

UW-MADISON STRATEGIC DIVERSITY UPDATE

Compiled

by

**Office of the Vice Provost and Chief Diversity Officer
Division of Diversity, Equity, and Educational Achievement**

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EXECUTIVE SUMMARY

For over two decades, diversity champions at the University of Wisconsin-Madison (UW-Madison) have advanced diversity, equity, and inclusion initiatives. This focus has resulted in the increased presence and success of diverse communities on campus; innovations in our curriculum and co-curriculum; and a series of diversity plans, offices, committees, and initiatives designed to engage issues of access, equity, inclusion, leadership development, research, and learning as high-level institutional priorities. While much work remains to diversify and create an environment that is inclusive and excellent for all, progress toward this goal is happening daily.

Many of our campus diversity efforts and successes can be traced to prior diversity plans and the efforts that these inspired. Following the completion of the university's most recent centralized diversity plan, *UW-Madison Plan 2008: A Blueprint for Campus Diversity (1998–2008)*, UW-Madison campus diversity goals were embedded into the broader strategic framework of the university, *For Wisconsin and the World* (2009).¹ Under the leadership of then Chancellor Carolyn “Biddy” Martin, this transition to an integrated diversity-planning framework was a substantial departure from prior diversity plans like the *Madison Plan* and *Plan 2008*, each of which focused on campus diversity as the central purpose.

Chancellor Martin articulated several campus diversity goals in this integrated plan:

- 1) Increasing access for all qualified students, especially for targeted minorities and women in the STEM areas.
- 2) Eliminating the graduation gap between majority and targeted minority students.
- 3) Recruiting and retaining a more diverse faculty and staff.
- 4) Preparing our students, staff, and faculty to thrive personally and professionally in a world that is diverse, global, and interconnected.
- 5) Enhancing the campus climate for inclusion.

These goals serve as an embedded focus of the campus strategic framework and define the university's big-picture diversity priorities between 2009 and 2014. Leaders across campus have pursued these goals and, consistent with the integrated approach presented in *For Wisconsin and the World* (2009), have likewise embedded these goals into their school, college, division, and departmental plans and efforts. While the leadership has provided annual reports on the campus strategic framework that address diversity among its priorities, no dedicated statement on diversity has been produced in recent years that includes the activities of the schools, colleges, and divisions on campus. This report is therefore the first attempt in recent years to catalogue the variety of campus diversity initiatives and programs taking place at UW-Madison.

The 2012 Strategic Diversity Update Report²

The process of compiling information for the UW-Madison 2012 Strategic Diversity Update began in the Fall of 2011 and did not conclude until the close of the 2012–2013 academic year. This is due largely to the scope and breadth of diversity efforts activated across campus and units updating their submission with end-of-year statements and other related materials, which are vital to our ongoing institutional diversity, equity, and inclusion agenda. Therefore, some of the information detailed in this report represents activities occurring in the 2012–2013 academic year.

¹For more information, please visit <http://www.chancellor.wisc.edu/strategicplan/>.

² For more information, please contact the Office of the Vice Provost and Chief Diversity Officer at the University of Wisconsin-Madison: chiefdiversityofficer@wisc.edu or call 608-265-5228.

The method of collecting information began with a request from the Office of the Vice Provost and Chief Diversity Officer (OVPCDO) to divisional leaders and deans, coordinators of programs for multicultural/disadvantaged populations (MDCs), shared governance committees, equity and diversity committee chairs, and others. In response to this request, OVPCDO obtained hundreds of pages of reports, diversity plans, statements of impact, campus climate reports, and memos/emails detailing activities and initiatives taking place across campus. Submissions were then verified for accuracy using websites, follow-up requests from leaders, and a cross-referencing of major activities from other available sources. During the process of collecting, verifying, and following up with campus leaders, a list of 178 institutional acronyms emerged and is presented as Appendix 1.1 in an effort to help readers understand the terms used to describe the various offices, units, initiatives, and projects that exist across campus.

This *2013 UW-Madison Strategic Diversity Update* is a catalogue of the various diversity efforts, initiatives and programs taking place across the institution, and it complements the quantitative data indicator PowerPoint report offered by the Office of Academic Planning and Institutional Research (APIR) in the Fall of 2012 (Appendix 1.2). The report was produced to support our continuing diversity planning efforts and, more broadly, to provide a perspective of the broad range of diversity-related activities taking place across campus. It is organized in sections to clarify the broad-spanning, campus-wide diversity infrastructure referenced above, and the synergistic interactions that sustain and enhance the work towards inclusive excellence at UW-Madison.

A Collaborative Approach to Diversity Implementation

As we read the reports and submission offered by the various units, offices, school/colleges, divisions, and diversity governance committees, we were struck by the collaborations taking place to advance our campus diversity goals. We identified collaborations, diversity committees and teams, and alignment to campus diversity plans and goals as three primary techniques used by campus leaders to create shared engagement, scale, and integrative dynamics across our campus diversity efforts. Exhibit E.1 provides a summative sense of the ways that these different approaches are used across campus, highlighting in particular the prominent ways that leaders across campus built partnerships as a way of prioritizing diversity institutionally.

Exhibit E.1 Collaboration and Alignment Dynamics to Engage Diversity

Dimension	Description	Frequency Across the UW-Madison 2011–2012 Strategic Diversity Update
Collaborations	<ul style="list-style-type: none"> • Two or more parties collaborating in their efforts • Partnering of resources (human/fiscal/other) • Aligning efforts in a shared initiative 	305
Diversity Committees and Teams	<ul style="list-style-type: none"> • Shared governance appointed • Working groups, task forces, committees, counsels • May be non-shared governance appointed • Engaging diversity as a shared priority 	33
Diversity Plans	<ul style="list-style-type: none"> • Mention of campus strategic diversity goals • Alignment to prior diversity plans • Existence of a new campus diversity plan 	19

Current Diversity Planning Efforts at UW-Madison

As we look towards the future, two major strategic planning efforts are underway that will help to strengthen our diversity, equity, and inclusion efforts at UW-Madison. These efforts are (1) the *Fisher v. UT-Austin Supreme Court Strategic Response Group* and (2) an overview of the *2013 Ad Hoc Diversity Planning Process*.

UW-Madison Readiness for Fisher v. UT-Austin

As the Supreme Court prepares to rule in *Fisher v. UT-Austin*, the university has engaged in a number of readiness activities to enhance our understanding of the case's legal dynamics and begin preparing for its potential policy implications at UW-Madison.

Some of these activities have included, but are not limited to, the following:

- (1) Winter 2012 workshops with senior leadership, enrollment management, campus diversity committees, MD coordinators, legal affairs, institutional research and planning, E&D chairs, faculty leaders, diversity and academic excellence offices, and other leaders in series of sessions featuring Mr. Art Coleman, partner at Education Counsel LLC and a lead consultant to the college Board, and others regarding race-conscious policy in the academy.
- (2) A campus-wide keynote lecture on *Fisher* and its potential implications at the 2013 Inclusive Excellence winter forum featuring Attorney Kate Lipper.
- (3) The Provost-charged *Fisher v. UT-Austin* Strategic Response Committee began convening in Winter 2013.

Provost DeLuca tasked Vice Provosts Damon Williams and Joanne Berg to co-chair the Fisher Strategic Response Committee and identified a wide variety of campus leaders to prepare for the *Fisher* decision. The Provost charged this group to focus on the administrative and public relations aspects of this decision related to the implications of the outcome. Moreover, the Provost tasked this group to:

- 1) Review the institution mission of our campus so that it is clear about the importance of enrolling a diverse group of students.
- 2) Identify campus policies related to diversity that illustrate the exact benefits of a diverse student population. This includes race-conscious policies that must be justified by achieving diversity goals.
- 3) Develop talking points to articulate to the campus community to speak about the importance of diversity to our core goals.
- 4) Discuss *Fisher* with legal counsel to develop potential contingency planning based on their analysis of how this case is proceeding.

The committee has begun conversations regarding a protocol that can be adopted to understand campus efforts and the degree to which race/ethnicity and other factors play a role in their activation. The protocol is currently under development.

Ad Hoc Diversity Planning Committee Charge

On November 14, 2012, University Committee charged the Campus Diversity & Climate Committee (CDCC) to create the Ad Hoc Diversity Planning Committee (AHDPC) and vest it with the responsibility to develop a new UW-Madison diversity plan by April 1, 2013. The CDCC worked with shared governance bodies and the Chancellor's office to appoint a 30-member committee of equal representation from students, academic staff, faculty, represented/non-represented classified staff as voting members, and community representatives ex officio.

The AHPDC has two co-chairs: Ruth Litovsky, Professor of Communication Sciences & Disorders, and Michael Jackson, MBA candidate. Since late January, a logistical planning team has met weekly to focus primarily on the complexity required to coordinate 33 members' schedules—the result was a rotating Monday morning/Thursday afternoon meeting schedule. The first AHDPC took place on Monday, February 25, 2013.

The logistics and planning team also worked to integrate AHDPC member feedback with the insights and recommendations from major institutional strategic planning efforts to address diversity and inclusion issues, including the 2009 Reaccreditation Project, *For Wisconsin and The World*, and the HR Strategic Design Project. The April 1st deadline for the plan was suspended. The co-chairs and AHDPC members will continue to work through the summer in an effort to develop a campus-wide diversity strategy. In May 2013, Michael Jackson graduated and was replaced by Ryan Adserias, a doctoral student in the Department of Educational Leadership and Policy Analysis, School of Education. During the 2013-14 academic year, the plan will be presented to the campus community for broad vetting, and ultimately to shared governance leadership for review and potential adoption. The committee is still defining their approach to achieving campus-wide feedback and the next steps.

Recommendations and Immediate Action Steps

While the process that we undertook in developing this report was not meant to elicit recommendations, several became apparent as we engaged in the process of gathering, refining, and ultimately publishing the information presented in this report. These recommendations focus on: (1) establishing a new diversity reporting process, (2) enhancing our understanding of impact, and (3) coordinating our campus climate research efforts institutionally.

Recommendation 1: Establish an institutional diversity reporting framework, timeline, and process to guide the diversity-themed change journey

Since the end of Plan 2008, no dedicated campus-wide diversity planning process has existed. Instead, we have embedded our reporting on campus diversity within the context of the university's broad strategic framework *For Wisconsin and the World* (2009) and the annual Academic Planning and Institutional Research (APIR) diversity indicator report. As a result, no systematic process has existed to collect information pertaining to campus diversity goals, activities, and outcomes. Developing such a process is critical to ensuring that our activities add up to more than the sum of their parts and ultimately lead to quantitative and qualitative gains in our efforts to create an environment that is diverse, equitable, and inclusive for all. Accordingly, we recommend the development of a new reporting framework and process consistent with the launch of our new institutional diversity plan. This framework, process, and report would not only inform the work taking place within specific areas of the university, but also provide a greater ability to achieve accountability and impact for all that we are doing.

Immediate Next Steps: The VPCDO will work closely with the *2013 Diversity Ad Hoc Planning Committee*, leaders in the Office of the Provost, and others to ensure that we develop a new diversity reporting and accountability process in alignment with the new diversity strategic framework that will ultimately come under final review of shared governance leaders in the 2013–2014 academic year.

At the urging of leaders in the Campus Diversity and Climate Committee (CDCC), leaders in the OVPCDO, members of the Ad Hoc Diversity Planning Committee, and others, the emerging version for the campus diversity strategic framework emphasizes: (1) philosophy, values, and vision; (2) access to success; (3) culture, climate, and inclusion; (4) creativity and innovation; (5) the Wisconsin Idea; and (6) accountability, coordination, and leadership at the institutional, school/college/divisional, and individual

levels. This multi-dimensional approach is driven by a shared insight into the importance of accountability and is consistent with guiding research in the area of strategic planning for diversity, inclusion, and organizational change.³

Recommendation 2: Strengthen our ability to report the qualitative and/or quantitative impact of our diversity, equity, and inclusion efforts institutionally

As we gathered the various diversity reports and statements submitted by leaders across campus, we noted that many were highly descriptive, providing much needed insight into what was taking place on campus, but little insight into the impact and ultimate outcomes associated with the work. While description is essential for defining our work, this information could be enhanced by additional data that described participation levels, outcomes, indicators of progress, challenges, and other information, all of which would help us to understand and strengthen the many programs and initiatives taking place across campus.

At a minimum, we recommend that leaders develop simple attendance tracking and post-event survey techniques to provide some sense of impact. The presence of these baseline insights enhanced our understanding of how these efforts expose our pre-college communities to the possibilities of higher education, creating community on campus, developing leaders, materializing the Wisconsin Idea, seeding new discussions to spark learning and achieving impact in myriad ways not easily reduced to graduation rates, faculty diversity ratios, or outcomes provided by campus climate studies and the APIR reports.

At the same time, those campus programs that did provide impact information suggested a number of positive insights. The Chancellor's Scholars/Powers-Knapp programs continue to add value that has in many ways shaped the diversity success story at UW-Madison for many years. The Division of Diversity, Equity, and Educational Achievement (DDEEA) was able to illustrate how its efforts touched thousands both on and off campus during the 2011–2012 academic year, while “Green Zone Framework Indicators” implied that PEOPLE, OMAI/First Wave, Posse, and CeO are poised for greater institutional outcomes than ever before, a point that is echoed by data presented by the Center for Academic Excellence (CAE), FIGS, the Delta Center, the VP for Faculty and Staff/OVPCDO Faculty Diversification Effort, VP for Teaching and Learning discussion of the MIU, and others. In future iterations of this report, it would be powerful to have more campus units discuss their efforts in similar ways.

Immediate Next Steps: The OVPCDO will host a series of workshops during the 2012–2013 academic year to assist campus leaders to develop quantitative and qualitative statements of impact regarding their diversity, equity, and inclusion efforts. Additionally, the VPCDO, in collaboration with leaders in the Wisconsin's Equity and Inclusion (Wei) Laboratory, will partner in selecting an external review/evaluation team to provide additional expertise to generate even greater insight into the impact of our most foundational institutional diversity efforts; and finally, the OVPCDO will again sponsor a UW-Madison team to participate in the highly acclaimed 2013 UCLA Diversity Research Institute,⁴

³For more information, please see Kezar, A. & Eckel, P. (2005). *Leadership strategies for advancing campus diversity: Advice from experienced presidents*. Washington, D.C.: American Council on Education. Kezar, A. & Eckel, P. (2008). Advancing diversity agendas on campus: Examining transactional and transformational presidential leadership styles. *International Journal of Leadership in Education*, 4(11), 379–405. Smith, D. (2009). *Diversity's promise for higher education: Making it work*. Baltimore: Johns Hopkins University Press. Williams, D. (2013). *Strategic diversity leadership: Activating change and transformation in higher education*. Sterling VA, Stylus Publishing Press.

⁴The OVPCDO sponsored a UW-Madison team to participate in the 2010 UCLA Diversity Research Institute resulting in the L&S Equity and Diversity Committee Grade Gap: Future Gap Study of the Classroom Climate in L&S Gateway Courses, student

where participants will be exposed to state-of-the-art diversity research techniques, generate working plans for implementing high-caliber plans at UW-Madison, and develop a network of skilled partners who generate more institutional research data in this area than any other research team in the country.

Recommendation 3: Create a centralized hub of campus climate reports, instruments, and best practices to strengthen and guide implementation

Across the various diversity submissions, 12 identified “campus climate studies” were implemented in recent years. These studies range from campus climate efforts implemented in collaboration with the UW System, to ongoing efforts associated with the Women in Science and Engineering Leadership Institute (WISELI), to engagement surveys implemented through the Division of the Vice Chancellor for Finance and Administration (VCFA), and the various Equity and Diversity Committee campus climate surveys implemented through the years. Indeed, at the time of this report’s publication, three campus climate studies were either under development or in the midst of an active data collection process. While each of these efforts contribute to our understanding of the campus climate of inclusion or exclusion, these studies apply methodologies, instrumentation, and rigor that could be enhanced by a more coordinated and shared process institutionally.

Immediate Next Steps: Building from this report and pilot research by the Wei Laboratory on campus diversity climate studies, the OVPCDO will: (1) systematically gather every “campus climate study” implemented in the last five years, (2) commission a meta-summary of these reports, (3) commission the development of a campus climate and inclusion survey guide and digital archive of instruments in use at UW-Madison and elsewhere, and (4) develop a campus-wide process for launching campus climate studies in collaboration with Equity and Diversity Committee Chairs, MDCs, and other campus leaders.

Next Steps in Our Efforts towards Inclusive Excellence

Although much work has taken place over the past 30 years to advance institutional diversity, equity, and inclusion, more work lies ahead. This report captures details of how we have prioritized our commitments through a collaborative diversity infrastructure that is truly impressive. This update is a reflection of the value that we place on diversity at UW-Madison and the many ways that we activate this commitment daily. As UW-Madison moves forward with the 2013 diversity planning process, this update should be utilized as a planning tool to help leaders understand some of the ways that we are approaching this work institutionally.

thesis research on intergroup dialogue programs on campus, and other efforts designed to create understanding of the campus experience with diversity.

INTRODUCTION

For more than 30 years, the University of Wisconsin-Madison has made issues of diversity, equity, and inclusion a high-level priority of institutional life. This focus has resulted in the increased presence and success of diverse communities on campus, innovations in our curriculum and co-curriculum, and a series of diversity plans, offices, committees, and initiatives with a broad-spanning, campus-wide diversity infrastructure designed to engage this work as a high-level institutional priority. While much work remains to diversify and create an environment that is inclusive and excellent for all, progress toward this goal is happening daily.

This *UW-Madison Strategic Diversity Update* is a catalogue of the various diversity efforts, initiatives, and programs taking place across the institution, and it complements the quantitative data indicator power-point report offered by the Office of Academic Planning and Institutional Research in the Fall of 2012.

Diversity Planning and Implementation at UW-Madison

Many of our campus diversity efforts and successes can be traced to prior diversity plans and the efforts that these inspired. Programs like First Year Interest Groups, First Wave, PEOPLE, the Faculty Diversification Effort, campus learning communities, the Ethnic Studies requirement, and others have footprints in the *Madison Plan* and the *Madison Commitment* (aligned within the system-wide umbrella plan *Design for Diversity*), and *Plan 2008: A Blue Print for Campus Diversity*. Indeed, very few institutions have so consistently made diversity a high-level strategic priority as has UW-Madison. This is a point to be celebrated as an important aspect of our commitment to the *Wisconsin Idea*, to our land-grant mission, and to the imperatives of being a world-class research university in the 21st century.

