of Hispanic heritage, a faculty member in the Department of Political Science of Chinese heritage, a faculty member in the Department of Psychology of Asian heritage, and a faculty member in the Department of Public Affairs of Chinese ancestry. Such recruiting success in hiring individuals of color is an excellent measure of success of the college's implementation activities.

Additional examples are :

- Achievement and Resources 1998-2001 NEW PROGRAMS:

* partial funding by Diversity Council Innovation Grants

Year	Sponsor	Event Description	Estimated Attendance
2001	United Students in Residence Halls Diversity Committee	First Annual Diversity Week included a candlelight vigil that honored victims of hate crimes, an essay contest, and numerous hall events.	Vigil: 50 Halls: 180

Achievement and Resources 1998-2001 NEW PROGRAMS (Continued):			
Year	Sponsor	Event Description	Estimated Attendance
2001	COLS Dean's Office* Cost: \$3000	Tribal Elder in Residence Dorothy Davids (Stockbridge-Munsee) spent a week on campus, addressed 7 classes, met with students & staff, and gave a public lecture.	Classes: 250 Lecture: 200
2001	COLS Theatre Program	"Alter/Natives," performance piece by Native American theatre troupe.	2 shows: 100
2001	COLS Dean's Office, Cost: \$600	Alex and Ken Seowtewa, Zuni Pueblo artists, addressed two classes and a public lecture on the mural they have been painting since 1970 on Zuni religious beliefs.	Classes: 75 Lecture: 30
2001	English Dept. * Cost: \$2143	Shara McCallum, African American poet, spent a week on campus, working with students and giving a public lecture, initiating Writer of Color in Residence series.	Classes: 100 Lecture: 40
2000	Women's Advocacy Council and Women's Studies, \$1200	Renae McNeal, African American performance artist, gave a presentation for Women's History Month on the history of African American women.	Show: 25
2000	English Dept. Poetry Series	African American and Hispanic Contemporary Performance ("Slam") Poets.	Reading: 100
2000	Faculty Development Board, Am Ind. Student Assoc, \$1800	American Indian activist Vernon Bellecourt addressed a class and gave a public lecture, "Treaty Rights and Mascot Obligations," including 24 visiting students.	Class: 30 Lecture: 100
2000	COLS Arts Fest 2000	Performance by African American dance troupe as part of multicultural focus.	Show: 50
2000	COLS, English, Women's Studies, WI Hum. Council	Lecture by Hmong American writer, Houa Vue Moua.	Lecture: 120
2000	COLS, Dean of Students	Lecture and class presentations by Edwidge Danticat, Haitian American author of <u>Krik? Krak!</u> , read by all entering students as part of Odyssey orientation program.	Classes: 75 Lecture: 500
2000	English Dept, Women's Studies	Lecture by American Indian storyteller, scholar and TV personality Patti Lowe.	Lecture: 60
1999	Women's Advocacy Council, English, COLS, Woman Studies, \$1200	American Indian writer and critic Paula Gunn Allen addressed several classes and gave a public lecture as part of Women's History Month.	Classes: 45 Lecture: 200
1998	Reeve Union Speakers' Series	Jane Elliot, lectured on "Blue Eyed," her controversial educational experiment demonstrating the effects of discrimination.	Lecture: 400

- Achievement and Awareness 1999– The Affirmative Action Office, Affirmative Action Council, and Mentoring Advisory Committee have increased training to support a campus climate enhancing diversity for all employees. Mentoring for classified and academic staff began in 1999 and additional training was added in 2001. The program increases awareness and education on how AA/EEO issues fit into the hiring process; how to communicate and

work through conflict; how to work with diverse groups of people. Mentoring increases the rate at which new employees are connected to UW Oshkosh, network with others, learn about campus climate, etc.

- Achievement 1999– The COLS continues to recruit and retain high quality faculty and staff of a diverse ethnic and racial background. Working together with the director of Affirmative Action, the College seeks to maximize the publicity of its faculty and staff vacancies to attract qualified applicants of color for all the positions. Through its mentoring program, the College of Letters and Science matches a tenured faculty member with a newcomer to enhance their success in establishing their academic career and making connections within the community. The target population is qualified graduates of color for doctoral programs within numerous disciplines represented by the various departments within the College of Letters and Science. Hundreds of applicants per year are part of this effort with numbers varying by department/program. The proportion of applicants who are of color varies by discipline.
- Achievement 1999– The COLS seeks to provide all students with a broad education that enhances their learning and respect for ethnic diversity. This is accomplished by appropriate inclusion of topics relating to ethnic diversity within existing courses and the development of new courses. The entire student body is served. Because all undergraduate students must complete General Education requirements that are taught within the college, the college's efforts to promote learning about and appreciation of ethnic diversity is experienced by the entire student body, thousands of persons annually.
- Achievement 1999– The COEHS Human Relations Committee assumes the role of a de facto Advisory Committee on Cultural Diversity to examine issues, insights, and ideas related to diversity of staff, candidates, and field experiences and make recommendations for moving the Professional Education Program (PEP) forward. PEP candidate complete 25 hours of fieldwork with populations representing racial and ethnic diversity and 25 hours of fieldwork with populations with disabilities. The Human Relations diversity requirements are closely linked to the gateway course "Individual, School and Society," integrated as part of course expectations and reviewed closely by individual instructors. Release time provides for a staff member to work with the Human Relations Committee to aggressively identify, recruit, and establish relationships with additional field experience sites. Expectations related to culture and diversity are assessed as a part of the Admission I Performance-based Portfolio process for entrance into PEP.
- Achievement 2000 -- The College of Education and Human Services hired a woman of color as associate dean in June 1999 who became dean of the college in April 2000. As the first woman to serve within the college and also

the first person of color to serve within the university in that position, she brings a strong commitment to and heightened awareness of issues in this area.

- Resources 2000 -- The Chancellor demonstrated commitment to Affirmative Action by increasing the Director position from .25 FTE to a 1.0 FTE. The Affirmative Action budget is now more than 20 times what it was in 1998.
- Achievement 2001 -- The Affirmative Action Office developed the “Employment Opportunities” web site and brochure for spouses and partners of job applicants and employees and put it online at neweraonline.org. More than 3,500 brochures have been given out to search committees to share with applicants for positions since 2001. This targets the well-being of families and will support recruitment and retention of people of color.
- Achievement 2003 -- The Professional Education faculty and administration profile includes 27 females and 24 males including five persons of color. Ethnic groups identified are two Asian, and one each of African American, Hispanic, and Native American.

Goal 6: Foster institutional environments and course development that support diversity.

The College of Nursing will begin enrolling students in the recently approved Accelerated, Online Bachelor’s Degree to BSN Program in May 2003. The program allows individuals with bachelor’s degrees in other fields to complete a Bachelor of Science in Nursing (BSN) degree program in 12 months in an accelerated, nontraditional format online. No other such program exists in Wisconsin. One targeted outcome of the program is a seamless educational opportunity for persons of color. The recent economic downturn, combined with the ongoing nursing shortage, presents a tremendous opportunity to attract individuals to the professional nursing field, an area where employment opportunities abound. This opportunity relates directly from the UW Oshkosh mission and commitment to Plan 2008.

Since inception, the Diversity Council has enriched the delivery of Plan 2008 on campus through the funding of a wide variety of programs that foster personal awareness as well as institutional development of diversity. Grant preparation is mentored by Council members working with interested faculty, staff and students as plans are crafted that can be critically evaluated for effectiveness. Budgets for each program range from \$500 to \$3,000, with the GPR dollars ministered at approximately \$25,000 each academic year by the Diversity Council.

Most colleges and divisions on campus have participated in the development of a program development linked to diversity, with many having been funded by the Diversity Council.

Thirty-one courses have been approved as meeting General Education Ethnic Studies requirement. This represents a 16% growth rate in the number of courses since 1999, when the original data for Plan 2008 was gathered.

Additional examples are:

- Achievement -- Beginning in 1999, UWS Women in Science Program, housed at UW Oshkosh, offers workshops for two days every October that trains new system math and science professors in teaching strategies, other than lecture, that have been shown to enhance learning and improving retention for women and students of color. Assessment of this program demonstrated that 100% of participants used workshop materials and administrators noted increased discussion of pedagogical techniques when their faculty had attended.
- Achievement 1999-- The Division of Academic Support/Multicultural Retention Programs counselors advise six multicultural student organizations, including the Multicultural Education Center (MEC) Student Board (umbrella organization for all five multicultural student organizations), Asian Student Association, Hmong Student Union, Black Student Union, American Indian Student Organization, and Hispanic Cultures United. These organizations offer approximately 100 cultural, educational, social and recreational programs each year. In addition, MEC Student Board co-sponsors selected cultural/educational events throughout the academic year.
- Resources -- Beginning in 2001, a bequest from the Jeanette Elmer Trust is providing \$5000 per year to purchase library materials about American Indians appropriate for K-12 teachers and students, which will make the UW Oshkosh Polk library a top repository for this material.
- Achievement 2001 -- The College of Letters and Science hosted a Tribal Elder in Residence and a Writer of Color in Residence, each for a week, sponsored by Diversity Council Innovation Grants, effectively introducing our students to different types of insight and wisdom.
- Resources 2002 -- Supported with Diversity Council Innovation Grant funds, COEHS organized campus information sessions with admissions and financial aid, provided lunch and campus tours with university students. and offered preparation and college prep counseling to multicultural language students from middle and secondary school in northeast Wisconsin. Demographically, the 147 students served were 50% Hmong and 50% Hispanic, with small numbers of students from other backgrounds. One-third of students were English language learners and the rest were mainstream students. One Hmong student decided to attend UW Oshkosh in Fall 2002.

- Climate 2002 -- With funding from a Diversity Council Innovation Grant, the Division of Academic Support and the Biology Department presented a forum in the on-going Diversity Speaker Series with the purpose of improving the overall environment and climate of the institution and community. Dr. Joseph L. Graves, Jr., the most prominent African American geneticist working today, came to campus, met with students, faculty, and administration, and delivered a keynote speech which was open to the public. The forum was well received and attended by 120 participants. Comments averaged 4.5 on a scale of 1-5 (5 being outstanding).

Goal 7: Improve leadership and accountability in the implementation of this plan.

The Diversity Council monitors and mentors implementation of Plan 2008 on campus. In addition to the Diversity Council, the Gender Equity Council has been established as well as the formation of a Women's Center, to address the needs of diverse students on campus. These organizational entities coupled NEW ERA, the UW Oshkosh Personal Compact, the full time Affirmative Action Directorship, the strengthening of the MEC, and the UW Oshkosh Foundation initiatives in resource building for persons of color, all point to a strength that reaches critical mass in achievement towards the ongoing Goals in Plan 2008. The effort is progressing and not yet at fruition.

Additional examples are:

- Achievement, Awareness, Climate, Resources Since his arrival on campus in Fall 2000, Chancellor Wells has consistently included a commitment to diversity in every discussion of the University's mission and goals. His administration has demonstrated leadership and accountability by:
 - Increasing the Affirmative Action director position to full time.
 - Initiating the UW Oshkosh Personal Compact, an agreement between each student and the university that features an individually tailored plan for each student that will be flexible enough to respond to students' changing needs for academic support, financial counseling, and career planning.
 - Founding the Northeast Wisconsin Educational Resource Alliance (NEW ERA), which has identified a number of collaboratives. One of these is among UW Oshkosh, UW Green Bay, College of Menominee Nation, and the Technical Colleges that involves using a variation of the UW Oshkosh Bachelor of Liberal Studies degree as a completion option for Technical College and College of Menominee Nation Students.
 - Initiating the UW Oshkosh Women's Center to promote and encourage the academic, personal, and professional success of women students, staff, and faculty.

- Committing the University to preserving and renovating the historic building housing the Multicultural Education Center (MEC).
 - Directing all deans and department chairs to report on their diversity initiatives in their annual reports.
 - Becoming directly involved in improving University connections with Wisconsin communities of color.
- Achievement, Awareness, Climate, Resources Organized in Spring 2000 and charged with leading implementation of Plan 2008, with a high level of support and resources from the Provost's office, the Diversity Council's accomplishments thus far include:
 - Updating the Council website, using it and other sources to e-mail and collect data for this report (157 forms submitted);
 - Formalizing the Council's charge and structure, consistent with university governance procedures;
 - Reproducing a student poster, "Embrace Diversity," and distributing it widely across campus;
 - Beginning a series of focus groups with students of color, to assess climate issues and recruitment techniques;
 - Organizing and publicizing the Diversity Council Innovation Grant program;
 - Encouraging the creation of a new Admissions position for a Diversity Recruitment Specialist, supported by a network of paid university liaisons in Wisconsin ethnic communities;
 - Refining process to simplify access to the Second University Experience;
 - Raising campus awareness of diversity issues and sharing information about diversity initiatives campus wide.
 - 2000-2003 -- The Diversity Council initiated a competition among faculty and staff for Diversity Council Innovation Grants, at a maximum \$3000 each, funded through Plan 2008 allocation. Thirty-eight grants totaling \$73,700 were awarded through spring 2003, and the grant competition, as well as the grant-funded activities, have been well publicized on campus and in the local press, increasing the visibility of and promoting commitment to Plan 2008 goals. A complete list of funded programs through FY 03 follows.

