

THE UNIVERSITY OF WISCONSIN SYSTEM
DESIGN FOR DIVERSITY

Systemwide Student Access & Retention

Increasing minority enrollment:

- * Systemwide goals for minority freshmen and transfer students are a 50% increase over current UW System levels by fall 1993 and a 100% increase by 1998.
- * Each institution will establish its own goals, conduct primary recruitment within its own geographical area, and work in close cooperation with local minority communities and school systems.
- * The UW System Minority Information Center should be expanded to become a statewide resource, available to VTAE, DPI and Wisconsin's private colleges.
- * A statewide Community Leadership Committee will be created of community leaders to provide a family and community support group to assist students in considering, preparing for and applying to college.

Raising retention/graduation rates:

- * Evaluate basic skills of entering students to determine which students are at risk.
- * Assure appropriate programs are provided before at risk students are admitted.
- * Work in close cooperation with VTAE to address and meet remediation needs.

The Multicultural Environment

In the classroom:

- * For the 1988-93 time period, the UW System will increase by 75% the number of underrepresented new minority faculty and academic staff hired as compared to the preceding five years.
- * Funding should be requested for a systemwide minority faculty recruitment support fund to help institutions compete more effectively in the academic marketplace.
- * Up to \$100,000 will be earmarked beginning in 1989 to match institutional development efforts intended to improve ethnic studies.
- * The Minority Faculty Development Doctoral Fellowship Program should be expanded beginning in 1988-89 to provide no less than 15 graduates each year who will be prepared to teach in the UW System.
- * Each institution should develop visiting professorships and faculty/staff exchange programs with minority institutions to diversify their faculty and staff.

On and around System campuses:

- * Up to \$100,000 will be designated for the development of programs to improve campus multicultural environments, and for programs that address issues of race and ethnicity.
- * Each institution will develop written codes of student and employee conduct to be in place no later than January 1989.
- * Each chancellor will, as part of his or her annual performance evaluation, report annually on institution wide progress toward campus goals, improvement of the campus environment, hiring of minorities for faculty and staff positions, and student recruitment and retention efforts.

Financial Aids

A new financial incentive program will be requested to remove barriers to minorities and the economically disadvantaged

- * The program would be need-based and available to all economically disadvantaged students from all regions of the state, regardless of race or ethnicity.
- * A grant worth up to \$1700 for attending a UW System institution would be provided for qualified Wisconsin high school graduates.
- * Approximately 500 awards would be available, renewable to students in good academic standing for up to 4 years with a maximum of \$6,800.

The Advanced Opportunity Program (AOP) should be expanded to help alleviate unmet need and address the severe shortage of minorities in graduate and professional education.

Cooperative Efforts by the UW System--The UW System will:

- * Work with DPI and VTAE to establish a standing research committee to develop, exchange and disseminate appropriate data on minority education.
- * Meet regularly with DPI and VTAE regarding the academic preparation of minority students, their academic progress and achievements, and their transition to the UW System.
- * Seek additional funds for the Minority Teacher Loan Forgiveness Program to provide loans to 200 teacher education students by 1992.

- * Encourage the private sector to create an endowment fund for scholarships for the best and brightest Wisconsin students regardless of race or ethnicity.
- * Pursue joint projects with the State Historical Society to promote increased knowledge about the minority experience.
- * Work at the federal level to increase assistance to minority and economically disadvantaged students.

System Administration Organization--The UW System President will:

- * Appoint a new Special Assistant to the President to coordinate and implement efforts to improve the multicultural environment within the UW System institutions and to develop effective support programs for minority faculty, staff and students
- * Establish a statewide community advisory committee to regularly advise the UW System president on policies and programs for minority and disadvantaged students
- * Establish and meet regularly with a System Administration Cabinet of the vice presidents, the special assistant to the president for minority assistant to the president for equal opportunity programs.

**THE UNIVERSITY OF WISCONSIN SYSTEM
DESIGN FOR DIVERSITY**

I. Introduction

On November 5, 1987, I addressed the board of Regents on the subject of minority education opportunities. In my presentation, entitled "A Shared Commitment," I initiated a dialogue that I hoped would enable the UW System more systematically and successfully to address the underrepresentation of minorities in higher education and the need for all segments of our society to better understand and work together to resolve that concern. It is a concern that affects each and every one of us, majority and minority, because we must live, work and compete in an increasingly multicultural society.

Since that time, I have received numerous letters and calls. The vast major were thoughtful expressions of interest and reaction representing a diverse set of viewpoints. During the interim, I have also discussed the issue privately with many concerned citizens holding different views, and the Regents have conducted extensive public hearings at eight locations throughout Wisconsin. The willingness of so many to become involved in such a robust dialogue on a personal and institutional level and their formulation and sharing of ideas has been heartwarming. This important first step toward action will lead to better educational opportunities for minorities and disadvantaged students in Wisconsin.

Our design for diversity should be placed properly within the context of past System actions to provide increased opportunities for minorities and the economically disadvantaged. These include the Regents review and setting of realistic enrollment and retention goals, recent minority faculty recruitment efforts and successes, new minority scholarship and retention grants, a loan forgiveness program for those who go on to teach in predominantly minority high schools in Wisconsin, and the initiation of a new minority faculty development program.

Now, we must build upon these efforts and adopt a more comprehensive systemwide strategy for increased diversity on our campuses. We recognize and accept our responsibility to use and, if necessary, redeploy existing funds to make current and proposed initiatives more effective. To achieve our objectives, we will also need some modest additional funding, but our requests for increased funding will be confined to financial aids and recruitment inducements for faculty (see Appendix 1). The success of our efforts will necessarily rely on the good will and cooperation of the public and private schools and colleges, the VTAE System, business, labor, industry, state government agencies, students and their families, community organizations and churches, the legislature and the Governor. We urge them to join us and to support our actions.

We appreciate the leadership demonstrated by the Governor and the legislature in advancing a number of educational budget initiatives that can complement our actions in the UW System. These proposals include: early intervention initiatives to improve education for disadvantaged pre-school children in Milwaukee, a pilot project to encourage innovative approaches in testing and remediation in the Milwaukee elementary schools, increased funding for minority pre-college scholarships and a project designed to enhance parental involvement in education. We also recognize the initiative of the DPI in raising high school graduation requirements and the Regents' approval of increased admission requirements. All of these initiatives can help us

reverse the current trend of underrepresentation of minorities and the economically disadvantaged in our educational systems.