Following the completion of the university's most recent centralized diversity plan, *UW-Madison Plan 2008: A Blueprint for Campus Diversity (1998–2008)*, UW-Madison campus diversity goals were embedded into the broader strategic framework of the university, *For Wisconsin and the World (2009)*.⁵ Under the leadership of then Chancellor Carolyn “Biddy” Martin, this transition to an integrated diversity-planning framework was a substantial departure from prior diversity plans like the *Madison Plan* and *Plan 2008*, each of which focused on campus diversity as the central purpose.

Chancellor Martin articulated several campus diversity goals in this integrated plan:

- 1) Increasing access for all qualified students, especially for targeted minorities and women in the STEM areas.
- 2) Eliminating the graduation gap between majority and targeted minority students.
- 3) Recruiting and retaining a more diverse faculty and staff.
- 4) Preparing all our students, staff, and faculty to thrive personally and professionally in a world that is diverse, global, and interconnected.
- 5) Enhancing the campus climate for inclusion.

These goals serve as an embedded focus of the campus strategic framework and define the university's big-picture diversity priorities between 2009 and 2014. Leaders across campus have committed to these goals and, consistent with the integrated approach presented in *For Wisconsin and the World (2009)*, have likewise embedded these goals into their school, college, division, and departmental plans and efforts. While the leadership has provided annual reports on the campus strategic framework that address diversity among its priorities, no dedicated statement on diversity has been produced in recent years that

⁵For more information please visit <http://www.chancellor.wisc.edu/strategicplan/>

includes the activities of the schools, colleges, and divisions on campus. This report is therefore the first attempt in recent years to catalogue the variety of campus diversity initiatives and programs taking place at UW-Madison.

The development of this report could not have come at a more opportune time. At the onset of Fall 2013, Provost Paul M. DeLuca, Jr., with the support of university governance, authorized the creation of a new dedicated campus-wide diversity plan. In response, the University Committee charged the Campus Diversity and Climate Committee (CDCC) to organize in collaboration with leaders across UW-Madison a campus-wide an *Ad Hoc* diversity planning committee. As a result, a shared governance committee of students, faculty, and staff, with representatives from the Madison community, was selected to develop the new diversity plan.

This report was produced to support the work of our continuing diversity planning efforts and, more broadly, to provide a perspective of the broad range of diversity-related activities taking place across campus. It is organized in sections to clarify the broad-spanning, campus-wide diversity infrastructure referenced above and the synergistic interactions that sustain and enhance the work for inclusive excellence at UW-Madison.

Campus Diversity Infrastructure

At UW-Madison, we have developed a diversity infrastructure that features over 100 diversity, equity, and inclusion initiatives designed to make diversity a strategic priority across a range of different identities. Exhibit I.1 presents this campus infrastructure, providing a high-level overview of the: (1) OVPCDO/Division of Diversity, Equity, and Educational Achievement, (2) M/D Coordinators, (3) Equity and Diversity Committees, (4) Diversity Shared Governance Committees, (5) Campus Diversity Initiatives and Units in Schools and Colleges, and (6) Campus-Wide Diversity-Themed Research, Creativity, and Scholarship units.

Exhibit I.1 UW-Madison Campus Diversity Infrastructure

Diversity Infrastructure	Description
OVPCDO & DDEEA	The Vice Provost & Chief Diversity Officer and a core team of staff members comprise the <u>Office of the Vice Provost & Chief Diversity Officer</u> (OVPCDO). The OVPCDO works with programs and units across campus on issues of diversity and climate. The VP & CDO leads the Division of Diversity, Equity & Educational Achievement (DDEEA), which includes a number of the university's major diversity programs: <u>PEOPLE</u> , <u>Posse</u> , the <u>Center for Educational Opportunity</u> (CeO), <u>Office of Multicultural Initiatives</u> (OMAI)/First Wave, the <u>Office for Equity and Diversity</u> (OED), and the <u>Ombuds Office for Faculty and Staff</u> . <u>Wisconsin's Equity and Inclusion Laboratory</u> (Wei Lab) is an externally funded research lab housed within the Wisconsin Center for Educational Research and is dedicated to conducting basic and applied research on topics of equity and inclusion, particularly in higher education.
M/D Coordinators	Beginning with the Law School in the 1960s, UW-Madison schools, colleges, and divisions have each appointed a key staff member charged to coordinate programs and services for the retention and academic achievement of students from historically underrepresented groups.
Equity & Diversity Committees	Based on a 1998 shared governance mandate, each academic unit and large administrative division appoints an Equity & Diversity Chair to serve on the <u>Equity and Diversity Committee</u> (EDC). In such role, the EDCs identify, address, and monitor diversity and climate issues affecting faculty, staff, and students within each respective unit or division.
<u>Diversity Shared Governance Committees</u>	Faculty, staff, and student governance bodies have established diversity committees to work on policy and procedures in the interest of their respective constituent groups; e.g., the Faculty Senate's <u>Committee on Women in the University</u> and the <u>ASM Diversity Committee</u> .
Campus Diversity Units & Initiatives in Divisions, Schools & Colleges	Included in this category are such units as the <u>Multicultural Student Center</u> , the <u>McBurney Disability Resource Center</u> , the <u>LGBT Campus Center</u> in the Division of Student Life, and the <u>Multicultural Learning Community</u> in the Division of University Housing.
Campus-Wide Diversity-	A number of academic departments, institutes, and centers engage in research, scholarly

Themed Research and Scholarship Infrastructure	activity, and educational innovation around issues of diversity defined broadly to engage issues of identity, representation, immigration, achievement, public policy, environmental issues, and more.
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In the sections of this report that follow, the efforts of these structures and many more are presented as our diversity commitments are activated through the priorities and initiatives of hundreds of men and women at UW-Madison and among the numerous communities that we partner with locally, regionally, nationally, and globally.

Campus Climate Studies at UW-Madison

As the university has become more focused on issues of diversity and inclusion, campus climate has emerged as critical to understanding student, faculty, and staff success, whether looked at through the lens of race, gender, or positional role on campus. Several campus units and committees have conducted climate assessments to measure the climate for various constituencies, including faculty, staff, and students. These studies serve as a foundation for the development of future climate studies, both at the unit and institutional levels, as well as a spark for broader dialogue around campus climate.

Led by Professor Jerlando F. L. Jackson, researchers in Wisconsin’s Equity and Inclusion Laboratory (Wei Lab) conducted a search of climate assessments at UW-Madison for the purpose of creating an accessible distillation of the targeted populations of study, the various methodologies employed by the evaluating teams, and the key outcomes as evidenced by the data presented (Exhibit I.2 below). Since our campus at present lacks a centralized repository for climate assessments conducted at our institution, additional studies warranting inclusion in this table may exist but, due to search constraints, have not been included. Such an oversight is thus unintentional.⁶

The results of these climate studies can and should be understood within the context of the targeted schools and colleges, units, and populations of study. Therefore, the results of these studies should not be extrapolated to describe a generalized climate within the institution; that would be both unwarranted and erroneous. That said, the results of climate studies conducted within specific campus units and among targeted populations should nonetheless be understood within the broader socio-cultural context of the university.⁷ With this in mind, the results of the climate assessments presented above suggest UW-Madison to be, by and large, a comfortable place for students to learn and for faculty and staff to work. These results should not, however, be interpreted as a call for complacency; on the contrary, the results of these assessments should be viewed as a foundation upon which the university should grow in seeking to meet its goals concerning diversity and its broader educational and service mission. A more complete version of this discussion is available through Wisconsin’s Equity and Inclusion Laboratory (Wei Lab) in a working paper titled “UW-Madison Campus Climate Studies Thematic Overview,” which is available upon request.⁸

⁶ Some notable studies not included at the time when these studies were reviewed are the VCFA Engagement, Inclusion, and Diversity Survey, Division of Intercollegiate Athletics Campus Climate Survey, the Division of Continuing Studies Climate Survey, and the UW System Climate Study. Continuing efforts will gather these studies in the future.

⁷ See Tierney (1997) for a more in-depth discussion of the importance of situating climate studies within the socio-cultural context of the university.

⁸ Please be in touch with Dr. Jerlando Jackson, Vilas Professor of Higher Education and Director and Chief Research Officer of the Wei Lab, for more information regarding this working paper on campus climate research at UW-Madison. He can be reached by email at jjackson@education.wisc.edu or phone 608-890-3790.

Exhibit I.2 UW-Madison Campus Climate and Inclusion Survey Overview Matrix⁹

Study	Description	Major Outcomes
<p>CALS Climate Study (2011) To assess and represent the climate for marginalized populations (e.g., people of color, LGBTQ people, and people with disabilities) within CALS; this analysis was conducted as part of the UW System Climate Study.</p>	<p>This mixed quantitative and qualitative study was conducted within CALS and yielded 756 responses. While the majority of the findings are based off survey responses, open-ended questions provided some qualitative data for analysis.</p>	<ul style="list-style-type: none"> • People of color and LGBTQ respondents reported feeling harassed based on their identity more often than white and heterosexual respondents and were unlikely to have reported bias incidents. • Approximately 75 percent of respondents reported feeling “comfortable” or better with the climate within the university as a whole, their departments, and within their classrooms. • White people, women, academic staff, and sexual minorities were most likely to be aware of perceived harassment, and approximately 25 percent of respondents reported witnessing some form of harassment on campus.¹⁰ • Qualitative results showed perceptions of hierarchical divisions among different groups of employees (i.e., between faculty and other employees). These differences accompanied a feeling of a decreased climate of respect for non-faculty employees.
<p>LGBTQ Climate Study (2011) To evaluate the campus climate for LGBTQ students.</p>	<p>The study was conducted by researchers in the Wei Lab and consisted of in-depth, semi-structured interviews with 38 undergraduate students; it included LGBTQ-identified and LGBTQ-Ally-identified students.</p>	<ul style="list-style-type: none"> • Majority of participants reported feeling comfortable being open about their sexuality on campus. • LGBTQ students of color reported feeling less comfortable on campus, though, due to campus racial climate. • LGBTQ and ally students reported feeling marginalized and/or tokenized in the classroom. • Classroom climate tied to tokenization was reported to be the most significant negative climate experience.
<p>WISELI Faculty Worklife Study (2010) To survey the faculty at UW-Madison about their work life experiences and perceptions.</p>	<p>2010 saw the most recent results of this longitudinal study; the data are the result of a paper survey mailed to the home address of every UW-Madison faculty member, yielding a 50 percent response rate.</p>	<ul style="list-style-type: none"> • Overall, respondents reported feeling a positive climate. • Women faculty and faculty of color consistently reported a negative climate. • Faculty of color responded feeling less respected by departmental staff, feeling less able to navigate unwritten rules, and feeling the need to work harder to be perceived as a legitimate scholar.
<p>Grade Gap/Future Racial Disparities in L&S Introductory Courses (2010) To identify relationships between classroom climate and grade gaps for minority and non-minority students in key introductory courses in L&S.</p>	<p>This study surveyed 1,700 first-year undergraduates in key introductory courses in L&S and linked final course grades with survey responses. Additionally, 75 instructors were surveyed. The surveys focused on reported experiences between targeted minority students and non-targeted students, in addition to reported climate across all groups.</p>	<ul style="list-style-type: none"> • Significant grade gaps in favor of non-targeted minority students were observed. • Despite rating the overall classroom climate favorably, targeted minority students reported perceiving a competitive academic environment in the classroom. This perception was felt in tandem with reported anxiety over working with majority students and feeling uneasy about forming out-of-class study groups. • Targeted minority students were more likely to report adverse racial incidents and to observe racial stereotyping. • Instructors in courses with positive climate ratings reported expending greater effort in their teaching practices.
<p>Teacher Education Survey (2010) To report on the experiences of students in the UW-Madison teacher education program concerning</p>	<p>This mixed-methods study included surveys of 171 students and analysis of 84 students who provided written answers to questions on the survey. The study included a significant majority of women</p>	<ul style="list-style-type: none"> • Survey respondents were overall satisfied or very satisfied with the overall climate in the teacher education program (TEP) and School of Education (SoE). • Students of color were slightly less satisfied (reporting either satisfied or neutral). • Students of color reported negative experiences concerning diversity, peer-to-peer interactions, and experiences in courses

⁹ Source: Wisconsin’s Equity and Inclusion (Wei) Laboratory (2012)

¹⁰ The researchers defined harassment as: “offensive, hostile, or intimidating conduct that interfered with their ability to work or learn on campus” (Rankin and Associates, 2012, p. iv).

<p>their overall experience within the School of Education, their personal experiences with diversity, experience with courses with a multicultural focus, and diversity experiences with fellow students.</p>	<p>and majority students.</p>	<p>with multicultural foci.</p> <ul style="list-style-type: none"> • Students in the qualitative sample reported feeling ignored by faculty and experiencing a lack of communication with instructors. • Students reported feeling tokenized within difficult classroom conversations concerning race and gender and that instructors did not intervene to direct the conversation. • Students felt their practical classroom experiences off campus were not diverse, and that non-majority students were treated differently by their supervising teachers due to their racial or ethnic backgrounds. • Students felt classroom discussions of multicultural issues and diversity did not adequately prepare them to implement diversity skills in their future work environments. • Students further reported wanting more exposure to issues concerning LGBTQ, disabled, and English Language-Learning communities.
<p>L&S Faculty Diversity and Excellence (2008) To inform L&S policy concerning the recruitment and retention of diverse faculty.</p>	<p>This study and set of recommendations is the result of an extensive review of existing institutional data, newly gathered institutional data, a review of the pertinent literature, and original collection of focus group data.</p>	<ul style="list-style-type: none"> • L&S has made progress in attracting diverse faculty, but the progress is fragile and increasing slowly. • Low numbers of women of color are awarded tenure. • Several major recommendations were made including: develop a fund to support strategic hiring. • Implement a strategic recruitment and hiring policy. • Develop and promote diversity plans. • Support interdisciplinary and research activities that promote diversity.
<p>WISELI Project to Assess Climate in Engineering (PACE) (2008) To identify and address university climate issues and improve the retention of all undergraduate engineering students, with a special emphasis placed on women and students of color. This survey is part of a broader effort on behalf of 24 schools of engineering, (including 3 in the Big 10) with UW-Madison's participation being on a pilot-basis.</p>	<p>This mixed-methods study included surveys of 1,082 students in the School of Engineering. The response rate yielded 36.3 percent of the School of Engineering undergraduate population.</p>	<ul style="list-style-type: none"> • Women reported slightly negative climate experiences compared to men; underrepresented minority students, while reporting mixed climate experiences, were generally happier than their peers in other Big 10 participating schools. • Women, especially those participating in student organizations, reported being treated differently based on gender more often than their Big 10 peers. • Asian students were the most likely students of color to report feeling singled out due to their race. • African American students were most likely to report feeling low levels of confidence in their abilities, followed by Asian students. Hispanic and White students reported the most confidence. • Recommendations center on alleviating the confidence gap for women, efforts to increase inclusion of Asian students within the engineering community, and education pertaining to singling out students, particularly Asian students, based on race.
<p>SMPH Work-Environment Study (1997) To determine how faculty's perceptions of medical school gender climate differ by gender, track, rank, and departmental affiliation.</p>	<p>This quantitative study was based off of a survey distributed to faculty in the Medical School to assess their perceptions of the academic climate, including mentoring, networking, professional development, obstacles in the profession, and factors in considerations of leaving the profession.</p>	<ul style="list-style-type: none"> • Women perceived gender bias to contribute to specific barriers in their work-life experience. • Mentoring relationships for women faculty does not, contrary to a focus within the literature, alleviate structural issues that induce stress, strained professional relationships, isolation, and personal-professional conflicts. • Perceptions of women and minority faculty need to be taken into account and addressed if the field is to undergo significant diversification.

The UW-Madison Strategic Diversity Update Report

The process of compiling information for the UW-Madison Strategic Diversity Update began Fall 2012 and did not conclude until the close of the 2013 academic year. This is due largely to the scope and breadth of diversity efforts activated across campus and units updating their submission with end-of-year statements and other related materials, which are vital to our ongoing institutional diversity, equity, and inclusion agenda. Therefore, some of the information detailed in this report represents activities continuing into the 2012–2013 academic year.

The Office of the Vice Provost and Chief Diversity Officer (OVPCDO) requested divisional leaders and deans, coordinators of programs for multicultural/disadvantaged populations (MDCs), shared governance committees, equity and diversity committee chairs, and others (Exhibit I.3) to highlight diversity-related initiatives. In response to this request, OVPCDO obtained hundreds of pages of annual reports, diversity plans, statements of impact, evaluations, campus climate reports, and memos/emails detailing activities and initiatives taking place across campus. Submissions were triangulated for accuracy using websites, follow-up requests from leaders, and a cross-referencing of major activities from other available sources.

This report provides a thumbnail sketch of each unit’s diversity, equity, and inclusion initiatives. As this report provides updates of those efforts, a full expression of activities in each of the various units can be obtained by contacting the unit directly. This strategic diversity update does not include annually reported institutional data on the recruitment, retention, involvement, and overall success of students, faculty, and staff.

Exhibit I.3 Overview of Diversity Update Statements

Area	Diversity Update Submissions
Provost and Vice Chancellor for Academic Affairs	Division of Enrollment Management Division of Student Life The Chancellor’s and Powers-Knapp Scholarship Programs Vice Provost for Faculty and Staff Vice Provost for Information Technology/CIO/Division of Information Technology Vice Provost for Internationalization and Dean of International Studies Vice Provost for Libraries and University Librarian Vice Provost for Life-Long Learning and Dean of the Division of Continuing Studies Vice Provost for Teaching and Learning
	College of Agricultural and Life Sciences Wisconsin School of Business Division of Continuing Studies School of Education College of Engineering Graduate School School of Human Ecology Gaylord Nelson Institute for Environmental Studies Division of International Studies Law School College of Letters & Science School of Medicine and Public Health School of Nursing School of Pharmacy School of Veterinary Medicine
Vice Provost and Chief Diversity Officer and Division of Diversity, Equity and Educational	Office of the Vice Provost and Chief Diversity Officer Division of Diversity, Equity, and Educational Achievement

Achievement	
Vice Chancellor for Finance and Administration	Division of Intercollegiate Athletics Facilities Planning and Management Office of Human Resources The Wisconsin Union University Health Services Division of University Housing
Vice Chancellor for University Relations	Strategic Partnerships University Communications
Governance and Affiliated Organizations	Campus Diversity and Climate Committee The Committee on Women in the University The Committee on Undergraduate Recruitment, Admissions, and Financial Aid The Committee on Gay, Lesbian, Bisexual, and Transgender Issues The Diversity Committee of the Associated Students of Madison

The 2012 UW-Madison APIR Diversity Indicators Update Presentation Report

For those interested in a quantitative overview of the institutional diversity, equity, and inclusion landscape, the Office of Academic Planning and Institutional Research (APIR) produces an annual report in PowerPoint format, the most recent titled, *The 2012 UW-Madison Diversity Update Presentation Report*. The indicator data represent a full range of diverse identities that includes: (1) race and ethnicity/targeted minority status,¹¹ (2) gender, (3) rural/urban, (4) residency status, (5) nationality, (6) student-athletes, (7) Pell Grant eligibility, (8) first-generation college, (9) participation in student diversity and academic excellence communities, (10) participation in high-impact practices, (11) graduate and professional status, (12) faculty tenure status, and others. Appendix document 1.1 presents each indicator across a range of access, pre-college, pipeline, first-year retention, graduation, campus climate, high-impact practice involvement, faculty development, and other indicators for these various groups.

