

# **DRAFT**

## **Phase II, Plan 2008**

### **University of Wisconsin Oshkosh**

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#### **Executive Summary**

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This document is a plan created by the University of Wisconsin Oshkosh Diversity Council (Council) to provide opportunity for educational excellence through the prism of Plan 2008, Phase II. The Council is a committee with representation from across campus including students, faculty and staff, with administrators. It is part of a total campus movement to address diversity. The Council is an active member of the Alliance for Equity and Diversity umbrella group, comprised of the following sanctioned campus organizations: Americans with Disabilities Act Advisory Board, Affirmative Action Council, Gender Equity Council, and the GLBTQ Education & Advocacy Coalition.

The document reports proposed new initiatives and a selection of ongoing programs. In some cases outcome-based measures are newly created for programs. We address the concerns of the UW System Board of Regents (Regent Resolution 8850, Appendix A) with this plan, that all UW System campuses target activity in Phase II of Plan 2008 related to the reduction of differences in the retention and graduation rates between students of color and their white counterparts.

As this plan unfolds we project significant change in the retention rates by virtue of two new paths we propose: 1) a new focused group, called the Team Committee (Teaming for Effectiveness and Active Mentorship), in collaboration with the office of the Provost, will be responsible for oversight of the plan and for closing the gap; 2) an in-depth awareness of campus climate through a campus climate study.

To complete Phase II of Plan 2008, the Council has operated with interaction from the UW System, the UW Board of Regents, and leadership of Chancellor Richard Wells, former Chancellor John Kerrigan, Interim Provost Lane Earns, and former Provost Keith Miller, and in consultation with the Chancellor's Administrative Council, the U-Plan Council, other administrators, faculty, staff and students, including representation from the Multicultural Education Center.

Following a reading by UW System legal council, the first stage in this iterative process in winter 2004, this plan will be brought before faculty, staff and student constituencies and governance. The plan will be finalized in spring 2005.

In 2000, the Council was charged with addressing the seven goals of Plan 2008. (See below for a list of the seven goals.) To that end and since 2000, the Council annually

put out calls for Innovation Grant proposals to address the seven goals of Plan 2008, funding more than 40 programs (see Appendix B for a list of funded programs), held Faculty Colleges featuring successful programs, developed an institutionalized diversity initiative (the Second University Experience program), and developed an ongoing web site. A sub committee of the Council was formed to select programs and to mentor faculty, staff and students in the preparation of proposals. Average program funding was in the \$2,000 range. The programs were widely dispersed among colleges and programs, contributing to the level of campus awareness about diversity that currently exists.

In fall, 2004, Chancellor Richard Wells met with the Diversity Council following study and directives by the UW Board of Regents. He reported a shift in the focus of forthcoming activity and the Council was asked to develop Phase II of Plan 2008 targeting *best practices in closing the achievement gap between students of color and their white counterparts*. Coupled with this shift were visits to UW campuses by the UW System Office of Legal Council and the Office of Academic Diversity and Development to inform our thinking on issues surrounding the recent Michigan Supreme Court Case. UW System also hosted two conferences on diversity. A strong intentional effort in support of our efforts in the development of Phase II by UW System was exerted.

A moratorium on the call for Innovation Grants was suggested, turning efforts to the development of Phase II, and the creating plans with measurable outcomes. The Council unanimously approved the reallocation of Diversity Council funds that were previously used for the Innovation Grants for campus wide initiatives that target goal 3. Before Phase II of Plan 2008 is finalized conversations and focus groups at the department and college level will occur, with student and faculty governance engaged in the process.

As the Council developed ideas from an examination of best practices on other campuses, such as the University of Michigan (total plan), Kent State University (total plan), the University of Maryland, Baltimore County (recruitment and retention of underrepresented students, especially in the sciences), and Xavier University, Ohio (retention), we also developed reasonable indicators of success.

Phase II of Plan 2008 is not exhaustive and is in the first stage of an iterative process (December 2004) that will conclude in spring 2005. Additional ideas can be added and change will occur as the process unfolds. Plans for review include an annual review by the Diversity Council and an annual report to UW System as we strive to address the measures in place. We believe that closing the achievement gap is the responsibility of the entire campus and to that end we invite all to aggressively work with us to perfect and launch this plan.

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## Introduction and Background

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***“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, 1991-2004.

Below are the Governing Idea written in 2000-01 that guide the University of Wisconsin Oshkosh:

### *Abridged Select Mission Statement of the University of Wisconsin Oshkosh*

*The Abridged Select Mission 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

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## Plan 2008 As It Evolved at the University of Wisconsin Oshkosh

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The seven goals of Plan 2008 are an expectation and part of academic life on the UW Oshkosh campus. As documented above, they are imbedded within the UW Oshkosh Select Mission Statement, and are evident in the Core Values, especially in *diversity and inclusivity*. Phase I of the UW System Plan 2008: *Educational Quality Through Racial/Ethnic Diversity* (1998), facilitated positive inroads and gains in areas leading to the successful recruitment, retention, and academic achievement of minorities at UW

Oshkosh. Currently in place is the UW Oshkosh 2008 Diversity Plan (1998) that has guided productive diversity initiatives on this campus.

The goals that are a part of Plan 2008 stemmed from an exemplary proactive stance and a bottom-up approach in 1998, engaging 110 listen sessions held at all levels state wide, 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 and has been deeply committed to the plan, bringing to the forefront critical resources, personnel and a sense of dedication that is pervasive. Activities reflective of inclusivity and diversity are now a basic part of all sectors of the campus, from academics to recreation, from hiring practices to new scholarship development by the UW Oshkosh Foundation. There is strong recognition that much more can and must be accomplished. The process is ongoing and constant with a careful eye to achievement. We recognize much is yet to be accomplished.

The population within this region is homogenous; the commitment to diversity holds and grips a welcome vision that guides faculty, staff, students, and the administration. The vision is evidenced by the outcome-based criteria, and qualitative and quantitative documentation in evidence in this reporting. The large sector of the academic community participating in these ongoing routine activities is another indicator of campus success. We are aware that much remains to be accomplished.

### *The Process of Implementation of Plan 2008*

Chancellor Kerrigan appointed a three-member leadership team in October 1998 to guide the preparation of the UW Oshkosh 2008 Diversity Plan. The team was to lead the development of a campus diversity plan for the five-year period 1998-2003. The charge was to identify UW Oshkosh institutional needs and priorities in relation to the *UW System Plan 2008: Education Quality Through Racial/Ethnic Diversity*. Plan 2008 is the UW System diversity initiative that builds on and continues the 1988 *Design for Diversity*. Plan 2008 outlines seven goals that focus on hiring, pre-college recruitment, retention and graduation of people from these groups: African American, Hispanic/Latino, American Indian, and Asian American faculty, staff, and economically disadvantaged students. The plan emphasizes racial and ethnic diversity.

The UW Oshkosh Diversity Council responded to this primary charge with dedication and drive, in campus wide representation, activity and programming forming a nine-member UW Oshkosh 2008 Diversity Planning Council (see Appendices). The expanded Council included two representatives appointed by each of the three governance groups, i.e. students, staff, and faculty, as well as the original three of the leadership team. These nine members coordinated the effort from initial development of the timeline to the editing of the final draft. By December, the Diversity Planning Council had developed Goal-Area Work Teams. The teams included at least one member of the

Planning Committee and others who might have interests or involvement in the specific activities associated with specific goals.

The Planning Committee and the Work Teams spent January, February, and early March 1998-1999, collecting and analyzing baseline data and information about campus needs. A 2008 Diversity Planning Survey was sent to department and unit heads and to campus organizations. A questionnaire was made widely available to students. Representatives of student government, described the effort, asked students to fill out a work sheet, and a form representing views of their constituents. Members collected and examined annual reports of the Division of Academic Support. Enrollment figures were obtained from the Office of Institutional Research. The current campus Affirmative Action Plan for hiring was relied on for information. By March 1999, there was a web page (<http://www.uwosh.edu/2008/>) to communicate progress and to solicit responses from the campus and the community.

Another very effective and useful resource was the UW Oshkosh 2008 Diversity Plan Response Group. Representatives were asked to serve as a source of input and feedback at two meetings, one in late January and the other in March. Members of the response group came from the Human Relations Council, area school districts, business and social agencies, alumni of UW Oshkosh and others. Along with students, the response group also included representatives from units, offices, and academic departments of UW Oshkosh and included classified staff, academic staff, administrators, and faculty members. The Response Group contributed many valuable insights and reactions as we synthesized our findings and drafted our report.

In late March 1999, after a draft had been made available widely across the campus, two open meetings to solicit reaction and responses from anyone who cared to attend were held.

The actual writing was carried out by a small team. Various drafts were circulated continuously, including posting on the web page, to seek reactions, responses, and criticisms. We believe that our process was as open as possible given logistics of personal schedules and the overall timetable. Anyone who was interested and who wished should have had ample opportunity to participate and to be part of the process. We are confident that the final report is a fair sampling of the UW Oshkosh milieu.

### *The Diversity Plan*

The heart of the Diversity Plan is the section of Recommended Initiatives and Actions. The section is organized by goals as set forth by the Board of Regents original document. For each goal there is an overview, a digest of existing efforts that we could identify, and a subsection of recommended initiatives. The Committee was greatly impressed by the number of worthy efforts already underway. Often these activities are not widely known or recognized. One of our goals was to bring existing efforts to the attention of the campus to encourage and inspire others' efforts. We offered an array of recommended initiatives associated with each goal. Some of these were ambitious and

required significant new financial and human resources; others were affected with more modest expenditures.

### *The Diversity Council*

Creation of a standing University Diversity Council was a key component of the Plan. This Council was established immediately. It was charged and empowered to take the lead in the coordination and evaluation of the implementation of the recommended initiatives. The Council monitored annually the progress of the Diversity Plan encouraging expansion of successes as they appeared. Issues were rethought and continuously reevaluated continuously over the next five or more years. An active and forceful Council came into being, with a sub committee that oversaw the activity of the campus at large in diversity through the Innovation Grant Program

### *Relationship of the Diversity Plan to University Mission and Goals and Strategic Planning*

In 1998 university planning efforts, diversity was identified as one of five areas of major emphasis for the 1998-99 and 1999-2000 academic years. In addition, Goal D of the University's Vision, Values, and Goals statement of 1997 is: *To diversify the campus population and to heighten sensitivity concerning racial, culture, gender, ethnic and other related issues.*

At the time of campus renewal under the newly appointed Chancellor Richard Wells (2000-01), the campus became engaged in Strategic and Operational Planning, creating our Strategic Directions (see below). Each direction scaffolds activity that is highly linked to the seven Goals of Plan 2008.

