

EDUCATIONAL QUALITY THROUGH RACIAL AND ETHNIC DIVERSITY - PHASE II

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PRESENTED BY UW-EAU CLAIRE DIVERSITY
PLANNING COMMITTEE

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Educational
Quality through
Racial and Ethnic
Diversity

Phase II

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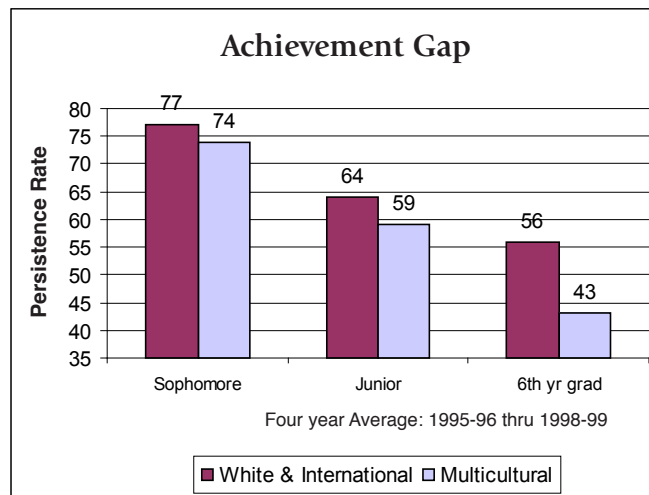
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Executive Summary

For several decades, universities have grappled with how to facilitate access to higher education for all who might benefit from and contribute to it. We in higher education must find an effective strategy to advance diversity for two critical and complimentary reasons - social justice and educational efficacy. Now that we have begun to make some progress in providing access to low-income students and students of color, we are faced with an equally troubling dilemma: we do not appear to be serving all students equally well. How to help all students achieve their unique potential is one focus of the second phase of Plan 2008.

Plan 2008 is a University of Wisconsin System initiative to increase the racial and ethnic diversity of the faculty, staff, and student body, and to increase diversity activities on campuses within the state. The initiative began in the 1997-1998 academic year and is now entering its second phase. The emphasis of the second phase lies with decreasing the educational achievement gap between students of color and other groups of students who attend UW institutions. It also addresses issues of access and success for low-income students of all ethnic backgrounds. These concerns are national in scope. Our current enrollment of American minority students is approximately 5%, while approximately 11% of our student body is classified as low-income. On the University of Wisconsin-Eau Claire campus, by the time sixth-year graduation rates are calculated, a greater than a 10% gap in persistence exists between minority and majority students. The achievement gap appears to be most significant for student groups with the smallest representation on campus, namely African-American and Native American students, and this gap increases as students progress through their college years.



Low-income student persistence and graduation rates for the four years prior to 1999-2000 were comparable, or slightly higher than those of the student body as a whole; however, for classes entering after this point low-income students demonstrate lower retention and graduation rates, particularly for the junior year.

Research regarding student retention and attrition clearly demonstrates that the extent of a student's involvement in the life of the campus—their engagement with others and activities linked to learning—determines their academic success. The mentoring that occurs, for example, in the context of advising, campus employment, and faculty/student research facilitates retention. Role models can also play an important part in motivating students to succeed. High expectations, collaborative learning, and diversity all present essentials to promoting student engagement. If engagement is the key to success, then alienation constitutes the road to failure. Recent research suggests that the primary

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factor in college students' development of feelings of alienation is a negative experience in the classroom, particularly ones involving differential treatment (discrimination) for minority students.

Sometimes this discrimination takes the form of what psychologists term "negative stereotype threat." This occurs when a student so reacts to the pressure of responding to negative expectations and stereotypes that his/her performance diminishes. Negative stereotype threat stems from our biology: a little anxiety is good, even motivational, whereas too much anxiety shuts us down. During a recent focus group on the UW-Eau Claire campus a student alluded to such a situation: "My freshman year...I always got a feeling from my professor that I wasn't going to do well. I felt like I had to work extra hard...had to make a name for myself in my department..."

In addition to active discrimination like negative stereotype threat, minority students often face what some refer to as the "null curriculum"—i.e., coursework and sometimes an entire program does not include discussion of their culture or people. Students of color sometimes face additional challenges, such as Hmong students of refugee families, and Native American students. For these students language barriers, culture shock, poverty and lack of access to quality college preparatory curricula can negatively impact persistence. Although our minority students on the Eau Claire campus typically enter college with ACT scores that exceed the national average, the aforementioned factors related to preparedness contribute to an ever-widening achievement gap for many. A cohort comparison of minority and non-minority students entering in 1997 and matched by similar ACT scores and high school rank in class revealed that the achievement gap still exists.

Having reviewed research, campus archival assessment data, and the current experiences and opinions of the campus community, the Diversity Planning Committee identified three issues as particularly essential to addressing the achievement gap on the University of Wisconsin-Eau Claire campus. These include (1) continuing efforts to create a critical mass of underrepresented students, faculty, and staff on campus, (2) addressing issues of classroom pedagogy and the curriculum, to enhance inclusiveness and cultural sensitivity, and (3) increasing the engagement of African-American, American Indian, Hispanic, and Southeast Asian students in the life of the campus, both in and outside of class. The Committee also called for an ongoing and inclusive assessment effort that takes into consideration a revision of strategies and resource allocation. Plans for action and assessment have been developed that include a set of initiatives, Tools for Change, which are designed to serve as catalysts for positive change. These include the Diversity Fellows Program, the Funding for Diversity Results Initiative, and the Diversity in National Awards Program, to name a few.

While a high level of good faith and effort exist to enhance diversity on campus, initiatives towards this goal have often been disconnected and sporadic. For example, excising discussion of diversity from the annual reporting process due to timeline differences with Plan 2008 reporting diverted the attention of the campus to other areas and thwarted assessment from an institutional perspective. The vision for Phase II of Plan 2008 involves weaving current best practices to provide the highest quality of education for all students into efforts directed towards minority and low-income students. Likewise, particularly successful strategies for assisting minorities and low-income student success can enrich the learning experiences of all students at the University of Wisconsin-Eau Claire. The Committee recognizes that providing administrative and curricular approaches related to diversity creates an education of the highest quality for all students. This can become the way things are done as a matter of course at the University of Wisconsin-Eau Claire.

Educational Quality through Racial and Ethnic **Diversity**

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Background

Plan 2008, one of several University of Wisconsin System initiatives, addresses the achievement of educational excellence through enhancing racial and ethnic diversity on University of Wisconsin campuses. Now in its second phase, Plan 2008 aims to decrease the educational achievement gap between students of color and other student groups on campuses across the System, as well as develop more meaningful assessment models to chart our progress. In addition, it addresses issues related to access and success for low-income students from all ethnic backgrounds. UW-Eau Claire's current enrollment of American minority students is approximately 5%, while approximately 11% of our student body is classified as low income. For the purposes of the Plan, targeted students mean African-American, American Indian, Hispanic, Southeast Asian and low-income students. As the second phase of Plan 2008 begins, it is helpful to reflect on past efforts to inform our future direction. During 1997-98, a campus-wide committee of UW-Eau Claire students, faculty, staff and administrators began working on the first phase of our Plan 2008. Committee members interacted with groups and individuals from every facet of the University and surrounding community to gather responses to two questions: What efforts are you currently employing to enhance the educational experience of our students through racial and ethnic diversity? and, What innovative ideas do you have that we could attempt to further enhance the educational experience of our students through racial and ethnic diversity?

Meetings took place with a wide variety of constituent groups: faculty/staff groups (for example, the American Ethnic Coordinating Office, Student Development Council, College Leadership Teams, American Indian Studies Committee), community groups (for example, Eau Claire Area Hmong Mutual Assistance Association), and student groups (for example, Hispanic/Latino Student Association, American Indian Student Association, Black Student Association, Hmong Student Association). The Committee held all-University and Student Senate Open Hearings/Forums to answer questions and elicit feedback. It also invited members of our University community, faculty and staff, to contribute to Plan 2008 as ad hoc committee members. (A similar process of consultation marked the preparation for the second phase of the Plan.) Committee members were impressed, and at times surprised, by the array of services, programs, efforts, and discussions that take place on our campus regarding diversity and its impact on providing a quality education to our students. Of course, the Committee also discovered that many areas still pose cause for concern.

The then Plan 2008 Committee met regularly to compile and coordinate all of this input into a document that charted UW-Eau Claire's positive efforts, but more importantly linked these to new directions in the future. The Committee's focus then lay with the seven goals of Plan 2008: these ranged from increasing minority student enrollment to improving accountability. For each Goal the Committee identified four categories: (1) Progress to Date, (2) Best Practices Which Will be Sustained, (3) a Summary of Initiatives Chart (which included separate columns for Recommendations, Point Person(s), Others Involved, Cost, Outcomes, Time Frames and Status), and (4) Challenges to Goal Attainment. Near the end of the 1997-98 academic year, the Committee brought the initial Plan 2008 document to both governance units at UW-Eau Claire (Student Senate and University Senate) and the Academic Affairs Leadership Council for dissemination and forwarded a copy to UW System.

