

**THE MADISON COMMITMENT:
A REAFFIRMATION OF UNIVERSITY GOALS FOR MINORITY PROGRAMS**

Report and Resolutions of:

The 1993-94 Committee on the Academic Affairs of Minority and Disadvantaged Students

The 1993-94 Committee on Minority Faculty and Academic Staff

Student Services Directors

REPORT

Since the early 1960s, the University of Wisconsin-Madison has been committed to increasing the diversity of its faculty, staff and student body. This commitment is reflected in numerous Faculty Senate documents, and in the Madison Plan, promulgated in February, 1988.

The vision of a more ethnically diverse university and curriculum applies today, and continues to motivate the administration, faculty, academic and classified staff, and students of the University in their efforts to increase the racial and ethnic diversity of our campus in accord with the mandate of the UW System Board of Regents. We have learned a great deal from both our successes and our failures in past years.

It is now time to move forward in our efforts to improve the racial and ethnic diversity of the campus. The major focus of this effort is to emphasize the pursuit of diversity as a permanent feature of the University's programs and activities. We will do this by further institutionalizing the successful parts of our past efforts. And, we will continue to evaluate our efforts in order to provide the basis for strengthening those parts that were less effective.

Increasing the diversity of our campus is a small, but significant, part of our society's efforts to achieve racial equality. These efforts have been going on for many years, and they are likely to continue well into the future. These efforts involve a lifetime of commitment, not five years or even 30 years, in the history of our society and University.

Table 1 shows that our student body has become more diverse over the past several years. In 1984, the University of Wisconsin-Madison had 2,189 students, constituting 5.0% of the total student body, who were African American, Native American, Hispanic or Asian American. In 1993, 3,397 students, or 8.3% of the total student body, were members of these minority groups. This represents an increase of 55% over this period; the total student body decreased by 7.4% during the same period. Part of this increase in minority students is due to the increasing diversity of our state's and nation's population, but part of it is also due to the efforts of our faculty, staff, and students to recruit, develop, and retain minority students.

Tables 2 and 3 show that the Madison Plan was highly successful in increasing the number of African American, Native American, and Hispanic members of the faculty. In the five years preceding its adoption, the number of faculty members in these categories remained static. In the years of the Madison Plan, the number increased by 100%, or about 50 faculty members. In our view the Madison Plan was important in this respect for two

(continued)

reasons. First, the public commitment to increased diversity from the top echelons of the university made it easier for departments to recruit minorities to a community (i.e., Madison) which does not have a large minority population. There is no substitute for leadership from the top. It helps convince minority prospects that the University of Wisconsin-Madison will be a supportive working environment for them. A second reason for the success of the Madison Plan was the financial support that the Chancellor's office provided to departments for the hiring of minorities. This support provided incentives to departments to search with special vigor for minority candidates. And it enabled a department to make an offer to a minority at an opportune moment, even though the department might not otherwise have a position available.

The resolution of the Committee on the Academic Affairs of Minority and Disadvantaged Students endorses the continued pursuit of diversity in our student body as a goal of the University. The resolution of the Committee on Minority Faculty and Academic Staff endorses continuation of the efforts to diversify our faculty and academic staff. Both resolutions state some of the reasons why increased diversity is important to the University's mission. They stress the importance of having not just one but several minorities in each work environment. Without what is often called a "critical mass", we may provide a difficult environment for our minority students, faculty and staff. If alone, special burdens can fall upon minority faculty and staff -- in advising minority students, in serving as the token minority member of innumerable committees, and in offering a minority perspective in countless other circumstances. All this makes retention of our minority faculty and staff more difficult. We must strive to increase minority representation beyond its present numbers. Presently about 4.7% of the student body and 4% of the entire faculty are African American, Native American or Hispanic. The entire minority representation in our student body and on the faculty is less than 9%. In the country as a whole minorities constitute fully a third of the population.

