

**University of Wisconsin – Stevens Point  
Plan 2008 - Phase II**

**Promoting and Celebrating Diversity**

**We seek a university diverse in color, gender, backgrounds, ideas, thoughts, and experiences. We seek to nurture the ability of students to gain the knowledge and skills essential to becoming successful interdependent members of a complex and multicultural society. We seek to prepare graduates to learn how to engage and shape the array of diverse communities in which they will live, work, and play. We seek with our Plan 2008 - Phase II to create the enrollment, staffing, curricula, programs, and activities that will promote and celebrate diversity in ways that stimulate critical thinking, problem solving capacity, and cognitive complexity while increasing students' understanding and appreciation of society's differences.**

**Linda Bunnell  
Chancellor**

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## **INTRODUCTION**

“The greatest value of our diversity lies in the opportunities it affords [society] to move from one world to another and back again. When we deny ourselves that opportunity, we cheat ourselves. If we deny it to the college youths who will inherit America’s leadership, we will cheat America’s future.”<sup>1</sup>

Community and culture are at the heart of the University of Wisconsin–Stevens Point (UWSP) strategic plan for diversity. The plan was written by a diverse committee comprised of members of the university community. The committee was called for and convened by Chancellor Linda Bunnell, who gave the committee the charge to review and renew our strategic plan for diversity.

The intent of this plan is to be vigorous and proactive. A change in the culture at UWSP involves not only an aggressive change in actions but also an awareness campaign of our current successes, which are many. Each goal has been broken down into subcategories of short, mid and/or long-term for which action plans have been outlined.

## **BACKGROUND AND CONTEXT**

Under Design for Diversity, a UW System-wide plan initiated in 1988, the UW System monitored and reviewed the diversity-related activities of all the System colleges and university campuses. As a result, the System instituted Plan 2008, which is a set of administrative guidelines designed to assist each campus in developing a plan to address racial and ethnic diversity on the campus. The result of the ten-year review showed that there remained low numbers of Hispanic/Latino (a), American Indian, African American and Asian/Pacific Islander (especially Southeast Asian) students, faculty and staff at UW–Stevens Point. We developed and updated this plan as a continuation of our commitment to work diligently to increase representation of these groups. The goals established in this plan are not quotas, but are reference points to evaluate progress regarding initiatives under this plan. The plan does not diminish our commitment to value all people from all groups, but rather strengthens our resolve to increase the numbers from the above-mentioned targeted groups. The challenges and responses to those challenges identified in “Plan 2008 Phase II -- Promoting and Celebrating Diversity” are directly connected to the mission of the University, as discussed immediately below.

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<sup>1</sup> Clarence Page, “Modern America’s Mixed Emotions About Diversity,” Chicago Tribune, October 1998.

## **Relation of the Plan to the UW–Stevens Point Mission**

The mission of the University of Wisconsin–Stevens Point is to develop its human resources, to discover and disseminate knowledge, and to extend knowledge and its application beyond the boundaries of our campus. This is accomplished by providing an educational atmosphere that develops students' heightened intellectual, cultural and humane sensitivities; scientific, professional and technological expertise; and a sense of purpose toward the goal of improving the human condition.

The goal of UWSP is to provide to its students in and out-of-class opportunities to develop their skills to think independently, examine evidence and think critically about the world around them. The University is committed to fostering a clear understanding and appreciation of the value of all persons and to providing faculty, staff and students with opportunities to expand their borders beyond Wisconsin and to experience and learn about a pluralistic society. We share the UW System Cluster mission to "serve the needs of women, minority, disadvantaged, disabled and nontraditional students and to seek racial and ethnic diversification of the student body and the professional faculty and staff."

UWSP is a comprehensive university, centrally located in the state, primarily serving Central Wisconsin. Stevens Point has a population of about 25,000 people and a surrounding area of 60,000. Our strategic plan for diversity recognizes that although we are not a major urban area, we can draw on diversity from the local and surrounding communities as well as from urban areas within and beyond Wisconsin's borders.

### **Why Diversity? Why Now?**

Diversity in higher education is not a problem in search of a solution, but rather diversity offers a prime opportunity and serves as an ideal vehicle to address many issues needing attention. Diversity can serve to connect teaching and learning, curriculum, assessment, campus community, climate, student success and advising to better prepare students to be successful in their communities and in society at large.

