

This proposal has the potential to provide direct impact to **Consolidated Set of Goals #2 (pg.11)**

Achieving sustainable growth by supporting students, prioritizing programs, and maximizing human resource potential, fostering a diverse, inclusive, and positive work environment, and encouraging innovation

It is in support of students by including all diversity and inclusion professional development types of employees they come in contact with, Faculty, Instructional Academic Staff (IAS), and Academic Staff (AS). In addition, it includes the opportunity for students themselves to participate in Diversity and Inclusion development through a train-the-trainer model. This was patterned after a highly successful model used at San Jose State. One could also posit that if these professional development experiences actually foster an increase sensitivity and respect for diverse populations in the participants, then that mindful behavior could contribute to a more positive work and classroom environment.

Student Success: Ability to serve Diverse Students (p.17), Campus Community (pg. 25), Guiding Principles for Student Success (pg. 29): Create a sense of belonging, connectedness and purpose for students

The sense of feeling welcome and valued in the academic environment and not perceived from a deficit perspective due to one's being categorized into a typical group that is associated with having academic issues such as "the big three deficiencies: minority, low income, first generation" (Beyond a Deficit View, White, B., *Inside Higher Ed*, 2016) can have a significant impact on a student's motivation and persistence, thereby affecting their success. This sense of belonging is developed through honest relationship building by willing members within the whole UW-Parkside community. Each year this initiative is funded the size of that 'willing members' population will grow. This is based upon the past history of the behaviors of Summer Institute participants as is made evident in the *Diversity in the College Classroom* publication.

Teaching Improvement (pg. 27)

The main portion of this initiative is for the Faculty/IAS three week summer workshop. They have the most direct impact on a regular class meeting schedule with students. They have the potential to have a significant impact on student's lives and directly affect student success. Understanding how to relate to and teach a diverse population is one of the key outcomes of this proposal. Adding this focus, as another tool in the instructional toolbox, should enhance our ability to more directly affect 30 percent of our student population but, akin to universal design, have a positive effect on all of our students. As such it has the potential to increase retention and persistence with the associated positive budgetary impact.

UW-Parkside provided professional development to faculty and Instructional Academic Staff (IAS) during the four year period 2007-2010 in diversity training through the Summer Institute: Infusing Diversity into the Curriculum initiative. Started as a one-year project proposal which was submitted competitively for UW-Parkside Student Success Initiative (SSI) grant funds, the Summer Institute was awarded the largest amount of funds of all other 2007 SSI grant proposals. It was renewed for three additional years, the fourth year through system funding.

It has been more than a decade since that yearly professional development occurred and we have been through budget cuts and workload increases. Of the original 37 participants in the Summer Institute initiative only 16, or 43%, will still be in the classroom serving our students in the 2018-19 academic year. What impact is being lost? Survey data from the nine individuals who completed the 2009 Summer Institute showed that 67% had developed a comfort level with incorporating issues of diversity into their course curriculum while two others identified themselves as very comfortable and one individual as uncomfortable. This same population when rating their ability to infuse multicultural pedagogy techniques into the classroom responded as: 33% highly skilled, 56% somewhat skilled and 11% marginally skilled.

Perhaps a better indicator of the impact and effectiveness of all four Summer Institutes is the participants' reflections provided in the text of *Diversity in the College Classroom: Knowing Ourselves, Our Students, Our Disciplines*. All chapters were written by Summer Institute participants who also shared the impact of the experience in three open panel discussions last academic year. This provided clear evidence of the impact on participants, how that has been translated to our students and how it has resulted in lasting effects.

When looking at Institutional research data titled Underrepresented Minority Student Enrollment Trend, provided at the Nov. 3, 2017 Provost Leadership Group meeting, it identified that minority enrollment from the year the Summer Institute began in 2007 has increased from 18.6% to the present day 28.5% (see Appendix A). This trend of a 10% increase in the students of color we serve paired with the 43% decrease in the number of faculty who have had significant professional development is contrary to our mission statements to:

- Foster a teaching and learning community that provides opportunities for collaborative faculty, student, and staff interaction in support of excellence;
- Attract and retain a diverse and multicultural population of students, faculty, and staff of increasing opportunity and a quality education for all students; and
- Provide programs that meet the intellectual and cultural needs of people throughout their lives.