These are difficult times to expand the number of minority faculty and staff because of the general fiscal austerity in the University. Last year we hired only three faculty in the critical category of African American, Native American and Hispanic. One year cannot make a trend, but concern is not premature. To insure continuation of the progress made under the Madison Plan, the resolution from the Committee on Minority Faculty and Academic Staff specifically endorses financial support of new offers by the Chancellor's office. There are many ways to provide this support, and the resolution does not choose among them. The matter is best left to the Chancellor's discretion. Currently the Chancellor's office will consider special support of an offer for a senior appointment on a case by case basis. It offers 50% support for two years for tenure track appointments of African American, Native American and Hispanic faculty. This support can be critical in helping a department recruit a prospect from one of these groups when the opportunity presents itself. If a department waits until it has an opening, the opportunity to recruit the minority prospect may have passed. At the same time the department must make a long term financial commitment to the candidate, which provides incentive to insure that the candidate is indeed well qualified for the position.

There is no substitute for leadership from the top. The success of the Madison Plan shows that. At the same time, as the numbers of minority students, faculty and academic staff increase, it becomes even more essential that the commitment to diversity in students, faculty, and staff be institutionalized, and that in the future more of the initiative come from departments and colleges. Administrative mechanisms for accomplishing this end are too

(continued)

complicated to be addressed in resolutions, but in an effort to encourage development of such mechanisms, the resolutions call for annual reports of goals and accomplishments with respect to minority student recruitment and retention. The University currently does this each year as part of its report to the University of Wisconsin-System on programs and activities for minority and disadvantaged students. The resolutions also call for annual reports of goals and accomplishments with respect to minority hiring and employment, broken down by college and department. The University is already obligated to prepare affirmative action plans and file them annually with the United States Department of Labor. This is a requirement of federal law. We believe, however, that an independent mandate for such reports by the Senate and Assembly will emphasize the importance of this subject and help insure a wider audience for the reports. In the future the reports will help us determine what more needs to be done.

**RESOLUTION OF
THE COMMITTEE ON THE ACADEMIC AFFAIRS OF MINORITY AND
DISADVANTAGED STUDENTS**

I OVERALL CAMPUS GOALS

A. The University of Wisconsin-Madison has three major goals:

1. In accordance with the mandate of the Board of Regents, to increase the racial and ethnic diversity of the UW-Madison campus in order to improve the quality of education for all students attending the University, and to insure that the future leaders of our state and nation, regardless of their race or ethnicity, are prepared for leadership in our increasingly diverse society. (Faculty Document 202: Feb. 3, 1975; Faculty Senate minutes: Jan. 11, 1971)
2. Improve the access of members of racial and ethnic minority groups to educational opportunities and positions at the University of Wisconsin-Madison. (Faculty Document 202: Feb. 3, 1975; Faculty Senate minutes: Jan. 11, 1971)
3. Develop a climate on campus that is supportive of all students from all racial and ethnic groups. (Faculty Document 355: May 7, 1979)

B. Our efforts are based on the mandate set forth by the Board of Regents, the actions and recommendations of the Faculty Senate and the Academic Staff Assembly, are coordinated by the Office of the Vice Chancellor for Academic Affairs, are implemented by all colleges, schools, departments, and other units throughout the University, and are designed to be consistent with the UW-System Design for Diversity.

C. Each component of our activities will be evaluated annually and revised as necessary based on an assessment of individual programs and overall campus outcomes.

(continued)

II. CORE OF CAMPUS ACTIVITIES

(The following activities are interdependent and no one activity should be viewed as being more important than another).

A. Student Recruitment

Goal: Continued progress in increasing the number of minority students attending the University of Wisconsin-Madison. The ultimate goal is to have a student body that reflects the diversity of our society. (Faculty Senate minutes: Jan. 11, 1971 and Dec. 6, 1976)

Evaluation: We will evaluate our success by monitoring our relationships with high schools and other institutions of higher education from which we recruit undergraduate and graduate students, and by examining the change in the number of minority students on our campus over time.

