

## **UW-LA CROSSE BEST PRACTICES**

### **GOAL 1: Create a campus environment that values and respects differences.**

#### Initiative, Action Step or Program 1 (*from 1-1-A*)

Title: Student credit bearing and /or paid internship program  
Status: New for Plan 2008  
Accountability: Provost/Vice Chancellor, Dean of Student Development, and  
Director of Career Services

#### **Highlights**

The Director of Career Services and the Provost report that in the fall of 1999, Karla Stanek, Interim Director of Career Services and Tim Tritch, the Career Services liaison to the Office of Multicultural Student Services began meeting with OMSS and the Director of Affirmative Action to devise a plan to address this action step. On January 5, 2000 Karla Stanek and Tim Tritch met to develop a plan to encourage the development of multicultural internships on campus. It was decided that a memo would be sent to Deans, Department Chairs, Directors and Program Heads to solicit internships. The memo resulted in three new internships related to multicultural programming. The memo was sent again in February of 2001 and 2002.

During the 2000-2001 and 2001-2002 school years undergraduate Plan 2008 interns from the Career Services office were responsible for promoting internships to multicultural students. The interns held regular office hours and met one on one with students in the Office of Multicultural Student Services.

On November 5, 2001, Karla Stanek and Tim Tritch met with the Joint Minority Affairs Committee to discuss credit-bearing internships for the programming of multicultural events. Tim and Karla informed the committee of the process and academic major requirements for awarding credit for internships on the UW-La Crosse campus.

#### Initiative, Action Step or Program 2 (*from 1-2-A*)

Title: Ongoing dialogue series focused on racial and ethnic issues.  
Status: New for Plan 2008  
Accountability: Dean of Student Development

#### **Highlights**

A committee was formed to look at what is already offered in the Division and on campus *Diversity sessions were held during orientations. OMSS also has been a funding sponsor for the student run Multicultural Potato Conference, which will be held for it's 3<sup>rd</sup> year in a row March 2003.* Students were also allowed to ask questions and dialogue in a safe environment to further their cultural knowledge and competencies. The

cooperative programming committee meetings have assisted program planners to develop more ideas for collaboration and reinforcement of programs that already exist.”

Initiative, Action Step or Program 3 (*from 1-3-A*)

Title: Review physical facilities to ensure a diverse and comfortable environment  
Status: New for Plan 2008  
Accountability: Assistant Chancellor for Administrative Services

**Highlights**

Student Activities and Center implemented a Diversity Advisory Board during the 2001/2002 academic year consisting of current students. The Diversity Advisory Board gave input on topics regarding campus climate in the areas of food service, bookstore products, and building artwork.

## **Goal 2: Increase the number of high school graduates of color who apply, are accepted and who enroll at UW-La Crosse.**

### Initiative, Action Step or Program 1 (from 2-1-B)

Title: Identify Coulee Regions' targeted high school students using a high contact recruitment model.  
Status: New for Plan 2008  
Accountability: Director of Admissions

#### **Highlights**

High school students of color are identified through numerous contacts with high school guidance offices and teachers. In addition to recruiters from the Admissions Office, individuals from UW-La Crosse making contact with high school students of color include staff from the Office of Multicultural Student Services and the Upward Bound Program. Contacts include visits to the high schools, arranging for the high school students to visit the UW-L campus, phone calls, mailings, and college fairs. Students of color who do not meet UW-La Crosse admissions requirements but show academic promise are encouraged to enroll in the Academic Summer Institute, which is coordinated by the Office of Multicultural Student Services.

In addition, the Native American Student Association (NASA) began to actively recruit and host area students of color at their weekly meetings. Some of these students currently sit on NASA committees including the Pow Wow and the Indian Mascots Committees. NASA has also solicited the help of high school students to assist in the implementation of Native American Culture Day and Pow Wow. Last year 750 fourth grade students came to the Native American Culture Day held on the campus. More than 15 high schools students served as facilitators, artisans and dancers on that day. All of these activities encourage youth not only to visit the campus, but also to participate in its activities.

Perhaps the most effective recruitment tool for area youth is the academic tutoring program. Tutoring more than 175 students of color during the academic year provides many opportunities to speak with these students about UW-La Crosse. In addition, some of the tutoring programs involve bringing students of color on campus, which has created positive relationships between the UW-L students doing the tutoring and the high school and middle school students being tutored. More than 30 of these students have chosen or been recruited to participate in summer or winter enrichment camps. All of this activity is made possible because of the cooperative efforts of three units: the Office Multicultural Student Services (OMSS), the Pre-College Programs, and Admissions.