Phase II of Plan 2008 began in fall of 2002-03. A five-person committee of faculty, staff, and administrators met to discuss creating a Five-Year Report. The Phase II Committee carefully dissected each Goal, trying to describe the on-going efforts of the University in regards to the original Plan 2008. They found that Plan 2008 is a real work-in-progress. Many proposed initiatives had been implemented, while others were still trying to get off the ground. The time had come to review strategically which initiatives could make the most difference in the educational quality provided by UW-Eau Claire.

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In March 2003, UW System directed each institution to create Phase II of Plan 2008 as a reaffirmation of their commitment to provide educational opportunities to underserved populations. The Phase II Committee of faculty, staff, and administrators expanded to nine members to tackle this challenge. Several meetings later, a plan emerged detailing a variety of ways to analyze our Plan 2008 and Five-Year Report, and to update numerical data from several areas of the University. The Phase II Committee was poised to write a strategic Phase II plan when the process temporarily stalled due to the uncertainty created by the Michigan affirmative action cases. UW System postponed indefinitely the deadlines for Phase II until the Michigan cases reached resolution. These cases were eventually decided in ways that affirmed the need for proactive steps to enhance diversity on college and university campuses in the United States.

Over the summer of 2003 the person filling the newly designated position of Associate Vice Chancellor for Student Development and Diversity was appointed Chair of the Phase II Plan 2008 Committee. After consideration of the challenges facing UW-Eau Claire and following consultation with the Academic Affairs Leadership Planning Council, the Associate Vice Chancellor for Student Development and Diversity expanded the charge of the Phase II Plan 2008 Committee to cover a much broader mission. To accomplish this, committee membership again expanded, creating the much larger Diversity Planning Committee of which one area of charge addresses Plan 2008. As the Diversity Planning Committee moves forward with Plan 2008, we are optimistic in the face of the campus community's seemingly endless supply of creative new ideas to address the achievement gap between minority and majority students and raise educational excellence for all students by enhancing diversity.

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The University of Wisconsin-Eau Claire's Achievement Gap

Much national debate concerns the alarming difference in the educational achievement of students of color and white students, both in grades K-12 as well as in postsecondary education. Although on average all students attending UW-Eau Claire, including students of color, have higher ACT scores than the national average, these latter students are still less likely than their white and international counterparts to persist to the sophomore and junior year and to graduate. Consider this example: for the year 2002-03 the sophomore year retention rate for minority students was 79%, while the retention for all students was 81%. A 2% difference may not seem significant; however, data indicate that this gap increases over time. Due to the small number of minority students enrolled each year at UW-Eau Claire, one must examine the gap averaged over a number of years to reach a clear picture. Table 1 illustrates how the gap, which begins as a 2% difference in sophomore retention between students of color and white and international students, expands to a 13% difference in graduation rates.

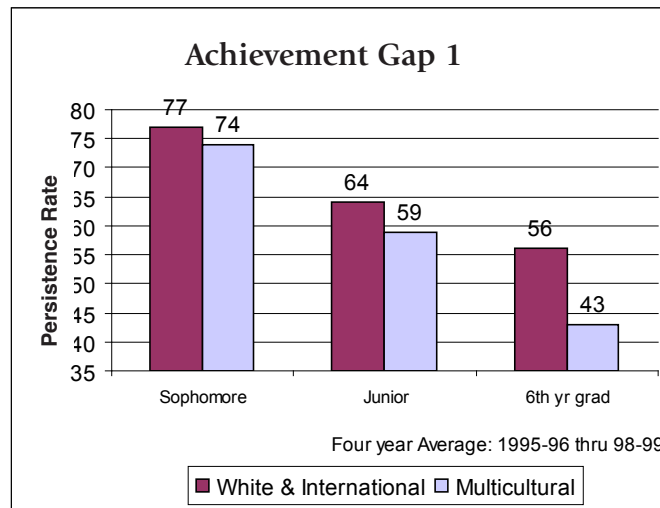


Table 1

An examination of the achievement gap averaged over the last four years (1999-2000 to present) suggests a similar pattern. In Table 2, the difference in retention rates averaged over the last four years for the sophomore year was 3%, while the difference in junior year retention rates was twice that at the sophomore year. The data examined earlier looked at multicultural students in the aggregate.

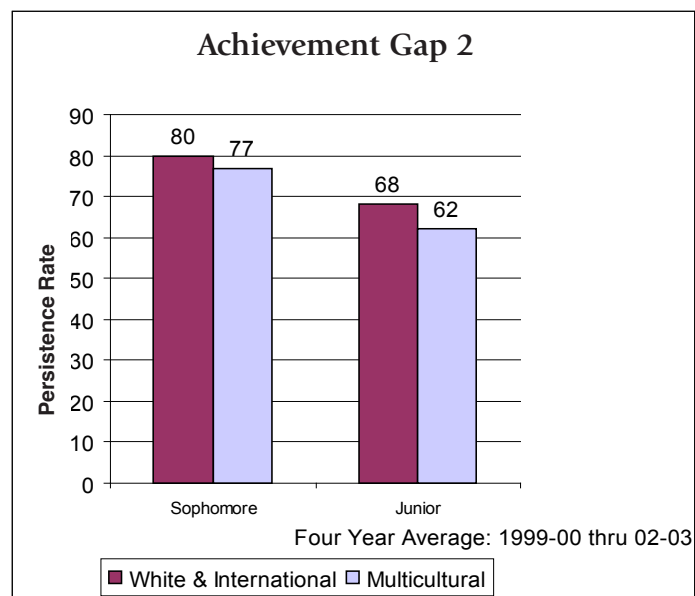


Table 2

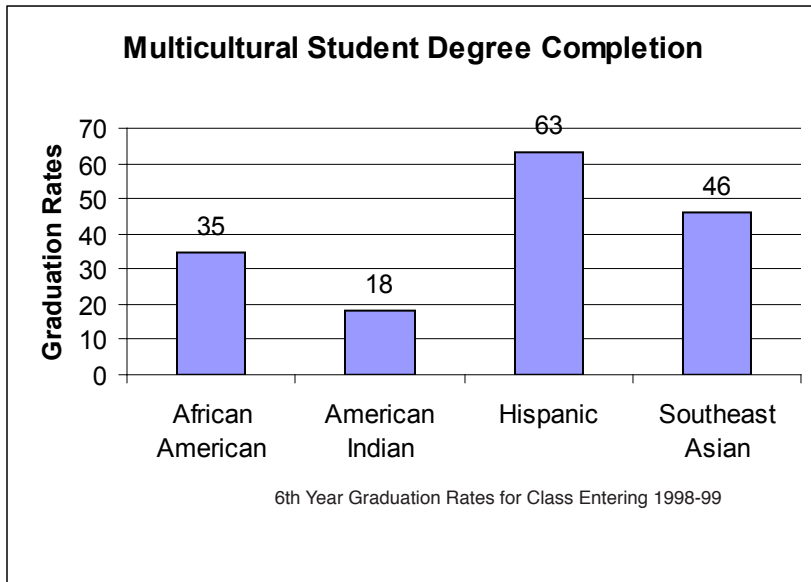


Table 3

Table 3 presents sixth-year graduation rates for the four groups (African-American, American Indian, Hispanic, and Southeast Asian) targeted in Plan 2008 who entered the institution in 1998-99; these range from 18% to 63%. The two minority groups with the largest numbers of students on campus demonstrated the highest graduation rates. This relation of critical mass to persistence is important to note when strategically planning how to foster success for minority students.

Many students of color at UW-Eau Claire come from low-income families. If one adds income to the analysis of minority student achievement, the results are even more complex. The definition of low-income used in this analysis is based on criteria set for federal TRIO grants; a student is low-income if the family's taxable income does not exceed 150% of the poverty level set by the Department of Commerce. Table 4 presents retention and graduation rates of low-income and all students averaged over the four years prior to 1999-2000. Low-income students persisted at slightly higher rates than did students not in that category. However, beginning in 1999-2000 one sees a disturbing trend, as indicated in Table 5: students in the low-income category now demonstrate lower retention rates--significantly lower for the junior year--than do other students.

General Factors Affecting Student Success, Persistence and Graduation

Research regarding student success factors is unanimous in citing the central role that engagement plays in ensuring student retention through graduation. Both student learning and student retention depend on student engagement. The more actively students engage one another, faculty, and staff and apply the content of their education; the more likely they are to remain in school and achieve at higher levels.