Date Awarded	Department	Diversity Council Innovation Grant Titles	Amount
2000-2001	Curriculum & Instruction COEHS	From the Valley to the Campus: Recruitment Visits for Minority Language Students: bring groups of ESL middle and high school students from Fox Valley and Northeast Wisconsin	\$3,000
2000-2001	Curriculum & Instruction COEHS	Improving Mathematics Achievement of Native American College Students by Improving Reservation High School Math Instruction: teach reservation Math teachers new techniques	\$3,000
2000-2001	Curriculum & Instruction COEHS	Understanding Hmong America: Twin Cities Field Experience for UW Oshkosh Students enrolled in a summer Bilingual Education course, Hmong Language, Culture and Learning	\$3,000
2000-2001	Anthropology COLS	Ethnic Diversity in America: A Proposal to Increase UW Oshkosh's Videos on American Ethnic Groups and Ethnic Diversity for Faculty and Student Use In and Out of the Classroom	\$3,000
2000-2001	Dean's Office COLS	Tapping the Wisdom of American Indian Elders: Tribal Elder in Residence for a week, including class presentations, meetings with staff and students, and a public lecture.	\$3,000
2000-2001	English COLS	Writers of Color Residency Series: weeklong residency, including one-on-one intensive analyses of students' work, as well as class presentations and a public lecture.	\$2,143
2000-2001	Social Work COLS	Welcome to Social Work: A Student, Alumni and Faculty Partnership To Attract High School Graduates of Color: students produce a video interviewing social work alumni of color	\$1,200
2000-2001	Division of Academic Support	Diversity Speakers Series: Dr. Herman Blake, African American educational leader, to present a public lecture and discuss strategies for recruiting diverse students with key personnel.	\$3,000
2000-2001	Division of Academic Support	The First-Year Experience Program: Special 2-day orientation session for accepted students of color, to encourage their enrollment, including interaction with current students of color	\$2,350
2000-2001	Division of Academic Support	Multicultural Peer Mentoring Grant Proposal: activities linking new students of color with experienced students of similar background	\$1,100
2000-2001	Division of Academic Support	Hispanics Obtain Partners in Education: connect Hispanic students from Dallas' Sunset High School attending the COBA Business Simulation Program with Hispanic Students United	\$ 600
2000-2001	Residence Life	Department of Residence Life High School Leadership Seminar: scholarships for students of color to attend a weekend of leadership development activities	\$2,050
2001-2002	Curriculum & Instruction	From the Valley to the Campus: Recruitment Visits for Minority Language Students (Year 2)	\$1,500
2001-2002	English	Writers of Color Residency Series	\$1,982
2001-2002	Psychology	Speakers Series for Cross-Cultural Psychology: Bringing Diversity to the Classroom	\$1,400
2001-2002	Curriculum & Instruction	Bill Gates Millennium Scholars Conference: Enhancing the Lives of Our Future Leaders	\$1,500
2001-2002	College of Business Administration	Hispanics Obtain Partners in Education (HOPE)	\$2,500
2001-2002	Admissions Office	Minority Recruitment: Pulaski High School Basketball Team Visit	\$372
2001-2002	Music Department	UW Oshkosh Wind Ensemble Tour	\$1,421

Date Awarded	Department	Diversity Council Innovation Grant Titles (Continued)	Amount
2001-2002	Art Department	Diversity in Understanding the Arts Slide-Video Collection	\$500
2001-2002	Division of Academic Support	Weekend Residential First-Year College Experience Program	\$2,500
2001-2002	Children's Learning and Care Center, Multicultural Education Center	Teaching! Understanding! Relationships! Through Life Experiences	\$2,500
2001-2002	Admissions	Minority Recruitment Campus Visit	\$2,259
2001-2002	English/COLS Dean	Wisconsin women of Color in Higher Education: Keynoting a New Organization, Founded at UW Oshkosh	\$1,913
2001-2002	Student Support Services	Academic Excellence Through Peer Mentoring	\$2,500
2001-2002	English Department	Native American Literature Speakers	\$2,500
2002-2003	Curriculum & Instruction	From the Valley to the Campus: Recruitment Weekend for Minority Language Students (Year Three)	\$2,400
2002-2003	Journalism	Enhancing Student Diversity at UW Oshkosh Through Greater Involvement with Minority Journalism Students at Middle Schools and High Schools in Wisconsin	\$1,500
2002-2003	Division of Academic Support and Biology Department	Diversity Speaker Series: Dr. Joseph L. Graves, Jr.	\$1,295
2002-2003	Women's Studies/Women's Advocacy Council	Dramatizing Latina Lives, Encouraging Latina/o Students: Bringing "Tres Vidas" to UW Oshkosh	\$2,500
2002-2003	Admissions	Native Pride at UW Oshkosh	\$2,000
2002-2003	COEHS	Spring 2003 UW Oshkosh Orientation for Native American High School Seniors	\$2,400
2002-2003	Residence Life	Department of Residence Life/United Students in Residence halls High School Leadership Seminar	\$2,500
2002-2003	Psychology Department	Speakers Series for Diversity issues Pertinent to Psychology	\$900
2002-2003	Honors Program	The Making of American Identities: Witness Indian and Hispanic	\$500
2002-2003	Multicultural Retention	Academic Excellence through Peer Mentoring	\$2,500
2002-2003	Admissions	Minority Recruitment: Beloit/Racine Campus Visit	\$2,208
2002-2003	Admissions	Minority Recruitment: Milwaukee Campus Visit	\$2,208

Goal 1. Increase students of color who enroll at the University of Wisconsin Oshkosh.

1.1 Expand and intensify efforts to recruit students of color from high schools in the broader UW Oshkosh service region.

UW Oshkosh Outreach Visits to establish recruitment and contacts in the broader UW Oshkosh service region and beyond:

UW Oshkosh Staff	Number of Visits Made	Location	Intent of Visits	Effect of Visits
Admissions	In 1998-2000 visited 150 high schools. In 2002-2003 visited 100 high schools.	Multicultural high schools in Green Bay, Sheboygan, Racine, Kenosha, Beloit, Milwaukee, Madison, Wausau, Fox Valley	Introduced UW Oshkosh to guidance counselors & students of color	Established contacts with guidance counselors and students of color; collected names of prospective applicants to contact; followed up with materials and phone calls.
Admissions	In 1998-2000 visited 211 total fairs. In 2002-2003 visited 35 total fairs	National and Multicultural Specialized College Fairs in WI, MN, & IL	Represented UW Oshkosh at college expos	Made contact with large numbers of potential students of color; collected prospects from wider area for follow up.
Admissions	In 1998-2000, 9,000 packets were mailed In 2002-2003, 2,830 were mailed.	Multicultural college seniors in Wisconsin, Illinois, and Minnesota	Sent personal letters with info packets.	Introduced to UW Oshkosh to prospective multicultural students in nearby states.
Chancellor & Provost	2000-2001 -9 2001-2002 -10	Menominee Tribal College & Reservation; Stockbridge/Munsee Reservation; Milwaukee African-American churches and multicultural high schools	Established community contact at leadership levels.	Developed rapport with community leaders; established network of community liaisons; demonstrated commitment of UW Oshkosh to these communities.
Division of Academic Support	1999-2000-15 2000-2001-45 2001-2002-45	Middle and High Schools on reservations and in highly multicultural Wisconsin cities	Recruited for precollege programs; built networks, contacts.	Developed contacts for precollege programs; built trust with parents and schools that enhanced recruitment and retention.
Graduate School	1998-2002 - 5	National Black Grad Student Grad School Fair (1), American Minority Student Leadership Conference (3), and Native Pride Day (1)	Represented UW Oshkosh Graduate School at Graduate recruitment fairs and conferences.	More than 50 potential graduate students of color requested information about UW Oshkosh graduate programs.

- The five multicultural student organizations assisted Madison area high school students during visits to the campus during the spring and summer sessions: two visits in 1998-99 included 80 students; two visits in 1999-00 included 70 students, and one visit during 2000-2001 included 40 students. Another visit in late summer 2001 included an additional 30-40 students.
- College of Education and Human Services (COEHS) faculty organized campus visits for 205 English as a Second Language (ESL) high school students from Northeast Wisconsin. They were welcomed to classes and met with students, staff and faculty, with the help of the Division of Academic Support (DAS), Admissions and College of Letters and Science (COLS). In 1999-2000, 65 students from Oshkosh and Green Bay (10 Hmong and 55 Hispanic) visited the University. In 2000-2001, the visit included 135 students (47 Hmong, 83 Hispanic, 2 Kurdish, 1 Somali and 2 Bosnians) from Green Bay, Oshkosh, Appleton and Menasha. The 2001 visits were funded by a Diversity Council Innovation Grant of \$3000 and a \$2,400 Diversity Council Innovation Grant is funding the upcoming spring 2003 visits.
- The UW Oshkosh Black Student Union (BSU) implemented precollege academic weekend campus visits. In 1999 sixteen (16) students of color visited the campus and were mentored by BSU members: the program continued in 2000 with 30 students.
- In 2000, the Provost's Office hired four ethnic community liaisons (Hispanic, African American, Indian, and Asian/East Asian) representing Plan 2008 ethnic groups. The Community Liaison information network for UW Oshkosh actively recruits students within their home communities. The Diversity Council, Division of Academic Support (DAS), and Admissions Office worked together to establish this program. Cost: \$40,000, of which \$22,500 was Plan 2008 funding designated for recruitment, with the balance from the University. In subsequent years, the University assumes responsibility for funding the initiative.

The Student Recruitment Specialist oversees the recruitment of students of color and supervises the part-time ethnic-based community liaisons (African American, Asian/SE Asian, Hispanic). The Admissions Office has hired a full-time Native American Student Recruitment Specialist who oversees the recruitment of Native American Students and serves as the American Indian Student Association advisor.

The Community Liaisons and the Recruitment Coordinator are establishing a nurturing relationship with various diversity community organizations, within the regions in which they work i.e. Wisconsin Indian Education Association, Hispanic Community Council of Fond du Lac, Young Black Achievers, Inroads, Inc., and the Christian Faith Church of Milwaukee, to build a more positive image of the university and enhance recruitment efforts.

- In 2000, UW Oshkosh successfully hosted the Asian, Hispanic, African American and Native American (AHANA) Student Leadership Conference for 159 students of color from Wisconsin high schools.
- In 2000, 24 students from Wisconsin reservations visited the campus for three days. Fifteen university students served as hosts and provided class shadowing and a campus tour. All attended a public lecture sponsored by the American Indian Student Association, featuring elder and American Indian Movement activist Vernon Bellecourt. The visit, part of the Anishinabe project described below, cost approximately \$4,000.
- In 2001, twenty-one (21) students of color and five (5) of their advisors from Oshkosh North, Menasha, and Oneida Nation High Schools, received scholarships to attend the United Students in Residence Halls High School Leadership Seminar, along with twenty (20) other students. UW Oshkosh students served as campus liaisons and guides for these students. A Diversity Council Innovation Grant paid \$2050 toward the expenses of \$2797 incurred by providing these scholarships. Five American Indian, ten Hispanic, and six Hmong students attended the program.
- In 2001 students, faculty and alumni of the social work department collaborated on a video, featuring interviews with UW-Oshkosh social work alumni who are people of color, intending the video for use in student recruitment. A Diversity Council Innovation Grant of \$1,200 funded the project.
- The UW Oshkosh Foundation's Advancement Division funded and produced a television advertisement recruiting students that is inclusive of students of color to showcase the opportunities for all students to attend and succeed at the UW Oshkosh.
- In 2002 with funding from a Diversity Council Innovation Grant, the Admissions Office coordinated Native Pride Day at UW Oshkosh. Fifty American Indian high school students and 14 American Indian leaders interacted with 8 alumni, current college students, and staff to enhance their awareness regarding opportunities available at UW Oshkosh.
- In 2002-2003, each Admissions Community Liaison called prospects of her/his target group to provide information and encourage application and campus visits. Admissions called applicants/admits and parents of each target group to offer assistance with the application and enrollment processes.
- In 2002-2003, Admissions sent personalized letters with Viewbooks, applications, fee waiver forms and scholarship information to 40 National Achievement Scholarship Program (NASP) Semifinalists and 72 referred students in Wisconsin and selected others in 2002-2003. NASP is a National Merit Corporation program for the top African American high school seniors.

- In 2002-2003, Diversity Student Recruitment Coordinator in Admissions sent follow-up letters with financial aid and other information to admitted students.
- In 2003, the Department of Residence Life, supported by a Diversity Council Innovation Grant, provided a weekend leadership retreat in February 2003 for 60 high school student leaders from various schools, to include Oneida Nation High School (Native American), Shawano High (Native American), Menasha High School (Hispanic), Oshkosh North High School (Hmong and Southeast Asians), and two Milwaukee high schools (African-American and Hispanic).
- The Affirmative Action Director led UW Oshkosh in the submission of a Department of Education Ronald McNair Post baccalaureate Achievement Program proposal for 2003-07. The target groups of the McNair program are UW Oshkosh students who are low income, first generation and/or multicultural. The McNair program targets the same categories of students who may transfer from UW Fond du Lac, UW Fox Valley, and the College of the Menominee Nation. The McNair program will annually serve 20 UW students; it has a “Sophomore Program” component that targets approximately 30-40 interested students to apply to be participants as juniors. This program will be funded, if accepted, in spring/summer 2003.

1.2 Develop partnership communities outside UW Oshkosh service region.

- In 1998-2002, the four community liaisons listed above are working with UW Oshkosh faculty and staff to develop partnership communities among Hispanics in Kenosha, Hmong in Oshkosh, African Americans in Milwaukee, and Native Americans on the Menominee and Stockbridge-Munsee reservations.
- **Sunset High School, Dallas, Texas:**

Activities: In 1998-2002, the College of Business Administration (COBA) and the Division of Academic Support (DAS) have worked together to establish a very strong connection with predominantly Hispanic students from Sunset High School in Dallas, Texas. Beginning with Internet contact about COBA’s high school business simulation competition, the Sunset school district sent 37 Hispanic students to Oshkosh in Fall 1999 and 2000, bringing a total of 78 Hispanic students to compete in the business simulation playoff—winning it in 2000. While on campus DAS organized events for these students with UW Oshkosh student organization Hispanic Cultures United, and, with the help of a Diversity Council Innovation Grant in 2000, 30 students took the ACT test while on campus. (Grant total: \$600. DAS and other UW Oshkosh funding for Sunset students: \$4500 in 2000. Total COBA simulation costs: \$17,100, for 220 WI and 30 TX students).

Although the COBA business simulation competition no longer exists, the Admissions Office and the College of Education and Human Services (COEHS) have been working together to continue this successful partnership. Sunset High School students will be arriving on campus on March 31 and depart on April 1, 2003. While on campus, the students will be participating in a self-prepared business simulation program, ACT Residual Workshop, Financial Aid workshop, COEHS presentation, Admissions presentation, student panel discussion, and a banquet culminating the visit. In addition, the students will participate in some community programs such as attending church, YMCA West, and interacting with Oshkosh West High School students.

Outcomes: In 2002-2003, two Sunset high school students enrolled at UW Oshkosh. The program has been very successful in developing a strong relationship with Sunset students. However, recruitment of students for the university is a challenge as financial aid for non-resident tuition is a very critical issue. The business simulation program has been housed and funded by COBA. In the past three years the program has reached over 1,100 high school students, and 28 alumni of the program have enrolled at UW Oshkosh.