This data is available at <http://apir.wisc.edu/diversity.htm> in the diversity section of the Office of Academic Planning and Institutional Research (APIR) website.

Cataloguing Campus Diversity Efforts

The diffuse nature of diversity implementation at the University of Wisconsin-Madison during the era of strategic thinking *For Wisconsin and the World* (2009) made it necessary to request and capture institutional information related to diversity, equity, and inclusion broadly to allow each unit to offer commentary on their own terms. This process enables consistent engagement in strategic diversity implementation, as demonstrated in recent years. For the most part, this report provides a snapshot of current activities taking place in the 2011–2012 academic year and also reflects activities and initiatives that occurred during the 2012–2013 academic year as to update submissions with end-of-year reports and insights.

Because the campus community engages issues of diversity in myriad ways, the process for collecting and compiling program activity was daunting. Some units are engaged with intensive pre-college activities, while others focus on extensive undergraduate and/or graduate student retention efforts. Some units have developed new diversity-themed research centers and faculty-led enterprises to drive scholarship, creativity, leadership, and innovation. In general, it became clear that while some units produced regular diversity reports, developed diversity plans, and conducted regular program assessments, others did not. The result is reflected in the varying quality and depth of compiled information, which suggests the need for a clear framework, timeline, and process for gathering statements of campus diversity activities and

¹¹Targeted minority groups are defined as African American/Black, Native American, Latino/Hispanic, and Southeast Asian (Cambodians, Laotians, Vietnamese, and Hmong).

impact from the various schools, colleges, divisions, committees, and initiatives that exist across campus. This is a priority that must be put in place moving forward.

Report Overview

The UW-Madison 2012 Strategic Diversity Update is divided into eight main sections with corresponding subsections on reporting units:

1. The Office of the Provost and Vice Chancellor for Academic Affairs
2. The Office of the Vice Provost and Chief Diversity Officer/Division of Diversity, Equity, and Educational Achievement (a unit housed within the Office of the Provost and Vice Chancellor for Academic Affairs)
3. Schools, Colleges, and Divisional Diversity Efforts
4. Vice Chancellor for Finance and Administration (VCFA)
5. Vice Chancellor for University Relations
6. Diversity Governance Committees
7. Diversity Planning and Next Steps
8. Final Thoughts

The report concludes with an overview of several next steps that are currently underway as UW-Madison embarks upon the development of a shared governance diversity plan and prepares for the *Fisher v. University of Texas-Austin* U.S. Supreme Court rulings expected in Spring 2013. The appendices offer frequently utilized UW-Madison acronyms, an overview of the 2012 APIR diversity update table, a review of the 2013 *Ad Hoc* Diversity Planning Committee resource binder, the 2013 *Ad Hoc* Diversity Planning Committee framework, major themes that emerged from the 2012 Diversity Forum, major themes from the ASM student input listening sessions, and the recommended OVPCDO engagement strategies for the diversity planning process.

SECTION 1: OFFICES OF THE PROVOST AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS

Overview

The Office of the Provost comprises several units that play a key role activating diversity, equity, and inclusion efforts at UW-Madison. These units include: (1) [Assistant Vice Provost & Office of Academic Planning and Institutional Research \(APIR\)](#), (2) [Vice Provost for Faculty and Staff](#), (3) [Vice Provost for Teaching and Learning](#), (4) [The Chancellor's and Powers-Knapp Scholarship Programs](#), (5) [Vice Provost & the Division of Enrollment Management \(DEM\)](#), (6) [Vice Provost & Division of Student Life](#), (7) [Vice Provost/Chief Information Officer \(CIO\) & Division of Information Technology \(DoIT\)](#), (8) [Vice Provost & The Division of Continuing Studies](#), and (9) [Vice Provost for Libraries and University Librarian](#).

What follows is a quick overview of key activities underway in each of these areas. Given the operative mission of the [Office of the Vice Provost & Chief Diversity Officer and the Division of Diversity, Equity, and Educational Achievement](#), a fuller expression of their activities is provided in the second section of this report.

Assistant Vice Provost and Office of Academic Planning and Institutional Research (APIR)

The Office of Academic Planning and Institutional Research (APIR) is a subunit of the Office of the Provost and supports diversity and inclusion initiatives as strategic priorities for UW-Madison's future. In support of diversity initiatives, APIR provides leaders and the campus community with trend data related to diversity initiatives. One prominent resource is the annual Diversity Forum report, a compendium of approximately 100 metrics that focus on diversity with issues related to student life throughout the student life cycle (pipeline, admissions, retention, progress, course success, degree completion, and post-graduation plans) and faculty/staff patterns (trends in numbers, hiring, tenure rates, and salary equity considerations). This report, prepared annually since 2007, and other related reports and analyses are posted at <http://apir.wisc.edu/diversity.htm>.

During the 2011–2012 and 2012–2013 academic years, APIR continues to play an important role in providing research and strategic support to campus diversity, equity, and inclusion efforts. More specifically, APIR has:

- Brought its experience in demographic analysis and policy around diversity and inclusion to roles as representatives to the CDCC, the 2012–2013 Ad Hoc Diversity Planning Committee, and the Texas v. Fisher working group. This spring, Margaret Harrigan prepared a short, data-based presentation for the Ad Hoc Committee, which was also presented by Sara Lazenby to CDCC in April. The slides for this presentation are posted on the same web page as the Diversity Forum presentations. Clare Huhn has been a long time ex-officio representative on CURAFA, which includes diversity issues related to undergraduate admissions in its scope.
- The *Data Digest* provides annual trend data for many diversity-related student, faculty, and staff metrics. Trends in student enrollment, student progress indicators, faculty demographics, and tenure rates including analysis by race/ethnicity and gender.
- APIR staff conducts periodic reviews of the pipeline of Wisconsin high school graduates by race/ethnicity. The analysis includes both a retrospective review of enrollment in the context of the pipeline of qualified high school graduates and projections of the patterns and their anticipated impact on enrollment considerations. Pipeline studies are often considered to contribute essential perspectives for the development of realistic diversity plans.

- APIR provides annual analysis of undergraduate retention and graduation rates by numerous demographic and programmatic variables. UW-Madison, through APIR, participates in the CSRDE, a national consortium that collects data and best practices on retention and graduation rates overall and with every combination of race/ethnicity and gender, and thereby contributes to this important national research data base. CSRDE data and IPEDS data provide benchmarks for evaluating how we are doing in retention and graduation rates compared to our peers.
- Annual retention/graduation tabulations have come to illustrate the extent of our progress on closing the achievement gap and are a starting point for more in-depth analysis to get at underlying causes and potential remedies for the achievement gap, the difference in the graduation rate among all students and among specific demographic groups. A number of programs on campus have been implemented in part because they are known to be high-impact practices that support strong retention and graduation rates; for example, residential learning communities and First-year Interest Groups.
- Starting in 2008, APIR began to analyze patterns of grades in courses for clues to curricular contributions to the graduation rate achievement gap. These analyses examine the rate of D/F/Drop grades in courses by targeted minority status, first-generation in college, and gender. This is a widely used standard metric: D/F/Drop rates over 25 percent are considered to signal that classroom pedagogy may need review or revision. The course-by-course analysis helps identify courses that have high D/F/Drop rates overall or for demographic sub-groups of students. Reports are distributed to deans and department chairs annually, drawing attention to courses with especially large grade gaps for students in different demographic groups (targeted minority, men/women, first generation in college). Distribution of these reports have prompted dozens of groups of faculty and staff to study these courses in greater depth and implement remedies; APIR has supported many of those projects with detailed data analysis.
- APIR has also independently conducted in-depth analysis of courses with large grade gaps. These studies provide evidence that students who never fulfilled the stated course prerequisites (minimum academic preparation needed to succeed) are more likely to have high rates of D/F/Drop grades than students who met or exceeded the stated prerequisites. Efforts are underway to have departments implement enforcement of course prerequisites at the time when students enroll in courses. Enforced prerequisites will prevent students who are not adequately prepared for a course from registering. This analysis is being extended to a broader range of courses, and follow-up is planned for courses that are implementing enforcements. Next steps include increased use of technological solutions to enforcing prerequisites and efforts to standardize certain common prerequisites.
- APIR provides consulting and analytic support services to the “Bridging the Achievement Gap” project, launched in Summer 2011 as a teaching-as-research-based approach to address courses with substantial grade gaps. This project is conducted by UW-Madison’s Delta Program and the Center for the Integration of Research, Teaching and Learning with the support of the dean of the College of Letters & Science, the Vice Provost for Teaching and Learning, the Chief Diversity Officer, and the vice chancellor for finance and administration. Graduate students in the “Diversity in the College Classroom” course partner with instructors of courses with grade gaps to develop action plans for improving the learning experience for all students. APIR works with each one of the projects to make sure they are in compliance with requirements that protect student privacy and rights as research subjects, and to assist with data and analysis.

- APIR responds to a range of ad hoc and individual requests from MD coordinators, advisors, and instructors across campus seeking more detailed information to help understand patterns related to student success, including as it relates to race/ethnicity and gender.
- UW System Administration has engaged all UW institutions in the Access to Success Initiative. APIR supports this initiative by providing summary data on the designated progress milestones associated with that project.
- The [Madison Initiative for Undergraduates](#), approved by the Board of Regents in March 2009 and implemented in Fall 2009, has provided \$40 million annually to improve the quality of the undergraduate experience and keep tuition affordable by expanding need-based financial aid. All MIU projects are expected to consider ways that their project can contribute to reducing the achievement gap. APIR serves as the reporting and accountability hub for MIU projects and works with MIU projects to understand and implement this expectation.
- APIR staff have been long-time contributors to the work of the [Committee on Women in the University](#) and to supporting gender pay equity initiatives. APIR provides an annual report to the Committee on Women on trends related to faculty and staff numbers and success by gender and ethnic status. Annually since 2001, APIR has produced by-department salary reports (“scatterplots”) designed to support faculty pay equity initiatives and to assist departments in assuring salary equity.
- Margaret Harrigan’s analyses of a range of diversity hiring initiatives have repeatedly made contributed evidence to the case that such initiatives can be helpful in recruiting a more diverse faculty.
- APIR has been affiliated with the [Women in Science and Engineering Leadership Institute](#) (WISELI) since its inception in the early 2000s in association with UW-Madison’s NSF Advance Grant. APIR provides data support to WISELI to advance efforts to improve the status of women working in STEM disciplines.
- APIR provided support for UW-Madison’s participation in the [UW System Climate Study](#). The project ran from March 2010 to September 2012; most of the first year was taken up with preparations, the survey was fielded in February 2011, and analysis was conducted over the succeeding 18 months. In September 2012, the survey results were handed off to CALS, the primary participant, for review and possible action plans.
- APIR serves as the link between UW-Madison and UW System in the context of the system’s role in reporting to the federal government on student, faculty, and staff metrics. In this role, APIR helps UW-Madison faculty and staff understand definitions and collection requirements associated with federal demographic definitions, including race/ethnicity collections. In 2007–2008, APIR helped design and integrate into all of our processes the new race/ethnicity categories for students. In Fall 2012, APIR provided leadership to an effort to obtain race/ethnicity information from thousands of employees whose data was missing.

APIR regularly assists supports policies and planning related to diversity with analysis and creates special reports that align with institutional strategic diversity priorities. Many of these reports are available at <http://apir.wisc.edu/diversity.htm> in the diversity section of the Office of Academic Planning and Institutional Research (APIR) website.

Vice Provost for Faculty and Staff

The Vice Provost for Faculty and Staff has worked to enhance diversity along several dimensions since 2008–2009. *All of the work is inherently collaborative.* Sometimes the VPFS plays a leadership or co-leadership role, sometimes the VPFS plays a supporting role. What follows is a brief list of major areas of diversity-related work and the quantitative scale of the work.

Task Force on Domestic Partner Health Insurance Benefits:

- Chaired by VPFS, but in reality was a partnership with many co-leaders.
- Result and scale of impact: Policy changed successfully in 2010. The climate impact extended beyond the direct beneficiaries narrowly defined and encompassed large swaths of the staff-faculty community, as well as issues of recruitment and retention. Once the mission of the Task Force was accomplished, the committee was disbanded and domestic partner concerns integrated into ongoing Human Resources Working Group.

REI Fellowships (Race, Ethnicity, and Indigeneity Fellowships) at Institute for Research in the Humanities:

- Leadership: Director of IRH (Susan Friedman) and Dean of College of L&S; VPFS played a supportive collegial role in developmental phase.
- Direct impact: About three to five scholars per year. Indirect multiplier effects on research, retention, and morale were also notable.

Faculty Inclusion Efforts

- Faculty of color and LGBT faculty: Networking and research lunches involving faculty of color, AJC/Nellie McKay Fellows, faculty research on diversity (including both majority and minority faculty), and LGBT faculty.
- Leadership: Collaborative, with Lindsey Stoddard Cameron, Secretary of Faculty Office.
- Direct effect: 15–25 faculty per year.
- Faculty of color climate and success: Confidential problem solving on practical issues on a wide variety of issues including mentoring, tenure, research, retention, and climate.
- Leadership: VPFS in collaboration with the faculty affected and often, their chairs or deans or other colleagues.
- Impact: Five to 10 cases per year.

Dual Career Initiatives

- Women faculty and staff professionals: Dual career placement on and off campus.
- Leadership: Jointly, Laurie Mayberry and VPFS, with chairs and the faculty-staff members themselves.
- Direct Impact: Three to four dozen cases per year.

Vice Provost for Faculty and Staff: Summary of Faculty Diversity Initiative

The Vice Provost for Faculty and Staff and the Vice Provost and Chief Diversity Officer partnered in 2008–2009 with leaders in the Provost Office, faculty, and staff and campus deans to create a new faculty diversification initiative that embraces a broad definition of diversity that includes not only classic definitions such as race, ethnicity, and gender, but also generational diversity, field/subfield diversity,

inter-field/interdisciplinary diversity, institutional diversity, and social-diversity defined broadly (Exhibit 1.1). This broad definition of diversity and the UW-Madison faculty diversification rationale that it rests upon set the stage for a three-year pilot faculty diversification project in 2010–2013. The first full roll-out of tools and resources, which emphasize pipeline development and competitive recruitment within a best-practice framework, occurred during 2011–2012. The roll-out produced excellent results, both qualitatively and quantitatively. The latter aspect is summarized below.

Exhibit 1.1 Faculty Diversity Strategic Rationale and Definition

Faculty diversity, broadly defined, is a compelling university interest. It is compelling because it is a necessary condition, among others, to fulfill our mission as a public university that excels in research, teaching, and service. “Enhance diversity in order to ensure excellence in education and research” is one of six key priorities in our Strategic Framework for 2009–2014. A great public university must take seriously the mission of research—the production of original knowledge that moves academic fields forward by extending established ideas, by unsettling or revising once accepted wisdoms, and by placing new research questions on the intellectual table. To accomplish this task, universities recognize the value of diversity, and the interplay of its intellectual and social aspects, in several ways. Examples are listed below.

1. Generational diversity.

Universities seek a generational balance that assures an infusion of up-and-coming scholars, less tied to established research ideas, and a cadre of wise senior scholars, experienced in the art of pushing fields forward. Generational mixing helps spark new intellectual questions, or new ways to look at old questions.

2. Field/subfield diversity.

Universities see value in having different subfields of knowledge rub up against one another. We seek a balance between “building on strength” and avoiding narrow specialization. Too much homogeneity within a narrowly defined range of fields carries a cost. Cross-field talk sparks the unexpected question, juxtaposition, or association—in a word, creativity.

3. Inter-field/inter-disciplinary diversity.

Universities create resources to hire in knowledge fields that cut across disciplines or departments. Programs such as cluster hires (theme hires) and federal Title VI centers (area studies) seek to build a critical mass of inter-field and inter-departmental research scholars within the overall faculty mix.

4. Institutional diversity.

Research universities limit the extent to which they hire their own Ph.D. graduates in order to avoid an intellectual or social cloning that can stifle creativity. They value recruitment of professors trained in other institutional cultures or who built careers in a distinct institutional climate before returning to the alma mater.

5. Social diversity.

Bringing together faculty of distinct backgrounds and experiences, like generational and field diversity, affects research. Social diversity includes not only racial-ethnic experience linked to issues of power and underrepresentation, but also other forms of distinctiveness—for example, socioeconomic, gender/sexual, international/linguistic, and disability-related.

Pipeline Program Impact Overview

We made 29 pipeline grants to bring search finalists to campus. Pipeline grants, which enhance the diversity of the finalist pool brought to campus, constitute a key catalyst and strategy. They are the single most important best practice to enhance diverse recruitment in the long run. They are in keeping with our overall philosophy and culture. We do not tell faculty whom to hire. What we do is to empower faculty to implement good practices by enabling us to dig into the pipeline and bring more finalist candidates to campus, by helping us to build more competitive recruitment packages, by providing clear criteria to assess target-of-opportunity situations, and by discussing tools at the front end (WISELI + August Leadership Summit).

Exhibit 1.2 Faculty Diversification Summary Impact Table

Recruitment Grants in Actual Offers (only those directly assisted by the initiative)	N	Accepted	Declined
Overall	22	14	8
Black	13	9	4
Hispanic	6	3	3
Asian	1	1	N/A
White, Non-Hispanic	2*	1	1
Schools participating in offers: College of Agricultural & Life Sciences (CALs), College of Engineering (COE), College of Letters & Science (L&S), Nelson Institute for Environmental Studies (NIES), School of Medicine & Public Health (SMPH), School of Education (SOE), and School of Human Ecology (SOHE).			
*One offers involved disability; one offers involve first-generation status.			

