Inclusive Excellence Strategic Plan

Preamble:

The UWSP Inclusive Excellence Team attended the 2010 Greater Expectations Institute, sponsored by the Association of American Colleges and Universities (AAC&U) in June at Vanderbilt University. During this time, the Team generated the report that follows. We benefited greatly from the leadership provided at the Institute, and much of our Strategic Plan depends on the input from the Faculty Consultants who were assigned to our Team: L. Dee Fink and Sherwood E. Smith. We thank Dee and Sherwood for their patience, their guidance, and their insights.

Inclusive Excellence is a revolutionary new approach to diversity and multi-culturalism. Inclusive Excellence both challenges and expands familiar approaches that are associated with existing diversity and multi-culturalism initiatives. Inclusive Excellence sets forth a new vision of inclusivity that welcomes and values a broad range of social, economic, and racial differences, a wide variety of life experiences, and new concepts of diversity and difference that place race, ethnicity, economics, religion, sexual orientation, and political ideology at the table as important factors of excellence. Ultimately, Inclusive Excellence values the advancement of the principles of participation, equality, respect, tolerance, and representation into all aspects of University life: our students, our staff, and our faculty.

At its heart, Inclusive Excellence embodies the spirit of democracy and freedom, progress and innovation, as well as acceptance and change. Inclusive Excellence invites a broad concept of diversity into the collective discussion about what makes any community livable, productive, and fruitful. These lessons apply to the community that is UWSP and Central Wisconsin. At its core, Inclusive Excellence is an approach to education that embodies the core of a liberal (general) education and civic responsibility.

Ultimately, the principles of Inclusive Excellence promote student development in a safe, supportive, and rigorous environment. As a result, we anticipate that our students will thrive as responsible, thoughtful citizens, contribute positively to their communities and local governments, and continue to learn throughout their lives.

In what follows, our Inclusive Excellence Team has assembled a four-fold approach to implementing the principles of Inclusive Excellence at UWSP. These four approaches enhance and advance other campus-wide initiatives, such as the emphasis on Retention and Educational Attainment, the implementation of High Impact Teaching Practices, as well as the May 2010 Growth Agenda Proposal.

As such, our Inclusive Excellence Strategic Plan is consistent with and may serve as the core of UWSP's strategic plan. Inclusive Excellence includes four (4) areas of focus:

1) Increase the Recruitment, Retention, and Educational Attainment of Diverse Students
2) Increase the Recruitment and Retention of Diverse Faculty and Staff
3) Offer Faculty and Staff Professional Development Opportunities in the area of Inclusive Excellence
4) Strengthen Existing and Build New Community Connections that Promote Inclusive Excellence

1. Increase Recruitment, Retention, and Educational Attainment of Diverse Students

1a. Increase Recruitment Efforts
1b. UWSP Bridge Program
1c. New Student Support Centers & Leadership
1d. Existing Student Support Services Expanded/Enhanced

1a. Increase Recruitment Efforts
1b. UWSP Bridge Program

Year One:

Goal:	Input:	Activities:	Output / Outcome:	Impact:
1a. Recruitment Efforts	Office of Admissions staff; Funds approved for additional Diversity Recruiter; Funds for increased travel to high school and college visits; Funds for expanding high school focus program	Plan to hire additional Diversity Recruiter and form search and screen; Continue developing new recruiting partnerships with targeted high schools and colleges; Expand high school focus program	Increased visits with Diversity students and families; Increase the total number of new Diversity students from targeted high schools and colleges	Increased enrollment of freshman and transfer Diversity students
1b. Plan new UWSP "Bridge" Program	Multicultural Affairs, Residential Life, and Office of Admissions; Academic Departments (to select classes); Tutoring-Learning Center; Career Center; Advising Center	Form task force to plan the new UWSP Bridge Program; Identify admission requirements for Bridge Program; Identify and admit student participants; Plan training for faculty, staff and student personnel	UWSP "Bridge" Program developed; Underserved students admitted; Pre-semester trainings planned	Increased understanding of underserved students by faculty, staff, and student personnel;