B. Faculty and Staff Recruitment and Retention

Goal: Continued progress in increasing the number of minority faculty and academic staff at the University of Wisconsin-Madison. The ultimate goal is to have a faculty and academic staff that reflects the diversity of our society. (Faculty Document 202: Feb. 3, 1975; Faculty Senate minutes: Feb. 3, 1975)

Evaluation: We will evaluate our success by monitoring the efforts of colleges and departments to recruit and retain minority faculty and academic staff, and by examining the change in the number of minority faculty and academic staff on our campus over time.

C. Student Retention

Goal: Improve the retention rates of minority students and continue the improvement of graduation rates of minority students. (Faculty Document 267: Dec. 6, 1976; Faculty Senate minutes: Dec. 6, 1976)

Evaluation: We will evaluate our success by monitoring the efforts of key units to offer academic support services and financial services, and by examining changes in retention and graduation rates over time.

D. Environment

Goal: Provide a community in which all students, academic and classified staff, and faculty are accepted and judged as individuals, independent of ancestry, social background, physical characteristics, or personal beliefs. (Faculty Document 255: May 7, 1979; Faculty Senate minutes: May 7, 1979)

Evaluation: We will evaluate our success by obtaining feedback from students, faculty, and academic and classified staff each year on their assessment of the tolerance and bias on our campus.

E. Curriculum and Research

Goal: Continue to provide courses and other programming that prepare all students for life in an increasingly diverse society, and continue to carry out research on racial and ethnic minority groups. (Faculty Document 355: May 7, 1979; Faculty Senate minutes: May 7, 1979)

Evaluation: We will evaluate our success by obtaining feedback from students, academic staff, and faculty on the quality and quantity of courses, programming, and research.

(continued)

F. Outreach

Goal: Continue to provide services and programs and to increase interactions with members of minority communities outside the University.(Faculty Document 355: May 7, 1979; Faculty Senate minutes: May 7, 1979)

Evaluation: Each key unit will continue to report on its progress on an annual basis.

Committee on the Academic Affairs of Minority and Disadvantaged Students

Akbar Ally
William Bosu
Gilbert E. Emmert
Mitchell Goldsteen
Leah Hortman
Roger W. Howard, Consultant

Sally Leong
Cathy Middlecamp
Don S. Schalch
Craig Werner, Ch.
Marianne Whatley

**RESOLUTION OF
THE COMMITTEE ON MINORITY FACULTY AND ACADEMIC STAFF**

We endorse the University's continuing commitment to increased ethnic diversity in its faculty and academic staff. This commitment is reflected in numerous past Faculty Senate documents and in the Madison Plan, issued in February, 1988. The Senate is pleased with the progress that has been made in the past five years but believes that further progress is needed.

Ethnic diversity in our faculty and academic staff is important for the entire campus community. It provides our faculty and students with access to the experiences and special points of view of all communities within our ethnically rich country. Minority faculty and staff establish role models for members of historically disadvantaged groups, and hence help us recruit and train students from these groups. Our commitment to ethnic diversity requires employment of substantial numbers of minority faculty and staff. When faculty or staff from minority groups work in settings void of other minority faculty or staff, there tend to be special burdens placed upon them. The quality of their work life can suffer, which can hinder retention of our able minority faculty and staff.

We are concerned that our continuing efforts to increase our ethnic diversity not suffer during the current period of fiscal austerity at the University. We direct each Dean to report to the Provost about goals and activities with respect to minority faculty and staff hiring and retention. We direct the Provost to make annual reports to the Senate and Assembly, which shall include the number of minority faculty and academic staff hired and employed by the different departments and colleges. We endorse continuation of the Chancellor's practice of providing special financial support for the initial hiring of new minority faculty.

