



# PLAN 2008 REPORT

## 1998-2001

**University of Wisconsin Oshkosh Plan 2008 Biennial Report, 1998-2001**  
**Executive Summary**

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## **University of Wisconsin Oshkosh Plan 2008 Biennial Report, 1998-2001**

### **Executive Summary**

Since October 1, 2000, when Chancellor Richard G. Wells took office the University of Wisconsin Oshkosh has felt a surge of energy directed toward Plan 2008. Leadership is crucial to the success of an initiative of this magnitude, and our University is generating and implementing new ideas at a pace previously unknown, building on a solid foundation of commitment established under the former Chancellor John Kerrigan. The following summary highlights our best practices addressing each goal:

#### **Goal 1. Increase students of color who enroll at the University of Wisconsin (UW) Oshkosh.**

- Four community-based liaisons representing Plan 2008 ethnic groups (Hispanic, African American, American Indian and Asian American) were hired to serve as a network for recruiting students of color. The liaisons have helped increase contacts between community and University leaders; the Chancellor and Provost have made nine visits to these communities this year. They also have improved the visibility of UW Oshkosh in Wisconsin communities of color, a necessary foundation for successful student recruitment. Additionally, with funds directed toward recruitment of students of color, the former Chancellor matched the funds and gave the Admissions office an additional full-time position for a recruitment specialist, who will start September 2001.
- A total of 225 high school students of color have participated in campus visits to UW Oshkosh this year through recruitment programs designed for students from specific ethnic groups. All visits included opportunities to interact with students, faculty, and staff.
- The Anishinabe Teachers for Anishinabe Children Project, initiated by the College of Education and Human Services (COEHS) faculty in 1998 and funded largely by anonymous donations, has organized a series of programs introducing students from several Wisconsin Indian reservations to college life while also connecting reservation teachers with UW Oshkosh faculty. It includes a summer precollege program, follow-up visits in fall, teachers' workshops, and support for student-initiated projects, such as recording tribal songs. At least three Anishinabe precollege alumni are expected to enroll at UW Oshkosh in Fall 2001.
- The College of Business Administration's (COBA) Business Simulation competition forged a partnership between UW Oshkosh and Sunset High School in Dallas, Texas, a predominantly Hispanic school. A full busload of Sunset students came to the finals in 1999 and 2000, where they enjoyed a special welcome prepared for them by the Division of Academic

Support (DOAS). Thanks to a Diversity Innovation Grant, the Sunset students took the ACT residual tests here, enabling them to apply to college. Two Sunset alumni are expected to enroll at UW Oshkosh in 2001-2002.

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

- Six pre-college programs designed for students of color are currently operating at UW Oshkosh. DOAS sponsors programs for 6<sup>th</sup> grade (Summer Mathematics and Reading Talent Scholars) and high school students (PreCollege Enrichment Program), and has developed new programs in collaboration with COBA (Young Entrepreneurial Scholars, 1999), the College of Nursing (Wisconsin Youth in Nursing, 2001), and the UW System (Distance Education for Summer Enrichment Opportunities, 2001), in addition to the COEHS program mentioned above. Total enrollment in these programs for summer 2000 was 173; with two new programs in 2001, that figure is expected to rise. These programs constitute a strong precollege alumni pipeline that will be enhanced in the future with scholarship opportunities.
- COEHS faculty won a Title VII Bilingual Education Personnel Training Grant, a five-year, \$1,186,134 grant beginning in 2000, that will allow training of ESL and bilingual teachers in the Fox Valley, most of whom are already teachers or educational paraprofessionals. Additionally, the grant funds curriculum development, in-service workshops and conferences to help all teachers in area school districts become more effective with English language learners, and more understanding of the cultural backgrounds of their immigrant students.

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

- The retention rate for multicultural and disadvantaged students actively served by Student Support Services, a federally funded program, is actually higher than that of the campus body as a whole. Academic support services, tutoring, early intervention and peer mentoring programs have been initiated to reinforce this effort.
- The Chancellor pledged \$100,000 toward renovation of the historic building housing the Multicultural Education Center (MEC), which UW Oshkosh students of color regard as a home away from home. This commitment ended years of controversy about the planned demolition of the building, averting a symbolic disaster for diversity efforts on this campus.

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

- In 2000-2001, 249 students of color and 93 disadvantaged white students received \$550,952 in scholarship and grants, compared to 232 students of color, and 69 disadvantaged white students receiving \$444,301 in 1998-1999.

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

- The Chancellor demonstrated commitment to Affirmative Action by increasing the Director position from .25 FTE to a 1.0 FTE on his first day of work, Oct. 1, 2000. The Affirmative Action budget is now more than 20 times what it was in 1998. We hope that hiring results will soon parallel this trend. There is much room for improvement.

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

- Beginning in 2001, a bequest from the Jeanette Elmer Trust is providing \$5000 per year to purchase library materials about American Indians appropriate for K-12 teachers and students, which will make the UW Oshkosh Polk library a top repository for this material.
- The College of Letters and Science hosted a Tribal Elder in Residence and a Writer of Color in Residence, each for a week in spring 2001, sponsored by Diversity Innovation Grants, effectively introducing our students to different types of insight and wisdom.

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

- The Diversity Council, organized in Spring 2000 and charged with leading implementation of Plan 2008, initiated a competition among faculty and staff for Diversity Innovation Grants, at a maximum \$3000 each, funded through Plan 2008 allocation. Twelve grants totaling \$27,443 were awarded, and the grant competition, as well as the grant-funded activities, have been well publicized on campus and in the local press, increasing the visibility of and promoting commitment to Plan 2008 goals. The following is a list of funded programs for FY 2000-2001.

From the Valley to the Campus: Recruitment Visits for Minority Language Students

Improving Mathematics Achievement of Native American College Students by Improving Reservation High School Math Instruction

Understanding Hmong America: Twin Cities Field Experience for UW Oshkosh Students

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

Tapping the Wisdom of American Indian Elders: Tribal Elder in Residence

- Writers of Color Residency Series
- Welcome to Social Work: A Student, Alumni and Faculty Partnership To Attract High School Graduates of Color
- Diversity Speakers Series: Dr. Herman Blake
- The First-Year Experience Program: Special Two-day Orientation Session
- Multicultural Peer Mentoring Grant Proposal
- Hispanics Obtain Partners in Education
- Department of Residence Life High School Leadership Seminar

