

LEAP Teams 2019
January 10 and 11, May 21

Team Name	Last	First	Email	Status	Department/Office	Project
HIPS, assessing impact	Jones	Rebecca	jonesrl@uww.edu	Univ staff	Assessment	Our team will assess High Impact Practices (HIPs) on our campus and take a more detailed look at the impact of HIPs on students. Some possible areas of emphasis are: where on campus HIPs take place, how HIPs benefit students' experience at UWW, and how HIPs impact students after graduation. Additionally, we will address the equity gap by disaggregating the data by ethnicity, URM, Pell Grant Status, and first-generation status
	Le	Yvonne	ley20@uww.edu	Graduate Student	Assessment	
	Barber	Morgan	barbermr01@uww.edu	Graduate Student	Assessment	
	Johnson	Madison	johnsonm06@uww.edu	Graduate Student	Assessment	
	Welch	S.A.	welchs@uww.edu	Faculty	Communication	
Library iPads						One aspect of the equity gap that is easily be overlooked is technology and the role it can play in re-enforcing the status quo. For students facing the financial challenges of simply paying tuition and living expenses, obtaining the personal technology (i.e. laptops, tablets, cameras, etc) to do their course work is often not an option. These students often rely on services provided by iCIT and the Library, such as General Access computer labs and/or the equipment lending program for the equipment they need. While these services are a tremendous benefit they often don't adequately fill student needs. Computer labs have set hours that may not fit all schedules and require that the any work be done there, in the lab. The equipment lent from the Library, primarily laptops, offers more flexibility but the limited numbers mean that equipment is not always available for the students when they need it. In addition to the unequal access to the physical resources, some students also lack the fluency with technology and may struggle or be easily derailed when needing to learn new skills.
	Bolan	Lindsay	bolanle16@uww.edu	Univ staff	Library	
	Deschner	Sara	deschnes@uww.edu	Inst. Acad Staff	CoBE	
	Fragola	Patricia	fragolap@uww.edu	Academic Staff	Library	
	Koszyczarek	Joel	koszyczj@uww.edu	Univ staff	iCIT	
GENED 130, equity gaps						One major focus of the General Education program this year is to address equity gaps across Core and proficiency courses, and the instructors of the Core course Individual and Society have consistently worked to improve student success and diversity learning in the course. Within the last 6 years, the course has undergone major changes; we have implemented a signature assignment that most students enrolled in the course experience, and we have updated the course textbook to better address course objectives. However, there remains potential for equity gaps to continue, especially as students work to complete the signature assignment – but student performance in Pathways to Success I&S sections suggest that equity gaps can be closed, especially as students learn fundamental reading and research skills. We hope to bring ideas and supports from LEAP, Pathways, and other areas to develop scaffolding instructors can use to reduce equity gaps and ensure student success across all sections of I&S.
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	Killoran	Pete	killorap@uww.edu	Inst. Acad Staff	Soc., Crim., and Anthro.	
	Barnes-Gilbert	Ashley	barnesa@uww.edu	Inst. Acad Staff	Womens Studies	
	Jones	De'Jarshanee	jonesdl21@uww.edu	Undergrad Student		

Dream Scholars						A goal of the University as indicated in the University Strategic Plan and the Strategic Enrollment Plan is to increase diversity. Specifically, the SEP calls for an increase in Hispanic recruitment and retention. It is our belief that this can be accomplished through awareness training for faculty, staff, and students. The Dream Scholars and Colleagues group has provided classroom talks for numerous professors and courses across campus. We would like to create a more formalized presentation for faculty, staff, and students that is thoroughly informed by research. An increased awareness, we believe, will create a more welcoming environment for Hispanic students and other undocumented students here at UWW.
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	Sagrero Sosa	Roberto	sagrerosr24@uww.edu	Undergrad Student		
	Govantes Alcantar	Nayeli	GovantesN01@uww.edu	Undergrad Student		
	Porras	Daniela	PorrasD06@uww.edu	Undergrad Student		
	Rodriguez	Emily	rodrigueen30@uww.edu	Undergrad Student		
ESL Rock County Students						The University of Wisconsin-Whitewater at Rock County has a growing number of international students and students who speak a language other than English in the home. These students often struggle with reading, writing, following lectures and discussions, and acclimating to a new culture. Our team plans to develop programs to assist these students, possibly including supplemental instruction in English, study groups for international students, and opportunities for camaraderie and practice in conversation. We also hope to develop relationships with organizations for international and bilingual students at UW-Whitewater. We believe that these programs will help the English language learners on our campus succeed and help further establish UW-Whitewater at Rock County as an excellent place for these students to begin their college education.