The Design for Diversity

The University of Wisconsin System's design for diversity is founded on the need to improve educational quality and access for all students so that they are equipped with the necessary personal and professional skills to be successful in their lives and to help our state remain economically competitive. In our design, we must establish clear and meaningful goals to ensure consistency, cooperation and continuity in programming for minorities and disadvantaged people. These must be accompanied by realistic timetables for achieving stated goals, top level responsibility, measurable accountability, and the authority and resources sufficient to achieve success.

A systemwide design for diversity must provide incentives and rely on the essential efforts and resources of each of the UW System institutions, for it is the institutions that hire our faculty and academic staff, admit and teach our students, and provide the atmosphere that welcomes diversity and encourages inquiry. This design provides a framework for concerted action by all UW System institutions.

My recommendations are divided into three sections: 1) general goals that we must seek in order systematically to improve education for minority and disadvantaged people; 2) activities at both the system and campus levels that will move us toward our goals; and 3) ways to organize ourselves for effectiveness and accountability. Also included are supporting appendices with more specific information, implementation schedules and fiscal estimates.

II. UW System Goals

Goal One: Recognize the need to eliminate the underrepresentation of minority and economically disadvantaged people in the UW System.

Goal Two: Educate all students for an increasingly multicultural society in Wisconsin, our nation and the world.

Goal Three: Improve recruiting and retention efforts to better enable targeted minority students* to enroll more easily and function more effectively at our universities.

Goal Four: Improve evaluation efforts in the areas of minority student enrollment/retention and faculty/staff recruitment and retention.

Goal Five: Remove financial barriers that prevent minorities and economically disadvantaged people from viewing college as a realistic option.

Goal Six: Increase the number of minority faculty and staff throughout the UW System.

Goal Seven: Establish effective partnerships with the public schools, the VTAE System, state government, the community and the private sector to assist the UW System's efforts to improve minority education.

*Minority students means students who are Black, Hispanic, American Indian, or certain Asian minorities (Asians who have been admitted to the United States after December 31, 1975, and who either are former citizens of Laos, Vietnam or Cambodia or whose ancestors were or are citizens of Laos, Vietnam or Cambodia.

3

III. Institutional and Systemwide Activities

A. The Institutional Environment

I am requesting each institution to submit by January 1, 1989 a comprehensive plan for institutional improvement of minority education. The plan will include: an assessment of the institutional environment, including student services, admissions, registration, student programming, academic personal and financial counseling, academic and cultural programming, retention programs, and other aspects of the institutional setting and reward systems that might affect minority enrollment and retention. Each plan should also include recommendations for refocusing, as appropriate, existing resources. Plans should be sensitive to the different cultures and histories of ethnic minority populations.

In addressing the environment, emphasis should be placed on the following:

1. Requiring organized instruction or programs on race and ethnicity as part of every student's undergraduate educational experience; and integrating ethnic studies into existing courses.

As part of this effort, up to \$100,000 will be designated by the Undergraduate Teaching Improvement Council beginning in 1989 to match and encourage institutional efforts to develop projects designed to improve the ethnic studies curricula and special programs in the UW System.

Starting in July 1989, up to \$100,000 of faculty and academic staff development funds will be designated for the development of programs to improve the multicultural environment on campus and for the development of programs that address issues of race and ethnicity.

2. Each institution will develop written codes of student and employee conduct to ensure a nondiscriminatory environment. System guidelines will be prepared for institutional use by July 1, 1988. Codes should deal with both individuals and student organizations that might be charged with discriminatory activity and other forms of racism and harassment. These codes shall be in effect no later than January 1989.

3. Each chancellor will develop a written plan to ensure institutional effectiveness and accountability for its minority plan and to ensure that those accountable have appropriate access to administrative, faculty, student and staff leadership.

4. Retention efforts should include: 1) effective methods of evaluating entering students' basic skills to determine which students the institution considers are academically at-risk; and 2) plans for assuring that effective support programs are available for students at-risk before admission decisions are finalized. Such programs may include an early warning system, a mentoring program, specialized academic area retention efforts when appropriate, and cooperative efforts with VTAE to determine how remediation needs can best be met. Students at-risk should not be admitted if programs cannot be provided to meet their academic needs.

B. Recruitment

1. The System goal will be to increase the number of new minority freshmen and transfer students by 50% from current levels by fall 1993 and to double the current number by 1998 (see Appendix 2).

2. Each institution should establish its enrollment goals for minority students. Progress toward achievement of the goals will be reported to the Board of Regents annually. Campus goals incorporated into the overall System goals should be in place by January 1, 1989.

3. The first obligation of each institution is to conduct recruitment activities in its own geographical area and to be certain that solid relationships are developed with the local minority communities and the local schools. Recruiting efforts should involve students, faculty, staff and alumni.

4. The UW System Minority Information Center should be expanded to ensure a statewide thrust. It should jointly serve the needs of the UW System, the VTAE System and the public schools.

The recently created UWS Minority Information Center is located in Milwaukee and serves primarily the Milwaukee area. Its new charge would be to provide counseling and information to potential minority students interested in higher education throughout the state. A coordinated center, administered by the UW System, would allow students to receive information on all educational opportunities in the State of Wisconsin.

Wisconsin's private colleges and universities would also be invited to participate in the Center and use its facilities.

5. The UW System will seek funding for a state-supported financial incentive program to remove barriers that prevent minorities and financially needy students from selecting college as a feasible option.

The program would be need-based for all economically disadvantaged students from all regions of the state, regardless of race or ethnicity.

It would provide to qualified graduates of Wisconsin high schools last dollar grant support after all other grant sources have been utilized. Selected Wisconsin students in need would be provided a grant worth up to \$1,700 (based on the needs analysis) for attending a UW System institution.

To be eligible, graduating seniors would be required to meet regular academic distribution and admission requirements as recently revised by the Board of Regents.

Awards would be renewable for up to four years to students in good academic standing, for a total of up to \$6,800 per student.

Funding would be provided annually for approximately 500 new student grants starting in the second semester of the 1989-90 academic year (see Appendix 1). Based on the success of the program, additional funds may be requested for future years.

The program would help to ensure that students in need, regardless of ethnic background, who work hard to prepare for college, will have the financial resources to attend college once they have been admitted into a University of Wisconsin System institution.

6. A "Community Leadership Committee" will be created of community leaders from across the state for the purpose of providing a family and community support group to assist students in considering, preparing for, and applying to college. The program will involve a statewide effort. It will begin operation by January 1, 1989.

7. The Lawton Undergraduate Minority Retention Grant program is fulfilling an important need of minority and disadvantaged students and should be continued. An evaluation of this program will be made to the Regents by March 1990.