There are arguments on behalf of diversity, which "rest on principles of social justice," but the most compelling argument is that diversity is neither an abstract value nor an end in itself. Diversity enhances the breadth of the education of all of our students, regardless of their race or ethnicity. In a diverse environment, students learn about the world around them, society and its nature, values and differences. At the same time, students learn how to work with others, learn from others and teach others. This kind of opportunity happens in the classroom where differences, quality and content can be explored through various areas of the curriculum. This kind of opportunity occurs in the classrooms when the discussions are as varied as the curriculum itself; they occur outside the classroom, in the residence halls, the University Center, during extracurricular activities, and in the pages of the student newspaper. We can always learn from people who have experiences and stories that are different from our own.

## Guidelines to a Successful Plan

It is the intent of the University of Wisconsin–Stevens Point to strengthen its commitment to diversity and academic excellence along three clear lines in keeping with the UW System’s mandate of focusing on the following targeted groups: Hispanics, Native Americans, Asian/Pacific Islanders (especially Southeast Asians) and African Americans:

- 1) Foster an environment, both in and out of the classroom, which enhances learning and a respect for racial and ethnic diversity.
- 2) Increase our retention of students, faculty and staff of all races and ethnicities.
- 3) Strengthen our efforts to recruit faculty and staff of all races and ethnicities by specifically developing recruiting strategies designed to broaden the applicant pools for open positions.

The University of Wisconsin–Stevens Point will adhere to the following guidelines to sustain diversity as an institutional priority:

- Accountability defines the process for determining and monitoring responsibility for meeting campus needs through program development and implementation. Who will determine if an established program has met its goals? Who will manage the program? What is the reporting structure?
- Inclusiveness means that faculty, staff and students representing all dimensions of diversity will be included in programs, on committees, and in the curriculum. Does the curriculum committee include members representing various ethnic groups, ages, etc.? Does an advisory committee for a new building or addition include individuals with physical disabilities who can discuss access issues? Are students and non-administrative staff on committees?
- Shared Responsibility is the belief and expectation that each campus unit, from academic departments to student organizations, and each member of the campus community has the responsibility to make the campus welcoming for all people. Diversity is not the sole charge of a particular office, such as Multicultural Affairs or Equity and Affirmative Action, or a particular staff member. Everyone must participate.
- Evaluation provides a means for continuous feedback. It is essential to keep practitioners informed of the changing needs of the affected populations. Is a program working? Has it fulfilled its purpose? Should it be modified to meet changing needs? Are more financial or staff resources required, and do the results justify the expenditures?
- Institutionalization permanently incorporates diversity efforts into the university structure. Accountability should permeate the university structure at all levels. It will assist in keeping diversity at the forefront of people’s minds.

UW System institutions prepare graduates to live, work and succeed in a racially and ethnically diverse society. The University of Wisconsin–Stevens Point recognizes that it must continually monitor the diversity of its students, faculty, staff and curriculum so that it can cultivate a campus environment that reflects the diversity already present in today’s workforce, global markets and institutions. This strategic plan is designed to provide UWSP with a framework to continue to meet its commitments, through diversifying our curriculum, campus populations and strengthening our relationship with the community. All members of the University community must share the responsibility for the implementation of the strategic plan.

The UWSP plan is specifically designed to target the following racial/ethnic populations (heretofore referred to as “targeted populations”): African American, American Indian, Asian American/Pacific Islander (especially Southeast Asian), and Hispanic/Latino (a). While the plan focuses on these groups, it is also UWSP’s mission to continue making economically disadvantaged students a focus. UWSP will continue to work at making this a place for all persons regardless of age, race, color, religion, gender, national origin, ancestry, marital status, pregnancy, parental status, sexual orientation or disability.

### **UW System Plan 2008**

Plan 2008 Phase II is designed to be a continuation of Design for Diversity (the strategic planning for diversity during the past ten years). The UW System has identified the following seven goals (areas identified that require additional attention by the campuses) for Plan 2008:

- 1) Increase the number of Wisconsin high school graduates of color who apply, are accepted and enroll at UW System institutions.
- 2) Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age.
- 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.
- 4) Increase the amount of financial aid available to needy students and reduce their reliance on loans.
- 5) Increase the number of faculty, academic staff, classified staff and administrators of color, so that they are represented in the UW System workforce in proportion to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees.
- 6) Foster institutional environments and course development that enhance learning and respect for racial and ethnic diversity.
- 7) Improve accountability of the UW System and its institutions.

The UWSP planning process used the UWS goals to discern the needs facing our campus. We then identified the following campus-wide and department specific initiatives in our Plan 2008 Phase II for advancing our own campus goals for racial and ethnic diversity.

