

University of Wisconsin La Crosse

*Plan 2008:
Educational Quality through Racial and Ethnic Diversity*

A PLAN FOR ACTION

1999-2004

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Context for the Plan

The University of Wisconsin – La Crosse is deeply committed to preparing all of its students for an information-based, rapidly changing, and high technology world. The ability to adapt easily to rapid economic, social, and cultural changes is imperative. Skills and competencies to deal with diverse cultures and societies have literally become survival skills to function in tomorrow's workplaces, in addition to increasing capacities to enrich one's life.

The University of Wisconsin – La Crosse shares a belief in the following assumptions with other institutions and associations that provide a foundation for its *Plan 2008*:

- **Diversity enriches the educational experience.** We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.
- **It prompts personal growth – and a healthy society.** Diversity challenges stereotyped preconceptions; it encourages critical thinking; and it helps students learn to communicate effectively with people of varied backgrounds.
- **It strengthens communities and the workplace.** Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality of their character and their contributions.
- **It enhances America's economic competitiveness.** Sustaining the nation's prosperity in the 21st century will require us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures. *

* - *Modification of AASCU statement, February 1999.*

Vision Statement

The University of Wisconsin-La Crosse is committed to ensuring an intellectually challenging and safe learning environment for all members of the campus community. Students, faculty, and staff will learn and work in a physically and psychologically safe environment where they will be valued for their similarities and their differences. Differences will be viewed as valued resources for academic, cultural, and personal development. An atmosphere which fosters the exploration of issues from multiple perspectives will be commonplace for academic exploration and growth.

Understanding of multiple perspectives of issues will enhance intellectual stimulation and promote a sense of the real world. Diversity is central to providing and retaining a quality learning environment and sense of world community at University of Wisconsin – La Crosse. This will form the basis for the goals of *Plan 2008*.

Background: Federal and State Statutes

The University of Wisconsin - La Crosse Affirmative Action Program has been prepared to meet the requirements of Executive Order 11246, as amended, and more specifically to comply with its implementing regulations, standards, and guidelines as set forth in 41 CFR Chapter 60: Equal Employment Opportunity, Office of Federal Contract Compliance Programs, and U.S. Department of Labor. In addition to women and people of color, the UW-L Affirmative Action Program includes persons with disabilities protected under the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the implementing regulations set forth in 41 CFR Chapters 60-250 and 741; and disabled veterans and veterans of the Vietnam Era under the Vietnam Era Veterans Readjustment Assistance Act of 1974.

Under the Wisconsin Statutes 36.34 on multicultural student financial aid programs, a “multicultural student means a student who: 1) is a Black American; 2) is an American Indian; 3) is a Hispanic, as defined in s. 560.036 (1) (d); and 4) is a person who is admitted to the United States after December 31, 1975, and who is either is a former citizen of Laos, Vietnam or Cambodia or whose ancestor was or is a citizen of Laos, Vietnam or Cambodia. Consistent with UW System *Plan 2008*, the University of Wisconsin – La Crosse’s *Plan 2008* addresses issues relating to the following targeted racial/ethnic (synonymous to “multicultural”) populations: African American, American Indian, Hispanic/Latino(a) and Asian American (with an emphasis on Southeast Asian). These groups are often referred to as the “targeted populations” in this document. International students, faculty, and staff are not a targeted population. The enhancement of ethnic studies programs focus primarily on the United States experiences of the targeted populations. Although, the goals focus on the targeted racial/ethnic population, the plan has impact upon the entire campus community. It is important to review recent developments in the evolution of diversity plans and efforts.

Background: The 1988 *Design for Diversity Plan* & 1995 *Design for Racial Equity*

In 1988-95, UW System and each campus developed a comprehensive ten-year diversity plan. This was implemented during the 1989-93 academic years. The document titled, "*Design for Diversity: University of Wisconsin – La Crosse's Plan*" detailed a series of diversity initiatives, some university-wide, and others at the college and departmental level.