	French	Nick	nicholas.french@uwc.edu	Academic Staff	Integrated Studies	
	James	Jason	jamej8875@students.uws.edu	Undergrad Student		
	Pina	Laura	pinal7033@students.uwc.edu	Undergrad Student		
	Richter	Lynda	richterl@uww.edu	Academic Staff	Integrated Studies	
	Whitehead	Tabitha	whitt8819@students.uwc.edu	Undergrad Student		
Continuing Education						The Continuing Education Services office desires to collaborate in LEAP for 2019; our potential team has not yet participated in this program. We feel that our team members would bring a unique approach to the discussion as our office handles primarily non-credit programming for all ages for the Whitewater and Rock County campuses and the community. With the addition of the Rock County campus and our constantly expanding portfolio of events, we are always evaluating our area and its processes for best practices to improve efficiency and outreach. While our focus of our area has not been directly enrollment and retention, camps and events can be the earliest and most frequent campus connection eventual students may have. Encouraging diversity at these primary levels, reviewing potential barriers and difficulties, and analyzing methods to reduce equity gaps overall is beneficial for not only our events and our outreach with the community, but also the UW-Whitewater campuses as a whole.
	Murdy	Logan	MurdyLI09@uww.edu	Undergrad Student		
	Aegerter	Amanda	aegerteral05@uww.edu	Univ staff	Continuing Education	
	Wolc	Marianne	wolcm@uww.edu	Univ staff	Continuing Education	
	Knapp	Rebecca	DevereauRE26@uww.edu	Univ staff	Continuing Education	
	Wessely	Mike	wesselym@uww.edu	Univ staff	Continuing Education	

Study Abroad	Koenig	Kaylee	Koenigkr26@uww.edu	Undergrad Student		Reducing the equity gap in study abroad programs for under-represented student populations such as low income, first generation and students of color at UW Whitewater through the introduction of a study abroad scholarship, targeted outreach and educational programs to encourage participation in these critical programs.
	Sellers	Kara	Sellersk@uww.edu	Academic Staff	SDES	
	McGowan	Jessie	Mcgowanja26@uww.edu	Univ staff	SDES	
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	Pattanayak	Anjali	patanaa@uww.edu	Academic Staff	SDES	
HIPs in lower division ITSCM courses						High-Impact Educational Practices (HIPs) are integrated throughout the ITSCM curriculum but are infrequent in the department's lower division (100- and 200-level) courses. Most of the ITSCM upper division (300- and 400-level) courses include team-based assignments and cooperative projects – many of these are Service or Community-Based Learning experiences. The ITSCM department also offers global learning, internship, and capstone experiences for its upper division students but nothing similar to scale for undergrads. Relatively few ITSCM students participate in undergraduate research and learning communities. Furthermore, embedding HIPs in lower division ITSCM courses may positively affect the existing equity gap. These motivations have stemmed from dialogues with program advisory board members who have expressed interest in engaging with students earlier in their academic studies, which also plays an integral role in creating experiential learning opportunities.