## **THE UWSP PLAN 2008**

The plan requires a campus-wide effort if it is to truly be successful. This doesn't mean that each and every department needs to be doing the same thing or something for every goal. The plan calls for initiatives that would help build a more ethnically diverse campus. No one person or department or college is solely responsible for the success of our diversity initiatives; we are all responsible.

The responses to the challenges listed below are campus-wide and should reflect areas of interests that departments and units have. It is the hope that when this document is finalized, other departments that are not directly mentioned will begin to think specifically about how they can get involved.

## Goal 1

### **Goal 1 - Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity**

“There is ...a significant body of literature which suggests that serious engagement of diversity in the curriculum, along with linking classroom and out-of-class opportunities, positively affects students’ attitudes and awareness about diversity, as well as their commitment to education, and their involvement. The research also shows connections between taking such courses and increased satisfaction with college. The classroom appears to be a powerful [focal point] for intergroup dialogue and learning.” Daryl G. Smith, et al. 1997 *Diversity Works: The Emerging Picture of How Students Benefit*. Washington, D.C.: AAC&U, 36

#### **Overarching Assessment Activities for Goal 1**

- Means of Assessment: Survey completed in 2003 – 04
- Have Measurable outcomes based on the target statements of improvement from 03-04 survey
- Repeat survey in 2006-07 and compare target statements. Provide feedback where it is needed

#### **Short Term**

#### **Challenge**

Students experience difficulty in interpreting the General Degree Requirements (GDR), in particular, the MNS (Minority Studies) designation.

#### **Action**

- 1) Continue to use a brief and easy-to-read explanation of the purpose of the MNS designation developed by the GDR and Academic Affairs Committees to promote an understanding of the importance of incorporating diversity issues throughout the curriculum.
- 2) Distribute a promotional piece annually throughout the campus to assist in the understanding of the purpose behind the MNS designation and how it fits within the overall education of our students. For example, the promotional piece will be distributed at new student orientation, to advisors, in the residence halls, and through text rental in the University Center.
- 3) Make a short presentation to new students at orientation that will describe the value of the general degree requirements and the MNS requirement, specifically.

**Assessment:** Include a question on understanding the MNS in evaluation of new student orientation. **Outcome:** 70% of all UWSP students attending new student orientation will indicate they understand the MNS GDR.

- 4) Present an overview of the value of the general degree requirements and the MNS requirement, specifically during new faculty orientation.

**Assessment:** Include a question on understanding the MNS in evaluation of new faculty/staff orientation. **Outcome:** 90% of all UWSP faculty and staff attending orientation will indicate they understand the MNS GDR.

## Goal 1

- 5) Encourage all faculty teaching a general degree MNS requirement course to discuss the importance of the course with the students enrolled at the beginning of each term.

**Assessment:** Survey all students taking MNS courses. **Outcome:** 80% of the students surveyed while enrolled in MNS courses will agree or strongly agree with the statement that they understand the purpose of MNS GDR. 70% will agree/strongly agree with the statement, that their instructor adequately explained the purpose of the MNS GDR.

**Deadline Date:** Ongoing

**Persons Responsible:** Office of Academic Affairs; Coordinator of New Student Orientation; Director of Multicultural Affairs

**Cost:** \$500 (duplication of promotional materials)

### Challenge

Continue to work on implementation of the 1989 Wisconsin ACT 31, which requires all students being trained as educators to receive information on Native American culture and history.

### **Action**

- 1) Continue to include information on Native American culture and history in the curriculum required of prospective graduates in teacher education programs.
- 2) Continue to offer courses every summer for out-of-state teachers who need to meet ACT 31 proficiencies.
- 3) Continue to invite Wisconsin tribe members as guest speakers.
- 4) Build upon the expanding Menominee Clans project incorporated in the Museum of Natural History outreach and professional development initiatives.
- 5) Intersect, as appropriate, the academic minors in Native American Studies and Native American and Rural Social Work with the requirements of ACT 31.

## Goal 1

**Assessment:** Develop a survey to give to graduating education students. Survey will contain the same language as is in Act 31 to survey the students knowledge. **Outcome:** 70% of all students who return the survey will agree or strongly agree with the statement that they have enhanced or greatly enhanced their knowledge of Wisconsin Native American History and Culture.

**Deadline Date:** Ongoing

**Persons Responsible:** Provost/Vice Chancellor; Deans

**Cost:** To be determined

**Possible Funding Sources:** Critical needs, fundraising, reallocations

### Mid-Term

#### Challenge

The University of Wisconsin–Stevens Point has over 30 classes designated as Minority Studies (MNS). To be designated as MNS, at least 40% of the curricular content must relate directly to one or more racial and/or ethnic groups. While this single 3-credit requirement is admirable, diversity education at UWSP should not be limited to a few offerings, but should be evident throughout the curriculum.