The Design for Diversity Plan: University of Wisconsin – La Crosse's Plan made progress since 1987 and reflecting over the past decade, the following results were obtained:

- Enrollment of students of color from 1987 to 1997 increased from 179 students to 328 students. The largest increase was among Asian American students who went from 49 in 1987 to 133 in 1997. Hispanic/Latino students increased from 34 to 72 students in ten years. American Indian students also increased from 22 in 1987 to 44 in 1997. African American students increased in the ten-year period, from 74 to only 79.
- Faculty of color at UW-La Crosse increased from 22 faculty members in 1987 to 32 in 1997. Hispanic faculty members increased by four, from 2 in 1987 to 6 in 1997. American Indian faculty increased from 1 to 3 in 1997 and Asian faculty increased from 14 in 1987 to 17 in 1997. African American faculty increased by only 1 from 5 in 1987 to 6 in 1997.
- UW-La Crosse made strides in recruiting academic staff of color. The number of academic staff of color increased from 8.4 FTE in 1987 to 23.9 FTE in 1997. American Indian staff also increased from 3.48 FTE to 10.25 FTE in 1997. African American academic staff also had an increase, from 3.92 FTE in 1987 to 8.08 FTE in 1997. The growth of Hispanic/Latino staff was the lowest increase from 1 FTE in 1987 to only 1.8 FTE in 1997.

During the 1995 spring semester, the Provost charged an ad hoc committee to provide recommendations on the process and format an effective *Design for Diversity* Report for UW-L. The recommendations were to result in an annual process that fairly represented the conditions for multicultural faculty, staff, and students on campus. The plan was to provide action steps and indicate results of the previous academic year. The Joint Minority Affairs Committee developed campus recommendations deemed appropriate to fulfill the intent of the *Design for Diversity* initiative.

This self-study included an external review during the 1995-96 academic year that assessed accomplishments and analyzed initiatives that did not meet expectations. Changing the title of the campus response from the UW System's *Design for Diversity* to the University of Wisconsin- La Crosse's *Design for Racial Equity* better described the actual target of the document, "race and ethnicity", as intended by UW System in 1995. The new title avoided confusion by the stakeholders regarding the intentions of the diversity plan. The ad hoc committee believed that without clarification, racial equity efforts would only be diluted and the campus might not address the legitimate needs of other diverse groups.

Upon review of the 1996 – 97 Minority/Disadvantaged Annual Report, UW System noticed noteworthy diversity initiatives contained in the report, among them:

- The 2% increase in enrollment of students of color from 353 in 1996 to 360 in Fall of 1997. Almost all targeted groups, Hispanic/Latino (8%, from 73 to 79), Native American (11%, from 45 to 50) and Asian American (14%, from 128 to 146), increased their percent representation.
- The 36% increase in the number of degrees conferred to students of color. Degrees conferred increased from 44 in 1996 to 60 in 1997. The number of degrees conferred to Hispanic/Latino students increased from 8 to 12. Degrees awarded to African American students increased from 16 to 18. Those conferred to Native American students increased from 7 to 9 and degrees awarded to Asian American students increased from 13 to 21.
- 14.8% increase in faculty and staff of color, from 5 in 1996 to 12 in 1997.
- Eight Hundred La Crosse area middle school students participated in the tribute to Dr. Martin Luther King Jr.
- University of Wisconsin – La Crosse has developed an eight-step approach at attacking the factors that contribute to attrition. Examples of such programs that assist with reducing attrition are the Academic Summer Institute, the Multicultural Student Orientation, and the Annual American Multicultural Student Leadership Conference
- 426 students or 35% of the students of color population in the La Crosse area were served by precollege programs in 1996.

There are also some areas of concern which include:

- While the percentage enrollment of most targeted ethnic/racial groups increased in the fall of 1997, the number of African American students enrolled decreased by 20.5% from 107 in 1996 to 85 in 1997.
- The six year graduation rates for targeted students of color was only 31% (17 out of 55 students in the cohort group). This compared to the graduation rate for white students, which was 50.7% (793 out of 1565 students in the cohort group).