1. Develop a diverse, engaged community of lifelong learners and collaborative scholars.
2. Enhance teaching excellence, active learning and dynamic curricular programs.
3. Foster research, intellectual activity, and creative expression.
4. Expand regional outreach and domestic and international partnerships.
5. Promote representative leadership, responsive shared governance, and flexible resource stewardship.

### *Recent Action by the UW System Board of Regents: 2004*

As the University of Wisconsin Oshkosh progressed towards the fulfillment of the seven goals of Plan 2008, a shift in emphasis occurred in spring 2004. All UW System schools were directed by the UW Board of Regents to focus specifically on "closing the achievement gap between students of color and their white counterparts." This change focused on goal 3 of Plan 2008, and the gathering of resources and power behind this goal.

The retention of first-generation students and students of color will become a focused responsibility of a newly proposed TEAM (Teaming for Effectiveness and Active Mentorship) Committee. The Team Committee will engage representatives from units across campus to develop measurable goals that are directed to narrowing the achievement gap. The coordinator of the Team Committee will be responsible for reporting data to the Diversity Council that indicates activity in closing this gap. A newly created position, director of the Academic Resource Center, is proposed to lead the Team Committee. College representation on the Team Committee will activate a process of heightened awareness of success, needs, and concerns of M/D students. Students in cohort groups, such as those transferring in as the result of articulation agreements, will have individual and culturally responsive mentorship programs developed through the TEAM approach. This proposed plan will be part of the campus-wide discussion, focus groups and be brought to governance as the iterative process continues. This will follow examination by UW System Legal Council.

Phase II of Plan 2008, touches on many areas of campus life, and is divided into three parts: Part 1, Reflections on Best Practices: Closing the Gap Conference; Part 2, Recommendations to Close the Achievement Gap; Part 3, Partial List of Ongoing Programs Recommended To Be Continued, with Added Indicators of Success.

We acknowledge that the journey is long and that “*we must live what we want the world to become.*” Mahatma Ghandi.

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## **Plan 2008 Goals**

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Goal 1: Increase the number of high school graduates of color who apply, are accepted, and enroll at UW Oshkosh.

Goal 2: Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age.

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

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

Goal 5: Increase the number of faculty, academic staff, classified staff and administrators of color, so that they are represented in proportion to their current availability in relevant job pools.

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

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

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## Synopsis of the Chronology of Selected Pivotal Events

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A synopsis of the chronology of selected pivotal events from within the campus and emanating from the UW System that led to awareness, understanding, and action, that are 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 21<sup>st</sup> 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 MEC (Multicultural Educational Building), a center 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 minority 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 \$40K for the establishment of a Women’s Center on campus;
- 2003-4:** Plan 2008 Report, Phase I (1998-2003) completed;
- 2004/Spring:** The UW System Board of Regents charged all UW System Schools with targeting the recruitment and retention of minority faculty, staff and students; this is outlined in the Goals of Plan 2008;
- 2004/Fall:** UW System Conference: Closing the Gap (October 2004);



- 2004/Fall:** Recharging of the UW Oshkosh Diversity Council to take the lead in the development of a campus-wide plan that will be called Phase II of Plan 2008;
- 2004/Fall:** Presentation of Plan 2008, Phase II, created by the Diversity Council, with input from our university team attending the UW System, Closing the Gap Conference, to the university community through such bodies as the Chancellor's Administrative Staff, and the U-Plan Committee;
- 2004/Fall:** Presentation of Phase II of Plan 2008 to Chancellor's Administrative Staff and to the U-Plan Council;
- 2004/Dec.** Report, first iteration, sent to Dr. Marilyn Rhodes, Director, Office of Academic Diversity and Development, UW System.

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## **Part 1: Reflections on Best Practices: Closing the Gap Conference**

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### *Introduction*

For the sake of consistency we will use the UW System Office of Academic Administration term Multicultural/Disadvantaged (M/D).

The University of Wisconsin System is to be commended for the recent conference on closing the achievement gap between students of color and their white counterparts. This was a well-planned demonstration of caring intentionality by UW System to the needs of M/D students. The researchers who were guest speakers not only provided research-based solutions to our needs in recruitment and retention, they were also representative academicians of the groups targeted by Plan 2008, modeling best practices by System.

### *Of Greatest Interest: Research-Based Information Affecting Phase II of Plan 2008*

The sectionals evoking greatest interest were those addressing our greatest concerns, providing research-based solutions and modeling. We took much information and encouragement from President Freeman Hrabowski, keynote speaker, of the University of Maryland, Baltimore County, from his research-based assertions. Dedicated faculty and staff who are specifically prepared and aware of the needs of M/D and first generation students, combined with the availability and early contact by these faculty with M/D and first generation students through research internships or other kinds of early and sustained contact, make a positive difference in both the recruitment and retention of M/D students. These factors contribute greatly towards the success of M/D and first generation students interested in all the STEM (science, technology, engineering, mathematics) subject areas.

We learned of the strong value of academically oriented, bridge (pre-college) programs with measurable academically linked outcomes. Bridge program experiences that are academically oriented benefit not only the M/D student but also offer the institution an opportunity to showcase the quality of care and interest it has to offer the M/D prospective student in areas of greatest concern to that student, such as personalized care and support in academics, the STEM subject areas and other areas of possible interest.

M/D students benefit from extensive coordination of student services across campus, so that touch points with most frequently needed information will be established; a student who may require information about financial aid, for example, may obtain that information from an office that is not the Office of Financial Aid, during the course of a visit. First generation and M/D students are more successful with personalized services that are localized. The coordination of personalized services becomes a necessity and a plus to retention.

### Areas of Need

Following participation in the conference our group identified two areas of concern with regard to recruitment and retention of multicultural students:

- 1) a campus awareness of what it takes to constantly increase opportunities for the M/D and first generation students in all areas, from academics to student services;
- 2) knowledge and understanding of campus climate that affects all of us and the recruitment and retention of M/D students.

We suggest a multi-pronged approach that provides comprehensive support for M/D students by enhancing/improving current institutional practices *and* implementing new strategies and practices in five important areas (below). We also propose the creation of a new committee, the Team Committee. The Team Committee will be comprised of constituencies across campus in academics and students services. It is fully explained in Part 2: Recommendations to Close the Achievement Gap.

We believe that activity proposed in the following five areas will positively affect recruitment and retention of M/D students and have an effect on the recruitment of faculty of color.

- 1) Faculty/staff consciousness raising<sup>1</sup> in diversity;
- 2) Academic and social support for M/D students;
- 3) Financial aid support for M/D students;
- 4) Campus climate development;
- 5) Parental-partnership program.

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<sup>1</sup> Note to colleagues: Webster's New Universal Unabridged Dictionary (New York: Random House, 1996) defines "consciousness raising" as "an act or instance of increasing the awareness of one's own or another's needs, behavior, attitudes, or problems."

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## Part 2: Recommendations to Close the Achievement Gap

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### Faculty/Staff Consciousness Raising in Diversity

At the “Best Practices” conference, Dr. Alberto Cabrera, Senior Researcher Wisconsin Center of the Advancement of Postsecondary Education, Madison, presented survey data which showed that the most significant factors leading to poor retention of M/D students interested in the sciences and engineering were classroom climate not conducive to learning styles of M/D students, and pedagogical practices not conducive to M/D student learning.

Given the importance of classroom experience to a student’s academic success, we believe it is crucial to address the area of faculty development and diversity awareness initiatives. This awareness level raising can have positive effects on campus climate. Strategies include:

#### A. Diversity Education and Awareness Sessions

##### (1) Faculty and Staff

Provide a comprehensive diversity education and awareness program for all faculty and staff to create a culture that welcomes, values and appreciates diversity.

At these sessions, we recommend stating that faculty/staff are encouraged to attend seminars, institutes, and conferences, within their areas of expertise or outside those areas, that focus on diversity issues.

Responsibility: Provost's office; Deans

Measurement: 2005/2006: Identification of supporting consultant.  
Development of a diversity education awareness program for faculty and staff, at the Provost’s level, and within the four Colleges.

2006: Program implementation; development of an ongoing, self-reported survey to establish a base line of awareness development.

2007/8: Increasing awareness as measured by increasingly higher performance by faculty and staff participating in this program.

#### B. Hiring Activity

- (1) Address the Governing Ideas with regard to diversity in hiring ads, bring forward our commitment to diversity;

Responsibility: All units hiring in collaboration with Provost's office.  
Measurement: Fall 2005-8: All ads will indicate dedication to diversity, referencing the Governing Ideas.

- (2) Within departments, develop a guide that addresses diversity with regard to program needs for each academic program, targeting what may be enhanced or developed with regard to diversity in programming, research, outreach, and other related areas. Place this information in ads.

Responsibility: All hiring units placing ads, in collaboration with the Provost's office  
Measurement: Fall 2005-8: Indicators of diversity within programs expressed in ad.

- (3) Develop a hiring program that continues from pre hiring, through the tenure and promotion processes, addressing the needs of diverse faculty and academic instructional staff, especially with regard to their interest in being mentored.

Responsibility: All units hiring diverse personnel, in collaboration with the Provost's office  
Measurement: Fall 2005-8: All units will develop a pool of available, successful diverse mentors available for new hires, some of whom may not be on this campus; plans will be developed around goals and outcomes for such a mentoring program; travel support will be available.

- (4) Each program will develop a pool of diverse personnel at the national level who will be contacted for personal nominations to positions that become available on campus.

Responsibility: Each hiring unit  
Measurement: Fall 2005-6: A list of minority professionals will be created and periodically updated by each hiring unit; records of nominated minority candidates annually contacted will be retained for each search.

- (5) Extend to minority candidates, demographic information about the community, faculty and staff and students. Information regarding contacts within major service areas, such as health and wellness and cultural activity, will be provided for Winnebago County.

Responsibility: Office of Affirmative Action  
Measurement: Fall 2005-8: Distribution, feedback forms on value of the information by the candidate will be retained; constant updating will occur. Creation of specific culturally

responsive materials representing African Americans, American Indians, Asian Americans, and Hispanics will be created; updating will occur annually.

### C. Teaching

- (1) Funding is recommended by the Diversity Council for the *Second University Experience* (SUE), at 5K annually for two faculty or instructional academic staff members to develop learning experiences for themselves and their students at U.S. campuses characterized by M/D students.