**Assessment:** Develop a count of non-MNS course currently integrating diversity into the curriculum. After establishing a baseline, set a percentage of the curriculum that will have some aspect of diversity in it. **Outcome:** Resurvey every two years through the faculty to see if the criterion is being met, provide feedback to the colleges and departments on areas of success and areas of improvement.

#### **Action**

- 1) Compile an annual summary of the existing MNS courses to ascertain the frequency of course offerings (recognizing that all courses are not offered each term). Make a concerted effort to integrate diversity into the existing curriculum where appropriate.

**Assessment:** Count the number of MNS Seats offered each year and establish a minimum number that must be offered each semester. Then review that count every semester.

**Outcome:** Provide feedback to the colleges and departments on adequacy of MNS offerings.

- 2) Have the UWSP grants office encourage curriculum development grant proposals addressing diversity across the curriculum; and make summer stipends available for participating in a Diversity Course Development program similar to the Hybrid Course Development Program through the Office of Academic Affairs.

**Assessment:** Count how many diversity curriculum grant proposals were submitted in 2005-06 and develop a baseline number. **Outcome:** Survey the Grants Office yearly to see if the baseline is being met.

## Goal 1

- 3) Request each program in the Program Review process to identify course contributions to diversity. The Vice Chancellor for Academic Affairs will include questions about such contributions during the final stage of the review.

**Assessment:** Survey the Provost's Office yearly to see if diversity issues are being addressed in program reviews. **Outcomes:** 100% of all Program reviews will address diversity issues.

- 4) Initiate a series on infusing diversity into the curriculum and bring recognized experts in this area to the campus as part of faculty development.

**Assessment:** Have evaluations at the event regarding the efficacy of the program.

**Outcome:** 80% of the participants indicate that the program was useful. 50% of participants report that they will use information provided to infuse more diversity into one of their courses within the year.

- 5) Implement a yearly poster/presentation session on diversity in the curriculum to provide faculty an opportunity to share what they have done and why it is important, and to recognize their accomplishments.

**Assessment:** Develop counts of posters offered each year and carry out a survey of attendees at poster sessions. **Outcomes:** Develop target numbers of posters and determine if target is met on a year to year basis. 80% of those surveyed will indicate that the poster sessions were beneficial in encouraging them to develop more diversity efforts across the curriculum.

- 6) Revise the History Major-Concentration in Ethnic and Minority Studies to make the concentration more viable in an effort to encourage more students to enroll in the program.

**Assessment:** The Associate Vice Chancellor for Teaching, Learning, and Academic Programs will work with the History Department during 2005-06 to develop an assessment plan.

**Deadline Date:** Ongoing

**Person(s) Responsible:** Provost/Vice Chancellor; Deans and Department Chairs; Faculty and Instructional Staff

**Cost:** Professional development for faculty

## Goal 2

### Goal 2 - Retention of students of the targeted populations

#### Short Term

#### Challenge

A primary reason we lose students from the targeted groups is when they are unaware of how to develop their academic plan for success. If they don't take the right combination of classes or get enough information to adequately decide what they want to do, they fall victim to the remaining courses offered.

#### **Action**

- 1) Provide through the Office of Multicultural Affairs diversity training for orientation assistants.

**Assessment:** Survey Orientation Assistants. **Outcome:** 100% of Orientation Assistants will indicate that they have knowledge of the targeted groups and the need for diversity in general. 80% will indicate that they know where to appropriately refer students for academic assistance.

- 2) Provide through the Office of Multicultural Affairs academic counseling to incoming diversity freshmen to include how to create and follow an individualized academic plan. Those that are undeclared majors will also be advised by the Student Academic Advising Center
- 3) Refer all students that encounter difficulty understanding their schedules to an academic adviser for counseling.

**Assessment for 2 & 3:** Survey each Multicultural first-year student at the end of their first semester regarding several issues. For this section we will want to know the efficacy of academic planning. **Outcome:** 60% of all students surveyed will report satisfaction with their academic plan. 60% will also agree/strongly agree that their academic advisor helped them develop their plan.

**Deadline Date:** Ongoing

**Persons Responsible:** Director of Multicultural Affairs; Director of the Student Academic Advising Center; Coordinator of New Student Orientation

**Cost:** No additional cost

#### Challenge

Continue to improve retention and graduation rates of UWSP diversity students so that they meet or exceed the rates of their campus cohorts.