Year Two:

Goal:	Input:	Activities:	Output / Outcome:	Impact:
1a. Recruitment Efforts	Office of Admissions staff; Funds for increased travel to high school and college visits; Funds for expanding high school focus program	Continue developing new recruiting partnerships with targeted high schools and colleges; Expand high school focus program	Increased visits with Diversity students and families; Increase the total number of new Diversity students from targeted high schools and colleges	Increased enrollment of freshman and transfer Diversity students
1b. Implement UWSP "Bridge" Program	Multicultural Affairs, Residential Life, and Office of Admissions; Academic Departments (to select classes); Tutoring-Learning Center; Career Center; Advising Center	Underserved students live in dorms, attending pre-determined classes at UWSP, participating in a variety of support services (Career, Tutoring, Advising, Student Life Activities, etc.); Continue to identify and admit student participants; Plan training for faculty, staff and student personnel	Students in Bridge Program successfully complete courses and utilize support services; On-going recruitment of underserved students for UWSP "Bridge" Program; Pre-semester trainings planned	Underserved students successfully complete courses and return spring; Underserved students successfully complete spring semester and return sophomore year (retention); Increased understanding of underserved students by faculty, staff, and student personnel;

Year Three:

Goal:	Input:	Activities:	Output / Outcome:	Impact:
1a. Recruitment Efforts	Office of Admissions staff; Funds for increased travel to high school and college visits; Funds for expanding high school focus program	Continue developing new recruiting partnerships with targeted high schools and colleges; Expand high school focus program	Increased visits with Diversity students and families; Increase the total number of new Diversity students from targeted high schools and colleges;	Increased enrollment of freshman and transfer Diversity students

Goal:	Input:	Activities:	Output / Outcome:	Impact:
1b. Continue UWSP Bridge Program	Multicultural Affairs, Residential Life, and Office of Admissions; Academic Departments (to select classes); Tutoring-Learning Center; Career Center; Advising Center	Underserved students live in dorms, attending pre-determined classes at UWSP, participating in a variety of support services (Career, Tutoring, Advising, Student Life Activities, etc.); Continue to identify and admit student participants; Plan training for faculty, staff and student personnel	Students in Bridge Program successfully complete courses and utilize support services; On-going recruitment of underserved students for UWSP "Bridge" Program; Pre-semester trainings planned	Underserved students successfully complete courses and return spring; Underserved students successfully complete spring semester and return sophomore year (retention); Sophomore students who participated in the Bridge Program have continued academic success (toward Educational Attainment); Increased understanding of underserved students by faculty, staff, and student personnel

Other Recommendations:

- Continue to utilize and expand the Diversity Marketing Plan
- Expand definition of and criteria for Holistic Admissions (re: Bridge Program)
- Other Policy Changes and Exceptions (e.g., override $100 deposit, flexibility re: residential living, etc.)
- The Bridge Program should be coordinated by Multicultural Affairs with selection of students determined by Admissions

Why We Need This:

(To be developed)

1c. New Student Support Centers & Leadership

What Actions:

- Create and staff an Office for Non-Traditional Students
- Create and staff an Office for LGBTQ Students
- Create a Director/Coordinator of Academic Excellence and Student Performance
  - Create New Campus Systems: Early Warning and Intrusive Advising

Why We Need This:

- Non-Traditional and LGBTQ students face similar academic and cultural challenges as other at-risk, underserved, and diversity students.
- Non-Traditional and LGBTQ students can benefit from similar support that's provided by other centers (e.g., The Native American Center and the Multicultural Resource Center).
- There is currently no coordinated, systematic intervention for all students who are academically at-risk and/or students on academic probation. The new Director/Coordinator of Academic Excellence and Student Performance will oversee efforts to support students and develop / oversee new campus systems, including: implementing and overseeing an Early Warning system, efforts regarding academic intervention, intrusive advising, and coordinating with various offices to refine the dissemination of relevant information.
- UWSP's response to students who are at-risk and/or on academic probation can be enhanced and developed with systematic oversight, tracking, and intervention.