The needs of our students of color require an informed instructional staff that has the expertise and knowledge with a variety of instructional and cultural approaches so the proper strategy can be applied in a manner that is seen as relevant to each individual student. For example, asking an Asian student to lead off a "Stump the Professor" curricular questioning game or an African American student to come to office hours when they do not expect it to be a sincere request or an ESL student to lead a panel discussion could all be poor choices if they create discomfort. Actions that build scaffolded support lead to student engagement and longer term success.

The mean GPA for African American freshman male students over the past five years has ranged from 1.9 – 2.1 (See Appendix B). This speaks to a need that must be addressed if we are to foster greater success and increase retention. Designing curriculum for a multicultural learner will grow in importance for our Hispanic students as we strive to increase enrollment and become a Hispanic-Serving institution.

Engaging our students in a way that makes them feel valued and accepted is critical during their freshman year. For that reason one of the goals of this initiative is to develop of additional DV General Education courses. With the assistance of academic advising first year students should be encouraged to attend one of the courses taught by an instructor who will have completed the Diversity in the College Classroom summer workshop.

The Report of the UW System Taskforce on Campus Climate released on June 28, 2017 provides recommendations specific for faculty and other employees:

the UW System requires all employees to participate in professional development that enhances self-awareness and respect for social and cultural differences, and also promotes and reinforces their role in building a more positive campus climate (page 10; see Appendix C).

This emphasizes the need for every member of the campus community to participate in some DV related professional development.

The Diversity in the College Classroom workshop is designed as a comprehensive program that will provide a holistic approach to all members of the institution; instructors, academic/classified staff and students. While the main impetus of this initiative is weighted heavily toward those who provide instruction (Faculty/IAS) it is important to create a culture of diversity that includes students and staff.

The development of these multifaceted experiences will be a collaboration of the Office of Diversity and Inclusion, Office of Multicultural Student Affairs, Teaching & Learning Center, Inclusive Excellence Committee, and the Center of Ethnic Studies. A working group composed of representatives from all of these areas, seeks \$66,552 to annually fund the new Diversity in the College Classroom Workshop for faculty/IAS, staff and students. The following recommendations address this in detail.

Faculty/IAS Profession Development

Overview

The Diversity in the College Classroom (DCC) workshop seeks faculty and academic staff participants that are interested in:

- 1) strengthening an existing diversity (DV) course,
- 2) modifying an existing course to meet the DV criteria, or
- 3) creating and developing a new DV course in a summer workshop venue.

Participants are full-time employees scheduled to teach their modified or new course over the next academic year. Syllabus (re)construction reflecting an inclusion of multicultural pedagogy commensurate with DV course requirements is the primary product outcome of the DCC initiative. This is timely as the Ethnic Studies Committee is in the process of reviewing all DV courses at this time. This initiative should assist in growing a DV Community of Practice of instructors, staff and students.

Engaging within and across groups will provide participants with varied perspectives on the process of engaging in diversity through sharing the curricular and pedagogical practices as well as the perspective of support staff and students. We will strive to include faculty/IAS from all four of the colleges each year.

Instructors in this initiative examine the question “How do teachers address the diversity of ideas and ways of knowing inherent in a diverse body of students?” It is a teacher-centered project that necessitates self-reflection with an eye toward equity, diversity and inclusion. The goal of the workshop experience is to support faculty and IAS in teaching courses that are inclusive of multiple histories, experiences, epistemologies and pedagogies. This includes the intersectionality of race, ethnicity, and class. Akin to the Summer Institutes of the past, the suggested approach of infusing diversity issues throughout the curriculum is to continue to move beyond an “additive” model that, at best, brings only superficial and short-term change. Instead, the Institute will use a transformative model of multicultural education, communication and reflection. The tangible result of the workshop is that instructors will develop curricular, pedagogical, and philosophical approaches that are inclusive and culturally relevant to all Parkside students.

