

## **UWC Diversity Leadership Committee**

### **DRAFT Report: Campus & Institutional Action Plans**

Two years ago, as part of a UW System initiative, the UW Colleges began a process to assess and improve climate and diversity culture on our campuses and within our institution. The assessment began with an online survey open to all students, faculty and staff and completed by approximately 23 % of our population. In November of 2008, a formal compilation of data results was released. To continue the analysis of this data, campus based teams were formed and charged with analyzing campus reports. As well, to continue the process of improving climate and diversity culture, each campus team was charged with formulating a minimum of three response action plans based on their campus analysis of the Climate Survey data and other available info. These plans were to be reasonable and likely to be completed or put into operation within one year. This report highlights the progress to date in putting forth these analyses and action plans.

Across the campuses and the institution-wide leadership groups, several common themes could be found in the individual analyses. Most teams found that though overall climate was good and incidences of harassment were low, there was room to improve climate and to improve diversity culture. It was found that most staff and faculty were below desired levels of awareness and training in diversity issues and proper hiring procedures and policies. Particular attention was given to issues of improving procedures for the reporting of harassment and the seeking of help with climate issues. Another area of climate identified as in need of attention was that of staff and faculty sense of appreciation and recognition. It was also found that campuses were lacking dialogue about diversity and climate issues. Of minor concern for a few campuses were issues of physical accessibility and of language barriers for those whose primary language is not English.

Just as there are common themes to the team analyses, there are common action plans. Most often recommended was to greatly improve the number of faculty and staff having completed Multicultural Awareness Training. Along with this, it was often recommended that a campus initiate a Safe Spaces program to allow students and staff to have good places and trained staffers for those wishing to deal with matters of harassment and other climate issues. A second frequently listed action plan focused on increasing training for faculty and staff involved in hiring processes to help avoid problems of bias, inappropriate questioning, and other problems possibly affecting hiring, and eventually retention and promotion of a more diverse faculty and staff. The third most common action plan centered on the formation and promotion of a more clear set of campus climate and harassment policies. These would be policies for the reporting and handling of any and all incidences which negatively affect one's sense of comfort on campus. Providing meaningful recognition awards for staff and publicly recognizing recipients of awards like Kaplan Awards were two other suggestions offered by a few of the campus teams, responses to a concern raised by many of the campus teams. There were several other action plans offered by individual campus teams, like the exploration of offering ESL and ELL services for students in need of language assistance and the consideration of offering family-friendly facilities on campus.

Below are the detailed plans offered by each campus team and UW Colleges leadership group.

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**UW-Baraboo/Sauk County**

TAG Team focus – 1) increase community-campus collaborations to address campus and off-campus incidences of harassment and other climate-related problems students might face; (2) improve how the TAG Team is advertised to students by way of freshmen seminars and ads in the SGA newsletters; (3) integrate TAG Team contact with students thru the campus web-pages.

**UW-Barron County**

***Campus Strengths***

- All respondents of color feel “comfortable” or “very comfortable”.
- Though not unique to our campus, respondents recognize tutoring as strength.
- The campus has religious diversity and almost all respondents feel comfortable on campus.
- There is an overall high level of comfort expressed by the respondents.
- Sexual harassment/assault rates are low on our campus. None of the respondents reported being attacked on campus.

***Action Items to Further Improve the Campus Climate***

Despite the strengths stated above, we felt that our campus could improve in the following areas:

1. Implement mandatory gender sensitivity training for all employees. See pages 33-34, 36, 65, 160 (of Sue Rankin’s report) for rationale.
2. Encourage greater participation in diversity events and mandatory diversity (including race, ethnicity, political views but not exclusive) training programs on campus. See pages 29, 35, 40, 93 for rationale.
3. Identify ways of improving the campus life experience for IAS/AS and classified staff. See pages 55, 155 for rationale.
4. Have more gender neutral /family friendly facilities, including on-campus child-care facilities. See page 105 for rationale.
5. Create an open and congenial atmosphere for individuals including the ability to discuss campus issues that they disagree with. In order to do so, the committee suggests creating a balanced peer group to that will mitigate concerns in an informal setting. To ensure a continued record of harassment-free campus, the committee suggests having a comprehensive protocol for responding to hate/hostile incidents on campus. This protocol needs to be made visible and accessible for the campus community. See pages 37, 55, 105, 155 for rationale.

