

UW-Green Bay Inclusive Excellence Status Report

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UNIVERSITY of WISCONSIN
GREEN BAY



UWGB Inclusive Excellence

Inclusive Excellence

UWGB's goals for inclusivity and equity focus on strategic organizational and personal growth in order to build pathways to internal and external communities by creating healthy relationships. Inclusive excellence can be reached at UWGB by implementing equitable university policies and protocol for each employee and student, and by supporting inclusive relationships and behavior of staff, faculty and students. Being inclusive opens up relationships between individuals of differing ethnic and racial backgrounds; sexual orientation, gender identity and expression; religious and cultural backgrounds; gender and age spectrums; veterans; individuals with differing abilities; and regional and socioeconomic experiences by focusing on ways to increase equity within the university classroom, housing and work environments. Inclusivity and equity increases the ability of students and employees to strive for their personal best in an environment that enhances their skills and affirms their uniqueness.

Inclusive Excellence 2013-2014

The Chancellor's Inclusive Excellence committee consists of 22 members providing direction as a steering committee to six subcommittees. The six subcommittees were developed to increase momentum and impact on the campus inclusivity and equity efforts. These subcommittees are: Best Practices for Diverse Classroom Environment, Best Practices for Diverse Student Academic Advising, Multicultural Student Scholarship Integration Committee, Best Practices for an Inclusive Work Environment, Interactive Mentor Leadership Training Committee, and the Equity Scorecard and Goal Objective Review Committee. Data collected from the Climate Survey and Equity Scorecard completed in 2011 served as the baseline for setting Inclusive Excellence goals for 2013-2104.

Other reports used to establish Inclusive Excellence goals for 2013-2014 and 2014-2015 include: data from the Phoenix GPS program, student retention and turnover data from the Director of Institutional Research, the 2013-2014 Student Climate survey coordinated by the Committee for Best Practices for Diverse Classroom Environment, as well as the 2013-2014 new hire employee climate survey coordinated by the Best Practices for an Inclusive Work Environment.

Overall, UWGB data indicates that the retention rate of UWGB freshman underrepresented minority students for 2012-2013 is 71.7% and non-underrepresented minority students is 71.9%. Data for 2013-2014 is still being gathered (Tables 3 and 4). Phoenix GPS, a program that provides specific mentoring and programming for first year underrepresented minority students, 2013 data suggests that the retention for the students in the program is greater by 2% than underrepresented students who are not enrolled in

the Phoenix GPS program. Although data suggests that overall there is not a significant difference between retention rates of underrepresented and non-underrepresented students, there is data that indicates opportunities for programming that will enhance retention rates of underrepresented students.

Inclusive Excellence 2014-2015

Top Three Inclusive Excellence Goals for UWGB 2014-2015

1. GOAL 1#: Strategically plan and implement comprehensive UWGB employee professional development and programs to increase employee engagement and student retention

Focus: Increase employee and student retention through an increased focus on establishing an inclusive and equitable campus climate via:

Key Strategic Effort #1: Implement the “Inclusivity and Equity Certificate Program”

- UWGB lead professional development inclusivity and equity training for faculty, staff, student employees and students who wish to complete program as an internship
- Three level certificate program designed to: increase growth of knowledge and experience with Inclusivity and Equity issues; allow hands-on service and enriched experience with Inclusivity and Equity issues; then achieve leadership in Inclusivity and Equity initiatives on campus
- Prototype courses provided Spring 2014 included: transgender, multicultural mental health and millennium employees
- Data gathered from three professional development prototype courses in spring 2014 indicated strong employee interest in professional development programs on inclusivity and equity.
- 2014-2015 certificate program schedule includes Native American, veteran, and disabilities lectures in fall 2014. In addition, two four-hour workshops focused on inclusivity and equity will be offered for 2014-2015

Key Strategic Effort #2: UWGB departmental training

- Continue Inclusive Excellence training or discussion meetings within departments- several were completed or scheduled for 2014-2015: Student Affairs; Social Work Program; Summer camps via TRIO; Student Ambassadors; new faculty training; Residence Life including staff; RAs and CAs; Professional Services; Health and Counseling; Human Development and Psychology Program; Learning in Retirement; Human Resources and more