Potential effects and limitations in cases of fragile critical mass: Per the *Data Digest* series, African-American faculty headcount peaked at 60 in 2001, declined to 54 in 2004, and dipped to 51 in 2007. The decline continued: 48 in 2008, 45 in 2009, 47 in 2010, and 47 in 2011. Fragile critical mass means, on the one hand, that effective recruitment leading to nine new hires amounts to a 19 percent increase on the most recent headcount. On the other hand, it underscores that effective retention is also crucial if one is to build on forward momentum. As a pending policy issue this one-time fund was fully committed during the 2012–2013 academic year.

Vice Provost for Teaching and Learning 2012–2013

[The Vice Provost for Teaching and Learning](#) leads UW-Madison’s educational enterprise through work with Deans and Directors; programs; departments and units; and faculty, staff, and students. The Wisconsin Experience describes what is unique about getting a degree from UW-Madison and is based on the idea that, together, we create and apply learning inside and outside the classroom to make the world a better place. UW-Madison produces graduates who are creative problem solvers, able to integrate empirical analysis and passion, seek out and create new knowledge and technologies, adapt to new situations, and engage as world citizens.

The Vice Provost for Teaching and Learning activates *The Wisconsin Idea* in several ways. Current priorities include (1) campus-wide Educational Innovation, (2) the Madison Initiative for Undergraduates, (3) the Teaching and Learning Symposium, (4) the Go-Big Read Annual program, (5) the Office of Undergraduate Advising, and (6) curriculum reform and learning assessment activities, to name only a few. Each of these initiatives in some ways puts emphases on issues of diversity and educational achievement, whether it is the funding of particular efforts through the MIU or Educational Innovation or supporting advising services across campus, the aim is to enhance the academic performance of all students.

Educational Innovation

[Educational Innovation](#) is a coordinated effort to create a sustained campus environment by improving our capacities and generating new revenue in order to maintain and enhance student learning and preserve research excellence. During 2012–2013, Educational Innovations Phase II has engaged faculty, staff, and students from across campus, within and across programs, departments, colleges, and centers, and is supporting new and streamlined learning approaches, policies, and practices. An Educational Innovation Fund was established to support inventive, sustainable, and scalable instructional efforts; expand our capacity to reach more learners; and develop innovative programs to generate new resources or savings. Many of these efforts will focus on improving the learning experiences of all students. Assessments of several of these initiatives will include activities that will directly focus on achievement and learning outcomes between diverse learner groups.

The Madison Initiative for Undergraduates

[The Madison Initiative](#) for Undergraduates allocated \$40 million for projects that improve access and enhance undergraduate student learning. Projects ranged from curricular innovations, to the creation of e-learning classrooms, to a transformed system to provide academic advising. A particularly important part of the implementation of each MIU project is a requirement that they indicate the degree to which their project will directly engage achievement differentials between targeted and majority student populations at UW-Madison. MIU progress reports are due each year in June; therefore, information and data relative to this report for 2012–2013 are not available at this time.

The Annual Teaching and Learning Symposium

[The Annual Teaching and Learning Symposium](#) consists of an exciting program of workshops, presentations and learning circles and brings together over 400 faculty, instructional and professional staff, and students. The 2013 symposium theme is “Sparking Innovation: Ideas to Impact.” Sessions and workshops will address a variety of topics including the engaging of diverse learners through improvisational theatre, how technology-enhanced learning can improve diverse learner engagement, as well as First-year Interest Groups (FIGs) and learner success.

The Teaching and Learning Excellence Website

[The Teaching and Learning Excellence Website](#) is the interactive resource for all educators to share teaching issues and solutions and observe what others on campus are doing. In such regard, educators can read about best practices, best solutions, and connect with other faculty who might be facing similar challenges.

Go Big Read Common Book Program

[The Go Big Read Common Book Program](#) has thousands of people reading, talking, and sharing their reactions and opinions. That's the idea: to engage students, faculty, staff, and the entire community in a vibrant, academically driven experience. This open-ended, lively discussion is a platform for the exploration of important issues from a range of perspectives.

Course Reform in Introductory Courses

The Vice Provost for Teaching and Learning has a number of projects focused on course reform issues in introductory courses aimed at improving learning outcomes and classroom climate, including pre-calculus, introductory biology, introductory chemistry, statics and circuits in Engineering, and calculus. Two other projects that are underway are aimed specifically at closing achievement gaps: 1) the Delta Program's "closing the achievement gap" project and 2) the project by Judith Harackiewicz and Janet Hyde in psychology using a values-affirmation writing activity in introductory biology.

The Chancellor's and Powers-Knapp Scholarship Programs

The privately funded Chancellor's Scholarship Program was established in 1984 and the Powers-Knapp Scholarship Program was established in 1989. As Provost's initiatives, both merit-based programs are designed to increase educational opportunities for academically talented underrepresented ethnic minority—African, Hispanic, Native, and Southeast Asian Americans—and culturally disadvantaged undergraduates. The scholarships cover tuition and fees and an annual book award of \$800. Scholars also participate in a variety of co-curricular and service activities. More information regarding the scholarship program can be found by visiting <http://provost.wisc.edu/csp.htm>.

The program attracts high school students who consistently graduate in the top 10 percent of their classes. The impressive accomplishments of students in the program are reflected in a graduation rate of 81 percent or higher, which exceeds the overall campus population as a whole. In addition, more than half of the program's graduates pursue graduate/professional degrees, and a significant number of graduates have already emerged as leaders in business, education, medicine, engineering, and other professions.

Scholars are organized by class years and function semi-independently in ways that foster a sense of community and intimately connect them to the program, their peers, and the campus. The leadership structure in each class facilitates interactions that foster support of fellow scholars; enhance the development of personal relationships, participation in meaningful volunteer service activities, and the selection and discussion of topics relevant to their education and the larger society; promote intercultural understanding and appreciation; and expand their intellectual horizons.

Ongoing guidance and support from staff empower scholars to set, pursue, and achieve goals as individuals and as a class. Numerous programmatic functions planned throughout the year provide opportunities for scholars to develop an important peer support network, learn about and utilize campus resources for enrichment and the advancement of knowledge, expand social and cultural competencies, explore personal leadership potential, and hone interpersonal communication skills.

The talents and abilities developed through program involvement enable scholars to cultivate broad transferrable skill sets that can be used to positively impact other areas of undergraduate life. Such skills help scholars discover their passions and potential to be enthusiastic learners, leaders within their communities, budding researchers, and agents of positive social, educational, and political change. Since 1984 and 1989, respectively, the Chancellor's and Powers-Knapp Scholarship Programs have engaged in all aspects of campus life that are championed by the Wisconsin Experience.

Chancellor's Scholarship Program (CSP) at a Glance

- In 1984, CSP welcomed its first class of six scholars
- CSP has supported 894 scholars since its inception
- Currently, 216 scholars are pursuing 80 of the 157 undergraduate majors
- CSP receives applications from an average of 19 states annually
- Over 585 Chancellor's scholars earned at least one degree from UW-Madison
- CSP will welcome approximately 60 incoming scholars next Fall

Powers-Knapp Scholarship Program (PKSP) at a Glance

- In 1989, PKSP welcomed 33 scholars in its first class
- PKSP has supported a total of 1,189 scholars since its inception
- Currently, 246 scholars are pursuing 78 of the 157 undergraduate majors
- PKSP receives applications from an average of 19 states annually
- Over 719 scholars earned at least one degree from UW-Madison
- PKSP will welcome approximately 60 incoming scholars next Fall

Vice Provost and The Division of Enrollment Management (DEM)

Led by the Vice Provost for Enrollment Management, the [Division of Enrollment Management \(DEM\)](#) includes four student academic services units: the Office of Admissions and Recruitment, the Office of Student Financial Aid, the Office of the Registrar, and the Integrated Student Information Systems Office. Below is a sampling of division diversity-related initiatives from the past academic year.

DEM Inclusivity and Professional Development Committee

The mission of the Inclusivity and Professional Development Committee is to support all staff to foster and nurture a culture of rich professional development and growth and a community that is respectful and collaborative. The DEM directors have charged the team with serving as facilitators, advocates, and organizers of professional development for division staff, with an emphasis on educating and empowering staff to reach their optimum professional potential as well as on cultivating an inclusive, respectful, collaborative environment.

Inclusivity and Professional Development Committee Summary 2011–2012 Workshops

Panel and Round-Table Discussion: First-Generation College Students and How We Can Best Serve Them, Tuesday, August 2, 2011, 8:30–10 a.m.: First-generation students face unique challenges as they pursue a college degree. These challenges can range from a lack of academic and life skills preparation, to financial barriers, to family and cultural obstacles. Supporting the success of our first-generation students is an important part of the University of Wisconsin–Madison’s mission. As student services offices, it is an important part of our division’s mission to understand these challenges and provide assistance that may alleviate some of the tension and alienation issues these students face.

At this panel and round-table discussion, DEM colleagues shared their experiences as first-generation college students, and the participants then discussed ways that we as student services staff can better advocate for and provide assistance to our first-generation students. A reading, “Border Crossings” from Lillian B. Rubin’s *The Man with the Beautiful Voice*, served as a springboard for reflection and discussion.

Panel Discussion with the Posse Program, PEOPLE Program and the Center for Educational Opportunity (CeO) Program, Monday, February 6, 2012, 2:30–4:30 p.m.

The goal of this session was to provide awareness and understanding of these student programs, as well as to hear ways in which we can better serve their students. The director and staff from each program provided a 20-minute overview of their respective program, ending with a discussion from a student panel who shared their campus experiences and perspectives. Discussions and Q&As followed the presentations.

Panel Discussion with McBurney Disability Resource Center Staff and Students, Tuesday, March 13, 2012, 2:00–4:00 p.m.

The director of the McBurney Center presented McBurney 101, which provided information about the McBurney Disability Resource Center and its services. Her presentation included information about the types of students who are accommodated, the various types of accommodation, and suggested approaches to working with students with a disability (language, word choice, and attitude). Three student speakers also participated in the workshop to talk about their UW-Madison experiences. The goals of this session were to provide awareness of McBurney services and some of the issues that challenge students with

disabilities, as well as to learn ways in which we can better serve this student population. Discussion and Q&As followed the presentations.

“THE MESSAGE”: True Accounts of Diversity Efforts and Being a Black Student on a Majority White Campus, Tuesday, May 8, 2012, 8:00–10:00 a.m.

This session previewed Admissions and Recruitment staff member Martinez White’s documentary film that explores and investigates diversity efforts and black students’ experiences at UW-Madison. The film takes a profound approach to determining how experiences for students of color both on campus and in the classroom impact their academic performance and feelings of inclusion being college students at a primarily white institute (PWI) and the implications those feelings have for the quality of the higher education system in the United States. Martinez White facilitated a dialogue following the film.

Office of Admissions and Recruitment Collaborative Project—First Wave Spoken Word and Hip Hop Arts Learning Community

This community works together to locate and recruit talented students for the first university program in the United States that is centered on spoken word and hip hop culture. Admissions and recruitment staff are currently working with the director of First Wave and renowned performer MC Lyte on a new scholarship opportunity that will launch in Fall 2012.

Office of Student Financial Aid—Common Scholarship Application

We maintain a comprehensive database of awards on campus through Scholarships@UW-Madison (<http://scholarships.wisc.edu/Scholarships/>). This robust scholarship application and administration program is housed and supported by the Office of Student Financial Aid. A “one-stop shop” that provides students access to search for, apply to, and accept scholarship awards online, it eliminates the gap between first-generation students and the rest of the student population by making scholarships easy to find. This scholarship application is flexible enough to handle the unique needs of our decentralized campus and allows individual departments to retain their unique processes while giving them powerful tools that save time and energy. All schools and colleges are currently participating, with over 750 scholarships listed on our public website. Since the pilot in 2009, over \$5 million in scholarship aid has been awarded within the system.

Vice Provost and Division of Student Life

Led by the Vice Provost for Student Life, the [Division of Student Life](#) comprises the following departments: [Associated Students of Madison](#) (ASM) Professional Staff; the Center for Leadership and Involvement (CFLI); the Center for the First-Year Experience (CFYE); the Dean of Students Office (DoSO) and Student Assistance and Judicial Affairs (SAJA); International Student Services (ISS); the Lesbian, Gay, Bisexual, and Transgender Campus Center (LGBTCC); McBurney Disability Resource Center; and the Multicultural Student Center (MSC)

Dean of Students Office Initiatives

Bias Incident Response Process in the Dean of Students' Office was initiated in August 2011 by division staff who developed the idea and sought feedback from students, faculty, and other staff. The goal is the improvement of workplace and/or classroom climate by providing (1) for tracking of climate by tracking bias incidents, (2) support/assistance to those experiencing incidents of bias/intolerance, and (3) structure for appropriate UW response to these incidents. Several drafts were reviewed by stakeholders, after which a response team with members from various UW offices was assembled. This process is ongoing: The Bias Response team is in place and working with the Dean to draft their charge, and an online incident report is near completion.

Office of International Student Services Initiatives

Building Relationships in Diverse Global Environments (BRIDGE) is an international friendship program that pairs new international students with U.S. students and enhances the international undergraduate student experience at UW-Madison by creating diverse opportunities for out-of-classroom learning, cross-cultural dialogue, and personal development.

International Reach is an initiative of the Office of International Student Services to provide opportunities and safe forums for U.S. and international undergraduate students to educate each other about their cultures, countries, perspectives, and life experiences. It also provides new international undergraduates with the opportunity to learn about and adjust to U.S. American culture and to the University of Wisconsin-Madison. International Reach seeks to provide opportunities for volunteers and audiences to gain global knowledge and competencies as well as awareness of our similarities and differences through sharing diverse viewpoints and experiences. A unique volunteer program, Reach places international speakers in schools, campus venues, and community organizations to provide presentations on their countries, cultures, and contemporary global issues. It is an avenue for students to share perspectives with teachers, students, staff, and area residents for the purposes of furthering global education and intercultural dialogue. International Reach is valuable in many ways, but especially because we believe that it reflects the Wisconsin Idea that what happens at UW-Madison should positively influence those beyond the traditional campus classroom.

Both BRIDGE and Reach programs contribute to the improvement of the campus and classroom climate, each supporting UW-Madison's Strategic Plan (2007-2009) to accelerate internationalization by tapping the global perspectives, knowledge, and expertise of international undergraduate students. These high-impact practice programs actively engage students as resources to build global competencies across campus and in the community. These programs foster excellence in education and research by preparing our students for a world that is diverse, global, and interconnected.

LGBT Campus Center Initiatives

The [LGBT Campus Resource Center](#) hosted community receptions for a) LGBTQ faculty, staff, and graduate students, b) LGBTQ people of color, and c) LGBTQ faculty, staff, and graduate students of color as on-going projects sponsored by the LGBT Campus Center to provide learning support activities for academic achievement and retention of URMs and other students. These gatherings in the form of welcome receptions for various subgroups under the wider LGBTRQ community umbrella are a move toward building community and trust that the space is a safe, inclusive one.

The LGBTQ Leadership Institute is held annually in February and hosted by the staff of the LGBT Campus Center for LGBTQ students. Learning support activities for the retention and academic achievement of URMs and other students include a weekend-long experiential retreat designed to connect LGBTQ students' personal experiences with concepts of power, privilege, and social justice, interpersonal skill-building meant to build resilience as LGBTQ-identified students, and team-building to create and sustain communities of support among LGBTQ students.

The LGBTQ Mentor Program of the LGBT Campus Center was re-launched in October 2012 in collaboration with graduate students in the Counseling Psychology Program. Designed to encourage interpersonal and small-group affinity experiences, the Mentor Program works to contribute to a sense of community and belonging for URMs, provide resources for mentees, and enhance the resilience of those who are just coming out or seek a connection to a larger LGBTQ community.

Center for First-Year Experience (CFYE) Initiatives

OVPCDO/SOAR/OMAI Partnership

This innovative partnership began in December 2011, with cross training of SOAR student staff and First Wave Interns (FWI) from the OMAI office beginning on May 5, 2012. An implementation team from the [Center for First Year Experience](#) included Carren Martin, Wren Singer, Dave Laur, and leaders from the OVPCDO core team and the Office of Multicultural Arts Initiatives (OMAI)/First Wave, Eric Williams, Willie Ney, Adey Assafa, and Chris Walker.

The initiative was designed to introduce incoming students to topics of diversity, equity, inclusion, and community-building during their SOAR experience, increase cultural awareness among the SOAR student staff, and provide incoming students and their parents and guests a more diverse and accurate representation of the student body to learn from and talk with during SOAR.

Activities included a diversity training session provided by First Wave to New Student Leaders (NSLs) during spring training (5/5/12). First Wave interns attended most summer training sessions with NSLs in order to facilitate a team bond as well as learn about the program and SOAR duties. During the SOAR program, FWIs and NSLs were stationed to welcome incoming students and their parents/guests. This occurred during check in, during the Academic Connections program, and dinner. FWIs led a portion of the Student Evening Program (SEP), in which 15 minutes was spent on a performance regarding diversity. In this performance, FWIs introduced the theory of intersectionality, as well as spoke of their own experiences on campus of being students of color and/or working for social justice. FWIs led an optional Cultural Tour of campus after SEP. During this tour, the interns showcased the areas of the campus that had special cultural and historical significance.

Impact

Some impacts of the internship include:

- Anecdotally, incoming students loved the addition of the FWI diversity portion of the program; students responded positively to the Cultural Tour.
- Out of 300 respondents, 88 percent Strongly Agreed or Agreed that the Cultural Tour of UW-Madison helped them learn about the culture and history of UW-Madison; students felt welcomed at SOAR.
- The overwhelming majority of participants in SOAR indicated they Agreed or Strongly Agreed that SOAR was welcome and inclusive: Black, 96 percent (29 respondents); American Indian, 99 percent (7); Asian, 91 percent (66); Asian American, 82 percent (57); Hispanic, 90 percent (10); Mid-Eastern, 83 percent (6); Multi-Ethnic, 90 percent (31); Native American, 100 percent (5); Puerto Rican, 100 percent (12); and White, 94 percent (1,710).
- Anecdotally, SOAR staff learned more about social justice this year, especially as they had peers to hold them accountable for their actions even when not at work. The partnership between CFYE and First Wave was strengthened, and we look forward to moving forward with this relationship for Summer 2013.

