

University Priority Ideas for:
Develop knowledge, respect and validation of differing values, cultures and beliefs in students, faculty and staff

A. Recruitment

1. Scholarship support is important to recruit diverse students – how do we add to the available funds?
2. Take into consideration the area from where we recruit students and faculty/ staff.
3. Students, faculty and staff of color need also to participate in retention and recruitment effort, not just the majority trying to advance diversity efforts
4. Recruitment of more Hmong students
5. Recruitment – financial backing.
6. Need for more financial support for attracting populations to Stout- focus on more intentional efforts to find funding sources.
7. Need substantial effort to diversify faculty and academic staff.
8. Recruit students who are prepared to do academic work.
9. Recruit families – Moms & Dads have an incredible influence on college choice – safe and welcoming.
10. Identify 4 - 5 high schools with high minority enrollment and establish partnerships (ex. South Division Milwaukee).
11. Increase number of pre-college summer programs and opportunities (focus on academic areas).
12. Tracking of pre-college students. Keep them connected to the campus (consistent follow-up to students and their parents).
13. Increase multicultural awareness for recruitment of students and staff in: search and screen employment efforts; student groups (high school levels)
14. Realistic expectations related to geographic location.

B. Diversification/ Integration Issues

1. The comment about educating minorities in the inclusion of minority focus was intriguing.
2. Can service learning opportunities be increased that expose minority students to minority issues?
3. Issue of reverse inclusioning i.e. how do we help minority recognize what they should also do to enjoy their lives and educational career within the significant majority counterparts?

4. Need focus on diversifying staff.
5. Need to address resistance.
6. Need to find ways to get students to meaningfully engage in “interacting” with minority population and vice versus.
7. Interaction among all about ways to provide diversity as a way of life.
8. Need to address how minority groups can integrate the majority
9. Segregation- desegregation.
10. Consider “Universal Design” in diversity work/goals. In ADA this means “fix for all” versus those with special needs. Can work with diversity areas of race/gender/ethnicity/etc.

C. Expand Definition of Diversity

1. Diversity does involve more than ethnic minority status.
2. Also, what about diversity of non-degree and special UG and GR students. They contribute to our culture. What is the data on these groups?
3. Diversity is broader than race and ethnicity. Let’s broaden our discussion to include gender, sexual minorities, disabilities, etc.
4. Group needs to consider all student populations, not just traditional on-campus degree seeking students. Populations to examine further: degree completion program students who are not 1st year, are transfers and fluctuate as far as semester by semester enrollment. Grad rates are impacted because “time to complete” varies by individual student.
5. Focus on campus culture and climate in determining how to provide, support environment that values difference.
6. IE means transforming all policy and procedures to have a diversity component, hiring, promotion, tenure, etc.

D. Support Diversity

1. Inclusive excellence, without real resources will probably fizzle!
2. How can inclusive excellence be implemented and presented to the campus that will be accepted.
3. How critical is monetary support for success?
4. Resources indentified for diversity- how best to use.
5. Community comes out as a common concern- comfort in the community, harassment in the community; consider the impact of the community on

persons who are minorities! Is the UW-Stout community a harassing environment or is Menomonie a harassing environment or both?

6. Better outreach to and allow the campus to be more involved in diverse opportunities.
7. That both the majority and minority need to reach out to each other.
8. Create intentional opportunities to communicate/converse/interact with diverse individuals and groups.
9. Identify grant opportunities (funding sources) for various diversity initiatives.
10. Develop an "Advancement Task Force" to pursue scholarship in support of diversity.
11. Strengthen and expand multicultural student services offices.
12. Work with more Menomonie leaders to get student involvement in the community in a positive way.

E. Measurement

1. Better data. Are we getting our proportional share of minority students? There is a pipeline issue – where is the restriction? If we are not increasing the numbers of minority students entire college it is irrelevant to say we are not increasing our students of color count. What is the percentage at other comprehensives and UW-Milwaukee?
2. What are the multicultural competencies? How can an attitude be measured?
3. How to measure this will be key!
4. Distance Ed/ add on and how this is measured particularly given % of unknown.