Institutional Values

Plan 2008 is consistent with the University of Wisconsin-La Crosse's (UW-L) institutional values as articulated throughout our strategic planning document, *Forward Together* that was approved in 1993 and revised in 1997.

A basic premise of the *Forward Together* is consistent with the very essence of *Plan 2008*.

Specifically, as a community, "Respect for the dignity and worth of all individuals in the campus community will be the primary value that guides all policies, decisions, and actions."

Further, "UW-L will continually nurture a climate which fosters understanding of diverse cultures and value systems, which promotes excellence and which results in high faculty, staff, student morale and a strong sense of community."

The University of Wisconsin – La Crosse community, in collaboration with the larger Coulee Region, acknowledges the importance of maintaining academic excellence and preparing students for the next millenium. This will require a strong and sustained commitment to diversity. Similarities and differences among different nationalities, languages, races, and ancestries need to be valued in order to better prepare our students. **Only then can we move "*Forward Together!*"**

Goals, Objectives, and Initiatives for Increasing Diversity

Summary:

The goals, strategies, and action steps set forth in this document are designed to provide the University of Wisconsin – La Crosse with a framework to better fulfill its mission. By diversifying campus populations and curriculum, the University of Wisconsin – La Crosse will be better positioned for success in the next decade. The Joint Minority Affairs Committee has taken the 1998 – 99 academic year to discuss, debate, and develop this diversity strategic plan, which advances the eight following strategic goals and initiatives for the next five years, 1999 – 2004.

It is expected that the responsibilities for implementing *Plan 2008* will be shared by all members of the university community. Its success will have an impact upon the educational and economic prosperity of the Western Wisconsin and the State of Wisconsin in the new millenium and beyond. Achieving these goals will require faculty, staff, administrators, and students to examine themselves and the operations of the University of Wisconsin – La Crosse, as we continue to formulate and implement specific strategies and action steps.

Goal 1: Create a campus environment that values and respects differences.

Strategy 1: *Provide opportunities on campus for academic and professional development for students of color.*

Action Step/s:

- A. The Provost, working with the Dean of Student Development, will develop a student credit bearing and/or paid internship program (i.e., student affairs, etc.) within appropriate programming areas. This internship program should alleviate the burden on students to create and work on multi-cultural programming without receiving compensation or academic credit.

Accountability: Provost/Vice Chancellor, Dean of Student Development and
Director of Career Services

Timeline: July 2000

- B. Promote and participate in the Wisconsin Summer Affirmative Action Intern Program. The Summer Affirmative Action Intern Program (SAAIP) assists state agencies and universities in promoting equal opportunity by recruiting a pool of people of color, females, and persons with disabilities for future vacant positions. The program provides students with practical, on-the-job experience, training and exposure to the Wisconsin Civil Service System.

Accountability: Assistant to the Chancellor for Affirmative Action & Diversity

Timeline: June 1999

Strategy 2: *Establish a campus climate that is receptive to and supportive of the academic and personal development of students, faculty, and staff.*

Action Step/s:

- A. Multicultural Student Services Office will take responsibility under the direction of the Dean of Student Development to develop an ongoing dialogue series focused on racial and ethnic issues. The series will offer the opportunity for students, faculty, and staff to explore topics related to inter-group relations and communication.

Accountability: Dean of Student Development
Timeline: October 1999

- B. The Provost/Vice Chancellor will encourage the campus to develop, schedule, implement, and monitor quarterly focus groups with students of color to address their concerns. The focus group sessions will address issues that affect students well being and the campus racial/ethnic climate.

Accountability: Provost /Vice Chancellor
Timeline: January 2000

- C. The Assistant Chancellor for Advancement, will be responsible for insuring that the reprinting of the University Publications Guidelines includes a statement indicating that all campus publications, both in text and graphics, should demonstrate the racial, ethnic, and social diversity of the University of Wisconsin-La Crosse.

