

# Equity and Diversity Initiatives

## All Committees

*Charge:* In addition to their individual charge, each committee will consider (a) which measures should be used as we develop the equity scorecard process and (b) the effectiveness of strategies currently in place.

## Student Recruitment

*Subcommittee:* Kris Anderson\*, Kimberly Barrett, George Kroeninger, Steve Tallant, Kim Way

*Alignment with 4 A's:* Affordability, Accessibility, Affinity

*Charge:* Develop strategies to increase the representation of African-American, Latino/a, Native American, Southeast Asian and low income students so that: (a) their representation on campus is more comparable to their representation in the general population of Wisconsin, and (b) they represent a critical mass of students on campus.

Outcomes/Measurements	Actions	Responsible
Immediate		
Short-term		
Long-term		

## Student Retention/Graduation

*Subcommittee:* Margaret Cassidy\*; Susan Harrison; Larry Solberg; Bob Sutton; Jodi Thesing-Ritter; Michael Weil, Student

*Alignment with 4 A's:* Affinity, Affirmation

*Charge:* Develop strategies to create equity among students in academic achievement and campus life participation.

Outcomes/Measurements	Actions	Responsible
Immediate		
Short-term		
Long-term		

\*contact person

## Employee Recruitment and Retention

*Subcommittee:* Don Christian, Terry Classen, Tom Dock\*, Jan Morse, Teresa O’Halloran, Andy Phillips, Gail Scukanec, Elaine Wendt

*Alignment with 4 A’s:* Affinity, Affirmation

*Charge:* Develop strategies to significantly increase the number of employees of color and women employees, particularly in categories of employment where they are underrepresented at UWEC.

Outcomes/Measurements	Actions	Responsible
Immediate		
Short-term		
Long-term		

## Climate (Internal and External)

*Subcommittee:* Kimberly Barrett, Jennifer Brockpahler, Ray French, David Gessner, Mike Rindo, Dwight Watson, Marty Wood\*

*Alignment with 4 A’s:* Affirmation

*Charge:* Develop strategies to (a) regularly assess the campus climate as it relates to issues of equity and diversity, (b) improve areas that are identified as being problematic, and (c) provide input in assessing and improving the climate in the Eau Claire community where relevant to the university.

Outcomes/Measurements	Actions	Responsible
Immediate		
Short-term		
Long-term		

\*contact person

## Curriculum and Pedagogy

*Subcommittee:* Don Christian, Tom Dock, Gail Scukanec, Steve Tallant\*, Elaine Wendt

*Alignment with 4 A's:* Affirmation

*Charge:* Develop strategies to ensure that the curriculum and instructional practices: (a) facilitate the learning of all students, (b) provide instructors with the tools to integrate diversity into what and how they teach as well as address controversial topics in a productive manner in the classroom, and (c) provide students with the knowledge, skills, and dispositions to address diversity issues related to their disciplines, future professions, and roles as leaders in a multicultural, global society.

Outcomes/Measurements	Actions	Responsible
Immediate		
Short-term		
Long-term		

## Professional Development

*Subcommittee:* Mary Jane Brukart, Duffy Duyfhuizen\*, Andrea Gapko, Karen Havholm, Teresa O'Halloran, Andy Soll, Mary Zwygart-Stauffacher

*Alignment with 4 A's:* Affinity, Affirmation

*Charge:* Develop and implement a series of ongoing professional development programs for all employees related to a range of diversity issues, including topics such as legal definitions of discrimination, cultural sensitivity, and bias and privilege awareness.

Outcomes/Measurements	Actions	Responsible
Immediate		
Short-term		
Long-term		

\*contact person

## Working Statement on Equity and Diversity

The University of Wisconsin - Eau Claire strives to be an open, affirming, inclusive, and diverse community of learners. We support diversity as an inclusive concept and believe that diversity encompasses all aspects of human similarities and differences, including race, color, national origin, ancestry, gender, disability, religion, age, affection orientation, veteran status, marital status, creed, and economic class.

Our primary strategic direction is to address equity issues for all individuals. In order to pursue this strategic direction, we must focus not only on recruitment and retention of students, faculty, and staff, but also on such issues as climate, curriculum, pedagogy, and professional development. By continually improving in these areas, we build the capacity to develop culturally competent students who are active and productive citizens of the world.

## The 4 A's of Recruitment and Retention

**Accessibility** Can I get in? (ACT /SAT scores, GPA, holistic review, location, etc.)

**Affordability** Can I pay for it? (Tuition, scholarships, grants, loans, work study, job opportunities in the area, etc.)

**Affinity** Do I see people like me? (People that represent all aspects of diversity as students, faculty, and staff as well as representation of diversity in the curriculum)

**Affirmation** Do I feel comfortable here? (Beliefs, attitudes, values, and dispositions)

The literature suggests that students of color who seek higher education learning opportunities filter their decision first through the lens of accessibility and affordability while hoping for affinity and affirmation. By strategically focusing on climate, curriculum, pedagogy, and professional development, we want to build the capacity so that all students can find affinity and feel affirmed.

## The Equity and Diversity Feedback Cycle