F. Compare to Other Universities

1. Find a comparable institution and compare methods.
2. Don't reinvent the wheel- what is being done at similar campuses that works.
3. How do historically all black colleges approach this?
4. How do universities train faculty to be successful in teaching diversity classes?
5. Look at historically black colleges. Do they have effective methods to integrate minority white populations?

G. Offer workshops, training, programming

1. Instructors need to be trained in methods to advance diversity in their classrooms.
2. I don't think anything mentioned campus-wide programming on diversity/ multi-cultural topics.
3. More meaningful and intentional training of faculty to help them incorporate diversity into curriculum.
4. Workshop for faculty and staff- "how to be more inclusive in the classroom" and "how to increase diversity or incorporate diversity strategies in instruction." Or workshop for faculty and staff: "facts and fallacies to creating an inclusive learning environment."
5. Curricular diversity/ campus education and climate.
6. Co-curricular activities are mentioned on the last slide of the equity scorecard PowerPoint. Co-curricular are out of class involvement are worth review, progress is being made in this area.
7. Skills for all.
8. Develop some online, self instruction curriculum to educate faculty/staff/administrators on: terms of diversity which are accepted; ones that are offensive, etc. Can prevent ignorance due to fear of asking.
9. Provide MC competency training for all new students in first semester.
10. Develop and offer a "high profile" speakers series on campus.
11. Establish (require?) multicultural competency/knowledge training for all employees.
12. Increase student events/activities with diversity appeal.
13. Bring in industry speakers to discuss importance of diversity.
14. Develop programming for faculty to incorporate diversity within curriculum that is meaningful and that can be supported or as a buy-in for instructors as necessary in a multicultural world.
15. Hold event! Have a panel of students (diverse: race/disability/gender, etc.) describe what works and they prefer in the classroom. Audience: faculty staff, administrators.
16. Provide workshops/.programs that promote diversity on multiple levels: faculty/staff; student groups; classroom experiences.

11/6/09

17. Establish a “diversity awareness” week on campus...something similar to “international weeks” on many campuses.
18. Diversity awareness culture education.

H. Other

1. Main two goals achievable

I. Academic

1. Core course exploring the complex issues related to diversity.
2. Review current models, use of resources, and evaluate outcomes.
Encourage, support, expand of global/diverse experiences for faculty/students OIE, NSE
3. Look for ways to build on what is already working (recruitment/retention) i.e. multicultural scholarship; summer Bridge program and market heavily.
4. Promote (reward \$) faculty for integrating diversity issues substantially in all courses.
5. Work with Regents to expand ethnic studies definition.
6. Increase diversity curriculum within programs.
7. A required class in every program that exposes students to many different cultures/races/people from geographical areas, etc.
8. Faculty exchange program.

J. Communication

1. Direct negative feedback to proper channels, versus grapevine. (Must clarify communicate intended channels.)
2. Diversity Issues. Listen to negative feedback to understand, and then focus on positive, to set up self fulfilling prophecy.

K. Campus Climate

1. Need to promote Stout as a positive, successful place to live and learn- perception is reality.
2. Climate/ attitudes most valuable.
3. Transformative change in campus climate for inclusive excellence.
4. Develop UW-Stout’s strategic plan for inclusive excellence.

L. Other

1. Applaud university for past initiatives in making money availability for people to develop curricular incubation; great if initiatives were developed for diversity in curricular incubation – how to develop relationships off campus; need for ongoing articulation agreements
2. Contribute to local marginalization of minority students
3. How do we communicate with minority students; we need to education those who provide customer service to those groups
4. SOE received a DIN for purpose of increasing diversity in their programs and has benefited greatly from it. We should create a position like this in the other colleges.
5. Employers want to hire people who are sensitive to diverse populations
6. Focus groups should be conducted with students from diverse backgrounds – what do they appreciate and value here, what procedures can we make more friendly to students of all backgrounds?
7. We do a good job with students of disabilities we need to do more publicity re: how access friendly our campus is
8. Re: faculty/staff/student exchange programs: pleased we are considering more relationships with international exchange programs – if some kind of support or recognition could be given to faculty/staff who set up these relationships
9. Example of a faculty exchange program where a classroom teacher becomes a faculty instructor for a year at the College of Education and the faculty goes into the classroom for a year

M. Open Session One

1. Sharing faculty expertise, training sessions from each other on campus

N. Open Session Two

1. Use Polytechnic model when recruiting minority populations.
2. Are other Polytechnic institutions significantly more diverse than we are? Could we focus on these institutions for exchange programs?