**UW-Fond du Lac**

**1. Hiring & employment practices**

A) The campus will request from Central a manual of hiring law and best hiring practices, including prohibited questions and topics, and employment law and best practices regarding promotion;

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B) The campus will request that an HR representative will be asked to give a review of these rules to the campus and educate us about the hiring practices for faculty and staff; and

C) Each year, a point person on the Appointments committee will be responsible for reviewing the rules and communicating them to the committee and a similar point person will be similarly responsible in all other hiring decisions made on campus.

- Primary Responsibility: Diversity Committee will request A and B and Dean will place B on Opening meeting agenda. Diversity Committee will ask Steering if further action is needed for C. Dean responsible for C) as it relates to staff and for ongoing attention to hiring and employment laws.
- In response to: survey results indicating 47% of employee respondents were aware of discrimination in hiring (and 42% in promotion).

### **2. Information regarding harassment and intimidation and avenues for help and re-dress**

The campus will inform students and employees about what constitutes harassment and employee misconduct. The campus will also inform both students and employees of communication routes for reporting issues of harassment or misconduct on or off campus and help that is available.

This will be done in two formats:

A. In orientation sessions for all employees and students and in this fall's Opening meeting to be sure all current employees have such an orientation.

B. In clear written materials, widely distributed and easily available.

- Primary Responsibility: Dean and Administrative Team (Associate and Assistant Deans). Diversity Committee will make the request regarding including in Opening meeting and orientations and will inquire about available written materials from Central.
- In response to: Alleged incidents of employee misconduct and several allegations of sexual harassment which may involve students or employees (unclear from the results); and the high percentage of survey respondents-employee and student-who did not report the problems; as well as a number of respondents' reporting that they do not know where or how to report harassment or other misconduct or problems or what help is available.

**3. ELL Resources** The campus will look into ELL (English Language learner) resources, tutoring and other options for support for ELL and multicultural advising on the campus – this is will be an ongoing action item.

- Primary Responsibility: Dean and Associate Dean with the help of: Assessment Coordinator, Diversity Committee, Student Services, Work Zone Coordinator, Faculty
- In response to: students of color reporting less satisfaction with their academic progress; Equity Scorecard results; known demographic changes in our service area

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**4. Higher Education Student Diversity Summit** The campus will aim for broad support for, and participation in Oct 7<sup>th</sup> Diversity Summit event planned by Higher Education Diversity Initiative Taskforce (HEDIT) made up of representatives of our four county institutions of higher education, in order to educate students, the campus and the community and to demonstrate our dedication to diversity in our community.

- Primary Responsibility: Dean, HEDIT Team, Diversity Committee, faculty, Student Clubs and Club advisors, all campus personnel.
- In response to: survey results re: lack of diversity and lack of understanding and acceptance of diversity; aggregate comments re: lack of diversity and, on the other hand, indicating “pushback” against diversity initiatives; Campus Climate team observations of issues on our campus and in the community; Equity Scorecard results, and known demographic changes in our service area

### UW-Manitowoc

Review and make more effective the campus protocol for reporting incidents of harassment, for following up on reported incidents, and for reporting back to the complainant that action had been taken to address his/her concerns. See Table 12, p. 42. We discussed forming a volunteer group or assigning this task to an existing committee.

1. Related to the above, provide students (and employees) with information, or training, or access to resources so that they can respond effectively to uncomfortable/harassing situations.
2. Student Government is seen as somewhat exclusionary (p.199). We’d suggest asking Student Government to discuss ways that their membership and activities could be more inclusive of all students, perhaps by working with other campus clubs and organizations.
3. The campus is not particularly welcoming for people with learning and/or physical disabilities (p. 192) suggest that. Possible ways to improve the situation:
  - a. Work with/through Student Services to find out what resources are available to assist students with various learning disabilities
  - b. Work with Student Services to protect the confidentiality and sensibilities of students with accommodation plans
  - c. Explore resources that might be available through Central
  - d. Explore resources and strategies that Stacey Soeldner might be able to provide.
  - e. Accessibility to the restrooms is a problem for physically disabled students, particularly for those who need a personal assistant to accompany them.
4. The narrative concerning employee satisfaction with the progress of their careers (p. 51-52) of the Campus Report is very troubling. It notes a range of sources of dissatisfaction among campus employees, including a climate of “mistrust, surveillance, and self-centeredness.” We are not sure how to address these issues, but hope that the discussions prompted by the Climate Report will give us some insight about how to improve campus climate for those who work here.