#### **Action**

- 1) Continue the Peer Mentoring Program started in fall 1997. Every Peer Mentor will work with at least 15 students. In addition, students will be connected to the two Outreach Specialists (i.e. Multicultural Resource Center and Native American Center) who are located in key support service areas of the university.

## Goal 2

- 2) Continue outreach to diversity students to make them aware of offices with a proven track record of facilitating student success such as Student Support Services, Tutoring Learning Center, Disability Services, Native American Center, Multicultural Resource Center, the Non-Traditional Student Liaison in the Student Academic Advising Center, and the Women's Resource Center.

**Assessment for 1 & 2:** Survey each Multicultural first-year student at the end of their first semester regarding several issues. For this section we will want to know their knowledge of the offices mentioned above. **Outcome:** We will first need to establish a baseline, then we will develop a percentage measuring yearly knowledge, use, and satisfaction with the offices.

- 3) Cultivate a relationship with students' parents to encourage parents and students to sign contracts agreeing to permit decisive interventions by the Peer Mentors and the Outreach Specialists so they can better serve the diversity students.
- 4) Contact each first-year diversity student a minimum of three times during the first semester.

**Assessment 3 & 4:** Each year the Outreach Specialist and Lead Peer Mentor will establish a mentor log. **Outcome:** 75% of our Multicultural first-year students will have signed a success agreement. 100% of first year students will be contacted 3 times. 80% will agree/strongly agree that they found these contacts to be beneficial.

- 5) Establish an exit interview process to identify diversity students who are planning to withdraw or have withdrawn from school to ascertain their reasons and to determine if measures could be taken to retain these students or prevent future withdrawals.

**Assessment:** Each year the Outreach Specialist and Lead Peer Mentor will establish a mentor log. **Outcome:** 90% of the students that indicated in the log that they were leaving UWSP will fill out the exit survey.

**Deadline Date:** Ongoing

**Persons Responsible:** Director of Multicultural Affairs; Student Outreach Specialists

**Cost:** No additional cost

### Challenge

Many diversity students experience isolation which interferes with their academic and social integration at the University.

### **Action**

- 1) Sponsor at least five diversity programming events a year.
- 2) Continue to fund the diversity student organizations each year.
- 3) Fund and support each of our four major student organizations so they can hold at least one event per year.

## Goal 2

**Assessment:** Develop a survey for both diversity and non diversity students with questions on social and academic isolation. Develop a baseline for students regarding isolation. **Outcome:** In a yearly survey diversity students will indicate that they feel less isolated then the year before.

**Assessment:** Develop questions to be given to focus groups consisting of the diversity organization's active members each Spring regarding their satisfaction with the organization.

**Outcome:** 80% of the students completing the survey will agree/strongly agree that the organization was beneficial in helping them feel less isolated on campus. 80% will agree that the organization accomplished their goals. 80% will agree/strongly agree that the major programs put on by the organization helps the campus better understand their culture.

**Deadline Date:** Ongoing

**Persons Responsible:** Director of Multicultural Affairs; Assistant Director of Student Involvement & Employment; Assistant Director of Campus Activities & Recreation; and the Officers of the Student Government Association

**Cost:** To be determined

**Possible Funding Sources:** Critical Needs, fundraising, reallocations

### Challenge

Students in the targeted populations often do not take advantage of available internships.

### **Action**

- 1) Advertise all internship opportunities to the students by both e-mail and surface mail.
- 2) Jointly provide programs through the Office of Multicultural Affairs and the Office of Career Services to the targeted populations on career development, web searching for jobs, interviewing skills, and resume writing skills.
- 3) Attempt to link with departments on campus that presently have external internships available for students in their areas.

**Assessment:** An end of the year survey will be developed by the Office of Multicultural Affairs and administrated to all diversity students regarding several issues. In this area in particular we will want to find out the students' knowledge of internships. **Outcome:** 60% of the students surveyed will agree/strongly agree with the statement that they understand the various internships available to them. 80% will also agree that the received ample information about these internships.

**Deadline Date:** Ongoing

**Costs:** No additional costs are anticipated

**Person(s) Responsible:** Director of Multicultural Affairs; Director of Career Services

Long Term

Challenge

The University of Wisconsin–Stevens Point has limited diversity staff to act as mentors and role models to assist in the retention of targeted diversity students.

**Action**

- 1) Participate as an active partner in WiscAmp, the UW System and NSF funded program for increasing the number of diversity graduates in the STEM areas (i.e., science, technology, engineering, and mathematics).