Who:

- Multicultural Affairs should house the new Office of Non-Traditional Students and the Office of LGBTQ Students.
- The Director/Coordinator of Academic Excellence and Student Performance will report to both Academic Affairs and Student Affairs.

Year One:

Goal:	Input:	Activities:	Output/Outcome:	Impact:
1c. Hire Director/Coordinator of Non-Trad Office, LGBTQ Office, and Academic Excellence and Student Performance	Provost/AVC approves job search and creation of Search & Screen; Funding for Director and permanent budget for these offices	Job search by Search & Screen Committee	Successful hire of Directors/Coordinators of these offices and planning	See following goals over the next 2 years

Year Two:

Goal:	Input:	Activities:	Output/Outcome:	Impact:
1c. Implement programming of Non-Trad Office, LGBTQ, and Academic Excellence and Student Performance	Student Affairs, Academic Affairs, and students will provide guidance for programming	Student outreach, advising, referrals, special programming, intrusive advising, etc.	Target populations show increased usage of support services, increased academic and social engagement	Increased retention of target populations
Implementation of Early Warning System (EWS)	Funding for EWS Various offices consulted who will use EWS.	Compare EWS, select best for UWSP, purchase, begin to implement	EWS is purchased and implemented Pilot program implemented	Increased retention of general student body

Year Three:

Goal:	Input:	Activities:	Output/Outcome:	Impact:
1c.Continue to implement programming of Non-Trad Office, LGBTQ, and Academic Excellence and Student Performance	Student Affairs, Academic Affairs, and students will provide guidance for programming	Student outreach, advising, referrals, special programming, intrusive advising, etc.	Target populations show increased usage of support services, increased academic and social engagement	Increased retention of target populations
Implementation of Early Warning System and training for all of campus	Upper administration gives authority to Academic Excellence Coordinator to provide training to campus, encourages campus usage	All faculty are trained on how to use Early Warning System and faculty begin to use EWS	All departments/units are trained on how to use EWS, faculty compliance is 70%	Increased usage of support programs, Increased retention of general student body

1d. Existing Student Support Services Expanded/Enhanced

What Actions:
- Provide additional space and staff for Disability Services support activities.
- Provide funding for free group (and possibly one-on-one) Content-Area Tutoring for **ALL** students.
- Hire additional Tutoring Center Staff.
- Hire additional advisor(s) for Student Academic Advising Center.
- Develop a comprehensive Financial Aid education plan for students/families not currently receiving financial aid.
- Review/change/make exceptions to policies and procedures that serve as roadblocks for our most needy students.

Why We Need This:
- Disability Services has experienced increased demand for services and is currently under-staffed and requires additional space for accommodations.
- Currently, fees for tutoring are not consistent (i.e., writing tutoring is free for all, content tutoring is free for minority, low-income, and "Trio" students, but not others). This causes confusion among students and can deter them from seeking help.
- The Tutoring-Learning Center is currently under-staffed and an expected usage increase will necessitate additional academic staff.
- The Student Academic Advising Center is currently understaffed. Reducing advising load would allow staff to spend more time with students and provide training to experienced and new faculty on the advising process.
- Many students and families do not understand and do not take advantage of Financial Aid opportunities. Many of these families/students may qualify and could benefit greatly from federal financial aid. Targeted education to these populations will allow more students to apply for and receive aid and potentially forego employment and hence devote more time to academic studies.
- Some policies and procedures act as roadblocks to educational attainment for our most needy students and disadvantages them compared to their peers (i.e., $100 registration deposit).

Who:
- Relevant departments include Disability Services, Tutoring-Learning Center, Student Academic Advising Center, Financial Aid, Multicultural Affairs, and Residential Living.
- Most efforts in this area involve increased funding to support existing student support services.