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5. A high proportion of employees reported that they had seriously considered leaving UW Manitowoc (p.56). Although people can decide to leave a job for many reasons unrelated to campus climate, we might want to explore if campus climate is implicated.
6. We need to address the extent to which classified staff report being dissatisfied with their situation (p.47, p 51-52).
7. Table 9 (p. 32) lists what respondents perceive as the bases for the harassing experience they experienced. The top four are gender, status, age, and religion/spiritual status. We might consider some campus activities based around respectful treatment of these differences.

### UW-Marathon County

*1) Safe-Zone Training:* According to the report, LGBT students reported the highest frequency of harassment within the Colleges. In addition, the Gay and Straight Alliance Club (GSA) shared a concern that their posters announcing meetings had been torn down on campus. The Climate Team asked GSA president, Autumn Prazuch, what we could do both to show support and help build a better climate of tolerance and understanding for LGBT students on campus. She requested that the campus hold Safe-Zone Training, a UW-Madison based model for educating students, staff, and faculty about LGBT issues. The Climate Team contacted trained facilitators Chris Daniels and Kelley Schacht and they agreed to hold the training at UW-Marathon. Here is a brief description of the program:

“The LGBT (Lesbian, Gay, Bisexual, Transgender) Safe Zone program provides students who identify as allies of LGBT individuals to receive training in providing and promoting an inclusive community on campus. The goal of this program is to foster a safe and affirming place on campus for all students regardless of sexual orientation and gender identity. Additionally, we are aware that it is often a challenge for LGBT students to know who they can turn to for support, and one of our goals is to assist students in identifying persons as a resource and support on campus. Students living in the residence halls initiated this program, and a committee comprised of students and professional staff developed it.”

On March 31, approximately 40 students, staff, and faculty attended the training at Marathon. Not only did most attendees report that the training was useful, but the GSA was excited and gratified that the campus held the training and that so many people attended voluntarily. GSA thinks this has been a concrete positive step in improving the campus climate for the LGBT community.

*2) Minority Student Mentor Program:* The Climate Team proposed the creation of a mentor program for minority students. Second-year students would be paired up one-to-one with an incoming freshman from the same minority population. The goal would be to help non-white students learn about, and adjust to, college. Since many of our SOC are first-generation college students, it is hoped that more experienced students could provide guidance in navigating the bureaucracy and academics of college life, while providing a friendly and supportive partner for

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new students. Not only so we believe that this will improve recruitment and retention of new students, it is also likely to increase retention rates for second-year SOC.

The Dean is supportive of this initiative, and the Team intends to work with Steering, Student Services, and the campus ESFY coordinator to move toward implementing this program next year.

*3) Exploration of the “Dismantling Racism” program at UW-Eau Claire:* At the encouragement of Campus Dean Sandra Smith, the chair of the Climate Team explored the “Dismantling Racism” program and its effectiveness at UW-Eau Claire. Dr. Susan Turrell was the contact at UW-Eau Claire and she explained that this program, run by a consulting firm from California, seeks to give minority faculty members a way to express their frustrations with the campus climate, while helping them find allies among white faculty members. Dr. Turrell believes that the program has proven a positive for campus climate among faculty at Eau Claire and she thought the same would be true at UWMC.

Unfortunately, the cost seems to make implementing the program at UWMC unfeasible. The cost for UWEC was over \$20,000, and even though the cost would be less at UWMC, in a time of budgetary constraints, coupled with the reality that UWMC currently has three non-white faculty members (although the Climate Team is pleased to report that this number will rise to five next fall), we have not recommended that this initiative go forward at Marathon.