These campuses are members of: Historically Black Colleges and Universities (HBCU), American Indian Higher Education Consortium (AIHEC), and Hispanic Association of Colleges and Universities (HACU). Annually, awards to successful proposals would rotate among the Colleges. A sub committee of the Diversity Council would select successful proposals. Disbursement of the awards would follow the successful completion of each SUE.

Prior to the acceptance of the SUE award, the faculty or academic staff member will be asked to participate in Diversity Awareness Sessions, or have offered to contribute to these sessions, depending on the level of experiences, self-reported, by the faculty or academic staff member.

Responsibility: Faculty Development Board, following vetting of the plan by governance.

Measurement: Fall 2005-8: A call for proposals will be issued annually; two proposals will be funded annually.

- (2) A *Scholarship of Teaching and Learning* (SOTL) initiative is recommended focusing on successful pedagogical practices that enhance learning by M/D students.

Responsibility: Director of SOTL

Measurement: Fall 2005-8: One SOTL diversity program will be annually featured.

- (3) Increased support/orientation is recommended for new faculty members of color to prepare them for the uniqueness of teaching within a predominately white student body in a predominately white community.

Responsibility: Provost's office

Measurement: Fall 2005: Development of a program to address campus need; 2006-8: implementation of program to be available to faculty and academic instructional staff.

(4) *Faculty Development: Teaching*

The Faculty Development Board, following faculty and governance approval, will develop a diversity strand and earmark funds for a Faculty Development Award in Teaching that targets diversity.

Responsibility: Faculty Development Board in collaboration with the Provost's office

Measurement: Fall 2005: The components of the call will be developed;  
Fall 2006-8: Implementation with at least one proposal annually accepted.

In the fall of 2006, the first annual call will be issued.

(5) *Faculty Development: Research*

The Faculty Development Board, following faculty and governance approval, will develop a diversity strand and earmark funds for a Faculty Development Award in Research that targets diversity.

Responsibility: Faculty Development Board in collaboration with the Provost's office

Measurement: Fall 2005: The components of the call will be developed;  
Fall 2006-8: Implementation with at least one proposal annually accepted.

(6) Disseminate information within fields of study on the availability of national diversity grants, conferences, awards, and meetings for faculty, staff and students.

Responsibility: Office of Sponsored Programs

Measurement: In spring 2005, commence a monthly list serve to faculty, academic staff and students. Continue to develop these announcements annually.

(7) Development of a focused “cluster” of general education courses targeting diversity in the Arts, Humanities, Natural Sciences, and Social Sciences that would lead to a student certificate in *Multicultural Understanding*, perhaps similar to the *Cultures and Communities* certificate available at UW Milwaukee.

Responsibility: Provost's office in collaboration with Deans of the four Colleges/APGES Committee

Measurement: Spring 2005-6: discussions and planning; Fall 2006: identification of cluster of course with syllabi that are reflective of a multicultural understanding; Fall 2007: development of a student certificate

- (8) The development of criteria that address activity in diversity in tenure/renewal guidelines within each college.

Responsibility: Deans, chairs, college personnel committees, faculty

Measurement: Fall 2005: Begin plans; the addition of one area targeting diversity in publications, conference attendance, research, teaching and service. Fall 2006-8: Implementation.

- (9) The development of one question related to instruction on diversity will be incorporated on the SOS form.

Responsibility: In collaboration with Testing Services, a representative from each college will develop questions to add to the SOS form, targeting diversity.

Measurement: Fall 2006-8: The questions will be placed on the SOS form, following the implementation of the diversity awareness sessions and participation by faculty and staff

- (10) Program Review

Build within the program review process a section targeting diversity: diversity programming, initiatives, faculty and staff activity. Include, diversity awareness activities, a description of college diversity hiring practices, diversity hires, attempts at hiring, students recruited and retained. This section would eventually replace reporting by each unit to the Diversity Council.

Responsibility: In collaboration with the faculty and governance, the Provost's office is responsible for the initiation of this process.

Measurement: In spring 2005, form a study group comprised of faculty convened to review the program review process with regard to process and content, including the addition of a section on diversity initiatives will begin. Fall 2006-8: Implementation.



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*Academic and Social Support for M/D Students*

Enhance/revise current practices to strengthen the “safety net” of academic and social support for M/D students; develop a specific academic and student life culturally responsive plan for the success of the M/D students on this campus.

Initiate a university **Team Committee (Team)**, referred to in the Executive Summary. This Team would be proactive in retention. Each team representative would participate in sessions targeting issues in retention and the goals (to be developed) we intend to achieve. The Team could be formed with two strands: academic concerns and student affairs concerns, and would come together periodically to report on initiatives and achievement. Members of the two areas would periodically meet as one Team to review needs, recommendations, and retention progress. Representatives from the following areas are recommended for the Team Committee:

Academic Resource Center Director, Team Committee Chair  
Undergraduate Advisement Resource Center Director  
COEHS, COLS, CON, COEHS  
Division of Academic Support  
Office of Institutional Research  
Financial Aid  
Undergraduate Advisement Resource Center Adviser  
Dean of Students  
Residence Life  
Career Planning and Placement  
Affirmative Action  
Counseling Center  
Faculty Representatives (one from each college)  
Academic Staff Representative  
Multicultural Education Center Student Board and one Caucasian student

**Responsibility:** In collaboration with the Provost’s office, the Team Committee will collect data and make it available on a periodic basis to the campus community so that information on the progress of this plan is transparent.

**Measurement:** Fall 2005: Form the committee with a charge from the Provost. Increase in the retention of M/D students by 10% in 2006, with an incremental increase of 2% annually. Identification of what is known with regard to student life and academics will be revealed to inform the campus community. Following the implementation of the full Phase II of Plan 2008, in fall 2006 (including full participation by faculty and staff in diversity awareness sessions by faculty and staff) the numbers reported in the retention of M/D students will be increased as decided in future goal setting.

The following are some areas in which Team Committee data collection and activities will occur:

- A. Participation in mentoring program which may include daily contact with a faculty mentor/advisor/peer mentor.
- B. A faculty “partnership” program linking interested faculty to M/D students to provide opportunity for learning about research, engaging in shadowing, service or other teaching related activity.
- C. Increased awareness in the culturally specific needs of some M/D students through the development of diversity and culturally responsive tutoring programs on campus. This programming will be developed by the ARC director.
- D. Enhancement of the current Division of Academic Support early warning intervention program by dissemination of the information for use by the Team Committee.
- E. Development of exit interview processes to learn why M/D students leave UW Oshkosh (establish a requirement for an exit interview with the ARC director responsible for implementation of this plan).

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### Financial Aid Support

The Office of Financial Aid has in place a new program that will well serve M/D students , called "Project Alpha." It is designed to develop (in two phases) a greater understanding of the financial aid computing/processing environment, and to educate our constituents (parents, students, counselors, etc) regarding financial aid and scholarship search strategies. The goals of this project are to develop a good financial aid education plan and to deliver a high level of customer service. This program will be shared with other most frequently used offices so that financial aid information is known in more than one location.

The process of obtaining financial aid is daunting to most students, but to the first generation and M/D student is becomes a process that can cause the student to leave school. The basics, with some intake applications should be available to M/D student in key locations and offices, with parental involvement at an early stage, in face to face contact advised. The Office of Financial Aid will share “Project Alpha, “ with other key constituencies on campus.

Responsibility: The Office of Financial Aid in collaboration with the Team Committee Chair.

Measurement: Fall 2005: Information is disbursed to all members of the Team committee through a workshop on "Project Alpha." Fall 2006-8: Data will be reported on the increase of application for financial aid by returning M/D students. After this time, additional criteria will be established.

The following is an additional activity that will affect financial aid for M/D students.

- A. Increase the amount of financial aid available to all students including first generation and M/D students.

Responsibility: The UW Oshkosh Foundation in collaboration with the Provost's office.

Implementation: Fall 2005: Ongoing and sustainable campaigns in 2006, 2007, and 2008.

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### Campus Climate

The Office of the Provost, will call together a Climate Study Work Group and identify a consultant to research the climate of the UW Oshkosh campus. The climate study will be processed through the Office of Institutional Research; the consultant may be an expert off campus, or a person with expertise on campus, with released time. The Indiana State University model (Study of Racial and National Origin Climate at Indiana State University, 1998) will scaffold this process.

Responsibility: The Provost's office in collaboration with Diversity Council.

Measurement: Spring 2005: Climate Study work Group is formed; consultant hired; Fall 2005: Data is collected; Office of Institutional Research reports findings; Spring 2006: Report is issued by consultant; Fall: 2006: Campus-wide dissemination of findings; a series of focus groups led by the Provost's office will be conducted. The Diversity Council will develop additional action plans in Phase II of Plan 2008, as a result of the climate study and focus groups.

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### Parental Partnerships

The Team Committee will support the following activities commencing in Spring 2005.

- A. Develop a culturally sensitive parental-partnership program that highlights the importance of continuing and supportive contact between parents and M/D students on campus, networking and having parental representatives on the Team Committee.
- B. Increase efforts to reach out to M/D students' parents during campus events (parents' weekend, homecoming, etc.), planning additional culturally responsive activities.

It becomes clear that one person, possibly the ARC (Academic Resource Center) director as this position evolves, should be responsible for retention, being a proactive advocate in all areas for retention. This person would serve on the Team, with proactive strategies to recruit and retain M/D students.

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## **Partial List of Ongoing Programs To Be Continued**

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### *Division of Academic Support Programs*

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#### PreCollege Enrichment Program (PEP)

The University of Wisconsin Oshkosh provides academic and personal development courses and activities to help multicultural and disadvantaged middle and high school students prepare for college. The program emphasizes instruction in English/writing, mathematics, science and the development of computer application skills. Also, the program offers sessions in study skills, career exploration, health and wellness, and multicultural awareness.

#### Goal/Objectives

The goal of the PEP Program is to assist middle and high school students, primarily multicultural students and students from financially disadvantaged backgrounds, prepare for postsecondary education. To achieve this goal, the Division of Academic Support has established the following objectives:

- Identify a pool of 200 or more applicants who are multicultural and disadvantaged students, from which 90 will be selected for two sessions of PEP.
- Offer a curriculum of academic and personal development courses to help multicultural and disadvantaged students prepare for college, with emphasis on both skill building and enrichment.
- Disseminate a biannual newsletter to past program participants with information on careers and college requirements.
- Provide experience in a university setting that will assist students in making a smooth transition from high school to college.
- Increase awareness of education and career opportunities including cultural understanding and self-concept development of program participants.
- Promote the educational and career development of precollege students through mentoring by college students.