Meeting goals of the Parkside mission will be addressed by:

- Creating a supportive learning environment is a prerequisite for an engaged student;
- Fostering an informed multicultural dialogue;
- Infusing culturally relevant curriculum and promoting strategies for increasing cross-cultural dialogue we hope to assist in closing the achievement gap between students of color and majority students.

The Diversity in the College Classroom workshop will address the achievement gap with the assumption that engaging all students in the classroom will increase their success as college graduates and throughout their lives. A culturally relevant curriculum is one method of demonstrating a valuing of multiple perspectives, thus communicating an invitation to participate the learning process. A metacognitive approach is required to support life-long learning. Major themes of the workshop will be based upon but are not limited to:

- a broad interpretation of race and cultural theories, placing inclusion as the focus of inquiry that values cultural narratives and counter-narratives, particularly as told by people of color;
- how to facilitate and managing students engaged in difficult dialogues;
- development of an appreciation for difference in the workplace and society as a whole.

Workshop participants will modify or develop a course syllabus for the coming academic year. We will not use a template or take an additive approach to infuse diversity in the curriculum. Instead, we will use an emergent process to transform our curricular and pedagogical practices. We acknowledge that as teachers we step into the classroom as “undivided selves,” carrying our life experiences into our teaching work. Race is situated at the center of the workshop and intersects with gender, class, sexual orientation, disabilities, age, nationality, religion, and other categories that inform our identities and experiences. As we re-vision syllabi, we will reflect on our multiple identities and how they inform our teaching and learning. Intersectionality, then, is a lens through which we envision our work.

During the three-week workshop participants will engage in reading, screening documentaries, journal writing and discussion. It is recognized that during an intense conceptual curriculum that includes both

affective and academic components, reflection is critically important to gain a deeper understanding. The workshop schedule will allow time to foster that reflection as will the workshop design (e.g. flipped, hybrid, etc.)

Participant Outcomes

The Diversity in the College Classroom workshop has the following outcomes:

- Examine assumptions teachers have about themselves and their students, particularly when their students are from racial and ethnic cultures different from their own;
- Investigate how teachers engage and interact with students;
- Develop and design a DV course syllabus;
- Appraise what is valued as acceptable knowledge and ways of communicating;
- Interpret pedagogical ideas that inform how a DV course is taught;
- Examine methodologies for student evaluation and formative assessment;
- Construct metacognitive strategies to facilitate future student success.

Workshop Structure

The workshop will be a year-long program in support of the newly developed curriculum. The main body of the workshop will take place during the three weeks of the summer term. Participants will work independently in completing their syllabus. Sessions will occur for a full day Monday through Thursday. One major topic will be addressed for each of the three weeks; Week 1 Knowing Our Students, Week 2: Knowing Ourselves, Week 3: Knowing Our Disciplines. To earn full payment of their stipend participants are expected to attend the Institute every day, to read materials, maintain a journal, participate in discussions and develop a certified DV course that will be taught in the next academic year. They are also expected to attend all follow up meetings that occur after the workshop in late summer and during the following academic year.

Past Summer Institute participants will be invited to share the strategies they have developed and revised. As in the past, an outside expert will be integral to the first week of educating participants in the area of critical race theory and culture. Reflection and group discussion components will create the foundation for creating change in curricular design.

After the month-long workshop participants will continue to interact as a learning community. This will be supported by the following events:

- In late August the DCC will reconvene for a full-day retreat where participants will share their revised or new course syllabus and curricular design of their DV course;
- A Fall Semester community of practice will meet monthly to share insights on the teaching of the course;
- A Spring semester meeting(s) in preparation to share their findings at a Diversity Showcase event;
- A Canvas site will support online exchanges and information sharing.

Instructional Components

Faculty external and internal to UW-Parkside, staff, alumni and students will be integrated into the Diversity in the College Classroom workshop schedule. This includes participants from past Summer Institutes, instructors of diversity courses, alumni, current students and, possibly, students that terminated their studies prior to graduation.