Finally, as a result of these various recruitment efforts, 355 students of color applied for admissions to UW-La Crosse (representing 5.3% of all new student applications) for 2000-2001 academic year, and these applicants, 147 students of color were enrolled for

next year at UW-La Crosse (representing 6.2% of all new students). Both numbers represent new records for attracting students of color to UW- La Crosse.

### Initiative, Action Step or Program 2 (from 3-1-A)

Title: Community Outreach in Science.  
Status: New for Plan 2008  
Accountability: Provost, College Deans, and Dean of Student Development

#### **Highlights**

The College of SAH and Office of Continuing Education have created a "Community Outreach in Science" summer program for students of color and/or for students from a family with a financial need. The program is for students who will have finished grades 6, 7, or 8. Although this program is not directly for students of color currently enrolled at UW-L, it will likely increase the probability of students of color pursuing a college education at UW-L, and may ultimately lead to increased retention once the students pursue a college education.

### Initiative, Action Step or Program 3 (from 2-2-D)

Title: Adult recruitment program  
Status: New for Plan 2008  
Accountability: Provost, School of Education, Continuing Education, Admissions

#### **Highlights**

During the 2001-02 academic year, Continuing Education and Extension (CEE) participated in a statewide Hmong educational needs assessment, coordinated by UW-Extension. Data on La Crosse area needs were gathered from five focus groups (adolescents, young adults, and adults), conducted by trained Hmong facilitators and interpreters. Representatives from the Hmong Mutual Assistance Association and the Family Resource Center, as well as other Hmong community leaders, were actively involved in planning the local assessment, contributing facilitators, and recruiting participants. Needs were identified in the areas of family, education, and economic issues. A parenting workshop for Hmong adults and adolescents is planned for March 2003. Other program ideas are under discussion.

**UWL Goal 3: Improve the graduation and retention rates of targeted racial/ethnic students so those rates will be comparable to the student population of the campus as a whole.**

**Initiative, Action Step or Program 1 (from 3-1-B)**

Title: Expand the Academic Success Institute (ASI)  
Status: Ongoing and amended for Plan 2008  
Accountability: Director of Multicultural Student Services and College Deans

**Highlights**

The Academic Success Institute was an eight-week summer bridge program running concurrently with the regular eight-week summer session. The program now addresses the retention of students of color with an intensive academic year combination of academic pre-advisement, tutoring, mentoring/work, early intervention, and contact with students' families.

Multicultural Student Services reports that the Academic Success Institute has been fully implemented into a year round program. The long-term success of this program is contingent on university funding. There must also be consistent recruitment for the program to continue to be viable.

Students participating in ASI are assigned to faculty mentors in the College of Business Administration for their freshman year. The CBA would like an opportunity to participate in some way during the summer program, to provide these students with information about a business collegiate program and career possibilities. The five business majors in ASI program for 2001-02 were also assigned faculty mentors. Records show all five are enrolled for a second year here, four of which are still majoring in the business program.

Associate Dean Martin-Stanley of the College of Liberal Studies has agreed to serve as a liaison to the Academic Success Institute (ASI) to ensure its viability and credibility within the university academic structure. Departments in the College work closely with ASI in its offering of pre-college courses.

**Initiative, Action Step or Program 2 (from 3-1-C)**

Title: Academic tracking program for each student of color  
Status: New for Plan 2008  
Accountability: Director of Multicultural Student Services

**Highlights:**

The Office of Multicultural Student Services (OMSS) has developed an academic tracking program for each student of color. A proactive plan on intervention has been developed to address the academic needs of each student of color who is experiencing academic difficulty.

OMSS implemented the first phase of the student tracking system. It is called the OMSS Student Caseload Project. Each staff member in OMSS receives a caseload of students in the fall semester. Those students are contacted, and followed up on continuously throughout both semesters. They are also given the opportunity to continue to have direct contact with an OMSS staff member during their sophomore year if they wish. Due to budget and staff constraints only those considered high risk are monitored. The Coordinator for Retention Program makes the determination as to which students are most at risk and assigns those students to each respective staff member.

Initiative, Action Step or Program 3 (from 3-1-E)

Title: Project REACH and Project TEACH  
Status: New for Plan 2008  
Accountability: Center for Cultural Diversity and Community Renewal

Project TEACH and Project FORWARD, two federally funded grant programs administered by the Center of Cultural Diversity and Community Renewal (CDCR), which assist students of Hmong descent on five Wisconsin campuses (UW – La Crosse, UW – Stevens Point, UW – Eau Claire, UW – Stout, and UW – Marathon County) in pursuing teacher education.