#### Activities

- Brochures will be mailed out to targeted middle and high schools across the state. School visits will be made by the precollege coordinator and other Division of Academic Support personnel in an effort to recruit students for the precollege program. To further increase the pool of applicants, staff will also visit community organizations and faith-based organizations.

- Students will be provided with instruction in English/writing, mathematics, science, computers, study skills, career exploration, multicultural awareness and health and wellness to prepare them for college. All students will be assigned to one of the two groups, based upon their grade point average and mathematics grade level.
- Each semester newsletters will be generated and mailed to participants.
- PreCollege participants will be taught by university faculty and staff, and will have opportunities to interact with faculty, college students and personnel during educational and social activities. Students will also live in a residence hall and eat meals in the university commons during the two-week sessions.
- Participants will attend plays, visit museums, ethnic festivals and participate in other cultural activities. Staff and guest speakers will conduct special seminars or workshops during precollege sessions. A recognition banquet will be conducted at the end of each session.
- During the academic year, the precollege participants will be invited back to campus for a visit during the fall semester. Participants will be matched with a mentor (multicultural college student) during the three-day visit. Participants will shadow their mentors during classes and laboratories and attend interactive workshops.

### Evaluation

Participants, faculty and precollege staff will be asked to evaluate the program through a written evaluation form administered at the end of the program. Additionally, the UW System Office of Academic Diversity and Development and the Wisconsin Department of Public Instruction will utilize evaluation tools to measure overall success of program. Each program objective has a built-in evaluation method, which measures success. The following represent those activities:

- The precollege enrollment roster will show 45-50 students for each precollege session. PEP middle school is for students entering the grades 8 and 9 and PEP high school is for students entering grades 10, 11 and 12 in the fall following the summer programs.
- Pre- and post-tests will be given to program participants to assess knowledge and skills upon entering and to evaluate progress at the end of each precollege session.
- Each student from the previous summer session will receive two newsletters per year.
- A self-reporting survey will be administered at the end of each session to evaluate students' satisfaction with their experience during the program.

- A survey will be administered to evaluate program effectiveness. The precollege coordinator will compile an evaluation report at the end of the summer session.

Responsibility: Division of Academic Support in collaboration with the Provost's office and the Team Committee

Measurement: 2005: Tracking annually all participants to provide information and support in college decision making; identification annually of at least 50% within each original cohort group expressing interest (self reported) in attending UW Oshkosh; identification at the first possible entry year of college admission of each cohort group, at least 10% admissions to UW Oshkosh.

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### Wisconsin Youth in Nursing (WYN) Program

The *Wisconsin Youth in Nursing (WYN) Program* is a two-week, residential, summer and academic year program for 20 multicultural and disadvantaged high school students, entering grades 10-12 in the fall following the summer program, who are interested in exploring nursing as a career choice. The program emphasizes English, mathematics, introduction to computers, study skills, health and wellness, multicultural awareness, career exploration in nursing, pathophysiology, nursing skills assessment, laboratories and case studies in nursing.

### Goal/Objectives

The goal of the *WYN* Program is to assist multicultural and disadvantaged (M/D) high school students in preparing for a career in nursing or related areas. To achieve this goal, the Division of Academic Support has established the following objectives:

- Identify a pool of applicants who are M/D students, from which 20 will be selected to participate in the *WYN* program.
- Provide M/D students with a variety of challenging experiences to increase awareness and encourage them to pursue careers in nursing.
- Offer a curriculum of classroom and laboratory activities designed to introduce students to various options within nursing and related disciplines.
- Develop a *WYN* Newsletter to inform students of the program and future plans.

## Activities

- The summer residential component of the *WYN* program will include a variety of classroom, laboratory and hands-on experiences to acquaint students with college life and the profession of nursing.
- Field trips to local hospitals/clinics will be scheduled to give students the opportunity to observe professional nursing practices.
- Faculty will provide discussion, literature, and resources related to careers in the nursing field.
- The academic year component of the program will include two academic campus visits during which participants shadow college nursing students and participate in on- and off- campus clinical activities.
- Peer mentoring activities will assist students in exploring their own interests, values and skills related to choosing a major in nursing or related disciplines.
- Workshops will also be conducted by the admissions, financial aid and career services offices, and will focus on exploring nursing majors, and completing college admissions and financial aid applications.

## Evaluation

Participants, faculty and precollege staff will be asked to evaluate the program through a written evaluation form administered at the end of the program. Additionally, the UW System Office of Academic Diversity and Development and the Wisconsin Department of Public Instruction will utilize evaluation tools to measure overall success of program. The evaluation process will include the following to determine whether the program is accomplishing its objectives:

- The *WYN* faculty, precollege staff, student participants, and college student mentors, as well as nursing practitioners who assist in clinical field experiences for the *WYN* participants will complete written evaluations.
- The precollege coordinator will be responsible for collecting and summarizing the evaluation data and compiling an end-of-the-program evaluation report to be shared with all constituents who participated in the evaluation process.

Responsibility: Division of Academic Support in collaboration with the Provost's office, College of Nursing and the Team Committee

Measurement: 2005: Tracking annually all participants to provide information and support in their college decision making; identification annually of at least 50% within each original cohort group expressing interest (self reported) in attending UW Oshkosh in nursing or a related STEM area,



identification at the eligible year of college admission of each cohort group at least 10% admissions to UW Oshkosh.

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Young Entrepreneurial Scholars Program (YES)

The University of Wisconsin Oshkosh YES program provides academic and professional development courses and activities to help multicultural and disadvantaged middle and high school students prepare for careers in accounting and other business disciplines. The program emphasizes instruction in English/writing, mathematics, science and the development of computer application skills. Also, the program offers sessions in study skills, career exploration, health and wellness, and multicultural awareness. Mentoring activities with UW Oshkosh business students and Wisconsin Institute for Certified Public Accountants (WICPA) and National Association of Black Accountants (NABA) members will expose students to a variety of professional, business experiences to compliment classroom activities, simulation projects and the business laboratory program.

Goal/Objectives

The goal of the YES Program is to assist high school students, primarily multicultural students and students from financially disadvantaged backgrounds, prepare for postsecondary education. To achieve this goal, the Division of Academic Support has established the following objectives:

- The program will provide instructional and hands-on experiences designed to help high school students improve their performance in mathematics, problem-solving and critical thinking.
- The program will promote academic success in accounting, business skills and other related courses thorough competency in mathematics and writing.
- The program will build the pipeline for better prepared high school students who may be stimulated to pursue college majors in accounting and other business programs.
- The program will provide mentoring activities with UW Oshkosh business students, the National Association of Black Accountants (NABA) and the Wisconsin Institute for Certified Public Accountants (WICPA), which will expose them to a variety of professional, business experiences. Additionally NABA and WICPA members will conduct business roundtables with students, and arrange job shadowing with their corporate members.
- The program will provide instruction in educational/career planning to students in grades 10 through 12 and assist in the college planning and selection process.
- The program will assist students in developing effective study skills, time management, note taking, textbook reading, and test anxiety, which are skills

that will assist students in their studies when they return to their respective high schools the following academic year.

- The program will assist students in developing positive lifestyle choices by enhancing self-esteem, intercultural understanding and interpersonal communication.
- The program will assist students in developing and enhancing social skills.

### Activities

- Brochures will be mailed to targeted middle and high schools across the state. School visits to schools will be made by the precollege coordinator and other Division of Academic Support personnel in an effort to recruit students for the precollege program. To further increase the pool of applicants, staff will also visit community organizations and faith-based organizations.
- Twenty-five (25) high school students entering grades 10-12 the following fall will be selected to participate in one session of the *YES Program*, which will include both summer and academic year components.
- Students will be provided with instruction in English/writing, mathematics, computers, accounting, finance, marketing, entrepreneurship, management information, systems, economics, human resources management and operations management.
- *YES* participants will be taught by university faculty and staff, and will have opportunities to interact with faculty, college students and personnel during educational and social activities. Also, WICPA and NABA members will provide lectures and roundtable discussions.
- Participants will attend plays, visit museums, ethnic festivals and participate in other cultural activities. Staff and guest speakers will conduct special seminars or workshops during the *YES* session.
- During the academic year, the *YES* participants will be invited back to a campus visit during the fall semester. Participants will be matched with a mentor (business college student) during the three-day visit. Participants will shadow their mentors in classes and laboratories and attend interactive workshops.

### Evaluation

The precollege coordinator will be responsible for program evaluation. The evaluation plan will use written, paper and pencil instruments and written narrative comments from various program constituency groups to determine if the program accomplishes its objectives. Evaluations will be completed by student participants, faculty who teach in the summer program, precollege staff, target school counselors and business partners in *WICPA* and *NABA*. The precollege coordinator will summarize evaluation data and submit a written evaluation report, which will be made available to

all who participated in the evaluation process. This information will be used to make program improvements for the following year's *YES* Program.

Responsibility: Division of Academic Support in collaboration with the Provost's office, the Team Committee and the College of Business Administration.

Measurement: 2005: Tracking annually all participants to provide information and support in college decision making; identification annually of at least 50% within each cohort group expressing interest, self reported in attending UW Oshkosh; identification at the year of college admission of each cohort group of at least 10% admissions to UW Oshkosh.

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### *YES Internship Program*

The *YES Internship Program* provides firsthand experience to students interested in accounting as a profession. Following the residential program, a select group of participants will participate in a six-week summer internship. *YES* interns are assigned to shadow a professional mentor in an accounting or finance department at a participating company for six weeks. The current participating organizations include the City of Milwaukee Comptrollers' Office; Coleman & Williams, LTD.; Johnson Controls, Inc.; Legacy Bank; Opportunities Industrialization Center of Greater Milwaukee and Northwestern Mutual Insurance Company.

The internship includes two components: job shadowing (Mondays-Thursdays) and leadership seminar (Fridays). Interns who complete the program receive a stipend of \$1,000 from their participating companies. Interns must live in the Milwaukee area and apply for the internship after acceptance into the *YES* residential program.

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### *Aspiring Pupils for Professional Leadership in Education (APPLE) Program*

The University of Wisconsin Oshkosh provides academic and personal development courses and activities to help multicultural and disadvantaged middle (M/D) and high school students prepare for college. The program emphasizes English, mathematics, introduction to computers, introduction to education, facts about teaching, diverse learners, peer teaching, multicultural awareness, and participation in an education field trip.