Typically the DCC will be co-facilitated by:

Guest Expert

- for example: Dr. Eddie Moore Jr. Founder of the White Privilege conference

Primary Instructors

- Roseann Mason, Retired Lecturer, Sociology and Anthropology Department; Ethnic Studies

- Damian Evans, Asst. Dean of Students, Multicultural Affairs

- Natalia Taft; Assistant Professor, BIOS

- Jody Siker, Assistant Professor, IPED

Local Guest Speakers

- for example: chapter contributors to *Diversity in the College Classroom*, a student/alumni panel, local educational leaders, contributing authors of *Diversity in the College Classroom*.

Academic Staff Profession Development

Overview

Using a targeted approach, the curriculum and activities will be developed separately from the Faculty/IAS workshop to assure they meet the needs of an academic staff member. It will occur during Friday of Spring Break week and is planned to serve ten (non-teaching) academic staff members each year. Concepts addressed will be similar to the Faculty/IAS but the development of curriculum or content will not be relevant and thus omitted from the workshop curriculum. This portion of the DCC will be facilitated by:

- Roseann Mason, Retired Lecturer, Sociology and Anthropology Department; Ethnic Studies

- Damian Evans, Asst. Dean of Students, Multicultural Affairs

An opportunity for the academic staff participants to share strategies with the participants of the Faculty/IAS portion of the initiative is planned.

Student Professional Development

Overview

Funding of \$730 is requested to support the student portion of the Infusing Diversity into the Curriculum workshop initiative. We will look to San Jose State University for a model of an effective impactful

student program. As such a site visit will facilitate our learning about the process used at that institution. Heather Kind-Keppel has secured an individual invitation from Dr. Kathy Wong, Chief Diversity Officer.

Parkside will adopt facets of the model used at San Jose State. A Parkside Multicultural Leadership Program would be structured as follows:

Phase I

- Fall 2018: The Frosh students will engaged in a series of facilitated group dialogues that deconstruct a myriad of diversity, inclusion, and social justice topics their first semester. Heather will facilitate all eight discussions. The curriculum will be developed summer of 2018.
- Spring 2019: During spring semester, students from the fall group dialogues will self-select to be trained to lead peer to peer sessions to develop the skills to be able to facilitate the eight dialogues sessions for the incoming students for fall 2019.

Phase II

- Fall 2019: The students from the previous year (now SOPH) will facilitate the dialogue sessions for the FOSH students with oversight from Heather.
- Spring 2020: Students from the fall session will lead peer to peer training sessions to develop the skills to be able to facilitate the eight dialogues sessions for the incoming students in 2020.

This program should be self-sustaining. After the second year the SOPH trainers could continue for a third year to work with the incoming group or opt out.

Heather Kind-Keppel would be the lead in the curriculum development for the students. Estimated costs are based upon 15 student participants the first year.

Assessment / Evaluation

Effects of the DCC may not be immediately measurable in ways that reflect higher retention, persistence and graduation rates. The long-term strategy is to assess annually the number of students of color in the participating faculty/IAS members' courses before and after the Institute to examine whether diversifying course content and pedagogy increases the enrollment in such courses. Additionally, we will examine the retention and success rate of the students by race/ethnicity before and after the courses have been rewritten. This will include studying the "DFW" (drop, fail, withdraw) rates before and after the Institute. Working in conjunction with the other campus initiatives mentioned earlier, we anticipate significant changes in student achievement. In addition, course syllabi, student evaluations, and student work are available for analysis.

Assessment of the workshop itself will employ qualitative and quantitative questions implemented through pre/post assessment instruments to measure workshop quality and perceived effectiveness.

Dissemination

Institutionally – An annual Diversity Showcase will present the new DV courses to the campus community. The Center for Ethnic Studies campus website could be used to feature those attendees who have developed DV courses. It could feature profiles of participants and provide their course syllabi and samples of their approaches such as course activities or readings used in class.

Locally – News coverage in the *Kenosha News*, *Racine Journal Times*, UW Parkside’s student paper *The Ranger News* and faculty/staff electronic newsletter *Communique*; presentation at brown bag luncheons and mini-conferences sponsored by UW-Parkside’s Teaching & Learning Center .

Regionally - Presentation at UW System’s OPID Spring conference (April 2019) to include a panel presentation and individual faculty projects that emerged from the Diversity in the College Classroom program.