8. The Advanced Opportunity Program should be expanded to meet at least half of the remaining need for students in this program. This program expansion will help the UW System address the severe shortage of minorities in graduate and professional education.

C. Minority Faculty and Staff

1. For the 1988-93 time period, the UW System goal will be to increase by 75% the number of underrepresented new minority faculty and staff hired as compared to the preceding five years (see Appendix 2). Each institution will be expected to develop its own goals, consistent with this target. Institutional goals will be established by October 1, 1988.

The UW System will request funding for a systemwide minority faculty and staff recruitment support fund to help System institutions compete more effectively in the academic marketplace. The market for minority faculty and staff is exceptionally competitive. Experience indicates that the ability to offer special support funding for laboratory equipment, specialized library acquisitions, research assistance and travel are often essential parts of recruitment packages required to attract new minority faculty and staff. None of these funds would be used for salary support.

2. As part of our commitment to increase the number of new minority faculty and academic staff and retention of existing faculty and academic staff, we will use our System as a principal resource for providing professional development, training

and advancement opportunities for current and prospective minority employee. We will develop our own minority graduate students, instructional and academic support staff and faculty within the System by two means

The Minority Faculty Development Doctoral Fellowship Program beginning in 1988-89 should be expanded by \$150,000 annually to provide no less than 15 graduates each year who will be prepared to teach in the U~ System. This is part of the UW System commitment to develop our own minority graduate students for faculty positions within the UW System. A very limited program will start this fall, but, as part of our total plan to ensure that financial need does not prevent students from moving through the pipeline and into faculty and staff positions, it must be expanded quickly. This program will also be available to instructional academic staff at UW System institutions who may be qualified for, and interested in, pursuing doctoral degrees at UW-Madison or UW-Milwaukee. In addition, beginning in July 1989, we will designate \$25,000 of Academic Staff Professional Development Funds, supplemented by \$25,000 from other UW System sources, as matching funds to assist UW System institutions in their efforts to develop expanded recruitment, internship, inservice training and career advancement opportunities to increase the number of minority academic staff members.

3. The UW System Administration will initiate special outreach efforts by January 1, 1989 to assist the institutions in improving minority faculty/staff recruitment throughout the UW System. As first steps, the Office of Equal Opportunity Programs has initiated a minority newsletter, is in the process of compiling a source book on ideas and strategies for minority faculty and staff

recruitment, will develop a vita bank and undertake other networking projects in cooperation with the UW System institutions.

4. Each institution is encouraged to develop visiting professorships and faculty and staff exchange programs with predominately minority institutions in order to diversify their faculty and staff.

5. Additional recommendations in this area will be provided when the President's Select Committee on the Status of Minority Faculty and Staff makes its report in May 1988.

D. Improvement of Evaluation Efforts

The UW System will work jointly with DPI to collect, analyze and publish data on all pre-college programs by January 1, 1989. In addition, the UW System will work with scholars knowledgeable about the teaching and learning of disadvantaged students to review the literature and assess the research findings so that we are better informed about what does and does not work. Programs and approaches will be modified as we identify opportunities to improve what we are doing and to use our resources most effectively.

1. A five-year evaluation plan has been developed by each institution for its pre-college and retention programs. Each of these programs will be evaluated on a five-year cycle. The results of these evaluations with recommendations to improve, modify*, or eliminate the programs will be reported annually to System Administration. The first annual report will be completed by October 1988.

2. The Uniform Minority Information System will be fully implemented and coordinated at the System level and at each institution by September 1988. The information system will provide data on numbers of students in programs, student contacts in support programs, grade point averages, advising/counseling activities, and participation in special service programs by race and eligibility criteria which will be helpful in developing more effective evaluations of minority support programs.

3. As part of his/her annual performance evaluation, each Chancellor will be responsible for reporting annually beginning October 1989 on institution wide progress in improving minority education. These reports should include: a) progress toward goals; b) improvement of campus environment; c) hiring of minorities for faculty and staff positions; and d) recruitment and retention efforts. An assessment of progress shall also be included in each Chancellor's public annual goals report.

E. Articulation

We will also work to improve cooperation with other educational systems, other agencies and citizen groups.

1. We will ask the State Superintendent of Public Instruction and the State Director of the VTAE Board to establish with us a standing research committee on minority education. The tripartite committee's responsibility would be to develop, exchange and disseminate appropriate data. The committee would issue an annual public report beginning in 1989.

2. We will request the State Superintendent of Public Instruction and the State Director of the VTAE Board to meet with us regularly regarding the academic preparation of minority students, their academic progress and achievements, and their

transition to higher education and the University of Wisconsin System. These meetings should enable increased understanding and cooperation, collaborative program development and mutually supportive funding initiatives.

3. Each institution should consult extensively with community groups to determine how the university and community organizations can best cooperate in these endeavors
4. The faculty of each institution should reach out to establish professional working relationships with teacher colleagues in the schools with the purpose of strengthening both teacher preparation at the university and curriculum and teaching efforts in the schools.
5. The UW System will seek \$50,000 in additional funds each year for the next three years for the Minority Teacher Loan Forgiveness Program to provide loans to 200 teacher education students by 1992. This is an important step in providing minority teachers for Wisconsin schools
6. The UW System will encourage the private sector to create an endowment to fund scholarships for our best and brightest high school graduates to help them remain in Wisconsin. While all Wisconsin students would be eligible, special efforts should be made to ensure that the state's minority students are provided full opportunity to compete.
7. The UW System will pursue a series of joint projects with the State Historical Society of Wisconsin to promote increased knowledge about the minority experience. The project may include a major national conference on the interaction of minorities and whites in the writing of American history, a bibliography of minority newspapers and periodicals, a survey of library and archival resources related to the history of minorities in Wisconsin, and other joint efforts to make more effective use of available resources to increase multicultural understanding.
8. The UW System Office of University Relations and all institutional offices of government relations will be charged with the responsibility of pressing the state and federal government for assistance in creating a more hospitable and supportive environment for minority and disadvantaged students. Responsibilities would include support for federal programs that are working (TRIO programs, Pell grants), welfare reforms that provide special educational opportunities for the poor and needy, and improved federal and state data gathering and research on minority needs.

IV. Organizing for Effectiveness and Accountability

System Administration will organize to ensure accountability, effectiveness, and a supportive environment.