- **The Anishinabe Teachers for Anishinabe Children Project**

Activities: In 1998-2002, COEHS funded this program at \$40,000 per year by grants and anonymous donors, has worked to acquaint Wisconsin Native students with campus life and to increase communication between reservation schools and UW Oshkosh. The communities participating are Bad River, La Courte Orielles, Lac du Flambeau, Oneida, Menominee, Stockbridge Munsee, and Ho Chunk reservations and the Milwaukee Urban Indian Community. The intent of the project is to interest American Indian high school students in college attendance and, more specifically, in becoming teachers. The program includes:

- **Precollege Summer Session:** Students learn how to tutor younger students in mathematics during a weeklong summer session at UW Oshkosh. Thus, project participants do not wait until completion of a degree to become Anishinabe teachers of Anishinabe children--tutoring entitles them to this role immediately. See enrollment data under Goal 2.
- **Campus Visit:** During fall 2000, 24 project participants completing their senior year of high school visited the campus for three days, hosted by UW Oshkosh students, as mentioned above.
- **Teacher Training:** In March 2001, 17 middle and high school teachers from the participating reservations attended a three-day math workshop funded by a Diversity Council Innovation Grant. A similar workshop for elementary teachers was held in August 2001.
- **Cooperative Cultural Projects:** Seven student singers from the Anishinabe Teachers for Anishinabe Children Program came to campus in spring 2001 to record a compact disc of Native music as a way to foster leadership and

respect for tradition. The Oneida Nation, at no cost, will publish the recording, and the Oneida Nation Tribal High School will hold rights to the compact disc.

Outcomes: Teacher workshops benefit the program by enabling teachers to work more closely with the tutor-students to benefit tribal schools by initiating discourse about mathematics reform. A modified program is ongoing with funding from the UW Foundation and College of Education and Human Services.

1.3 Expand and intensify recruitment of adult and non-traditional students.

- Since 1995 the College of Nursing has participated in a collaborative distance education program with other UW System Nursing programs to enable RNs to complete their BSN. Currently 70 of these students list UW Oshkosh as their home campus.
- 1998-2001 -- The total number of undergraduate students over age 25 has been maintained at almost 13%, with the lowest 12.26% in 2001 to the current 12.58%, representing 1,230 students in Fall 2002. There are 1,231 adult graduate students over 25 years of age, which represents 83.97% of graduate enrollment, a percentage that has been sustained over the past four years.
- In 1999, the Center for New Learning introduced new collaborative degree agreements with UW College campuses at Fond du Lac and Fox Valley. In January 2003, 259 students were enrolled across the three campuses (including certificate program enrollees). In addition, at UW Oshkosh, 80 students are enrolled in the evening track BBA, and 28 in the interdisciplinary liberal arts BLS program. Articulation agreements entered in December 2002 and March 2003 with the technical schools of the Fox Valley Region are expected to increase enrollment in the Organizational Administration program substantially in the near future.
- In 2000, the Provost's Office held focus groups for the university community to brainstorm ways of improving adult access to the university as part of a continuing UW Oshkosh Focus on Access Initiative.
- The Title VII Teachers and Bilingual Personnel Grant, a five-year grant in the COEHS, has served approximately 100 adult paraprofessionals, in-service teachers, and other educational personnel who have enrolled in courses at UW Oshkosh preparing for ESL/Bilingual licensure. This project is discussed more fully under Goals 2 – 6.
- In 2001, UW Oshkosh Continuing Education sponsored a system-wide conference emphasizing recruitment and retention of adult students, "Building the New Community," attended by a total of 117 staff, faculty and students.

- Renewal of social work licensure includes continuing education on multiculturalism as an area of focus. The Social Work Department is working with Continuing Education and UW Green Bay to provide conferences that will serve this population and increase public awareness of diversity issues. A collaborative MSW program involving both UW Oshkosh and UW Green Bay was approved for implementation by the Board of Regents in October 2002.
- Academic Support and Career Services:

In 1999-2002, staff from Career Services delivered instruction at Oshkosh West High School's Junior Achievement program on the subject of Careers. Career Services delivered instruction at Lourdes Academy in Oshkosh involving about 60 multicultural students.

In 1999-2002, a presentation on Career Choices for the Weyauwega-Fremont School District to combat high school dropouts and promote higher education (1999-2002) involves approximately 150 students, including about 15 multicultural students each year.

In 2002, Career Services delivered a seminar on "Education and the Changing World of Work" for multicultural Precollege students who were visiting UW Oshkosh. During the summer Precollege sessions, participating students visited Career Services and were assisted in using its student lab to learn more about the Internet. Instruction was provided in a Career Exploration class in two Precollege classes, and a class the Young Entrepreneurial Scholars in Professional Development was delivered to multicultural students. In 1999-2002, a program on the Changing World of Work for the Career Fair for High School and Middle School students sponsored by the School to Work Committee was delivered (1999-2002) by Career Services. Of 2,000 students, this includes about 200 multicultural students.

In 2002, in conjunction with Wisconsin Youth in Nursing (WYN) Career Services instructed the career-building portion of a two-week course of study for a group of multicultural/disadvantaged high school students interested in preparing for the profession of nursing.

1.4 Increase graduate student recruitment.

- Students of color enrolled in the Graduate School reached an all-time high of 64 in Spring 2000 and again in Spring 2001, but this is below expectations. The Graduate School engaged in more active participation in multicultural recruitment events in 2000-2002.

- The Graduate School has provided two information sessions annually for the UW Oshkosh undergraduates of color considering graduate study, including a career day for junior and senior students of color jointly sponsored with DAS. Attendance at these sessions has been low, only 5-12 students each session. Other strategies to encourage attendance are being explored.
- In 2001-2002, the Graduate School and the Colleges supported the Diversity Graduate Assistantship FTE. Each academic year there are between six and eight applicants; four graduate assistantships are awarded. \$3,429 was awarded to each college to support the hire of a graduate student of color.
- A direct mailing to undergraduate students of color inviting them to annual information sessions about graduate student at UW Oshkosh has been implemented. The Graduate School participated in the Multicultural Career Day, and Native Pride Day.

Goal 2: Expand partnerships that reach children and their parents early.

2.1 Expand and enhance existing Precollege programs for students of color.

- The Division of Academic Support (DAS) “precollege experience” has evolved since its inception in 1978 from a pre-matriculation program for underprepared first-year students to a multifaceted experience for 6th through 12th grade students, primarily funded by the Department of Public Instruction. The DAS disseminates information about precollege programs to culturally diverse schools in Oshkosh, Milwaukee, Kenosha, Racine, Beloit, Oneida, Appleton, Neenah, Menasha, Bowler, Freedom, Gresham, Keshena, Seymour, Shawano, Wausau and Madison.
- **The DAS Summer Mathematics and Reading Talent Scholars (SMARTS) Program** targets selected Milwaukee middle schools, including Andrew S. Douglas Community Academy, Grand Avenue, Roosevelt, Sholes and Thomas Edison Middle Schools. UW System primarily funds the program for \$21,000 annually, with supplementary DAS funds. SMARTS offers intensive reading and mathematics classes for sixth grade students. During the summer, students participate in a two-week residential program at the University of Wisconsin Oshkosh, with follow-up activities at the University of Wisconsin Milwaukee. Students participating in the program also take study skills and esteem-building classes. Enrollment data follows:

SMARTS Enrollment	African American	American Indian	Asian	Hispanic	Other	Total
1998	23	0	1	1	0	25
1999	29	0	1	1	3	34
2000	12	0	0	1	0	13
2001	15	1	2	5	2	25
2002	15	0	2	3	0	20

- **The DAS Precollege Enrichment Program (PEP)** is a two session two-week residential program for students entering grades 8-12 in the fall. The program serves multicultural and disadvantaged students and is primarily funded through the Department of Public Instruction and the Division of Academic Support for a total of \$87,000. The primary purpose of the program is to improve academic skills in English, mathematics, science, computers, and study skills, including personal health and wellness, career planning and multicultural education. Enrollment data follows:

PEP Enrollment	African American	American Indian	Asian	Hispanic	Other	Total
1998	56	2	14	7	0	79
1999	51	2	21	5	2	81
2000	63	6	15	12	3	99
2001	76	6	22	11	9	124
2002	65	7	15	7	0	94

- **Anishinabe Teachers for Anishinabe Children Program**, the COEHS program described in Goal 1, began in summer 1998 and includes a precollege program that each year trains reservation high school students to tutor younger students in math. It is funded by anonymous private donations, at \$40,000 per year. Enrollment data follows:

ATFAC Enrollment	African American	American Indian	Asian	Hispanic	Other	Total
1998	0	15	0	0	0	15
1999	0	32	0	0	0	32
2000	0	35	0	0	0	35
2001	0	31	0	0	0	31
2002	0	24	0	0	0	24

2.2 Develop additional precollege programs for students of color.

- The Young Entrepreneurial Scholars (YES) Program** was initiated in 1999 by the DAS in collaboration with the College of Business Administration (COBA), the Milwaukee Chapter of the National Association of Black Accountants and the Wisconsin Institute of Certified Public Accountants (WICPA). YES targets talented Wisconsin high school students interested in careers in business. Schools included are Bruce Guadalupe Community School, Milwaukee School of Entrepreneurship, Marquette and Riverside University High Schools, Grand Avenue, Messmer, Pius XI, Rufus King, St. Joan Antida, St. Thomas Moore, and University High Schools, plus Piney Woods Country Life School in Mississippi. The Wisconsin Department of Public Instruction primarily funds the program for \$33,000 per year.

YES Enrollment	African American	American Indian	Asian	Hispanic	Other	Total
1999	20	0	1	3	1	25
2000	15	1	6	5	0	27
2001	17	1	5	0	1	24
2002	18	0	5	0	0	23

- 2001 -- The **Wisconsin Youth in Nursing (WYN) Program**, a partnership between the DAS and College of Nursing, was developed to introduce high school students of color to nursing, and encouraging applications, enrollment, and graduation from College of Nursing programs. WYN provides a two-week course focusing on math, English, as well as bacteriology, chemistry, anatomy and physiology. Twenty-one (21) multicultural/disadvantaged high school students are expected to participate annually. The program was funded through the DAS and the College of Nursing. The Department of Public Instruction sponsored the program with a grant for summer 2002 and will continue for summer 2003.

WYN Enrollment	African American	American Indian	Asian	Hispanic	Other	Total
2001	12	3	5	2	1	23
2002	12	0	3	0	0	15

- 1999 - Distance Education for Summer Enrichment Opportunities (DESEO)** is a collaborative program with the Division of Academic Support and UW System Office of Academic Diversity and Development. It is a part of the "Reach Out" *Learning Anywhere Anytime Program* (LAAP), partners with six cities in Wisconsin and Minnesota to

provide distance learning to students residing in various migrant camps. Funded through a *Fund for the Improvement of Postsecondary Education* (F.I.P.S.E.) grant, DESEO offers a two-week residential summer program for 10-12 Hispanic high school students of migrant families in the Fox Valley (Oshkosh and surrounding communities). DESEO provides students an opportunity to access courses on-line and receive daily one-on-one tutoring from residential staff. Additional components include English/composition, mathematics, science, study skills, health and wellness and career exploration. Some students earn credits toward high school graduation requirements. The DESEO program provided services to seven (7) Hispanic students in the summer of 2002.

- COEHS An Urban Initiative for Human Service and Education Students provides field experiences for human services and education candidates to work with children and families in an urban setting focused primarily on the African American population.
- COEHS Intro to Ed Class is for Precollege students from underrepresented groups. Approximately 30 students from Sheboygan South, Green Bay, and Milwaukee South Division participate each semester in this ongoing program.
- COEHS Greater Oshkosh Even Start Program (GOES) was funded in 2001 and commenced in 2002. It provides: 1) adult literacy instruction, 2) early childhood education, 3) parenting modeling, and 4) parent-child modeling in literacy to ESL families with children age 8 to birth. This program currently serves 35 families and 40 children. It will serve 70 adults and 150 children and bring them closer to the hub of academia at UW Oshkosh and into the pipeline for future educational benefits. The interactive partnerships make this program wide reaching and cost effective in the community.
- The **Aspiring Pupils for Professional Leadership in Education (APPLE) Program**, a partnership between the DAS and College of Education and Human Services, began in Summer 2002 as a pilot in conjunction with the Precollege Enrichment Program. The goal of APPLE is to expose students of color to education and facilitate enrollment and graduation. APPLE will provide a one-week course of study to focus on math and English necessary for students entering an education program. The APPLE program will expand into a two-week residential program in the summer of 2004 with full funding through the DAS, the College of Education and Human Services and through a grant from the Department of Public Instruction. Twenty multicultural students are expected to participate.
- COEHS completed initial conversations in Fall 2002 with Bay Lakes Council to create a program in which graduate and undergraduate education students would serve as interns, helpers and tutors with children of diverse populations.

2.3 Increase the number of students of color who participate in all university programs for youth.

- 1999– - Participation of Hispanic students from Sunset High School in Dallas, TX, described under Goal 1, and the expanded programming offered these students by 15 members of the student organization, Hispanic Cultures United, sets a sterling example.
- 1999-2000 - UW Oshkosh Black Student Union collaborated with the Oaklawn Elementary School, Oshkosh, WI, in mentoring 30 third-grade African American students during the 1999-2000 spring session.
- 2001 - Scholarships ensured the participation of 20 students of color in a residence leadership program for 40 high school students in February 2001, described under Goal 1, another successful model.

2.4 Explore development of additional continuing education programming for K-12 personnel.

- In 1999-2000, COEHS faculty and students participated in collaborative action research with Oshkosh teachers involved in interviewing parents in a school with 50% low income and 30% students of color to enhance the success of the Student Achievement Guarantee in Education (SAGE) program, which is designed to boost academic achievement.
- Science Outreach Program regularly holds workshops to train K-12 teachers in interactive pedagogical methods more welcoming to students of color, and waives registration fees for teachers in high poverty school districts.
- Science Outreach holds a Scientist in Residence program at four elementary schools each year, including a mentoring program matching school children with UW Oshkosh students. One purpose of the program is to break down the stereotypical assumption that all scientists are white males.
- **2000 - The Title VII Bilingual Education Personnel Training Grant**, a five-year, \$1,186,134 grant awarded COEHS faculty in 2000, makes possible a major initiative training ESL and bilingual teachers in the Fox Valley. A budget of \$176,324 funded a variety of programs and activities:
 - Nine workshops on “Successful Practices with English Language Learners,” reached 280 K-12 staff in eight districts.
 - Two hundred forty (240) K-12 personnel attended a one-day Language, Culture, and Education Institute, co-sponsored by COEHS, the Title VII Grant, and the Division of Continuing Education and Extension.