**Goal 1. Increase students of color who enroll at the University of Wisconsin (UW) Oshkosh.**

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

**NEW PROGRAMS:**

- In Fall 2000, the Provost's Office identified and hired four community liaisons representing Plan 2008 ethnic groups: a Hispanic American from Kenosha, an African American from Milwaukee, a Hmong from Oshkosh, and an American Indian from Bowler. This information network for UW Oshkosh actively recruits students in their home communities. The Diversity Council, Division of Academic Support (DOAS), and Admissions Office worked together to establish this program. Cost: \$40,000, of which \$22,500 was Plan 2008 funding designated for recruitment, with the balance from the university. In subsequent years, the University will assume responsibility for funding the initiative.
- The former Chancellor committed the University to adding a new full-time position in the Admissions Office, a recruitment specialist emphasizing multicultural recruitment and coordination of the community liaisons, starting September 2001. The university will match Plan 2008 recruitment funds for 2001-02 to fund this position.
- UW Oshkosh successfully hosted the Asian, Hispanic, African American and Native American (AHANA) Student Leadership Conference in February 2000 for 159 students of color from Wisconsin high schools.
- In November 2000, 24 students from Wisconsin reservations visited the campus for three days. Fifteen university students served as hosts and provided class shadowing and a campus tour. All attended a public lecture sponsored by the American Indian Student Association, featuring elder and American Indian Movement activist Vernon Bellecourt. The visit, part of the Anishinabe project described below, cost approximately \$4,000.
- In February 2001, twenty-one (21) students of color and five (5) of their advisors from Oshkosh North, Menasha, and Oneida Nation High Schools, received scholarships to attend the United Students in Residence Halls High School Leadership Seminar, along with twenty (20) other students. UW Oshkosh students served as campus liaisons and guides for these students. A Diversity Innovation Grant paid \$2050 toward the expenses of \$2797 incurred by providing these scholarships. Five American Indian, ten Hispanic, and six Hmong students attended the program.

- COEHS faculty organized campus visits for 205 English as a Second Language (ESL) high school students from Northeast Wisconsin. They were welcomed to classes and met with students, staff and faculty, with the help of the Division of Academic Support, Admissions and COLS. In 1999-2000, 65 students from Oshkosh and Green Bay (10 Hmong and 55 Hispanic) visited the University. In 2000-2001, the visit included 135 students (47 Hmong, 83 Hispanic, 2 Kurdish, 1 Somali and 2 Bosnians) from Green Bay, Oshkosh, Appleton and Menasha. The 2001 visits were funded by a Diversity Innovation Grant of \$3000.
- The five multicultural student organizations assisted Madison area high school students during visits to the campus during the spring and summer sessions: two visits in 1998-99 included 80 students; two visits in 1999-00 included 70 students, and one visit during 2000-2001 included 40 students. Another visit is planned in late summer 2001 for an additional 30-40 students.
- The UW Oshkosh Black Student Union (BSU) implemented precollege academic weekend campus visits. In 1999 sixteen (16) students of color visited the campus and were guided by BSU members: the program continued in 2000 with 30 students.
- Students, faculty and alumni of the social work department collaborated on a video in 2001, featuring interviews with UW-Oshkosh social work alumni who are people of color, intending the video for use in student recruitment. A Diversity Innovation Grant of \$1,200 funded the project.

**CONTINUING PROGRAMS:**

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

<b>UW Oshkosh Staff</b>	<b>Number of Visits Made, 1998-2000</b>	<b>Where Visited</b>	<b>Intent of Visits</b>	<b>Effect of Visits</b>
Admissions	Visited 150 high schools in three years.	Multicultural high schools in Green Bay, Sheboygan, Racine, Kenosha, Beloit, Milwaukee, Madison, Wausau, Fox Valley	Introduced UW Oshkosh to guidance counselors & students of color	Established contacts with guidance counselors and students of color; collected names of prospective applicants to contact; followed up with materials and phone calls.
Admissions	211 total fairs in three years	National and Multicultural Specialized College Fairs in WI, MN, & IL	Represented UW Oshkosh at college expos	Made contact with large numbers of potential students of color; collected prospects from wider area for follow up.

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

<b>UW Oshkosh Staff</b>	<b>Number of Visits Made, 1998-2000</b>	<b>Where Visited</b>	<b>Intent of Visits</b>	<b>Effect of Visits</b>
Admissions	9,000 packets mailed in three years	Multicultural college seniors in Wisconsin, Illinois, and Minnesota	Sent personal letters with info packets.	Introduced to UW Oshkosh to prospective multicultural students in nearby states.
Chancellor & Provost (NEW)	9 - 2000-2001	Menominee Tribal College & Reservation; Stockbridge/Munsee Reservation; Milwaukee African-American churches and multicultural high schools	Established community contact at leadership levels.	Developed rapport with community leaders; established network of community liaisons; demonstrated commitment of UW Oshkosh to these communities.
Division of Academic Support	15 – 1999-2000 45 – 2000-2001	Middle and High Schools on reservations and in highly multicultural Wisconsin cities	Recruited for precollege programs; built networks, contacts.	Developed contacts for precollege programs; built trust with parents and schools that enhanced recruitment and retention.
Graduate School (NEW)	Two visits	National Black Grad Student Grad School Fair and American Minority Student Leadership Conference	Represented UW Oshkosh at Graduate recruitment fairs.	More than 50 potential graduate students of color requested information about UW Oshkosh graduate programs.

**1.2 Develop partnership communities outside UW Oshkosh service region.**

**NEW PROGRAMS:**

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

**Activities:** The College of Business Administration (COBA) and the Division of Academic Support (DOAS) have worked together to establish a very strong connection with predominantly Hispanic students from Sunset High School in Dallas, Texas.

Beginning with Internet contact about COBA's high school business simulation competition, the Sunset school district sent 37 Hispanic students to Oshkosh in Fall 1999 and 2000, bringing a total of 78 Hispanic students to compete in the business simulation playoff—winning it in 2000. While on campus DOAS organized events for these students with UWO student organization Hispanic Cultures United, and, with the help of a Diversity Innovation Grant in 2000, 30 students took the ACT test while on campus. (Grant total: \$600. DOAS and other UWO funding for Sunset students: \$4500 in 2000. Total COBA simulation costs: \$17,100, for 220 WI and 30 TX students).

**Outcomes:** In fall 2001, a Sunset high school student plans to enroll at UW Oshkosh, and a second hopes to follow in spring 2002. The program has been very successful in developing a strong relationship with Sunset students. However, recruitment of students for the university is a challenge as financial aid for non-resident tuition is a very critical issue. The business simulation program has been housed and funded by COBA. In the past three years the program has reached over 1,100 high school students, and 28 alumni of the program have enrolled at UWO. However, more than half of these fifteen (15) students are enrolled in colleges other than COBA. It is crucial that COBA identify some university-wide funding for this vital program, which has benefited the campus as a whole.

