

UW-STOUT PLAN 2008

Phase II: 2004-2008

Why Diversity is important to UW-Stout?

“Diversity is important to UW-Stout for a simple reason – the world is changing dramatically and within a generation, minority populations will represent over fifty percent of American society. Understanding and celebrating differences is and will be the key to successful professional careers, participating in civic and political arenas and to raising families in healthy communities.

Businesses and corporations are very aggressive in promoting diversity in the workplace because they know that this results in a higher retention rate of employees, fewer complaints and grievances, and provides easier access to new markets.

The world is diverse and our students must understand this and develop the skills and sensitivity in an ever changing social environment.”

Charles W. Sorensen
Chancellor, UW-Stout

Diversity of Menomonie and Dunn County	
	Race
Menomonie	5.1% minorities 0.8% African American 0.4% American Indian 3.2% Asian 0.6% Other race 1.2% Hispanic (of any race)
Dunn County	3.9% minorities 0.3% African American 0.3% American Indian 2.1% Asian 1.4% Other race 0.7% Hispanic (of any race)
Wisconsin	11.1% minorities 5.7% African American 0.9% American Indian 1.7% Asian 1.6% Other race 3.6% Hispanic (of any race)

NOTE: These figures include UW-Stout student data Source: 2000 Census data

What we plan to achieve

This plan will target undergraduate students, graduate students and faculty and staff.

By 2008, we will achieve:

- A significant presence of minority students that are enrolled at UW-Stout to improve access and academic excellence for all students
- An increase in one-year retention for minority students to 75% or to a rate equal to the one-year retention rate for all students (from 63%)

- An increase in six-year graduation rates for minority students to 40% or to a rate equal to the six-year graduation rate for all students (from 36%)
- A significant presence of minority employees and unclassified minority hires at UW-Stout
- An increase in the faculty/staff mean rating on the “valuing differences among people” survey question to 4.0 (on a 5-point scale) (from 3.6).
- An increase in student mean ratings on diversity survey questions to 4.0 (on a 5-point scale) for racial harmony (from 3.6) and to 2.6 (freshmen) and 3.0 (seniors) (on a 4-point scale) for understanding people of other racial and ethnic backgrounds (from 2.3 and 2.4, respectively)

See pages 10-12 for complete metric data.

Outline of Plan

Relationship to UW-Stout’s Mission, Vision, Values and Enduring Goals

Plan 2008 supports the following sections of UW-Stout’s Strategic Plan:

- *Mission:* (c) The university’s programs center on human development and interpersonal relationships, efficient and effective practices in industry, commerce, education and human services and the relationships of individuals to their environment and to society.
- *Vision Statement:* UW-Stout, a respected innovator in higher education, educates students to be lifelong learners and responsible citizens in a diverse and changing world.
- *We Value:* diversity of people, ideas, and experiences.
- *UW-Stout Enduring Goal 4:* Recruit and retain a diverse university population.

Goals

GOAL #1: INCREASE THE NUMBER OF WISCONSIN* HIGH SCHOOL GRADUATES OF COLOR WHO APPLY, ARE ACCEPTED, AND ENROLL AT UW-STOUT (* and Minnesota)

Statement of the issue:

- The number of racial/ethnic minority students in the pool of students aware of and interested in attending UW-Stout is small.
- By using minority alumni as recruiters and mentors, minority students are more likely to view UW-Stout as a friendly and positive environment for their university experience.
- Help to reduce the barrier to entry produced by the digital divide.

Strategies:

Implementation Plan	Responsible	Timeline
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Recruit alumni from newly established groups to assist in recruitment and retention	Assistant Chancellor for University Development; Executive Director for Enrollment Management; Dean of Students	December 1, 2005
Participate in specific recruitment activities. Expand recruitment activities at Bradley Tech (Milwaukee), tribal colleges and other partnering locations with large racial/ethnic minority populations	Academic Deans	Fall 2005
Visit targeted schools; participate in athletic recruiting	Dean of Students, Executive Director of Enrollment Services	Fall 2005
Produce and distribute multilingual recruitment materials, including multimedia formats, targeted at prospective students and parents	Executive Director of Enrollment Services, Dean of students	Summer 2006
Develop articulation agreements with technical colleges, community colleges and two-year campuses in WI, MN, ND, IL, MI who traditionally enroll a high number of racial/ethnic minority students	Academic Deans	Spring 2006
Implement a spring and fall campus preview day for multicultural students and their parents who have expressed interest and/or applied to the university. Minority community leaders will be included	Dean of Students	Fall 2005

Resources:

- Human resources of the staff responsible for implementing the initiatives
- Foundation funds to support the minority alumni group activities

Outcomes:

- *Contacts*: number of contacts made by Minority Alumni Group members with potential students, number of students mentored, number of mentor contacts, and level of retention of mentored students, attendance at preview days, number of multilingual recruitment materials
- Number of students of acceptable academic ability and/or athletic ability applying from Wisconsin and eastern Minnesota schools with significant multicultural populations

GOAL #2: ENCOURAGE PARTNERSHIPS THAT BUILD THE EDUCATIONAL PIPELINE BY REACHING CHILDREN AND THEIR PARENTS AT AN EARLIER AGE

Statement of Issue:

- The number and quality of partnerships to increase racial/ethnic minority student enrollment is too small

Strategies:

Implementation Plan	Responsible	Timeline
Implement multicultural/race-specific pre-college programs, and add PC training component to pre-college	Dean of Students, Chief Information Officer	Summer 2006
Develop a plan to reinstitute the Bridge Program. The Bridge Program is a highly structured program based upon a philosophy of affirmation and learning community theory and paired classes that focus on addressing learning and study skills for academically disadvantaged students.	Provost	Fall 2006
Develop relationships with families of existing students of color	Dean of Students	Fall 2005

Resources:

- Human resources of the staff responsible for implementing the initiatives

Outcomes:

- Number of students who participate in programs
- Student knowledge gained from the PC survey

GOAL #3: CLOSE THE GAP IN EDUCATIONAL ACHIEVEMENT BY BRINGING RETENTION AND GRADUATION RATES FOR STUDENTS OF COLOR IN LINE WITH THOSE OF THE STUDENT BODY AS A WHOLE

Statement of Issue:

- The retention rates of racial/ethnic minority students at UW-Stout are lower than the retention rates of the whole student body
- The graduation rates of racial/ethnic minority students at UW-Stout are lower than the graduation rates of the whole student body

Strategies:

Implementation Plan	Responsible	Timeline
Recruit 40 racial/ethnic minority students in the Strategies for Academic Success (TRDIS-120) class. The purpose of the course is to develop study skills strategies, note taking and test-taking techniques, time management, goal setting, and textbook reading comprehension	Dean of Students	Fall 2005
Develop Academic Success Plans for first-year racial/ethnic students. The Multicultural Office would develop an assessment tool to use with incoming students to identify strengths and weaknesses and other potential barriers to academic success. This would include referrals, interventions, monitoring and support plans to sustain the transitional and academic success of students	Dean of Students	Fall 2005
Develop and implement a pilot Summer Camp for academically disadvantaged incoming freshmen in disciplines such as Math, English and Science	Provost/Deans	Summer 2005 for Math
Implement Career seminar in first year to assist racial/ethnic minority students to identify and pursue career directions compatible with abilities and interests; continuing focused contact through graduation	Dean of Students	Fall 2005
Establish faculty student mentoring programs in the colleges/school	Academic Deans	Fall 2005
Develop strategies that would engage sophomores, juniors and seniors to assist with academic achievement	Dean of Students	Fall 2005

Resources:

- Human resources of the staff responsible for implementing the initiatives
- Financial support from university funds when needed for travel and other expenses

Outcomes:

- *Participation:* number of students being mentored by colleges/school, number of mentors, number of racial/ethnic minority students in the Strategies class, number of Individual Achievement Plans developed, attendance at the summer camp

GOAL #4: INCREASE THE AMOUNT OF FINANCIAL AID AVAILABLE TO NEEDY STUDENTS AND REDUCE THEIR RELIANCE ON LOANS

Statement of Issue:

- By providing scholarship support, minority students are more likely to be attracted to attend UW-Stout. Additional funds will also assist in the retention of minority students by making their education more affordable

Strategies:

Implementation Plan	Responsible	Timeline
Identify current scholarships restricted for minority students, identify scholarships which could be used to support minority students, and identify new scholarship donors for minority scholarships	Assistant Chancellor for University Development	July 15, 2005
Identify scholarship donor prospects to solicit them for additional gifts in support of minority scholarships	Assistant Chancellor for University Development	December 1, 2005
Promote scholarships to potential, admitted, and continuing minority students through multicultural affairs, admissions, and the colleges	Executive Director of Enrollment Services	September 1, 2005
Provide the names of minority students to multicultural student services to encourage scholarship applications	Executive Director of Enrollment Services	Fall 2005

Resources:

- Scholarship Coordinator, Director of Alumni Services, Alumni Services, and all of University Development to promote existing opportunities and work with the campus community to identify potential donors to new scholarships
- Foundation funds will be used to support the promotion of and acquisition of minority scholarships. Advancement Services will also be used to identify the potential donors

Outcomes:

- Track the number and dollar value of the existing scholarships awarded to minority students for both recruitment and retention
- Track the number and dollar value of new scholarships directed at or available to minority students

GOAL #5: INCREASE THE NUMBER OF FACULTY, ACADEMIC STAFF, CLASSIFIED STAFF AND ADMINISTRATORS OF COLOR SO THAT THEY ARE REPRESENTED AT UW-STOUT IN PROPORTION TO THEIR CURRENT AVAILABILITY IN RELEVANT JOB POOLS. IN ADDITION, WORK TO INCREASE THEIR FUTURE AVAILABILITY AS POTENTIAL EMPLOYEES

Statement of Issue:

- The number of racial/ethnic minority faculty/staff is often not in proportion to the current availability in relevant job pools
- UW-Stout wants to create a larger community of racial/ethnic minority employees on campus so that students can be exposed to a wider range of experiences and to create a more diverse employee population that reflects the statewide demographics
- As reported in the “Status of Minority Faculty and Staff Report (2003),” there is a perception that racial/ethnic minority faculty and staff have little support for their needs at UW-Stout
- Early diversity climate surveys conducted in 2000 for the Division of Administrative and Student Life Services (ASLS) showed a need to improve employee awareness and understanding for other cultures. With the majority of ASLS employees being classified, we need to increase an interest and awareness of job opportunities at UW-Stout
- Minority faculty and staff need a person or place to go to for questions or support

Strategies:

Implementation Plan	Responsible	Timeline
Develop and implement a campus wide mentoring program for racial/ethnic minority faculty and staff.	Assistant Vice Chancellor - ASA	Fall 2005
Train a team of faculty/staff to address the issues on racial/ethnic bias when conducting recruitment searches by sending teams to a train the trainer workshop.	Affirmative Action Officer	Spring/Summer 2005
Provide Career Exploration Program for high school students. The nine-week program is designed to give minority high school students an opportunity to work with the units in the ASLS division. One of the goals of the program is to have the student apply for a job at UW-Stout in the future.	Vice Chancellor for ASLS	August 2005
Develop and fund a Chancellor’s Leadership Development Program for Minorities.	Chancellor, Provost	2005-06

Resources:

- Human resources of the staff responsible for implementing the initiatives
- Human resources dedicated to attending training sessions, organizing diversity-related activities, and training career exploration employees
- A fund should be established to provide financial support when needed for travel, professional development, materials and other expenses
- Funding for the Chancellor’s Leadership Development Program

Outcomes:

- Number of faculty and instructional staff attending workshops, number of participants in the mentoring program, and number of participants in the career exploration program

GOAL #6: FOSTER INSTITUTIONAL ENVIRONMENTS AND COURSE DEVELOPMENT THAT ENHANCE LEARNING AND A RESPECT FOR RACIAL AND ETHNIC DIVERSITY

Statement of the issue:

- Successfully recruiting, hiring and training racial/ethnic minority students for employment within Student Life Services can improve campus climate
- Racial/ethnic minority students, faculty and staff may not feel welcomed or comfortable on a predominantly white campus
- White students, faculty and staff may have limited information about and/or underdeveloped skills for developing cross-racial relationships. Action needs to be taken so that all members of the UW-Stout community feel a sense of belonging and inclusion as fully participating and contributing members of the community
- Attracting the participation of the diverse groups of alumni will assist with all of the long-term strategic goals. Impact will be greatest for the improved University climate goal as the alumni groups are more visible on campus and interact with others in their networks
- The university has to clarify campus climate issues for minority faculty/staff, as reported in the "Status of Minority Faculty and Staff Report (2003)," in order to positively change the climate including the broad spectrum of diversity, but with segmented specific variables especially race and ethnicity

Strategies:

Implementation Plan	Responsible	Timeline
Address the needs of students with remedial and entry level math and English skills through the Math Teaching and Learning Center and the Writing Center for those students who need assistance	CAS Dean	Fall 2005
Plan and implement alumni events that are targeted and publicized for racial/ethnic minority alumni	Assistant Chancellor for University Development	September 30, 2005
Create new programs/workshops for students: <ul style="list-style-type: none"> • An "inter-group dialog" program for students • A workshop addressing issues of race within Police and Parking Services • Program addressing health issues for students of color • Campus-wide program to learn about 	Assistant Vice Chancellor for ASLS	May 12, 2006

racial groups <ul style="list-style-type: none"> • Residential living/learning environment where students are committed to living in a diverse community 		
Offer a series of food items/meals in the dining halls featuring various cultures and ethnicities	Assistant Vice Chancellor for ASLS	May 12, 2006
Assist all faculty and instructional staff in developing technical resources for ethnic studies courses and promoting diversity in specific courses and programs	Director of Learning Technology Services	Spring 2005
Review the ethnic studies graduation requirement to insure inclusion and exposure to racial diversity in the classroom curriculum and environment	Provost and Faculty Senate	Spring 2006