Sixteen breakout sessions were offered, with most presenters from schools and colleges in Northeast Wisconsin, discussing techniques for reaching English Language Learners. A highlight of the program was a presentation by a Hmong performance artist.

- The grant also provided books and tuition for individuals training to become ESL/Bilingual Education teachers. 77 trainees were awarded funds, including 40 teachers seeking additional licensure, and 26 paraprofessionals or other educational personnel seeking teacher certification. Six teachers enrolled in the phase of the program that prepares bilingual teachers to become principals. Details of amounts of tuition grants are provided under Goal 4.
- New courses and curricular activities to develop under the program are discussed under Goal 6.
- In 2000, the Division of Continuing Education co-sponsored a workshop for 35 K-5 educators on “Exploring Hmong History and Culture” to enhance communication between school staff and Hmong students and families. Paid for by participant fees of \$130 each, the workshop was evaluated as very useful and will be repeated.
- In 2000 the Division of Continuing Education worked with the Department of Social Work to offer conferences that would enable school social workers to renew their licensure. Multiculturalism is one of the key training areas.
- In 2000, a COEHS faculty initiative used Race/Ethnicity grant funding for a reading seminar to focus on issues related to creating a positive climate for language multicultural high school students, and involved the Acting Dean, faculty members, local teachers, and counselors in Saturday morning book discussions featuring two works – *So Much to Say: Adolescents, Bilingualism & ESL in the Secondary School* and *Pedagogy of Freedom: Ethics, Democracy and Civic Courage*.
- In 2001, fifteen (15) middle and high school math teachers from Wisconsin reservations and two from South Dakota came to a two-day workshop held by COEHS faculty as part of the Anishinabe Project discussed in Goal 1. The purpose of the workshop, funded by a Diversity Council Innovation Grant of \$3000, was to inform these teachers about pedagogical techniques more effective with indigenous learners, and to raise teacher expectations of students’ abilities through focusing on problem solving. A follow-up workshop with reservation elementary teachers occurred in 2001.

2.5 Replicate successful faculty-led projects that foster relationships between the university and diverse students/families.

- COEHS projects in 1998-2003 included:
 - Family Literacy programs at domestic abuse shelters, the Martin Luther King Family Reading Program, and Wisconsin correctional facilities, Breaking Barriers with Books, serving 400 adults and 600 children from a variety of ethnicities by UW Oshkosh faculty and students.
 - Urban Experience program, through which 11 Teacher Education students in 1999-00, 8 students in 2000-2001, and 8 students in 2001-2002 gained field experience by shadowing teachers and working one-on-one with students in an urban Milwaukee school.
 - Reading Evaluation and Demonstration of Success (READS) initiative with linguistically, economically and culturally diverse Highlands Elementary School students in Appleton, Wisconsin.
 - Student/faculty research projects with K-12 ESL students, including Hmong ethnographies and journal workshops.
 - Delivery of distance education of a children's literature class and children enrolled in Milwaukee public schools.
 - Faculty meetings with area ESL coordinators, high school principals, and deans to discuss the COEHS Bilingual and ESL programs concurrent with the First Annual UW Oshkosh Language, Culture, and Education Institute.
 - Staff meetings with the director of the Fond du Lac 21st Century Community Learning Center to discuss potential collaboration projects focusing on language arts and science providing positive learning experiences for members of the Hmong community.
- The Department of Foreign Languages and COEHS Study in Mexico program involves UW Oshkosh students teaching English to small groups of Mexican school children in the state of Morelos. Alumni of this program teaching Spanish in Wisconsin have established "pen pal" contacts between their students here and their former students in Mexico, reinforcing connections. The cost of the program for students is partially paid for by the student fees. However, the director and co-director were awarded a \$250 grant from the Green Bay Literacy Council in 2000 for the purchase of textbooks, supplies, blackboards and photocopying. More than 500 Mexican students have been served during the course of the program.

Goal 3: Bring retention and graduation rates for students of color in line with student body as a whole.

3.1 Improve coordination and centralization of services for students of color.

- The Division of Academic Support (DAS) is the university unit, responsible for coordinating academic support services for campus students of color, as outlined below. Extracurricular activities for these students are centralized in the Multicultural Education Center (MEC).
 - The office of Multicultural Retention Programs (MRP) serves as an umbrella for a variety of programs and services that help increase the recruitment, matriculation, enrollment, retention, and graduation of multicultural and disadvantaged (M/D) students. MRP staff members work closely with faculty, staff and community members interested in improving cross-cultural relations and understanding cultural differences. MRP provide a number of services and activities directly with/or through co-sponsorship with other university departments.
 - Student Support Services (SSS), a TRIO program on the campus since 1975, provides retention activities such as tutoring, academic advising, cultural enrichment, workshops and seminars. The program has been funded from 1997-2001 through a grant from the US Department of Education for \$1,056,048. In 2001 SSS was refunded for five years. In 2001-2002 it was funded for \$345,808 and in 2002-2003 for \$349,427 to retain and graduate first-general/low-income students.

Year	Number of Multicultural students served	Number of other students served	Per cent in good academic standing	Per cent retained at UW Oshkosh	Number of graduates
1998-1999	132	143	83%	76%	45
1999-2000	111	164	86%	75%	39
2000-2001	110	165	92%	81%	36
2001-2002	137	163	87%	79%	42
2002-2003	150	150	N/A	N/A	N/A

- The Multicultural Education Center (MEC) is a freestanding building devoted to multicultural programming, situated in a historic home on the UW Oshkosh campus. The MEC is a multipurpose resource center that seeks to bring people together through enrichment programs and activities that promote and celebrate diversity on campus and the greater Oshkosh area. The MEC houses several DAS student assistance programs: the Microcomputer Tutorial Laboratory, the Writing Assistance Program, and the Math Skills Tutorial Program and Norma Shanebrook Multicultural Library. The Math Skills Tutorial Program served 162 students in 3,792 one-half hour sessions. The expected outcomes are that 70% of the students enrolled in math or math-related classes will complete the coursework successfully. The Writing Assistance Program served 322 students in 4,627 one-half hour to 40 minute sessions from 1998-1999 to Fall 2002. The writing skills specialist provides professional writing tutoring for multicultural and disadvantaged students across curriculum courses for the purpose of completing courses successfully. The Writing skills Specialist assists students with non-course related writing endeavors such as resumes, graduate school applications and cover letters. Expectations are 75 to 85% of students will gain deeper understanding and command of English. 2000– - DAS academic advisors offer intensive, ongoing advice for students in selecting courses and interpreting university policies and requirements. The ongoing goal of academic advising is to assist students in developing educational plans consistent with their career/personal goals and to provide students with the information and skills needed to pursue those goals. The MRP academic advisor provided academic advisement to 74 multicultural students in 2000, 90 in 2001, and 107 in 2002.
- 1998-2003– - DAS of Academic Support Multicultural Retention Programs (MRP) in the DAS continues to implement the Early Warning Intervention (EWI) program to closely monitor the academic progress of multicultural and disadvantage students on a course-by-course basis. The Early Warning Intervention System contacts faculty members teaching students of color, and asks them to report on the progress of these students several times each semester. Students identified as needing assistance by faculty are contacted by DAS counselors/advisors, and referred to services they may need to improve their performance. Data will be tracked to assess the effectiveness of this program.

	Total Letters Sent to Faculty	Total Replies	Total Concerns
1998-1999	8,344	2,286	473
1999-2000*	N/A	N/A	N/A
2000-2001	2,000	N/A	N/A
2001-2002	5,835	1,652	597
2002-2003**	3,698	1,168	472

* Data unavailable due to upgrade to PeopleSoft

**Fall 2002 figures only, 2003 available after Spring Semester 2003

- 2001– - DAS First-Year Experience Program is a special two-day orientation program for 50 multicultural incoming first-year students and 50 parents, Spring 2001; and 26 multicultural incoming first year students and 26 parents Spring 2002, through a Diversity Council Innovation Grant of \$2350 each year. The sessions included on campus Odyssey activities and information workshops as well as peer mentoring and an overnight stay in the residence halls.
- 2001-2002 - DAS First-Year Student Forums are designed to assist multicultural first-year students on academic skills related to time management, how to study effectively, test preparation and many other academic issues. 205 students participated in two Countdown to Finals and eight student forums.
- The MEC also serves as the headquarters for six multicultural student organizations, and includes study spaces and a kitchen where students can feel at home. To many students of color, the MEC provides a "home away from home" environment. The Chancellor's decision in November 2000 to commit \$100,000 of university funds to renovate this historic building was greeted with joy by the students it serves, as well as the university and community who had fought its demolition.
- The Division of Academic Support submitted a proposal to the U.S. Department of Education for a Veterans Upward Bound (VUB) Program for 2003-07. The program will serve 120 veterans who are low income and/or first generation, and live in Winnebago, Fond du Lac, Outagamie and Calumet counties. The primary purpose of VUB is to provide basic academic instruction, support services and motivation for veterans to prepare for and enter postsecondary education institutions. If funded, the program will begin in fall 2003.
- 2000– - The Chancellor's Northeast Wisconsin Educational Resource Alliance (NEW ERA) targets students completing programs at the College of Menominee Nation and the Technical Colleges. The focus is to increase the number of students, some of whom are students of color, who complete their undergraduate degree. The partners are UW Oshkosh, UW Green Bay, Technical College partners of NEW ERA, and the College of Menominee Nation. Chaired and founded by the Chancellor, NEW ERA has identified a number of potential collaborations. One of these collaborations is among UW Oshkosh, UW Green Bay, College of Menominee Nation, and the Technical College partners of NEW ERA and involves using a variation of the UW Oshkosh Bachelor of Liberal Studies degree (with a concentration in Organizational Administration) as a degree completion option for Technical College and College of Menominee Nation students.

- 2002– - The UW Oshkosh Personal Compact is a personalized student development program implemented in Fall 2002. Two additional advisors for the Advisement Office were hired. At its center is an agreement between each student and the university that will expand every student's intellectual, civic, ethical, and personal development goals through careful mentoring and extended guidance. It features an individually tailored plan for each student that will be flexible enough to respond to students' changing needs for academic support, financial counseling, and career planning. Outcomes expected are reduced time to degree, higher retention rate, student satisfaction with their experience at UW Oshkosh, overall student cost reduction, and savings of tuition dollars. This will positively affect multicultural students at UW Oshkosh.
- 2002– - The UW Oshkosh Women's Center will seek to promote and encourage the academic, personal and professional success of women students, staff, and faculty. The Center embodies the vision of enrichment and leadership in relation to students, faculty and staff and it provides a model for partnerships. It is an example of continuous learning, diversity, inclusion, and support. The Center will establish liaisons with many programs, offices, and organizations on campus – Women's Studies, The Center for New Learning, Campus for Awareness and Relationships Education (CARE), Gay, Lesbian, Bisexual and Transgender (GLBT), Helping Others Perceive Equality (HOPE), SHARE, Counseling Center, Employee Assistance Program (EAP), Human Resources, Affirmative Action Office, Sexual Harassment Resource Group, Mentoring Program, Career Services, Academic Advising, Wisconsin Women of Color in Higher Education, etc. The Center will draw in women from the faculty, staff, and students on campus, and engage in outreach activities designed to be ever more inclusive of special interest groups that form on the campus or in the community. The Women's Center will provide a flexible way to address problems women employees and students face on campus, leading to better retention of women faculty, staff, and students. The expected outcomes include increased retention rates for women faculty and staff of color.
- 2002– - The Center for New Learning tailors the intake, assessment, enrollment, and course selection guidance for each student establishing a relationship that fosters retention and graduate rates. This will enhance the retention of students enrolled in the program and their recommendations to other prospective students in the community. There are over 160 age 25+ students enrolled in the Center for New Learning.
- Photographs used in Center for New Learning marketing brochures and materials currently in production were carefully selected to include current students of the Center who are persons of color and reflect the diversity of enrollment. The distribution and availability of these materials will create a climate in our workplace and university setting that demonstrates diversity.

3.2 Encourage campus involvement of students of color

- The DAS provides many opportunities for leadership, sponsoring six student organizations: American Indian Student Association (AISA), Asian Student Association (ASA), Black Student Union (BSU), Hispanic Cultures United (HCU), Hmong Student Union (HSU), and the MEC Student Board. Each group organizes heritage month activities and coordinate on multicultural celebrations.
- The DAS urges students of color to participate in activities such as Oshkosh Student Association, Homecoming, Reeve Union Board committees and on-campus employment, as well as serving as orientation facilitators.
- DAS Pre-Orientation Program (Fall 1998 and 1999, Amended in 2000) includes Early Check-in, Peer Mentoring (see previous bullet point), and Just for Parents Only. The program was designed to give the incoming multicultural first year students a chance to move into the residence halls one day early. Early Check-in had 31 participants in 1998-99 and 45 in 1999-2000. Just for Parents Only had 54 participants in 1998-99 and 65 in 1999-2000.
- Over 1100 students, staff and faculty attended the Taste of Oshkosh/Celebration of Cultures in 2000, and an average of 150 people attended activities offered during each of four Heritage Months: Hispanic (October), Native American (November), African American (February) and Asian American (April).
- During 2000, the UW Oshkosh multicultural students were involved in various educational and social activities during the AHANA Student Leadership Conference 2000, directed toward 159 high school students of color from throughout Wisconsin. The mission of the AHANA Student Leadership Conference is to enhance leadership and interpersonal skills of Asian, Hispanic, African American and Native American students and to develop new skills necessary for effective leadership.
- United Students in Residence Halls Diversity Committee, newly formed in 2000-01, recently completed a diversity week program, including a candlelight vigil to commemorate the victims of hate crimes. It culminated with an essay contest on diversity-related issues. They intend to recruit more members to enhance the committee.
- With the support of a Diversity Council Innovation Grant, the DAS organizes a peer mentoring program pairing first-year and transfer students with upper division students, who serve as role models and resource people. The objective is to help multicultural and disadvantaged first-year and new transfer students make a positive transition to the university,

thereby promoting their retention. In 2000-2001, 95 mentees were paired with 25 mentors. In 2001-2002, 23 mentees were paired with 22 mentors. In 2002-2003 20 mentees were paired with 16 mentors.