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

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

- **Precollege Summer Session:** Students learn how to tutor younger students in mathematics during a weeklong summer session at UW Oshkosh. Thus, project participants do not wait until completion of a degree to become Anishinabe teachers of Anishinabe children--tutoring entitles them to this role immediately. See enrollment data under Goal 2.
- **Campus Visit:** During fall 2000, 24 project participants completing their senior year of high school visited the campus for three days, hosted by UW Oshkosh students, as mentioned above.
- **Teacher Training:** In March 2001, 17 middle and high school teachers from the participating reservations attended a three-day math workshop funded by a Diversity Innovation grant. A similar workshop for elementary teachers is planned for August 2001.

- Cooperative Cultural Projects: Seven student singers from the Anishinabe Teachers for Anishinabe Children Program came to campus in spring 2001 to record a CD of Native music as a way to foster leadership and respect for tradition. The Oneida Nation, at no cost, will publish the recording, and the Oneida Nation Tribal High School will hold rights to the CD.

**Outcomes:** Several students who have participated in the program for three consecutive years are now seniors. Of these, five have applied to UW Oshkosh (three have been accepted, two have applications pending); three others will attend private colleges and two tribal or intertribal colleges. Teacher workshops benefit the program by enabling teachers to work more closely and successfully with the tutor-students and recommend promising students for the program, and the workshops benefit tribal schools by initiating discourse about mathematics reform. The CD project and campus visits reinforce communication and good will. Donor support for the project will end after summer 2002; project directors are seeking funding from tribal councils to continue the program.

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

- The total number of undergraduate students over age 25 declined slightly but steadily during the 1998-2001 period. Throughout the period, adult students over 25 constituted 90% or more of UW Oshkosh graduate students.
- In 1999, the Weekend and Evening Degree Programs introduced a new collaborative degree program with UW College campuses at Fond du Lac and Fox Valley. By 2001, 190 students were enrolled across the three campuses. In addition, at UW Oshkosh, 90 students are enrolled in the evening track BBA, and 30 in the interdisciplinary liberal arts BLS program.
- Since 1995 the College of Nursing has participated in a collaborative distance education program with other UW System Nursing programs to enable RNs to complete their BSN. Currently 70 of these students list UW Oshkosh as their home campus.
- In Spring 2000, the Provost's Office held focus groups for the university community to brainstorm ways of improving adult access to the university as part of a continuing UW Oshkosh Focus on Access Initiative.
- In April 2001, UW Oshkosh Continuing Education sponsored a system-wide conference emphasizing recruitment and retention of adult students, "Building the New Community," attended by a total of 117 staff, faculty and students.

- In 2000-2001, through the Title VII Teachers and Bilingual Personnel Grant in the COEHS, 20 adult paraprofessionals, 40 in-service teachers, and six other educational personnel have enrolled in courses at UW Oshkosh preparing for ESL/Bilingual licensure. This project is discussed more fully under Goals 2 – 6.
- Renewal of social work licensure includes continuing education on multiculturalism as an area of focus. Our Social Work Department is working with Continuing Education and UW Green Bay to provide conferences that will serve this population and increase public awareness of diversity issues. A collaborative MSW program involving both UW Oshkosh and UW Green Bay is currently being negotiated, taking this specific adult-oriented educational initiative still further.

#### **1.4 Increase graduate student recruitment.**

- Students of color enrolled in the Graduate School reached an all-time high of 59 from 1998-2000, but that high is still below expectations. The Graduate School initiated more local advertisement and active participation in multicultural recruitment events in 2000-2001.
- The Graduate School provides assistantships to four students of color, one in each college, at \$3,190 each, as well as several grants listed under Goal 4.
- The Graduate School has provided two information sessions annually for the UW Oshkosh undergraduates of color considering graduate study, including a career day for junior and senior students of color jointly sponsored with DOAS. Attendance at these sessions has been low, only 5-12 students each session. Other strategies to encourage attendance are in process.

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

#### **2.1 Expand and enhance existing pre-college programs for students of color.**

- The Division of Academic Support (DOAS) “precollege experience” has evolved since its inception in 1978 from a pre-matriculation program for under-prepared first-year students to a multifaceted experience for 6<sup>th</sup> through 12<sup>th</sup> grade students, primarily funded by the Department of Public Instruction. The DOAS disseminates information about precollege programs to culturally diverse schools in Oshkosh, Milwaukee, Kenosha, Racine, Beloit, Oneida, Appleton, Neenah, Menasha, Bowler, Freedom, Gresham, Seymour, Shawano, Wausau and Madison.

- The DOAS Summer Mathematics and Reading Talent Scholars (SMARTS) Program** targets selected Milwaukee middle schools, including Andrew S. Douglas Community Academy, Grand Avenue, Roosevelt, Sholes and Thomas Edison Middle Schools. UW System primarily funds the program for \$21,000 annually, with supplementary DOAS funds. SMARTS offers intensive reading and mathematics classes for sixth grade students. During the summer, students participate in a two-week residential program at the University of Wisconsin Oshkosh, with follow-up activities at the University of Wisconsin Milwaukee. Students participating in the program also take study skills and esteem-building classes. Enrollment data follows:

<b>SMARTS Enrollment</b>	African American	American Indian	Asian	Hispanic	Other	Total
1998	23	0	1	1	0	25
1999	29	0	1	1	3	34
2000	12	0	0	1	0	13
2001* (expected)	20	0	3	6	3	32

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

<b>PEP Enrollment</b>	African American	American Indian	Asian	Hispanic	Other	Total
1998	56	2	14	7	0	79
1999	51	2	21	5	2	81
2000	63	6	15	12	3	99
2001* (expected)	85	13	22	12	12	144

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

<b>ATFAC Enrollment</b>	African American	American Indian	Asian	Hispanic	Other	Total
1998	0	15	0	0	0	15
1999	0	32	0	0	0	32
2000	0	35	0	0	0	35
2001* (expected)	0	35	0	0	0	35

**2.2 Develop additional precollege programs for students of color.**

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

<b>YES Enrollment</b>	African American	American Indian	Asian	Hispanic	Other	Total
1999	20	0	1	3	1	25
2000	15	1	6	5	0	27
2001* (expected)	17	0	10	6	1	34

- The Wisconsin Youth in Nursing (WYN) Program**, a partnership between the College of Nursing and DOAS, will begin in Summer 2001 as a pilot program in conjunction with the existing PreCollege Enrichment Program. The goal of WYN is to introduce better-prepared high school students of color to the profession of nursing, and encourage them to apply, enroll and graduate from College of Nursing programs. WYN will provide two, two-week courses of study focusing on math concepts and English skills, as well as content and laboratory activities in bacteriology, chemistry, anatomy and physiology, all necessary for developing prerequisite knowledge for students entering a nursing program. Twenty-one (21) multicultural/disadvantaged high school students are expected to participate. The program is currently funded through the DOAS, the College of Nursing, and through an Area Health Education Center grant. The program will be offered next year as a separate precollege program similar to the YES Program.