Identity Exploration in First-Year Seminar Courses

Identity exploration in a first-year seminar course (Counseling Psychology 125: A Wisconsin Experience Seminar) was first piloted in Spring 2006 by Wren Singer. Since that time, 86 sections of the course have been offered with an enrollment capacity of 20 students per section. Seminar instructors and peer leaders use course readings as a foundation for discussion on identity, campus climate, and the college transition. Instructors are given sample activities and discussion questions they can use to encourage dialogue and reflection on identity and campus culture. In addition, instructors assign weekly journal prompts as a means for students to reflect on readings, class discussion, and their experiences as UW-Madison students. After the completion of the course in Fall 2011, students enrolled in CP 125 participated in a survey asking for a self-assessment of their learning. Of the 270 enrolled, 137 responded. Eighty-five percent agreed or strongly agreed that they explored issues of identity in the course.

McBurney Disability Resource Center

There were two primary divisional strategic priorities for the [McBurney Disability Resource Center](#) during academic year 2011–2012. Within the context of the identified strategic priorities, initiatives, programs, courses, and developmental platforms were implemented that had an impact upon the experiences of students, faculty, and staff.

Learning and Self-Discovery:

In an effort to cultivate a learning environment where students can reflect, integrate, and act upon their Wisconsin Experience, the McBurney Transition Services Program was implemented to provide comprehensive services and support to undergraduate students with disabilities from pre-admission through graduation and transition to employment or advanced education. Activities included:

- Participation in multiple high school transition fairs including those specifically targeting students who have visual disabilities or a hearing loss.
- Offering a one-credit UW-Madison course titled, “Exploring the Transition to College: Focus on Disabilities and Learning Challenges.”

- Doubling the number of students applying for the Workforce Recruitment Program, a federal program that offers internships to college students with disabilities.

Inclusivity:

To create a welcoming environment where students feel included, the McBurney Speakers Bureau hosted 18 peer education engagements on disability issues, reaching over 300 members of the UW-Madison campus and surrounding community. The Speaker’s Bureau also co-sponsored a spring disability awareness conference along with two other UW-Madison student organizations. To note, the following program was supported:

- The UW-Madison Disability Studies program “Accessing the Intersections: Disability, Race, Gender, and Sexuality” (Year I). This program brought eight major scholars and artists from around the country to present new research and creative works; engage with faculty, graduates, undergraduates, and community members; and contribute to the emerging vision of the University of Wisconsin as a leader in interdisciplinary disability studies and policy-making.

Multicultural Student Center (MSC) Initiatives

The [Multicultural Student Center](#) Annual Multicultural Programs strengthen the recruitment and enrollment of underrepresented minorities (URMs) and other students as well as support their activities on campus. The major events include:

- 31st Multicultural Orientation and Reception (MCOR)
- Multicultural Leadership Summit
- Multicultural Graduation and Leadership Awards
- Identity Dialogues
- The Student of Color Greek Retreat

The MSC established a Leadership Certificate partnership with Athletics and the “Beyond the Game” Initiative, entitled [The Institute for Justice Education and Transformation](#) (IJET). IJET was established in January 2010 to provide and support campus-wide opportunities for deep reflection and action around issues of Social Justice for multicultural students and their allies. IJET aims to (1) foster cross-community ally-ship; (2) celebrate and reclaim the profound legacy of student movements and building students’ capacities as effective activists and organizers in their contemporary context; (3) support students in being institutional change agents and transformative leaders in working towards a just society; (4) provide learning support activities for the academic achievement and retention of URMs and other students; and (5) enhance the curriculum and experiential and multicultural learning activities available on campus.

The MSC Annual Program focused on particular themes including Race and Religion and the White House Interfaith Initiative in 2011 and Race and Place in 2012.

The Social Justice Speaker and Trainer Series: During academic year 2012, Parvez Sharma, Winona Laduke, and Nelson Institute’s Visiting Professor John Francis participated. For the Fall 2013, several informative speakers are invited including Professor Joy James of the Haven’s Center, Professor Karma Chavez for Criminal Queers, and other campus partners who provide training, including Jose Antonio Vargas, Rinku Sen, and Tom Goldtooth.

Social Justice Workshops/Training: Numerous developmental platforms occurred that included the Social Justice Workshops/Training (topics focused on safe space, facilitation, organizing, and transformative leadership); the Grass Roots Organizing Weekend with the United Council of Wisconsin Students; and

the Interfaith Cooperation (with the LUBAR Institute). During Spring 2012, the MSC participated in the Interfaith Youth Corp and the White House Initiative on Interfaith Service.

The annual “Race and...” was established in 2012 and began with the National Symposium on Race and Social Justice. The keynote speaker was Professor Anthony Pinn of Rice University and UW-Madison Professor Monica White in 2013.

Other co-curricular activities included the Social Justice Research Methods Class (CLS 330), Multicultural Dissertation Writing Boot camp (2013 Pilot), and the Contradictions Initiative, which is a joint program with LGBTCC and seeks to address the intersections of race and ethnicity to sexuality and gender performance.

Tapestry, a monthly publication, serves as the official newsletter of the Multicultural Student Center and was first produced electronically in September 2011. *Tapestry* is a strategic effort to better communicate with stakeholders regarding ongoing efforts that fulfill the mission of the MSC: to collaboratively strengthen and sustain an inclusive campus where all students, particularly students of color and other historically underserved students, are engaged and can realize an authentic Wisconsin experience. Our monthly editions announce, celebrate, and discuss issues concerning multiculturalism, social justice education, leadership development, and diversity in our campus community and beyond.

Vice Provost/Chief Information Officer (CIO) and Division of Information Technology

The [Office of the Vice Provost and CIO](#) is actively engaged in bringing the IT resources of this campus together to achieve service excellence. This is a massive effort, which starts with identifying, as a campus, what our priorities are. The current [IT Strategic Planning Process](#) is an attempt to do just that.

Information Technology Academy (ITA)

The [ITA](#) is a groundbreaking initiative to address the information technology divide, sponsored by the UW-Madison Division of Information Technology (DoIT). ITA is an innovative, four-year pre-college technology access and training program for talented students of color and economically disadvantaged students attending Madison Public Schools. In the spirit of the UW-Madison and System 2008 initiatives, ITA's principal mission is to prepare underserved students of color and economically disadvantaged students for technical, academic, and personal excellence in today's Information Age. Through its dual focus on academic excellence and technological literacy, ITA prepares promising students for learning and leadership in the 21st century digital age and continues the University of Wisconsin-Madison tradition of excellence and service.

- ITA planning was initiated by DoIT in Spring 1999 in response to the University of Wisconsin System Plan 2008, a comprehensive strategic blueprint to increase and expand diversity and educational opportunity within the UW System's 26 statewide institutions.
- In April 1999, UW-Madison launched Plan 2008 to address the unique needs of the campus and surrounding community; Chancellor David Ward called on academic and administrative units to create departmental and divisional outreach initiatives in support of the university's efforts. ITA is DoIT's response to that call.
- In May 2000, the Academy successfully recruited its first cohort of 17 students from the Madison Metropolitan School District and hosted the first annual ITA Summer Tech Training Camp on July 17–28 in DoIT facilities. These students, along with their successors, are continuing their tech skill development in bi-weekly site trainings, and via online forums using computers provided by the program.
- Each year, ITA competitively recruits 30 students in their final semester of eighth grade to participate in the program. Selected students receive four years of intensive training in preparation for high-tech, IT-related careers, in addition to intensive academic support in preparation for competitive university admissions and study. The Academy's dual focus on academic excellence and technological literacy prepares promising students for learning and leadership in the 21st century digital age and continues the University of Wisconsin-Madison's long tradition of excellence and service.
- Through hands-on training, mentoring, leadership development, community service, and internship opportunities, ITA students develop the knowledge and skills to increase their own as well as their community's access to technology, all while gaining valuable skills and experiences as future leaders and professionals.
- DoIT has successfully launched a tutoring component with the assistance of UW-Madison graduate and undergraduate student volunteers, as well as community members, who assist ITA students in meeting and maintaining high academic standards. We also recently implemented the ITA Mentoring Program, matching students with UW-Madison professional staff who will provide an additional layer of support, encouragement, and guidance over the next four years.
- ITA is one of only five information technology outreach programs for high school students in the State of Wisconsin, and the only program of its kind and scope in the Madison area. In addition to DoIT sponsorship, the Academy is provided additional funding support from the UW-Madison PEOPLE Program (Pre-college Enrichment Opportunity Program for Learning Excellence), the

Evjue Foundation, the Madison Metropolitan School District, and the Kemper K. Knapp Bequest Fund.

- There are 110 students involved in the 2012–2013 academic year. Their composition is:
 - 30.0 percent African-American/Black
 - 23.6 percent Hispanic/Latino
 - 17.3 percent Multiracial
 - 13.6 percent Southeast Asian
 - 4.5 percent Asian/Native Hawaiian/ Pacific Islander
 - 10.9 percent Caucasian

IT Careers Academy

Creating a more diverse workforce through recruiting, hiring, and retaining information technology (IT) professionals of minority status is a challenge often faced in higher education IT. DoIT, as well as UW-Madison Administrative Information Management Services, the Urban League of Greater Madison,¹² and INOC, a private Madison company, collaborated to address this issue with an innovative program. The IT Careers Academy (ITCA) was a six-week pilot program successfully completed in November 2012. It provided six Urban League members an opportunity to acquire skills essential for entry-level IT employment through a combination of classroom-style learning and onsite work experience. Five of the six who participated and completed the pilot were women and four of the five women were African-American. After successfully completing the program three of the six members were hired and currently hold entry-level IT positions with UW-Madison.

Climate Survey

In Spring 2012, DoIT conducted a staff climate survey, and in so doing, captured nearly 150 staff responses. The results were mostly positive, and in many cases, significantly more positive than in the 2009 survey. Some of the most important findings are:

- All issues dealing with diversity have improved (with exception of women).
- Leadership, direction from the top, and top management encouragement for professional development all improved.
- Supervisors keep their commitments (85%), understand workloads, and enforce policy fairly.
- Overall, people feel good about their coworkers and peers.
- There is a need for conflict management education and resource awareness.
- About 24% say they do not have the resources they need to do their work.
- Open-ended responses give leadership high marks overall.
- Employees collaborate and cooperate.
- Staff cite the need for more physical space (#1 issue);
- Management needs to “deal with non-performers.”
- Overall climate:
 - a. Very Positive = 32.26%
 - b. Positive = 46.48%
 - c. Mediocre = 15.48%
 - d. Negative (7) = 4.5%
 - e. Very negative (2) = 1.29%

¹² The mission of the Urban League of Greater Madison is to eliminate social and economic barriers for African-Americans, other people of color, and the economically disadvantaged in Dane County by transforming their community into a place of opportunity, personal and professional growth, prosperity, and success for everyone.

In response to the findings of the climate survey, DoIT is proactively:

- Developing a team to look at physical space and general facility upkeep and aesthetics
- Discussing with managers in which areas they feel they lack adequate resources
- Creating a team of women to look at concerns about inequality of treatment or fairness of workload (working with OHRD)

Vice Provost for Libraries and University Librarian

Diversity, in its broadest sense, is an essential principle in all of the Libraries' operations. The General Library System is guided by the American Library Association Library Bill of Rights (<http://www.ala.org/advocacy/intfreedom/librarybill>) which states in part:

- I. *Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.*
- II. *Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.*
- III. *A person's right to use a library should not be denied or abridged because of origin, age, background, or views.*

The libraries are committed to serving all members of the university community and strive to provide support for the many diversity programs on campus. To follow is an update of the library systems strategic diversity efforts as of April 2013.

Employment

The GLS ensures fair and diverse recruitments by having an Equity Action Committee with trained monitors who participate on the majority of academic staff search and screen committees. The monitors assist in ensuring that the search committees operate equitably and consistently. Should equity issues arise related to the search and screen process, the monitor would take part in their resolution and, if necessary, bring the topic to the EAC for further discussion. The following are diversity efforts that focus on specific student groups:

Undergraduates

While the GLS does not track the demographic information of its student employees, we are committed to maintaining a diverse student workforce to help create an inclusive environment in the libraries. We work to ensure this through the Information Specialist Internship Program and our participation in the Recruitment Initiative for Student Employees.

The [General Library System](#) (GLS) established the [Information Specialist Internship Program](#) (ISIP) in 2006 to increase awareness of the information specialist role in libraries and to develop a diverse learning community that includes students from historically underrepresented groups. The internship is a paid opportunity and includes mentoring and work experience in key aspects of the information specialist profession. ISIP is designed to provide exposure and training in a field that will complement and enhance each student's specific academic and career development goals. In this way, ISIP serves as a pipeline program and encourages undergraduates to pursue graduate programs in Library and Information Studies. Approximately 15 students have graduated from the ISIP program since its inception; several ISIP graduates have obtained an MLS degree and others are still considering an MLS as a future option.

For the past several years, the GLS has also participated in the Recruitment Initiative for Student Employees (RISE) annual student job fair. During this job fair, we explain to students the job

opportunities available with the GLS and collect resumes. Ultimately, we employ many of the students we connect with at the fair.

Post-Graduates

In April 2013, the General Library System launched a recruitment effort for a Resident Librarian who will focus on providing entry-level librarians from diverse backgrounds with the opportunity to develop skills and experience in academic librarianship. This program is designed to meet both the professional goals and interests of the resident as well as the service and operational priorities of the library, and to encourage the involvement of diverse populations in academic librarianship.

Collections

The GLS has designated an Ethnic Studies fund that is used for U.S. diversity-related collections. The current allocation to that fund is \$9,585/year. There are also gift funds that support diversity collections, specifically LGBT poetry. We have a number of journal article and newspaper databases available on campus with a special focus on materials that support research related to diversity and ethnic studies.

(<http://xerxes.library.wisc.edu/wisc/databases/subject/ethnic-studies>)

College Library has a designated Ethnic Studies collection, which includes books and materials for undergraduates, and which supports the ethnic studies requirement. College Library also houses an Equity and Diversity collection of materials, which is selected by Office for Equity and Diversity staff, and which allows this office to maintain a circulating collection of materials that supports their work.

In general, the libraries' collections are rich and varied and include extensive resources that support a variety of ethnic and cultural areas of academic study. One example is the Mayrent Collection of Yiddish 78s at Mills Music Library. The Mayrent Collection promotes the historical study and cultural continuity of communities. (<http://library.wisc.edu/news/2013/03/08/world-records-the-mayrent-collection-of-yiddish-78s-the-future-of-historic-sound-recordings>)

The UW System Women's Studies Librarian's Office is another example of a special collection-related service that supports the libraries' commitment to diversity. The office is a nationally recognized resource for bibliographies of feminist and gender studies materials (<http://womenst.library.wisc.edu/>). Other examples are too numerous to mention.

Professional Development

The Joint Conference of Librarians of Color (JCLC) brings together a diverse group of librarians and library staff to explore issues of diversity in libraries and how these issues affect the ethnic communities who use library services. The GLS was a sponsor of the 2012 JCLC conference and also sent five employees to the conference. One of the library attendees presented a poster session on ISIP and another was a principle conference organizer. This conference last happened in 2006.

GLS librarians and administrators also regularly attend and participate in the annual Diversity Forum, as well as UW-Madison's first Winter Inclusive Excellence Symposium, which occurred in February 2013. One GLS librarian consistently serves as an academic staff representative to the Committee on Diversity and Campus Climate; other librarian engagements in diversity programs include service to the UW System Access to Success for Native American Students, presentations at the Diversity Forum and the Multicultural Student Center symposium, and service to the UW-Madison Women in Education awards committee. Many GLS librarians contribute to the campus and UW System diversity efforts as part of their professional service in ways that are too numerous to list comprehensively.

Campus Community and Outreach

All departments and programs on campus have an assigned librarian liaison. Liaisons provide subject expertise for academic departments, research centers, and schools and colleges, supporting the research, teaching, and learning needs of faculty, staff, and students. This can come in the form of individual research assistance, course-integrated instruction in research methods, workshops on subject-specific resources, or resources acquired to meet research collection needs. In this way, librarians support the academic study of all diversity-related subjects and areas.

The libraries also assign librarian liaisons to programs, student services, and the university's academic support units. Many diversity efforts are run through such programs and services. Librarians actively work to provide library instruction and orientation to the PEOPLE program, the Posse Program, the Academic Advancement Program, and TRIO student support services. The Summer Collegiate Experience holds math classes in the College Library WisCEL Center and uses College Library for evening study sessions and tutoring services. Introducing students from these diversity-focused programs to the libraries early in their college experience helps to establish a welcoming and inclusive environment for their academic career.

The libraries also support research programs such as the Undergraduate Research Scholars and McNair Scholars by providing library workshops on research methods. A librarian serves on the Multicultural Learning Community (MLC) steering committee as part of her liaison role to the MLC, and the Pathways Student Academic Services (SAS) program also has a librarian assigned to each of the SAS groups.

A librarian serves as a key resource for the campus efforts to provide access to resources for people with disabilities. This activity in our local accessibility efforts has carried into further work across the CIC, with a librarian taking a leadership role in CIC accessibility efforts. Another example of support for this constituency was the sponsorship of an annual benefit event for the Wisconsin Council of the Blind and Visually Impaired (<http://library.wisc.edu/newsold/releases/2012/0613-bloomsday.html>).