Year One:

Goal:	Input:	Activities:	Output/Outcome:	Impact:
1d. Hire Disability Services staff and increase proctoring space.	Space allocation for Disability Services.	Space is allocated and furnished.	Additional space for test proctoring	More students take proctored exams in a timely manner.
Hire additional tutoring coordinator.	Search & Screens for new hires in Disability Services, Academic Advising, and Tutoring Center. (*)	Search and Screen activities for each hire carried out.	New tutoring coordinator hired.	More tutors are able to be hired, trained, and supported. More students are tutored.
Increase funding for tutorial staff.	Funding for peer tutoring staff salaries.	Additional tutoring staff are hired, trained, and tutor. More group tutoring is offered.	More students receive group and one-on-one tutoring.	More students experience academic success in coursework.
Hire Student Academic Advising staff.	(*see above *)	(*see above *)	Students advising time in increased. Faculty is trained in best advising practices.	Increased student retention.
Enhance Financial Aid outreach plan.	Form a "task force" to plan enhanced Financial Aid outreach plan.	Focus groups or interviews with students/families conducted. Financial Aid outreach activities researched.	Improved financial aid communication plan reaches families not currently using financial aid.	More students receive financial aid, student work hours decrease, increased study time, and improved student retention.
Review and implement changes to "roadblock" policies and procedures.	"Task force" including Multicultural Affairs, Residential Living, and perhaps other units.	Focus groups or interviews with students to research "roadblock" policies and procedures, changes proposed.	Roadblock policies and procedures identified, changes identified and implemented.	Retention and time-to-degree is improved.

Years Two & Three:

Goal:	Input:	Activities:	Output/Outcome:	Impact:
1d. Increased usage of Disability Services, Academic Advising, and Tutoring-Learning Center.	Continued funding for the new academic staff positions and tutor salaries	Support offices carry out their typical activities (i.e., test proctoring, tutoring, advising, advising training.)	High/increased usage of these support services. Faculty advising training continues.	Increased student retention.
Enhanced financial aid communication/outreach continued.		Financial Aid assesses new efforts, continuous improvement implemented.	Improved financial aid communication plan reaches families not currently using financial aid.	More students receive financial aid, student work hours decrease, increased study time, and improved student retention.

2a. Increase Recruitment of Diverse Faculty/Staff
2b. Retain our Diverse Faculty/Staff at a Higher Rate

2a. Increase Recruitment of Diverse Faculty/Staff

Year one:

Goal:	Input:	Activities:	Output/Outcome:	Impact:
Collect baseline data on recruitment/retention of diverse faculty/staff.	EAA and Provost hiring and tenure data.	Collect information on faculty hires the last 10 years…how many were from diverse backgrounds? Collect Retention/tenure data for all the new hires…how many were from diverse backgrounds Individual interviews will be held with faculty/staff from diverse backgrounds who have left us and some faculty/staff who have stayed	This data will inform our recruitment and retention goals.	Inform our recruitment efforts
Develop a new recruitment plan for faculty and staff.	Mai Vang, Katie Jore, Marty Loy, Liz Wabindato	Research online and visit schools (University of Denver) that have a different faculty/staff recruitment model.	We will have a comprehensive faculty/staff recruitment plan ready to be implemented in year 2.	This research will inform our recruitment plan.

Year Two:

Goal:	Input:	Activities:	Output/Outcome:	Impact:
Develop a new recruitment plan for faculty and staff.	Mai Vang, Scott West (trainer), deans, chairs, Katie Jore	We anticipate our research to lead us to a model of 'everyone is a recruiter'. We would target one person in each department to be part of a recruitment cohort. This cohort would be trained on effective recruitment practices. This cohort would be given extra money for travel to professional and diversity-focused conferences/institutes.	Everyone is a recruiter will be implemented.	Recruiters will be asked to reflect on their experience as well as report back the names and numbers of people they connected with for EAA and Chairs to follow up with potential hires.
Develop a new recruitment plan for faculty and staff.	EAA Office/Provost/ Department chairs.	Develop the where and when of the recruitment plan. The cohort will research online and talk to colleagues about where their efforts would be best utilized. EAA/Provost office will talk with Chairs and develop and update a 3-5 year recruitment picture of possible openings.	The where to recruit and when to recruit will be planful and impactful. The list of potential openings will update each October.	A more dedicated and comprehensive recruitment plan.

