

# CHARRETTE COMMENTS

## Group #6 – Fostering Equity and Diversity

### 1) Student Recruitment

- a) Outreach to urban Wisconsin & Minnesota high schools
  - b) Increase yield
  - c) Increase pre-college camp recruitment
- 

- We need to better use/leverage our Bridge program to get the students here.
- Engage faculty in the recruitment process, particularly for programs where there are huge professional shortages (e.g. CSD, Nursing).
- This is an area where some faculty would like to participate because it directly affects them in the classroom. I have anecdotal evidence to suggest that some of the public schools in Milwaukee don't even know UWEC exists. We have faculty who attended high school in Milwaukee and could help with outreach since admissions isn't/can't do it all.
  - Admissions DOES visit those high schools, FYI, but needs to prioritize its travel.
- While only a few instances come to mind, we should not un-admit students of color once admitted and registered. We have programs in place to assist these students, including achieving an extra high school equivalent course, if needed.
- This cannot be done unless we commit to long-term relationship building, where students of color live and play: churches, community fairs, youth groups, urban centers, etc. This needs funding for staff (new) and priority commitments.
  - Yes, our support for the students once they arrive is crucial!
    - I agree – we need to build support networks.
- The Admissions Office needs to quit focusing so exclusively on ACT scores and high school rank. There are good students of color applying to UWEC, if we were willing to accept them.
- Why focus only on WI & MN; what about possible out of state target populations – partnerships with 2-year colleges, etc.
  - I agree – partner with community colleges with diverse populations.
- We need to send our students to study centers in areas such as Milwaukee. In EC, a campus/community effort will need to be made to develop full area culture/environment. Our programs and facilities in themselves will need to be fully up-to-date and attractive. Milwaukee area students could come here to learn about rural life.

## CHARRETTE COMMENTS

- Milwaukee Public Schools has several “college prep” high schools. Do we send representatives directly to these schools to speak directly with students, counselors, and teachers? If not, we should.
- We have to bring in a large number of African-American and Latino students all at once for UWEC to sustain any sort of minority representation. Eau Claire (the community) is simply not diverse enough to be encouraging to minority students.
- Question: are there schools with our demographic that are models for successful minority recruitment? Maybe we could learn from them.
- Let's start before high school. What about middle school?
  - I agree, studies show middle school is where decisions are made and patterns are set, especially for students of color.
- How can we really create compelling reasons for students of color to come to UWEC? Money? Scholarships, etc.? Special programs...
- It may help to target the top percentage of targeted minority students rather than targeting the top percentage of all students.
  - Yes, what does it look like?
- Foreign Language requirement limits ability to attract minorities
  - Really?
- Recruit heavily in Twin Cities public schools. Refer to past studies on this issue!
  - Yes!
- Recruiting urban students of color to a rural school cries out for support services that ensure retention. “Getting them here” is not the end, just the start. Strong support services include the library & information literacy.
- Let's also begin to recognize & help students' own diversity, urban vs. rural heritage etc. What makes us all diverse in any group? That the token isn't just the diverse.
  - Cop-out
- We need to recruit & retain non-traditional students.
  - Agreed! We don't target large populations
- #1 is hugely important! Especially because I don't think the Group 1, #1 – International Study requirement is realistic. We need more actual diversity among students, faculty, staff vs. just talk about it or classes about it.

## CHARRETTE COMMENTS

- Be sure to utilize Upward Bound, Gear Up, McNair, and SSS. These are Federal programs that increase diversity on campus. Many professionals are already on-staff to help!
- All admissions staff should be on-board and committed to recruitment of multicultural students – up at the top.
- The power struggle between the Admission and Multicultural Affairs must end with Admissions giving the proper resources to recruit students of color
  - Shouldn't there be incentives for both to work together? And clearly define areas of responsibility.
- Creating connections between students of color who come and stay and students of color who apply should increase yield and speed the transition of students into the UWEC community.
- To increase faculty hires: fund job ads placed in non-traditional venues. Establish connections between grad. Programs and UWEC departments that anticipate hires in the next year or three...
- Support faculty visits to high schools
- Diversity should not be limited to race – the reality is that UWEC is in the Midwest – and I think we need to look beyond racial diversity.
  - International students coming in – maintain the social programs we have for them (host families, education about American culture and culture shock).
- Should we consider bridging programs, partnerships with 2-year colleges in parts of the U.S. with significant minority populations? These partnerships work to bring international students, maybe the model would work domestically as well.
- We always take the top % of students, but that does not always mean they are the best. Students that try need the opportunity to a great education as well.
- It's true. I'm an alum of a Milwaukee suburban high school and all the kids there want Madison, Madison, Madison. They want it for the social aspect as much as the "educational ranking." I'm so glad I went here and not Madison because the education I will walk away with will be such an asset to me because here, you receive so much personal attention and can easily get involved and be a student leader! I have friends from high school that graduated from Madison and will tell me they never could get an appointment with an advisor, a meeting with a professor, and most important, many students there don't actually graduate with the degree they really want because they couldn't get into that respective school. So why do the kids at my high school still compete to get to Madison? Madison recruits them. They invite students from 3 top