Project Teach and Project Forward are designed to assist Hmong American bilingual paraprofessionals in overcoming barriers to educational advancement so that they may become certified teachers within the state of Wisconsin. This project promotes equitable access to this underserved and underrepresented group of citizens. It is our objective to provide educational and professional opportunities for paraprofessionals, high school graduates, and non-traditional students of Hmong descent.

Moreover, existing bilingual Hmong American teachers will have the opportunity to advance their existing credentials through additional training at the graduate level. These candidates can then become policy makers, special educational specialists, school administrators, and curriculum development specialists. Through these efforts, CDCR plan to provide intensive tutoring to the participants who may need and/or desire additional training in English as a Second Language to assist them with the required Pre-Professionals Skills Test for Wisconsin licensure.

*Project Teach and Forward will accomplish several goals:*

- 1) Provide bilingual Hmong teachers for the school districts, which schools are now not able to hire;
- 2) Provide new career opportunities for Hmong paraprofessionals and young Hmong adults;

3) Provide professional role models for Hmong students who have Hmong teachers in their schools and communities.

**UWL Goal 4: Increase the number of faculty, academic staff, classified staff and administrators of color so that they are represented in the UW - La Crosse workforce in proportion to their current availability in relevant job pools. In addition, work to increase their availability as employees.**

Initiative, Action Step or Program 1 (from 4-1-C)

Title: Visiting Diversity Scholar Program  
Status: New for Plan 2008  
Accountability: Provost/Vice Chancellor

**Highlights**

Under the leadership of Dorothy Zeisler Vralsted, assistant to the provost, the campus' first Visiting Diversity Scholar came to UW-La Crosse during the spring semester of 2002. Professor Samuel Regalado from California State University at Stanislaus taught the course HST 300: Sport in America: From Ante-Bellum America to the Present. He also delivered a series of public lectures on ethnicity and sports, especially in regard to Latin American ball players and the Japanese internment camps.

UW-La Crosse has made a commitment to expand this program by inviting a Visiting Scholar/Artist of Color for the fall semester of 2003 and spring semester of 2004. As before, the Visiting Scholar/Artist of Color will work closely with the Institute for Ethnic and Racial Studies and the Office of Multicultural Student Services.

Initiative, Action Step or Program 2 (from 4-2-D)

Title: Evaluation for compliance with AA/EEO goals and objectives  
Status: New for Plan 2008  
Accountability: Assistant to the Chancellor for Affirmative Action & Diversity

**Highlights**

The goal of this program is to conduct a university-wide evaluation of personnel patterns, and university policies and procedures to ensure compliance with AA/EEO goals and objectives. The evaluation should identify climate issues, which if addressed, could lead to a higher rate of retention for people of color at UW-L.

The Affirmative Action and Diversity Council working with the Women Advisory Council and The College of Liberal Studies are developing a campus climate survey instrument that is will go out to the campus by spring 2003. The Chancellor has given the Women Advisory Council and other supporting agents to work with the Assistant to the Chancellor for Affirmative Action and Diversity to complete the survey and implement in order to determine the need for a Campus Climate Coordinator.

**UWL Goal 5: Foster institutional environments and development of courses that enhances learning and a respect for racial and ethnic differences.**

Initiative, Action Step or Program 1 (*from 5-1-A*)

Title: Ethnic Studies Minor  
Status: New for Plan 2008  
Accountability: Provost

**Highlights**

An Ethnic Studies Minor was established in Fall 2000. Enrollments in the minor for Ethnic and Racial Studies have grown from 4 in the fall of 2001 to 27 in the spring of 2002 to 35 for the fall semester of 2002. The program now engages the efforts of two faculty members.

Initiative, Action Step or Program 2 (*from 5-1-D*)

Title: Race in the Humanities Conference  
Status: New for Plan 2008  
Accountability: Provost and Provost Council

**Highlights**

Drs. Young and Braziel of the English Department, and under the auspices of the college of liberal studies, organized a conference titled "Race in the Humanities." This conference was interdisciplinary bringing together faculty, staff, and students with discussions of how race has informed disciplines within the humanities. The keynote speakers represented perspectives from the disciplines of philosophy, literary studies, and cultural studies.

Initiative, Action Step or Program 3 (*from 5-1-E*)

Title: Faculty/staff seminars to enhance curricular content on topics pertaining to diversity and multiculturalism  
Status: New for Plan 2008  
Accountability: Provost

**Highlights:**

The Provost and the UW System Institute on Race and Ethnicity, working with a faculty committee, developed and conducted faculty/staff seminars to enhance curricular content on topics pertaining to diversity and multiculturalism.