- New Inclusive Excellence continuing education for supervisors through Human Resources “Supervisor Boot camp” workshops

Key Strategic Effort #3: new employee welcome get-together

- New employees and other key employees invited to newly formed welcome get-together in August to assist with new employees meeting others that will assist with UWGB community integration and engagement
- New employee and long-term employee “Interest survey” available that allows employees to seek others who have similar pastime interests
- Information on diverse community resources will be posted on Inclusive Excellence website next to the new employee “Interest survey” as a welcoming resource for new employees

DIFFERENCES IF GOAL IS SUCCESSFUL: both students and employees will be more engaged, assist with creating an increasingly positive inclusive and equitable environment, decrease turnover of employees and reduce student transfers due to campus climate

ADDRESSES EQUITY GAP: by providing education and an affirming climate that supports and engages diversity among employees and students

MINORITY HIRES AS A PERCENTAGE OF TOTAL HIRES AND UWGB’S WORKFORCE COMPOSITION: Table 1 and Table 2 provide historical data on these demographics

Table 1

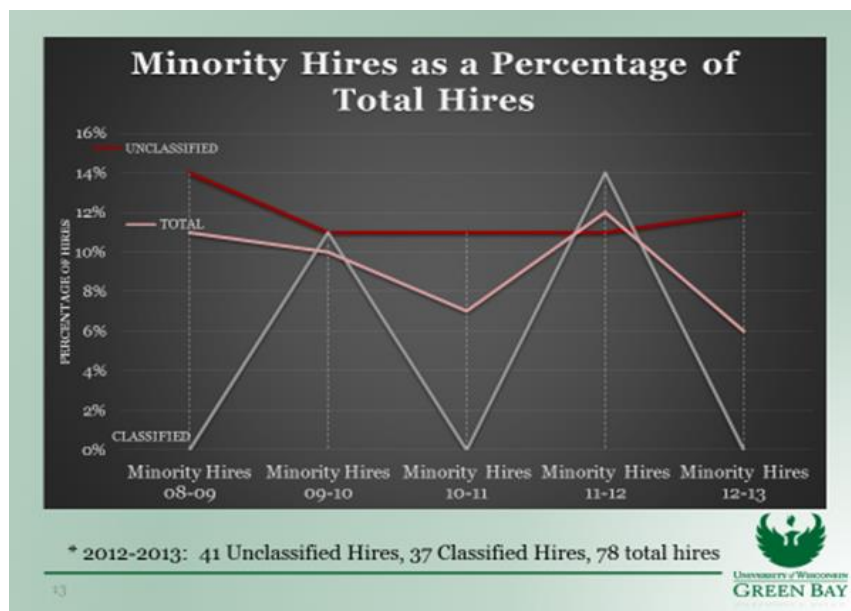



Table 2

UW GREEN BAY'S WORKFORCE COMPOSITION

	2013	2012	2011	2010	2009	2008
Employee Count	722	721	755	685	674	650
Percentage of Females	55%	55%	55%	56%	53%	53%
Percentage of Minorities	9.14%	9.01%	8.34%	8.5%	7.75%	7.85%
# of Classified Minorities	10	10	8	9	7	7
# of Unclassified Minorities	56	55	55	49	45	44

Note: Employee count does not include lump sum paid adjunct employees, LTEs, or graduate assistants



2. GOAL #2: Evaluate data from 2013-2014 classroom climate survey completed by students for Best Practices for Diverse Environment subcommittee and implement strategic change

Focus: to increase multicultural student enrollment and retention of diverse students due to providing an inclusive and equitable classroom and programming environment

Key Strategic Effort #1: Results of climate study completed by over 500 students will be posted on Inclusive Excellence website

- Data to be shared during new faculty training (CATL)
- Data to be shared with faculty during departmental meetings as part of discussion that addresses how to include more conversations on culture on campus and in the classroom
- Data to be evaluated by Inclusivity and Equity Certificate Program Planning committee to assist with planning for spring 2015 schedule