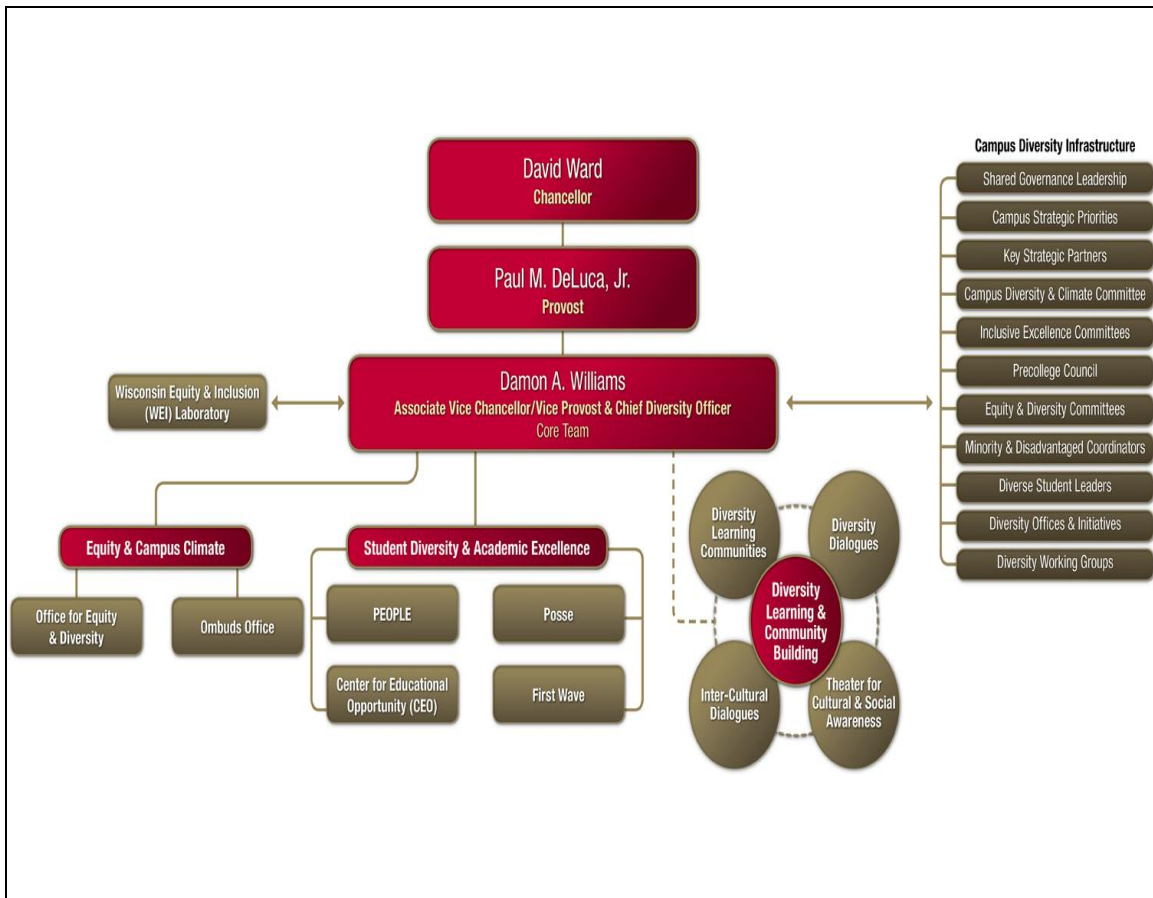
Our campus and community members who manage small departmental libraries call upon the GLS for assistance. The LGBT Library, for instance, was downsized when the LGBT Campus Center moved in 2011. The GLS decided to accept all unique titles withdrawn from the LGBT collection in order evaluate them and potentially add them to the GLS collections. The GLS conducted much of the behind the scenes work to make this a smooth transition for both GLS and the LGBT Library. Also, our Central Technical Services unit provides cataloging training to staff at the American Indian Studies Program (AISP) Library and the Chicano(a) and Latino(a) Studies Library when there are staffing changes.

SECTION 2: OFFICE OF THE VICE PROVOST AND CHIEF DIVERSITY OFFICER/DIVISION OF DIVERSITY, EQUITY, AND EDUCATIONAL ACHIEVEMENT

Divisional Overview

The Office of the Vice Provost and Chief Diversity Officer (OVPCDO) and the Division of Diversity, Equity, and Educational Achievement (DDEEA) is a unit within the Provost’s Office (Exhibit 2.1). Founded as a full-time senior administrative role in 2008¹³ and expanded in 2010 to include the Division of Diversity, Equity, and Educational Achievement, the Office of the Vice Provost and Chief Diversity Officer aligns with internal and external partners to assist in the development, execution, and delivery of diversity, equity, and inclusion efforts institutionally. A “core team” of eight full-time professional staff facilitates OVPCDO coordination, innovation, partnership, communication, development, event, outreach, and business services efforts.

Exhibit 2.1. OVPCDO/DDEEA Organizational Chart Overview



¹³The office was originally titled Vice Provost for Diversity and Climate and was initially occupied by a faculty appointed leader, Professor Bernice Durand, operating in a 50 percent buy-out. In 2008, following a national search, Dr. Damon A. Williams, was hired as the Vice Provost for Diversity and Climate. The title was later changed to Vice Provost and Chief Diversity Officer in 2011 and the Division was named the Division of Diversity, Equity and Educational Achievement to reflect the campus-wide nature of the role and the key priorities of units within the division as they work to engage diversity as an academic mission centered priority.

Housed within the Office of the Provost, the OVPCDO/DDEEA has a campus diversity infrastructure that aligns with internal and external partners to amplify development, execution, and delivery of diversity, equity, and inclusion efforts institutionally.

The OVPCDO/DDEEA provides direct leadership to the [Pre-college Enrichment Opportunity Program for Learning Excellence](#) (PEOPLE), the [UW-Madison Posse Program](#), [Office of Multicultural Arts Initiatives \(OMAI\)/First Wave](#), and the [Center for Educational Opportunity](#) (CeO). In addition, it supports the efforts of two offices, the [Office of Equity and Diversity](#) (OED), and the [Ombuds Office for Faculty and Staff](#). As part of the collaborative dynamics of campus diversity efforts, the DDEEA also provides on-going funding support to a constellation of programs that prioritize diversity, learning, and community building. These are the campus [Diversity Learning Communities](#), [Diversity Dialogues](#), [Theater for Cultural & Social Awareness](#), and Inter-Cultural Dialogues, all key partners in our efforts to create a diverse, welcome and engaged community that prepares all students for the world that we live in today. The DDEEA also provides on-going support to [Wisconsin's Equity and Inclusion Laboratory](#) (Wei Lab) as this new research infrastructure engages in a national and institutional research agenda to enhance access, equity, and inclusion in the academy.

By designing a more vertically integrated OVPCDO infrastructure, we have strengthened the institutionalization of several efforts; creatively realigned budgets; and developed new initiatives that address academic, human resources, and strategic challenges within the division and institutionally. Indeed, since the DDEEA was founded in 2010, more than \$1.8 million in new revenue was secured through external grants and gifts to support the operative mission of units within the division and more broadly the diversity priorities and goals of the campus. As we discuss in this section of the report, these efforts have been instrumental in our efforts to better serve the nearly 2,100 primarily first-generation, low-income students touched by DDEEA pre-college and college programs, and the thousands of students, faculty, and staff that our efforts have touched more broadly.

While the vertical integration of these programs has created a more robust ability to engage campus diversity efforts, it is essential to note that the majority of the campus's diversity initiatives exist in the schools, colleges, division, and departments of the university broadly. Indeed, hundreds of diversity offices, centers, and initiatives remain in other academic and administrative units located across campus and within other areas of the Provost's Office, including the Chancellor's Scholars/Powers-Knapp Program, the Multicultural Student Center, LGBT Campus Center, and dozens of campus diversity committees and advisory groups that are noted in the various sections of this report.

Section Overview

To further elucidate the activities and priorities of the OVPCDO/DDEEA, the remainder of this section will provide a more comprehensive overview through detailing the (1) mission of the OVPCDO/DDEEA; (2) a collaborative approach to activating campus diversity efforts; (3) innovation and capacity building; (4) major campus-wide partnerships; (5) OVPCDO forums, workshops, and events; and (6) OVPCDO/DDEEA new initiatives. Following that are high-level summaries that overview the key accomplishments and outcomes of the six offices and programs within the DDEEA.

Mission of the OVPCDO/DDEEA

The mission of the OVPCDO/DDEEA is to collaborate with campus and external partners to make progress toward the campus's strategic diversity goals.¹⁴ This mission is accomplished through collaboration, seeding of new initiatives, consultative advice, and the coordination of numerous institutional initiatives, while supervising a group of key offices and programs that now constitute the DDEEA.

The division leads and fosters new partnership and collaborations among students, faculty, teaching assistants, and staff as central to an inclusive environment, thereby stimulating student achievement and enriching the experiences of all members of the global UW-Madison community. In the spirit of the Wisconsin Idea, the DDEEA also influences and improves people's lives beyond the university by championing and safeguarding diversity as an essential focus of a great public university.

Given that the challenge of diversifying our campus community is made even more difficult because of systematic educational challenges embedded in the K–12 school system and the broader community, the OVPCDO/DDEEA maintains a number of critical partnerships with non-profit organizations, foundations, K–12 schools, companies, alumni groups, and others invested in advancing issues of diversity, equity, and inclusion.

DDEEA Values

DDEEA staff are agents of change, working through separate but interconnected units. Dedicated to transforming the Wisconsin Experience through unprecedented integration of the principles of inclusion, we infuse a new spirit of excellence among the myriad of individuals and groups who make the university a global leader in teaching, research, and learning. To nurture this environment, we strive towards values that:

- Embrace the perspectives and contributions of individuals without privileging their physical ability, social and positional class, age, learning style, nationality, sexuality, gender, race, or ethnicity
- Identify, support, and promote innovative pedagogical practices aimed at eliminating the achievement gap for students from traditionally underrepresented groups
- Facilitate diverse contexts for student achievement
- Champion research-based practices that produce measurable positive outcomes for students;
- Encourage diverse forms of scholarship and academic productivity
- Advocate for access and equity for traditionally underrepresented groups
- Actively promote the recruitment and retention of students, faculty, and staff of diverse backgrounds, interests, and abilities
- Foster and elevate public discourse on issues affecting campus climate
- Maintain transparency in all our interactions with entire university community

Our ability to engage these priorities enriches the teaching, research, and creative activities that form the bedrock of the university's mission. Furthermore, they prepare students, faculty, and staff for unprecedented experiences as productive citizens in a complex, pluralistic global society.

¹⁴ In May 2011, Shawn Peters (Center for Educational Opportunity); William Clifton (Office for Equity & Diversity); Gail Ford (PEOPLE Program); Jennifer Green Johnson (People Program); Carol Kolb (Office of the Vice Provost for Diversity & Climate); Albert Muniz (Posse); Linda Newman (Ombuds Office for Faculty and Staff); and William O. Ney (Office of Multicultural Arts Initiatives) worked to define a statement of purpose for the redesigned OVPCDO/DDEEA.

A Collaborative Approach to Activating Campus Diversity Efforts

As UW-Madison is highly decentralized and has a rich diversity infrastructure, the process of re-imagining the university’s inclusion agenda for the new millennium requires a willingness to develop and implement new ways of thinking and leading. The evolving tradition of strategic diversity leadership is embedded into the core of our institution and shared across units, departments, divisions, schools/colleges, shared governance committees, and affiliated organizations.

The OVPCDO embraces this tradition of leadership by building collaborations with diversity champions across the many offices, departments, and programs that advance this agenda. As presented in Exhibit 2.2, this section provides an update report on the following: diversity innovation and capacity building; major campus-wide partnerships; forums, workshops, and events co/sponsored by the OVPCDO; new initiatives delivered within the OVPCDO/DDEEA; and an overview of key accomplishments and outcomes of the various units within the division.

Exhibit 2.2 OVPCDO Collaborative Activation Strategies in the 2011–2012 Academic Year

OVPCDO Activation Strategy	Description	Number
Innovation and Capacity Building Projects	Small grants and ongoing support to campus partners to assist with ongoing and novel initiatives that enhance the work of students, faculty, staff, academic departments, student organizations, schools, colleges, and divisions	57
Major Campus Partnerships	Major one-time or ongoing partnerships and initiatives designed to coordinate, drive innovation, and sustain ongoing strategic efforts to enhance issues of diversity, equity, and inclusion	15
Forums, Workshops, Symposiums, and Events	Conferences, symposiums, workshops, learning forums, and celebration designed to prioritize and enhance the campus community’s ability to engage issues of diversity as a strategic priority	11
	Number of Participants	1,400
DDEEA New Initiatives	New initiatives executed within the units of the DDEEA designed to more efficiently use resources, enhance strategic impact, build the DDEEA brand, and deliver the UW-Madison mission	9

As noted in Exhibit 2.2, many of the OVPCDO/DDEEA initiatives and programs occur in partnership with others, or through the leadership of offices and units that are subtly connected to the OVPCDO, who continue to provide support in our efforts to advance a culture of excellence, creativity, and inclusion.

Innovation and Capacity Building

It is critical to the Office of the Vice Provost and Chief Diversity Officer that it works collaboratively with members of the campus community to enable new possibilities through innovation and capacity-building efforts. Through the OVPCDO Diversity Innovation Fund, small discretionary grants are provided to members of the UW-Madison community in the five key areas identified in Exhibit 2.3 using

a [Student Application Link](#) and a [Faculty and Staff Application Link](#), which are both open to the entire campus community. These areas, referred to as dimensions, include: (1) Preparing Leaders for a Diverse and Global World; (2) Creating A Multicultural and Inclusive Campus Environment; (3) Enhancing Retention and Academic Achievement Efforts; (4) Expanding Access and Possibility Through Pre-College Initiatives; and (5) Supporting Diversity-Themed Research and Scholarship Initiatives designed to advance understanding of issues of diversity, equity, and inclusion.

Exhibit 2.3 OVPCDO Diversity Innovation Framework

Dimensions	Description	Sample Funded Initiatives
Preparing Leaders for a Diverse and Global World	Programs and initiatives focused towards the development of 21st century leadership skills and abilities.	13th Annual White Privilege Conference Alpha Kappa Alpha Student Participation in the 80th Midwestern Region Conference 2012 American Multicultural Student Leadership Conference Black Male Initiative Intergenerational Leadership Forum Central Fraternal Leadership Conference and the National Black Greek Leadership Conference Edward Alexander Bouchet National Graduate Honor Society Minds Behind the Business Participation in the National Conference on Race and Ethnicity National Committee Participation in the Martin Luther King, Jr. Memorial Dedication Ceremony Student mission trip to Haiti Student of Color Greek Retreat
Creating A Multicultural and Inclusive Campus Environment,	Cultural, educational, intergroup dialogue, celebratory, and artistic programs and initiatives designed to create an inclusive and supportive campus environment.	Funding Support to the Wunk Sheek Pow-Wow 4th Annual Delta Sigma Theta Apollo 4th Annual Black Student Union Emerald Gala Attacking the Achievement Gap through Discussion of Stereotype Threat in CALS Born in Flames Tour First Wave SOAR Summer Internships India Night India Students Association Fall Show Intercultural Dialogue Welcome Reception Intercultural Dialogues Program Assistant Intergroup Dialogues Program Assistant International Festival of Urban Movement: Breaking the Law & Breaking Ground Made in Asia Move If You Want It Muslim Student Association/Lubar Institute “Laugh in Peace Tour” Rated P Rise to Stardom Concert Teaching Traditions in a New World/Los Consejos del Nuevo Mundo
Student Retention and Academic Achievement	Programs and initiatives designed to increase retention, graduation, and student academic achievement.	Academic Enhancement Seminars–Professor Alberta Gloria Attacking the Achievement Gap through Discussion of Stereotype Threat Beyond the Game Project Business Learning Center Chemistry Learning Center Delta Achievement Gap Project Math Tutorial Program Physics Learning Center Writing Center
Expanding Access and Possibility Through Pre-College Initiatives	Programs and initiatives designed to assist all students to enroll in higher education, with a specific focus on historically underrepresented, underserved, and first-generation	2nd Annual Latino Youth Summit: On My Way to College Lowell Elementary School’s Intercambio Promoting Russian Languages to Historically Underrepresented Student Communities: The Pushkin Project Toddler Playground for Eagle’s Wing

	student populations.	
Supporting Diversity Themed Research and Scholarship Initiative	Programs, initiatives, and projects that support the advancement of research and scholarly capacity to engage issues of diversity, equity, and inclusion across disciplines.	<p>91st Graduate Women in Sciences National Scientific Meeting</p> <p>Accessing the Intersections</p> <p>Breaking Ground: Engaged Learning Across Borders of Health, Education and Hip hop</p> <p>Hmong Parents' Day II</p> <p>Hmong/American/Diaspora Studies Institute</p> <p>The British Sociological Association Annual Meeting</p> <p>The LGBTQ Civil Rights Movement 1960–1990</p> <p>Thirty-Five Years of Struggle; Thirty-Five Years of Success: Thirty-Fifth Anniversary of Chicano(a) and Latino(a) Studies at UW-Madison</p> <p>Wisconsin's Equity and Inclusion Laboratory (Wei Lab)</p> <p>Working Class and Poverty Class Academics 16th annual conference</p>

Impact Overview

The 57 grants and collaborative projects supported by the OVPCDO in 2011–2012 enabled student, faculty, and staff partners to experiment with novel projects that align to the overall campus diversity framework and mission of the university. Institutional citizens often contribute to campus change efforts based upon the incentives that they are given, making the OVPCDO's ability to partner and provide support to novel ideas and initiatives, incredibly important to supporting students, faculty, staff, and others to become involved as strategic diversity leaders in their school, college, unit, or student organization.

Some impacts of this work include:

- Twenty projects were funded to create a more inclusive, supportive, and engaged campus experience for students, faculty, and staff. These initiatives included support for campus cultural events and celebrations, intergroup dialogue programs and initiatives, the OVPCDO First Wave/SOAR diversity, learning, and community-building efforts, and others. In all, these efforts touched more than 6,000 students, faculty, and staff.
- Twelve leadership development initiatives were funded that included participation in local and national conferences and meetings, global excursions, and other activities designed to enhance the professional development of diverse students, faculty, and staff. In all, we supported roughly 70 UW-Madison community members to participate in eight regional or national leadership events focused on issues of diversity, equity, and inclusion.
- Nine retention and academic achievement efforts were supported. These efforts were generally the most resource-intensive and are long-term in nature. They include ongoing support to successful programs such as the Academic Enhancement Seminars and to the Academic Learning Centers located in the schools and colleges, in addition to efforts designed to create new conversations about important topics such as stereotype threat, academic grade disparities, and curriculum innovation (Delta Project). In all, these efforts touched hundreds of students in their efforts to strengthen the academic success of all students at UW-Madison.
- While the majority of our pre-college efforts were activated collaboratively through the Pre-College Counsel and through the direct services of the PEOPLE program, which touches more than 1000 young people in the State of Wisconsin annually, the OVPCDO also supported multiple pre-college

projects designed to expand access and success for diverse communities at the local, state, and regional levels. Most notably, the 2nd Annual Latino Youth Summit, implemented through the School of Education’s Office of Education Outreach and Partnerships, brought more than 125 young people to the UW-Madison campus for a multiple-day immersion experience into the academic life of UW-Madison.

- Ten initiatives were supported to advance the research and scholarly agenda of diverse faculty, staff, and students on campus. Some signature projects included support for the 35-year Celebration of Latino Studies, the Hmong/American/Diaspora Studies Institute, participation in the British Sociological Association Meeting, the LGBTQ Civil Rights Association Meeting, and major sponsorship for the Graduate Women in Sciences National Meeting hosted in Madison, WI.