Nationally – Prepare a proposal for presentation at the National Conference on Race & Ethnicity in American Higher Education (NCORE) in the curricular and pedagogical category.

Faculty/IAS Budget

Funding of \$70,931 is requested to support the faculty/IAS portion of the Diversity into the Curriculum workshop initiative. Amounts are based upon fifteen participants.

Item	Amount
Guest Expert (stipend and expenses)	\$7,000
Faculty/IAS Stipends (15 participants x \$3,000)	\$45,000
Facilitator Stipends (4 facilitators x \$3,000)	\$12,000
Guest Faculty Presenters (1 per week/book section: 3 sections x\$500)	\$1,500
S&E Food*	\$3,251
S&E Books/supplies (19 x \$100 for 3-4 books = \$1,900/ +\$280 supplies)	\$2,180
Total	\$70,931

*This is a 12 day event (4 days a week for three weeks). There are 15 participants and 4 daily facilitators. In addition there will be 5 additional meals, 2 for the two day Guest Expert and 1 each for the three one-day Faculty Presenters. An air pot of coffee in the morning is also included.
 $\$13/\text{person} \times 19 \text{ people} = \247 ; $12 \text{ meals} \times \$247 + 5 \text{ meals} (\$13) + 12 \text{ days} \times \$18.50 \text{ (morning coffee)} = \$3,251$

Staff Budget

Funding of \$1,552 is requested to support the staff portion of the Infusing Diversity into the Curriculum workshop initiative. Amounts are based upon ten participants.

The budget for (four) AS/Classified portion of this initiative is:

Item	Amount
Academic staff stipends	\$0
Facilitator Stipends (2 x\$500)	\$1,000
S&E Food *	\$175
S&E Books/supplies (4 x \$75) / +\$60	\$360
Total	\$1,535

* This is a one day event. There are 10 participants and 2 facilitators.
 $1(\text{lunch}) @ \$13\text{each} \times 12 \text{ people} + \$18.50 \text{ (morning coffee)} = \174.5

Student Budget

Funding of \$1,552 is requested to support the student portion based upon fifteen student participants.

Item	Amount
Presenter Stipend	\$500
S&E Food 16 people x \$13/lunch	\$208
S&E Books/supplies (16 x \$60)/ +\$60	\$1,020
Total	\$1,728

Summary

Summary of all three sessions	Amount		# of Participants
Faculty/IAS	\$70,931		15 Faculty/IAS
Academic Staff	\$1,535		10 AS
Students	\$1,728		15 students
Total	\$74,194	Total	40 individuals

Income stream for one student = \$5,300. $\$74,194 / \$5,300 = 14.0$ students retained for one year
If one student is retained for every two participants $40/2 = 20 \times \$5,300 = \$106,000$ potential +\$31,806

Sustainability

The DCC is one part of a multi-pronged approach at UW-Parkside to increase the retention and graduation rates of students of color. Other interventions include a Summer Bridge Program, the Dignity and Respect initiative, the Implicit Bias/Stereotype Threat interest group, the PASS early warning system, and advising interventions with probationary students.

This work is critical for impacting and likely influencing 30% of our student population. Students of color need to feel welcome and supported to have incentive to persist and become degree recipients. They need the kind of support from faculty that have been educated in the use of methodologies that support the success of these students. But the impact is greater than that. Akin to universal design, inclusive pedagogies benefit all students' academic and intellectual growth. The ethical imperative of providing opportunity for all is inherent in this effort. It is designed in the Faculty/IQAS, staff and student aspect of this initiative. We cannot afford both ethically and monetarily to not provide this type of support this initiative offers. Sustainability is important to provide continued support for curriculum relevance through additional DV courses and a welcoming campus climate, both of which should cultivate success for more of our students of color.

The combined funds required annually for all faculty, staff and students combined will be \$54,240. For every student retained for one additional year Parkside realize an income stream of approximately \$5,300 in additional revenue. If the impact of all 26 of the individuals participating in this initiative results in ten students being retained, the program will break even. If for example, one student is retained for every two participants, the amount will be $13 \times \$5,300 = \$68,900$ and we begin to see a profit to ensure self-sustainability.