	Platt	Alana	platta@uww.edu	Faculty	ITSCM	
	Land	Anna	landa@uww.edu	Faculty	ITSCM	
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	Loomans	Sydney	loomansSR21@uww.edu	Undergrad Student	ITSCM	
HR, Student Employment	Banie	Kyle	banieKJ02@uww.edu	Undergrad Student	ITSCM	Currently, there is no limited oversight of the student employment screening, interviewing and onboarding process on-campus. The LEAP team in Human Resources and Diversity is aiming to construct an action plan to identify equity gaps in these facets of on-campus student employment and address those gaps. From the onset, we are expecting to find equity gaps for underrepresented students and students with no prior work experience. Our action plan will look to create oversight to ensure a more equitable hiring process for student employees and to create an effective onboarding process that effectively engages the student in their employment and the campus community
	Instefjord	Kai	IInstefjoKE08@uww.edu	Univ staff	Human Resources	
	Nysted	Allyson	nystedab27@uww.edu	Univ staff	Human Resources	
	Johnson	Victoria	johnsonv@uww.edu	Univ staff	Human Resources	
Boxes and Walls	Owen	Emily	owenem09@uww.edu	Undergrad Student		This LEAP team will focus on two areas of University Housing's popular Boxes & Walls program. Boxes & Walls is an annual diversity oppression program that University Housing does every October. Typically, between 1200-1400 participants go through the program. For years, we have been using the same methods of assessment to measure the impact the experience has on those that have attended. Participants often ask for follow-up programs to Boxes & Walls however, those that we have offered traditionally have very low attendance. The LEAP team will be tasked to examine the assessment that is currently being done and to identify additional assessment measures for the program. The team will also be charged with examining a better way to meet the needs of students who have requested follow up programming to Boxes & Walls. These efforts will only make the program better and continue to contribute to challenge how students treat each other. We believe that Boxes & Walls changes how some students treat under-represented students and by doing that we are contributing to making our campus more inclusive and welcoming to all students, thusly helping to reduce the equity gap.
	Tumbarello	Terry	tumbaret@uww.edu	Academic Staff	Housing	
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Hawaii community engagement						Studies show that students are more likely to be engaged and take ownership of their own education when they are able to have meaningful interactions with community members, and can give back to their communities. Increased student engagement can promote a sense of belonging, lead to improved academic achievement, and can ultimately reduce the equity gap. The goal of our team is to develop opportunities for students at UW-W and UW-Rock County to interact with high needs youth and community members at Kailua-Kona, Big Island, Hawaii. Specifically, we will collaborate with the Aloha MAP (Meritorious Achievement Program), a community-driven summer program for infusing Hawaiian culture. Our team will initiate a student organization aimed to raise awareness and knowledge of ancient Polynesian culture on campus during Spring semester 2019, and create science outreach activities and lesson plans for Hawaiian K-12 students. Members of our team will travel to Hawaii in Summer 2019 to work with Aloha MAP as staff instructors to implement those lesson plans. In turn, team members will be immersed in the Hawaiian culture that is focused on inspiring everyone to be the best they can be in every aspect of their lives.
	Bhattacharyya	Juk	bhatacj@uww.edu	Faculty	Geo., Geo, and Env. Sciences	
	Murray	Lucas	murraylj27@uww.edu	Undergrad Student		
	Meer	Caylee	meerca26@uww.edu	Undergrad Student		
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	Miller	Makenzie	millerml10@uww.edu	Undergrad Student		
Biology Gaps at Greendale High School						It is our goal to bridge the current equity gap at Greendale High School (GHS) using LEAP principles. In 2018, Dr. Levas and Mrs. Levas received a small grant (\$2,000) to implement the use of Dr. Levas' research as a teaching tool to increase interest in the sciences. The student population at GHS is predominantly Caucasian (74.3%) with a smaller population of Hispanic/Latino and African American comprising 13% and 2.7%, respectively. However, roughly 22.2% of the student population is economically disadvantaged. In 2019, this LEAP team will be performing different high impact practices (HIPS) in Mrs. Levas' freshman biology classroom, such as multiple classroom visits by a professor and undergraduate students, executing an actual coral reef experiment, and hopefully a campus visit for all participating high school students with the support of the science outreach department. These HIPS will be utilized in order to increase achievement and interest in the sciences for all students not just minority and economically disadvantaged students. In conjunction with Mrs. Levas it is our goal as a team to utilize this LEAP workshop to create initial assessment materials and a plan in order to decrease the achievement gap in the Biology curriculum at GHS. Furthermore, participation in this workshop will allow for the support and direct incorporation of undergraduates in our outreach program (a HIP). Dr. Piper's experience in student assessment is crucial to this LEAP team and will provide invaluable experience and guidance. Based off initial assessments from spring of 2019, materials and plans will be adjusted and created for the GHS 2019-2020 academic year.
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	Grimm	Clare	grimmcm01@uww.edu	Undergrad Student		
	Levas	Megan	megan.levas@greendale.k12.wi.us	HS teacher - Grendale		
Latinos in Action	Dominguez, Jr.	John	dominguejr03@uww.edu	Academic Staff	SDES	As a reflection of the ALASS conference in Washington, DC, this group will focus on a needs assessment for the recruitment and retention of Latinos on our campus
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