## CHARRETTE COMMENTS

Milwaukee “feeder” schools for day-long events with information, meals, tours, etc. Maybe those types of recruitment efforts are out of the question in the near future but you could send UWEC reps or alum to the high schools to recruit.

- Yes
- Recruitment is a great idea. I think you should look into establishing scholarships for the Valedictorian of inner city high schools (provided they meet entrance requirements) to come here. We should be the first choice for students looking for an affordable education. The only difficulty with recruitment (especially in Milwaukee) is that most students would rather go to UWM because of proximity to home, work, friends, etc. Leaving the big city they’ve known all their lives to go to Eau Claire...difficult to get them to want to do this.
- Less talk about diversity and more action, please! Need more scholarship and grant money for non-traditional students, people of color, and the disabled. Schedule evening and weekend classes for working adults. Work with EC transit to run buses later at night.

# CHARRETTE COMMENTS

## Group #6 – Fostering Equity and Diversity

### 2) Student Retention/Graduation

- a) Identify barriers to success
  - b) Disaggregate existing and new data
  - c) Retention strategies:
    - o diverse cohort/learning communities
    - o focus on students of color/low income
- 

- Discourage the use of befuddling terms like “disaggregate.”
- I believe that depression and mental health issues are a “student retention” problem that rarely gets discussed openly and we lose many gifted students. Please make this more of an issue.
- The Collegiate Bridge Program and the Commanding English Program are two successful programs of retention of multicultural first generation and low income students. The Student Support Services grant (TR10) also supports the retention of these students.
- Student Support Services provides support increase retention of low income & first generation students. It has successful data to support its effectiveness. This program needs more visibility and support from the institution.
- A barrier to success for students with disabilities is the issue of accessibility. We don't see many students with mobility impairments for a reason. We don't have deaf students for a reason. We must create a sense of community for everyone.
- “Critical mass” imp: Work over the community to make the greater environment positive.
- This idea might have been exhausted, but what about an ROTC program? Perhaps we show a greater understanding of the needs of our nation (shortage of Army – armed forces – recruiting) perhaps draw more diversity. Let's look at our problems close to home: health, war on terror...
- It would be nice to see more women & people of color on 2<sup>nd</sup> floor Schofield.
  - o There are already a lot of women there.
    - But only in “supporting” roles – not roles with power.
      - Yes
    - Not just Schofield, but all over campus – even in female – dominated professions.
      - Right, like the library.

## CHARRETTE COMMENTS

- Need more minority faces to increase comfort level in staff & students.
- Incorporate racially & ethnically diverse students into FYE experience – and not just one “token” in each class (which would only add to isolation) but in pairs or groups of 3 or 4.
- We have an excellent retention program on campus called Student Support Services. It works with 300 low-income, first generation students, providing mentoring, tutoring, career advising, group activities, etc. While the program is highly effective, it isn't very visible because it doesn't have a centralized office location. Its staff are all over. It needs better space.
- When a student of color or diverse ethnic group does not return, are they contacted & a sort of “exit interview” conducted?
- How about sponsoring families or hosts such as foreign students have? Most of the students of color I have encountered have not felt Eau Claire is very welcoming.
- Look at how we can up diversity: our pool of students may not meet our entrance requirements. Do we make alternate plans for 1 or fewer years of Foreign Language? Is there more we can do to get them here, then mentor them on? Why are other UW schools drawing more in (just community factors or entrance requirements, support...)?
- Reduce the inflated # of general education requirements to a two year maximum – reassign F.T.E. lost in the process. We seem to be offering courses to maintain jobs rather than meet needs – A & S.
- Learning Communities!!
  - Yes/Ditto.
  - Yes, students need to live together. They need more than “support groups.”
- Make profs aware that students of color may learn differently because of their different backgrounds.
- UW-Eau Claire needs to be a “home away from home.” Students need to make this their place. They need encouragement to succeed here, from all staff.
- Great ideas – Diverse cohort/ learn communities. Sound intriguing? Is this a dorm initiative?
- Make sure that currently enrolled students of color are connected to supported serves at UW-Eau Claire. Currently enrolled students need financial support for school and cultural programming. Multicultural center needs to be improved & staffed to make home feeling for students to use.