Committee on Minority Faculty and Academic Staff

Ann Althouse
Paul Barrows
Janice Beaudin
Elaine Davis

Evelyn Howell
Manuela Kuffel
Birl Lowery
Ernesto Monge

Doris Slesinger
William Whitford, Ch.
Akbar Ally, consultant
Luis Pinero, consultant
Gary Sandefur, consultant

(continued)

RESOLUTION OF THE STUDENT SERVICE DIRECTORS

This statement, which is adapted from Regents' Policy, is presented to the Faculty Senate for its consideration and approval.

Statement on Tolerance and Respect for All Individuals, adapted from Regents' Policy

True learning requires free and open debate, civil discourse and tolerance of many different individuals and ideas. We are preparing students to live and work in a world that speaks with many voices and from many cultures. Tolerance is not only essential to learning, it is an essential to be learned. The University of Wisconsin-Madison is built upon these values and will act vigorously to defend them. We will maintain an environment conducive to teaching and learning that is free from intimidation for all.

In its resolve to create this positive environment, the UW-Madison will ensure compliance with federal and state laws protecting against discrimination. In addition, the UW-Madison has adopted policies that both emphasize these existing protections and supplement them with protections against discrimination that are not available under either federal or state law.

Federal and state laws provide separate prohibitions against discrimination that is based on race, color, creed, religion, sex, national origin or ancestry, age, or disability. State law additionally prohibits discrimination that is based on sexual orientation, arrest or conviction record, marital status, pregnancy, parental status, military status, or veteran status. The application of specific state prohibitions on discrimination may be influenced by an individual's status as an employee or student.

University policies create additional protections that prohibit harassment.

Student Services Directors

Paul Barrows	Yvonne Fangmeyer	Janet Vandevender	Steve Saffian
David Berge	Susan Ficsher	Candace McDowell	Sheila Spear
Linda Bishop	Cathy Hanlon	Larry Mindel	Pete Storey
Emily Comstock	John Harrod	Lisa Munro	Norm Sunstad
Ted Crabb	Roger Howard	Bruce Murray	Don Wermers
Rick Daluge	Marilynn Jenkins	Joanne Nagy	Al Zussman
Don Dietmeyer	Tony Johnson	Sue Riesling	Ann Zanzig
Wally Douma	Tom Johnson	Mary Rouse	
Trey Duffy	Rich Keeling	Maggie Roth	
Randy Dunham	Steve Kornguth	Pat Runde	

(continued)

Table 1

UW-Madison Minority Undergraduate Fall Semester Enrollment, 1984 to 1993

AY	Afr Amer	Nat Amer	Hisp	Asian Amer	All Min	% of All Stdts	Index	Other	% of All Stdts	Index	All Stdts	Index
1984	520	64	296	514	1,394	4.6%	100.0	28,016	93.0%	100.0	30,138	100.0
1985	512	77	332	571	1,492	4.8%	107.0	28,756	92.9%	102.6	30,955	102.7
1986	479	72	348	627	1,526	5.0%	109.5	28,504	92.9%	101.7	30,673	101.8
1987	515	92	346	675	1,628	5.5%	116.8	27,584	92.6%	98.5	29,777	98.8
1988	520	114	375	828	1,837	6.2%	131.8	27,317	91.9%	97.5	29,727	98.6
1989	543	114	389	930	1,976	6.7%	141.8	26,991	91.1%	96.3	29,625	98.3
1990	550	124	420	975	2,069	7.1%	148.4	26,355	90.1%	94.1	29,248	97.0
1991	526	113	451	1,020	2,110	7.3%	151.4	25,828	89.4%	92.2	28,900	95.9
1992	495	112	525	1,049	2,181	7.9%	156.5	24,235	88.2%	86.5	27,464	91.1
1993	492	114	568	1,053	2,227	8.4%	159.8	23,282	87.4%	83.1	26,638	88.4

UW-Madison Total Minority Enrollment, including Undergrad, Graduate, Professional and Special Students