- **Distance Education for Summer Enrichment Opportunities (DESEO)** is a collaborative program with the Division of Academic Support and UW System Office of Multicultural Affairs. It is a part of the “Reach Out” *Learning Anywhere Anytime Program* (LAAP), which partners with six cities in Wisconsin and Minnesota to provide distance learning to students residing in various migrant camps. Funded through a *Fund for the Improvement of Postsecondary Education* (F.I.P.S.E.) grant, DESEO offers a two-week residential summer program for 10-12 Hispanic high school students of migrant families in the Fox Valley (Oshkosh and surrounding communities). DESEO provides students an opportunity to access courses on-line and receive daily one-on-one tutoring from residential staff. Additional components include enrichment courses in English/composition, mathematics, science, study skills, health and wellness and career exploration. Some students earn credits toward high school graduation, while all students gain Internet and computer experience, better qualifying them for job opportunities and higher education.

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

- Several UW Oshkosh youth programs include students of color, mainly by inviting schools with high multicultural enrollments. However, record-keeping concerning diverse participation has not been consistent. The Diversity Council will initiate a project next year to specifically assign members to work with the following regularly scheduled youth outreach programs, to encourage (and document) participation by students of color:
  - Science Olympiad, a Science Outreach annual project
  - High School Art Exhibit, presented at the Priebe Gallery
  - High School Music Festival, organized by the Music Department
  - English Festival, a collaborative COEHS and COLS project
  - Great Opportunities for Accelerated Learners (GOAL) program, offered through Continuing Ed in conjunction with the Oshkosh Area School District
  - Summer Sports camps, including baseball, and basketball, offered by UW Oshkosh Athletics
- Participation of Hispanic students from Sunset High School in Dallas, TX, described under Goal 1, and the expanded programming offered these students by 15 members of the student organization, Hispanic Cultures United, sets a sterling example.
- Scholarships ensured the participation of 20 students of color in a residence leadership program for 40 high school students in February 2001, described under goal 1, another successful model.

- UW Oshkosh Black Student Union collaborated with the Oaklawn Elementary School, Oshkosh, WI, in mentoring 30 third-grade African American students during the 1999-2000 spring session.

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

##### **NEW PROGRAMS:**

- **The Title VII Bilingual Education Personnel Training Grant**, a five-year, \$1,186,134 grant awarded COEHS faculty in 2000, makes possible a major initiative training ESL and bilingual teachers in the Fox Valley. In 2000-01, the first year of the grant, a budget of \$176,324 funded a variety of programs and activities.
  - Nine workshops on “Successful Practices with English Language Learners,” reached 280 K-12 staff in eight districts.
  - Two hundred forty (240) K-12 personnel attended a one-day Language, Culture, and Education Institute, co-sponsored by COEHS, the Title VII Grant, and the Division of Continuing Education and Extension. Sixteen breakout sessions were offered, with most presenters from schools and colleges in Northeast Wisconsin, discussing techniques for reaching English Language Learners. A highlight of the program was a presentation by Hmong performance artist Tou Ger Xiong.
  - The grant also provided books and tuition for individuals training to become ESL/Bilingual Education teachers. This year, 77 trainees were awarded funds, including 40 teachers seeking additional licensure, and 26 paraprofessionals or other educational personnel seeking teacher certification. Six teachers enrolled in the phase of the program that prepares bilingual teachers to become principals. Details of amounts of tuition grants are provided under Goal 4.
  - New courses and curricular activities to develop under the program are discussed under Goal 6.
- In spring, 2001, fifteen (15) middle and high school math teachers from Wisconsin reservations and two from South Dakota came to a two-day workshop held by COEHS faculty as part of the Anishinabe Project discussed in Goal 1. The purpose of the workshop, funded by a Diversity Innovation Grant of \$3000, was to inform these teachers about pedagogical techniques more effective with indigenous learners, and to raise teacher expectations of students’ abilities through focusing on problem solving. The teachers attending were enthusiastic, and continue to correspond with the workshop leader via e-mail. A follow-up workshop with reservation elementary teachers is planned for Summer 2001.

- In 1999-2000, COEHS faculty and students participated in collaborative action research with Oshkosh teachers involved in interviewing parents in a school with 50% low income and 30% students of color to enhance the success of the Student Achievement Guarantee in Education (SAGE) program, which is designed to boost academic achievement.
- In spring 2000, the Division of Continuing Education co-sponsored a workshop for 35 K-5 educators on “Exploring Hmong History and Culture” to enhance communication between school staff and Hmong students and families. Paid for by participant fees of \$130 each, the workshop was evaluated as very useful and will be repeated.
- The Continuing Education Department is working with the Department of Social Work to offer conferences that would enable school social workers to renew their licensure. Multiculturalism is one of the key training areas.

#### **CONTINUING PROGRAMS:**

- Science Outreach Program regularly holds workshops to train K-12 teachers in interactive pedagogical methods more welcoming to students of color, and waives registration fees for teachers in high poverty school districts.
- Science Outreach holds a Scientist in Residence program at four elementary schools each year, including a mentoring program matching school children with UW Oshkosh students. One purpose of the program is to break down the stereotypical assumption that all scientists are white males.

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

- The Department of Foreign Languages and COEHS Study in Mexico program involves UWO students teaching English to small groups of Mexican school children in the state of Morelos. Alumni of this program teaching Spanish in Wisconsin have established “pen pal” contacts between their students here and their former students in Mexico, reinforcing connections. The cost of the program for students is partially paid for by the student fees. However, the director and co-director were awarded a \$250 grant from the Green Bay Literacy Council in 2000 for the purchase of textbooks, supplies, blackboards and photocopying. More than 500 Mexican students have been served during the past 12 years.

- COEHS projects in 1998-2001 included:
  - Family Literacy programs at domestic abuse shelters and Wisconsin correctional facilities.
  - Urban Experience program, through which 11 Teacher Education students in 1999-00 and 8 students in 2000-2001 gained field experience by shadowing teachers and working one-on-one with students in an urban Milwaukee school.
  - Reading Evaluation and Demonstration of Success (READS) initiative with linguistically, economically and culturally diverse Highlands Elementary School students in Appleton, Wisconsin.
  - Student/faculty research projects with K-12 ESL students, including Hmong ethnographies and journal workshops.
  - Distance education connection between Children's Literature class and children enrolled in Milwaukee public schools.