**Assessment:** If a WiscAmp program is developed, we will devise an assessment plan to measure the success of the program.

- 2) Continue to urge all segments of the University to engage in diversity activities and to encourage faculty and staff to serve as mentors and role models for diversity students. This is an opportunity for people who do not necessarily see their role traditionally in working with students to do so. Continue to have a pool of 30-50 individuals willing to be mentors and take the time to assist with this endeavor.

**Assessment:** Develop a survey to all faculty and mentees that participate in the mentoring program. **Outcome:** 60% of all staff and students surveyed will strongly agree/agree with the statement the mentoring program was worthwhile.

- 3) Work toward hiring two new Student Outreach Specialists bringing the total number to four. They would assist the diversity students enrolled in each college to succeed academically, socially and emotionally at UWSP. These are not academic advisors, but each is an ombudsman for the diversity students. If financial constraints are an issue, the campus can consider hiring graduate students to fill these roles.

**Assessment:** If the campus decides it will work towards this goal, the Office of Multicultural Affairs will develop an assessment plan for this goal.

**Deadline Date:** May 2008

**Persons Responsible:** Provost/Vice Chancellor; Vice Chancellor for Student Affairs

**Cost:** \$70,000 in new dollars and 2.0 FTE

## Goal 3

### **Goal 3 - Retention of diversity faculty/staff**

#### **Mid-Term**

#### **Challenge**

Diversity faculty/staff recruited to UWSP report experiencing a sense of isolation in the community.

#### **Action**

- 1) Continue a faculty-to-faculty mentoring program. From the time a candidate is hired, he/she will be assigned a mentor who will help answer questions about the community and University. This mentoring relationship will continue throughout the academic year and beyond.
- 2) Continue to include partners of new faculty and academic staff as appropriate in social opportunities for new staff.

**Assessment for 1 & 2:** Develop survey of all new faculty/staff hired and include the efficacy of the mentor program. **Outcome:** 70% of all new faculty/staff responding to the survey will indicate they agree/strongly agree with the statement that their mentor was a positive experience. 60% of those responding will indicate that their partners (when applicable) also felt welcomed.

- 3) Prepare and maintain a list of current faculty/academic staff that would be willing to visit with diversity candidates interviewing at UWSP and act as mentors for new diversity faculty/staff. Make the list available to departments/units.
- 4) Continue the mentoring program developed by the Classified Staff Advisory Committee (CSAC) in 1999. Whenever new classified employees are hired, the Personnel Office will notify CSAC who will then assign a mentor, and distribute a *Mentor and a Welcome* booklet, to assist them in becoming familiar and comfortable with the University and the community.
- 5) Continue to work with community groups, such as the Portage County Business Council, to connect each new faculty member to a member of the Stevens Point area community.

**Deadline Date:** Ongoing

**Persons Responsible:** Provost/Vice Chancellor, Classified Staff Advisory Committee, Academic Staff Council, Director of Equity and Affirmative Action, Office of Multicultural Affairs

**Cost:** \$1,000 for socials, phone calls, etc.

**Goal 4 - Recruitment of diversity students**

**Short Term**

**Challenge**

Increase the pool of potential targeted diversity students.

**Action**

- 1) Continue to expand approximately \$25,000 annually to develop and host as many precollege programs as possible.
- 2) Write and submit a Federal Talent Search grant that if funded would serve over 500 more precollege students.

**Assessment:** Survey all precollege students at UWSP with the Department of Public Instruction precollege evaluation tool. **Outcome:** 70% will indicate the program was beneficial in helping them understand the importance of a college education.

**Deadline Date:** Ongoing

**Persons Responsible:** Director of Multicultural Affairs; Coordinator of Precollege

**Programs Cost:** \$25,000

**Mid-Term**

**Challenge**

Increase the diversity student population enrolled at UWSP.

**Action**

- 1) Continue to assign a staff member full-time to the recruitment of diversity students with the budget increase of \$22,000 for the Admissions Office. Funds not used for salary go toward supplies and expenses, including travel to cover home visits to connect with parents.
- 2) Hold a campus orientation each spring for all diversity students that applied, were accepted but did not pay their enrollment deposit. The main purpose is to familiarize the students and their parents with what UWSP has to offer. (Source of funding for approximate cost of \$8,500 to be determined.)

**Assessment:** Survey all students who attend this orientation. **Outcome:** 75% of this group will agree/strongly agree that this orientation session was helpful in helping them choose a college. 75% will submit an enrollment deposit to UWSP within one month of the program.