- DAS Open House (Fall 2000, 2001, and 2002) is designed to welcome all the first year students and their parents during the University Early Check-in. Open House attendance by students, parents and faculty was 77 in 2000-01, 69 in 2001-02, and 79 in 2002-03. The Open House enhances the multicultural students' awareness and appreciation of campus diversity. During the three years the Open House has been held, there has been a total of 847 multicultural student applicants, 485 admits, and 259 enrolled and served.
- Residence Life hires several students of color as Community Advisors (CAs) to work in residence halls, providing leadership opportunities for these students as well as increasing the diversity of the hall environment for all students. Residence Life has worked with DAS to recruit CAs. In its most successful recruitment year, 1999, residence hall staff made presentations directly to multicultural student groups, a practice it should resume in the future.
Students of Color Hired as CAs: 1998-99: 3; 1999-00: 10; 2000-01: 4; 2001-02: 3; 2002-03: 6.
- To enhance retention of multicultural students, the Division of Academic Support/Multicultural Retention Programs' "Student Development Series" offered nine programs and events in 2002-2003, including Graduate School Workshop, Career and Life Planning for Juniors and Seniors, Time Management, Job Finding Skills, Multicultural Career Day, and Summer Affirmative Action Intern Program Information session. Of the 541 multicultural students targeted for the program, 45 participated in the series during Fall 2002.

3.3 Encourage students of color to make community connections.

- Division of Academic Support/Multicultural Retention Programs facilitates the application process of multicultural students for the Summer Affirmative Action Intern Program (SAAIP). SAAIP offers internship opportunities for students and facilitates placement with the State of Wisconsin agencies. From 1998-2002, 168 multicultural students applied for SAAIP, and 46 were hired by various State of Wisconsin agencies as interns.
- Companies and state agencies participate in the UW Oshkosh Multicultural Career Day coordinated by the Division of Academic Support/Multicultural Retention Programs. Each year 40-50 multicultural students meet employers to explore career and internship opportunities.

- The Black Student Union is active in mentoring projects with area elementary schools, The Boys and Girls Club and Big Brothers and Big Sisters.
- The Black Student Union invited Oshkosh Elementary Schools to “African Storytelling” conducted February 19, 2001, which brought a total of 96 students to the UW Oshkosh campus.
- Indian Teachers for Indian Children provides a precollege experience for approximately 35 Native American students with opportunities for COEHS students to work with the same population.
- The annual Martin Luther King Celebration is a citywide event in Oshkosh that brings faculty, staff, students and community members together. The 2003 event included 310 participants from the community and campus.
- COEHS co-sponsors the annual Oshkosh Race Unity Picnic with the Oshkosh Human Relations Council and other community organizations. The Division of Academic Support made it possible for students in its precollege programs to participate in Spring 2000. COEHS faculty provided leadership for the 2002 event.

3.4 Highlight achievements of people of color at the university in publications, programs, and promotional material.

- The DAS publishes *Diversity* magazine annually, highlighting contributions and achievements of faculty, staff and students of color as well as programs and community organizations that celebrate diversity.
- The University Publications Office works to ensure that every university brochure is diversely representative of all students.

Goal 4: Increase financial aid available to needy students of color.

4.1 Create Early Awareness System, integrating Financial Aid into Recruitment Activities.

- The Admissions Office sent a list of available scholarships with acceptance letters to students of color.
- Minority Honors Scholarships were featured prominently in information given to prospective students of color.

- The UW Oshkosh Foundation distributed a list of all available scholarships on campus to multicultural advisors.
- Participation in Diversity Council coordinates Financial Aid, Admissions, and Division of Academic Support staff.
- Promotions of the certificate and degrees attainable through the Center for New Learning include local companies and organizations who provide tuition reimbursement for employees. Approximately 35 students (age 25+) are part of the Miles Kimball Cohort.

4.2 Seek more grants for students of color.

- Dr. Michael P. Ford Scholarship endowment in Fall 2003 will be for single parent, nontraditional education students with financial needs and family responsibilities.
- The UW Oshkosh Foundation established a fund to provide low-cost or in some cases no-interest loans to students who evidence real financial need. The loan program will commence in Fall 2003.
- Student Support Services (SSS) received a retention grant for \$38,164 from the Department of Education for 2001-2002 to be distributed to freshman and sophomores with the expressed intent of minimizing the financial burdens of first-generation/low-income students. The SSS Grant Aid was distributed to 100 students.
- In 2002-2003 Student Support Services (SSS) was awarded \$42,854 to be distributed to eligible freshmen and sophomore students. Sixteen sophomore students were awarded \$28,270. The remaining amount will be awarded in Spring 2003 to eligible freshmen who meet the criteria.
- United Migrant Opportunity Services, Fox Valley Hispanic Coalition, and North Eastern Wisconsin Fair Housing Council provided six \$1,000 and four \$500 scholarships to graduating Hispanic high school students to attend UW Oshkosh and other area schools. All funding sources were external; however, university faculty and staff were involved with planning the program and/or scholarship selection committee. Since 1991 to date the program has provided scholarships to over 30 students.

- **ESL/Bilingual Teacher Grants;** Awarded through a COEHS Title VII grant, pay half of tuition and book stipend for students training in ESL and Bilingual Education. Thirty-three out of 82 students enrolled in the program are students of color. The data below includes Hmong in the Asian American category. All participants are not active every semester. In Spring 2003, 66 students are enrolled and receiving \$50,507.74.

Year	Total \$	Total students	Male	Female	African American	American Indian	Asian American	Hispanic	White
2000-02	\$248,433	172 total	30	142	0	1	56	25	90

- **Refugee Teacher Training Grants;** Funded by a grant from the Wisconsin DPI, supports Southeast Asian American students in COEHS with funds for tuition and books. COEHS administration received three UW Oshkosh Refugee Teacher Training grants (\$93,606) awarded to 18 teacher education program candidates with refugee status for financial aid support.

Year	Total \$	Total students	Male	Female	African American	American Indian	Asian American	Hispanic	White
1999-00	\$29,386	8	1	7	0	0	8	0	0
2000-01	\$10,175	4	1	3	0	0	4	0	0
2001-02	\$9,902	3	1	2	0	0	3	0	0

- **Diversity in Journalism Scholarship;** established in 2001 by Journalism faculty members; \$500 awarded annually; awarded to an Asian American in 2001 and 2002.

- **Minority Honors Scholarships;** For students of color entering as first-year, need is not a consideration, funded annually out of unrestricted funds, \$500 minimum.

Year	Total \$	Total students	Male	Female	African American	American Indian	Asian American	Hispanic	White
1998-99	\$14,110	11	3	8	6	0	1	4	0
1999-00	\$23,400	23	5	18	11	2	1	9	0
2000-01	\$23,000	22	5	17	6	4	3	9	0
2001-02	\$34,000	32	11	21	11	4	8	9	0
2002-03	\$40,200	49	21	28	13	10	11	15	0

- **Minority Freshman Achievement Awards;** (Combined with Minority Honors Awards, 1999-on).

Year	Total \$	Total Students	Male	Female	African American	American Indian	Asian American	Hispanic	White
1998-99	\$15,300	17	2	15	5	3	2	7	0

- **Multicultural Achievement Awards;** Funded from unrestricted funds, given annually to full-time students of color based on academic achievement, campus and community involvement, and leadership (bookstore vouchers).

Year	Total \$	Total students	Male	Female	African American	American Indian	Asian American	Hispanic	White
1998-99	\$1,250.	10	3	7	2	0	4	4	0
1999-00	\$1,395	10	3	7	2	1	4	3	0
2000-01	\$2,750	6	1	5	2	2	1	1	0

- **Lawton Grants;** Need-based grants for students of color from Wisconsin or Minnesota who have completed 30 credits.

Year	Total \$	Total students	Male	Female	African American	American Indian	Asian American	Hispanic	White
1998-99	\$107,779	74	33	41	17	9	31	17	0
1999-00	\$105,926	73	28	45	20	7	23	23	0
2000-01	\$119,867	73	32	41	22	10	24	17	0
2001-02	\$131,661	83	38	45	27	12	26	18	0

- **Minority Teacher Forgivable Loans;** For students of color admitted to COEHS; a UW System program initiated in 1988.

Year	Total \$	Total students	Male	Female	African American	American Indian	Asian American	Hispanic	White
1998-99	\$15,026	9	2	7	1	0	5	3	0
1999-00	\$ 3,852	2	0	2	2	0	0	0	0
2000-01	\$10,135	9	7	2	4	1	2	2	0
2001-02	\$ 4,256	3	1	2	1	0	1	1	0

- **Talent Incentive Program;** For Wisconsin residents who are persons of color or first-generation college students with extreme financial need.

Year	Total \$	Total students	Male	Female	African American	American Indian	Asian American	Hispanic	White
1998-99	\$137,847	115	40	75	15	3	32	8	57
1999-00	\$108,384	105	33	72	12	3	28	9	53
2000-01	\$149,270	96	30	66	11	3	31	8	43
2001-02	\$135,062	85	31	54	10	5	14	8	48

- **Bureau of Indian Affairs Grants;** A federal program for undergraduate students of American Indian Heritage.

Year	Total \$	Total students	Male	Female	African American	American Indian	Asian American	Hispanic	White
1998-99	\$65,564	21	8	13	0	19	0	0	2
1999-00	\$82,334	20	7	13	0	18	0	0	2
2000-01	\$68,965	20	6	14	0	19	0	0	1
2001-02	\$109,667	29	10	19	0	29	0	0	2

- **Wisconsin Native American Student Grant;** For Wisconsin graduate and undergraduate students of American Indian heritage.

Year	Total \$	Total students	Male	Female	African American	American Indian	Asian American	Hispanic	White
1998-99	\$20,927	22	7	15	0	17	0	0	5
1999-00	\$19,845	20	5	15	0	16	0	0	4
2000-01	\$20,837	21	5	16	0	17	0	0	4
2001-02	\$28,438	28	8	20	0	24	0	0	4

GRADUATE STUDENT AWARDS:

- **Advanced Opportunity Fellowship Program;** System program through which the Graduate School provides financial assistance to multicultural and economically disadvantaged students.

Year	Total \$	Total students	Male	Female	African American	American Indian	Asian American	Hispanic	White
1998-99	\$33,998	16	4	12	2	4	2	3	5
1999-00	\$31,000	9	5	4	3	3	2	1	0
2000-01	\$20,895	7	4	3	3	0	2	1	1
2001-02	\$76,388	13	4	9	6	1	4	2	0

- **Associate Vice Chancellor's Multicultural Awards;** Designated for academically talented multicultural graduate students.

Year	Total \$	Total students	Male	Female	African American	American Indian	Asian American	Hispanic	White
1998-99	\$32,500	6	1	5	2	2	1	1	0
1999-00	\$29,250	8	3	5	3	1	2	2	0
2000-01	\$59,058	7	2	5	3	1	1	2	0
2001-02	Changed to highest AOFPP award amount. No longer a separate category.								

SUMMARY AND TOTALS:

(Excluding ESL/Bilingual Teacher Grants and the 2002-03 disbursements for Minority Honors Scholarships)

Year	Total \$	Total students	Male	Female	African American	American Indian	Asian American	Hispanic	White
1998-99	\$444,301	301	103	198	50	57	78	47	69
1999-00	\$434,772	278	90	188	53	51	68	47	59
2000-01	\$484,952	265	93	172	51	57	68	40	49
2001-02	\$529,374	276	104	172	55	75	56	38	52

4.3 Aggressively seek additional sources of support for students of color

- Division of Academic Support/Multicultural Retention Programs Office disseminates information and facilitates the application process for internships, scholarships, jobs, and advance educational opportunities relevant to multicultural students throughout the year.
- COEHS, UW Milwaukee, and Lakeshore P-12 School district are partners in the Training for All Teachers Grant, which is in its second of three years. The grant provides courses and professional development sessions for approximately 50 teachers serving ESL children in Lakeshore districts (Green Bay, Manitowoc, and Sheboygan).
- The Graduate School and Advanced Opportunity Fellowship Program Advisory Board oversee the Advanced Opportunity Program (AOP), a grant program created by a Wisconsin statute in 1973 to provide financial assistance to

multicultural and disadvantaged students in graduate and advanced professional degree programs at institutions within the UW System. In 2001-2002, 13 students were served.

- The UW Oshkosh Foundation has initiated scholarships for students with special needs, i.e. students of color, single parents, unique challenges. During the last year scholarships have more than tripled—from 15 to 50.

Goal 5: Increase the number of faculty, academic staff, classified staff, and administrators of color.

5.1 Carry out the UW Oshkosh Affirmative Action Plan.

- Appointments of People of Color at each level:

Administration:	98-99: Assoc. Dean, COEHS	00-01: Dean, COEHS	01-02: Provost; Assoc. Dean, COLS
Faculty:	98-99: 4	99-00: 1	00-01: 0
			01-02: 6
Academic Staff:	98-99: 2	99-00: 1	00-01: 3
			01-02: 4
Classified Staff:	98-99: 5	99-00: 3	00-01: 0
			01-02: 1

- Growth of budgetary commitment to Affirmative Action:

- 1998-99: \$ 3,750 Human Resources Director position includes Affirmative Action responsibilities
No separate salary allocation, only Affirmative Action budget for supplies.
- 1999-2000 \$27,765 Director .25 FTE, part-time program assistant, plus supplies
- 2000-01: \$78,082 Director 1.0 FTE, part-time program assistant, plus supplies
- 2001-02: \$84,944 Director 1.0 FTE, part-time program assistant, plus supplies
- 2002-03 \$97,374 Director 1.0 FTE, full-time program assistant, plus supplies (budgeted, not actual)

- The Chancellor's Office demonstrated commitment to Affirmative Action by increasing the Director to full-time in 2000.
- Since being guided by a full-time director in 2000-2003, the Affirmative Action Office:
 1. Put procedures and processes in place to increase the commitment to diversity by faculty and staff involved in hiring and retention.
 2. Works closely with the Human Resources office in the hiring process for classified staff.