Year Three:

Goal:	Input:	Activities:	Output/Outcome:	Impact:
Develop a grow your own.	Mai Vang, Katie Jore, Marty Loy, Liz Wabindato	Develop and implement a Dissertation completion grant for IE targeted groups. The cohort of ABD would be given a stipend, and office, mentors and resources to complete their dissertation and prepare to defend.	While a member of this cohort the students will be expected to complete their dissertation. This will give us a grow your own pool of potential recruits.	A built in pool of recruits will be at our doorstep. Also the best recruiter for us is a happy student, the idea of these ABD's getting their dissertations, but talking to other colleagues about UWSP positively.

2b. Retain our Diverse Faculty/Staff at a Higher Rate

Year One:

Goal:	Input:	Activities:	Output/Outcome:	Impact:
Lower Faculty/staff workload	Provost Office	Research UW-Oshkosh and other similar institutions that have systematically lowered workload.	Develop a plan for lowering the faculty staff workload.	A lower workload.
Lower Faculty/staff workload	Provost Office	Identify the roadblocks to change the workload.	Help to develop the plan for lowering the faculty staff workload.	A lower workload.

Year Two:

Goal:	Input:	Activities:	Output/Outcome:	Impact:
Lower Faculty/staff workload	Provost Office and Faculty Senate appointed committee	Write a workable plan/paper to lower the faculty workload.	Develop a plan for lowering the faculty staff workload.	A lower workload.
Develop a comprehensive new faculty/staff support plan.	Provost Office CAESE	Assign each new hire a community member mentor and a faculty/staff mentor. Train the mentors and follow up with them regarding information. Connect with new hires immediately when hired. Develop a partner-to-partner program.	New faculty/staff will feel welcomed into the Stevens Point community. Diverse faculty will be especially targeted	New faculty/staff will be more likely to stay in Stevens Point.

Year Three:

Goal:	Input:	Activities:	Output/Outcome:	Impact:
Lower Faculty/staff workload	Provost Office Chancellor's Office	Implement a 3/3 workload.	3/3 workload	A lower workload opens up opportunity for faculty staff to better educators and to embrace the IE model.
Retain more faculty through the tenure process	Provost Office Deans, Chairs	Develop a pre tenure mentoring program for new faculty. HP/HD model	New faculty will feel supported in their efforts to secure tenure	A better climate for faculty

Goal:	Input:	Activities:	Output/Outcome:	Impact:
Retain more faculty from year one to year two	CAESE	Develop a year long first year new faculty/staff development program	Effective Syllabus development Use more support services to help faculty grow and develop Learn what it takes to get tenured Use more community resources to better their teaching and their well being Understand and utilize learning outcomes adopted by the campus Utilize technology on the campus Develop sponsored research writing skills Have more meaningful intellectual engagement Understand what resources are out there for students Utilize best pedagogical practices Understand who are the students in your classroom	A better climate for faculty

3. Faculty and Staff Professional Development Opportunities

3a. Hire a full-time CAESE Director
3b. New Faculty & Staff Orientation and New Faculty Seminar
3c. January Teaching Conference and On-going Teaching Academy (thru CAESE), in these topic areas:

- Curriculum Development (General Education & Majors/Departments/Programs)
- Pedagogical Development (High Impact Practices as well as others)
- Advising
- Knowledge of and Referrals to Student Support

What Action:

- Revitalize New Faculty & Staff Orientation (getting fuller participation by new Faculty and Staff)
- Create a Fall semester New Faculty Seminar series
- Build upon existing seminars / workshops to create a "Teaching Academy"

Why We Need This:

- We should be actively improving student achievement, retention, and educational attainment by learning about, modifying, and implementing HIPs, especially those that serve to close the achievement gap and benefit all students
- We should be actively engaged in continuous improvement of teaching (i.e., assessment and closing the loop)
- Poor rates of participation at New Faculty & Staff Orientation
- No systematic on-going support and mentoring of new faculty (campus-wide, to enhance other efforts that might be happening)
- Fuller intentional support of a culture of continuous professional development regarding teaching and learning