### Goal/Objectives

The goal of the *APPLE* Program is to assist M/D high school students prepare for postsecondary education. To achieve this goal, the Division of Academic Support has established the following objectives:

- Provide a variety of challenging experiences to increase awareness and encourage interest among M/D students to pursue careers in teaching.
- Identify a pool of applicants who are M/D students, from which 20 will be selected to participate in the APPLE program.
- Offer a curriculum of classroom and laboratory activities designed to introduce students to the various options within the teaching professions.
- Provide peer mentoring activities to assist students in exploring their own interests, values and skills related to choosing a major in education and other related disciplines.
- Build the pipeline of better prepared high school students, who are underrepresented in the education profession to apply, enroll, and graduate from college education programs.

### Activities

- *APPLE* will offer education and enrichment courses to 20 multicultural and disadvantaged Wisconsin high school students during a two-week, residential program in summer.
- The summer program will offer sessions in English, mathematics, introduction to speech, and special topics such as facts about teaching, careers in education, multicultural awareness and professional growth and development.
- During the summer, *APPLE* students will live in a residence hall, utilize the university commons and interact with faculty, staff, college students, resident assistants, tutors and other precollege students on campus.
- *APPLE* students will also access other campus facilities such as the library, classrooms and computer laboratories, athletic buildings, as well as participate in a variety of cultural and social activities, both on and off campus.
- During the academic year, *APPLE* students will return to campus and participate in two academic year visits at UW Oshkosh. These visits (one in fall, one in spring), will allow *APPLE* students to experience college life by shadowing COEHS student mentors to classes and to teaching field placements.

### Evaluation

The APPLE staff will be responsible for program evaluation. The evaluation plan will use the following instruments to determine whether the program is accomplishing its objectives:

- Written evaluations will be distributed and completed by student participants and education faculty who teach in the program, precollege summer and academic year staff and student mentors.

- The precollege coordinator will be responsible to collect and summarize the evaluation data and compile an end-of-the-program evaluation report, to be shared with all constituents who participated in the evaluation process.
- The findings will be reviewed and discussed with the COEHS faculty and the Division of Academic Support administrators and precollege staff. Evaluation results will be used for program improvement.

Responsibility: Division of Academic Support in collaboration with the Provost's office, the Team Committee and the College of Education and Human Services

Measurement: 2005: Tracking annually all participants to provide information and support in college decision making; identification annually of at least 50% within each cohort group expressing interest, self reported in attending UW Oshkosh; identification at the year of college admission of each cohort group of at least 10% admissions to UW Oshkosh.

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*Summer Mathematics and Reading Talent Scholars (SMARTS) Program*

The UW System Office of Academic Diversity and Development fund the University of Wisconsin Oshkosh Summer Mathematics and Reading Talent Scholars (SMARTS) Program. The program provides academic and personal development courses and activities to help Milwaukee Public School sixth-grade students to improve their mathematics and reading skills. The two-week, residential program is held on the University of Wisconsin Oshkosh campus, with follow-through activities during the school year on the University of Wisconsin Milwaukee campus. The activities at the University of Wisconsin Milwaukee during the school year (September-May) include activities such as tutoring, mentoring, parent workshops, teacher development seminars, self-esteem workshops, and adventure projects in mathematics and reading.

During the two weeks at University of Wisconsin Oshkosh, students concentrate on mathematics and reading strategies that will help improve their understanding of these subjects. Classroom lessons are designed to inspire and interest all types of learners. To enrich classroom learning, students use the computer labs, participate in small group tutoring and learn useful study skills. Students also increase their confidence and self-esteem through learning activities, group projects, and field trips.

Goal/Objectives

The goal of the *SMARTS* Program is to assist middle school students, primarily students of color and students from financially disadvantaged backgrounds, to strengthen their skills in reading and mathematics. Toward this goal, the Division of Academic Support has established the following objectives.

- Identify and select 20 students from five Milwaukee Public Schools (MPS) middle schools who have completed sixth grade and are deficient in subject areas of reading and math.
- Promote academic success in other subject areas through competency in reading and mathematics.
- Build a pipeline for better prepared high school students who may be stimulated to pursue college.
- Provide instructional and hands-on experiences designed to help students completing the sixth grade to raise their performance in mathematics and reading at or above their grade level.
- Use diagnostic instruments and other methods to assess students' skill levels in mathematics, reading and self-concept for placement in the program.
- Provide a two-week mathematics and reading-intensive course of study with related activities designed to help students learn mathematics and reading more effectively.
- Increase students' performance on the Wisconsin Student Assessment System in mathematics and reading to a minimum of the average national percentile ranks by eighth grade.
- Enroll 65% of students in challenging mathematics programs, such as pre-algebra and algebra by eighth grade.
- Increase the level of the students' self-esteem.

### Activities

- Present and disseminate *SMARTS* information to school administrators, students, and parents throughout the five select Milwaukee public middle schools.
- Offer courses in reading enhancement and mathematics tutoring.
- Offer courses in study skills and self-esteem.
- Students will participate with Reader's Theater, mental imagery, know-want-learn charts, plays, worksheets, flash cards, dice, scientific calculators, and exams.
- The reading and math teachers will issue diagnostic tests to test the *SMARTS* students.
- Implement UW Oshkosh's summer program and UW Milwaukee's academic year follow-through program.
- UW Oshkosh and UW Milwaukee will collaborate with the MPS staff to enroll eligible students into challenging reading and mathematics courses.

## Evaluation

Participants, faculty and precollege staff will be asked to evaluate the program through a written evaluation form administered at the end of the program. Additionally, the UW System Office of Academic Diversity and Development and UW Milwaukee will utilize evaluation tools to measure overall success of program. Each program objective has a built-in evaluation method, which measures success. The following represent those activities:

- The SMARTS enrollment roster will show 20-25 students for the summer session.
- Pre- and post-tests will be given to program participants at the beginning of the program to assess knowledge and skills and to evaluate progress at the end of the program.
- Each student from the previous summer session will receive two newsletters per year and will be invited to participate in the other UW Oshkosh PreCollege Programs.
- A self-reporting survey will be administered at the end of each session to evaluate the students' satisfaction with their experience during the program. The precollege coordinator will prepare a written report.

Responsibility: Division of Academic Support in collaboration with the Provost's office and the Team Committee

Measurement: 2005: Tracking annually all participants to provide information and support in college decision making; identification annually of at least 50% within each cohort group expressing interest, self reported in attending UW Oshkosh; identification at the year of college admission of each cohort group of at least 10% admissions to UW Oshkosh with an interest in the STEMS.

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## Multicultural Career Fair

The Multicultural Career Fair sponsored by the Division of Academic Support, offers students an opportunity to meet employers and explore career options and internship opportunities. Each spring semester, area companies and state agencies are invited to participate in the UW Oshkosh Multicultural Career Fair. Multicultural and disadvantaged students are encouraged to participate in this event and are asked to come prepared to apply for positions or internships.

## Goal/Objectives

The goal of the Multicultural Career Fair is to provide opportunities for students to explore career options and gain knowledge and skills in networking with potential employers.

- Provide career and internship opportunities specifically geared towards multicultural and disadvantaged students.
- Promote and encourage students to establish connections with employers for career and internship opportunities.
- Engage students in resume writing, interviewing and job finding skills.
- Provide opportunities for interested local agencies to hire multicultural and disadvantaged students.

## Activities

- In collaboration with the Career Placement office, Wisconsin companies are asked to participate in the Multicultural Career Fair.
- Establish communication with local companies and confirm participation.
- Students meet with the counselor from Multicultural Retention Programs or Career Placement to develop and/or enhance their resume, complete job/internship applications, develop letter of application, and other related employment development activities.

## Evaluation/Assessment

Develop and disseminate program evaluations that will help to attain the following information:

- Decisions regarding needs and whether programs are meeting goals.
- Determine impact of programs to students and partners.
- Improve delivery mechanisms to be more efficient and less costly.
- Understand, verify and increase impact of programs and services to students.
- Disseminate information about scholarships, internships and job opportunities to students.

Responsibility: Division of Academic Support in collaboration with the Provost's office and the Team Committee

Measurement: 2005: A tracking system with each participant following graduation will be maintained. At least 25% will obtain interviews, with 10% of the cohort group obtaining a



position within one year of graduation in a self-reported response to the university.

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### Internship and Scholarship Opportunities

Internships and scholarships provide opportunities for students to strengthen their professional skills and experience, thereby improving their financial status, resulting in academic motivation and student success.

- Help students apply for internships to gain practical supervised experience that supports their related career choice.
- Motivate and engage students in taking advantage of opportunities related to their current educational experience and future career endeavors.
- Reduce the reliance on loans and financial aid to students.

### Activities

- Disseminate information about scholarships, internships and job opportunities.
- Assist students with job applications, resume writing and cover letters including mock interviews.
- Visit students at the internship sites as appropriate.

### Evaluation/Assessment

Develop and disseminate program evaluations that will help to attain the following information:

- Decisions regarding needs and whether programs are meeting goals.
- Determine impact of programs to students and partners.
- Improve delivery mechanisms to be more efficient and less costly.
- Understand, verify and increase impact of programs and services to students.

Responsibility: Division of Academic Support in collaboration with the Provost's office and the Team Committee

Measurement: 2005 A tracking system with each participant following graduation will be maintained. At least 25% will report program linked success that is specific.

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### Student Development Series

In an effort to enhance the retention of multicultural and disadvantaged students, the *Student Development Series* facilitated by Multicultural Retention Programs, offer programs and workshops that enhance educational and career development of students.

#### Goal/Objectives

To enhance retention of multicultural and disadvantaged students by offering programs related to student development and growth.

#### Activities

- Offer workshops in Time Management, Graduate School, Job Finding and Interviewing Skills.
- Offer opportunities for students to meet with representatives from agencies that offer internships.

#### Evaluation/Assessment

Develop and disseminate program evaluations that will help to attain the following information:

- Decisions regarding needs and whether programs are meeting goals.
- Determine impact of programs to students and partners.
- Improve delivery mechanisms to be more efficient and less costly.
- Understand, verify and increase impact of programs and services to students.

Responsibility: Division of Academic Support in collaboration with the Provost's office and the Team Committee

Measurement: 2005: A tracking system with each participant following graduation will be maintained. At least 25% will report program-linked success that is specific.