3. Trained more than 190 faculty and staff on how affirmative action and equal employment opportunity laws fit into the hiring process; 55 of these have agreed to be affirmative action representatives on search and screen committees.
 4. Requires search and screen committees to be oriented before they begin development of the position announcement and recruitment plan. Gives one-hour orientation to search committees on AA/EEO principles. (50 presentations to academic staff search committees and 26 faculty search committees in 2001-02; 40 presentations so far in 2002-03)
 5. Works closely with faculty and staff to include women and/or people of color, plus placing an affirmative action representative on all search and screen committees.
 6. Conducted 185 searches for hiring academic staff and faculty since October 1, 2000. Has made committees aware of the UW Oshkosh Affirmative Action Plan, making certain they understand the hiring goals and their responsibilities for affirmative action and equal opportunity.
 7. Encourages searches for most faculty positions to be posted in both the *Black Issues in Higher Education* and *Hispanic Outlook*.
 8. Implemented an Exit Interview Program for employees who leave UW Oshkosh or transfer to another unit/department. As of January 2003, 10 exit interviews have been completed as a pilot program.
 9. Increased the FTE of the Affirmative Action Office program assistant from .5 to .75 in 2001, and then to 1.0 in 2002, thus increasing the ability of the office to carry out goals.
 10. Moved to a larger office location in 2003, increasing the ability of the office to carry out goals.
 11. Worked with Residence Life to develop an affirmative action web site that serves approximately 80-100 searches annually for faculty and academic staff.
 12. Created more standardization in the hiring process and awareness of AA/EEO issues using two new evaluation forms and summary screening tools.
- The Affirmative Action Office, Affirmative Action Council, and Mentoring Advisory Committee have increased training to support a campus climate enhancing diversity for all employees. Mentoring for classified and academic staff began in 1999 and additional training was added in 2001. The program increases awareness and education on how AA/EEO issues fit into the hiring process; how to communicate and work through conflict; how to work with diverse groups of people. Mentoring increases the rate at which new employees are connected to UW Oshkosh, network with others, learn about campus climate, etc.

These programs serve many people as follows:

- AA/EEO and Hiring Process Workshops: 80 trained in January 2001; 100 in January 2003
- Classified Staff Leadership Program: 35 trained in 2002-03

- Diversity Training: 35 AmeriCorps employees in January – April 2003 (part of CCDET, UW Oshkosh)
- Matching new and current employees with mentors, and providing training to both mentors and mentees on their role and responsibility in this relationship: all faculty are given a mentor—some have two mentors—one intradepartmental and the other interdepartmental. Approximately 200 classified and academic staff have been involved since 1999.
- The English Department and the College of Letters and Science supported in part by a Diversity Council Innovation Grant coordinated a Wisconsin Women of Color in Higher Education speaker and banquet in April 2002, which had 80 participants. The outcomes included: assisting in the recruitment and retention of employees of color at UW Oshkosh, supporting the well-being and academic success of students of color, providing a forum for dialogue and interaction among women of color employees, identifying leadership opportunities and supporting professional development opportunities for women of color, providing a liaison with alumnae of color, increasing cultural explorations on campus, promoting curricular expansion, developing desirable group affiliations, and easing the isolation of the “visible few.”
- The current staff of the Center for New Learning includes a contract Webmaster who is a person of color. The diversity of the office is represented to campus and on-line.
- The UW Oshkosh Foundation’s strategic planning for funding sources has resulted in newly developed funding sources to help provide resources to attract and retain diverse faculty members. This is internal funding.

5.2 Advertise position vacancies to persons of color in special mailings, personal networking, and in targeted publications.

- In the COLS, the Social Work department hired a Hmong faculty member in 1994 and provided him with a reduced teaching load at full pay to encourage his degree completion, which he did in Spring 1999. He continued as an Assistant Professor, “paying back” the department’s commitment to him. However, by the end of the 2000-2001 academic year, he chose to leave UW Oshkosh. Thus, although not entirely successful, this model deserves further exploration.
- The Department of Foreign Languages and Literatures, chaired by a woman of color since 1996, has rehired four people of color yearly as academic staff, and regularly employs students of color as assistants in the department and language lab.

- The English department hired four women of color as faculty between 1997-2001. In several of these searches, personal networking at conferences was critical, as was explicit mention in job advertisements of responsibility to teach ethnic American literature. Two of these faculty members also held key positions in the department, including director of the graduate program and director of the writing center. However, by the end of the 2000-2001 year, three of the four had left the University. Retention of faculty of color is a crucial issue and it is being well addressed.
- The College of Education and Human Services hired a woman of color as associate dean in June 1999 who became dean of the college in April 2000. As the first woman to serve within the college and also the first person of color to serve within the university in that position, she brings a strong commitment to and heightened awareness of issues in this area.
- The Department of Residence Life has engaged in the successful recruitment and hiring of multicultural staff. During 1999-2002, one in ten of their full-time residence hall directors is African-American. One in four of their assistant hall directors is African-American. They continue to seek qualified candidates of color each year for their residence hall staff.
- The College of Nursing sent representatives to recruit faculty at the Hispanic Nurses Convention and the National Black Nurses Association convention.
- The COLS continues to recruit and retain high quality faculty and staff of a diverse ethnic and racial background. Working together with the director of Affirmative Action, the College seeks to maximize the publicity of its faculty and staff vacancies to attract qualified applicants of color for all the positions. Through its mentoring program, the College of Letters and Science matches a tenured faculty member with a newcomer to enhance their success in establishing their academic career and making connections within the community. The target population is qualified multicultural graduates of doctoral programs within numerous disciplines represented by the various departments within the College of Letters and Science. Hundreds of applicants per year are part of this effort with numbers varying by department/program. The proportion of applicants who are of color varies by discipline.

Equal treatment of all applicants, regardless of racial or ethnic heritage, is expected to remain a central feature of all recruitment efforts within the college. It is expected that over time a great proportion of the faculty and staff will consist of individuals of color, and that over time their proportion will approach the representation of such groups nationally. The faculty and staff already contain a higher proportion of individuals of color than the overall population

of East Central Wisconsin. Over the past two years the College hired an Associate Dean of African-American heritage, a faculty member in the Department of English of Japanese-American heritage, three academic staff members in the Department of Foreign Language of Hispanic heritage, one academic staff member in the Department of Geography of African heritage, a faculty member in the Department of History of Hispanic heritage, a faculty member in the Department of Political Science of Chinese heritage, a faculty member in the Department of Psychology of Asian heritage, and a faculty member in the Department of Public Affairs of Chinese ancestry. Such recruiting success in hiring individuals of color is an excellent measure of success of the college's implementation activities.

Internal factors influencing the outcomes are: 1) Limited positions that can be advertised in many disciplines, and given current budget constraints, no faculty or staff positions can be advertised in certain departments which lack diversity until a current member retires or resigns and 2). Lack of racial diversity within the Oshkosh area acts as a disincentive when recruiting many individuals of color.

- The Professional Education faculty and administration profile includes 27 females and 24 males including five persons of color. Ethnic groups identified are two Asian, and one each of African American, Hispanic, and Native American.
- All College of Education and Human Services faculty positions are posted in two publications: *Black Issues in Higher Education* and *Hispanic Outlook*, and advertised directly with historically black colleges and Hispanic-serving institutions and specialized professional organizations.
- Career Services engages in efforts to seek and hire multicultural student employees, working with them to secure an internship and developing a networking plan to obtain employment upon graduation. One Hmong student is currently employed in Career Services and has obtained an internship.
- The Northeast Wisconsin Educational Resource Alliance (NEW ERA), chaired and founded by the Chancellor, has identified a number of collaborations, one of which is an employment opportunities web page. This web site was developed in Spring 2002 to help with faculty and staff recruitment and retention. Many candidates for faculty and staff positions at NEW ERA institutions have spouses, partners, significant others or family members who will be looking for employment in the area. The web site facilitates the process by bringing together the websites of higher educational institutions, companies, and communities in NE Wisconsin. NEW ERA partners are UW College-Fond du Lac, Fox Valley Technical College, College of Menominee Nation, UW College-Fox Valley, UW Green Bay, Lakeshore Technical College, UW College-Manitowoc, Northeast Wisconsin Technical College, UW College-Marinette, Moraine Park Technical College, UW College-Sheboygan, and UW Extension.

- The Affirmative Action Office developed the “Employment Opportunities” web site and brochure for spouses and partners of job applicants and employees and put it online at neweraonline.org. More than 3,500 brochures have been given out to search committees to share with applicants for positions since 2001. This targets the well-being of families and will support recruitment and retention of persons of color.
- The Affirmative Action Office required that the “Recruitment Plan Worksheet” be completed and attached to the Position Announcement before approval to hire to make sure advertising reaches women and people of color who are interested in applying. The office supports research of additional publications, newspapers, and web sites targeting people of color to use for advertising open positions. Approximately 150 employees are hired each year.
- The Affirmative Action Office has developed and implemented methods to increase the number of women and persons of color in applicant pools for faculty positions using the following approaches:
 - Purchased of a major resume directory, the *Minority and Women Doctoral Directory*, and share with all academic departments involved in hiring faculty.
 - Posted faculty position announcements on additional web sites to attract faculty of color.
 - Attended the ACE Diversity Conference in 2001.
 - Obtained invitations in 2001 and 2002 to attend and present workshops to the Compact for Faculty Diversity Annual Institute on Teaching and Mentoring. These are annual institutes that attract more than 500 graduate students of color and their faculty mentors.
 - Interfaced with four other resume databases to encourage people of color to apply for faculty positions.
 - Discussed with search committees incorporating more flexibility in the job description, the process of evaluating applications, and applicants’ qualifications.
 - Placed all faculty positions open for 2003-04 in the *Hispanic Outlook* and *Black Issues in Higher Education*.
- The Provost’s Office and Affirmative Action Office participated in the 2002 Compact for Diversity Conference attended by 650 Ph.D. graduate students of color and potential graduate students (McNair students). The Affirmative Action Director had a recruiting table at the conference. The Director of Affirmative Action delivered a presentation, serving a recruitment effort, to a group of 50 graduate students. Over 200 of the graduate students were reached at the conference. The university also received access to an on-line resume database of about 500 graduate students which can be used to contact individual students. Correspondence with about 20 diverse students resulted.

- An African-American Counselor Education student engaged in a 300-hour internship experience in Career Services in Spring 2003.

5.3 Establish relationships with Historically Black/Other Ethnically Diverse Colleges and Universities.

- In 2001, the Division of Academic Support brought noted African American administrator (with experience at public and private universities as well as historically black colleges) Dr. Herman Blake to speak to faculty, staff, and students on recruitment of students, faculty and staff of color, through a Diversity Council Innovation Grant. Approximately 55 university staff, students and faculty were in attendance. The Plan 2008 Innovation Grant made the program possible. The forum was well received and attended with comments averaging 4.46 on a scale of 1-5 (5 being outstanding).
- The COLS is exploring connections with HBC Dillard University in New Orleans, where a former UW Oshkosh English department member is now a dean.
- The Diversity Council is refining the process to implement the Second University Experience, a program that places an entire class of UW Oshkosh students within an Historically Black University setting. An exchange visit to campus by a class from an Historically Black University is part of the Second University Experience planning. This funding endeavor opens doors to multicultural students from other campuses to visit us and become informed about what we can offer through the Second University Experience. Thus far, one travel experience is ready to occur (Spring 2003), with another closely following.

Goal 6: Foster institutional environments and course development that support diversity.

6.1 Develop and deliver staff development programs for faculty, academic and classified staff

- The UWS Women in Science Program, housed at UW Oshkosh, offers workshops for two days every October that trains new system math and science professors in teaching strategies, other than lecture, that have been shown to enhance learning and improving retention for women and multicultural students. Assessment of this program demonstrated that 100% of participants used workshop materials and administrators noted increased discussion of pedagogical techniques when their faculty had attended.

- The UWS Women in Science Program also holds a five-day Curriculum Reform Institute at UW Oshkosh each June, designed to help teams of science educators from the UW System and throughout the country revise courses or establish new ones that address the needs of diverse student populations to aid in their retention as science students. Between 30-70 faculty members have participated each year. The WSP program recently received national recognition for the success of its programs.
- In 1998-99, faculty members from the COLS and the COEHS organized three (3) faculty/staff seminars of 10-12 faculty each, funded by grants from the UW System's Institute on Race and Ethnicity, focusing on language retention, Afro-centrism, and intersections of race and gender. These discussions raised campus awareness on the complexity of these key ethnic studies issues.
- In 1999, Afro-centric scholar Molefi Kete Asante spoke as a Distinguished Professor for a COEHS faculty seminar about his written work. It was funded through a grant from the UW System Institute on Race and Ethnicity. "A Visit with Molefi Asante" video won the Award of Merit in the annual Wisconsin Association of Public, Education, and Government channels competition.
- In 2000, twenty faculty and staff attended a Counseling Center faculty/staff development program, "Creating a Diversity Affirming Campus Environment," featuring Dr. Jihad Azis, an African American counselor from Ball State.
- In 2000, the Provost's Office sponsored a teleconference "Shaping the Agenda for Higher Education for Women in the 21st Century," which emphasized the intersection of gender with other aspects of diversity. Participation included organizing focus groups of faculty, staff, and students; and developing an action agenda that included continued training, particularly for supervisors, on diversity issues.
- The COEHS established a Diversity Committee in 2000 to coordinate college efforts to support Plan 2008 and diversity goals.
- UW Oshkosh staff and faculty have served as leaders for sensitivity training seminars held for police dispatchers at Fox Valley Technical College, emphasizing appreciation of Latino cultural values. These workshops were very well received and might be implemented on our campus as well for UW Oshkosh employees.
- In 2000, the Division of Academic Support published a cookbook highlighting multicultural recipes gathered from campus personnel, increasing campus awareness of the diversity of this community.

- In 2000, Native American Indian elder and activist Vernon Bellecourt discussed Treaty Rights and Mascot Obligations, as part of a multi-event visit co-sponsored by the Faculty Development Board, the American Indian Student Association and the Anishinabe Teachers for Anishinabe Children project.
- In 2000-2001 UW Oshkosh faculty have been involved in organizing the UWS American Indian Studies Consortium to unify UW System efforts in addressing American Indian student recruitment and retention by increasing links to tribal communities.
- In 2001, COEHS faculty members organized a faculty college featuring colleagues from Australia who presented information on teaching strategies that have proven to be particularly effective with indigenous peoples.
- The Provost's Office sponsored a team of 7 faculty and academic staff to attend the week long American Indian Studies Summer Institute on the Menominee Reservation in Summer 2001.
- The COEHS received a \$3500 grant from the UW System Institute on Race and Ethnicity for the *Hmong Language, Culture, and Learning* project.
- In 2002, supported by Diversity Council Innovation Grant funds, the COEHS conducted, "Enhancing the Lives of Our Future Leaders," a workshop for tribal council chairs, education directors, school administrators, and guidance counselors with Wisconsin Native American youth to address the crises of underachievement and school failure of Native American youth. Thirty-six (36) attended the workshop and two Gates Millennium Scholars are now attending UW Oshkosh. Also, the Oneida Nation High School is now offering a college track writing class.
- The Department of Foreign Languages and Literatures, the COLS, offers free language classes specifically for employees, including instruction in Spanish, relevant to 2008 goals.
- The University Police Department organized a Student, Faculty and Staff Ride Along Program to forge a better relationship between police and the community they serve. Special encouragement has been focused on students of color to becoming involved and build trust and cooperation to remove mutual negative stereotypes.