Accountability: Assistant Chancellor for Advancement
Timeline: September 1999

- D. The Assistant Chancellor for Advancement, working with the University Public Relations Committee and both the Directors of Public Relations and of Publications, will add members to the current University Public Relations Committee to monitor compliance with University Publications Guidelines. Those guidelines will include the need to demonstrate in materials the racial, ethnic, and social diversity of the campus. The additional members will include students, faculty, and academic staff.

Accountability: Assistant Chancellor for Advancement
Timeline: October 1999

Strategy 3: *Provide a physical campus environment that is reflective of our cultural diversity.*

Action Step/s:

- A. The Chancellor will charge the university wide facilities committee in conjunction with the Affirmative Action and Diversity Council the responsibility of developing a plan which will direct a campus review of our physical facilities to ensure a diverse and comfortable environment for all members of the University community including targeted groups.

Accountability: Assistant Chancellor for Administrative Services
Timeline: Completion Date of Plan: January 2000
Implementation Date: September 2000

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

Strategy 1: *Strengthen relationships with k-12 and technical colleges with college parallel programs.*

Action Step/s:

- A. Expand school and technical college's partnerships within Wisconsin and Minnesota. In an effort to open networks with high schools and technical colleges, the Dean for Student Development in cooperation with the Office of Admissions and School of Education will develop a plan to form partnerships with multicultural middle, high schools, and technical colleges.

Accountability: Dean for Student Development
Timeline: Completion Date of Plan: September 2000
Implementation Date: September 2001

- B. Identify Coulee Region's targeted high school students using a high contact recruitment model. The University will provide "high priority" admission of these Coulee Region targeted high school graduates, with a tailored package of support services for the admission and registration process.

Accountability: Director of Admissions
Timetable: September 2000

Strategy 2: *Develop innovative recruitment techniques to increase the racial/ethnic student population of the university.*

Action Step/s:

- A. The Director of Admissions will develop a plan that will increase multicultural student applications from the current four percent of the total to ten percent of the total applications received until 2005. This increase is possible if an additional recruitment position is funded and has a focus of increasing American Indian, African American, and Latino students. Students of color will be involved in the planning process.

Accountability: Director of Admissions and Director of University Graduate Studies
Timeline: Completion of Plan: July 2000
Implementation of Plan: September 2000

- B. Expand the role of UW-La Crosse multicultural students within the recruitment process. The Director of Admissions and the Director of Multicultural Student Services should develop a University "student team" for contacting students of color and offering

assistance when prospective students are visiting campus reflecting a high contact recruitment model.

Accountability: Dir. of Admissions and Dir. of Multicultural Student Services
Timeline: January 2000

- C. The Provost Council, in collaboration with the Director of Admissions and Director of Multicultural Student Services, will establish and review annually student recruitment and retention progress.

Accountability: Provost/Vice Chancellor
Timeline: January 2000

- D. The School of Education and Continuing Education will develop an adult recruitment program targeted specifically to African American, American Indian, Hispanic/Latino, and Asian American adults age 25 and older.

Accountability: Provost, School of Education, Continuing Education, Admissions
Timeline: Completion of Plan: May 2000
Implementation Date: September 2000

- E. The Director of University Graduate Studies, the Director of Financial Aids, the Director of Admissions, the Director of Multicultural Student Services, and appropriate Deans, Department Chairpersons, and Graduate Programs Directors will develop an annual plan to increase the number of graduate students of color applications (African American, Asian American, Latino, and Native Americans).

Accountability: Directors of University Graduate Studies, Admissions, Director of Multicultural Student Services, Department Chairpersons and Graduate Program Directors
Timeline: Completion of Plan: August (annually)
Implementation Date: September 2000

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

Strategy 1: *Develop programs that specifically address increasing retention and graduation rates of racial/ethnic students.*

Action Step/s:

- A. The Provost, College Deans, and Dean of Student Development will develop a strategic plan with the focus being coordination of existing retention efforts and development of creative retention programs that would increase retention and graduation rates from 43 percent to 50 percent by May 2003.