1. The President will appoint a Special Assistant to the President who will be responsible for overseeing the implementation of this plan throughout the System and for developing, with the cooperation of the institutions, strong and effective support programs for minority faculty, staff and students. A detailed description of these responsibilities is attached as Appendix 3.
2. The President will maintain a separate office for equal opportunity programs and policy studies, incorporating affirmative action program development and compliance, services for students with disabilities, and programs of equity for women faculty, staff and students.
3. The President will establish and meet regularly with a System Administration cabinet consisting of the Vice Presidents, the Special Assistant and the Assistant to the President for Equal Opportunity Programs to ensure a coordinated approach to affirmative action issues (see Appendix 4).
4. The President will establish by January 1989 a statewide community advisory committee to regularly advise the President on UW System and UW institution policies and programs for minority and disadvantaged students.

5. The President will continue to receive regular counsel from the Systemwide Advisory Committee on Minority Student Affairs, the Coordinators of Minority and Disadvantaged programs, and the Affirmative Action Officers in the UW System.

6. The President will meet no less than annually with Chancellors to review their institutional progress in affirmative action.

V. Summary

The University of Wisconsin System is one of the nation's foremost institutions of public higher education. As such, it has a particular leadership responsibility to provide access for economically disadvantaged and minority students and a positive multicultural environment in each of its institutions for the benefit of its students, faculty and staff. It also has a leadership role in enabling the state's citizens to appreciate, and participate more effectively in the broader society and to help Wisconsin maintain a competitive position within a global economy.

Major responsibilities for these leadership roles must be vested with the universities, centers and extension, given their direct and ongoing relationships with their students, employee and local communities. System Administration's role is to help the system institutions define and develop realistic campus policies and procedures consistent with Regents' expectations and then to assist, coordinate, monitor, reward and hold the institutions accountable for their performance in discharging these responsibilities (see Appendix 5).

The problems associated with minority education and serving the needs of the economically disadvantaged cannot be short-term concerns. Similarly, this design for diversity should not be interpreted as a quick fix to a specific problem but rather as a series of long-term efforts designed to break the cycle of growing underrepresentation of minorities and economically disadvantaged people and to provide increased multicultural understanding and greater diversity throughout the system. Finally, this ambitious program cannot be successful without the cooperation and strong commitment from others -- the elementary and secondary schools, state government, business and industry, community leadership, and young people and those who influence them. The UW System accepts and stands ready to fulfill its responsibilities and to work with others in this very important area.

THE UNIVERSITY OF WISCONSIN SYSTEM DESIGN FOR DIVERSITY

Index to Appendices

1. Estimated Costs for 1989-1993
2. Data on Minority Faculty, Academic Staff and Students
3. Responsibilities of the Special Assistant to the President for Minority Affairs
4. Organizational Chart for the System Administration Cabinet
5. Summary of Responsibilities, Timetable and Accountability
6. Summary of Estimated Minority/Disadvantaged Program Funding, Fiscal 1986-87
7. Samples of Programs for Minority/Disadvantaged Students at Uw System Institutions

THE UNIVERSITY OF WISCONSIN SYSTEM
DESIGN FOR DIVERSITY

**Estimated Costs for 1989-1993
Internally Funded Initiatives**

- Ethnic studies curriculum
- Uniform Minority Information System
- Programs to improve multi-cultural cultural environment on campus
- Campus retention programs
- Minority academic staff professional development opportunities
- Office of Special Assistant to the President for Minority Affairs
- Statewide Advisory Committee
- Community Leadership Committee

Initiatives For Which New Monies Requested (\$1000's)

	1989-1991 Biennium		1991-1993 Biennium	
	1989-90	1990-91	1991-92	1992-93
Financial Incentive Program (grants)*	\$510	\$1,324	\$2,020	\$2,582
Administrative expense	75	79	83	87
AOP, to meet 50% of unmet need	330	676	1,039	1,421
Minority Doctoral Fellows	150	300	450	450
Minority Teacher Forgivable Loans	100	200	300	300
Minority Information Center	250	500	500	500
Recruitment Support Fund	375	750	750	750
Estimated new funds required	\$1,790	\$3,829	\$5,142	\$6,090

*Net of existing Lawton Undergraduate Minority Retention Grant funds

Appendix 2 (A)

**THE UNIVERSITY OF WISCONSIN SYSTEM
DESIGN FOR DIVERSITY**

Minority Faculty and Staff, 1987-88*

Category	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVS	STP	STO	SUP	WTW	CTR	EXT	TOT
Faculty																
Black	24	22	2	1	5	4	3	0	2	1	2	1	6	0	3	76
Asian	84	44	14	7	14	27	10	12	10	11	4	1	14	17	1	270
AmIndian	2	3	1	0	1	0	0	0	0	0	1	0	0	0	1	9
Hispanic	25	9	3	5	2	3	2	1	3	1	2	0	6	3	0	65
Tot Min	135	78	20	13	22	34	15	13	15	13	9	2	26	20	5	420
Tot White	2113	694	450	138	342	391	133	225	239	371	295	95	364	348	500	6698

Instructional Academic Staff
Black 13 17 1 2

Total All Groups White

4	3	0	2	1	2	1	6	0	3	76
27	10	12	10	11		~1	14	17	1	270
0	0	0	0	0	1	0	0	0	1	9
3	2	1	3	1	2	0	6	3	0	65
34	15	13	15	13	9	2	26	20	5	420
391	133	225	239	371	295	95	364	348	500	6698

0 1 2
0 0 7
0 0 0
0 1 1
0 2 10
45 127 141

3	1	1	11	1	15
2	0	1	4	2	4
4	2	1	0	0	1
0	2	1	3	0	7
9	5	4	18	3	27
161	159	97	143	140	320

30	19	31	59	36	18	18	24	18	6	K	33	36
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3	46
0	77
0	12
1	28
4	163
55	4162

165
143
32
75
415
5505

998

o 1 6

89

1004

7693	1593	759	401	560	672	380	367	382	618	565	237	634	629	875	16365	16454
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*Source: AA/eoo data base, October 1987.

The October 1987 AA/EEO data base, which used the payroll paid November 1, 1987 is considered the "official" AA/EEO data base and is used for Regent reporting. Figures in this table are for headcounts. The payroll file is used, along with the budget file, to build the AA/EEO data base. The budget file is used to obtain information on: 1) ranked faculty; 2) individuals indicated in the budget as being on a leave of absence or with zero salary; and 3) individuals with Limited appointment. The budget data is used for these individuals because it is considered to represent the employee's permanent status with the university. The budget and payroll files are used in combination to obtain the most complete picture of the UW workforce population. Ethnic codes are self-reported by the employee on the W-4 Form and the transferred "as they are reported" by the employee to the payroll files. The October AA/EEO data base reflects the composition of the UW workforce at a point in time. Because of the dynamic nature of the workforce, figures which reflect a different point in time will not be comparable with these figures.