### **UW-Marinette**

Some of the strengths identified in the report were:

1. The high level of comfort most students felt in the classroom.
2. The high number of faculty reporting that they do not feel pressure to change their teaching methods to achieve tenure or promotion (Climate Project Final Report p 78).
3. The high level of satisfaction reported by students regarding their education and the progress of their academic careers (Climate Project Final Report pp 53-55).

The following were identified as the major concerns on which the committee felt it could have a positive impact:

1. A higher percentage Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) respondents, and disabled respondents “believed they had experienced offensive, hostile, exclusionary or intimidating conduct” that was due to their sexual orientation or disability (Climate Project Final Report pp 38-39).
2. “Classified staff members were less satisfied with their jobs than were other employees,” and a higher percentage of classified staff than other groups believed they had observed harassment on campus (executive summary pages v-vi).
3. While reported incidents of sexual misconduct were low, the committee felt that this is such a grievous issue that an attempt should be made to further lower the number.

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Specific plans to address these concerns will be formulated early next semester as the committee has been asked to forward plans for three action responses, including a timeline, by April 1, 2009. Some possible options discussed at today's meeting were:

- Holding listening sessions or focus groups with classified staff to understand more fully their concerns.
- Discussing the above issues at Student Senate to get comments and perspectives from current students.
- Forming a group (discussed this semester in Introduction to Women's Studies) to raise awareness about the culture of rape in our society as a whole, and the risk factors associated with sexual assault.

The campus will be kept informed of our progress, and will be asked to provide input and participate in the committee's activities.

### **UW-Richland**

A line by line analysis of the executive summary was not considered appropriate. The choice to offer recommendations is not intended for circumnavigating the moral and legal responsibilities of the university to respond to the report. Some members of the committee felt that a line by line analysis should be a function of the steering committee since the scope of the report transcends the purposes of a number of existing committees.

The members of the team felt a need to first respond to Chancellor Wilson's request for suggestions. As such, the team decided to focus on trying to develop 3 or 4 recommendations consistent with the Chancellor's directive. Our recommendations are as follows:

**First**, we recognized that students, faculty, and staff must know and understand where they can find existing policies, procedures, and processes for reporting incidents. Recommendations included publishing that information in Beep Beep on a regular basis. It was also advised that signage be posted around the campus that reminds students, faculty, and staff, how to report incidents. It was noted that some university systems requires information to appear on course syllabi.

**Second**, the need for minority students to "vent" was raised. While focus group discussions are recommended, we are not confident that the campus personnel has sufficient training to facilitate focus groups. As such, our recommendation is two-fold. As an interim measure we suggest bringing in campus facilitators for focus group discussion. We also think that training personnel to be facilitators will encourage preventative discussions, rather than only incident drive reactive discussions.

**Third**, the issue of how to best communicate diversity issues between the campus community and the Richland Center community was raised. It was suggested that the campus take a proactive approach by sponsoring on-campus diversity events that introduce the community to minority students.

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**Finally**, as part of an overall response to the Campus Climate Report it was suggested that Central take an active role in reviewing existing policies and to require new hires to observe a DVD that clearly and concisely explains policies regarding diversity. Producing a DVD without first conducting policy reviews was thought to be counter-productive.

#### **UW-Sheboygan**

First of all, we have instituted a series of listening sessions to discuss issues of diversity. We are also putting out, later this week, comment boxes where students can voice their comments and concerns over campus issues anonymously. We will be, within the next few weeks, launching a diversity circle initiative led by Bobbi Jo Johnson and plans are in the works to bring someone out from Madison to discuss safe spaces or safe zones. Lastly, we are going to put forward to the campus Collegium a proposal to create a standing Diversity Committee for the campus in order to continue these measures into the future.

#### **UW-Waukesha**

The UW-Waukesha Climate Committee was charged with reviewing the results of the UW Colleges Climate Survey and proposing actions to improve the campus climate, especially in regards to acceptance of diversity. After meeting several times and discussing the survey, the committee highlighted several areas of possible concern. However, the committee felt the need to gather more qualitative responses to substantiate the quantitative data and provide a fuller contextual understanding of potential concerns on our specific campus. As a result, the committee held six focus groups with different stakeholders of the campus community: three student focus groups (Boling, Kalinka, Walker, facilitators), classified staff (Smith, facilitator), faculty and instructional academic staff (Thering, facilitator), and academic staff (Silet, facilitator).