O. Open Session Three

1. Battle that we've been fighting since I've been here. We have to have larger populations with different values and cultures. Hmong and Hispanic populations are growing so they are accessible. Having people value other people's ideas is a hard thing that doesn't have anything to do with race and religion. Hard process that we need to keep working at.
2. I don't see on your list the focus on more international exchange or study abroad experiences that are funded through endowment. If we are serious about making this opportunity available to all students need endowments to support and make it affordable to students.
3. D1 Hockey to compete with Michigan Tech.
4. Group to bring ideas together to create a model to support student research. With international students we don't have access to money.
Set up
5. model to have 5 hours per

P. Open Session Four

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4. Group to bring ideas together to create a model to support student research. With international students we don't have access to money.
Set up model to have 5 hours per
5. week for undergraduate or graduate research with a title. There is an expectation that they would receive a title in addition being a student. This could be a department intern in addition to a graduate assistantship.
6. We talk about having specialized programs. There is a missed opportunity because our experiences are more Euro-centric. Hispanic population is growing, look at a international business management

program to develop relationship between North and South America. Create a specialized program with a direct focus.

7. We need to document what we have done over the last 20 years. We've grown our students, new buildings, changed our student profile, re-identify ourselves. Build upon what we have done the last 20 years. We need to build on what we have done right. We've done a good job recruiting new faculty and students. We have different faculty with more diverse ideas and background. We are making progress.
8. We may always face challenges of recruiting diverse faculty and students. Can we leverage communication technology, networking, virtual spaces to connect with other individuals to achieve these goals? Maybe there is an opportunity to connect US campuses with international campuses with similar majors. For a faculty member to have that vision and have the resources to make that happen is a daunting task. If we had a center that would make it easier to take advantage of.
9. To validate different values we should expand a variety of religious beliefs and tie it to Ethics center.

Q. Open Session Five

1. Technological interface is there a thought to having it coordinated to lower the cost of implementing? Think it would be helpful to have coordination, rather than doing it individually.
2. No. 1 reason we loose students we already have is we don't have the programs they want. Is there research about what programs would attract our retain students. Are there programs or fields of study that are particularly popular with the students we have? In research, no particular programs jump out.
3. Does another institution do a good job of training in this area? A benchmark we could use?

R. Faculty Senate

1. Takes long-term planning and long-term involvement in leadership; need a search for positions rather than an appointment for one or two years.
2. Overcome fear by developing a knowledge and respect for diversity; everyone respects a wide variety – others and self
3. Faculty and staff exchange with other universities in an international arena

4. One related issue: educational paths may be different with international students
5. Re: faculty exchange : a great deal of learning comes from outside of the classroom. Need to provide opportunities to connect via more than technology.

S. Senate of Academic Staff

1. Utilize our current international students more and get to know more about them. These students are currently underutilized.
2. Some of the corporations have wonderful diversity programs. Is there a way to partner with corporations to find out what they are doing and incorporate their best practices?
3. Expand co-ops internationally. Build international relationships and expose students to diverse situations.

T. Stout Student Association

1. What does this goal statement mean? It is unclear. Response was that this is a diversity goal – we are looking at how we can increase knowledge, respect and validation across racial/ethnic minorities, students in different age groups, students with disabilities, and other demographic groups that could be considered diverse. When the Chancellor has been traveling to other companies, they have emphasized the need for student to be able to work with people from other cultures.
2. We need to let students know what resources are available to them at Stout – particularly multicultural students.

High priorities identified at the 2009 SPG retreat are highlighted.