Appendix 2 (B)

THE UNIVERSITY OF WISCONSIN SYSTEM DESIGN FOR DIVERSITY

Minority Hires

Year	Faculty	Academic Staff
1982-83	30	116
1983-84	53	119
1984,85	43	123
1985,86	34	117
1986,87	43	133
	203	608
Five Year Annual Average	41	122

Data Source New Hires Report, 1986-87, 1985-86, 1984-85, 1983-84 and 1982-83.

Note: New hires reported for a given year are usually for the following academic year. Thus hires in 1982-83 were usually for the 1983-84 academic year, etc. The New Hires Report covers hires made from October 31 of a given year to October 31 of the following year.

* Minority hires include four racial/ethnic categories as defined by the Federal Interagency Committee on Education (FICE). The categories are

1. American Indian or Alaskan Native: A person having origins in any of the original peoples of North America.
2. Asian or Pacific Islander: A person having origins in any of the Far East, Southeast Asian, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.
3. Black/Negro: A person having origins in any of the black racial groups of Africa.

4. Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Appendix 2 (C)

THE UNIVERSITY OF WISCONSIN SYSTEM
DESIGN FOR DIVERSITY

New Faculty Hires

October 31, 1986 to October 31, 1987*

Headcount

MAD MIL EAU GBY LAC OSH PKS PLT RVF STP STO SUP WTW CTR EXT TOTAL

Ethnic Group

Black
Asian
AmIndian
Hispanic
White

Data Source: New Hires Report, 1986 87

6 14 12 20 7 5 18 14 8

*Note The New Hires Report for 1986-87 includes probationary and tenured faculty hires covering the period October 31, 1986 to October 31, 1987. The data include minorities hired to fill existing positions and those hired to fill new positions who were hired before October 31, 1987. Most of those hired in 1986-87 were for the 1987-88 academic year.

Appendix 2 (D)

THE UNIVERSITY OF WISCONSIN SYSTEM
DESIGN FOR DIVERSITY

Fall 1987 Number of Students by Classification

Alien*	Asian	Black	Hispanic	Am Indian	Other/White	Total	
High School 1	15	5			3	2	954
New Freshmen 154	382	515			250	151	25,445
Other Freshmen 152		149	487			165	117
	14,420						
Sophomore 320	353	613			270	168	28,773
Junior 483	323	500			252	96	24,464
Senior 646	348	501			275	113	30,494
Ug Special 211	102	168			87	35	7,668
Master's 1,115	138	203			166	49	11,188
Ed Spec 0	10	0			0	1	38
PhD Pre Prelim 904		61	63			60	17
	3,306						
PhD Post Prelim 462		51	35			42	1
	2,125						
Law 5	6	32			23	11	816
Med 0	29	19			14	1	553
Vet Med 2	1	0			1	0	301
Grad Special 25	14	49			12	8	2,077
							2,185
Total	4,480	1,982	3,190		1,620	770	149,845
							161,887

* Alien means foreign student

Source: Fall 1987 Minority Student Statistics, Tables 1 and 5

Appendix 2 (E)

THE UNIVERSITY OF WISCONSIN SYSTEM DESIGN FOR DIVERSITY

Fall 1987 Self-Identified Status Enrollment by Institution All Undergraduates

ALIEN*	ASIAN	BLACK	HISPANIC	INDIAN	OTHER/WHITE. E	TOTAL	
MSN 676	721	541	369		102	29,595	32,004
MIL 342	324	1,304	448		155	18,072	20,645
EAU 186	48	32	34		30	10,095	10,425
GBY 70	22	41	18		80	4,568	4,799
LAC 51	49	74	34		22	8,554	8,784
OSH 85	87	105	48		60	9,582	9,967
PKS 26	65	170	94		12	4,301	4,668
PLT 45	33	25	21		12	4,941	5,077
RVF 31	20	30	14		14	4,747	4,856
STP 179	39	50	31		84	8,401	8,784
STO 113	91	65	23		30	6,747	7,069
SUP 39	12	16	7		20	1,779	1,873
WTW 67	68	201	83		13	9,358	9,790
CTR 57	88	135	78		48	10,407	10,813
TOTAL	1,967	1,667	2,789	1,302	682	131,147	139,554

* Alien means foreign student

Source: Fall 1987 Minority Student Statistics, Table I

Appendix 3

THE UNIVERSITY OF WISCONSIN SYSTEM DESIGN FOR DIVERSITY

Responsibilities of the Office of Special Assistant to the President for Minority Affairs The University of Wisconsin System

- * Assist the President in monitoring implementation of the UW System 'Design for Diversity.
- * Participate with the President's cabinet in the discussion and formulation of policies, including budget requests, pertaining to minority issues
- * Work with the Office of Budget Planning and the Office of Academic Affairs in the allocation to the institutions of funds for the AOP program, Lawton Undergraduate Minority Retention Grants, Minority Teacher Loans, Minority Faculty Doctoral Fellowships, Pilot Tuition Program, and the Demonstration Retention funds
- * Work with the Office of Analysis Services and Information Systems to analyze information from the Uniform Minority Information System (UMIS)
- * Coordinate the Financial Incentive Grants process at the System level and assist the institutions as appropriate
- * Assist the institutions in establishing effective local recruiting relationships with their regional high schools
- * Assist in establishing and coordinating the "Community Leadership Committee" in cooperation with UW-Extension
- * Work with the Office of Equal Opportunity Programs to publish the minority newsletter and maintain a systemwide minority vita bank
- * Assist the President in monitoring minority student recruitment goals
- * Work with the Office of Analysis Services and Information Systems to prepare the President's annual report to the Regents on Minority Goals
- * Participate with the Office of Academic Affairs in selection of Minority Faculty Doctoral Fellowship awards and Academic Staff Professional Development awards to minority staff wishing to undertake doctoral work
- * Work with the Minority Information Center in Milwaukee to provide assistance as appropriate
- * Provide staff assistance to the President's Select Committee on the Status of Minority Faculty and Staff and the systemwide Minority/Disadvantaged Coordinators
- * Work with the Office of Equal Opportunity to monitor achievement of minority faculty and staff hiring goals and assist institutional minority efforts as appropriate
- * Oversee and monitor the five-year evaluation schedule for institutional reviews of minority programs--prepare annual reports for the President, Board and Legislature on this process
- * Serve as the President's designee and representative on university and community groups as required by the President
- * Other duties as assigned by the President

Appendix 4

THE UNIVERSITY OF WISCONSIN SYSTEM
DESIGN FOR DIVERSITY

Organizational Chart
System Administration Cabinet

PRESIDENT
Kenneth A. Shaw
EXECUTIVE PRESIDENT
Katharine C. Lyall

OFFICE OF MINORITY AFFAIRS

OFFICE OF WOMEN & EQUAL
OPPORTUNITY PROGRAMS
Marian J. Swoboda

VICE PRESIDENT OF ACADEMIC AFFAIRS
Eugene P. Trani

VICE PRESIDENT OF BUSINESS & FINANCE
Fred D. Poellnitz, Jr.