One-time Start-up funding

While portions will be similar to the past Summer Institute the curriculum will be developed to address changes that have occurred in the past seven years both demographically and in terms of our evolving culture. This will require a one-time expenditure for curriculum development of \$6,000 to be paid to two faculty members for work to be performed over the summer of 2018.

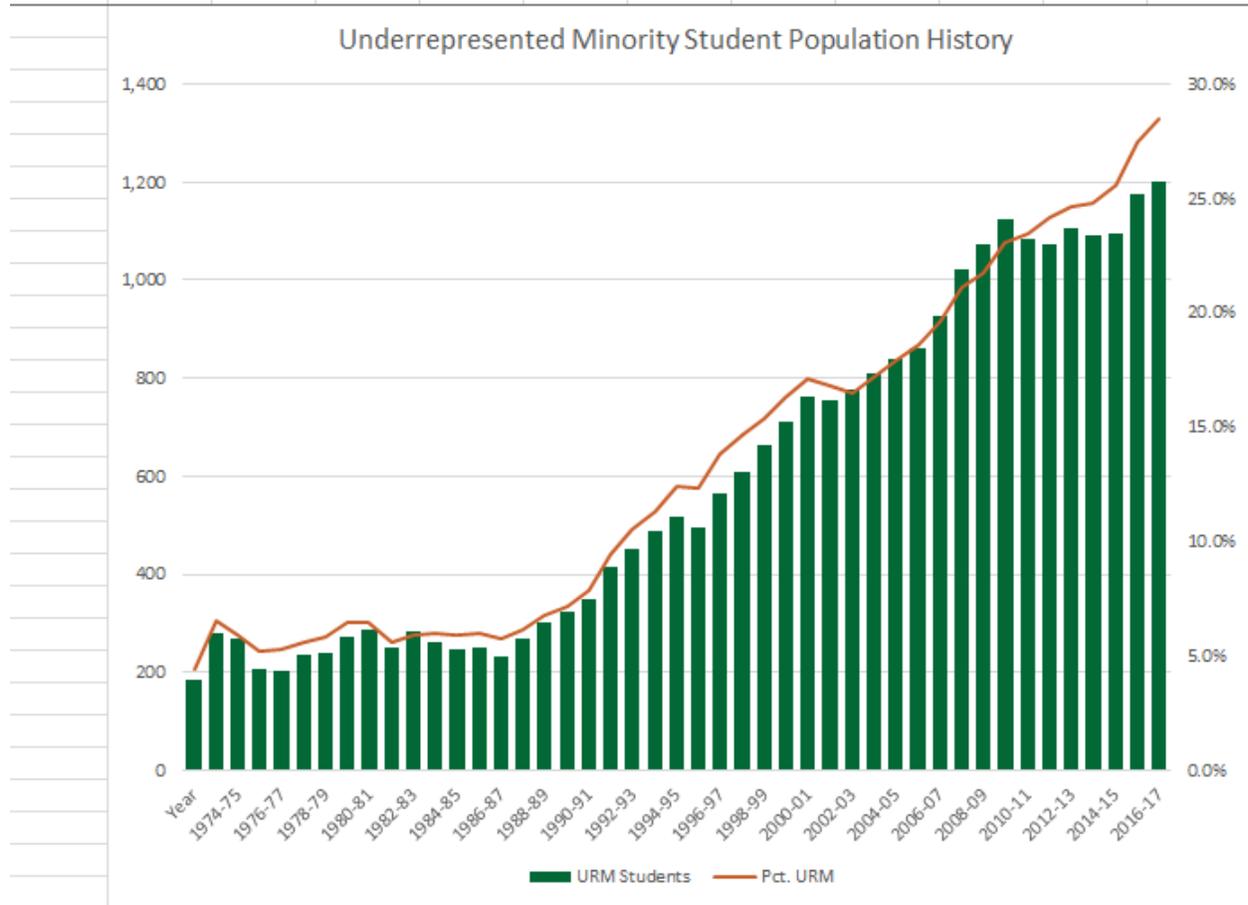
Appendix A

URM Student Trend History

Underrepresented Minority Student Enrollment Trend

Degree-seeking Students, Fall Census (10th Day) Figures

Prepared by Institutional Research and Assessment, 10/31/2017



Year	URM Students	Total Students	Pct. URM
1973-74	186	4,236	4.4%
1979-80	241	4,110	5.9%
1980-81	272	4,223	6.4%
1981-82	286	4,408	6.5%
1982-83	250	4,491	5.6%
1983-84	285	4,844	5.9%
1984-85	261	4,382	6.0%
1985-86	247	4,155	5.9%
1986-87	249	4,162	6.0%
1987-88	233	4,045	5.8%
1988-89	267	4,324	6.2%
1989-90	302	4,461	6.8%
1990-91	324	4,523	7.2%
1991-92	349	4,446	7.8%
1992-93	416	4,420	9.4%
1993-94	452	4,291	10.5%
1994-95	489	4,309	11.3%
1995-96	516	4,159	12.4%
1996-97	497	4,019	12.4%
1997-98	564	4,081	13.8%
1998-99	610	4,162	14.7%
1999-00	663	4,312	15.4%
2000-01	711	4,358	16.3%
2001-02	761	4,446	17.1%
2002-03	753	4,472	16.8%
2003-04	775	4,703	16.5%
2004-05	811	4,711	17.2%
2005-06	838	4,676	17.9%
2006-07	860	4,627	18.6%
2007-08	927	4,719	19.6%
2008-09	1,023	4,853	21.1%
2009-10	1,074	4,947	21.7%
2010-11	1,125	4,875	23.1%
2011-12	1,084	4,622	23.5%
2012-13	1,072	4,439	24.1%
2013-14	1,105	4,491	24.6%
2014-15	1,092	4,404	24.8%
2015-16	1,096	4,287	25.6%
2016-17	1,174	4,277	27.4%
2017-18	1,200	4,212	28.5%

Appendix B

African American Student GPA Metrics by Gender

	A	B	C	D