1984	782	107	515	785	2,189	5.0%	100.0	39,366	89.0%	100.0	44,218	100.0
1985	736	124	575	837	2,272	5.0%	103.8	40,098	89.0%	101.9	45,050	101.9
1986	694	129	575	907	2,305	5.2%	105.3	39,665	89.0%	100.8	44,584	100.8
1987	722	146	587	945	2,400	5.5%	109.6	38,373	88.5%	97.5	43,368	98.1
1988	741	168	632	1,150	2,691	6.2%	122.9	38,158	87.4%	96.9	43,641	98.7
1989	785	176	657	1,238	2,856	6.5%	130.5	37,743	86.4%	95.9	43,695	98.8
1990	789	197	688	1,311	2,985	6.9%	136.4	37,214	85.5%	94.5	43,536	98.5
1991	746	191	732	1,378	3,047	7.1%	139.2	36,521	84.5%	92.8	43,196	97.7
1992	759	190	848	1,409	3,206	7.6%	146.5	34,965	83.4%	88.8	41,948	94.9
1993	794	198	926	1,479	3,397	8.3%	155.2	33,769	82.5%	85.8	40,924	92.6

Table 2

University of Wisconsin-Madison
 Minority Faculty and Staff Hiring, 1988 to 1993

	Black, Native American and Hispanic		All Minority		Total Hires
	Headcount	Percent of Total	Headcount	Percent of Total	
FACULTY					
1988	17	9.6%	22	12.4%	177
1989	23	14.1%	33	20.2%	163
	6	4.2%	21	14.7%	143
1991	16	13.6%	24	20.3%	118
	8	7.3%	15	13.6%	110
	3	2.9%	14	13.7%	102
ACADEMIC STAFF					
	20	2.7%	53	7.0%	754
	23	4.8%	47	9.8%	478
1990	32	5.0%	57	9.0%	635
1991	38	4.5%	86	10.2%	844
	41	4.7%	94	10.8%	873
	38	4.5%	99	11.7%	845

Source: New Hires Reports, 1988 through 1993, Office of Affirmative Action and Compliance. Prepared by OBPA:RP 1 February 1994

(continued)

Table 3

**Minorities in the Legal Faculty at the University of Wisconsin-Madison
1983 through 1993**

Year	Black	Native Amer	Hispanic	Blk, Native Am & Hisp	Asian	All Minority	All Faculty
1983	27	2	24	53	67	120	2305
1984	25	4	23	52	75	127	2320
1985	28	4	22	54	84	138	2417
1986	27	4	23	54	82	136	2388
1987	25	3	25	53	86	139	2360
1988	23	5	36	64	86	150	2407
1989	31	7	46	84	94	178	2435
1990	36	6	47	89	101	190	2444
1991	40	6	55	101	105	206	2421
1992	40	8	54	102	108	210	2405
1993	39	8	51	98	116	214	2414
1983	1.2%	0.1%	1.0%	2.3%	2.9%	5.2%	100.0%
1984	1.1%	0.2%	1.0%	2.2%	3.2%	5.5%	100.0%
1985	1.2%	0.2%	0.9%	2.2%	3.5%	5.7%	100.0%
1986	1.1%	0.2%	1.0%	2.3%	3.4%	5.7%	100.0%
1987	1.1%	0.1%	1.1%	2.2%	3.6%	5.9%	100.0%
1988	1.0%	0.2%	1.5%	2.7%	3.6%	6.2%	100.0%
1989	1.3%	0.3%	1.9%	3.4%	3.9%	7.3%	100.0%
1990	1.5%	0.2%	1.9%	3.6%	4.1%	7.8%	100.0%
1991	1.7%	0.2%	2.3%	4.2%	4.3%	8.5%	100.0%
1992	1.7%	0.3%	2.2%	4.2%	4.5%	8.7%	100.0%
1993	1.6%	0.3%	2.1%	4.1%	4.8%	8.9%	100.0%

Source: October databases of non-duplicating headcount, legal faculty, including faculty with administrative appointments.
Prepared by Office of Budget, Planning and Analysis RP 27 April 1994 (Fac0191.nim)