## CHARRETTE COMMENTS

- We need to do a better job making sure classes are available, esp. for incoming students.
- Important to differentiate diversity (racial, ethnic) and equity (maybe tolerance, fairness). By always lumping the two together, seems we are diluting the need to eliminate racial and ethnic prejudice. There seems to be something different about being born African or Native American as opposed to developing a sexual preference (at least you may have a “normal” early childhood in that case) political preference, or different lifestyle.

# CHARRETTE COMMENTS

## Group #6 – Fostering Equity and Diversity

### 3) Employee Recruitment/Retention

- a) Searches: professional development and outreach
  - b) Hiring: assist spouses; opportunity hires; visiting positions; funding
  - c) Classified: targeted media, Job Services
  - d) Mentoring program
  - e) Establish committee
- 

- UWEC needs to have a stronger Affirmative Action office that insists that search committees come up with candidates of color to interview. If search committees looked deeper into their pool, they could find viable candidates to interview.
  - Yes! We've often had viable candidates in the final pool of interviewees, but they're not found to be "the best," & thus, not hired.
- Domestic partner benefits!
  - Yes
  - Another yes
  - Yes
  - We need to push for this again
    - Yes
- A mentoring program for classified sounds nice but is a huge undertaking.
- In some cases we need to look at big picture – does the culture of the institution/dept. support the ways of being of those that are not white males yet? These can be very subtle.
- Diversity – define broadly, not just race & gender – political perspectives too – find “work” for spouses is a good idea for all faculty – let's do what administrators have often already gotten.
  - Good
- Move from the “selfless service” rhetoric toward a “professional growth” focus – the faculty can be student centered but the admin. Needs to be faculty – centered
  - Good
  - Excellent point!
  - Ditto
- Exit interviews to find out why people are leaving
  - Yes, but then do something with that information!
- Diverse faculty do not feel appreciated now, how can we recruit?

## CHARRETTE COMMENTS

- This is very important – why are there no reduced tuition benefits for faculty spouses/partners & children? Many state university systems do this (e.g. SUNY).
  - We should look into this with System
  - Free or reduced tuition would allow faculty/staff spouses to gain degree/skills needed in Chippewa Valley
  - I agree – tuition benefits for family is a common practice – why isn't the UW System doing it?
- Very important to keep in mind our “lifetime learning” all mission. Promote educ. With staff interdisciplinary.
- Take a look at health care benefits for staff who are not guaranteed to return for more than one semester – this had been my situation for 10 years! I have no health benefits!!
- Not only for spouses – partners as well!
- How about support for Instructional Academic Staff who are seeking terminal degrees? Many of these people are valuable assets who go elsewhere once their degree is complete. Let's figure out how to keep these folks! Also, how about aiding some of the long-term academic staff to attain the degrees necessary to teach higher level courses.
- There need to be some internship opportunities for people of color to showcase their abilities which could open the door for hiring.
- Don't make the hiring process so difficult! You need to get permission to get permission, etc! Please simplify!
- Retention of faculty is very important here, when salaries may be below avg. Spousal hiring should always be a priority!
- Concerning retention – employees need to be able to grow within their departments – embracing change – with leaders in depts. Focuses on helping employees improve and prosper – continually changing.
- More help for spouses who are not in education!!
  - Yes
  - I agree!
  - Me too!
  - Agreed. I have heard many stories of unhappy spouses/partners because they can't find a good job in the Eau Claire area – my spouse included. The job market is REALLY tough here for those not in education.
- Need to elevate our reputation in the community legislator's eyes so that competitive salaries can be a reality.