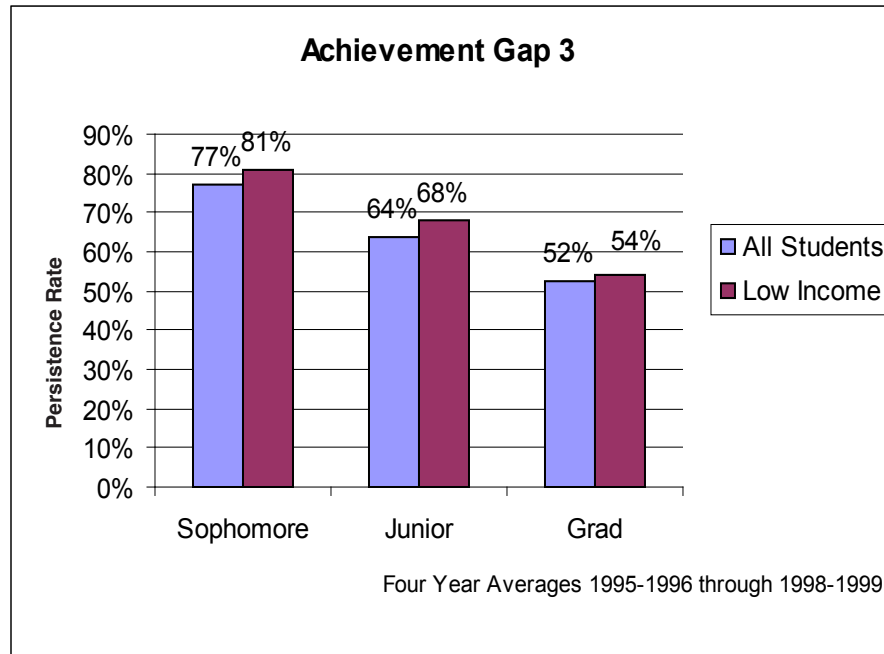


Table 4

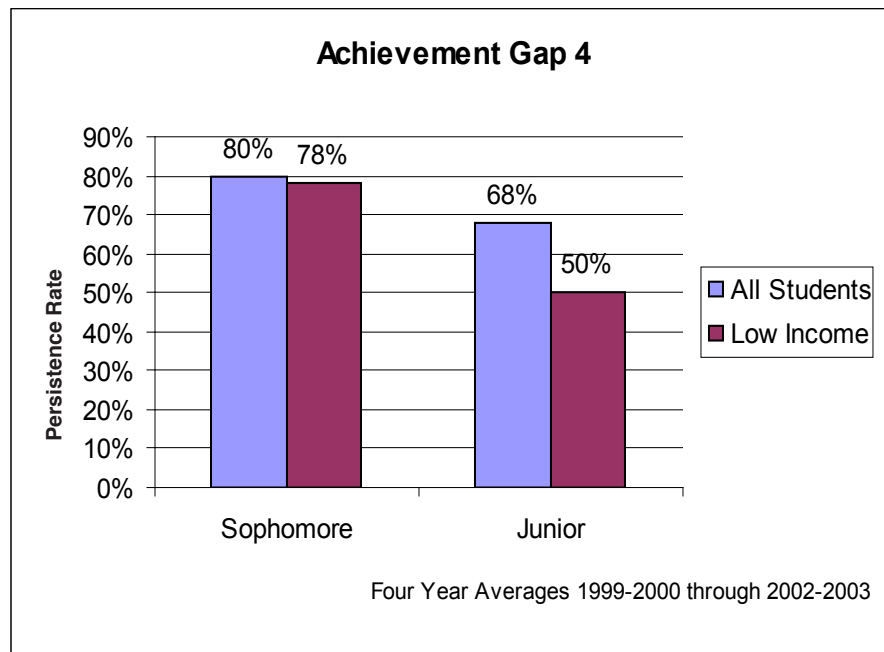


Table 5

Alexander Astin, one of the most prolific investigators of the theory of student involvement/engagement, defines involvement as “referring to the amount of physical and psychological energy that the student devotes to the academic experience.” Thus, a highly involved student “devotes considerable energy to studying, spends much time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students.” Vincent Tinto, another prominent researcher in the area of student retention, outlined a model of student departure that has at its core the issues of academic and social integration, as well as a ranking of the forms of engagement. Tinto’s extensive research in a number of institutional settings suggests that four elements contribute critically to the retention of students in a university setting. These include: (1) high expectations for all students, (2) sufficient academic and social support services, (3) academic and social involvement, and (4) an emphasis on active, collaborative, and connected learning.

More recently, Daryl Smith, Richard Light and others have identified diversity as a key factor in promoting the academic success of all students. Their research indicates that diversity promotes cognitive complexity, enhances students’ identification with the school, and prompts them to civic engagement. In *Making the Most of College* Light quotes a Harvard senior. Reflecting on the impact changing demographics played on his campus experience, the student said:

“You ask whether diversity had any impact on my learning here at college. In some ways it has been the single biggest factor that affected my experience here....”

This student explains how diversity began to transform his educational experience with a story about an economics tutorial for a diverse group of seven students: “two white guys, two white women, a man from India, a black woman, and a Chinese-American man.” After two women in the class pointed out that the reading list did not reflect the experiences of any people like themselves in terms of race or gender, one student suggested applying the readings to a “current controversy.” The group decided to address the issue of affirmative action. Again, he reported:

“Your original question was about the educational effects of diversity. Well, the effects were strong. And lasting. Everyone read the assigned authors carefully. Partly because some are not so easy to understand. But partly because we knew we would be discussing how those writings would relate to modern debates about affirmative action. You think that is easy? It is not. Then, sometimes people got to bring their personal backgrounds into the conversation.”

In response to an exchange between an Asian-American male and an African-American female he remarked, “I particularly remember that day because it was an electric moment. It was the first time I could see how our conversations were leading people around the table to change their minds. That day was also a test of our civility to one another, and our capacity to disagree with respect. We all passed that test with flying colors. No one was offended by these conversations. We all treated them as a special opportunity to discuss a topic that is sometimes awkward, and even to use that topic as a wedge to help all of us understand the writings of those very distinguished dead white males, whom I happen to admire.”

“Now as a senior I can say that whole year was the best experience I had here. . . Mixing our different personal backgrounds that came from growing up in different circumstances, with some back-breakingly dense readings was a new experience for me. For example, it made me rethink what meritocracy really means. I hadn’t thought of it before as so complicated. . .”

Dr. Shih, assistant professor of English at UW-Eau Claire, describes engagement across diversity in the classroom as follows: “What does critical engagement with diversity in the classroom mean? True critical engagement goes beyond acquiring a familiarity with minority cultures or knowledge of the histories of racial discrimination. If students are going to understand the importance of diversity to their lives, they must see themselves

as active participants in an ongoing discourse of the topic. 'Critical' means reading oneself into the discourse and having to think about one's position as a racial subject. However, engagement should transcend feelings of defensiveness and guilt in majority students and those of inadequacy or shame in minority students. Students need a way to talk about race that does not force them into these roles. A common understanding of the history of the concept of race will empower students to know that seeing race, as a meaningful signifier, is not the same thing as being racist. The model of *racial formation* (Omi and Winant), which defines 'race' as an ongoing social process that reflects unequal power relations, allows students to see how they themselves might participate in constructing race through the production and consumption of 'racial projects.' In the end, a critical engagement with diversity does more than equip students with a historicized sense of tolerance; rather, it shows them how racial signification accords privilege or enables discrimination in any of the hundreds or thousands of social interactions they have every day."

Furthermore, the American Association of Colleges and Universities makes the following statement in its publication *American Pluralism and the College Curriculum*: "We do not assume that ethnic studies are for 'minority' students, women's studies for women students and so forth. Nor do we assume that most students are formed in unitary traditions. Rather, we believe that what has often been a tacit curriculum in United States higher education, the exploration of self, values, meanings and commitments, ought to become a publicly acknowledged and accredited dimension in every student's education and in the shared discourse of students and faculty in educational communities."

Issues Related to Minority Student Success and Graduation

The aforementioned factors regarding student engagement also play a critical role for students of color. Besides the routine adjustments to university culture and the developmental issues that all students face, minority and low-income students confront additional threats of discrimination--both institutionalized and on the part of individuals--and hence a higher potential for alienation. In a recent focus group on UW-Eau Claire's campus, a participant had responded to a question regarding whether he'd experienced discrimination: "Yes, I'm old and Indian. I felt like the kid on the softball field--last one to be picked for a team." Another student responded: "My freshman year. . .always got a feeling from my professor that I wasn't going to do well. . .felt like I had to work extra hard. . .had to make a name for myself in my department. . .(in response to additional prompt) professors can't relate to minorities."