The Institute for Ethnic and Racial Studies (ERS) has been quite active this past year in the area of curriculum development. An emphasis area is currently being implemented in American Indian Studies. New courses include: American Indian Contemporary Issues (cross-listed with Sociology/Archaeology), Introduction to Wisconsin Indians, and American Indians and the Environment (cross-listed with Sociology/Archaeology). Courses to be added next year include Tribal Laws, Treaties and Government and American Indian Gender Issues.

ERS has established an American Indian Advisory Group to assist in this process. The group consists of approximately ten recognized elders and leaders drawn from American Indian groups from across Wisconsin. Their input is being sought in a number of areas that include: how to approach culturally sensitive issues; what methods can be used to present and preserve traditional knowledge; and how to identify individuals who are qualified to teach culturally sensitive topics. The group is scheduled to meet on a quarterly basis. The first meeting was held in February and a second in May. While the Institute's interest in forming this group is primarily for advisement on curriculum and course content, the Office of Minority Student Services will be able to utilize this body as a resource in mentoring American Indian students.

The University Curriculum Committee (UCC) and the General Education Committee under the category of "Self and Society" approved an additional course -Myth and Reality: An Examination of Ethnic and Racial Stereotyping. The course is designed to trace how popular entertainment mediums such as film, television, books, comics, "wild west shows," music and cartoons have impacted perceptions of ethnic and racial groups from the early seventeenth century to the present. Besides analyzing the persuasive power of these types of mediums, the course will examine why such representations were created and why they still persist.

In October 2002, the Institute also received approval from UCC to offer a new course entitled Hmong Americans. This is being done in conjunction with the Sociology Department. While Dr. Jac Bulk from Sociology will be the primary instructor, arrangements have already been made for six Hmong elders and leaders from the local community to present much of the course's historic and cultural components. Dr. Charles Lee from the History Department is also providing his expertise.

### Initiative, Action Step or Program 3 (from 5-1-B)

Title: Multiculturalism Librarian  
Status: New for Plan 2008  
Accountability: Director of Murphy Library, Deans, Chairs

#### **Highlights**

The Director of Murphy Library reports that a multiculturalism librarian was appointed in Fall 1999. The librarian has used bibliographies to identify diversity materials (i.e. African American historical dictionaries, bibliographies on civil rights. purchased \$1,000

books in Mexico for the Library, \$1,000 for the purchase of Latin American materials, purchased videos from the Annenberg collection on Africa.. It is important to note that other librarians and staff take an active role in promoting diversity.

In recent months, the multiculturalism librarian, John Jax, has been working closely with faculty in the History, English and Modern Languages Departments (including William Barillas and Victor Macias-Gonzalez) to develop further the Latino/Latina collections: these collection have been bolstered by funding from the Murphy Library Endowment.

In conjunction with some physical displays in the library, Stefan Smith and John Jax have produced accompanying web pages for a “virtual” or “cyber” display. One, “Notable Books by Hispanic Authors,” during Hispanic Heritage Month in October was featured prominently on the home page. A pictorial graphic was the electronic entrance to: <http://www.uwlax.edu/murphylibrary/hispanic/>. Jax and others also met with staff in the Multicultural Student Services Office concerning working with various multicultural student associations on other diversity displays.

A database of library acquisitions related to diversity has been developed. This site (<http://www.uwlax.edu/murphylibrary/diversity/index.html>) allows new diversity books to be searched by keyword and limited by year. A list of Latin American resources, “Books Purchased in Memory of Isolda Battistozzi,” also appears at this site.

**UWL Goal 6: Encourage Partnerships that build the educational pipeline by reaching children and their parents at an earlier age.**

Initiative, Action Step or Program 1 (*from 6-1-A*)

Title: Assess current campus pre-college programs efforts  
Status: New for Plan 2008  
Accountability: Chancellor and Joint Minority Affairs Committee

**Highlights**

The Joint Minority Affairs Committee received a charge from Chancellor Kuipers in Fall 1999. The committee requested information from the divisional leaders about their progress with pre-college programs. The reports were filed late fall and reviewed by JMAC during the spring semester 2000. Several informational meetings occurred in which individuals discussed the attributes and characteristics of their pre-college efforts. A final report was submitted to Chancellor Kuipers during May 2000. In addition, the development of a Western Wisconsin pre-college Center is being planned but the implementation date is uncertain.