- 3) Continue to focus on eligible diversity populations within a 250-mile radius to include northern and southern Wisconsin and select schools in northern Illinois.

## Goal 4

- 4) Continue through the academic units and the Admissions Office to develop recruiting partnerships, similar to the one developed with the Department of Theatre and Dance, that entail bringing diversity students to campus, and having faculty from that specific discipline teach a class or do a presentation as a part of the recruiting effort.

**Assessment 1, 3 &4:** Develop a survey to be sent to all first year diversity students who applied and were accepted to UWSP. **Outcome:** 70% of those that respond will agree/strongly agree that their experience with the UWSP recruiters was positive. 50% of those that respond will say they were familiar with UWSP through recruitment materials or programs offered by UWSP colleges and departments.

- 5) Continue to offer the Multicultural Leadership Conference coordinated through the Office of Admissions. The conference will be held each year in August for about 50 prospective diversity students identified by the Coordinator of Multicultural Recruitment. (Source of funding for approximate cost of \$8,000 to be determined.)

**Assessment:** Evaluate the conference. **Outcome:** 90% of the students will agree/strongly agree that the conference helped them to better understand what UWSP had to offer them as they look to continue their education. 75% will apply and be accepted at UWSP for the following fall.

**Deadline Date:** Ongoing

**Persons Responsible:** Chancellor, Vice Chancellor for Student Affairs, Admissions Office, Academic Departments

**Cost:** \$30,000

### Mid-Term

### Challenge

Increase the perceived attractiveness of an education at UW-Stevens Point. The University of Wisconsin has a great deal to offer students of all populations. We have a friendly environment with attractive surroundings. Many students, but especially those from large cities, may find it difficult to envision what life at Stevens Point would be like.

### **Action**

- 1) Investigate the cost and value of producing a presentation (e.g., streaming video, CD, flash) in collaboration with the Stevens Point community. The presentation would be used as a recruitment tool, and would highlight attractive features of the University, the City of Stevens Point, and Central Wisconsin. (A similar action is listed under Goal 5 to attract faculty.) The production would be an outreach tool used by both the University and the Stevens Point community in their efforts to increase the diversity within the student body, faculty, staff and the general Stevens Point population. The video would be available to the private sector to enhance its diversity recruitment.

**Assessment:** There will be a report on the cost effectiveness of this plan. If the video is undertaken, the university will develop an assessment plan to determine the effectiveness of the program.

## Goal 4

**Deadline Date:** January, 2006

**Person(s) Responsible:** Plan 2008 Committee

**Cost:** To be determined

**Possible Funding Sources:** To be determined

### Long Term

#### Challenge

The targeted student population at the University of Wisconsin–Stevens Point must be increased. One of the surest ways to do this is to provide more scholarship money. Currently the UWSP Foundation provides approximately \$10, 000 to \$15,000 in scholarship dollars.

#### **Action**

- 1) Seek an increase of \$20,000 in scholarship money for recruitment.

**Assessment:** If this action plan is undertaken, the university will develop an assessment plan to determine the effectiveness of the program.

**Deadline Date:** May 2007

**Person Responsible:** Executive Director of the UWSP Foundation

**Cost:** \$30,000 to \$35,000

**Goal 5 - Recruitment of diversity faculty/staff**

**Mid-Term**

**Challenge**

Diversity in the faculty/staff population at the University of Wisconsin–Stevens Point must be increased.

**Action**

- 1) Initiate more innovative avenues for recruiting faculty/staff. Departments will be encouraged to develop strategic recruiting plans that identify passive recruiting activities such as placing an advertisement in a professional journal or The Chronicle of Higher Education, as well as definite steps the departments will take in order to increase the applicant pool for targeted groups. As part of this campus-wide expansion of recruiting efforts, the Provost will identify one-time dollars to be used, and in coordination with the Director of Equity and Affirmative Action, new and innovative ideas will be encouraged from the campus.
- 2) Encourage departments to link program development to the goal of increasing faculty diversity.
- 3) Develop collaboration with universities with significant minority representation among the target group to bring diversity teaching staff to UWSP.
- 4) Continue the Personnel Office's active role in notifying diverse groups of employment opportunities at UWSP in an effort to expand the applicant pool. Examples include: advertising in diverse publications, including local publications that target ethnically diverse populations; notifying the coordinator of the Hmong Association, etc.

**Assessment:** Carry out counts of diversity faculty/staff at UWSP. Carry out a count on all programs designed to diversify the faculty and staff at UWSP. Evaluate the several programs identified to help market and recruit diversity faculty/staff. **Outcome:** Each outcome will vary for each program, but 60% of all programs identified will agree/strongly agree that the program was effective in reaching the goal of the individual program.