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

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

- The Division of Academic Support (DOAS) is the university unit, responsible for coordinating support services for campus students of color, as outlined below. Extracurricular activities for these students are centralized in the Multicultural Education Center (MEC).
  - The office of Multicultural Retention Programs (MRP) serves as an umbrella for a variety of programs and services that help increase the recruitment, matriculation, enrollment, retention, and graduation of multicultural and disadvantaged (M/D) students. MRP staff members work closely with faculty, staff and community members interested in improving cross-cultural relations and understanding cultural differences. MRP provide a number of services and activities directly with/or through co-sponsorship with other university departments.
  - A special two-day orientation program for 50 students of color admitted to UW Oshkosh but not yet committed to attending, will be held in Spring 2001 through a Diversity Innovation Grant of \$2350 to the DOAS office of Multicultural Retention Programs. Sessions will include Odyssey activities and informational workshops, as well as peer mentoring and an overnight stay in the residence halls. Thus, the First-Year Experience will begin early for these students.

- DOAS academic advisors offers intensive, ongoing advice for students in selecting courses and interpreting university policies and requirements. The Early Warning Intervention System contacts faculty members teaching students of color, and asks them to report on the progress of these students several times each semester. Students identified as needing assistance by faculty are contacted by DOAS academic advisors, and referred to services they may need to improve their performance. A total of 1,859 letters were sent to faculty and departments during the spring 2001 semester that included MRP and SSS students: 834 replied (408 MRP and 426 SSS) which initiated 163 early interventions (85 MRP and 78 SSS). Data will be tracked to assess the effectiveness of this program.
- Student Support Services (SSS), a TRIO program on the campus since 1975, provides retention activities such as tutoring, academic advising, cultural enrichment, workshops and seminars. The program has been funded from 1997-2001 through a grant from the US Department of Education for \$1,056,048. Award for 2000-2001: \$277,229.

Year	Number of Multicultural students served	Number of other students served	Per cent in good academic standing	Per cent retained at UW Oshkosh	Number of graduates
1998-1999	132	143	83%	76%	45
1999-2000	111	164	86%	75%	39
2000-2001	110	165	NA	NA	NA

- The Multicultural Education Center (MEC) is a unique facility, a freestanding building devoted to multicultural programming, situated in a historic home on the UW Oshkosh campus. The MEC has evolved into a multipurpose resource center that seeks to bring people together through enrichment programs and activities that promote and celebrate diversity on campus and in the greater Oshkosh area. The MEC's Norma Shanebrook Multicultural Library 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. The MEC also houses several DOAS student assistance programs: the Microcomputer Tutorial Laboratory, the Writing Assistance Program, and the Math Skills Tutorial Program. The Math Skills Tutorial Program served 108 students in 2,822 one-half hour sessions and the Writing Assistance Program served 243 students in 1,440 one-half hour sessions from 1999-2001.

- The MEC also serves as the headquarters for six multicultural student organizations, and includes study spaces and a kitchen where students can feel at home. To many students of color, the MEC provides a "home away from home." The Chancellor's decision in November 2000 to commit \$100,000 of university funds to renovate this historic building was greeted with joy by the students it serves, as well as many in the university and community who had fought its previously planned demolition.

### **3.2 Encourage campus involvement of students of color**

- The DOAS provides many opportunities for leadership, sponsoring six student organizations: American Indian Student Association (AISA), Asian Student Association (ASA), Black Student Union (BSU), Hispanic Cultures United (HCU), Hmong Student Union (HSU), and the MEC Student Board. Each group organizes heritage month activities and coordinate on multicultural celebrations.
- Over 1100 students, staff and faculty attended the Taste of Oshkosh/Celebration of Cultures in 2000, and an average of 150 people attended activities offered during each of four Heritage Months: Hispanic (October), Native American (November), African American (February) and Asian American (April).
- The DOAS urges students of color to participate in activities such as Oshkosh Student Association, Homecoming, Reeve Union Board committees and on-campus employment, as well as serving as orientation facilitators.
- The DOAS organizes a peer mentoring program pairing first-year and transfer students with upper division students, who serve as role models and resource people. Through a Diversity Innovation Grant of \$1100 in 2001, two special events were held for 99 first year students participating in the program and their mentors, including a karaoke night and a cultural awareness activity at the Grand Opera House.
- Residence Life hires several students of color as Community Advisors (CAs) to work in residence halls, providing leadership opportunities for these students as well as increasing the diversity of the hall environment for all students. Residence Life has worked with DOAS to recruit CAs. In its most successful recruitment year, 1999, residence hall staff made presentations directly to multicultural student groups, a practice it should resume in the future.
  - Students of Color Hired as CAs: 1998-99: 3      • 1999-00: 10      • 2000-01: 4

- United Students in Residence Halls Diversity Committee, newly formed in 2000-01, recently completed a diversity week program, including a candlelight vigil to commemorate the victims of hate crimes. It culminated with an essay contest on diversity-related issues. They intend to recruit more members to enhance the committee.
- During February 2000, the UW Oshkosh multicultural students were involved in various educational and social activities during the AHANA Student Leadership Conference 2000, directed toward high school students of color from throughout Wisconsin.

### **3.3 Encourage students of color to make community connections.**

- The Black Student Union is active in mentoring projects with area elementary schools, The Boys and Girls Club and Big Brothers and Big Sisters.
- The Black Student Union invited Oshkosh Elementary Schools to “African Storytelling” conducted February 19, 2001, which brought a total of 96 students to the UW Oshkosh campus.
- The annual Martin Luther King Celebration is a citywide event in Oshkosh that brings students and community members together. The 2001 event included 287 community people and 87 students.
- COEHS co-sponsors the Oshkosh Race Unity Picnic with the Human Relations Council and other community organizations. The Division of Academic Support made it possible for students in its precollege programs to participate in spring 2000.

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

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

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

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

- Admissions Office sent a list of available scholarships with acceptance letters to students of color.
- Minority Honors Scholarships were featured prominently in information given to prospective students of color.
- The UW Oshkosh Foundation distributed a list of all available scholarships on campus to multicultural advisors.
- Participation in Diversity Council coordinates Financial Aid, Admissions, and Division of Academic Support staff.

**4.2 Seek more grants for students of color.**

**NEW PROGRAMS:**

- **ESL/Bilingual Teacher Grants;** Awarded through a COEHS Title VII grant, pay half of tuition and book stipend for students training in ESL and Bilingual Education. Thirty-three out of 77 students enrolled in the program’s first year are students of color. The data below includes Hmong and Arab in the Asian American category.

Year	Total \$	Total students	Male	Female	African American	American Indian	Asian American	Hispanic	White
2000-01	\$66,000	77 total	12	65	0	0	19	14	44

- **Refugee Teacher Training Grants;** Funded by a grant from the Wisconsin DPI, supports Southeast Asian American students in COEHS with funds for tuition and books.

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

- **Diversity in Journalism Scholarship;** Recently established by Journalism faculty members; not yet awarded.