Accountability: Provost, College Deans, and Dean of Student Development
Timeline: Development of Plan: May 2000
Completion and Evaluation of Plan: May 2003

- B. Expand the Academic Success Institute (ASI) to a yearlong program. This program is an extension of the eight-week summer bridge program that runs concurrently with the regular eight-week summer session. The Academic Success Institute will address the retention of students of color with an intensive, academic year combination of academic preadvisement, tutoring, mentoring/work, early intervention, and contact with students' families.

Accountability: Director of Multicultural Student Services and College Deans
Timeline: September 1999

- C. The Office of Multicultural Student Services (OMSS) will develop and monitor an academic tracking program for each student of color. A proactive plan of intervention will be developed to address the academic needs of each student of color who is experiencing academic difficulty.

Accountability: Director of Multicultural Student Services
Timeline: Completion Date of Plan: January 2000
Implementation Date: September 2000

- D. All incoming first year students of color will be assigned a faculty member as mentor from their college. Every effort will be made to insure that the student is placed with a mentor who has similar academic interests to the student. Efforts will also be made to insure that the mentor has at least a basic understanding of the student's race/ethnicity. Mentors will develop a year-long in-depth relationship with students.

Accountability: Provost/Vice Chancellor, College Deans, Academic Assistant to Deans, and Director of Multicultural Student Services
Timeline: Fall 2000

- E. Develop community-based student mentoring groups representing respected members of the community. The groups may take the form of an Elders Council/s, Alumni Support Group/s and/or Advisory Council/s.

Accountability: Dean of Student Development and Center for Cultural Diversity and Community Renewal
Timeline: Fall 2000

Strategy 2: *Provide financial and staff resources to ensure racial/ethnic programming and activities on the University campus.*

Action Step/s

- A. The Division of Student Development, and in particular Student Activities staff, will provide multicultural student programming. The Division of Student Development will establish a Students of Color Campus Programming Advisory Council. The Council will be composed of the presidents of the campus multicultural student organizations. The Council will make recommendations on campus programming to ensure that

programming is representative and responsive to the needs and interests of targeted racial/ethnic groups.

Accountability: Dean of Student Development

Timeline: Fall 2001

- B. Support the National Institute of Health (NIH) partnership with Lac Courte Oreilles. The continued partnership with the Lac Courte Oreilles Community College assists students with the transition from the community college to university life.

Accountability: Deans from the Colleges of Science & Allied Health and Liberal Studies

Timeline: Ongoing

- C. Develop an Exit Interview Program for departing students of color leaving UW-La Crosse without a degree. The colleges, in conjunction with the Office of Multicultural Student Services, will develop and implement an exit interview program to assist in determining which factors contribute to students of color leaving UW-La Crosse. The information will be used to assist in the development of retention plans for each college and the Student Development Division.

Accountability: College Deans

Dean of Student Development

Timeline: July 2000

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

Strategy 1: *All colleges will develop and implement recruitment program and incentives in support of the campus commitment for a diverse faculty and staff.*

Action Step/s:

- A. The Provost/Vice Chancellor, in collaboration with the Provost's Council, will develop and implement partnerships with Historically Black Colleges and Universities and Latino doctoral based institutions.

Accountability: Provost/Vice Chancellor

Timeline: July 2000

- B. The Provost/Vice Chancellor, in collaboration with the Provost's Council, will develop non-salary incentives such as equipment and professional development funding to attract diverse and highly qualified applicants for vacant faculty positions.

Accountability: Provost/Vice Chancellor and the Provost's Council

Timeline: January 2000

- C. The Provost/Vice Chancellor will develop and implement a Visiting Diversity Scholar Program to bring targeted faculty to the university. Particular attention will be given to providing ABD's opportunities as a visiting scholar.

Accountability: Provost/Vice Chancellor
Timeline: July 2001

- D. The Provost/Vice Chancellor and Dean of the College of Science and Allied Health will develop a proposal to the U.S. Department of Education for possible funding of a Ronald McNair Program. The Ronald E. McNair Post-Baccalaureate Achievement Program's mission is to increase the number of undergraduates enrolling in graduate school to pursue doctoral degrees. The scholars of the McNair program are a unique group of students who receive advising, academic skill enhancement, research experiences, counseling, tutoring and other assistance in preparing for enrollment in graduate school.