VICE PRESIDENT OF PHYSICAL PLANNING & DEVELOPMENT
Paul A. Brown

VICE PRESIDENT OF UNIVERSITY RELATIONS
Ronald C. Bornstein

THE UNIVERSITY OF WISCONSIN SYSTEM
DESIGN FOR DIVERSITY

**Summary of
Specific Responsibilities, Timetable and Accountability**

RESPONSIBILITY	TIMETABLE	ACCOUNTABILITY
Institutional Environment		
1. Establish institutional plan for comprehensive improvement	January 1989	Each Chancellor
Designate up to \$100,000 of UTIC funds for development of projects to improve the ethnic studies curricula and special programs	July 1989	System Administration
Designate up to \$100,000 of System faculty and academic staff development funds for programs to improve the multicultural environment and programs that address race and ethnicity	July 1989	System Administration
2. UW System guidelines developed for codes of non-discriminatory conduct	July 1988	System Administration
Institutional codes of conduct established	January 1989	Each Chancellor
3. Develop institutional	January 1989	Each Chancellor

plan to ensure effectiveness
and accountability

Recruitment

- | | | |
|---|----------------|--|
| 4. Increase number of new minority students by 50% and work with institutions to determine campus goals | Fall 1993 | System Administration |
| 5. Establish new minority freshman enrollment goals | January 1989 | Each Chancellor |
| 6. Establish local recruiting relationships with regional high schools | September 1988 | Each Chancellor |
| 7. Seek support to expand the Minority Information Center to include DPI and VTAE | October 1988 | System Administration and Board of Regents |
| 8. Request Funds for Financial Incentive Program | October 1988 | System Administration and Board of Regents |
| 9. Develop "Community Leadership Committee" | January 1989 | System Administration and UW-Extention |
| 10. Evaluation of Lawton Undergraduate Minority Stout | March 1990 | System Administration |
| 11. Request funds to expand Advanced Opportunity Grants | October 1988 | System Administration and Board of Regents |

Minority Faculty and Staff

- | | | |
|---|--------------|--|
| 12. By 1993, increase by 75% the number of minority faculty and academic staff hired in the past five years | Fall 1993 | System Administration |
| Determine goals for each institution | October 1988 | Each Chancellor |
| 13. Request funds to expand Minority Doctoral Faculty Development Program | October 1988 | System Administration and Board of Regents |
| 14. Designate part of Academic Staff Development Fund to assist institutions in improving advancement opportunities and to increase number of minority academic staff | July 1989 | System Administration |
| 15. Develop minority newsletter and faculty recruitment source book | July 1988 | System Administration |
| 16. Develop vita bank | January 1989 | System Administration |
| 17. Report on evaluations of campus pre-college and retention programs | October 1988 | Each Chancellor |
| 18. Fully implement Uniform Minority Information System | Fall 1988 | System Administration and each Chancellor |

19. Report on progress in achieving institutional plans	Annually beginning Fall 1989	Each Chancellor
20. Establish standing committees with DPI and VTAE	Fall 1988	System Administration
21. Institutions consult with community organizations to define forms of cooperation and assistance	Fall 1988	Each Chancellor
22. Faculty develop working relations with regional schools to improve teacher education and curriculum	Fall 1988	Each Chancellor
23. Request additional funds for Minority Teacher Loan Forgiveness Program	October 1988	System Administration and Board of Regents
24. Encourage private sector support for scholarships	Fall 1988	System President and each Chancellor
25. Develop joint projects with State Historical Society to promote increased knowledge about the minority experience	Fall 1988	System Administration
26. Encourage increased federal Administration and state assistance for minority programs	Ongoing	System

Organizing for Effectiveness and Accountability

27. Appoint Special Assistant for Minority Affairs	Fall 1988	System President
28. Establish President's Cabinet for minority issues	May 1988	System President
29. Create statewide community advisory committee	January 1989	System President

	Superior	59,476
Whitewater		181,050
Centers		84,198
Extension		86,000
WCWC		46,553
Systemwide		30,000

System Total \$2,942,595

\$3,124,022 \$2,829,089 \$8,895,706

Notes: Does not include financial aid, except some extramurally-funded scholarships.

Funding allocated to the West Central Wisconsin Consortium (WCWC: consists of Eau Claire, La Crosse, Stout, and River Falls) is distributed by that consortium to its four institutions ~r special programming. Some of this funding is also reported in the extramural funding column

Source: Institutional; self-reporting of minority and disadvantaged students services program funding levels

**THE UNIVERSITY OF WISCONSIN SYSTEM
DESIGN FOR DIVERSITY**

Samples of Programs for Minority/Disadvantaged Students at UVV System institutions

SYSTEMWIDE

- UW System Minority Information Center
- UW System Select Committee on Minority Faculty & Staff Lawton Scholarships for undergraduate minority/disadvantaged students Advanced Opportunity Program grants for graduate minority/disadvantaged students
- UW System Loan Forgiveness Program for Teachers in Wisconsin Public Schools
- Grow-Your-Own graduate awards for minority PhD graduates who teach in a UW System institution

UW-EAU CLAIRE

- Precollegiate Summer Program to improve the probability of minority/ disadvantaged student academic progress Partners in Communication High School Outreach Program to provide students with opportunities to improve skills and form goals
 - Developmental Classes which incorporate academic skills instruction with traditional course content
- Intensive Career Exploration Program to retain and graduate minority business students
 - Pre college Science Week for minority students entering grades 9-11
- Minority student retention program -- WCWC supported cultural enrichment activities Departmental faculty liaisons for minority/disadvantaged recruitment and retention