**CONTINUING PROGRAMS:**

- United Migrant Opportunity Services, Fox Valley Hispanic Coalition, and North Eastern Wisconsin Fair Housing Council provided six \$1,000 and four \$500 scholarships to graduating Hispanic high school students to attend UW Oshkosh and other area schools. All funding sources were external; however, university faculty and staff were involved with planning the program and/or scholarship selection committee. Since 1991 to date the program has provided scholarships to over 30 students.
- **Minority Honors Scholarships;** For students of color entering as first-year, need is not a consideration, funded annually out of unrestricted funds, \$500 minimum.

Year	Total \$	Total students	Male	Female	African American	American Indian	Asian American	Hispanic	White
1998-99	\$14,110	11	3	8	6	0	1	4	0
1999-00	\$23,400	23	5	18	11	2	1	9	0
2000-01	\$23,000	22	5	17	6	4	3	9	0

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**GRADUATE STUDENT AWARDS:**

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

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

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

Year	Total \$	Total students	Male	Female	African American	American Indian	Asian American	Hispanic	White
1998-99	\$32,500	6	1	5	2	2	1	1	0
1999-00	\$29,250	8	3	5	3	1	2	2	0
2000-01	\$59,058	7	2	5	3	1	1	2	0

**SUMMARY AND TOTALS:**

Year	Total \$	Total students	Male	Female	African American	American Indian	Asian American	Hispanic	White
1998-99	\$444,301	301	102	198	50	57	78	47	69
1999-00	\$434,772	278	89	188	53	51	68	47	59
2000-01	\$550,952	342	105	237	51	57	87	54	93

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

**5.1 Carry out the UW Oshkosh Affirmative Action Plan.**

- The Chancellor’s Office demonstrated commitment to Affirmative Action by increasing the Director to full-time in 2000.
- Growth of budgetary commitment to Affirmative Action:
  - 1998-99: \$ 3,750 Human Resources Director position includes Affirmative Action responsibilities  
No separate salary allocation, only Affirmative Action budget for supplies.
  - 1999-2000 \$27,765 Director .25 FTE, part time program assistant, plus supplies
  - 2000-01: \$78,082 Director 1.0 FTE, program assistant, plus supplies
- Since being guided by a full-time director in 2000-2001, the Affirmative Action Office:

1. Put procedures and processes in place to increase the commitment to diversity by faculty and staff involved in hiring and retention.
2. Trained more than 80 faculty and staff on how affirmative action and equal employment opportunity laws fit into the hiring process; 25 of these have agreed to be affirmative action representatives on search and screen committees.
3. Required search and screen committees to be oriented before they begin development of the position announcement and recruitment plan.
4. Worked closely with faculty and staff to include women and/or people of color, plus placing an affirmative action representative on all search and screen committees.
5. Has conducted 85 searches for hiring academic staff and faculty since October 1, 2000. Has made committees aware of the UW Oshkosh Affirmative Action Plan, making certain they understand the hiring goals and their responsibilities for affirmative action and equal opportunity.

**Appointments of People of Color at each level:**

- Administration: 98-99: Associate Dean, COEHS 00-01: Dean, COEHS June 2001: Provost
- Faculty: 98-99: 4 99-00: 1 00-01: 0
- Academic Staff: 98-99: 2 99-00: 1 00-01: 3
- Classified Staff: 98-99: 5 99-00: 3 00-01: 0

Although the results are initially disappointing, we are certain that increased commitment will yield improved results in future years. New positions created for community liaisons assisting in student recruitment, as well as a Recruitment Specialist in Admissions, should improve the visibility of UW Oshkosh among diverse local populations as an encouraging a good place to work as well as study.

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

- The English department hired four women of color as faculty between 1997-2001. In several of these searches, personal networking at conferences was critical, as was explicit mention in job advertisements of responsibility to teach ethnic American literature. Two of these faculty members also held key positions in the department, including director of the graduate program and director of the writing center. However, by the end of the 2000-2001 year, three of the four had left the University. Retention of faculty of color is a crucial problem that must be addressed.

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

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

- In 2001, the Division of Academic Support brought noted African American administrator (with experience at public and private universities as well as historically black colleges) Dr. Herman Blake to speak to faculty, staff, and students on recruitment of students, faculty and staff of color, through a Diversity Innovation Grant. Approximately 55 university staff, students and faculty were in attendance. The Plan 2008 Innovation Grant made the program possible. The forum was well received and attended with comments averaging 4.46 on a scale of 1-5 (5 being outstanding).
- After initial inquiries by the Diversity Council, the Provost has begun discussion with HBC Howard University to place Howard ABD candidates at UW Oshkosh as instructors, mentoring them as future professors.
- COLS have been exploring connections with HBC Dillard University in New Orleans, where a former UW Oshkosh English department member is now a dean.

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

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

**NEW PROGRAMS:**

- In 1998-99, faculty members from COLS and COEHS organized three (3) faculty/staff seminars of 10-12 faculty each, funded by grants from the UW System's Institute on Race and Ethnicity, focusing on language retention, Afro-centrism, and intersections of race and gender. These discussions raised campus awareness on the complexity of these key ethnic studies issues.
- In spring 2000, twenty faculty and staff attended a Counseling Center faculty/staff development program, "Creating a Diversity Affirming Campus Environment," featuring Dr. Jihad Azis, an African American counselor from Ball State.
- In spring 1999, Afro-centric scholar Molefi Kete Asante spoke as a Distinguished Professor for a COEHS faculty seminar about his written work. It was funded through a grant from the UW System Institute on Race and Ethnicity.
- In spring 2000, the Provost's Office sponsored a teleconference "Shaping the Agenda for Higher Education for Women in the 21<sup>st</sup> Century," which emphasized the intersection of gender with other aspects of diversity. Participation included organizing focus groups of faculty, staff, and students, developing an action agenda that included continued training, particularly for supervisors, on diversity issues.
- UW Oshkosh staff and faculty have served as leaders for sensitivity training seminars held for police dispatchers at Fox Valley Technical College, emphasizing appreciation of Latino cultural values. These workshops were very well received and might be implemented on our campus as well for UW Oshkosh employees.
- In 2001, COEHS faculty members organized a faculty college featuring colleagues from Australia who presented information on teaching strategies that have proven particularly effective with indigenous peoples.
- COEHS established a Diversity Committee in 2000 to coordinate college efforts to support Plan 2008 and diversity goals.
- The Provost's Office is sponsoring a team of 7 faculty and academic staff to attend the week long American Indian Studies Summer Institute on the Menominee Reservation in Summer 2001.

- In 2000-2001 UW Oshkosh faculty have been involved in organizing the UWS American Indian Studies Consortium to unify UW System efforts in addressing American Indian student recruitment and retention by increasing links to tribal communities.
- In 2000, the Division of Academic Support published a cookbook highlighting multicultural recipes gathered from campus personnel, increasing campus awareness of the diversity of this community.
- In November 2000, Native American Indian elder and activist Vernon Bellecourt discussed Treaty Rights and Mascot Obligations, as part of a multi-event visit co-sponsored by the Faculty Development Board, American Indian Students Association and the Anishinabe Teachers for Anishinabe Children project.