Research on strategies to retain underrepresented minority students takes into account issues such as these when they examine student academic success. Faculty and staff who in their positions as instructors and advisors take on the active role of mentor (or even if they simply serve as role models) are particularly important to these students. Whether as advisors to student organizations or as supervisors of student research, such individuals make a critical positive difference for those to whom university culture may seem particularly unfamiliar.

Research conducted by Alberto Cabrera and Amaury Nora suggests that the most important factor contributing to all students' feelings of alienation is discriminatory behavior in the classroom. What happens in the classroom influences the engagement of all students, but minority students in the study reported experiencing discrimination at higher levels and in different ways than their white counterparts. White students experienced alienation more as an environmental issue, while students of color experienced it more personally.

The negative impact of discriminatory behavior in the classroom appears to be connected, at least in part, to what psychologists call "negative stereotype threat." This

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phenomenon, in which people are exposed to negative expectations based on racial (gender or class) stereotypes, results in fear and anxiety that in turn diminish their performance. Negative stereotype threat presents the antithesis to the positive affect that high expectations produce for students.

Two groups of students in the UW-Eau Claire community present unique challenges in terms of access to and success in higher education. These are Native American students and recent immigrants, such as the Hmong and Somali. For the latter refugee groups language barriers, poverty and culture shock (including the expectation of early marriage for women) combine to thwart student success. For Native American students language and striking present differences in culture can also present issues. In addition, some of these students lack adequate college preparatory curricula, a circumstance shared by many poor first-generation students from other ethnic groups living in inner city or remote areas. Mistrust of a white educational system, a legacy of the abuses of boarding schools in the U.S., can also restrict or depress native community support for education that occurs outside of its jurisdiction.

Low-income students face a variety of challenges that adversely affect their retention rate. The lack of financial support from parents means that low-income students often must work an excessive number of hours to meet their college expenses. Demanding work schedules not only compete with students' study time but also limit their ability to participate in student organizations and activities. Many low-income students are first-generation college students as well. Often unfamiliar with campus resources, the relationships between majors and careers, and the general institutional policies of higher education, low-income students experience high levels of difficulty integrating into campus life and developing a network of positive peer support. All of these factors contribute to the achievement gap in the retention rate of low-income students.

Academic preparedness is certainly a factor promoting student success, but it is not the entire picture. Although UW-Eau Claire students typically enter college relatively well prepared academically, students of color as a group enter with lower ACT and high school ranks in class (HSRIC) than majority students. (This is not always the case: for example, African-American students have presented higher average ACT scores and HSRIC than the majority group of a particular class.) To better understand the relationship of academic preparedness to retention and graduation rates, the Diversity Planning Committee compared ACT scores and HSRIC of targeted groups and majority students for the class entering the University in 1997. Despite a similar ACT score range, between 24 and 20, the achievement gap between targeted students of color and majority students remains. Tables 6-8 present these trends. Data regarding HSRIC also suggest that the achievement gap persists despite academic preparedness. For example, for the class entering in 1997 targeted students in the 90th to 99th percentile presented an achievement gap at sixth-year graduation of 30%.

Educational Quality through Racial and Ethnic **Diversity**

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The Climate for Diversity on Campus

Throughout the past year, the Diversity Planning Committee has sponsored interviews, focus groups and surveys to gauge the campus climate and better understand key issues as the University moves forward with the second phase of Plan 2008. Participants ranged from students of color who chose not to return to the University to department chairs. The consensus was that UW-Eau Claire could and should do more to attract minority students and faculty in order to create a critical mass on campus, particularly in certain departments.

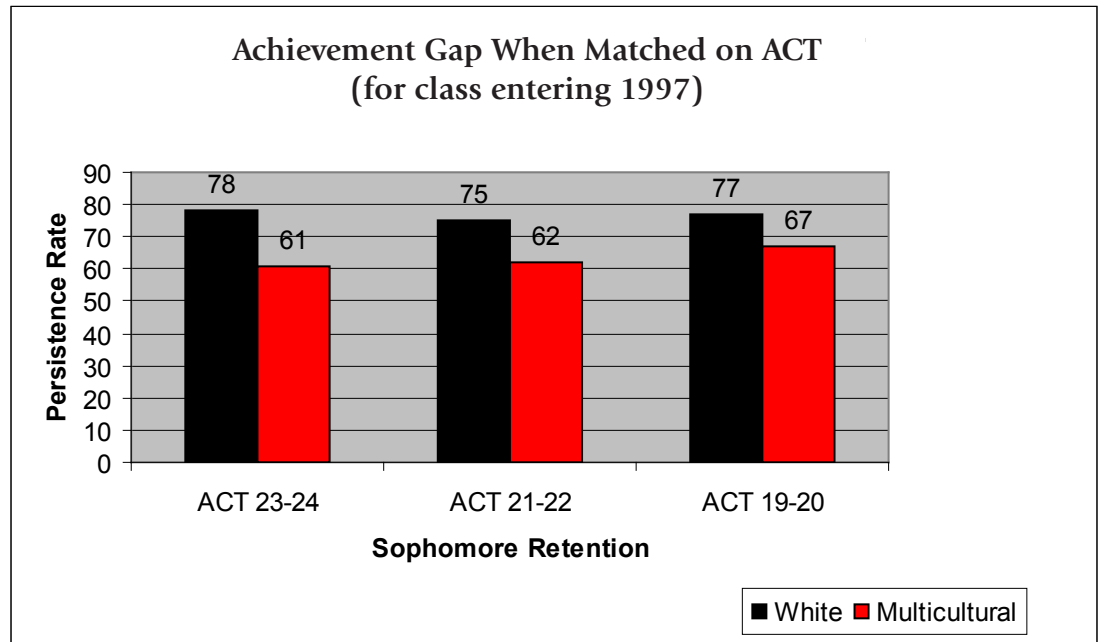


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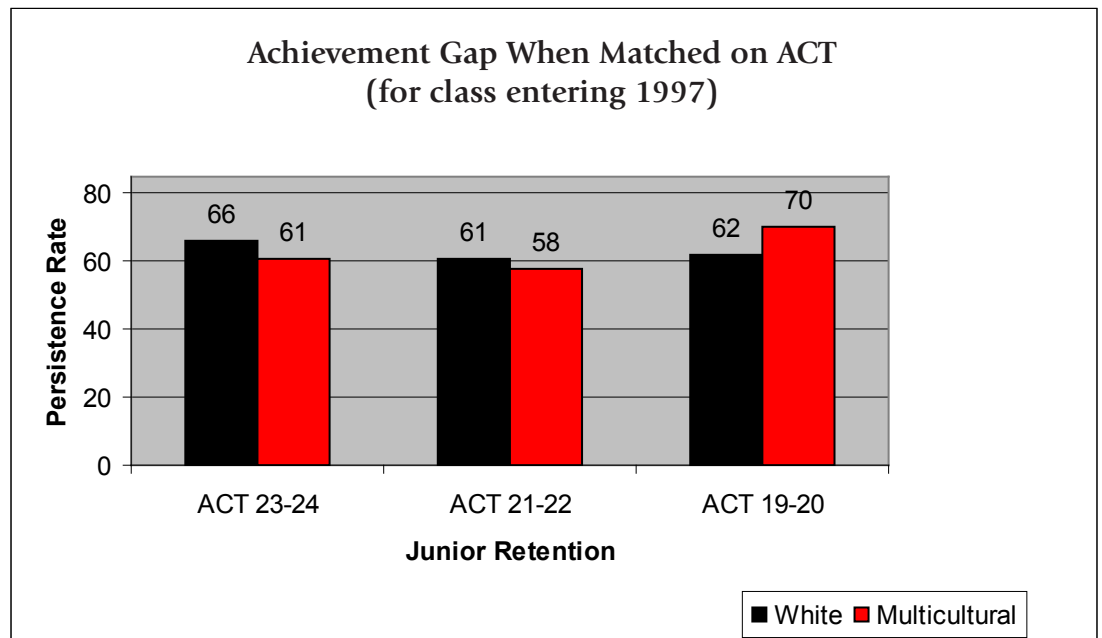