Accountability: Provost/Vice Chancellor, Dean of Science and Allied Health, and Assistant to the Chancellor for Affirmative Action and Diversity
Timeline: November 2002

- E. The Assistant to the Chancellor for Affirmative Action and Diversity, working with the Chancellor's Cabinet (CAB/CAD), will develop, implement, monitor, and evaluate a campus wide recruitment plan to increase the number of racial/ethnic applicants applying for vacant positions on the campus. The plans should address progress and pitfalls to the recruitment process on a semester basis.

Accountability: Chancellor's Administrative Cabinet and Assistant to the Chancellor for Affirmative Action and Diversity
Timeline: Completion Date of Plans: September 2000
Implementation Date: January 2001

Strategy 2: *Colleges will develop and implement retention programs and incentives in support of the campus commitment to a racial/ethnic faculty and staff.*

Action Step/s:

- A. The Chancellor will establish a Multicultural Advisory Board that would have a similar mission as the Women's Advisory Council. The purpose of the advisory board is to advocate and listen to issues related to multicultural faculty, staff, and students at University of Wisconsin – La Crosse.

Accountability: Chancellor
Timeline: January 2000

- B. The Chancellor will direct deans and division heads to develop mentoring programs to provide support for new faculty and academic staff. The programs should be geared toward developing new faculty and staff potential and maximizing success at University of Wisconsin – La Crosse.

Accountability: Chancellor, Provost/Vice Chancellor, and Academic Deans
Timeline: September 2000

- C. The Assistant to the Chancellor for Affirmative Action & Diversity and the Executive Director of Human Resources will develop a transactional administrative database that includes personnel and EEO information. The database will enable the Affirmative Action & Diversity Office to track hiring, retention, non-renewals and conversions of rolling horizon academic staff contracts, tenure decisions, promotions, layoffs, terminations and other personnel transactions to determine if people of color are adversely impacted by such personnel decision. Where adverse impact has been identified the Affirmative Action & Diversity Office should assist departments and units in the formulation and implementation of policies and/or programs to address these areas.

Accountability: Assistant to the Chancellor for Affirmative Action & Diversity
Executive Director of Human Resources

Timeline: July 2000

- D. The Assistant to the Chancellor for Affirmative Action & Diversity should conduct a university-wide evaluation of personnel patterns, and university policies and procedures to ensure compliance with AA/EEO goals and objectives. The evaluation should identify climate issues, which if addressed, could lead to a higher rate of retention for people of color at UW-L.

Accountability: Assistant to the Chancellor for Affirmative Action & Diversity

Timeline: July 2000

- E. The Assistant to the Chancellor for Affirmative Action & Diversity will improve the exit interview process to increase the number of departing employees who return the exit form and who participate in an exit interview. The exit interview will be used to address climate issues to increase the retention rates of people of color hired by the university.

Accountability: Provost & Assistant to the Chancellor for Affirmative Action & Diversity

Timeline: November 1999

- F. The Provost working with the Assistant to the Chancellor for Affirmative Action & Diversity will continue to monitor recruitment, retention, and promotion rate of targeted racial/ethnic faculty and staff and report anomalies to the Chancellor, Provost/Vice Chancellor, and governance groups.

Accountability: Assistant to the Chancellor for Affirmative Action & Diversity

Timeline: September 1999

- G. The Executive Director of Human Resources will monitor the recruitment, retention and promotion of represented and non-represented classified staff of color to ensure parity with campus rates. The Executive Director will consult with the Assistant to the Chancellor for Affirmative Action & Diversity on anomalies and provide a report to the Chancellor, Provost/Vice Chancellor, and governance groups.

Accountability: Executive Director of Human Resources

Timeline: September 1999

- H. The Chancellor will charge the Affirmative Action and Diversity Council to add the following wording to position descriptions, “experience and knowledge of diversity is highly desirable” to all unclassified position advertisements.