**CONTINUING PROGRAMS:**

- The Department of Foreign Languages and Literatures, COLS, offers free language classes specifically for employees, including instruction in Spanish, relevant to 2008 goals.
- UWS Women in Science Program, housed at UW Oshkosh, offers workshops for two days every October that trains new system math and science professors in teaching strategies, other than lecture, that have been shown to enhance learning and improving retention for women and minority students. Assessment of this program demonstrated that 100% of participants used workshop materials and administrators noted increased discussion of pedagogical techniques when their faculty had attended.
- UWS Women in Science Program also holds a five-day Curriculum Reform Institute at UW Oshkosh each June, designed to help teams of science educators from the UW System and throughout the country revise courses or establish new ones that address the needs of diverse student populations to aid in their retention as science students. Between 30-70 faculty members have participated each year. The WSP program recently received national recognition for the success of its programs.
- The University Police Department organized a Student, Faculty and Staff Ride Along Program to forge a better relationship between police and the community they serve. Special encouragement has been focused on students of color to becoming involved and build trust and cooperation to remove mutual negative stereotypes.

- The English Department raises funds annually to award a \$200 Norma Shanebrook Scholarship to the student whose paper on ethnic literature is judged the best. The award honors the memory of a late faculty member strongly committed to diversity.

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

**NEW PROGRAMS: \* = partial funding by Diversity Innovation Grant**

Year	Sponsor	Event Description	Estimated Attendance
2001	United Students in Residence Halls Diversity Committee	First Annual Diversity Week, included a candlelight vigil that honored victims of hate crimes, an essay contest, and numerous hall events.	Vigil: 50 Halls: 180
2001	COLS Dean’s Office, Cost: \$600	Alex and Ken Seowtewa, Zuni Pueblo artists, addressed two classes and a public lecture on the mural they have been painting since 1970 on Zuni religious beliefs.	Classes: 75 Lecture: 30
2001	COLS Dean’s Office* Cost: \$3000	Tribal Elder in Residence Dorothy Davids (Stockbridge-Munsee) spent a week on campus, addressed 7 classes, met with students & staff, and gave a public lecture.	Classes: 250 Lecture: 200
2001	COLS Theatre Program	“Alter/Natives,” performance piece by Native American theatre troupe.	2 shows: 100
2001	English Dept. * Cost: \$2143	Shara McCallum, African American poet, spent a week on campus, working with students and giving a public lecture, initiating Writer of Color in Residence series.	Classes: 100 Lecture: 40
2000	Women’s Advocacy Council and Women’s Studies, \$1200	Renae McNeal, African American performance artist, gave a presentation for Women’s History Month on the history of African American women.	Show: 25
2000	English Dept. Poetry Series	African American and Hispanic Contemporary Performance (“Slam”) Poets.	Reading: 100
2000	Faculty Development Board, Am Ind. Student Assoc, \$1800	American Indian activist Vernon Bellecourt addressed a class and gave a public lecture, “Treaty Rights and Mascot Obligations,” including 24 visiting students.	Class: 30 Lecture: 100

**NEW PROGRAMS: \* = partial funding by Diversity Innovation Grant (Continued)**

<b>Year</b>	<b>Sponsor</b>	<b>Event Description</b>	<b>Estimated Attendance</b>
2000	COLS Arts Fest 2000	Performance by African American dance troupe as part of multicultural focus.	Show: 50
2000	COLS, English, Women’s Studies, WI Hum. Council	Lecture by Hmong American writer, Houa Vue Moua.	Lecture: 120
2000	COLS, Dean of Students	Lecture and class presentations by Edwidge Danticat, Haitian American author of <u>Krik? Krak!</u> , read by all entering students as part of Odyssey orientation program.	Classes: 75 Lecture: 500
2000	English Dept, Women’s Studies	Lecture by American Indian storyteller, scholar and TV personality Patti Lowe.	Lecture: 60
1999	Women’s Advocacy Council, English, COLS, Woman Studies, \$1200	American Indian writer and critic Paula Gunn Allen addressed several classes and gave a public lecture as part of Women’s History Month.	Classes: 45 Lecture: 200
1998	Reeve Union Speakers’ Series	Jane Elliot, lectured on “Blue Eyed,” her controversial educational experiment demonstrating the effects of discrimination.	Lecture: 400

**Integration of Ongoing Programs:**

- The Division of Academic Support collaborates with many other units on campus to present calendars of events annually for Asian American, Hispanic, African American and American Indian Heritage Months. Co-sponsorship of many events builds attendance as well as a spirit of cooperation. The Bookstore presented relevant displays, faculty and staff members from many disciplines provide informative, informal lectures, and connections with local communities of color are forged as well.
- The City of Oshkosh and UW Oshkosh jointly organized the Human Relations Council in 1989. It is an organization that unites university and community, business interests and educational personnel, in activities that promote an environment supporting racial, ethnic, and cultural diversity. The Council met monthly during 1998-2001 and sponsored an annual Martin Luther King Celebration and Race Unity Picnic. Task groups within the Council have

worked on housing guidelines to eliminate discrimination and ease misunderstandings between multicultural students and landlords, and on preparing Hmong residents for the citizenship process.

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

- The Diversity Council conducted focus groups with 6 Hmong and 6 Hispanic students in spring 2001, as a pilot for a larger campus climate study planned for 2001-2002. The two focus groups, facilitated by faculty and staff members belonging to the same ethnic group, provided excellent information about campus climate as well as suggestions for recruitment strategies.
- The University Police met in 2000-2001 with the Black Student Union and Hmong Student Union to foster understanding between police and these communities and to discuss safety concerns for campus events.
- The Campus Climate Study Committee as written in the UW Oshkosh Plan 2008 has not yet been convened. It will be combined with a climate study initiative arising from the UW System Committee on the Status of Women report in spring 2000. Rather than duplicating efforts, one inclusive study, addressing issues of cultural diversity and gender, is being planned, using instruments developed elsewhere.
- The Diversity Council has recommended researching the results of previous campus climate studies, whether or not they addressed race or gender issues, to provide a baseline for comparison. For instance, in 2000-2001 an Associate Dean of COLS conducted a climate study among recently hired faculty, which should be considered when designing future studies.