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### Cultural, Educational, Recreational and Social Programs

The Multicultural Retention Programs' staff offers advising to six multicultural student organizations. These include the Multicultural Education Center (MEC) Student Board (the umbrella organization for all of the multicultural student organizations), Asian Student Association, Hmong Student Union, Black Student Union, American Indian Student Association and Hispanic Cultures United. These organizations offer

approximately one hundred cultural, educational, social and recreational programs throughout the academic year.

### Goal/Objectives

Provide cultural and social enrichment programs and activities to promote a campus climate that appreciates students from diverse cultures and backgrounds.

- Communicate a strong message to multicultural and disadvantaged (M/D) students about UW Oshkosh's appreciation of and commitment to diversity.
- Promote campus involvement and leadership development of M/D students resulting in improved student retention.
- Engage other university departments to work collaboratively in the development of programs related to cultural diversity.

### Evaluation/Assessment

Develop and disseminate program evaluations that will help to attain the following information:

- Decisions regarding needs and whether programs are meeting goals.
- Determine impact of programs to students and partners.
- Improve delivery mechanisms to be more efficient and less costly.
- Understand, verify and increase impact of programs and services to students.

Responsibility: Division of Academic Support in collaboration with the Provost's office and the Team Committee

Measurement: 2005: A tracking system with each participant following graduation will be maintained. At least 25% will report program linked success that is specific.

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### Writing Tutorial Program

The Writing Tutorial Program aids multicultural and disadvantaged students with writing assistance on all levels to help them understand instructions in a clear manner create and produce well-written papers, and consequently gain confidence in their written work.

### Goals/Objectives

Expected outcome includes 75 to 85% of students serviced will gain deeper understanding of the English language so that coursework (writing papers) will be less stressful and easier to approach, thus resulting in a command of the written word that will

lead to successful completion of the course. For many Division of Academic Support students, lack of initiative due to shyness, perceived shame with asking for assistance or fear of expected stress, as well as cultural differences and expectations, can hold them back from seeking help; establishing a comfortable rapport with students is essential to overcome this, and as a relationship is developed that is based upon trust, acceptance and encouragement, students will become more confident with their writing abilities and will do better in their courses.

### Activities

Tutoring in writing/English courses including advisement and help with resumes, term papers, theses, book reports, speech writing and execution and graduate school applications as well as numerous other related writing projects are included in the Writing Tutorial Program. Under the direction of the writing skills specialist, the writing tutorial program offers specially developed writing seminars each semester covering such topics as study skills and test taking. Twice a year a *Study-A-Thon* is held at the Multicultural Education Center for M/D students, and offers a full night of relaxed study time and interaction with peers; personal, concentrated writing assistance through the Writing Tutorial Program is provided during this *Study-A-Thon*.

### Evaluation/Assessment

Expected outcome includes 75 to 85% of students serviced will gain deeper understanding of the English language so that coursework (writing papers) will be less stressful and easier to approach, thus resulting in a command of the written word that will lead to successful completion of the course. The demand for this program remains intense; this is due in large part to many students' weak basic writing skills, and includes the difficulty many multicultural students have adjusting to the English language (written word). The number of students needing the writing tutorial help is expected to increase as more and more multicultural and disadvantaged students enroll at UW Oshkosh.

Responsibilities: The Division of Academic Support

Measurement: 2005: All participating students will maintain a grade of "C" or above in English.

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The following are Division of Academic Support Experiences. It is recommended that, in collaboration with Team Committee, specific outcome measures targeting specific academic performance be identified and developed for each experience by fall 2005. Students, faculty and administrators will be consulted.

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### *American Multicultural Student Leadership Conference*

The American Multicultural Student Leadership Conference (AMSLC) offers an exceptional opportunity for students to get together with others from across the

University of Wisconsin (UW) System, for networking, sharing knowledge, and examining critical student issues while exploring themes in student life.

Students are also asked to submit coursework/research representing various categories of the conference theme for competition. A panel of UW System professors selects student finalists to present their work at the conference. The categories include poetry, research, fine arts, creative writing, and poster presentation, among others.

### Goals/Objectives

The goal of the conference is to enhance leadership skills and promote academic development.

- To promote participation by offering a campus competition prior to the conference.
- To assist with written presentations in preparation for the competition.
- To engage in activities that encourages participation in the conference.

### Activities

- Communicate information and promote conference by sending flyers, letters and e-mailing students.
- Engage students in research and writing activities to include enhancing class research papers.
- Help students with presentations by conducting mock presentations.

### Evaluation/Assessment

Program evaluations are disseminated and collected by the conference committee. However, the staff on campus measures success by the number of submissions and selections to present at the conference.

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### *Heritage Month Programs and Cultural Events and Activities*

The heritage month programs and cultural events and activities offered by the multicultural student organizations (American Indian Student Association, Asian Student Association, Black Student Union, Hispanic Cultures United, Hmong Student Union and the Multicultural Education Center Student Board) in the Division of Academic Support, are celebrations to promote understanding and awareness of cultural diversity on campus and throughout the Oshkosh community.

## Goals/Objectives

The goal of the celebratory programs and events is to promote awareness and understanding of cultural diversity on campus and throughout the Oshkosh community through heritage month programs and cultural events and activities.

- Raise awareness by planning and implementing cultural programs and activities.
- Engage student organizations in their development of leadership by training them in the process of planning and coordinating calendar of events and activities.
- Help student organizations to secure speakers and presenters who represent their ethnicity and can share their expertise on education-related topics.
- Help students develop a network of professional contacts within their respective ethnic backgrounds to facilitate program development.

## Activities

- Martin Luther King, Jr., Celebration (January)
- Black History Month (February)
- Women's History Month (co-sponsor) (March)
- Asian Heritage Month/Hmong Educational Conference (April)
- American Multicultural Student Leadership Conference
- Cinco de Mayo (May)
- Hispanic Heritage Month (September/October)
- Native American Heritage Month (November)
- Black Thursday Commemoration (November)
- Holidays Around the World (December)

## Evaluation/Assessment

The success of the programs and events will be measured by disseminating program evaluations at the end of each activity. For social activities scheduled at the Multicultural Education Center, participants will be required to sign a roster. The designated counselor/advisor for each organization will analyze data to assess success of the program and/or activity. Quantitative data analysis is not always the best measure of a program or activity but for some of these programs it is the only collectible data.

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## *First-Year Student Forums*

The multicultural and disadvantaged (M/D) first-year students face many challenges when they arrive on campus in the University of Wisconsin Oshkosh. Students suddenly realize that they have to look after themselves in every aspect and use

their newfound freedom wisely. The first-year is always transitional, from old ways and contexts of learning to requirements of new academic skills. The *First-Year Student Forums* were developed to respond to these academic challenges. The forums offer workshops in time management, note-taking, confident classroom speaking, test-taking strategies, achieving in Math and other cultural components of the program.

### Goal/Objectives

The goal of the *First-Year Student Forums* is to help first-year students in their transition to campus.

- Increase the first-year retention.
- Invite faculty and staff to participate in the implementation of the first-year student forums by presenting forums addressing time management, note-taking, confident classroom speaking, Roommate 101, etc.
- Collaborate with the student organizations to increase involvement in the first-year programs.

### Activities

- Students will be made aware of each student forum by mailing flyers followed by phone calls to encourage and confirm attendance.
- Invite faculty and staff to present forums.
- Offer pizza and refreshments at each forum.
- Students will be asked to attend weekly organizational meetings and choice of cultural offerings on campus especially the various heritage months.

### Evaluation/Assessment

Program evaluation forms will be disseminated to determine program effectiveness.

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### Math Tutorial Program

The Math Tutorial Program offers tutorial assistance to multicultural and disadvantaged (M/D) students in math courses including Basic Algebra, College Algebra, Geometry, Calculus, Statistics (Math, Psychological, Sociological, and Business) and Business Math Analysis I and II. Also available to students is the use of the microcomputer lab at the Foundation Center to complement the services offered by the program. The Math Tutorial Program endeavors to close the gap in educational achievement, by bringing retention and graduation rates for M/D students in line with those of the student body as a whole.

## Goals and Objectives

To assist students in reaching their academic goals to maximize their educational opportunities in math and math related courses to increase retention and graduation rates.

- To offer one-on-one, group and peer tutoring for students.
- To empower students in becoming self-sufficient in problem-solving areas of mathematics.
- To increase students' self-confidence in working with math and math-related topics.
- To offer services that facilitates successful completion of required courses that may not be offered during the desired timeframe of the students.

## Activities

The Math Tutorial Program coordinator proactively determines those students who may be *at risk* in math courses by examining past performance in previous math classes and/or entrance exams and diagnostic testing. Additionally, continued emphasis is placed on small group and peer tutoring because the success rates of these two methods have proven to be higher than those in one-on-one tutorial relationships.

To help raise academic self-esteem, each year the video, *Math Is a Four Letter Word*, which discusses math phobia, is offered for viewing to first-year and transfer students. Other videos are available for viewing in either individual or group settings, however, these focus on a systematic approach to solving more complex mathematical problems. The Math Tutorial Program also offers coursework through the University of Wisconsin Madison Extension Program, Independent Learning, to M/D students and proctors exams for the program.

## Evaluation/Assessment

The expected outcomes are that 70% of the students enrolled in math or math-related classes will complete the coursework successfully. This evaluation is made by computing the success rates of the students who used the tutorial program and comparing them with those enrolled in math classes and who did not seek tutorial assistance. Students using the program are further subdivided into regular and occasional users.

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## Early Warning Intervention (EWI) Program

Established for the 1993-94 academic year through a joint effort of the Division of Academic Support and the Faculty Advisory Council, implemented by the Multicultural Retention Program, the *Early Warning Intervention (EWI)* program is designed to give students feedback from class professors and advisors, letting students



know their progress over the course of the semester, giving the students the opportunity to obtain assistance to successfully complete the course.

### Goals/Objectives

The goal of the EWI program is to closely monitor the academic progress of multicultural and disadvantaged students on a course-by-course basis during each 14-week semester. To achieve this goal, the Multicultural Retention Programs has established the following objectives:

- Process individual student course sheets for distribution to appropriate professors and advisors.
- Assign returned course sheets to appropriate counselors/advisors.
- Counselors/advisors will accurately assess completed course sheets for proper early intervention.
- Initiate/recommend/refer intervention utilizing individualized tutorial or other campus resources.
- Provide services for appropriate actions using tutors or other campus resources for assistance.
- Report progress to students and professors.