1	African American Female Enrollment			
2	Fall 2012-2017			
3	Fall Term	Class Level	Count	Mean Cum GPA
4	2012	Freshman	79	2.148
5		Sophomore	73	2.384
6		Junior	38	2.496
7		Senior	84	2.587
8		Total	274	2.404
9	2013	Freshman	78	2.002
10		Sophomore	59	2.318
11		Junior	48	2.453
12		Senior	61	2.684
13		Total	246	2.351
14	2014	Freshman	60	2.044
15		Sophomore	50	2.213
16		Junior	54	2.571
17		Senior	58	2.618
18		Total	222	2.372
19	2015	Freshman	62	2.108
20		Sophomore	42	2.373
21		Junior	48	2.533
22		Senior	65	2.725
23		Total	217	2.445
24	2016	Freshman	65	2.271
25		Sophomore	33	2.475
26		Junior	75	2.516
27		Senior	53	2.786
28		Total	226	2.508
29	2017	Freshman	70	2.290
30		Sophomore	45	2.423
31		Junior	32	2.452
32		Senior	84	2.721
33		Total	231	2.499

	A	B	C	D
1	African American Male Enrollment			
2	Fall 2012-2017			
3	Fall Term	Class Level	Count	Mean Cum GPA
4	2012	Freshman	49	1.908
5		Sophomore	40	2.262
6		Junior	33	2.475
7		Senior	49	2.582
8		Total	171	2.300
9	2013	Freshman	51	1.924
10		Sophomore	26	2.436
11		Junior	33	2.352
12		Senior	46	2.705
13		Total	156	2.338
14	2014	Freshman	39	2.178
15		Sophomore	27	2.410
16		Junior	34	2.518
17		Senior	49	2.718
18		Total	149	2.491
19	2015	Freshman	37	1.889
20		Sophomore	35	2.283
21		Junior	27	2.512
22		Senior	52	2.711
23		Total	151	2.384
24	2016	Freshman	46	1.938
25		Sophomore	26	2.185
26		Junior	33	2.426
27		Senior	46	2.671
28		Total	151	2.320
29	2017	Freshman	37	2.125
30		Sophomore	24	2.480
31		Junior	27	2.508
32		Senior	55	2.699
33		Total	143	2.478

Appendix C

Report of the UW System Taskforce on Campus Climate (page 10)

Released on June 28, 2017

participate in professional development opportunities; and possibly realigning salary incentives, promotion, and tenure guidelines.