Who:

- CAESE, CAESE Director, and CAESE Advisory Board
- AVC for Teaching and Learning, Provost
- Seminar Leaders from on-campus and off-campus (capacity building, change agents)
- Office of Policy Analysis and Planning (to track success rates, Ds/Fs/Ws, retention of freshmen, etc.)
- New General Education Committee (to track course portfolios and make recommendations for improvement within GEP)

Year One:

Goal:	Input:	Activities:	Output/Outcome:	Impact:
3a. Hire a Full-time CAESE Director	Provost/AVC approves job search and creation of S&S; Funding for Director and permanent budget for CAESE (0.5-1.0% of Faculty Salaries)	Job search by S&S	Successful hire of a dedicated Director to oversee CAESE activities and planning	See following goals over the next 2 years

Year Two:

Goal:	Input:	Activities:	Output/ Outcome:	Impact:
3b. Revitalize New Faculty & Staff Orientation	Consult with those already involved with planning and offering the New Faculty & Staff Orientation	Continued refinement and improvement of existing Orientation; Actively promote and advertise in order to gain additional support from campus leadership to encourage New Faculty to attend Orientation	Orientation is valuable and meaningful; More new faculty actually attend; New Faculty are prepared to begin teaching; New faculty report (via satisfaction surveys) that Orientation was valuable;	New Faculty are provided with a systematic introduction to UWSP; New Faculty are provided with a systematic introduction to teaching and learning; New Faculty cohorts emerge
3b. Plan New Faculty Seminar series (fall only)	CAESE Directory & Advisory Board creates New Faculty Task Force to plan New Faculty Seminar series	Monthly meeting of New Faculty Task Force; consultation with experienced faculty and leadership (Academic Affairs and Student Affairs)	New Faculty Seminar series for fall semester is created; seminar leaders are recruited	Ready to implement New Faculty Seminar series;
3c. Plan Systematic, On-going Professional Development for Experienced Faculty ("Teaching Academy")	CAESE Directory & Advisory Board creates Teaching Academy Task Force to plan seminars and workshops	Monthly meeting of Teaching Academy Task; consultation with experienced faculty and leadership (Academic Affairs and Student Affairs)	A "Teaching Academy" is planned for on-going professional development for experienced faculty; seminar and workshop leaders are recruited	Ready to implement "Teaching Academy"

Year Three:

Goal:	Input:	Activities:	Output/Outcome:	Impact:
3b. Continue New Faculty & Staff Orientation (increasing participation)	CAESE Director, Advisory Board, and New Faculty Task Force will consult with those already involved with planning and offering the New Faculty / Staff Orientation; Campus leaders (Deans, Department Chairs, etc.) encourage New Faculty participation	Continued refinement and improvement of existing Orientation; Continue to actively promote in order to gain greater participation New Faculty to attend Orientation	Orientation is valuable and meaningful; More new faculty actually attend; New Faculty are prepared to begin job; New faculty report (via satisfaction surveys) that Orientation was valuable;	New Faculty are provided with a systematic introduction to UWSP; New Faculty are provided with a systematic introduction to teaching and learning; New Faculty cohorts emerge
3b. Begin New Faculty Seminar series	CAESE Director, Advisory Board, and New Faculty Task Force; .25 course release for all New Faculty in order to participate in fall Seminar series; Campus leaders (Deans, Department Chairs, etc.) encourage New Faculty participation	Experienced faculty and staff to lead seminars and workshops; Actively promote and advertise in order to gain greater participation in the New Faculty Seminar series	Successful offering of seminars and workshops well attended by New Faculty; New Faculty are surveyed at end of Fall semester and again at the end of Spring semester; New Faculty are prepared to integrate what they have learned	New Faculty are provided with an on-going, in-depth introduction to UWSP; New Faculty are provided with sustained professional development regarding teaching and learning; New Faculty cohorts emerge; New Faculty are integrating and using what they learned
3c. Begin "Teaching Academy"	CAESE Director, Advisory Board, and Teaching Academy Task Force; Incentives and rewards for presenters, participants, meetings, and celebrations (stipends, course release, parking pass, certificate, refreshments, awards, etc.); Campus leadership (Deans, Department Chairs, etc.) encourage on-going	Offer series seminars and workshops (including summer workshops); Support Faculty Learning Communities (Book Groups, Topics, General Education Program, etc.); Actively promote and advertise in order to gain greater participation in the Teaching Academy; Recruit and train additional	Experienced faculty	

	professional development for experienced faculty	presenters		

Assessment:

- Gather data on attendance/participation in all programs, seminars, and workshops
- Survey participants regarding their integration of techniques and abilities into teaching and learning, as well as their breadth and depth of professional development, and their plans to continue professional development
- Improve student learning and retention

Other Recommendations:

- We recommend that all new faculty at UWSP attend the New Faculty Orientation and the New Faculty Seminar series (mandatory even for those with teaching experience… as part of the culture of on-going professional development… this is who we are).
- We recommend the development of a similar on-going Professional Development for Staff and other personnel (to be figured out later by Student Affairs and Business Affairs)
- Leadership (Provost/Deans/Chairs/Departments) will need to support new faculty and staff by:
  - encouraging participation in professional development,
  - providing course release for new faculty (especially in the fall) to allow participation in the New Faculty Seminar series,
  - embracing and encouraging new initiatives (curriculum, pedagogy, advising, referrals) focusing especially on Inclusive Excellence, High-Impact Teaching Practices, and Assessment (as continuous improvement) within both General Education and Majors, Programs, and Departments,
  - make meaningful changes in departments regarding expectations (RTP), explicit mentoring, and promoting a culture of on-going continuous improvement regarding teaching and learning.

4. Strengthen Existing and Build New Community Connections

4a. Create a community mentor program for new faculty
4b. Create a two-way community outreach program

What Action:

- research models to consider for developing effective outreach
- research models to consider for developing effective modeling programs

Why We Need This:

- we need to develop new relationships with minority populations
- we need to improve existing relationships with minority populations

Who:

- Chancellor and Provost
- Equity and Affirmative Action
- Multicultural Affairs Office
- Admissions (Scott West)

Year One:

Goal:	Input:	Activities:	Output/Outcome:	Impact:
4a. Research for mentor frameworks to consider for a Community mentors program for new faculty	Affirmative Action Office Multicultural Affairs	Begin network within community to determine possible mentors	A model to create a mentor program	A model for a university-wide mentor program
4b. Research possible models for a two way exchange outreach program with minority programs	Affirmative Action Multicultural Affairs UWSP Outreach Specialists UW Extension	Research to determine possible partners for such a program. Begin networking to determine partners in minority populations	A model to create an outreach program to minority populations	A model for an effective two way outreach program

Year Two:

Goal:	Input:	Activities:	Output/ Outcome:	Impact:
4a. Create a community mentors program for new faculty	Chancellor and Provost Affirmative Action Multicultural Affairs	Recruit community mentors, match people	Relationships linking town and gown in a meaningful way	Better community relations; improved job satisfaction for faculty; improved retention rates of faculty when they feel more grounded in the community
4b. Two-way exchanges (community outreach)	Provost	Partner with Community Based Organizations (CBOs) in targeted communities – offer our expertise	Partnerships in targeted communities;	Better community relations; recruiting tool for students; retention tool for faculty/staff

Year Three:

Goal:	Input:	Activities:	Output/ Outcome:	Impact:
4a. implement and assess mentor program	Chancellor and Provost Equity and Affirmative Action Multicultural Affairs Institutional Research	Implement mentoring program; send out assessment at the end of the school year (survey)	Implementation of a mentoring program; send out an assessment survey	Better relations with new faculty; increased retention of diverse faculty; improved relationship with the community
4b. implementation of two-way outreach program	Provost	Implement program;	Implementation of two-way outreach program; send out an assessment survey	Better relations with new faculty; increased retention of diverse faculty; improved relationship with the community