Accountability: Chancellor
Timeline: October 1999

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

Strategy 1: *Identify and commit resources to support faculty and departments in incorporating multicultural material into course content.*

Action Step/s:

- A. The Joint Minority Affairs Committee recognizing and adhering to the university procedures for curriculum changes strongly endorses the development of an Ethnic Studies Minor. The University Budget Committee and the Faculty Curriculum Committee will study the feasibility of developing an Ethnic Studies Minor (African American, American Indian, Latino, and Asian American) within the Institute of Ethnic and Racial Studies.

Accountability: Provost/Vice Chancellor
Timeline: Final Approval of Minor, Academic Year (1999-2000)

- B. The Director of Murphy Library will assign responsibility to a staff member to serve as the UW-La Crosse multicultural librarian. One of the major duties of the designated librarian is to locate and incorporate a strong base of ethnic and multicultural library materials and information support to faculty, staff, and students in all disciplines taught in all colleges.

Accountability: Director of Murphy Library, College Deans and Department Chairs
Timeline: January 2000

- C. The Director of Murphy Library will assign staff to create a WEB database of multicultural contributions for disciplines taught in all colleges.

Accountability: Director of Murphy Library
Timeline: January 2000

- D. Develop a series of seminars and workshops to provide faculty and staff with information to help them enhance curriculum content of their courses to include multicultural and diversity topics.

Accountability: Provost/Vice Chancellor and Provost’s Council
Timeline: September 2001

- E. The Provost/Vice Chancellor and the UW System Institute on Race and Ethnicity, working with a faculty committee, will develop and conduct faculty/staff seminars to enhance curricular content on topics pertaining to diversity and multiculturalism.

Accountability: Provost/Vice Chancellor
Timeline: September 2001

- F. The Provost/Vice Chancellor will implement a campus wide event annually to bring a nationally known scholar to campus to speak on increasing curricular elements of race and ethnicity.

Accountability: Provost/Vice Chancellor
Timeline: January 2000

Strategy 2: *Identify and commit resources to offer academic courses on race and ethnicity.*

Action Step/s:

- A. Develop and conduct a survey of all campus academic departments to gather information on all courses that contain extensive racial and ethnic content. Prepare and annually update a complete list to be used as a student information source and to facilitate diversity infusion by departments and colleges into the curriculum.

Accountability: Provost's Council, Department Chairs
Timeline: January 2000

- B. The Joint Minority Affairs Committee recognizing and adhering to the university's procedures for curriculum changes recommends that the General Education Committee explore the possibility of increasing the diversity requirement from 3 credits to 6 credits.

Accountability: General Education Committee
Timeline: November 1999

- C. The Provost/Vice Chancellor will develop and implement a visiting scholar program to campus to bring scholars working the area of racial and ethnic studies.

Accountability: Provost/Vice Chancellor
Timeline: July 2001

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

Strategy 1: *Centralize Precollege Programs to make the most efficient and effective use of limited campus resources*

Action Step/s:

- A. The Chancellor will charge the Joint Minority Affairs Committee to assess current campus precollege programs efforts. The precollege programs will develop a strategic plan and a marketing plan to attract a diverse population to participate in precollege

programs. The strategies will be designed to effectively meet the needs of targeted populations, which may include the development of a Western Wisconsin Precollege Center.

Accountability: Chancellor and Joint Minority Affairs Committee
Timeline: Completed Date of Plan: Fall 2001
Implementation Date: September 2002

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

Strategy 1: *Provide adequate financial assistance for recruitment of targeted racial/ethnic undergraduate and graduate students to attend UW-La Crosse.*

Action Step/s:

- A. The Assistant Chancellor for Advancement will provide leadership to develop and conduct a fund raising program to provide increased dollars for the Chancellor's Choice Award Program. The increased dollars will be used to provide more awards and significantly reduce tuition costs as a means of recruiting level one or special talent students of color and economically disadvantaged students.