UW System Administration can support these efforts by identifying high-quality, effective professional development opportunities, and by providing institutions with a toolkit for operationalizing professional development requirements. System Administration can also facilitate the sharing of model pedagogical practices among UW institutions.

The taskforce recommends that the UW System require all employees to participate in professional development training that not only enhances their own self-awareness and respect for social and cultural differences, hut also promotes and reinforces their role in building a more positive campus climate. Every employee should be expected to successfully undertake this type of professional development on a continuous basis rather than on a one-time basis. Administrators should ensure that all employees are provided with time to periodically complete the required training, and might also consider requiring students to take a cultural competency course or offering similar content through other means.

Other universities and university systems have undertaken similar efforts related to curriculum and training. The University of Michigan is creating professional development programs to meet the unique pedagogical needs of each school and college to make learning more inclusive and effective across a diverse student body. In 2015, the State University of New York Board of Trustees approved a policy on diversity, equity and inclusion, which requires the development of tools to provide "cultural competency" training to campus leadership teams, faculty, staff, and system administration. The audit report on the University of Missouri system recommends training and support for faculty members and administrators in cross-cultural competence, inclusive teaching methodologies, and how to create an inclusive teaching and learning environment, and the sharing of teaching approaches that include diversity as a lens for examining issues within a given course, such as directed readings or projects that incorporate issues of diversity into an established course structure.

LEADERSHIP AND ACCOUNTABILITY

Task force members identified a number of challenges related to leadership-at all levels of the UW System and institutions-that must be addressed if UW institutions are to make progress toward improving campus climate. Task force members questioned whether there are system-level expectations of UW institutions related to campus climate, diversity, equity, and inclusion, or strategies to address climate, diversity, equity, and inclusion

Task force members believe that the job responsibilities of every employee of the UW System should include climate, diversity, equity, and inclusion; and every employee should be evaluated on their performance in these areas through the employee evaluation process, the promotion/tenure process, and/or course evaluations.

In addition, those in leadership roles have a responsibility for holding other people accountable. Plan 2008, the UW System's plan for diversity adopted in 1998, stated that institutions would be held to account for accomplishing realistic goals and initiatives through the

Appendix D
Budget Summary

Faculty/IAS Budget

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\$13/person x 19 people=\$247; 12 meals x \$247 +5 meals (\$13) + 12 days x \$18.50 (morning coffee) = \$3,251

Staff Budget

Funding of \$1,552 is requested to support the staff portion of the Infusing Diversity into the Curriculum workshop initiative. Amounts are based upon ten participants.

The budget for (four) AS/Classified portion of this initiative is:

Item	Amount
Academic staff stipends	\$0
Facilitator Stipends (2 x\$500)	\$1,000
S&E Food *	\$175
S&E Books/supplies (4 x \$75) / +\$60	\$360
Total	\$1,535

* This is a one day event. There are 10 participants and 2 facilitators.

1(lunch) @ \$13each x 12 people + \$18.50 (morning coffee) = \$174.5

Student Budget

Funding of \$1,552 is requested to support the student portion based upon fifteen student participants.

Item	Amount
Presenter Stipend	\$500
S&E Food 16 people x \$13/lunch	\$208
S&E Books/supplies (16 x \$60)/ +\$60	\$1,020
Total	\$1,728

Summary

Summary of all three sessions	Amount		# of Participants
Faculty/IAS	\$70,931		15 Faculty/IAS
Academic Staff	\$1,535		10 AS
Students	\$1,728		15 students
Total	\$74,194	Total	40 individuals

Income stream for one student = \$5,300. $\$74,194 / \$5,300 = 14.0$ students retained for one year

If one student is retained for every two participants $40/2 = 20 \times \$5,300 = \$106,000$ (potential +\$31,806).