Resources:

- Financial support for the development and distribution of marketing materials
- Human resources of the staff responsible for implementing the initiatives
- Funding for the new programs
- Financial support when needed for travel
- Foundation funds to support the minority alumni group's activities with recruitment and mentoring

Outcomes:

- Number of participants in the programs, meetings, and groups
- Employee and student satisfaction with the programs/services
- Number of course revisions

GOAL #7: IMPROVE ACCOUNTABILITY AT UW-STOUT

Senior administrators will be held accountable for the successful implementation of Phase II: Plan 2008. This includes diversifying the faculty and staff as well as the student body. In the area of Academic and Student Affairs, it will include student recruitment, retention, program retention and graduation rates. Each administrator must include this in his/her annual plans and the data will be reviewed annually with each individual.

A senior faculty liaison to the Chancellor will be appointed to identify gaps, successes, and monitor progress on the Plan.

Tools to Achieve these Goals

The following tools will be used to implement the strategies outlined above:

Tool	Goal	Responsible
Expand existing databases to include minority data	1	Foundation office
Modify the portal to deliberately encompass minority activities	1	Chief Information Officer
Establish a series of informational sessions with Minnesota and Wisconsin school counselors	1	Dean of Students
Conduct focus groups with racial/ethnic minority students/ faculty/staff and white students/faculty/ staff	3	Deans and College Councils (BPA as resource)
Make special focus during Orientation, Registration, and First Year Experience to develop sense of direction, ownership and path to success and diversity	3	Dean of Students
Conduct a diversity survey every two years for ASLS units	5	Vice Chancellor ASLS
Support existing racial/ethnic minority faculty/staff group with a senior faculty liaison to the Chancellor	5	Chancellor
Establish a university-wide climate committee that is thinking, talking, and visioning about diversity related activities at UW-Stout	6	Chancellor
Establish minority alumni groups and create alumni group boards who will work with the Alumni Office	6	Assistant Chancellor for University Development
Conduct a university-wide climate assessment survey	6	Chancellor (BPA as resource)
Establish a mechanism to periodically assess and address the off-campus climate for minorities	6	Executive Director of University Relations, Dean of Students
Use our technology advantage to strengthen connections with off-campus populations	6	Assistant Chancellor for Assessment and Continuous Improvement, Chief Information Officer
Examine reports and data provided to insure they include minority data and segmentation	7	Executive Director of Enrollment Services and Executive Director of Business and Finance

University-Wide Performance Metrics

While the following are overall metrics, detailed, segmented data is provided to administrators regularly so that each administrator can gauge the progress of his/her unit and actively participate in Plan 2008 implementation.

GOAL 1

Enrollments - Undergrad and Grad	2003	2004	2005	2006	2007	2007 Headcount
Racial /Ethnic Background						
American Indian	.4%	.4%	.6%	.7%	.8%	68
African American	1.2%	1.2%	1.3%	1.3%	1.2%	103
Asian American	1.9%	2.2%	2.1%	2.1%	2.5%	209
Hispanic American	.8%	.8%	.8%	.9%	.9%	78
Total Racial/Ethnic	4.3%	4.6%	4.8%	5.1%	5.4%	458

The goal for racial/ethnic minority student enrollments is to have a significant presence of students of color, so as to provide an appropriate learning experience for the student body. Progress will be monitored by looking at minority student enrollments.