### Activities

- Obtain a current list of multicultural and disadvantaged students from Academic Computing.
- Send individual student course sheets on the 4<sup>th</sup> and 7<sup>th</sup> week of semester classes to professors whose students are enrolled.
- Process and assign completed course sheets to counselor/advisor.
- Send confirmation correspondence to professors and advisors upon receipt of completed course sheets.
- Initiate intervention and provide feedback.
- Maintain proper database for documentation of all intervention activities.
- Review EWI and faculty reports to identify specific areas of concerns to develop and plan programs and workshops that directly assist those areas.

### Evaluation/Assessment

The evaluation procedures will incorporate the following processes:

- Generate a final report showing all intervention activities and intervention assistance.

- Review and compare students' GPA with EWI reports from faculty and intervention processes.
- Review workshop evaluations to determine success and implementation.
- Work with the Advisory Council to develop instruments to determine faculty and student effectiveness.

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### Multicultural Education Center (MEC)

The MEC serves as a resource and information center for students, staff, faculty and community members interested in improving cross-cultural human relations and understanding cultural differences. It is the home of the Norma Shanebrook Multicultural Library with collection of books, periodicals, pamphlets and other documents, which focus on various cultural groups, their interrelationships and their relationships with European-American cultures. Works in the collection include issues of multiculturalism, diversity, cross-cultural history, racism, socialization processes and education in American society. The MEC also continues to serve as the embassy for all students and provides a “home away from home” atmosphere.

### Goals/Objectives

The goal of the MEC is to serve as a resource and information center for students, staff, faculty and community members interested in improving cross-cultural human relations and understanding cultural differences.

### Activities

The MEC is home to all six-student organizations - the MEC Student Board, the Asian Student Association, Black Student Union, Hmong Student Union, American Indian Student Association and Hispanic Cultures United. Committee and organizational meetings, classes, public relations events, and math and writing assistance are all provided at the MEC, and other campus organizations such as Mac Users and Spanish Club, as well as interim classes, are held in this building. The Norma Shanebrook Library offers a full array of multicultural-themed books for student use, and the computer lab is heavily utilized. The kitchen is used extensively for fundraising purposes and class demonstrations. As well, academic learning seminars hosted by staff each semester.

### Evaluation/Assessment

The MEC continues to provide a warm and unique atmosphere for the purpose of serving the UW Oshkosh campus. The multitude of established organizations that meet there as well as frequent new groups interested in utilizing the MEC continue to make the MEC a popular, busy site. The daily-sign in sheets show the number of people utilizing the MEC, however, individualized evaluations to determine outcomes will need to be developed by program.

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Student Support Services (SSS)

The University of Wisconsin SSS program promotes retention and graduation of 300 qualified first-generation, income-eligible and/or disabled students to maximize their academic potential. The project is funded by the U.S. Department of Education under the Title IV Higher Education Act of 1965. SSS has been active on the UW Oshkosh campus since 1975. The program works with faculty, academic department and other university programs to promote success and retention and to enhance the student experience.

Goals/Objectives

- Identify and select 300 eligible students each year of the grant cycle, with a minimum of 66% low-income and first-generation students and students with disabilities and 33% low-income or first-generation or students with disabilities, all of whom demonstrate academic need.
- Assess the specific academic needs of each project participant within the first month of admission to the program, in order to create an individualized educational plan.
- Provide academic, career, personal, tutorial, peer mentoring and other services so that 70% of project participants will be retained at the end of each project year
- Maintain a comprehensive and continuing career education component so that at least 80% of project participants select an appropriate academic program consistent with their career goals.
- Propose that 70% of students served will persist annually and remain in good academic standing.
- Propose that 100% of the participants are offered a financial aid package that meets their full financial need each year.
- Attain the graduation of 25% of students with 90 credits and above from the university each year.
- Provide technology workshops to ensure that 75% of students will be proficient in the use of email, Internet research and Microsoft Office applications.
- Foster an institutional climate so that students, faculty, administration and staff are aware of, and sensitive to, the problems encountered by low-income, first-generation students and students with disabilities with 65% of SSS participants rating the campus environment as positive each year.

## Activities

- Academic Advising- SSS offers intensive support for students in designing and understanding the implications of course selection, registration, and interpreting university academic policies and requirements for graduation. The major goal of the SSS staff is to guide students toward the successful completion of a bachelor's degree.
- Individual/ Small-Group Tutorial Assistance- the primary focus and the unique strength of SSS is evidenced in the success of the one-on-one peer tutoring program. Tutoring is available in nearly all courses.
- Financial Aid Counseling- SSS assists by serving as a liaison between the student and the Financial Aid Office.
- Career/ Graduate School Counseling- SSS offers career exploration activities and assists students with the job search or graduate school enrollment process.
- Personal Support- SSS assists students as they adjust to the academic, personal and social demands of college.
- Peer Mentoring - The Peer Mentoring Program is designed to help multicultural and disadvantaged first-year and new transfer students make a positive transition to UW Oshkosh. Mentors and Mentees will engage in a variety of activities designed to provide a sense of belonging and connection to the university campus, promote academic success, and foster an appreciation for community service.
- Academic Seminars- Promoting academic adjustment and success
- Cultural Enrichment Programs- SSS also offers opportunities for socio-cultural enrichment activities.
- Referrals to other Services

## Evaluation/Assessment

Evaluations of the outcome of SSS program objectives, activities, student needs assessment and program management are ongoing. Evaluations conducted by SSS are both qualitative and quantitative, and results are used to improve services to students and quality of project management. Formative evaluation is accomplished by SSS in the number of student contacts as documented on student contact logs, attendance at cultural enrichment activities as evidenced on sign up records, number of tutor requests, and degree of satisfaction expressed by students. Summative evaluations will include performance and fiscal accountability to the federal government and to the institution. The data collected and maintained regarding retention and graduation of SSS students is used in generating reports. The results from the evaluation will be used in the Annual Performance Report to the U.S. Department of Education. Further, the summative evaluation will be used to assess the extent to which project participants have progressed in reaching their educational and career goals, and impact the project has made in attaining graduation. The program utilizes the following continuous assessments:

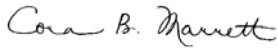
- Noel Levitz Retention Management System- individualized assessment of student needs and the outcomes are used for intervention strategies and to create the individualized educational plan.
- Tutorial Program- assessed for the number and quality of contacts, grade outcomes are indicative of student performance.
- Peer Mentoring- assessment of mentor/mentee contacts as evidenced on logs, grade outcomes and number and percent of mentees retained.
- Student semester-end evaluation- assesses student satisfaction with program services such as academic advising, career counseling, academic seminars, tutoring and campus climate.
- Retention- the persistence of students is assessed by the number and percent of students in good standing and continuing into the next year.
- Graduation- the number and percent of graduates tracked at the end of each semester is indicative of program effectiveness.

**Appendix A**  
**UW System and UW Board of Regent Activity**

**Phase II Recommendations from Vice President Cora Marrett**

May 7, 2004

TO: Chancellors

FROM: Cora B. Marrett   
Senior Vice President for Academic Affairs

SUBJECT: Plan 2008 Phase II Recommendations

Enclosed is a document outlining considerations that I hope will be helpful as you embark on Phase II of *Plan 2008*. As you will see, we are proposing a system wide focus on narrowing the achievement gap between students of color and white students, and incorporating in each institutional plan effective means of assessment that will inform all of us about initiatives that are successful in advancing the goals of *Plan 2008*. Narrowing the achievement gap means in this instance, reducing differences in the retention and graduation rates of students of color and their white counterparts. Critical to this goal are classroom and campus climates that facilitate success for all students, and addressing the seven goals of the plan. The areas of emphasis for each institution should be developed by you, based on your individual circumstances, and should be closely linked to your institutional mission.

I consider *Plan 2008* goals as our mutual responsibility. Therefore, I see the development of Phase II plans as a collaborative and iterative process in which the staff of my office will interact with administrators, faculty, staff, and students at your institutions to facilitate the development of the Phase II plans. I ask for your input as we seek ways to be involved that assist you in the development of your plans.

The culmination of this planning process will be the presentation of institutional plans for Phase II to the Board of Regents next spring. At that time, we want to be able to assure ourselves and the Board that we have developed initiatives aimed at narrowing the achievement gap as we address the seven goals, and that we have an assessment process that will assist us in identifying those initiatives that are successful.

Attachment

c: Provosts  
Chief Business Officers  
Chief Student Affairs Officers  
Faculty Representatives  
Academic Staff Representatives  
MD Coordinators  
Tess Arenas

...zrb\cora\plan 2008 phase ii recommendations letter.doc

## **Administrative Recommendations for Creating Plan 2008: Phase II (2004-2008)**

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May, 2004

### **Introduction**

In May 1998, the UW System Board of Regents adopted *Plan 2008: Educational Quality Through Racial/Ethnic Diversity (Plan 2008)*. *Plan 2008* provided a ten-year framework for system wide institutional efforts aimed at removing barriers associated with race, ethnicity, and economic disadvantage in order to expand educational opportunities statewide, and infuse ethnic and racial diversity within institutional cultures to enhance the educational experience of all students.

In order to be responsive to changing fiscal, demographic, and legal environments, UW institutions were asked to divide the ten-year planning horizon into two five-year phases. UW System has much to be proud of as a result of Phase I outcomes, and our collective experiences in the first five years can inform our planning efforts for Phase II. As we embark on Phase II, special attention should be given to retention and graduation, with the goal of narrowing the achievement gap between students of color and white students, and the development of assessment plans for identifying initiatives that effectively address *Plan 2008* goals.

To fully comprehend the UW System commitment to diversity, it helps to put *Plan 2008* in the context of the broader interest in diversity shared by our institutions, and by UW System Administration. There is no “one size fits all” strategy to address the varied needs and concerns of historically marginalized populations. Multiple efforts are underway which are designed to prepare our students for the increasingly diverse world that surrounds them. Statewide initiatives, programs, and services under the umbrella of diversity include the Status of Women Initiative, the Institute on Race and Ethnicity, the Office of Academic Diversity and Development, the Inclusivity Initiative on Lesbian, Gay, Bisexual, Transgender and Questioning People, the UW System President’s Committee on Disability Issues, the Coordinators of Services for Students with Disabilities, and the Women’s Studies Consortium. Many more institution-specific efforts exist under the diversity umbrella. More will come in the future. The recommendations contained in this document address a specific component of the larger diversity efforts: the development of *Plan 2008: Phase II (2004-2008)*.

UW System remains committed to the mission, the planning principles, and the seven goals of *Plan 2008*. While *Plan 2008* focuses on African American, Hispanic/Latino, Asian American (with an emphasis on Southeast Asian), American Indian and economically disadvantaged populations in Wisconsin, the diversity that those underserved populations bring to our institutions contributes to the educational experience of all students.