Accountability: Assistant Chancellor for Advancement
Timeline: Completion Date of Program Plan: November 1999
Implementation Date for fund raising: January 2000

- B. The Director of University Graduate Studies, the Director of Multicultural Student Services, the Director of Financial Aid and Graduate Program Directors will develop an annual plan to increase the number of graduate students of color who are eligible to receive financial aid. The plan should use a combination of recruiting strategies (see Goal 2, Step 2, Strategy Action Step E) and funding sources such as Advanced Opportunity Program grants (AOP) and encourage participation in graduate assistantships.

Accountability: Director of University Graduate Studies, Director of Multicultural Student Services, Director of Financial Aid, and Graduate Program Directors
Timeline: Completion Date of Strategic Plan: September 1999
Implemented date: September 2000

Strategy 2: *Provide adequate financial assistance for retention of targeted racial/ethnic undergraduate students.*

Action Step/s:

- A. The Directors of Financial Aid and Multicultural Student Services will work cooperatively to develop a process for awarding the Board of Regent's Lawton Grants to students of color based on demonstrated need and scholarship of the students who apply. The guidelines developed, as part of the plan will include the 10% non-need portion of the grant funds.

Accountability: Directors of Financial Aid and Multicultural Student Services
Timeline: Completion Date of Process: September 1999
Implementation Date: December 1999

- B. The Assistant Chancellor for Advancement and the Director of Multicultural Student Services will work cooperatively with the UW-La Crosse Foundation to develop and fund Scholars of Color Scholarship Program. The program will establish scholarships for undergraduate, graduate students of color, and economically disadvantaged students who have achieved a high standard of academic excellence and provided service to the University and their community. Scholarships will consist of room, board, in-state tuition and fees per year with a maximum of four years funding.

Accountability: Assistant Chancellor for Advancement
Director of Multicultural Student Services
Timeline: Completion Date of Plan: July 2000
Implementation Date: September 2001

- C. The University of Wisconsin – La Crosse will encourage the University of Wisconsin – La Crosse’s Foundation to raise money for diversity related initiatives.

Accountability: Assistant Chancellor for Advancement
Timeline: December 1999

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

Strategy 1: *Develop a campus organizational structure to ensure the campus commitment to Plan 2008.*

Action Step/s:

- A. The Dean of Student Development, Director of Multicultural Student Services, the office staff, and a representative group of students of color will re-evaluate the OMSS and the Center. The evaluation and resulting recommendations should address mission, goals, organizational and reporting structure, staffing, physical facilities, and funding levels to determine which mix will best meets of multicultural students.

Accountability: Provost/Vice Chancellor, Dean of Student Development, and
Director of Multicultural Student Services
Timeline: Completion of Evaluation: July 2000
Completion of Implementation: September 2001

- B. The Chancellor will articulate to the division heads, the deans, directors, department chairpersons, the campus community, and the local community, UW-La Crosse's commitment to diversity and *Plan 2008*.

Accountability: Chancellor
Timeline: Upon approval of *Plan 2008*

- C. The Chancellor and Provost/Vice Chancellor will ensure that the merit increases of deans, division heads, department chairpersons, and directors reflect their diversity efforts in accomplishing the goals of the campus commitment.

Accountability: Chancellor and Provost/Vice Chancellor

Timeline: Upon approval of *Plan 2008*

- D. The Assistant to the Chancellor for Affirmative Action and Diversity will provide input in the annual performance review of deans and division heads on their efforts of implementing *Plan 2008*.

Accountability: Chancellor and Provost/Vice Chancellor

Timeline: Upon approval of *Plan 2008*

- E. The Chancellor and the Assistant to the Chancellor for Affirmative Action and Diversity will provide a formal annual report of *Plan 2008* to the Joint Minority Affairs Committee. The Assistant to the Chancellor for Affirmative Action and Diversity is an ex-officio member of the Joint Minority Affairs Committee.

Accountability: Chancellor
Assistant to the Chancellor for Affirmative Action and Diversity
Joint Minority Affairs Committee

Timeline: July 2000