GOAL 3

Retention and Graduation Rates of All New Freshmen Minorities UW-Stout (Retained/Graduated at Institution Where Started)

Fall Semester of Entrance	Cohort Head Count	Retention Rate After -			Cumulative Graduation/Retention Rates					
					After 4 Years		After 5 Years		After 6 Years	
		1 Year	2 Years	3 Years	Graduated	Retained	Graduated	Retained	Graduated	Retained
1993	51	70.5%	66.6%	58.8%	7.8%	47.0%	33.3%	13.7%	37.2%	7.8%
1994	45	68.8%	55.5%	40.0%	4.4%	33.3%	20.0%	13.3%	26.6%	2.2%
1995	43	65.1%	46.5%	34.8%	9.3%	23.2%	25.5%	2.3%	32.5%	2.3%
1996	41	65.8%	43.9%	41.4%	0%	39.0%	17.0%	12.1%	19.5%	9.7%
1997	46	58.6%	45.6%	34.7%	4.3%	34.7%	21.7%	13.0%	30.4%	8.6%
1998	39	64.1%	51.3%	43.6%	7.7%	30.8%	23.1%	5.1%	35.9%	0.0%
1999	54	75.9%	55.5%	57.4%	9.3%	44.4%	31.5%	11.1%	38.9%	9.3%
2000	46	56.5%	41.3%	32.6%	4.3%	26.1%	15.2%	6.5%	15.2%	2.2%
2001	44	63.6%	52.3%	52.3%	15.9%	31.8%	34.1%	6.8%		
2002	58	70.7%	58.6%	53.4%	5.2%	46.6%				
2003	58	62.8%	53.5%	51.2%						
2004	73	58.9%	50.7%							
2005	95	61.1%								
2008 target		75%							40%	

Source: UW System Fall Retention & Graduation Rates for All Freshmen (Stayed Where Started), 3/31/2006

2003 6-year Graduation Rate	All Students	Minority	Gap
UW-Stout	45.5%	26.7%	18.8%
Peer 1	34.1%	15.5%	18.6%
Peer 2	64.6%	49.2%	15.4%
Peer 3	48.6%	29.7%	18.9%

Source:
Education
Trust Database

NOTE: Differences in graduation rates in these two charts are due to differences in the way data from small numbers of people are treated. In the second chart, where there are less than 10 people in a group, a statistical technique is used to estimate graduation rates as if there were more minorities in the group. This technique resulted in a lower reported graduation rate in the second chart as compared to the first.

GOAL 5

Faculty/Staff and Student Employee Headcount by Minority Status			
	04-05	05-06	06-07
Faculty	257	257	252
Minorities	33	31	29
Executive/Director/Administrators	48	45	43
Minorities	1	1	1
Instructional Academic Staff	120	138	151
Minorities	7	5	6
Non-instructional academic staff	192	195	195
Minorities	13	13	12
Classified staff	411	403	395
Minorities	13	14	15
Graduate Assistants	65	65	72
Minorities	12	14	14
Students	1,420	1,337	1,410
Minorities	94	89	69
LTEs	62	91	114
Minorities	5	3	3
University total	2,575	2,531	2,632
Minorities	178	170	149
% Minority Employees	6.9%	6.7%	5.7%

Faculty and Staff New Hires				
	03-04	04-05	05-06	06-07
Unclassified				
Total Hires	57	67	75	85
Total Minority Hires	3	5	10	3
% Minority Hires	5.3%	7.5%	13.0%	3.5%
Classified				
Total Hires	9	20	21	36
Total Minority Hires	1	2	0	2
% Minority Hires	11.1%	10.0%	0.0%	5.6%

NOTE: there is no goal for the classified hires because UW-Stout does not have control over the racial/ethnic status of classified pools. Excludes international hires and graduate assistants

Source: Affirmative Action Plan; Human Resources Office

The goal for racial/ethnic minority faculty/staff is to have a significant presence of faculty/staff of color, so as to provide an appropriate learning experience for the student body. Progress will be monitored by looking at minority faculty/staff hired and employed at UW-Stout.

GOAL 6

Faculty/Staff Surveys

Survey	Question	2000	2001	2003	2004	2006	2008 target
One-Minute Climate Assessment*	UW-Stout values differences among people		3.57	3.50	3.55	3.33	4.0

Scale (5 = strongly agree, 4= agree, 3 = neutral, 2= disagree, 1=strongly disagree)

Student Surveys

Survey	Question	2001	2002	2003	2004	2005	2006	2007	2008 target
ACT	Racial harmony at this	3.66	3.63	3.61	3.55	3.56	3.64	3.61	4.0

Student Opinion*	campus								
NSSE**	Understanding people of other racial and ethnic backgrounds	2.55 (FY) 2.48 (Sr)	2.34 (FY) 2.56 (SR)	2.28 (FY) 2.36 (SR)	2.11 (FY) 2.33 (SR)	2.34 (FY) 2.51 (SR)	2.36 (FY) 2.54 (SR)	2.41 (FY) 2.40 (SR)	2.6 3.0

(FY) – First-year, (SR) – Senior

* Scale = 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied

**Scale = 1=very little, 2=some, 3=quite a bit, 4=very much