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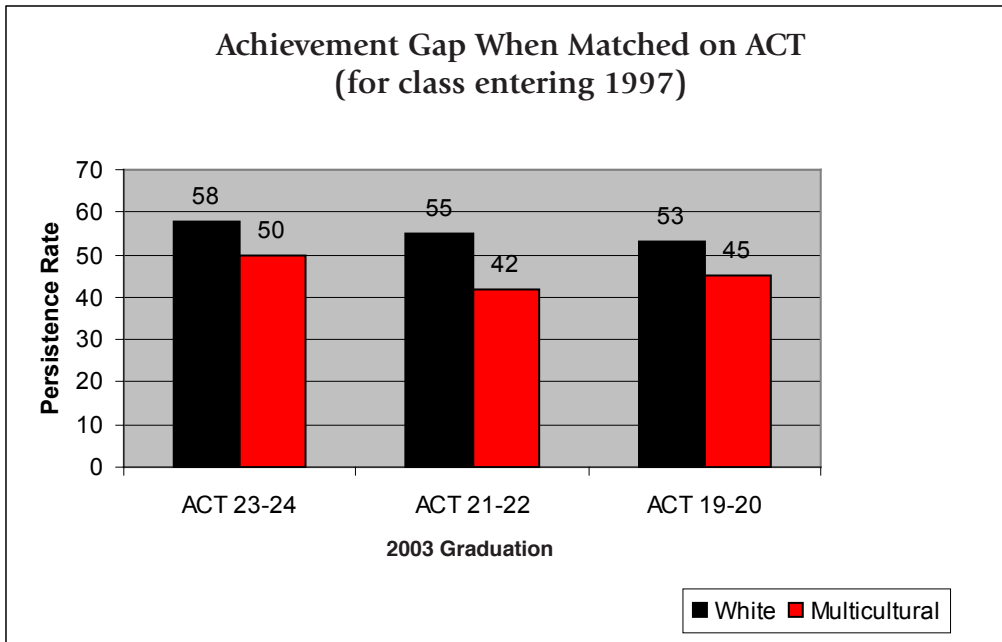


Table 8

Many faculty and staff recalled personal stories of how diversity had enhanced their undergraduate education and transformed their worldview. Several faculty were particularly interested in recruitment that targeted disciplines in which multicultural students are traditionally underrepresented, such as chemistry and geology. Other faculty members urged recruitment of students for disciplines in which targeted groups would feel some affinity, such as Native American Studies.

Faculty members also expressed interest in ways to attract faculty of color or retain colleagues from diverse backgrounds within their departments. They also voiced interest in re-examining UW-Eau Claire’s cultural diversity requirement to give it more impact. Despite widespread support for proactive measures in this regard, the Committee also heard reports of stereotyping, lack of a community with which to identify in the city of Eau Claire, and neglect.

Non-returning students reported not returning due to family obligations, such as caring for a sick family member. Several non-returning students indicated plans to return. One student in discussing why he left indicated he had gotten too involved, and was having too much fun. This individual has enrolled elsewhere.

The Diversity Planning Committee also reviewed archival data regarding students’ experience of diversity on campus. Student exit interviews conducted in 2002 and 2004 provided insight into the multicultural experience at UW-Eau Claire. These contained a wide range of responses, from students who left UW-Eau Claire with little sensitivity toward understanding human diversity, to students who left with an in-depth understanding, insight and sensitivity to diversity. A review of narrative responses found that students involved in international education or the National Student Exchange reported the best diversity experiences. Given the homogeneous nature of the UW-Eau Claire campus, such programs provided important opportunities for students to experience diversity that they might otherwise have failed to encounter. Narrative responses also indicated that the University is somewhat successful in efforts to foster an understanding of human diversity through topics taught in the classroom. Students reported that courses promoting diversity serve the purpose well, but the lack of campus diversity thwarted opportunities to experience diversity directly.

Survey responses from the 2001 National Survey of Student Engagement also helped

the Committee understand students' experiences and attitudes regarding diversity. When examining differences in freshmen and senior attitudes about diversity, seniors reported a slightly higher level of understanding of people from other racial and ethnic backgrounds than did their freshmen counterparts. Again, the University's efforts to incorporate values and basic information about human diversity into courses appears to promote awareness; this result validates making such coursework a graduation requirement. Seniors and freshmen reported engaging in serious conversations with students of a different race or ethnicity, and with students of different religious beliefs, political opinions or personal values. Finally, seniors appeared to experience less diversity, (described as "contact among students from different economic, social, racial or ethnic backgrounds,") than freshmen. Unfortunately, this trend continued in the 2004 survey.

In the ACT Student Opinion Surveys of 1999 and 2002, UW-Eau Claire student respondents reported that they are neutral to satisfied with the level of racial harmony on campus. While students may not have felt strongly about perceived racial harmony on campus, a majority (52.6%) of the 2002 students felt that it was very important to understand more about other cultures and ethnic groups; another 29% felt that it was important. In 1999, 66.7% of students responded "yes" to the statement "Do you believe that it is important to understand more about other cultures and ethnic groups?" Similarly, in 2002, 62% of students reported that it is important to very important for the University to have more multicultural students; while in 1999, 69.1% of respondents replied "yes to some extent," or "yes," to the question, "Do you believe it is important for the University to have more minority students?"

"The biggest and most long-lasting reforms of undergraduate education will come when individual faculty or small groups of instructors adopt the view of themselves as reformers within their immediate sphere of influence, the classes they teach everyday," — K. Patricia Cross

Incentives for Change

The most powerful incentive for change on any UW campus is the desire to provide all students the best education possible within the perimeters of its unique mission. In the modern university, dealing effectively with diversity is certainly a key towards achieving this goal, but with many other competing priorities on campus how can diversity's proponents help motivate others to make the shift to inclusiveness? Reaching this goal begins with a clear statement regarding diversity's value in the University's select mission.

Next, each member of the university community should feel a sense of responsibility and reward for efforts to achieve the university's goals related to Plan 2008. This will be accomplished in a number of ways. One involves the integration of diversity issues and the general scholarship of teaching and learning as legitimate and valued professional activities which may be valued in the tenure and promotion process of faculty, as well as in the performance evaluations of staff. In addition, it is also recommended that individual professional development plans should address the advancement of diversity. In an effort to help faculty and staff achieve these aims in the most convenient way possible, a number of programs will take place throughout the academic year addressing this topic. In addition, a wealth of information is available on the university diversity web site for activities both in and outside of the classroom. In addition, questions related to the impact of diversity (or the lack thereof) on effectiveness and student outcomes will become an integral part (if they are not already) of all standard university-wide assessments. Where diversity items already exist, these will be reviewed to ensure that they measure outcomes meaningful to the goals of the second phase of Plan 2008. The Diversity Planning Committee and the Associate Vice Chancellor for Student Development and Diversity will provide leadership in assessment activity for diversity.

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To ensure that faculty and staff possess the resources they need to make a significant impact in this area the University will explore funding sources to establish the Diversity Fellows and Funding for Diversity Results programs. The Diversity Fellows program may provide, as funding resources permit, such things as stipends, time reassignment, mentoring and other support to faculty and staff as they integrate these issues into existing courses and programs. The Funding for Diversity Results at UW-Eau Claire program will be a fund raising initiative to expand resources for additional scholarships, a faculty and staff award, and other innovative ideas related to diversity on campus.

In addition, two initiatives begun in 2004 to assist people in this process of change will continue. One is the collaborative initiative between the Diversity Planning Committee, the Network for Excellence in Teaching (NET) and the Teaching & Learning Technology Development Center (TLTDC) entitled, "Rethinking Diversity: A Confluence of Teaching and Learning." This series of panels, book discussions, and workshops will expand in future years to emphasize practical, how-to knowledge needed to effectively integrate, manage, and capitalize on diversity issues in the classroom. The other initiative is Student Development and Diversity's recognition of faculty, staff, and student excellence in diversity during a spring awards ceremony. The goal of these initiatives is to change how things are done, not add to already full workloads.

Tools for Change

The following set of university initiatives are designed to inspire and support positive change related to enhancing access and success for low-income students and students of color.

Diversity Fellows Program: This program will provide support to individual faculty and staff who wish to integrate diversity into already existing courses and activities, in terms of both content and process. Individuals interested in this program apply to participate in the spring semester of each year. Applicants can apply for funding to support purchase of materials, student research and teaching assistants, and time reassignment. Successful applicants receive a stipend and participate in professional development activities during the summer and fall semesters. After completion of their projects, participants serve as mentors of new applicants and facilitate a professional development activity regarding their experiences integrating diversity into an existing course or program.

Funding For Diversity Results: The Funding for Diversity Results program will provide financial resources to support innovative pilot programs related to the goals of the second phase of Plan 2008. Persons may apply throughout the academic year. Each proposal must include a comprehensive assessment plan. Assessment outcomes will determine whether ongoing funding will be pursued. It will also provide a model to others on campus regarding the assessment of diversity outcomes.

Professional Development Workshops: A variety of professional development activities related to the 'how-to's of diversity, as informed by recent research and theory, will be available to members of the university community throughout the year. These will address topics ranging from collaborative teaching techniques, to recruiting a diverse faculty and staff, to current legal issues related to diversity.

Mentoring Programs in Conjunction with Faculty/Student Research Collaboration and Student Employment Funding: Better coordination of these existing programs will be undertaken so that more minority and low-income students will have an opportunity, especially at the sophomore and junior levels, to work with faculty and/or academic staff mentors on collaborative research/scholarly projects or with other staff as student assistants on mentored projects. The idea behind the program is that mentoring works best in context of real rather than contrived relationships, that is, those in which in faculty/staff and students have some purpose other than 'mentoring' to interact with each other.