As UW institutions develop their institutional plans, attention must be paid to the link between diversity and institutional mission. Initiatives that have been found effective in addressing *Plan 2008* goals and institutional mission should be continued, whereas those that have proven ineffective should be reconsidered in light of the Phase I experience. Our ultimate goal is to infuse diversity within our institutions so that special efforts directed at particular populations are no longer necessary. We seek to foster activities that will accomplish that goal.



## Principles for Plan 2008: Phase II Institutional Plans

The following guiding principles are a reflection of the UW System's commitment to *Plan 2008* and the knowledge we have gained through Phase I. UW Institutions should consider these guiding principles as they craft their individual Phase II plans.

❖ **Plan 2008 goals and institutional mission**

The UW System will continue to address the seven original *Plan 2008* goals. Institutional plans should be linked to *Plan 2008* goals and the institution's mission. Each institution may emphasize goals and initiatives based on their specific institutional needs and priorities.

❖ **Target populations**

*Plan 2008* targets African American, Hispanic/Latino, Asian American (with an emphasis on Southeast Asian)<sup>2</sup>, and American Indian faculty, staff, and economically disadvantaged students who are citizens or permanent residents of the U.S., or refugees. International students are not a targeted population under *Plan 2008*.

❖ **Responsibility for diversity**

The responsibility for assuring full participation by people of color and the economically disadvantaged rests with all persons, at all levels in the institution and increases the educational quality of all students. Integrating *Plan 2008: Phase II* initiatives into the day-to-day leadership, administration, coordination, and supervision of all institutional units is key to its success.

❖ **Commitment to diversity**

The UW System recognizes the need to provide educational experiences in and out of the classroom that respect, cultivate, and build upon the diversity that both genders, the differently-abled, and people of all religions, nationalities, and sexual orientations bring to the university. Institutions are encouraged to continue, and to build upon their initiatives with these groups.

❖ **Narrowing the achievement gap**

As a system, and within the context of institutional experience, particular attention should be given to narrowing the achievement gap between students of color and white students by improving retention and graduation rates.

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<sup>2</sup> Southeast Asians include students who were admitted to the United States after December 31, 1975, and who are either a former citizen of Laos, Vietnam, or Cambodia or whose ancestor was or is a citizen of Laos, Viet Nam, or Cambodia.

## Considerations in Developing Phase II Institutional Plans

The outcomes of Phase I of *Plan 2008* have given the UW System a renewed sense of urgency with respect to improving the educational opportunities and success for students of color and economically disadvantaged students. With that in mind, UWS institutions should consider the following as they draft their Phase II plans:

- ❖ **Alignment of plan with existing UWS policy**  
Commitment to policies and practices that foster full participation of all students, faculty, and staff, while ensuring alignment with existing UWS policies:
- ❖ **Admissions standards**  
Students should continue to meet established institutional admissions standards.
- ❖ **Hiring criteria**  
All faculty, administrators, and staff should continue to be hired using each institution's established hiring criteria.
- ❖ **Affirmative action**  
Institutional plans should be consistent with existing state and federal affirmative action (equal opportunity) laws.
- ❖ **Needs and challenges specific to the institution**  
The context in which the institution is operating and how that impacts Phase II initiatives, including such factors as demographic, fiscal, and other institutional considerations.
- ❖ **Implementation of Phase II initiatives**  
The overarching vision behind programs and initiatives, and how they will help achieve *Plan 2008* goals, including purpose, target populations, timeframe, partnering departments or institutions, and possible funding sources.
- ❖ **Assessment and periodic review**  
An assessment plan that informs the institution regarding the effectiveness of Phase II initiatives in addressing *Plan 2008* goals. The OADD website also provides system wide best models (<http://www.uwsa.edu/oadd/>).

Institutional assessment should:

- Demonstrate the effectiveness of policies, programs, and practices in addressing *Plan 2008* goals.
- Provide feedback for continuous improvement through periodic review of policies, programs, and practices.
- Rely where possible on multiple indicators and measures.

## Timetable

Phase II Institutional Plan Timetable	Deadlines
UW Institutions submit final drafts to UW System Administration	December 15, 2004
UW System Administration provides feedback on final drafts	February 1, 2005
UW Institutions submit final plans to UW System Administration	March 1, 2005
UW System Administration submits final plans to the Board of Regents	March, 2005

## Conclusion

Phase II institutional plans officially launch the next five years in the implementation of *Plan 2008* with emphasis on closing the achievement gap between students of color and white students. Unless we close the gap, we fail our mission of providing greater educational opportunities for students of color and economically disadvantaged students, and of broadening the educational experience of all learners.

UW System Administration envisions an ongoing dialog with UW institutions throughout the planning process. For example, in fall 2004 UW System Administration hosted a Best Practices Conference to explore effective initiatives as well as approaches to assessment and accountability.

Ultimately the success of *Plan 2008* depends on the commitment of all within UWSA and the UWS institutions including Chancellors, Provosts, Multicultural/Disadvantaged Coordinators, Deans, Chairs, faculty, staff, and students. Leadership, in particular, is key to integrating diversity into the day-to-day fabric of the institutions and UWSA. UWSA is committed to working in partnership with UW institutions to accomplish the goals of *Plan 2008*.

**Amended**  
**Endorsement of**  
**Plan 2008 Phase II Guidelines**

Resolution 8850:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents endorses the following *Plan 2008 Phase II* Planning Guidelines:

- That, the focus of Phase II will be to address the achievement gap between UW System students of color and white students measured by retention and graduation from UW institutions.
- That, UW System institutions will focus their resources and efforts on narrowing the achievement gap in ways that are appropriate to their particular mission, student population, and other circumstances.
- That, UW System institutions will develop a means of assessing *Plan 2008 Phase II* initiatives, refocusing resources and making programmatic changes based on the evidence from that assessment.
- That, pursuant to these guidelines, the UWSA Office of Academic Affairs will: work with UW institutions in developing Phase II plans; report back to the Board with summaries of institutional and UWSA Phase II plans in December of 2004; and make annual reports of progress thereafter.

**Appendix B**  
**Summary of UW Oshkosh Diversity Council Innovation Grants**  
**From 2000-2005**

<b>Date Awarded</b>	<b>Department</b>	<b>Diversity Council Innovation Grant Titles</b>	<b>Amount</b>
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 COEHS	From the Valley to the Campus: Recruitment Visits for Minority Language Students (Year 2)	\$1,500
2001-2002	English COLS	Writers of Color Residency Series	\$1,982
2001-2002	Psychology COLS	Speakers Series for Cross-Cultural Psychology: Bringing Diversity to the Classroom	\$1,400
2001-2002	Curriculum & Instruction COEHS	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 COLS	UW Oshkosh Wind Ensemble Tour	\$1,421
2001-2002	Art Department COLS	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 COLS	Native American Literature Speakers	\$2,500
2002-2003	Curriculum & Instruction COEHS	From the Valley to the Campus: Recruitment Weekend for Minority Language Students (Year Three)	\$2,400
2002-2003	Journalism COLS	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 (COLS)	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 COLS	Speakers Series for Diversity issues Pertinent to Psychology	\$900
2002-2003	Honors Program COLS	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
2003-2004	Academic Support	Community, Adjustment, Academic Success & Retention Through First Year Student Forums	\$2,500
2003-2004	UW Oshkosh Head Start	Cultural Resource Binders	\$2,430

2003-2004	Student Support Services	Promoting a Successful First-Year Experience Through Peer Mentoring	\$1,440
2003-2004	Journalism Dept. COLS	Enhancing Student Diversity and Retaining Minority Students In the Journalism Department At UW Oshkosh	\$2,182
2003-2004	Journalism Dept. COLS	The Hmong Among Us: Their Courageous Support of U.S. Troops In the Vietnam Ear, Flight To Freedom, Challenging Assimilation In a Strange New Land, & Dreams For the Future As Told by Students In the UW Oshkosh Feature-Writing Class	\$2,500
2003-2004	Academic Support	Continuing Academic Improvement, Achievement, Retention & Success Through Sophomore Student Forums	\$776
2003-2004	Curriculum & Instruction COEHS	Hmong Language, Culture and Learning in St. Paul	\$1,650
2003-2004	Admissions	Multicultural Preview Day	\$2,500
2003-2004	Admissions	A Multicultural Nation: Educating Its Future Leaders	\$2,300
2003-2004	Educational Foundations COEHS	White Privilege Conference	\$1,000
2003-2004	Academic Support	Diversity Study Abroad	\$674
2004-2005	Journalism Dept. COLS	Enhancing Student Diversity and Retaining Minority Students in the Journalism Department At UW Oshkosh	\$1,200
2004-2005	Curriculum & Instruction COEHS	UW Oshkosh Intertribal Nursing & Teaching Pre-College Program	\$1,875
2004-2005	Admissions	Act on ACT	\$2,500
2004-2005	Reeve Union	Ernest Withers: Photographs of the Civil Rights Movement	\$1,000



**Appendix C**  
**Plan 2008 Diversity Council Membership**  
**2004-2005**

Category	Term	Name	Department
Affirmative Action	N/A	Heuer, Beth (Tim Danielson is appointed by Beth as her alternate.)	Affirmative Action
Div of Acad. Support Rep.	N/A	Burgos, Irma	Academic Support
Student Recruitment Spec.	N/A	Miller, Barb	Student Recruitment
Acad. Staff-Instr.	Sept 2006	Baurecht, Bill	English
Acad. Staff-Prof./Admin.	Sept 2006	Yaghmaian, Abbas	Academic Support
Administrator	Sept 2006	Garb, Elliott	Student Affairs
Administrator	Sept 2007	Genisio, Margaret (Chair)	Assistant Vice Chancellor/Provost's office
Classified Staff	Sept 2005	Noebel, Bruce	Telecommunications
Classified Staff	Sept. 2005	Schultz, Cindy	Religious Studies
Faculty	Sept 2007	Hankes, Judith (Hones, Don will attend while Judith is on sabbatical in Spring 2005)	COEHS
Faculty	Sept 2007	Hu, Li	COLS--Art
Faculty	Sept 2006	Rindo, Ron	COLS--English
Faculty	Sept 2005	DeDee, Lynda	CON
Student	June 2005	Malde, Binta	OSA
Student	June 2005	Raudabaugh, Drew	OSA
Student	June 2005	Grow, Kristen	OSA

2004-2005 Membership = 16