- The English Department raises funds annually to award a \$200 Norma Shanebrook Scholarship to the student whose paper on ethnic literature is judged the best. The award honors the memory of a late faculty member strongly committed to diversity.
- In 2002 supported with Diversity Council Innovation Grant funds, the COEHS organized campus information sessions with admissions and financial aid, lunch, and campus tours with university students to provide preparation and college prep counseling to multicultural language students from middle and secondary schools in northeast Wisconsin. Demographically, the 147 students served were 50% Hmong and 50% Hispanic, with small numbers of students from other backgrounds. One-third of the students were English language learners and the rest were mainstream students. One Hmong student decided to attend UW Oshkosh in Fall 2002.
- In 2002 supported with Diversity Council Innovation Grant funds, the UW Oshkosh Wind Ensemble toured Milwaukee area high schools to develop and strengthen understanding and appreciation of diversity by the members of the wind ensemble.
- In 2002 supported with Diversity Council Innovation Grant funds, the English Department presented the Writers of Color Residency Series with university students, high school students, and community members attending. By bringing writers of color to campus for week-long or partial week residencies, opportunities are provided to enhance the multicultural education not only of students but also the wider campus and Oshkosh community.

6.2 Integrate speakers, programs and activities that deal with racial/ethnic issues in mainstream campus life.

- The City of Oshkosh and UW Oshkosh jointly organized the Human Relations Council in 1989. It is an organization that unites university and community, business interests and educational personnel, in activities that promote an environment supporting racial, ethnic, and cultural diversity.

The Division of Academic Support actively supports and encourages community cultural enrichment through its participation in the Oshkosh Community-University Human Relations Council (HRC). HRC was reorganized in 1994 to meet the demands of a growing community (Oshkosh) as it became more culturally, ethnically and racially diverse. The Council was formed to assist the community in understanding and working with these and other social changes. The 60 members of the Council represent the broadest possible diversity of our community in their racial and ethnic backgrounds, their relationships to the city and university, and their particular skills, interests, backgrounds and personal qualities. It provides speakers, educational programs and other outreach efforts to advance an understanding

of diversity. It serves as a mediator or a spokesperson when groups or individuals who feel they have been discriminated against request assistance. It is a clearinghouse for information relating to diversity and services in the community.

- The Division of Academic Support collaborates with many other units on campus to present calendars of events annually for Asian American, Hispanic, African American, Hmong, and American Indian Heritage Months. Co-sponsorship of many events builds attendance as well as a spirit of cooperation. The Bookstore presented relevant displays, faculty and staff members from many disciplines provide informative, informal lectures, and connections with local communities of color are forged as well.
- 1998-2001 NEW PROGRAMS

***partial funding by Diversity Council Innovation Grant**

Year	Sponsor	Event Description	Estimated Attendance
2001	United Students in Residence Halls Diversity Committee	First Annual Diversity Week, included a candlelight vigil that honored victims of hate crimes, an essay contest, and numerous hall events.	Vigil: 50 Halls: 180
2001	COLS Dean's Office, Cost: \$600	Alex and Ken Seowtewa, Zuni Pueblo artists, addressed two classes and a public lecture on the mural they have been painting since 1970 on Zuni religious beliefs.	Classes: 75 Lecture: 30
2001	COLS Dean's Office* Cost: \$3000	Tribal Elder in Residence Dorothy Davids (Stockbridge-Munsee) spent a week on campus, addressed 7 classes, met with students & staff, and gave a public lecture.	Classes: 250 Lecture: 200
2001	COLS Theatre Program	"Alter/Natives," performance piece by Native American theatre troupe.	2 shows: 100
2001	English Dept. * Cost: \$2143	Shara McCallum, African American poet, spent a week on campus, working with students and giving a public lecture, initiating Writer of Color in Residence series.	Classes: 100 Lecture: 40
2000	Women's Advocacy Council and Women's Studies, \$1200	Renae McNeal, African American performance artist, gave a presentation for Women's History Month on the history of African American women.	Show: 25
2000	English Dept. Poetry Series	African American and Hispanic Contemporary Performance ("Slam") Poets.	Reading: 100

1998-2001 NEW PROGRAMS (Continued)			
*partial funding by Diversity Council Innovation Grant			
Year	Sponsor	Event Description	Estimated Attendance
2000	Faculty Development Board, Am Ind. Student Assoc, \$1800	American Indian activist Vernon Bellecourt addressed a class and gave a public lecture, "Treaty Rights and Mascot Obligations," including 24 visiting students.	Class: 30 Lecture: 100
2000	COLS Arts Fest 2000	Performance by African American dance troupe as part of multicultural focus.	Show: 50
2000	COLS, English, Women's Studies, WI Hum. Council	Lecture by Hmong American writer, Houa Vue Moua.	Lecture: 120
2000	COLS, Dean of Students	Lecture and class presentations by Edwidge Danticat, Haitian American author of <u>Krik? Krak!</u> , read by all entering students as part of Odyssey orientation program.	Classes: 75 Lecture: 500
2000	English Dept, Women's Studies	Lecture by American Indian storyteller, scholar and TV personality Patti Lowe.	Lecture: 60
1999	Women's Advocacy Council, English, COLS, Woman Studies, \$1200	American Indian writer and critic Paula Gunn Allen addressed several classes and gave a public lecture as part of Women's History Month.	Classes: 45 Lecture: 200
1998	Reeve Union Speakers' Series	Jane Elliot, lectured on "Blue Eyed," her controversial educational experiment demonstrating the effects of discrimination.	Lecture: 400

- The Assistant Dean of Students and Assistant Directors of Residence Life continue invite persons of color to provide keynote addresses for events that are open to all students new to the university and to hall staff and hall government leaders. These orientation programs deliver diversity training and feature speakers during residence hall staff and hall government training and development in August, September, and January (1999-2002). Each year approximately 1800 new students and 200 hall staff and hall government leaders are served by these events.
- The COLS seeks to provide all students with a broad education that enhances their learning and respect for ethnic diversity. This is accomplished by appropriate inclusion of topics relating to ethnic diversity within existing courses and the development of new courses. The entire student body is served. Because all undergraduate students must complete General Education requirements that are taught within the college, the college's efforts to promote learning about and appreciation of ethnic diversity is experienced by the entire student body, thousands of persons annually.

Within the past two years the college has added to its curriculum courses that deal with racial and ethnic diversity. Examples include a new course in the English Department on Topics in Caribbean Literature, the increase in number of college courses that meet the University's Ethnic Studies requirement, and continued efforts to enhance the studies abroad options.

- The COEHS Urban Field Experience Program provides interested students the opportunity to student teach in Wisconsin's major metropolitan areas: Milwaukee, Racine, Kenosha, and Beloit. COEHS faculty were at the Urban Teacher World in Milwaukee in 2001.
- Diversity is the thread tied to pedagogy, outreach, research, and scholarship in the program. Candidates are provided contact with a faculty diverse with ideas and have experiences with diverse and at risk populations. Diversity is linked to the COEHS Conceptual Framework and IRA professional standards. It travels with us in course pedagogy through the candidates into their classrooms. Three specific programs in which candidates are involved include: 1) the prison program "Breaking Barriers with Books," targeting at-risk children of inmates from diverse families; 2) the Martin Luther King, Jr., Family Reading Program addressing literacy needs of families residing at a local domestic abuse shelter; and 3) Even Start – GOES Program serving families at risk limited in English and in literacy.
- The COEHS Human Relations Committee assumes the role of a de facto Advisory Committee on Cultural Diversity to examine issues, insights, and ideas related to diversity of staff, candidates, and field experiences and make recommendations for moving the Professional Education Program (PEP) forward. PEP candidate complete 25 hours of fieldwork with populations representing racial and ethnic diversity and 25 hours of fieldwork in populations with disabilities. The Human Relations diversity requirements are closely linked to the gateway course "Individual, School and Society," integrated as part of course expectations and reviewed closely by individual instructors. Release time provides for a staff member to work with the Human Relations Committee to aggressively identify, recruit, and establish relationships with additional field experience sites. Expectations related to culture and diversity are assessed as a part of the Admission I Performance-based Portfolio process for entrance into PEP.

Demographics of COEHS Preparation Candidates (2001-02) As of 10/15/2001									
	Full-Time (Men) Initial	Part-Time (Men) Initial	Full-Time (Women) Initial	Part-Time (Women) Initial	Full-Time (Men) Advanced	Part-Time (Men) Advanced	Full-Time (Women) Advanced	Part-Time (Women) Advanced	Total
African-American, non-Hispanic	8	0	3	1	0	3	2	2	19
American Indian or Alaskan Native	0	2	10	2	0	2	1	1	18
Asian or Pacific Islander	5	1	16	6	0	1	0	9	38
Hispanic	2	1	12	2	0	0	0	5	22
White, non-Hispanic	461	38	1221	113	15	125	56	381	2410
Race/Ethnicity unknown	4	0	8	1	0	1	3	0	17

- The Division of Academic Support/Multicultural Retention Programs counselors advise six multicultural student organizations, including the Multicultural Education Center (MEC) Student Board (umbrella organization for all five multicultural student organizations), Asian Student Association, Hmong Student Union, Black Student Union, American Indian Student Organization, and Hispanic Cultures United. These organizations offer approximately 100 cultural, educational, social and recreational programs each year. In addition, the MEC Student Board co-sponsors selected cultural/educational events throughout the academic year.

Division of Academic Support Multicultural Programs Participation List 1998-2003					
Program	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
American Indian Heritage Month*	500	800	N/A	N/A	Spring 2003
Amer. Indian Sci.& Eng. Society Nat'l Conf.**	3	3	1	N/A	N/A
American Multicultural Student Leadership Conf.**	14	27	9	7	Fall 2003
Asian Heritage Month*	1290	1362	1350	1012	April 2003
Black History Month*	600	310	432	400	February 2003
Cinco de Mayo*	145	175	90	50	May 2003
Hispanic Heritage Month*	575	621	322	375	353
Hmong Educational Conference	145	359	N/A	85	April 2003
Holidays Around the World	150	91	99	98	89
Martin Luther King Celebration***	330	263	320	350	310
Multicultural Achievement Awards****	10	6	8	6	April 2003
U.S. Hispanic Leadership Conference**	10	10	9	8	4

* Programs and events are sponsored by the multicultural student organizations with funding by the Student Allocations Committee

** Attendance at student leadership conferences is highly encouraged by the organizations and is included in their respective annual budgets.

*** The UW Oshkosh, the Oshkosh Human Relations Council, the City of Oshkosh and the Oshkosh Area Community Foundation sponsor the Annual Martin Luther King program.

**** The Multicultural Achievement Awards are coordinated by the Division of Academic Support and are funded by the UW Oshkosh Foundation Office.

- The COEHS held National Lao-Hmong Recognition Day and Training in Summer 2002 to provide opportunities for students of color to become further engaged in educational experiences.
- In 2002, UW Oshkosh Continuing Education and UW Eau Claire Continuing Education partnered in “Hmong Religion & Cultural Values,” a workshop designed for all people interested in learning more about Hmong people in the U.S. It

was of special interest to those working with the Hmong, and had 24 participants including social workers, counselors, librarians, nurses, attorneys, police officers, and teachers.

- In 2002, UW Oshkosh Continuing Education, the COEHS, and the U.S. Department of Education presented the 2nd Annual Language, Culture and Education Institute. The institute was attended by 171 and focused on issues of language, culture, and education in Northeast Wisconsin. It was designed to assist educators in their efforts to deliver quality academic content and promote positive learning environments among culturally diverse students.
- In 2002, UW Oshkosh Continuing Education, the Wisconsin Technical College System Board, and the Wisconsin Department of Public Instruction presented, “Channeling Change into Success,” attended by 472 literacy providers. This conference was designed to help teachers more effectively teach reading and writing skills to students of all cultures.
- In 2002, UW Oshkosh Continuing Education, the Wisconsin Technical College System Board, and the Wisconsin Department of Public Instruction presented the Wisconsin Art Education Conference, “Common Bonds: Visual Harmony Through Art and Culture.” The conference was attended by 109 participants and included 32 sessions, each lasting one to two hours, including workshops, presentations, and seminars on a variety of subjects including Asian and Native American art.
- In 2002, UW Oshkosh Continuing Education and the UW Oshkosh Department of Reading presented the 36th annual UW Oshkosh Reading Conference, “Energizing the Professions.” Participants totaled 400. Sections were offered for people with an interest in reading and motivation in high school, in strategies for middle schoolchildren, and in family literacy. The objective is literacy for everyone. The outcome is to help teachers improve their ability to teach reading to students of all cultures.
- In 2002, the Psychology Department with funding from a Diversity Council Innovation Grant presented a Speakers Series for Cross-Cultural Psychology. The series enhanced awareness of ethnic diversity and fostered an environment of respect for racial and ethnic diversity. Guest speakers on ethnic-diversity topics pertinent to psychology were invited to the Cross-Cultural Psychology class attended by 33 students and guests. One multicultural student who intends to enroll at UW Oshkosh feels more comfortable after her visit to the class and the contact with the Outreach with Aviation Resources Coordinator (SOAR) from the EAA Foundation, which shows the potential for bringing younger students of color to campus.
- The Art Department’s Diversity in Understanding the Arts program funded by a Diversity Council Innovation Grant enlarged the department’s slide and video collection to include examples of artists and their works from a wider

geographic and cultural spectrum. The multicultural art slides and videos serve the needs of the entire department and are of particular use for the general art appreciation course taught to approximately 700 students each academic year.