Diversity in National Awards Program: This program will identify talented minority and low-income freshmen to prepare them to apply for international awards such as the Rhodes Scholarship. Talent will be broadly defined and based on potential candidates' achievement and potential in scholarship, leadership, civic engagement and contributions to social justice.

Targeted Recruitment Plans: To create a critical mass of students of color on campus, university recruiters will consult with departments that address issues related to these groups and provide specific strategies and customized plans to attract groups targeted by Plan 2008

The UW-Eau Claire Diversity Hub: This website provides a wide range of information related to diversity at the university and in the region. It serves as a resource for students, faculty, staff and local community members.

Critical Initiatives to Be Continued

The University of Wisconsin-Eau Claire has a history of providing targeted programs to increase racial/ethnic and socioeconomic diversity on campus. A number of these individual departments and offices with their wide array of programs appear below. Many have institution-wide impact and were included in the first phase of Plan 2008.

Commanding English Program: The Commanding English Program at UW-Eau Claire is a collaborative effort between instructional and student support units at the University. The program helps students for whom English is a second language develop the academic and language skills necessary to successfully complete English competency requirements and to become a successful university student.

Collegiate Bridge: The Collegiate Bridge Program is designed for freshmen students who meet minimum UW-Eau Claire admission requirements and demonstrate the potential to be successful, but who would benefit from a more structured introduction to the university learning environment during the first year. The program assists students to develop a realistic understanding of the demands of college-level work, build the academic and personal skills necessary to succeed in college, and take advantage of available support services.

Chili Feed Event: Chili Feed Weekend is a special program designed to familiarize multicultural/disadvantaged students with the UW-Eau Claire campus and its academic programs. Students visit campus to learn about UW-Eau Claire, attend classes and meet with students, faculty and staff. This event is coordinated by the Office of Multicultural Affairs.

Pre-College Summer Programs: The Office of Multicultural Affairs with funding from the Wisconsin Department of Public Instruction and a federal GEAR UP grant sponsors the following programs that provide underrepresented youth the opportunity to visit the UW-Eau Claire campus while developing communication and leadership skills necessary for higher education: Dimensions in Nursing, Hmong Youth Leadership, Ho-Chunk Nation Leadership, Lac du Flambeau Nation Leadership (GEAR UP), Math and Science Intervention Model, Opening Doors/Abriendo Puertas, and Reach for the Stars.

TRIO Federal Grant Programs: The University houses four federal TRIO grant programs geared toward increasing access to and success in higher education for students who are first generation and low-income. These programs include two precollege initiatives—the Upward Bound Program for Eau Claire high school students and the Educational Opportunity Center for adults in a ten-county area of west central Wisconsin. Programs for enrolled students include Student Support Services for lower-division students and the Ronald E. McNair Postbaccalaureate Achievement Program for high performing juniors and seniors who aspire to graduate study.

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GEAR UP Program: The GEAR UP Program (Gaining Early Awareness and Readiness for Undergraduate Programs) is a federal program designed to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The UW-Eau Claire GEAR UP program provides services to the students at the middle and high school levels in Lac du Flambeau, WI.

Peer Diversity Educators and Mosaic: These student groups provide programming on campus, in and out of the classroom, as well as in the community to help promote intercultural understanding and enhance intergroup relationships.

Visiting Minority Scholars/Artist Program: The Visiting Minority Scholars/Artist in Residence (VMSA) initiative coordinated by the Provost and Vice Chancellor with assistance from the Deans' Council and the Affirmative Action Office provides unique opportunities for various units to bring minority scholars and artists to campus for a short stay.

The Forum and Artists Series: Both the Artists Series and The Forum at the University of Wisconsin-Eau Claire include in their mission statements language promoting awareness of diversity and greater cultural, ethnic, and human understanding. The advisory committees for both series include a faculty/staff member specifically charged with advocating for diversity programming. From 2000 to the present, 25% of Forum events and 53% of Artists Series have been devoted to minority/diversity presenters and issues. Examples of this programming include theater performances by the Mixed Blood Theater Company and John O'Neal (in which African-Americans were featured as actors, directors, and playwrights), artist in residence African-American composer Moses Hogan, the world-renowned Preservation Hall Jazz Band, the Princely Players (an outstanding Nashville-based vocal ensemble), and trumpet virtuoso Byron Stripling. Native American and African-American Forum speakers have included Sherman Alexie, James Meredith, Frank B. Ashley III, Judy Richardson, Bobby Seale, Winona LaDuke, and Angela Davis, with several other events focusing on gender and other diversity issues.

Multicultural College Women's Association (MCWA) Mentor Program: The purpose of this program is to provide support through mentoring to students who are women of color. Mentors are women from UW-Eau Claire and the community. Students are paired with a faculty, staff, or a community member to receive advice, guidance, and support regarding academic and personal issues.

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ACTION PLAN FOR PHASE II OF PLAN 2008 UNIVERSITY OF WISCONSIN-EAU CLAIRE

Long-Term Goals:

Increase the graduation and retention rates of students in the targeted groups so that these are comparable to those of other groups of students on campus. (Intermediate goals 1-3 correspond to this long-term goal.)

Develop a more comprehensive and meaningful assessment of goals related to Plan 2008. (Intermediate goals 4 and 5 correspond to this long-term goal.)

Intermediate goals and campus leaders responsible for each:

1. Create a critical mass of students, faculty, and staff on campus who are members of the targeted groups. Strengthen collaboration between the Office of Admissions and the Multicultural Affairs Office. Seek funding and FTE (if through reallocation, do so outside of instruction) to hire a professional in Admissions to help with this initiative. This individual might have a joint appointment in two offices. Campus leaders: Provost's Enrollment Planning Council, Office of Admissions, University Communications, Multicultural Affairs Office, Academic Affairs Leadership Planning Council .
2. Increase the exploration of issues of identity and culture on the part of all students within the curriculum related to themselves, targeted groups, their majors, and future professions. Campus leaders: Faculty, department chairs, the NET, University General Education Committee, college curriculum committees, and Associate Vice Chancellor for Academic Affairs.
3. Increase the level of engagement in the life of the campus on the part of students who are members of the targeted groups. Campus leaders: Offices of Affirmative Action, First Year Experience, Housing and Residence Life, Multicultural Affairs and Office of Research and Sponsored Programs.
4. Implement a process for gathering quantitative and qualitative data related to progress toward the goals of Plan 2008. Campus leaders: Institutional Planning Office, the Chancellor and the Chancellor's Executive Staff.
5. Develop a process through which annual data regarding progress on Plan 2008 is used to revise strategies and to inform the allocation and reallocation of resources. Campus leaders: Academic Affairs Leadership Planning Council, Diversity Planning Committee, Chancellor's Budget Group and the Chancellor.

Strategies Associated with Intermediate Goals for Phase II of Plan 2008

Create a Critical Mass

- 1A. Develop unique/specific strategies to market the university and its programs to targeted student groups.
- 1B. Develop unique/specific marketing strategies for programs that might appeal to individuals in the targeted student groups.
- 1C. Discuss strategies to increase the representation on the part of individuals in targeted groups in the applicant and finalist pool for faculty, staff, and administrative positions.

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- 1D. Identify elements of campus culture and procedures that contribute to the attrition of faculty, staff and students who are members of the targeted groups.
- 1E. Develop and implement strategies to address elements of campus culture that contribute to attrition of targeted faculty, staff, and students.
- 1F. Offer training regarding the legal definitions and implications for workplace discrimination and harassment for all campus constituencies.
- 1G. Encourage all university employees to attend at least one on-campus professional development activity related to the diversity issues of the targeted groups annually. All administrative employees (department chairs and above) are expected to attend at least one such activity annually.
- 1H. Partner with community groups to provide training and professional development to ensure that businesses, schools, and other local organizations have programs and procedures in place that are responsive to the needs of targeted groups.
- 1I. Conduct a campus climate survey biannually.

Diversity in the Curriculum

- 2A. Develop a set of goals and outcomes for the cultural diversity requirement.
- 2B. Align the way the requirement is structured to accomplish the desired outcomes once goals have been identified.
- 2C. Determine and implement a strategy to infuse diversity throughout the general education requirements.
- 2D. Develop, identify funding for, and implement, as funding permits, a Diversity Fellows Program through which faculty and staff can receive time reassignment, stipends, and other assistance to incorporate diversity into existing programs and mentor others in this process. It will also include a component to support scholars and professionals who are already experienced and heavily involved in the area of diversity.
- 2E. Encourage department personnel committees, as part of the tenure, promotion, and performance appraisal processes, to recognize and reward efforts to enhance the educational experience (in terms of teaching, research and service) by incorporating diversity.