## CHARRETTE COMMENTS

- SSS – program focused on retaining low-income/diverse students has a mentoring program in place. SSS can help!!!
- Need to sell ourselves better – for campus interview 2-3 days! Show potential faculty to NET, an on-campus performance, etc.
- Move away from the male model of promotion/tenure materials
- Stop hiring the spouses and other relatives of well-represented groups. Historic nepotism on this campus is well-known in the community and beyond. When you give positions to the same old groups, you make it impossible for “diverse” people to make inroads. You create a sense of a closed, rather than an open, campus community.

# CHARRETTE COMMENTS

## Group #6 – Fostering Equity and Diversity

### 4) Climate

- a) Conduct listening sessions and focus groups
  - b) Develop valid Campus Climate Survey
  - c) Incorporate survey indicators into strategic plan and annual reports & reviews
  - d) Administer survey every 2-3 years
- 

- The civility survey did hit some of these points. May be good to review.
- Not a positive climate right now.
- I believe assessment is important. What data will you be looking at?
- Be prepared to follow-up on the Climate Study just beginning at UW System.
- Include community too?
- This group's mission seems to be very much dovetail with #3. Is EC & surrounding areas diverse? Does it welcome/support/encourage diversity? If not, UWEC becomes an island & folks (diverse) who join the campus aren't likely to stay.
- 4b. In conducting campus climate survey the students of color should be an oversampled segment to get a more accurate picture of their perceptions.
- Sounds good to me – no one has ever asked me for my opinion of the campus climate before. Do we need to develop our own survey? Seems that this might already exist. I'd love to see the results & hear the administration's & community's responses. I like that we seem to be in a climate of change, but recognize that although that can lead to higher enthusiasm it also can take more time/effort to sustain & see it through.
- What is a valid Campus Climate Survey?
- Great idea – include a staff, faculty, and students!!! Anonymous feedback is key.
- A little vague – can “tighten” these points?
- Yes – let's hear from faculty/staff & administrators now!
- Recurring survey is a great idea
  - But only if something is done about the results
    - Indeed
- Climate in some campus areas needs work from ground up – start over.
- Promote small groups which include community, university faculty & staff, mainstream (whatever that is!) and “diverse” students (non-traditional “old, ethnically diverse, international students).

## CHARRETTE COMMENTS

- Administer survey every year!
- Intimidating

# CHARRETTE COMMENTS

## Group #6 – Fostering Equity and Diversity

### 5) Curriculum and Pedagogy

- a) Conduct survey to inventory current best practices
  - b) Include equity & diversity in:
    - o Mission statement
    - o Goals of baccalaureate
    - o Department evaluation plans
  - c) Encourage department discussions
  - d) Establish annual university award
  - e) Create Center of Excellence for Teaching & Learning
  - f) Disaggregate data at department level for Equity Scorecard
- 

- Yes!
- I happen to know a couple of African American students in the Eau Claire area who, though very bright, lack the academic successes in high school that would enable them to apply and get into UWEC. What occurs to me is that personal contacts like mine might create a bridge to help and encourage these students. What can the admissions office do to enable such personal bridging efforts by faculty, staff, and interested community leaders?
  - o Do we recruit minorities in the Eau Claire area (besides Hmong)?
    - Do we do a good job recruiting with this (Hmong) community?
- Create a language of diversity on campus
- Is diversity just skin color? It seems to be the view here.
- Question our own assumptions about diversity (e.g. dialect diversity).
- Consider expanding def. of diversity.
- Yes! This has to happen in a place such as EC!!
- Economic, etc?!
- Yes!. AGE is another issue that should be considered. Look at the demographics & generational differences – we do our students a disservice by overlooking this important difference. The population will DOUBLE in the next 20 years or so.
- Don't we already have a center of Excellence in teaching (NET)?
- The Center of Excellence for T & L needs to be on the group 1& 3 lists as well, much can be done in this area. A strong resource base is necessary. Things like this have tried, but usually without a strong administrative champion
  - o Aren't we reinventing something we used to have? Can we get a firm long-term administration commitment to do this?