Major Campus Partnerships

The OVPCDO is also engaged in a number of major partnership projects designed to strengthen the capacity of schools, colleges, and departments as they tackle any number of the campus’s most important diversity challenges and opportunity areas. OVPCDO major campus partnership projects run the gamut from long-term financial support to a number of campus academic learning centers (e.g., Chemistry, Physics, Business, etc.), to new multi-year pilot initiatives (e.g., Beyond the Game, Delta Achievement Gap Project), and one-time funded efforts designed to amplify the campus community’s efforts to engage diversity, equity, and inclusion efforts institutionally (e.g., Graduate Women in Science and the Working Class Student Union conferences) (Exhibit 2.4).

The OVPCDO engaged in 15 major campus partnership projects in 2011–2012 (Exhibit 2.4). Some of these partnerships have a long-time history, like the relationship with the various campus learning centers and support for campus intergroup relations initiatives, while others were launched more recently as a series of two- and three-year initiatives designed to explore and engage critical diversity issues. A member of the OVPCDO core leadership team staffs each of these initiatives; providing support and assistance to partners, both within the Office of the Provost as well as in the schools and colleges.

Exhibit 2.4 2011–2012 OVPCDO Major Campus Partnerships

1. Faculty Diversity Initiative with the Vice Provost for Faculty & Staff
2. Department of Counseling Psychology Academic Enhancement Seminars
3. Bridging the Achievement Gap Project
4. Beyond the Game Initiative (BTG)
5. OVPCDO SOAR Summer Internship Project on “Diversity, Community, & Inclusion”
6. Undocumented Students Informal Strategy & Policy Discussion Group
7. UW System Native American Taskforce
8. UW System Campus Climate Research Project
9. Academic Learning Centers
10. UW-Madison Pre-College Council
11. 2nd Annual Latino Youth Summit: On My Way to College Latino Pre-College Youth Forum Major Sponsor
12. Graduate Women in Science Conference Major Partner
13. Intergroup Relations and Community Building Working Group
14. Lorraine Hansberry Project Symposium: Conversations on African American Youth and August Wilson’s Ma Rainey’s Black Bottom Featuring Anthony D. Hill, Ph.D., of Ohio State University
15. Collaborative Center for Health Equity Summer Institute Co-Sponsor

Impact Overview

Our recent efforts have resulted in partnerships that focus on academic achievement in the STEM gateway courses, new initiatives to diversify the faculty, leadership development efforts for student-

athletes, and innovative projects that leverage hip hop theater pedagogy as a tool to enhance the campus climate of inclusion, to name only a few efforts outlined in this section of the report. A number of these major partnership efforts have resulted in new reports and guidance from campus working groups like the Intergroup Relations and Community Building Group and the Native American Taskforce that have produced a number of clear recommendations for consideration in the 2012–2013 campus diversity planning process.

Some examples are discussed below:

- With the Vice Provost for Faculty and Staff and leaders across campus, the OVPCDO partnered with 29 search committees to assist in their recruitment of top diverse talent, resulting in 22 offers and 14 new tenure track faculty at UW-Madison with the Vice Provost for Faculty and Staff and leaders across campus.
- Developed a new education and community-building initiative by introducing principles of diversity, identity, and inclusion to over 5,603 students who participated in 32 summer sessions during the 2011–2012 of First Wave/SOAR Internship with the Office of Multicultural Arts Initiatives and leaders within the Center for the First Year Experience (CFYE).
- Under the leadership of the Delta Program and the Center for the Integration of Research, Teaching, and Learning, the OVPCDO partnered with the Dean of Letters and Science, Vice Chancellor for Finance and Administration, and the Vice Provost for Teaching and Learning to build capacity to tackle the achievement gap challenge in the STEM areas. Moreover, five graduate students from the cellular and molecular biology, chemistry, geoscience, and psychology departments participated in the *Diversity in the College Classroom: Achievement Gap* graduate-level course (DCC). Four faculty, six instructional academic staff, and one academic staff from a campus-wide diversity program from Biology 151/152, Chemistry 103, Communication Arts 100, Math 112, Physiology 435, Psychology 202, and Sociology 160 participated in the *Creating a Collaborative Learning Environment (CCLE)* facilitated discussion group. The project was presented to over 350 members of the UW-Madison community across five campus forums, symposiums, and events.
- Navigated 420 students off of academic difficulty by engaging in the Academic Enhancement Seminars led by Professor Alberta Gloria through the Department of Counseling Psychology.
- Enrolled 18 undergraduate student-athletes into the Beyond the Game Initiative, which is housed within the Department of Educational Leadership and Policy Analysis. Each course has been approved as global and cultural competence credit and satisfies UW-Madison Leadership Certificate course requirements. Enrolled students focused on leadership development, balancing athletic and academic priorities, and long-range career goals.
- In response to a broader UW System initiative, launched a new Native American strategy group which outlined several key recommendations designed to drive greater levels of Native American student achievement.
- Established an intergroup relations and community building working group that provided five key recommendations to enhance intergroup dialogue efforts, diversity in the curriculum, and the campus's overall ability to prepare students for a diverse and global world. The working group undergirded each recommendation with background information, opportunities, challenges, and strategies for implementation.

Major Campus Partnerships Overview

Aforementioned, the OVPCDO engaged in 15 major campus partnerships during the 2011–2012 academic year (Exhibit 2.4). To follow are statements of impact regarding those major partnerships happening across the UW-Madison academic landscape. This section highlights the following major partnerships: (1) Faculty Diversity Initiative with the Vice Provost for Faculty & Staff; (2) Bridging the Achievement Gap Project with the Delta Program and the Center for the Integration of Research, Teaching, and Learning; (3) Beyond the Game Initiative with Athletics and Wei Lab; (4) First Wave/SOAR Internships with the Center for First Year Experience; (5) Undocumented Students Informal Strategy & Policy Group; (6) UW System Native American Taskforce; (7) UW System Campus Climate Pilot Project led by the Office of Academic Planning and Institutional Research (APIR); (8) Partnerships with the Academic Learning Centers; (9) Convening the Pre-College Council with leaders in the Office of Educational Outreach and Partnerships; (10) Department of Counseling Psychology Academic Enhancement Seminars; (11) 2nd Annual Latino Youth Summit; (12) Graduate Women in Science Conference; (13) Intergroup Relations and Community Building Working Group; (14) Lorraine Hansberry Project Symposium; and the (15) Collaborative Center for Health Equity Summer Institute.

(1) Faculty Diversity Initiative with the Vice Provost for Faculty and Staff

In partnership with the Vice Provost for Faculty and Staff, we launched a three-year faculty diversification initiative designed to increase the number of diverse faculty on campus. This initiative provides resources to assist faculty in their efforts to implement good search practices that cast a broad net and encourages early identification of talented potential UW-Madison faculty. The Provost Office made 29 pipeline development grants to bring finalist to campus. This resulted in 22 offers being extended to candidates, with 14 accepted and 8 declined. As part of this strategy, 11 Nellie McKay Fellowships were offered, with 10 Fellowships accepted. The Nellie McKay Fellowship provides one year of research support, with full release from teaching, normally during the fourth year of the appointment.

(2) Bridging the Achievement Gap Project

Under the leadership of the Delta Program and the Center for the Integration of Research, Teaching and Learning, and in collaboration with the Dean of Letters and Sciences, Vice Provost for Teaching and Learning, and the Vice Chancellor for Administration, the Bridging the Achievement Gap project was launched in 2011. This three-year initiative leverages a systematic, Teaching-As-Research¹⁵-based approach toward addressing the achievement gap in courses with adverse academic outcomes for targeted minority students at UW-Madison.

During the Summer and Fall of 2011, Don Gillian-Daniel, co-leader of the project, worked with three Delta graduate student interns¹⁶ to redesign Delta's Diversity in the College Classroom course to focus on issues related to the achievement gap. Also during the Summer and Fall of 2011 Chris Carlson-Dakes, co-leader of the project redesigned Delta's Creating a Collaborative Learning Environment facilitated discussion group program to focus on issues related to the achievement gap. The graduate student/post-doc participants in the Diversity course paired up with faculty and staff from the discussion group as teams during the semester to develop action plans. These plans address some aspect of the achievement gap that has been documented by Academic Planning and Institutional Research (APIR) in the courses

¹⁵Teaching-As-Research involves the deliberate, systematic, and reflective use of research methods to develop and implement teaching practices that advance the learning experiences and learning outcomes of students and teachers.

¹⁶Tess Killpack, a graduate student in Zoology, Sheida Malekpour and Hyuncheol (Caleb) Shin, graduate students in Electrical and Computer Engineering.

taught by these faculty and staff. The teams will implement their action plans during the 2012–2013 academic year; the implementation serves as a Delta internship for the graduate students/post-docs.

During the 2011–2012 academic year, project staff, including the three Delta interns, led workshops and presentations about the project in a number of campus venues. The presentations were an effective way to raise visibility of both the project and the issue on campus. A list of presentations and venues can be found in Exhibit 2.5. An estimated 355 persons participated in campus presentations and workshops led by the Delta project. This dissemination activity is a key aspect of the project and brings other potential stakeholders into the energy and potential of the project to create educational innovation across campus.

Exhibit 2.5 Delta Campus Presentation Overview Table

Event	Date	Title of Session	Session Format	Participants*
Diversity Forum	October 2011	The Achievement Gap: Sharing your experience and expertise to inform a new campus initiative	Workshop format	50
Center for First Year Experience Conference	November 2011	The Achievement Gap at UW-Madison	Workshop format (presented by Delta interns)	25
		Bridging the Achievement Gap: A collaborative campus effort to improve student learning	Facilitated table discussions	10
Delta Roundtable Dinner	March 2012	Bridging the Achievement Gap project	Mini-presentation, small group facilitated table discussions	120
Teaching and Learning Symposium	May 2012	Reaching All Learners: Moving beyond traditional pedagogies to bridge the achievement gap	Small group workshop format	60
Teaching Academy Summer Institute	June 2012	Bridging the Achievement Gap Project	Large group presentation followed by sub-group facilitated discussions	40 (presentations) 10 (sub-group discussions)

*Approximate numbers

(3) Beyond the Game Initiative (BTG)

In collaboration with the Department of Athletics and Wisconsin’s Equity and Inclusion Laboratory (Wei Lab), the Beyond the Game Initiative, a four-year pilot project, was launched in the latter part of the 2009–2010 academic year. The 2010–2011 academic year served as a planning year, which ultimately resulted in a new leadership role for the Department of Athletics and further solidified BTG’s mission to confront the challenge of student-athletes who face the end of their eligibility to play without identifying viable careers beside professional sports. The program is open to all student-athletes. Black male student-athletes are strongly encouraged to participate. The objectives of the BTG program is to increase Black male graduation rates and postgraduate outcomes, while increasing retention rates and assisting with student-athlete development overall. The BTG initiative is partially funded by a grant from the Lumina Foundation housed at the University of Pennsylvania and is part of a broader project being led by Professor Shaun Harper examining the impact of novel educational interventions focused towards the needs of Black male college students.

(4) OVPCDO First Wave/SOAR Summer Internship Project on “Diversity, Community, & Inclusion”

In collaboration with leadership in the Office of Multicultural Arts Initiatives (OMAI), and leadership within the Center for First Year Experience (CFYE), the OVPCDO SOAR Summer Internship Project launched involving three First-Wave Scholars. Interns, OVPCDO, and OMAI staff worked in collaboration with the Student Orientation, Advising, and Registration (SOAR) team during the Summer of 2012. Under the leadership of the OMAI Creative Director and Assistant Professor Chris Walker, interns developed hip hop theater pedagogy vignettes to introduce principles of diversity, community, and identity to more than 5,603 students during SOAR 2012.

(5) Undocumented Students Informal Strategy and Policy Discussion Group

The OVPCDO convened an informal group of leaders to meet periodically and discuss policies, challenges, best practices, and solutions associated with providing access to higher education for undocumented students. Some activities of the group included informal benchmarking with other campuses regarding innovative policy solutions, participating in webinars, engaging in training platforms, and contributing to local and national discussions regarding this important issue.

(6) UW System Native American Taskforce

As part of a broader conversation regarding Native Americans issues on UW System campuses, the Office of the Provost charged a UW-Madison Native American Taskforce to offer recommendations and guidance regarding ways to strengthen Native American presence and success at UW-Madison. With support from the OVPCDO, a group of faculty, staff, and students authored the *Report on Access to Success for Native American Students at the University of Wisconsin–Madison*. The report focused on the need to redouble our efforts to retain and graduate more Native American students, strengthen campus support infrastructures for the Native American community, establish an Elders lecture series, and continue to strengthen bridges of support with indigenous communities throughout the State of Wisconsin. This report is included in the on-boarding planning binder for the UW-Madison 2013 Diversity Planning Committee.

(7) UW System Campus Climate Research Project

In March 2010, UW-Madison agreed to participate in the UW System climate study. In February/March 2011, the UW System Climate survey launched under the leadership of the Office of Academic Planning and Institutional Research (APIR) with support from Ruby Paredes, Assistant Vice Chancellor (OVPCDO). The UW System Climate survey was fielded as one aspect of participation in a multi-year, system-wide project. The project was tailored to accommodate size and scale differences at UW-Madison with two divisional areas chosen for participation. All students, staff, and faculty in CALS and in the Division of Student Life were invited to complete the survey. CALS was selected because CALS is representative of a cross-section of UW-Madison and because the size of CALS made the scale of the project possible from a practical point of view. A final report on the survey and the survey results were delivered to UW-Madison in July of 2012. A four-page summary of the findings and the full report by Sue Rankin, UW System Consultant and Professor of Higher Education, are available at <http://apir.wisc.edu/diversity-climate.htm>.

(8) Academic Learning Centers

The OVPCDO provides ongoing support to several campus learning centers, including the Chemistry, Math, Physics, Writing, and Business Learning Centers. While missions vary, the primary focus of these academic engagement infrastructures is to assist students on their pathway to becoming successful and independent learners. Participation is voluntary and there is no fee, as centers establish a supportive

learning environment where students can meet in small groups, interact with tutors, gain valuable insights on how to navigate various majors and mastery of difficult content in some of UW-Madison’s most challenging areas of study. It is important to note that the Physics Learning Center, under the leadership of Director Susan Nossal, launched a special physics tutorial and academic excellence initiative specifically designed to enhance the academic outcomes of scholars in the First Wave Program.

(9) UW-Madison Pre-College Council

Under the leadership of Assistant Vice Chancellor Ruby Paredes (OVPCDO), Director Nancy Blake of Education Outreach and Partnerships, School of Education, and OVPCDO partners, a Pre-College Council was convened. The mission of the Pre-College Council is to improve campus-wide communication and collaboration in the planning and implementation of pre-college programming through partnerships and linkages within the UW-Madison. This council supports the development of centralized resources, policies, procedures, and data concerning pre-college students and programs. In Spring 2011, licensing authority for precollege programs and youth camps at UW-Madison was transferred to University Health Services (UHS). To address the licensing requirements and—just as importantly—the issues concerning the safety and wellbeing on campus of these vulnerable populations, the Pre-college Council co-chairs, with the College of Engineering Precollege Director, took a lead role in creating a plan with procedures for these campus programs. The plan and procedures cover standards in two main areas of pre-college programming: the environment and personnel.

(10) Department of Counseling Psychology Academic Enhancement Seminars

The OVPCDO provides funding support to the Academic Enhancement Seminar program allowing for multiple one-credit sections to be offered for students in improving grades, enhancing communication skills both academically and socially, developing more efficient study skills, and learning to manage time more effectively. Academic Enhancement Seminars (AES) are offered as one-credit courses through the Department of Counseling Psychology for students who want to improve their study skills and improve their grades. The program is open to any student who is currently on academic probation status and has not previously enrolled in the seminar.

As noted in Exhibit 2.6 a total of 636 students completed the AES program between 2005–2006 to 2010–2011, with an average of 106 students completing each year. Two-thirds (66%) of those who completed AES over the last six years were cleared from probation (n = 420) and over three-quarters (77%) had a 2.0 or above GPA (n = 493) at the end of the semester in which they completed the AES program.

Exhibit 2.6 Academic Enhancement Seminars Probation Clearance 2003–2011

Year	AES Students	Students Cleared from Probation	Students with GPA greater than 2.00
10–11	133	74% (n=98)	79% (n=105)
09–10	114	68% (n = 77)	83% (n = 95)
08–09	93	68% (n = 63)	84% (n = 78)
07–08	81	66% (n = 53)	78% (n = 61)
06–07	114	57% (n = 65)	70% (n = 80)
05–06	101	63% (n = 64)	73% (n = 74)
04–05	91	65% (n = 59)	77% (n = 70)
03–04	108	67% (n = 73)	70% (n=76)

(11) 2nd Annual Latino Youth Summit: On My Way to College Latino Pre-College Youth Forum Major Sponsor

Under the leadership of Education Outreach and Partnerships, School of Education, the OVPCDO

provided funding support for the 2nd Annual Latino-Youth Symposium. The program hosted 81 6th, 7th, and 8th grade Latino youth to UW-Madison and engaged them in a series of activities designed to enhance their overall college readiness and expose them to Badger Nation. The two-day immersion experience leverages a culturally relevant curriculum and is facilitated by culturally competent instructors who engage youth in fun-filled and educationally enriching activities. The program builds partnerships across UW-Madison academic programs, and community organizations to disseminate information and enrich the pipeline of Latino students into higher education.

(12) Graduate Women in Science Conference Major Partner

In June 2012, the OVPCDO provided major funding support to the 91st Annual National Graduate Women in Science Conference, hosted by the Beta chapter of Sigma Delta Epsilon-Graduate Women in Science. The Graduate Women in Science (GWIS) is an inter-disciplinary society of scientists who encourage and support women to enter and achieve success in science through full participation in their scientific research and its applications; in the development and advancement of women; in the integration careers, personal goals, and society's needs; and by professional networking and mutual inspiration. In 2012, OVPCDO launched a new partnership with the UW-Madison chapter of the GWIS as they work to expand women's participation and leadership in STEM.