Increased Engagement

- 3A. Increase participation on the part of targeted student groups in faculty/student research collaboration.
- 3B. Increase participation on the part of targeted student groups in Student Senate.
- 3C. Increase the number of Residence Assistants and Hall Directors who are members of targeted groups.
- 3D. Increase student employment opportunities in areas related to their academic interests on the part of low-income students and targeted minority students.
- 3E. Increase participation in activities related to enhancing intergroup relations on campus, particularly those presented by the Office of Multicultural Affairs and Affirmative Action Office.

- 3F. Encourage the increased use of pedagogy that promotes collaboration rather than competition.
- 3G. Develop and implement First Year Experience (FYE) courses that increase the consistency/frequency with which students experience a curriculum focused on issues of transition to university life and development of academic success skills.
- 3H. Include discussions of racial diversity in new student orientation. This might be achieved through a summer reading program in which students use the diversity readings in various classes during their first year.
- 3I. Develop a program that identifies and prepares minority and low-income students to apply for national awards such as the Rhodes Scholarship.

Annual Data Gathering Process

- 4A. Integrate measures related to Plan 2008 into already established campus-wide assessment activities.
- 4B. Develop departmental/office three-year plans related to the goals of the second phases of Plan 2008 by September 30, 2005.
- 4C. Develop an expanded assessment plan for pre-college programs that includes data regarding the educational impact of such programs in addition to information regarding participation levels.
- 4D. Include approaches for enhancing skills related to working with all students effectively across differences in individual faculty and staff professional development plans.
- 4E. Conduct a longitudinal study of students from targeted groups entering in the Fall of 2005. Conduct comprehensive interviews each year beginning in the freshman year, and continuing at regular intervals throughout alumni years.

Use of Annual Assessment for Continuous Improvement

- 5A. Monitor progress toward relevant goals at all levels including unit or department, college, and university-at-large.
- 5B. Review goals developed at the department level each year as part of the annual report process.
- 5C. The Diversity Planning Committee will request and review information received from data sources across campus related to the goals of Plan 2008. The purpose of the review will be to monitor overall progress towards the goals and make recommendations to the Chancellor and Provost and Vice Chancellor regarding revision of strategies and the allocation or reallocation of resources based on this information.

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UNIVERSITY OF WISCONSIN-EAU CLAIRE INITIAL IMPLEMENTATION PLAN FOR PHASE II OF PLAN 2008

- Draft of Plan 2008 submitted to University of Wisconsin System for review - December 2004.
- University Planning Committee discusses how to incorporate goals of plan into annual reports - December 2004.
- Consult with University Senate Executive Committee on Draft of Plan 2008, Phase II - Spring 2005
- Chancellor makes request to campus departments and units for plans related to the goals of the second phase of Plan 2008 - Spring 2005.
- Provost makes request to appropriate administrators for recruitment plans for each group targeted by Plan 2008 – Spring 2005.
- Provost and Dean of Arts and Sciences request marketing plans for Native American and Latin American Studies Programs - January 2005.
- Policies and procedures developed for programs outlined in the Tools for Change section of Plan 2008 – January 2005.
- Feedback regarding Plan 2008 received from University of Wisconsin System and incorporated into final draft - February 2005.
- Review fundraising efforts for Funding for Diversity Results Program and develop program guidelines - Spring 2005.
- Final draft of Phase II of Plan 2008 submitted to UW System - March 2005.
- First call for participation in the enhanced mentoring program associated with faculty/student research and Student Employment Program - [date to be determined in consultation with all offices involved].
- Planning of professional development workshops regarding diversity issues to be offered during the 2005-2006 academic year developed by the Diversity Planning Committee, TLDC, and NET - April 2005.
- Date of first call for proposals for Diversity Fellows [to be determined following consultation with the Provost's Academic Affairs Leadership Planning Council and the Chancellor's Budget Group relative to potential funding].
- College Deans, Unit Directors, and Diversity Planning Committee review and respond to departmental and unit plans - Fall 2005.

(For details regarding implementation beyond what is discussed in this outline of initial activities, please refer to the Action Plan and Assessment Plan.

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ASSESSMENT PLAN

<p>Long Term Goal 1: Increase the graduation and retention rates of students in the targeted groups so that they are comparable to those of other groups of students on campus. (Measurable Outcome: Sophomore and Junior retention rates as well as 6th year graduation rates for targeted groups will be comparable to those of majority and international student groups.)</p>		
<p>Intermediate Goal 1) Create a critical mass.</p>		
<p>Strategies</p> <p>1.A) Develop unique/specific strategies to market the university and its programs to targeted student groups.</p>	<p>Data Sources</p> <p>Office of Admissions Office of Multicultural Affairs Institutional Planning Office</p>	
<p>Outcome measures</p> <p>1.A.i) Specific plans developed for each target group. <i>(task completed by June 30, 2005)</i> 1A.ii) Increase in percent of entering class made up of students from targeted groups as compared to previous year.</p> <p>1.B) Develop unique/specific marketing strategies for programs that might appeal to individuals in the targeted student groups.</p>	<p>1.B.i) Specific recruitment plans developed for Native American and Latin American Studies (and other programs as identified). <i>(task completed by June 30, 2005)</i> 1B.ii) Increase in enrollment in aforementioned programs as compared to previous academic year.</p>	<p>Admissions Office, Office of Multicultural Affairs, Native American and Latin American Studies programs Institutional Planning Office</p>
<p>1.C) Discuss strategies to increase the representation on the part of individuals in targeted groups in the applicant and finalist pool for faculty, staff, and administrative positions.</p>		
<p>Outcome measures</p>	<p>1.C.i) Specific strategies developed and disseminated widely. <i>(initial task completed by September 2005, but ongoing)</i> 1.C.ii) Partner with unions to develop strategies to increase staff diversity. <i>(task completed by July 1, 2005)</i> 1.C.iii) Numbers of minorities in applicant pools increased as compared to previous academic year.</p>	<p>Affirmative Action; units/ Departments Affirmative Action Office/ Human Resources Affirmative Action Office</p>

<p>Intermediate Goal</p> <p>1) Create a critical mass (cont.).</p>	<table border="1"> <thead> <tr> <th data-bbox="240 96 358 464"></th> <th data-bbox="240 464 358 1444">Strategies</th> <th data-bbox="240 1444 358 1988">Data Sources</th> </tr> </thead> <tbody> <tr> <td data-bbox="358 96 911 464"> <p>Outcome measures</p> </td> <td data-bbox="358 464 911 1444"> <p>1.D) Identify elements of campus culture and procedures that contribute to the attrition of faculty, staff and students who are members of the targeted groups.</p> <p>1.D.i) Number of complaints received by Affirmative Action Office related to membership in targeted groups.</p> <p>1.D.ii) Number of complaints received by Associate Vice Chancellors Office related to membership in targeted groups</p> <p>1.D.iii) Number of complaints related to discrimination and alienation received in exit interviews of faculty, students and staff conducted by various departments and units on campus</p> <p>1.D.iv) Number and nature of reports of discrimination in campus climate surveys related to membership in targeted groups.</p> <p>1.D.v) Completion of report regarding factors influencing attrition of faculty, students and staff in targeted groups. 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Intermediate Goal 1) Create a critical mass (cont.).	Strategies 1.F) Offer training regarding the legal definitions and implications for workplace discrimination and harassment for all campus constituencies.	Data Sources
	Outcome measures 1 F.i) Training offered. <i>(annually)</i>	Affirmative Action Office
	1.G) Encourage all a university employees to attend at least one on-campus professional development activity related to diversity issues of the targeted groups annually. All administrative employees (department chairs and above) are expected to attend at least one such activity annually.	
	Outcome measures 1.G.i) Employees attend at least one on-campus professional activity annually on diversity issues related to the targeted groups.	Department and Unit annual reports
	1.H) Partner with community groups to provide training and professional development to ensure that businesses, schools, and other local organizations have programs and procedures in place that are responsive to the needs of targeted groups.	
	Outcome measures 1.H.i) Students and community members who are members of targeted groups report feeling welcome in town of Eau Claire in campus climate survey and surveys conducted by community human rights organizations. 1.H.ii) Joint programs related to goal occur. 1.H.iii) Increased number of local students in targeted groups graduate from high school.	Affirmative Action/Institutional Planning offices Annual Reports
1.I. Conduct a campus climate survey biannually		
Outcome measures 1.I.i) Survey conducted on schedule and results shared with campus. Initial Phase II survey to be conducted before December 2005.	Affirmative Action/Institutional Planning offices	