## CHARRETTE COMMENTS

- Rather than create a new Center of Excellence for Teaching & Learning, use the existing Networking for Excellence in Teaching (NET) center to help faculty/IAS learn strategies of inclusive pedagogy. Encourage (require?) faculty/IAS to participate in professional development programming around teaching diversity. Strong administrative support in word, deed, & funding is essential.
  - NET has been wonderful
  - Yes! NET and its predecessors and other offices offer all kinds of training but often no one comes because they are not required to be on campus
    - Not always. I don't attend because I'm already overwhelmed by too much work
      - Require and build into the workload, or raise pay to account for additional time. Students the reputation of UWEC increase greatly when faculty spend time on this. Why are we the only ones investing in it?
        - Resource (time) issue. Yes.
- Be sure to include low-income students in this category.
- I agree with others that we either already have a counter for teaching excellence or that NET should be reinvigorated to serve a more "intentional" role in this area. It is VERY important to support the acquisition of new teaching skills and new teaching techniques.
- Encourage & support classroom activities with overseas universities.
- Try to connect colleges. I.e.: let a history major be able to take, and receive credit for, music history.
- I agree with others that we either already have accounted for teaching excellence or that NET should be reinvigorated to serve a more "intentional" role in this area. It is VERY important to support the acquisition of new teaching skills and new teaching techniques.
- Encourage and support classroom activities with overseas universities.

# CHARRETTE COMMENTS

## Group #6 – Fostering Equity and Diversity

### 6) Professional Development

- a) Enhance orientation
    - o Week in August for new faculty/instructional academic staff
    - o New staff participate in relevant August orientation events
    - o On-line modules for new employees
  - b) Campus-wide workshops and training
  - c) Continue effective existing efforts
  - d) Identify coordinating structure for professional development
- 

- Participation by classified staff simplified – fewer vetoes by supervision.
- Excellent recommendations. Let's start!
- Faculty/staff already here also need the orientation!! New faculty & academic staff & classified staff need mentors to follow through with what is learned in orientation. Faculty advisers need resources to keep up with curriculum changes & supervision or consequences if they don't.
  - o Yes. Many times the new staff hear the new ideas – we all need to continue to grow in this area and be willing to change.
- What is working in orientation & what isn't? As changes occur we all need some re-training!
- This is particularly important now in the times of PhD shortages in many fields (Nursing; CSD) – to fund those who are A.B.D. & teaching/on tenure track, but those funds should be separate from VRCA etc.
  - o Yes!
  - o We would benefit from real (\$) support for fac./staff continuing their education...those still working on degrees
    - I agree!
    - Me too.
    - Another vote!
    - Yes! Lifelong learning should begin at home.
- I really don't think it's going to be any more effective to make orientation for new faculty longer when they've just arrived than would have been to make new student orientation longer. There is just too much to absorb all at once.
- New faculty/IAS orientation needs to focus on teaching & learning, which are immediately relevant & important on this teaching campus, saving other orientation issues for other times
  - o There are lots of important things to cover – perhaps orientation should be longer. And remember – not all new staff are faculty or IAS.
- Faculty/staff need some nuts, bolts when they arrive.

## CHARRETTE COMMENTS

- They sure do!
- Existing faculty need as much support as new. Times & the world are changing. So are our students.
- Address generational issues. As we hire younger faculty, academic staff, & classified, staff retention will be an issue for all. Without prof. dev. We will lose good people.
- We need \$ and time for classified staff to do professional development. Also needs to be encouraged & supported by their supervisors.
  - This also applies to part-time academic staff.
  - Yes!
- I love the week in Aug- but could there be a week for folks who have been here awhile? They also need/want that good info!
  - Agree!
- What can we do to make Facilities Planning & Management more diverse?
- Tell Deans & Chairs to respect the opening week schedule so ALL faculty could attend these development programs. Offer beyond just “new” employees. I still say professional dev. should be required of all of us and build into our workloads. Send out the opening week calendar at the beginning of summer. I have to schedule all sorts of things in advance & an always guessing about that schedule until the couple weeks before it comes out. Why not post a “working schedule” of the opening weeks and all other development opportunities online so we can PLAN AROUND them?
  - Yes!
- Did you know that instructors with a 20% contract can't attend orientation...Academic Affairs forbids it! Equity?
  - Why
- Equity – Okay – let's start with the 100+ LTE's on this campus who have committed years to this university. We are always the forgotten ones.
- What about student employees? Should one put in three years and still be treated like a child?
- Offer more opportunity for professional development of staff. Encourage collaboration between “faculty” and “staff.” Make fewer distinctions between the two.

### **Additional Comments Submitted on-line:**

We need to look at equity among departments. For example, in one department a faculty member may come to campus 2-3 days a week and work from home for the rest of the time. This faculty member is fulltime. In another department a faculty member may do the very same thing, but this faculty member is halftime. That's an equity issue that has a substantial effect on pay, tenure, advancement opportunities and more.

10/9/07