- 5) Investigate the cost and value of producing a presentation (e.g., streaming video, CD, flash) in collaboration with the Stevens Point community. The presentation would be used as a recruitment tool, and would highlight the attractive features of the University, the City of Stevens Point, and Central Wisconsin. (A similar action is listed under Goal 4 to attract students.) The production would be an outreach tool used by both the University and the Stevens Point community in their efforts to increase the diversity within the student body, faculty, staff and the general Stevens Point population. The video would be available to the private sector to enhance its diversity recruitment.

**Assessment:** There will be a report on the cost effectiveness of this plan. If the video is undertaken, the university will develop an assessment plan to determine the effectiveness of the program.

**Deadline Date:** Ongoing

**Persons Responsible:** Provost/Vice Chancellor; Personnel Office; Director of Equity and Affirmative Action; Plan 2008 Committee

**Cost:** \$20,000 annually for salaries for adjunct faculty

**Goal 6 - Improve the public relations of the current diversity efforts**

**Short Term**

**Challenge**

Make known the extensive efforts undertaken each year by students, faculty, staff and others to promote and enhance diversity on campus.

**Action**

- 1) Gather information each year from the entire campus regarding diversity-related activities. The information will be put into a report that will be shared with the campus and surrounding community. Those units that show exemplary work will be publicly acknowledged.
- 2) Continue to work closely with News Services in providing information to the campus and surrounding communities regarding events and awards that the campus and the Office of Multicultural Affairs gives and receives.
- 3) Continue to maintain and distribute the Office of Multicultural Affairs' newsletter.
- 4) Continue to maintain and update the Office of Multicultural Affairs' website.

**Deadline:** Ongoing

**Persons Responsible:** Director of Multicultural Affairs; Director of News Services

**Cost:** No additional cost

**Mid-Term**

**Challenge**

Faculty and staff perceive currently that the university does not reward diversity efforts of individuals at UWSP.

**Action**

- 1) Include diversity efforts in the types of activities rewarded by administrative merit. Administrators will solicit from departments, units and other campus groups the names of individuals who have been active in diversity efforts and will consider these efforts in administrative merit decisions.
- 2) Recognize individuals for their diversity efforts through publication in the Sundial.

**Deadline:** Ongoing

**Persons Responsible:** Provost and Deans

**Cost:** No additional cost

**Challenge**

Positive aspects of diversity at UWSP are not immediately evident to those who visit UWSP through the internet.

**Action**

1. Investigate the cost and value of producing a web-based Flash presentation highlighting diversity at UWSP which would be linked to the UWSP homepage.

**Deadline:** January 2006

**Person(s) Responsible:** Plan 2008 Committee; Office of Multicultural Affairs

**Cost:** Licensing fee (currently \$100.00)

## Goal 7

### ***Goal 7 - Accountability***

We believe it is important to assign responsibilities for diversity to appropriate administrators. The annual evaluation of each campus administrator and department chair will include evaluation of commitment to and use of strategies and tactics to increase the objectives of diversifying this campus.

- 1) The chancellor is ultimately responsible for enhancing diversity in all it's many dimensions at UWSP. One of her four goals submitted to President Reilly for 04-05 is to promote diversity at UWSP.
- 2) The provost is responsible to the chancellor for aspects of recruitment and retention of faculty and Academic Staff B, Academic Support Staff, curriculum and professional development for faculty and staff in promotion of diversity.
- 3) The deans are responsible to the provost for diversity in their respective colleges.
- 4) Department chairs are responsible to the deans for diversity in their respective departments.
- 5) The Vice Chancellor for Business Affairs is responsible to the chancellor for hiring a diverse classified workforce and for distribution of the university resources to support diversity.
- 6) The Vice Chancellor for Student Affairs is responsible for the recruitment and retention of diverse students.
- 7) The Council for Diversity, consisting of the Director for Equity and Affirmative Action, the Director for Multicultural Affairs, and the Associate Vice Chancellors in Academic Affairs, will collaboratively coordinate the many dimensions of diversity. The Council for Diversity will report to the chancellor, provost and vice chancellors and will update the Plan 2008 oversight committee and the Equity and Affirmative Action Committee each semester as to progress.

**Deadline:** Ongoing

**Person(s) Responsible:** Campus departments/units listed in the plan

**Cost:** No additional cost

The Chancellor, Vice Chancellors, Deans, Directors, the oversight committee, and others reviewed this plan during the 2004–05 academic year. This revised document reflects this review.