UW-GREEN BAY

- American Intercultural Center (housing Black Student Programs, American Indian Student Programs, and Hispanic Student Programs)
 - Black Student Union
 - American Indian Council
 - American Indian Advisory Committee
- Hispanic Organization Educational Opportunity Program Academic Support Program - Tutoring Summer Camps/Pre-College Program (supported by DPI scholarships)
- American Indian Pre-College Program (proposed) Retention efforts including Academic Advising Office, EOP, ASP, the Counseling Center and the Placement and Career Development Office Minority Recruitment/Admissions efforts including: Attending Minority College Fair in Milwaukee, co- sponsoring the campus bus trip with WEOC and DPI; bus trips on campus for Indian Home School Coordinators; host UW-Green Bay Information Program in Milwaukee; mailings/individual school visitations by Minority Student Services Advisors Undergraduate Minority Retention Grant Advanced Opportunity Program/Grant Bureau of Indian Affairs Grants

2

- Wisconsin Indian Grants Talent Incentive Program (not only minority students)
- Summer Affirmative Action Internship Program
- UW System Minority Teacher Forgivable Loan Program (effective 1988-89)
- UW System Guidelines for Pilot Tuition Award Program (effective 1988-89)

UW-LA CROSSE

- Human Relations Workshops to help minority students counteract feelings of alienation at a predominantly white institution
- Developing Academic Motivation -- a series of workshops for American Indian secondary and university level students

- Outreach Tutorial Services for young American Indian students in Tomah, Black River Falls and La Crosse
- Minority Student Computer Summercamp Minority Student Career Decision-Making Project
- Academic Summer Institute · a freshman bridge program

UW-MADISON

Pre-College Programs (several examples)

- Summer enrichment & college access programs for middle school students
- Engineering summer program for 9-12 grades
- Institute for mathematics & writing
- National Institute of Health Minority High School Student Research Apprenticeship Program
- Expanded high school student research apprentice program

Campus-Wide Programs and Services (Examples)

- Summer collegiate experience: an early start on academic excellence -- a transitional program for admitted new freshman
- Various programs in undergraduate admissions, student financial aids, career advising & placement, etc.
- The Writing Laboratory, Chemistry and Mathematics Tutorial Programs in the College of Letters and Science

UW-MILWAUKEE

I. Pre-College Programs

A. Informational Programs

- Planning for the Future
- Young Educators' Society (YES)
- Minority Recruitment Office
- UW System Minority Information Center

B. Instructional Programs

- Pre-College Center
- Gateway to Engineering, Science, and Technology (G.E.S.T.)
- Upward Bound
- Rainbow Arts Program Pre-College Mini-Course Program College for Kids/Teen
- University Minority Research Apprenticeship Program

C. Community and Educational Outreach

- Numerous collaborative projects promoted by the UWM/MPS Coordinating Committee
- Collaborative projects promoted by the UWM/MATC Coordinating Committee

II. Minority Undergraduate Support

A. Advising Programs

- Native American Studies Program
- Office of Black Student Advising
- Spanish Speaking Outreach Institute

B. Department of Learning Skills and Educational Opportunity

- Summer Bridge Program
- Department of Educational Opportunity Special Admissions and Intrusive Advising
- Tutorial Program Student Assessment Center Learning Centers Developmental Skill Courses

C. Professional Transition Program

- Professional Pathways in Business, Education, and Engineering
- Med-Prep
- Minority Engineering Program

D. financial Aid Programs

- Minority Achievement Award Scholarship Program
- Lawton Undergraduate Minority Retention Grants

E. Summer Research Apprenticeship Program (SRAP) for undergraduate minority students

F. Summer Affirmative Action Internship Program

G. Minority Mentoring Program

III. Graduate and Continuing Education

A. Graduate Fellowship Office

- Advanced Opportunity Program
- Patricia Roberts Harris Fellowship Program

B. Minority Entrepreneurship Program

IV. Faculty Development and Research

- Institute for Race and Ethnicity

V. Alumni Association

- Black Alumni Group

VI. Campus Coordination

- Chancellors Minority Affairs Council
- M/D Advisory Committee
- Minority Affairs Administrative Committee

UW-OSHKOSH

- The Demonstration Retention Project, a multi-phase program that identifies students with deficiencies in certain skills and provides timely advising and other assistance The Minority Mentor Programs initiate one-to one ongoing relationships between incoming minority freshmen and university faculty and staff The Microcomputer Tutoring Program offers access to microcomputers for use with self-paced educational programs
- Minority Math Tutorial Services, a specialized tutorial service for minority/disadvantaged students
- The Early Warning Intervention and Intrusive Advising Programs are pro-active support systems designed to identify and provide academic assistance to minority students with less than 30 credits
- The Undergraduate Minority Retention Grant. (Letters to all minority students sent informing them of the program) The recently established Minority Freshman Achievement Award provides academic recognition and a monetary award
- Academic Development Services Office provides academic advising, tutoring and reading and skills development to academically disadvantaged students The Multicultural Education Center assists with student retention and promotes cultural diversity through integrated educational, cultural, and social activities The Minority Alumni Caucus helps recruit minority students, serves as mentors, and provides scholarship funds for minority students
- The Pre-College Computer Assisted Courses Program serves minority students in grades seven through twelve to improve preparation for college

UW-PARKSIDE

- CHAMP (pre college six-week summa program, Orientation, Leadership Retreat, ongoing tutorial. and counseling program)
- Pre-College Prep (two-week summer residential program)
- Center for Educational and Cultural Advancement (CECA: intrusive advising, academic/cultural support services, leadership opportunities)
- Undergraduate Minority Retention Grant (Lawton Grant)
- Educational Opportunity Center (EOC: admission and financial aid counseling for non-traditional age students)
- Intercultural Commons (cultural programming, career exploration seminars, social gatherings, ethnic educational forums)
- Reference Assistance Program (RAP: peer reference librarians who assist students in fulfilling their Library Collegiate Skills requirements)
- Black Career/College Fair
- Hispanic Career/College Fair
- Student Support Services Program (designed to provide intrusive advising and support services to first-generation, low-income, minority, and physically disabled freshmen)
- Black Student Organization

UW-PLATTEVILLE

- Advanced Opportunity Grants
- Scholarship/Grant Programs (Lawton Grant, Pilot Tuition, Tide 11, D.O.T., Minority Teacher Forgivable Loan, John Williams Scholarship, UW-Platteville Minority Scholarship)

- Minority recruitment programs (DPI visits, college fairs, high school visits)
- Retention programs (Financial Aid Workshop, study skills, intrusive academic counseling, career counseling, personal counseling)
- Special Services Tutoring
- Pre-college programs