Based on the committee's evaluation of UW Colleges Climate Survey and the more qualitative responses drawn from the focus groups, especially those responses and concerns voiced in more than one group, the UW-Waukesha Campus Climate Committee submits the following report that highlights challenges to creating and maintaining a good campus climate and our suggested responses.

1. As mentioned in the Campus Climate Survey responses, non-tolerant behavior of others due to perceived or real differences in personal background is a concern on the UW-Waukesha campus.
  - a. Offer consistent professional development opportunities for diversity awareness. For example, offer a diversity awareness session for the day of development. When possible, take part in "train the trainer" type programming which would give the campus persons who are professionally trained and give access to the UW-Waukesha community to those individuals' knowledge and guidance.
  - b. Encourage higher participation in Multicultural Awareness Workshop being offered by the UW-Colleges.

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- c. Safe Zone training offered for all faculty and staff. This program would be offered to all interested faculty and staff who would like to become GLBT allies for the campus.
  - d. While the permanency of GLBT Organization advisor was not an issue raised in the surveys or focus groups, the Committee believes this to be a hindrance to students seeking support. The committee proposes that an employee of the College become a permanent advisor to the GLBT Organization regardless of the active status of the organization.
2. Personal safety was a common concern cited in the survey and focus groups in terms of lack of trained personnel and/or a plan to meet campus safety needs. While hiring a safety officer may seem a sufficient response, the committee suggests responding to this issue by formally assessing the needs of the campus community.
  - a. Assess safety needs of campus by surveying all campus community members.
  - b. Assess services, staff, and level of training necessary for a campus this size through external survey
3. Due to human resource staff not being physically present on campus, there is some concern regarding grievance procedures and incident reporting structures. In addition, many committees currently function without the guidance of human resource who might be readily available and/or able to train individuals on proper protocol.
  - a. Creation of an “ombudsman” position offering students an advocate for consult.
  - b. Outline and make public an incident reporting structure aimed at guiding employment groups and students through the UW-Waukesha incident reporting structure.
  - c. Campus needs a trained administrator or committee member (per committee – appointments, code of conduct, curriculum, budgets, new employee orientation) to ensure proper procedures are followed as well as assisting with the transition of major campus committees from year to year.
4. Deficiency of communication between employment status groups has led to faculty and especially staff feeling frustrated about the campus news and information they do not receive. Where the break down in communication is taking place is not entirely clear although classified and support staff seemed the most uninformed. This situation calls for transparency in communication from campus leadership to all members of faculty and staff as well as between campus leadership, department heads, and support staff.
  - a. Collegium meetings should include classified staff giving them direct access to information as well as an arena for questions.
  - b. Communication immediately following meetings (including but not limited to collegium, administrative council meetings and steering committee) via email. Potentially include topics covered in “staff news”.
5. Employees generally felt a lack of acknowledgement for their contributions and work. There also seems to be a desire for campus celebration both of individual contributions as well as for the sake of connectedness as a campus community.

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- a. Campus sponsorship of events that encourage employees of all status groups to gather together and get to know each other. For example, a picnic at the Field Station.
  - b. Create classified staff award and other awards where appropriate.
  - c. Publicly recognize winners (including Kaplan award winner). This could be accomplished by posting a plaque in a well traveled area on campus.
6. Employees who have LTE or IAS positions are often in the positions for far longer than their intended "short term status". While this does provide the individual continued employment and the campus continued service, the issue does have effects on morale. Specifically, it begs the question of the legitimacy of their title, does not offer LTE staff the professional development opportunities afforded through the evaluation process, and does little to ensure job security for individuals who have committed much to the campus.
- a. Continue to make applicants aware of the issues and realities of LTE/IAS positions.
  - b. Explore the possibility of giving exceptional IAS faculty a longer contract.
  - c. Offer a separate award for IAS faculty who have delivered outstanding service. Investigate the opportunity to offer compensation as part of the award (perhaps through the Foundation).
  - d. Include LTE in annual evaluation process.
7. The lack of articulation and integration of the campus mission statement was a consistent issue interwoven in many discussions of the committee. While this issue was not raised in the survey or focus groups, struggles due to lack of direction and common goals were a common theme in focus groups. In fact, there does not seem to be a clear understanding of what the campus mission statement is or where it can be found.
- a. Publish the mission statement in common areas on the campus.
  - b. Consistently and publicly communicate the mission statement thus further "branding" the campus.
  - c. Create a culture focused on the campus mission statement and annual goals.