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

#### **NEW PROGRAMS:**

- The COEHS Title VII Teachers and Bilingual Personnel Training Grant for \$1,186,134, will greatly enhance a new ESL major and existing Bilingual Education programs at UW Oshkosh, as well as improving linkages with local communities and schools. It will provide grants for students of color, explained under Goals 2 and 4. Curricular projects sponsored by the grant in 2000-01 include:

- Three new ESL/bilingual education courses have been implemented: Authentic Assessment for ESL and Bilingual Education; ESL and Multicultural Materials, and Hmong Language, Culture and Learning. This course, offered in summer 2001, will, with the help of a Diversity Innovation Grant, include a weeklong field trip to the Twin Cities, home of innovative Hmong bilingual programs.
- Books and materials to support student learning on bilingual education and ESL have been purchased for the library.
- Video cameras and tape recorders have been purchased to be used by student and faculty researchers to document classroom and school change.
- Students funded by the grant have produced booklets on the Rights of the Bilingual Child. Bilingual immigrant family storybooks, some of which are being prepared for publication, are already in use at area schools.
- The Jeanette Elmer Fund, established by a bequest, began disbursement of funds in 2000-2001, intending to build the best collection of PK-12 American Indian teaching materials in Wisconsin and the Midwest at Polk Library. Five-thousand dollars will be spent on materials each year for the next five years. The Educational Media Center of the Library is cooperating with COEHS to select materials and plan workshops to encourage the instructional use in local schools.
- Continuing Education is working with the Social Work department to plan conferences that will enable social workers to renew their licenses by updating their expertise on multiculturalism. UW Oshkosh is collaborating with UW Green Bay on conference planning.
- An anthropology faculty member, with the help of a grant from the UW System Institute on Race and Ethnicity, created an expansive entry-level course, American Ethnography, focusing on issues related to American ethnic groups. The class was successfully taught in spring 2001, with 120 first-year and sophomore students.
- A Diversity Innovation Grant for \$3,000 was matched by \$1500 from the acquisitions budget of Polk Library in Spring 2001 to purchase 19 contemporary videos on ethnic identity and ethnic group experience in the US. These will be available for faculty to show in classes, and for students, faculty, and community members to check out for use beyond the classroom.

**CONTINUING PROGRAMS:**

- The English Department's major, revised in 1998, makes ethnically diverse literature visible and central. Lower division courses in African American, Asian American and Native American literature, satisfying humanities and ethnic studies general education requirements, are offered every semester, and upper division and graduate level courses are offered annually in each of these areas, providing in-depth discussion of cultural context as well as literary textual analysis.
- An African American Studies minor, inactive for several years, is positioned for new growth under the new faculty leadership.
- All MSN students in the College of Nursing have at least one clinical practicum with a diverse population group, in clinics serving migrant worker camps, prisons, or Indian reservations. Twenty to thirty students have been involved for several summers.
- Twenty-nine (29) courses have been approved and are now listed as meeting the General Education Ethnic Studies requirement. This represents a 45% growth rate in the number of courses since 1999, when data for the 2008 plan was gathered.
- The Department of Foreign Languages and COEHS Study in Mexico program involves UWO students teaching English to small groups of Mexican school children in the state of Morelos, as previously mentioned under Goal 2.
- COEHS teacher education students participated in 2000 (11 students) and 2001 (8 students) in an Urban Experience field practicum in a school with a diverse student population in Milwaukee, as mentioned under Goal 2.

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

- In 1999-2000 and 2000-01, the Odyssey program Common Intellectual Experience for first-year students, chose Haitian American writer Edwige Danticat's book, Krik? Krak!, as its core reading. In fall 2000, Ms. Danticat came to campus for a public lecture, interacting with classroom visits with first-year students and faculty.

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

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

- Increasing the Affirmative Action director position to full time.
- Committing the University to preserving and renovating the historic building housing the Multicultural Education Center (MEC).
- Directing all deans and department chairs to report on their diversity initiatives in their annual reports.
- Becoming directly involved in improving University connections with Wisconsin communities of color.

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

- The Diversity Innovation Grant program, a competition for small grants for faculty and staff, held in fall 2000, increased visibility for and diffused commitment to participating in Plan 2008 activities. Twelve grants totaling \$27,443 funded by Plan 2008 allocations were awarded, and the grant competition, as well as grant-funded activities, have been well publicized on campus and in the local press.

Department	Diversity Innovation Grant Awarded, 2000-2001	Amount
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
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
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
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
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
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
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

Department	Diversity Innovation Grant Awarded, 2000-2001 (Continued)	Amount
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
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
Division of Academic Support	Multicultural Peer Mentoring Grant Proposal: activities linking new students of color with experienced students of similar background	\$1,100
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
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

**7.2 Create a standing University Diversity Council.**

- Chancellor Kerrigan appointed the Diversity Council in spring 2000. The Council reports to the Chancellor and the Provost. The Council chair is released from one course per semester to support his/her work, and the Provost's Office provides clerical support to the Council.
- The Diversity Council provided the Search and Screen Committee with copies of the 2008 Plan to be given to finalists for the position of Chancellor. Chancellor Wells, who began work on October 1, 2000, was committed to this initiative from the start.
- A link to the 2008 Diversity Council website is displayed on the University of Wisconsin Oshkosh home page.
- In 2000-2001, the Council increased its membership to include representatives from Admissions, Affirmative Action, Financial Aid, and University Publications, to more readily implement its coordination functions.
- Many of the Diversity Council members serve on the Oshkosh Human Relations Council, linking campus and community initiatives.
- The Diversity Council's accomplishments thus far include:
  1. Updating the Council website, using it to e-mail and collect data for this report (71 forms submitted);
  2. Formalizing the Council's charge and structure, consistent with university governance procedures;
  3. Reproducing a student poster, "Embrace Diversity," and distributing it widely across campus;
  4. Beginning a series of focus groups with students of color, to assess climate issues and recruitment techniques;

5. Organizing and publicizing the Diversity Innovation Grant program;
6. Encouraging the creation of a new Admissions position for a Diversity Recruitment Specialist, supported by a network of paid university liaisons in Wisconsin ethnic communities;
7. Initiating discussion of a new faculty career development program with Howard University;
8. Raising campus awareness of diversity issues and sharing information about diversity initiatives campus wide.

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

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

**University of Wisconsin Oshkosh  
Diversity Council Members  
2000-2001**

Helen Bannan, Chair	Women's Studies
Norris Batts	Admissions Office
Jan Brantingham	College of Business Administration
Irma Burgos	Division of Academic Support
Becki Cleveland	College of Nursing
Beatriz Contreras	Financial Aid
Heidi Fencil	Women in Science/Science Outreach
Elliott Garb	Student Affairs
Sheria Grice, Student	Multicultural Education Center Student Board
Margaret Genisio	College of Education and Human Services
Beth Heuer	Affirmative Action
John Iwata	University Publications
Estella Lauter	College of Letters and Science
Siobhan Reynolds, Student	UW Oshkosh
Ron Rindo	College of Letters and Science
William Wresch	Provost's Office