UW-RIVER FALLS

- Advancement Opportunity Program
- Undergraduate Minority Retention Grant
- Pre-college programs, including several visits to Black and Native American student groups
- Hosted Fourth Annual American Minority Student Leadership Conference
- Academic monitoring program
- Office of Admissions-Minority Affairs recruitment plan
- Minority Studies Minor Advisory Committee

UW-STEVENS POINT

- Educational Support Program
- Upward Bound
- Pre-college Programs include programs in Careers in Natural Resources and Southeast Asian Refugees For Whom English is a Second Language Advancement Opportunity Grants EOP-Tutoring
- Project ACE (Attrition Control Efforts)
- Undergraduate Minority Retention Grant Program Reading and Study Skills STAR - Students Together Achieving Results (minority student support organization) Native American Center Retention Task Force Academic Achievement Center
- Weekend College - serving adult Native Americans and other non-traditional students

UW-STOUT

- Pre-college program
- A variety of recruitment efforts including attendance at national college fairs, counselors' workshops, high schools visits and peer recruitment Retention programs include academic and career advisement, minority-oriented workshops and seminars Alumni and Recognition Dinner Peer Model Program
- The Guided Work: Experience Program designed to increase retention of minority students by increasing their awareness of careers by placing students in businesses related to their majors
- Brinkman Memorial American Minority Scholarship
- Undergraduate Minority Retention Grant
- Advanced Opportunity Program

UW-SUPERIOR

- Youth Summer Program
- Pre-college program
- Special Services Program
- Undergraduate Minority Retention Grant
- 6
- Advanced Opportunity Program
- Minority Scholars Program has three Indian scholars teach courses on Indian Law, Ojibway History and Culture and Human Relations

UW-WHITEWATER

- Minority pre-college programs offers computer camps for 6th-11th grade minority students, a quarterly newsletter, "Excell", motivates students to strive for academic achievement
- Undergraduate Minority Retention Grant
- Advanced Opportunity Program

Chicano/Latino Student Programs are designed to recruit and increase the retention and graduation rate of Hispanics. Recruiters visit area schools, students at academic risk are identified and progress monitored

· Minority Business Program was designed to increase the retention and graduation rate of minority students majoring in business. Those in MBP interact with successful minority executive and meet other minority students majoring in business
Minority Teaching Program is designed to increase the retention and graduation rate of minority students in teacher education
Educational Opportunity Programs

· Assistant Director of Admissions-Minorities

• UW CENTERS

· Pre-college programs include Project Excel, located in three Beloit schools, to provide academic advising, career counseling, peer tutoring activities, and financial aid assistance/college selection and enrollment assistance to minority students in grades 7 through 12

A new pre-college program at UWC Waukesha, Puera Abierta a la Universidad: Open Door to the University, provides academic advising, tutoring, career exploration, and on campus experiences to female Hispanic students in the Waukesha public schools, grades 7 through 12
The Developmental Education Program is a support services program for minority and disadvantaged students at UWC-Baraboo/Sauk County, UWC-Rock County, and UWC-Waukesha County. The three sites provide a comprehensive program of advising, counseling, and academic skills assistance to increase the retention and eventual transfer of its target students to four-year degree granting institutions.
Lawton Undergraduate Minority Retention Grant Program

UW EXTENSION

· Minority Intern Program

Economic Development on the Reservation

Community Leadership Development for Wisconsin Minorities

A one-day workshop Extension Programming for Minorities in the UW System, reviewed efforts with minorities in employment and programming and planned increased educational opportunity for non-credit students and innovative approaches to programming

Workshops -- Diversity in the Work Place: Sensitivity to Minorities offered three times as pilot project in Milwaukee area

Conference -- Programming with Wisconsin Indians, planned for May 1988

DESIGN FOR DIVERSITY: INCREASING PARTICIPATION AND GRADUATION

EXECUTIVE SUMMARY

BACKGROUND

Design for Diversity introduced a comprehensive systemwide plan to increase the presence of American Indian, African American, Asian American and Latino/Hispanic students, faculty and staff and economically disadvantaged students within University of Wisconsin System institutions. The plan articulated seven goals which encouraged extensive precollege, recruitment and retention program development as well as initiatives aimed at creating a more multiculturally diverse teaching and learning environment--one which effectively prepares all students to live and work in a multicultural society. The ten-year systemwide plan was approved by the University of Wisconsin System Board of Regents in April 1988. By January 1989, individual UW institutions had completed their comprehensive plans. As required by Section 36.25 (14m)(b) of the Wisconsin State Statutes, the Board of Regents reports annually on its precollege, recruitment and retention plan for students from historically underrepresented racial/ethnic groups and disadvantaged students.

REQUESTED ACTION

This item is for information only.

DISCUSSION

After working towards the seven goals outlined in Design for Diversity for the past five years, President Lyall requested a continuous improvement review of progress in 1993. We have learned

much from our policy and programmatic initiatives. Based on these experiences, we are recommitting to many of the original Design for Diversity activities, adjusting others and discontinuing yet others. The original seven goals of Design for Diversity remain appropriate as guides for policy and program development for the next five years.

Between 1988 and 1993, UW institutions made considerable progress although much work remains. UW System is recognized nationally for the Design for Diversity and these are some of our accomplishments:

- UW institutions met 102% of faculty hiring goals.
- UW institutions met 99% of academic staff hiring goals.
- UW institutions met 80% to 106% of annual student recruitment goals--85% of the total 5-year goal.

—2

- UW institutions awarded 933 baccalaureate degrees to African American, American Indian, Asian American and Latino/Hispanic students in 1992-93, up 71% since 1987-88.
- UW institutions have all established an ethnic studies general education or graduation requirement.
- UW System Administration and UW institutions are developing a more collaborative and critically constructive approach to program evaluation.

We have learned that the most comprehensive campus recruitment strategies include long-range plans that integrate extensive precollege programming with systematic efforts to increase future enrollment--"cultivating the higher education pipeline." Through its precollege activities, UW System views itself as an increasingly active partner in collaborative efforts to maximize students' *readiness* for postsecondary education. We have also learned that recruitment and retention efforts are intimately intertwined: poor retention undermines recruitment efforts. In general, experience indicates that institutions that maximize attainment of *retention and graduation goals* also ultimately maximize their successes in attaining *recruitment goals*. In the next five years, we will strengthen our precollege and retention programs as well as our recruitment strategies.

RELATED REGENT POLICIES

Design for Diversity, 1988

Accountability for Achievement: Progress Report on Recommendations of the Accountability Task Force, 1993