### **SGC - Three action steps formulated from student input**

1. A continuous dialogue regarding sexual assault should be established.
2. Environmental sustainability should become a campus climate issue and therefore should spark a continuous dialogue.
3. Use of social networks by students and faculty, such as Face Book, need not required regulation or policy.

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**Academic Department Chairs**

***Department Level***

Action 1: Obtain diversity training for departments including search and screen committees, chairs, and executive committee members. This is to encourage recruitment and retention of diverse faculty and instructional academic staff.

Action 2: Obtain diversity training for department mentors and establish diversity protocols for mentoring faculty and instructional academic staff. This is to encourage recruitment and retention of diverse faculty and instructional academic staff.

***Campus Level***

Action 3: Obtain LGBTQ safe zone training through LGBTQ campus groups for faculty and staff on each UW Colleges campus. Establish safe zones on campuses to encourage recruitment and retention of diverse students and staff.

**UW Colleges Central Office**

The ad-hoc committee submitting this list of recommended action items was appointed by UW Colleges Provost Greg Lampe and was composed of representatives from Academic Affairs (Lisa Seale), Financial Aid (Marilyn Krump), Student Accessibility Services (Brian Schultz), and Human Resources (Pam Dollard), Chancellor's office (Willie Larkin), and UW Colleges/UW-Extension Human Resources (David Prucha). The group discussed the Executive Summary of the UWC Final Aggregate Report, noting the value of having a variety of approaches to learning and talking about diversity (e.g., not only discussion groups and committee meetings, but also opportunities to meet around food and other exercises or activities). The group also noted the difference between the 1970's concept associated with diversity of "tolerance," as opposed to more contemporary understanding of "value"—that is, valuing, validating, or appreciating the contributions everyone brings. Several action items were identified, as follows.

**Action Items:**

**UW Colleges Office of Human Resources**

- Provide a core set of questions and issues to cover when hiring classified and academic staff to communicate institutional diversity and equity values.
- Provide orientation materials (e.g., via an instructional video, Web site, brochure, or visits) to campuses to increase search and screen committee awareness of diversity and equity issues, as well as the legality of various types of questions and practices.

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**UW Colleges Office of Academic Affairs and/or Human Resources**

- Conduct listening sessions with affected groups to learn more about what actions items or solutions they might suggest.
- Establish protocols or set up suggested guidelines for faculty and staff mentoring programs.

**UW Colleges Senate**

- Consider including an aspect of diversity and equity awareness/practice in faculty and academic staff evaluation processes.

**UW Colleges/UW-Extension Chief Diversity Officer and Director of the Office of Equity, Diversity and Inclusion**

- Continue to encourage Central Office staff and campus leaders to participate in UWC/UWEX Multicultural Awareness Training.
- Provide opportunities for ongoing productive discussion venues throughout the UWC and UWEX communities.
- Propose incorporating a diversity and equity award in the chancellor’s annual awards banquet/ceremony.
- Propose establish a diversity and equity fund to support campus-based extracurricular arts-based initiatives (such as theatre and musical performances) and to fund a UW Colleges-wide speakers bureau on diversity and equity themes.

**UW Colleges Office of Academic Affairs**

- Develop existing UW Colleges Campus Climate Study Web site to collect campus and institutional action plans, provide an online discussion forum for campus-based diversity and equity teams, and provide a ‘suggestion box’ feature for people to place comments about what is and is not working in the institution’s diversity and equity efforts.
- Encourage faculty and administrators to write grants and locate foundation funds to support diversity and equity initiatives. Work with UWC/UWEX Program Innovation Fund to support cross-organizational and interdisciplinary projects that address diversity and climate issues.

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[Note: Reports are forthcoming from UW-Fox Valley, UW-Marshfield/Wood County, UW-Rock County, and UW-Washington County, as well as from Senate Steering Committee and UWC Library Council]