<p>Intermediate Goal</p> <p>2) Diversity in the Curriculum.</p>	<table border="1"> <tr> <td data-bbox="180 94 285 2003"> <p>Strategies</p> <p>2.A) Request that the Academic Policies Committee and the University Senate consider developing a set of goals and outcomes for the cultural diversity requirement.</p> </td> <td data-bbox="180 369 285 2003"> <p>Data Sources</p> </td> </tr> <tr> <td data-bbox="285 94 493 2003"> <p>Outcome measures</p> <p>2.A.i) Completion and adoption of statement of goals and outcomes for the cultural diversity requirement.</p> <p>2.B) Align the way the requirement is structured to accomplish the desired outcomes once goals have been identified.</p> </td> <td data-bbox="285 369 493 2003"> <p>Academic Policies Committee, University Senate , Chancellor</p> </td> </tr> <tr> <td data-bbox="493 94 599 2003"> <p>Outcome measures</p> <p>2.B.i) Completion of review and possible change in structure of cultural diversity requirement to accomplish goals established in 2A.</p> </td> <td data-bbox="493 369 599 2003"> <p>Academic Policies Committee, University Senate, Chancellor</p> </td> </tr> <tr> <td data-bbox="599 94 704 2003"> <p>2.C) Consider appropriate strategies for infusing diversity throughout the general education requirements.</p> </td> <td data-bbox="599 369 704 2003"></td> </tr> <tr> <td data-bbox="704 94 899 2003"> <p>Outcome measures</p> <p>2.C.i) Encourage development of a plan by the University General Education Committee.</p> <p>2.C.ii) Report of students in exit interview, alumni surveys, course evaluations and National Survey of Student Engagement (NSSE) that diversity issues addressed in general education requirements.</p> </td> <td data-bbox="704 369 899 2003"> <p>University General Ed Committee, Academic Policies Committee, University Senate Institutional Planning Office</p> </td> </tr> <tr> <td data-bbox="899 94 1086 2003"> <p>2.D) Develop, seek funding for, and implement, as funding permits, a Diversity Fellows Program through which faculty and staff may receive time reassignment, stipends, and other assistance to incorporate diversity into existing programs and mentor others in this process. 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<p>Intermediate Goal</p> <p>3) Increased engagement.</p>	<p>Strategies 3.A) Increase participation on the part of targeted student groups in faculty/student research collaboration</p> <p>Outcome measures 3.A.i) Percentage of targeted students participating as initially compared to baseline year 2004-05 data and subsequently compared to previous year. 3A.ii) Increase in percent of students in targeted groups participating in activities critical to learning as measured by NSSE.</p> <p>3.B) Increase participation on the part of targeted student groups in Student Senate.</p> <p>Outcome measures 3.B.i) Percentage of Student Senate comprised of students from targeted groups initially compared to baseline of 2004-05 and subsequently compared to previous year.</p> <p>3.C) Increase the number of Residence Assistants and Hall Directors who are members of the targeted groups.</p> <p>Outcome measures 3.C.i). Percentage of Residence Assistant's who are members of targeted groups as initially compared to baseline year 2004-05 and subsequently compared to previous year. 3.C.ii) Percentage of Hall Directors who are members of targeted groups as initially compared to baseline year 2004-05 and subsequently compared to previous year.</p> <p>3.D) Increase student employment in areas related to their academic interest on the part of low-income students and targeted minority students.</p> <p>Outcome measures 3.D.i) Percentage of students employed on campus who are members of targeted groups (with special attention to students in the bottom quartile of income level).</p> <p>3.E) Increase participation in activities related to enhancing intergroup relations on campus, particularly those presented by the offices of Multicultural Affairs and Affirmative Action.</p> <p>Outcome measures 3.E.i) Percentage of university faculty, students, staff and administrators participating in campus-wide programming related to intergroup relations presented by the offices of Multicultural Affairs and Affirmative Action.</p>	
	<p>Data Sources</p> <p>Office of Research and Sponsored Programs Institutional Planning Office</p>	<p>Student Senate Multicultural Affairs Office</p>
	<p>Housing and Residence Life Housing and Residence Life</p>	
<p>Financial Aid</p>		<p>Multicultural Affairs and Affirmative Action offices</p>

Intermediate Goal		3) Increased engagement. (con't)	
Strategies	3.F) Increase the use of pedagogy that encourages collaboration.	Data Sources	
Outcome measures	<p>3.F.i) Encourage reporting by students in course evaluation in response to items addressing this issue.</p> <p>3.F.ii) Percent reporting use of this type of pedagogy by faculty as compared to baseline of 2005-06.</p> <p>3.F.iii) Percent decrease in student reports of feelings of alienation on campus climate survey and course evaluations compared to baseline year (2005-06) and subsequently prior surveys.</p>	Chairs, Faculty	Affirmative Action Office
	3.G) Develop and implement a plan to increase the consistency/frequency with which students experience a curriculum focused on issues of transition to university life and development of academic success skills in First Year Experience (FYE) courses.		
Outcome measures	<p>3.G.i) Percentage of students reporting on FYE evaluations (and other student surveys) having been exposed to information related to first year transition and success skills.</p> <p>3.G.ii) FYE faculty reports (from program evaluation) of content related to above topics.</p> <p>3.G.iii) A comprehensive plan of professional development for FYE faculty will be completed and implemented by September 2005.</p>	FYE Coordinator and Institutional Planning Office	FYE Coordinator
	3.H) Include discussions of racial diversity in new student orientation.		
Outcome measures	<p>3.H.i) Activity developed around the issue of racial diversity and included in new student orientation</p> <p>3.H.ii) Students report enhanced understanding of racial differences in orientation program evaluation surveys and senior surveys.</p>	Orientation Coordinators	Orientation Coordinator, Institutional Planning Office
	3.I) Implement a program to identify and develop targeted students to apply for national awards.		
Outcome measures	<p>3.I.i) Minority students apply for national awards</p> <p>3.I.ii) Number of minority that apply for awards</p>		Multicultural Affairs

Long Term Goal 2: Develop more comprehensive and meaningful assessment of goals related to progress on Plan 2008		
Intermediate Goal 4) Implement an annual process of gathering both quantitative and qualitative data related to progress toward the goals of Plan 2008	Strategies 4.A) Integrate measures related to Plan 2008 into already established campus wide assessment activities.	Data Sources
	Outcome measures 4.A.i) Relevant questions/measures regarding Plan 2008 included in various assessment processes.	Institutional Planning Office; Associate Dean of Student Development and Diversity; Gen. Ed. Committee; College Curriculum Committees
	4.B) Development of departmental/office three-year plans related to the goals of the second phases of Plan 2008 by September 30, 2005	
	Outcome measures 4.B.i) Plans submitted by deadline.	All university offices and departments
	4.C) Develop an expanded assessment plan for pre-college programs that includes data regarding the educational impact of programs in addition to information regarding participation levels.	
	Outcome measures 4 C.i) Reports regarding precollege include information regarding educational impact/effectiveness as well as level of participation. (plans completed)	Continuing Education and Multicultural Affairs
	4.D) Encourage the inclusion of approaches for enhancing skills related to working with all students effectively across differences in individual faculty and staff professional development plans.	
	Outcome measures 4.D.i) Encourage the inclusion of diversity issues in individual faculty professional development plans and annual staff goals. 4.D.ii) More faculty report diversity addressed in course. 4.D.iii) Fewer students reported feeling of alienation on campus.	Department annual reports Intitutional Planning Officer
	4.E) Conduct a longitudinal study of students from targeted groups entering in the Fall 2005. Conduct comprehensive interviews each year beginning in the freshman year and continuing throughout alumni years	
	Outcome measures 4.E.i) Survey conducted annually. 4.E.ii) Final report completed and reported.	Diversity Planning Committee

Intermediate Goal	5) Use of Annual Assessment for Continuous Improvement	
	Strategies	5.A) Monitor toward relevant goals at levels including unit or department, college, and university-at-large.
	Outcome measures	5.A.i) Individual, department, unit and university planning documents will include items related to Phase II of Plan 2008.
		5.B) Review Plan 2008 goals developed at the department level each year as part of the annual report process.
	Outcome measures	5.B.i) Diversity Planning Committee completes annual review and report of data to Chancellor and Provost and Vice Chancellor for Academic Affairs.
	5.C) The Diversity Planning Committee will request and review information received from data sources across campus related to the goals of Plan 2008. The purpose of the review will be to monitor overall progress towards the goals and make recommendations to the Chancellor and Provost regarding revision of strategies and the allocation or reallocation of resources based on this information.	
	Outcome measures	5.C.i) Information for various reports considered in the budget allocation process. 5.C.ii) Recommendations made regarding how to proceed with Plan 2008 on an annual basis.
		Diversity Planning Committee, Chancellor and Provost
		Chancellor's Budget Group Chancellor's Executive Staff, Provost, Chancellor