- The College of Nursing will begin enrolling students in the recently approved Accelerated, Online Bachelor's Degree to BSN Program in May 2003. The program allows individuals with bachelor's degrees in other fields to complete a Bachelor of Science in Nursing (BSN) degree program in 12 months in an accelerated, nontraditional format online. No other such program exists in Wisconsin. One targeted outcome of the program is a seamless educational opportunity for students of color. The recent economic downturn, combined with the ongoing nursing shortage, present a tremendous opportunity to attract individuals to the professional nursing field, an area where employment opportunities abound. This opportunity flows directly from the UW Oshkosh mission and commitment to Plan 2008.
- A new articulation agreement between the College of Nursing and College of Menominee Nation will begin enrollment in Fall 2003. This BSN Degree program facilitates those who have completed the Associate Degree Pre-Nursing Program at College of the Menominee Nation in transferring to UW Oshkosh.
- Collaborative-Cooperative/Articulation Agreements: UW Oshkosh Undergraduate Programs

UW Oshkosh / Institutions	Program Name	Type of Agreement	Initiated
UW Center—Fox Valley	Educational Partnership	Collaborative	1999
UW Center—Fox Valley & UW Platteville	Pre-Engineering Program	Articulation	1999
UW Center--Fox Valley and UW Center—Fond du Lac	Bachelor of Liberal Studies Degree – Organizational Administration Emphasis	Collaborative	1999
UW Eau Claire, Green Bay, Madison, Milwaukee	Collaborative Nursing Program	Collaborative	1996
UW Eau Claire, Madison, Superior, Whitewater	School Library Education Consortium (UWS-SLEC)	Articulation	2000
UW Center—Fox Valley	Criminal Justice	Articulation	2002
College of the Menominee Nation	BSN Degree Program: facilitate those who have completed the Associate Degree Pre-Nursing Program at College of the Menominee Nation and are transferring to UW Oshkosh	Articulation	2002
Technical Colleges: Fox Valley, Lakeshore, Moraine Park, and Northeast Wisconsin	BLS Organizational Administration (AA degrees from colleges in Supervisory Management)	Articulation	2002
Fox Valley Technical College	BLS Organizational Administration (includes following AA degrees from FVTC: Aeronautics, Banking & Financial Services, CIS, Insurance Services, Supervisory Mgt.)	Articulation	2003 (Pending Signature)

6.3 Study and assess the campus and community climate for diversity.

- The University Police met in 2000-2001 with the Black Student Union and Hmong Student Union to foster understanding between police and these communities and to discuss safety concerns for campus events.
- The Campus Climate Study Committee as written in the UW Oshkosh Plan 2008 has not yet been convened. It will be combined with a climate study initiative arising from the UW System Committee on the Status of Women report in spring 2000. Rather than duplicating efforts, one inclusive study, addressing issues of cultural diversity and gender, is being planned, using instruments developed elsewhere. Based on this report the Women's Center has come into being in 2003, with initial one-time funding from the office of the Chancellor.
- The Diversity Council has recommended researching the results of previous campus climate studies, whether or not they addressed race or gender issues, to provide a baseline for comparison. For instance, in 2000-2001 an Associate Dean of COLS conducted a climate study among recently hired faculty, which should be considered when designing future studies.
- The Diversity Council conducted focus groups with 6 Hmong and 6 Hispanic students in spring 2001. The two focus groups, facilitated by faculty and staff members belonging to the same ethnic group, provided excellent information about campus climate as well as suggestions for recruitment strategies.

6.4 Explore the expansion, replication, or adaptation of successful curricular models that incorporate multicultural experiences and perspectives.

- The English Department's major, revised in 1998, makes ethnically diverse literature visible and central. Lower division courses in African American, Asian American and Native American literature, satisfying humanities and ethnic studies general education requirements, are offered every semester, and upper division and graduate level courses are offered annually in each of these areas, providing in-depth discussion of cultural context as well as literary textual analysis.
- The Department of Foreign Languages and COEHS Study in Mexico program involves UW Oshkosh students teaching English to small groups of Mexican school children in the state of Morelos, as previously mentioned under Goal 2.

- COEHS teacher education students participated in 2000 (11 students), 2001 (8 students), and 2002 (8 students) in an Urban Experience field practicum in a school with a diverse student population in Milwaukee, as mentioned under Goal 2.
- The COEHS five-year Title VII Teachers and Bilingual Personnel Training Grant for \$1,186,134, will greatly enhance a new ESL major and existing Bilingual Education programs at UW Oshkosh, as well as improving linkages with local communities and schools. It provides grants for students of color, explained under Goals 2 and 4. Curricular projects sponsored by the grant include:
 - Three new ESL/bilingual education courses have been implemented: Authentic Assessment for ESL and Bilingual Education; ESL and Multicultural Materials, and Hmong Language, Culture and Learning. This course, offered in summer 2001, with the help of a Diversity Council Innovation Grant, included a weeklong field trip to the Twin Cities, home of innovative Hmong bilingual programs.
 - Books and materials to support student learning on bilingual education and ESL have been purchased for the library.
 - Video cameras and tape recorders have been purchased to be used by student and faculty researchers to document classroom and school change.
 - Students funded by the grant have produced booklets on the Rights of the Bilingual Child. Bilingual immigrant family storybooks, some of which are being prepared for publication, are already in use at area schools.
- The Jeanette Elmer Fund, established by a bequest, began disbursement of funds in 2000-2001, intending to build the best collection of PK-12 American Indian teaching materials in Wisconsin and the Midwest at Polk Library. Five thousand dollars will be spent on materials each year for the next five years. The Educational Media Center of the Library cooperated with COEHS to select materials and plan workshops to encourage the instructional use in local schools.
- Continuing Education is working with the Social Work department to plan conferences that will enable social workers to renew their licenses by updating their expertise on multiculturalism. UW Oshkosh is collaborating with UW Green Bay on conference planning.

- An anthropology faculty member, with the help of a grant from the UW System Institute on Race and Ethnicity, created an expansive entry-level course, American Ethnography, focusing on issues related to American ethnic groups. The class was successfully taught in Spring 2001, with 120 first-year and sophomore students.
- A Diversity Council Innovation Grant for \$3,000 was matched by \$1500 from the acquisitions budget of Polk Library in Spring 2001 to purchase 19 contemporary videos on ethnic identity and ethnic group experience in the US. These will be available for faculty to show in classes, and for students, faculty, and community members to check out for use beyond the classroom.
- An African American Studies minor, inactive for several years, is positioned for new growth under the new faculty leadership.
- All MSN students in the College of Nursing have at least one clinical practicum with a diverse population group, in clinics serving migrant worker camps, prisons, or Indian reservations. Twenty to thirty students have been involved for several summers.
- Thirty-one (31) courses have been approved and are now listed as meeting the General Education Ethnic Studies requirement. This represents a 16% growth rate in the number of courses since 1999, when data for the 2008 plan was gathered.
- COEHS Title II Adelante Bilingual Education Grant is in the first year of a five-year \$1.5 million grant from the U.S. Department of Education funding a weekend and summer programs of bilingual Hmong and Hispanic short courses for principals, paraprofessionals, counselors, parents, school board members and reading teachers. Beginning in Spring 2003, it is expected the program will serve 40 people per year, with courses such as academic development, English language development, teacher education, and professional development.
- COEHS Human Relations Committee provides alternative experiences for preservice education candidates.
- In 2002 with funding from a Diversity Council Innovation Grant, the UW Oshkosh Childcare Center (CLSS) and the Multicultural Education Center (MEC) created the program, “Teaching! Understanding! Relationships! Through Life Experiences (TURTLE).” This program created interaction between the children at the Children’s Center and the multicultural student body. The intention was to infuse the lives of the children with a rich variety of culturally diverse and developmentally appropriate personal interactions and life experiences that will become an integral, ongoing part

of the children's and students' daily routines. Nine multicultural students regularly spent time in classrooms at the CLCC. This translates to approximately 40 hours of multicultural student participation. Two students participated throughout the summer.

- In 2002 with funding from a Diversity Council Innovation Grant, the English Department coordinated a Native American Literature Speakers Series. The series brought Native American writers to campus to support two general education classes in Native American literature, to give public presentations, and to meet with both faculty and students who are involved in Native American programming on campus.
- In 2002 with funding from a Diversity Council Innovation Grant, the Division of Academic Support and the Biology Department presented a forum in the on-going Diversity Speaker Series with the purpose of improving the overall environment and climate of the institution and community. Dr. Joseph L. Graves, Jr., the most prominent African American geneticist working today, came to campus, met with students, faculty, and administration, and delivered a keynote speech which was open to the public. The forum was well received and attended by 120 participants. Comments averaged 4.5 on a scale of 1-5 (5 being outstanding).
- COEHS Sail and After School Program provides opportunities for preservice teachers to work with children from diverse backgrounds and with disabilities in completing required Human Relations code requirements.

6.5 Develop First Year Experience for all students that focus on diversity and community.

- In 1999-2000 and 2000-01, the Odyssey program Common Intellectual Experience for first-year students, chose Haitian American writer Edwige Danticat's book, Krik? Krak!, as its core reading. In fall 2000, Ms. Danticat came to campus for a public lecture, interacting with classroom visits with first-year students and faculty.
- 2001– DAS First-Year Experience Program is a special two-day orientation program for 50 multicultural incoming first-year students and 50 parents, Spring 2001; and 26 multicultural incoming first year students and 26 parents Spring 2002, through a Diversity Council Innovation Grant of \$2350 each year. The sessions included on campus Odyssey activities and information workshops as well as peer mentoring and an overnight stay in the residence halls.

Goal 7: Improve leadership and accountability in the implementation of this plan.

Since his arrival on campus in Fall 2000, Chancellor Wells has consistently included a commitment to diversity in every discussion of the University's mission and goals. His administration has demonstrated leadership and accountability by:

- Increasing the Affirmative Action director position to full time.
- Initiating the UW Oshkosh Personal Compact, an agreement between each student and the university that features an individually tailored plan for each student that will be flexible enough to respond to students' changing needs for academic support, financial counseling, and career planning.
- Founding the Northeast Wisconsin Educational Resource Alliance (NEW ERA), which has identified a number of collaboratives. One of these is among UW Oshkosh, UW Green Bay, College of Menominee Nation, and the Technical Colleges that involves using a variation of the UW Oshkosh Bachelor of Liberal Studies degree as a completion option for Technical College and College of Menominee Nation Students.
- Initiating the UW Oshkosh Women's Center to promote and encourage the academic, personal, and professional success of women students, staff, and faculty.
- Committing the University to preserving and renovating the historic building housing the Multicultural Education Center (MEC).
- Directing all deans and department chairs to report on their diversity initiatives in their annual reports.
- Becoming directly involved in improving University connections with Wisconsin communities of color.

7.1 Improve communication regarding the University's commitment to diversity.

- The Diversity Council Innovation Grant program, a competition for small grants for faculty and staff, held in Fall 2000, Spring 2002, and Fall 2002 increased visibility for and diffused commitment to participating in Plan 2008 activities. Thirty-eight grants totaling \$75,701 funded by Plan 2008 allocations were awarded, and the grant competition, as well as grant-funded activities, have been well publicized on campus and in the local press. (Table in Executive Summary)

7.2 Create a standing University Diversity Council.

- Former Chancellor Kerrigan appointed the Diversity Council in Spring 2000. The Council reports to the Chancellor and the Provost. The Council chair is released from one course per semester to support his/her work, and the Provost's Office provides clerical support to the Council.

- The Diversity Council provided the Search and Screen Committee with copies of the 2008 Plan to be given to finalists for the position of Chancellor. Chancellor Wells, who began work on October 1, 2000, was committed to this initiative from the start.
- A link to the 2008 Diversity Council website is displayed on the University of Wisconsin Oshkosh home page.
- In 2000-2001, the Council increased its membership to include representatives from Admissions, Affirmative Action, Financial Aid, and University Publications, to more readily implement its coordination functions.
- Many of the Diversity Council members serve on the Oshkosh Human Relations Council, linking campus and community initiatives.
- The Diversity Council, with a high level of support and resources from the Provost's office, is working on the following accomplishments:
 - Updating the Council website, using it and other sources to e-mail and collect data for this report (157 forms submitted);
 - Formalizing the Council's charge and structure, consistent with university governance procedures;
 - Reproducing a student poster, "Embrace Diversity," and distributing it widely across campus;
 - Beginning a series of focus groups with students of color, to assess climate issues and recruitment techniques;
 - Organizing and publicizing the Diversity Council Innovation Grant program;
 - Encouraging the creation of two new Diversity Recruitment Specialists in Admissions, supported by a network of paid university liaisons in Wisconsin ethnic communities;
 - Refining the process to simplify access to the Second University Experience;
 - Raising campus awareness of diversity issues and sharing information about diversity initiatives campus wide.

7.3 Develop a Comprehensive Diversity Plan (to complement this document) to address broader issues of diversity.

- The Dean of Students Office and Department of Residence Life continue to participate as guests in the monthly Diversity Council meetings to offer input and seek information on how the two departments can assist in achieving their diversity goals. This action has been encouraged and endorsed by the chairperson of the council.

- The UW Oshkosh Foundation is establishing the African American Alumni Association. The Alumni Affairs office is in discussion with individuals to establish the association within the University Alumni Affairs office so as to be able to communicate the desire for the university to meaningfully engage its alumni into the university community irrespective of race, color, or creed.
- The UW Oshkosh Foundation's Advancement Division has identified diverse individuals to provide opportunities to join external boards including the Foundation Board of Directors, the Chancellor's Council of Advisors, and the College of Business Advisory Board.

Since Plan 2008 is a system-wide initiative addressing racial/ethnic diversity issues, the Diversity Council has focused its efforts on these critical dimensions of diversity, a large enough task. UW Oshkosh created a Gender Equity Council, parallel to the Diversity Council, to implement the suggestions of the UW System Task Force Report on the Status of Women, and the two Councils have several overlapping members. Issues of sexual orientation, age, and disability are also critically important, but the Council has thus far maintained its focus on the Plan 2008 target. Perhaps in the future, a more comprehensive plan will be developed, since the several dimensions of diversity certainly intersect.

**University of Wisconsin Oshkosh
Diversity Council Members
2002-2003**

Margaret Genisio, Chair	Provost's Office
Courtney Bauder, Student	UW Oshkosh
Mary Bleser	College of Letters and Science
Irma Burgos	Academic Support
Becki Cleveland	College of Nursing
Beatriz Contreras	Financial Aid
Elliott Garb	Student Affairs
Beth Heuer	Affirmative Action
Cassie Irwin, Student	UW Oshkosh
Barbara Rau	College of Business Administration
Ron Rindo	College of Letters and Science
Cindy Schultz	College of Letters and Science
Howard Spearman	Admissions