**UWL Goal 7: Increase the amount of Financial Aid available to needy students and reduce their reliance on loans.**

Initiative, Action Step or Program 1 (from 7-1-A)

Title: Fund raising program to provide increased dollars for the Chancellor's Choice Award Program  
Status: New for Plan 2008  
Accountability: Assistant Chancellor for Advancement

**Highlights**

The UW-L Foundation Board Development Committee agreed to spearhead a fundraising campaign to raise \$12,000 a year for three years, beginning with fiscal year 2001-2002, for a total of \$36,000. The effort raised \$6,000 in cash and pledges by June 30, 2002. This is a shortfall of half of the expected funds. The poor performance of the stock market and the general downturn in the economy were big factors in this outcome. There was an expectation of additional gifts of \$3,000 that did not materialize. The Development Committee will continue to identify prospects for solicitation for the UW-L Chancellor's Choice Award Program.

Initiative, Action Step or Program 2 (from 7-1-B)

Title: Annual plan to increase the number of graduate students of color who are eligible to receive financial aid  
Status: New for Plan 2008  
Accountability: Director of University Graduate Studies, Director of Multicultural Student Services, Director of Financial Aid, and Graduate Program Directors

**Highlights**

The OMSS has met with Garth Tymeson (Interim Director of Graduate Studies) to discuss the types of aid and how to get the information out there to greater number of students and recommends making information about financial aid more available for graduate students and offering more graduate assistantships by not making the graduate students part of the FTE.

The Financial Aid office met annually with the Interim Dean of HPER and the Interim Director of University Graduate Studies to determine the number and amount of AOP awards that would be available. AOP awards were made in a collaborative manner and this process continues. The office's objective is to increase the number of graduate students of color receiving AOP grants. No numbers as to how many receive grants now or what the increased goals are. However, it is stated that close cooperation between FAO and graduate school personnel has facilitated the awarding of AOP to an increased number of students, and recommends continued joint cooperation between the two.

Financial Aid: The Financial Aid Office (FAO) continues to work closely with the Interim Dean of HPERTE and the Interim Director of University Graduate Studies.

Funding for AOP has increased by 70% over the last couple of years:

2000-01	2001-02	2002-03
\$54,343	\$71,813	\$92,114

Initiative, Action Step or Program 3 (from 7-2-A)

Title: Develop a process for awarding the Board of Regent's Lawton Grants  
 Status: New for Plan 2008  
 Accountability: Directors of Financial Aid and Multicultural Student Services

Highlights:

The Directors of financial aid and multicultural Student Services worked cooperatively to develop a process for awarding the Board of Regent's Lawton Grants to students of color based on demonstrated need and scholarship of the students who apply. The guidelines developed as part of the plan include the 10% non-need portion of the grant funds.

In 1999-2000 111 students were served and in 2000-2001 126 students were served at a cost of \$85,177 per year. Funding source was UW System. The expectation is to award Lawton Grant funds to all academically qualified ethnic minority students. The Institutional plan has been developed by the Financial Aid Office and the Office of Multicultural Student Services and approved by the UW-L Administration and UW System Administration. Under the plan the OMSS certifies ethnic eligibility. FAO certifies academic eligibility and then makes awards from the Lawton Grant Fund. The objective is to fully expend the funds in the Lawton Grant program on Multicultural students who meet the required academic qualifications. This program has been successful because of the excellent working relationship between the Student Financial Aid Office and the Office of Minority Student Services.

Financial Aid: The Financial Aid Office (FAO) and the Office of Multi-Cultural Student Services continue to maintain an excellent working relationship.

LUMRG funding has grown by 32% over the last couple of years:

<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>
\$85,177	\$104,883	\$112,175

**Goal 8: Improve accountability of the implementation of University of Wisconsin— La Crosse's Plan 2008.**

Initiative, Action Step or Program 1 (*from 8-1-A*)

Title: Re-evaluate the OMSS and the Multicultural Center  
Status: New for Plan 2008  
Accountability: Provost/Vice Chancellor, Dean of Student Development, and Director of Multicultural Student Services

**Highlights**

Multicultural Student Services: OMSS has made several attempts to get feedback from students, faculty and staff regarding the role and services of OMSS. They have received a variety of input from individuals and have made some changes in the function and the services the office provides. The following changes have been made:

1. Monitoring and tabulating each student contact that OMSS has. They will be tabulating that data based on race, gender and type of service used. This will help the office understand which services and staff is utilized to a greater degree.
2. Established a regular meeting with advisors of multicultural and diverse groups on campus. Feedback regarding multicultural programming and the role that OMSS plays with Multicultural Student Organizations is constantly evaluated.
- 3 Redesigning the OMSS website and will be asking for ongoing feedback via the web.
- 4 Continuing to provide opportunities for community, university and other to come together to and network, i.e. picnics, socials, potlucks, and other social venues are utilized.