Key Strategic Effort #2: Roll out FUSION model that is used in First Nations Studies and Social Work Program- interdisciplinary team that discusses best practices and issues concerning cultural inclusivity and teaching in the classroom

- Best Practices for Diverse Classroom Environment subcommittee to lead this charge
- Students to be included in focus group discussions

DIFFERENCES IF GOAL IS SUCCESSFUL: an increase in student engagement in the classroom due to an increasingly positive inclusive and equitable environment, and a reduction in student transfers due to campus climate

ADDRESSES EQUITY GAP: by providing education and an affirming climate that supports and engages diversity among employees and students thus increasing student interest in attending UWGB and a reduction in transfers from UWGB

3. GOAL #3: Increase Equity for Students concerning multicultural advising for academic, financial and personal assistance

Focus: to increase multicultural student enrollment and retention of diverse students by providing effective multicultural advising for academic, financial and personal assistance

Key Strategic Effort #1: Implement training between departments about multicultural advising needs

Key Strategic Effort #2: Increase collaboration between departments that provide multicultural advising to increase effectiveness and empowerment for students

Key Strategic Effort #3: Best Practices for Diverse Student Academic Advising subcommittee will set protocol to accomplish effort #1 and #2

DIFFERENCES IF GOAL IS SUCCESSFUL: an increase in multicultural student retention and graduation from UWGB due to accurate academic advising based on an understanding of inclusivity and equity

ADDRESSES EQUITY GAP: by providing an affirming climate that proactively supports diverse students academic decision-making thus increasing student interest in attending UWGB and a reduction in transfers from UWGB

FRESHMAN RETENTION RATES UWGB: TABLE 3 AND TABLE 4 provide historical data

Freshman Retention Rates, UW-Green Bay

	2010-11 Cohort			2011-12 Cohort			2012-13 Cohort			
	Full-time Fall Freshmen in Cohort	Number Enrolled the following fall	Retention Rate	Full-time Fall Freshmen in Cohort	Number Enrolled the following fall	Retention Rate	Full-time Fall Freshmen in Cohort	Number Enrolled the following fall	Retention Rate	
International	12	8	66.7%	11	8	72.7%	19	18	94.7%	
Under-represented Minorities	African American/Black	3	3	100.0%	8	4	50.0%	9	6	66.7%
	Hispanic/Latino	26	20	76.9%	30	24	80.0%	40	28	70.0%
	American Indian/Alaskan Native	6	2	33.3%	5	3	60.0%	1	1	100.0%
	Southeast Asian	16	11	68.8%	12	11	91.7%	25	16	64.0%
	Two or more races	13	12	92.3%	14	10	71.4%	17	15	88.2%
	URM Subtotal	64	48	75.0%	69	52	75.4%	92	66	71.7%
Not URM	Native Hawaiian/Pacific Islander									
	Other Asian	6	4	66.7%	7	6	85.7%	4	2	50.0%
	White/Caucasian	804	591	73.5%	779	576	73.9%	772	554	71.8%
	Unknown	3	3	100.0%	1	1	100.0%			
	Two or more, not URM	5	4	80.0%	2	1	50.0%	7	3	42.9%
	Not URM Subtotal	818	602	73.6%	789	584	74.0%	783	559	71.4%
Total	894	658	73.6%	869	644	74.1%	894	643	71.9%	

Freshman Retention Rates, UW-Green Bay

	2013-14 Cohort, preliminary as of 8/5/2014			
	Full-time Fall Freshmen in Cohort	Number Enrolled the following fall	Retention Rate	
International	16	11	68.8%	
Under-represented Minorities	African American/Black	8	6	75.0%
	Hispanic/Latino	38	27	71.1%
	American Indian/Alaskan Native	7	4	57.1%
	Southeast Asian	12	8	66.7%
	Two or more races	21	14	66.7%
	URM Subtotal	86	59	68.6%
Not URM	Native Hawaiian/Pacific Islander	1	1	100%
	Other Asian	6	5	83.3%
	White/Caucasian	664	517	77.9%
	Unknown	1	0	0%
	Two or more, not URM	8	6	75.0%
	Not URM Subtotal	680	529	77.8%
Total	782	599	76.6%	