(13) Intergroup Relations and Community-Building Working Group

Under the leadership of Professors Patrick Sims (Theater and Drama) and Steve Quintana (Educational Psychology), a group of students, faculty, and staff convened during the 2010–2011 and 2011–2012 academic years. The Intergroup Relations and Community-Building Working Group engaged in a series of discussions regarding ways to strengthen campus programs focused on intergroup relations, creative conflict resolution, and fostering a more inclusive campus environment. The group produced a series of recommendations that were provided to the UW-Madison *Ad Hoc* Diversity Planning Committee convened through shared governance channels to produce a new campus diversity plan. Some signature recommendations of the group included: (1) create an intergroup relations center; (2) expand and strengthen current intergroup relations programs and offerings; (3) expand the generation education requirement to encompass cultural competency and social justice education; (4) develop a general education certificate program in cultural competency and social justice; (5) create a social media-based strategy to communicate around day-to-day climate and inclusion issues; and (6) create incentives for the development of faculty and staff-centered cultural competency courses, workshops, and training.

(14) Lorraine Hansberry Project Symposium: Conversations on African American Youth and August Wilson's Ma Rainey's Black Bottom Featuring Anthony D. Hill, Ph.D., of Ohio State University

Under the leadership of the Theatre for Cultural and Social Awareness Program, directed by Professor Patrick Simms, we partnered with the Department of Theater and Drama and the Department of Afro-American Studies to present the "Lorraine Hansberry Project Symposium: Conversations on African American Youth and August Wilson's Ma Rainey's Black Bottom." The 2012 Symposium aimed to provide a heart-felt discussion surrounding the legacy of August Wilson and his portrayal of issues that affect people of color as they relate to matters of education, faith, self-esteem, and community.

(15) Collaborative Center for Health Equity Summer Institute Co-Sponsor

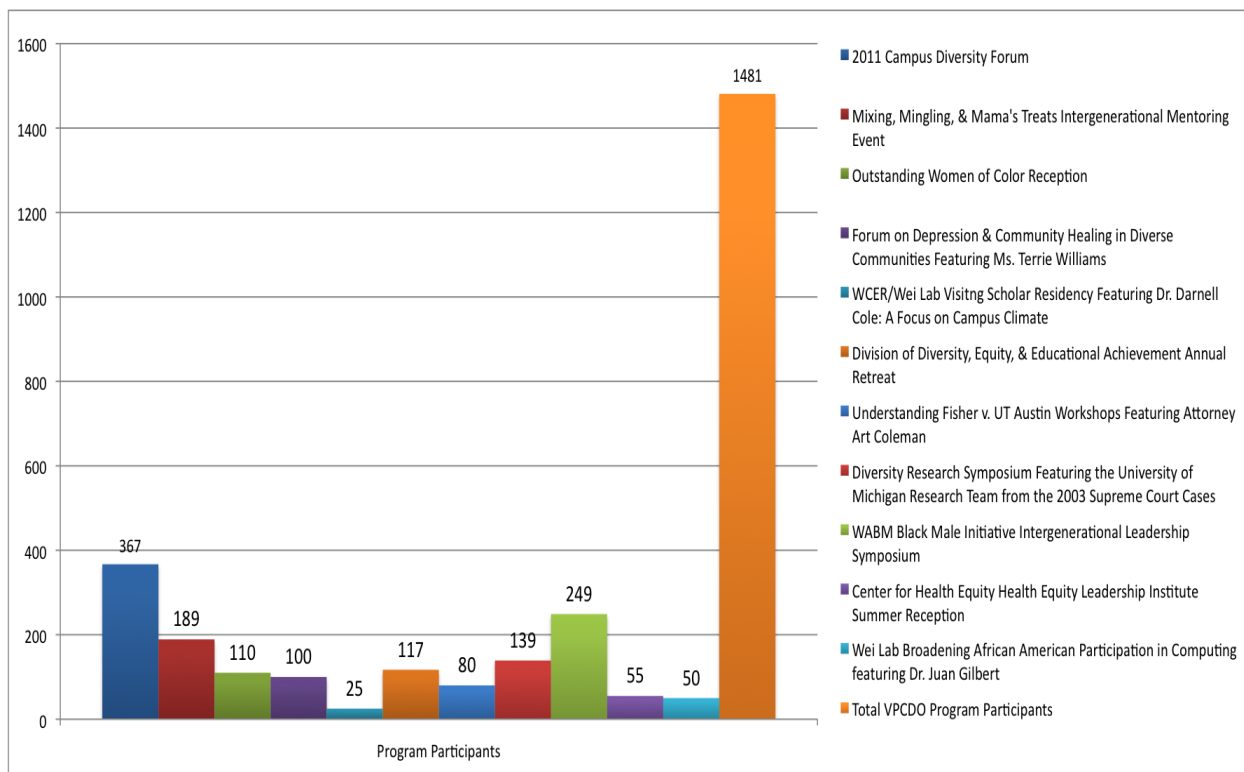
The OVPCDO provides funding to the Collaborative Center for Health Equity to support their summer Health Equity Leadership Institute (HELI). In partnership with the Maryland Center for Health Equity in the School of Public Health, University of Maryland-College Park, the center offers an intensive weeklong "research boot camp" focused on increasing the number of investigators, particularly minority

investigators, engaged in health disparities/health equity research that are successful in tenure track academic appointments in schools of public health, medicine and other health and behavioral health science disciplines, assisting them in achieving research funding through the National Institutes of Health (NIH). Up to 30 scholars attend from a range of different disciplines. The Health Equity Leadership Institute program is free; limited support for travel and accommodations is available. The OVPCDO played a supportive role in securing funding for the Collaborative Center for Health Equity (CCHE) and has contributed to the community advisory board for the center. The CCHE is a resource whose mission is to support health equity and health disparities research with diverse racial/ethnic communities in Wisconsin, promoting collaborations between campus- and community-based partners.

Forums, Workshops, and Events

As part of the integrative role of the OVPCDO, staff plan, host, and collaborate on a number of meetings and events designed to showcase campus diversity goals and priorities, engage the campus community in conversation, celebration, and strategic thinking regarding critical issues and challenges (Exhibit 2.7). These gatherings present a powerful ability to build tighter bonds of shared understanding regarding key issues, alignment strategies, and principles of success and community.

Exhibit 2.7 OVPCDO Major Event Participation Levels



Impact Highlights

During the 2011–2012 academic year, the OVPCDO hosted 11 forums, workshops, and events that included celebrations, conferences, and leadership development activities that touched more than 1,481 students, faculty, staff, and community members. Some highlights of these efforts include:

- The 2011 Diversity Forum had 367 participants, with 99% of post-event survey respondents rating the overall event as good, very good, or excellent (n=157).
- More than 80 campus community members participated in a series of strategy meetings focused on *Fisher v. University of Texas-Austin* and its potential implication for campus community members, with 100 percent of all post-event survey respondents indicating that the event was good, very good, or excellent (n=21).
- The University of Michigan Symposium featuring John Matlock, Ph.D., and Katrina Wade-Golden, Ph.D., focused on applying diverse research methodologies to understanding the educational implications of diversity in higher education; this event attracted 139 participants.
- A series of new partnership projects launched with 100 Black Men of Madison including two inter-generational mentoring events focused on leadership development and educational disparities in the African American community; these events impacted more than 400 participants from the campus and greater Dane County arena.

Event Descriptions Overview

(1) Annual UW-Madison Campus Diversity Forum

The 12th Annual UW-Madison campus diversity forum focused on goals, priorities, best practices, and critical topics of relevance. The 2011 Diversity Forum focused on male youth of color educational disparities, educated undocumented students, LGBT campus climate, the Women in Science and Engineering Leadership Institute (WISELI) campus climate study, the achievement gap, and other efforts. NYU Professor Pedro Noguera delivered the keynote lecture entitled “Creating the Schools Where Black and Latino Males Can Thrive.” Urban League of Greater Madison President/CEO and UW-Madison Alumnus Kaleem Caire provided a Madison community perspective.

(2) Mixing, Mingling, and Mama’s Treats Intergenerational Mentoring Event with 100 Black Men of Madison

This annual partnership between with 100 Black Men of Madison and the Wisconsin Association of Black Men creates a fun-filled evening of relationship building, mentoring, and leadership development. This year’s event featured a keynote lecture from Sean Frazier, UW-Madison Deputy Athletic Director, and President of the Minority Opportunity Athletic Association (MOAA). high school, undergraduate, and graduate students, UW-Madison employees, and Madison community members attended the event.

(3) The Outstanding Women of Color Reception

In collaboration with the Vice Provost for Faculty and Staff, this annual event celebrates the contributions and endeavors of prominent women of color at UW-Madison and is a supplement to the 16-year-old UW System Outstanding Woman of Color in Education Award. Selected by a committee of students, faculty, and staff, a number of awardees are highlighted for their leadership in social justice and activism for disadvantaged and marginalized populations, community service, scholarly writing, teaching, and speaking around issues of race, ethnicity, and indigeneity in the U.S., and community building on or off campus for an inclusive and respectful environment.

The 2011–2012 event acknowledged the leadership of Professor Leslie Bow of English and Asian American studies, Director Erica Laughlin of the Information Technology Academy (ITA), Division of Information Technology, Social Justice Education Specialist Cynthia Lin of the Multicultural Student Center, Division of Student Life, Professor Ana Martinez-Donate of Population Health Sciences, Professor Nancy Marie Mithlo of Art History and American Indian studies, and Assistant Dean Manuela

Romero of Student Diversity and Academic Services in the College of Engineering. This was the fourth year that the OVPCDO has highlighted the contributions of women of color at UW-Madison.

(4) Forum on Depression and Community Healing with Author Terrie Williams

Terrie Williams, author of the best-selling book *Black Pain*, engaged in a series of intimate workshop-style meeting with members of the First-Wave Student Learning Community, campus diversity professionals, and helping professionals operating in front-line service roles who work with students around mental health challenges and issues. Sessions were designed to enhance the ability of participants to identify and support communities of color experiencing various forms of mental health challenges.

(5) WCER Visiting Scholar Residency of Darnell Cole, Ph.D., of the University of Southern California

In co-sponsorship with the Wei Lab and the Wisconsin Center for Education Research (WCER) Dr. Darnell Cole, Associate Professor of Education with an emphasis in higher education and educational psychology and chair of the Ph.D. program at the University of Southern California, visited and lectured on a series of topics including violence and hate crimes committed on college campuses, creating positive educational environments for diverse college students, and the role of faculty in supporting the academic achievement of African American and Latino students.

(6) Division of Diversity, Equity, and Educational Achievement Divisional Retreat

The annual Divisional Retreat took place during Winter Break 2012 and was a division-wide event. It served as a platform for each program and office in the division to further clarify roles and responsibilities to the division and campus community in its entirety. A portion of the retreat was used to discuss the reworking of the division's statement of purpose. Of the 555 participants, 31 attendees provided post-event feedback, with 96.8% of respondents rating the OVPCDO Divisional Retreat as "good," "very good," or "excellent."

(7) Understanding *Fisher v. UT-Austin* and Potential Changes to Race Conscious Policy, Featuring Art Coleman

Through a series of four workshops, Art Coleman of Education Counsel, LLC, and the College Board Access, Diversity, and Higher Education Initiative provided early insights into the *Fisher v. UT-Austin* case and its potential implications for UW-Madison. UW-Madison senior leaders, enrollment management, diversity professionals, shared governance leaders, and others attended sessions and received handouts, working policy papers, and briefs. This was his second visit to UW-Madison; he was the featured keynote speaker at Diversity Forum 2010. Mr. Coleman's talk centered on how to strengthen diversity programs from a legal perspective, a topic that is especially relevant in the context of recent challenges to our admissions policies and the U.S. Supreme Court decision to rule on race-based admissions policy at the University of Texas–Austin. He also discussed the recent guidance documents issued by the Obama Administration that support the use of a variety of methods, including race-conscious admission decisions, to enhance diversity in higher education.

(8) Impact of the Campus Diversity Experience: 20 Years of Research and Practice. Featuring John Matlock and Katrina Wade-Golden of the University of Michigan

Sponsored presentation given by University of Michigan's Associate Vice Provost John Matlock and Katrina Wade-Golden, Assistant Director of the Office of Academic Multicultural Initiatives (OAMI) and the Michigan Student Study (MSS) research team. Drs. Matlock and Wade-Golden provided data for the U.S. Supreme Court cases *Gratz v. Bollinger* (2003) and *Grutter v. Bollinger* (2003), which set legal precedents for our current use of race and ethnicity in college admissions decisions. This session shared their perspectives concerning the educational benefits of diversity in higher education and provided social

science data that proved useful. It also reaffirmed our commitment to creating and fostering a diverse learning environment at UW-Madison.

(9) Black Male Initiative Intergenerational Mentorship Forum with the Wisconsin Association of Black Men and 100 Black Men of Madison Featuring Shaun Harper, Ph.D., of the University of Pennsylvania

This annual mentorship event featured Shaun Harper, Ph.D., of the University of Pennsylvania. Dr. Harper provides the keynote lecture for high school, UW-Madison students, faculty, staff, and community members. One of the nation's leading scholars in the area of Black Male achievement, Dr. Harper's lecture focused on leading with purpose in the African American community, male responsibility, and the critical importance of events like the Black Male Initiative Forum (BMIF) and other university efforts designed to enhance the success and graduation of African American male athletes.

(10) Broadening Participation in Computing: Breaking Down Stereotypes of Underrepresented Students in the Computational Fields featuring Juan E. Gilbert, Ph.D.

This partnership was with Wisconsin's Equity and Inclusion Laboratory (Wei Lab) and Juan E. Gilbert, Presidential Endowed Chair, Human-Centered Computing Division, School of Computing, Clemson University. Dr. Gilbert presented research findings that explain the diminishing participation of women and minorities in computing and offered some strategies for correcting the downward trend. Dr. Gilbert also leads the HCC Lab, presented on "Broadening Participation in Computing: Breaking Down Stereotypes of Underrepresented Students in the Computational Fields." Dr. Gilbert is also a Professor in the Automotive Engineering Department at Clemson University, a Fellow of the American Association for the Advancement of Science (AAAS), an ACM Distinguished Scientist, National Associate of the National Research Council of the National Academies, an ACM Distinguished Speaker and a Senior Member of the IEEE Computer Society. In 2011, Dr. Gilbert was given a Presidential Award for Excellence in Science, Engineering, and Mathematics Mentoring by President Barack Obama.

(11) Morse/ Marshall Milwaukee, WI Pre-College Visitation Initiative

In collaboration with the Office of the Vice Chancellor for Finance and Administration, the Office of Recruitment and Admissions, UW-Madison student leaders, and others, the OVPCDO hosted a group of students from Morse/Marshall for a daylong pre-college visitation program. The visit facilitated a campus tour, small group discussions with current UW-Madison students, and an overview of the college process by leaders from university admissions. Approximately 100 high school students participated in the visitation program. UW-Madison faculty and staff partnered on the visit, engaged young people in conversation during lunch, and provided perspective on the college going process. A group of UW-Madison students led a panel discussion and answered questions from student visitors.

Division of Diversity, Equity, and Educational Achievement (DDEEA) New Initiatives

Leadership within the DDEEA implemented a number of projects to continue building the overall divisional identity, optimizing units within the division, and developing a greater ability to leverage the divisional infrastructure for broader campus impact. What follows is a highlighting of the: (1) Divisional Branding Project; (2) Educational Innovation Initiatives; (3) Fund Raising and Development; (4) Divisional Human Resources and Salary Equity Project; (5) DDEEA Student Academic Excellence Program Infrastructure Development; (6) Launching the Academic Excellence Advisory Group; (7) Integrating Wisconsin's Equity and Inclusion (Wei Laboratory) into the DDEEA; (8) Engaging in a number of local, regional, and national alumni and friend-raiser events; and (9) a series of Academic Infrastructure Development initiatives designed to enhance academic success for students in CeO, First Wave, PEOPLE, and the Posse Program.

(1) Divisional Branding Project

During the 2011–2012 academic year, a working group from within the numerous offices within the administrative portfolio of the OVPCDO began discussions regarding a formal statement of the principles, values, and purpose of the division. This work was part of a number of discussions launched at the 2011 Divisional Retreat and continued into the 2012 Divisional Retreat. The results of this group’s work was the proposal and ultimate adoption of a new name, the “Division of Diversity, Equity, and Educational Achievement,” following a number of discussions with key stakeholder communities across campus. An effort is underway to develop new brochures, letterheads, and marketing materials for the division and each of the various units.

(2) Year of Educational Innovation Projects

As part of the *UW-Madison Year of Innovation*, the OVPCDO core-team implemented a series of workshops and professional development efforts designed to assist divisional leaders in understanding the process of educational innovation and developing a series of innovation initiatives. Darin Eich was hired as a consultant to develop a series of innovation training video modules, lead a special directors’ session on innovation, and facilitate a divisional workshop on innovation during the 2012 Divisional Retreat. *The Innovators DNA*, by Jeff Dyer, Hal Gregerson, and Clayton M. Christenson, was distributed to all divisional directors and used to provide a framework to assist with each unit developing an innovation project. Some projects ultimately included a renewed focus on entrepreneurship education with pre-college populations, cross-institutional partnerships with other institutions leveraging distance learning technologies, grant-funded replication projects, new tutoring efforts across the division, and others.

(3) Fund Raising and Development

To drive our innovation agenda, the OVPCDO core-team was reorganized to create greater capacity to pursue grant writing and fund raising efforts. More specifically, the Research and Program Associate position was redesigned to focus on grant writing throughout the DDEEA and in partnership with other campus diversity leaders.

Since 2009–2010, \$1,831,876 in grants and gifts has been realized through a combination of funds acquired from foundations, corporations, private individuals, and the federal government. Moreover, while the annual number of donations (typically 40) to the Foundation over this time period has not significantly increased, the total dollar amount per year has.

A total amount of \$121,116 was donated to the Foundation on behalf of the Division. The following year, \$226,311 was gifted. The continued success of the fundraising efforts of the Division is again reflected with a total donation of \$235,828 in 2011. Thus far the Division has raised \$394,989 in 2012 through the Foundation.

Considerable donations to the Division during this time frame have occurred from such corporations and foundations such as AT&T, Great Lakes Higher Ed Corporation, and the Cargill Foundation. It should be duly noted that many of these agencies annually donate to the programs within the Division, which will insure their financial sustainability for generations to come. Along with the aforementioned contributions, private individuals had made substantial gifts to the programs within the Division, from \$5.00 to \$100,000. The majority of these are also repeat donors.

Successful grant applications for the Division from this time period include \$600,000 from the U.S. Department of Education for the Center for Educational Opportunity (2010–2015) and \$130,000 to the

PEOPLE Program (2010–2012) as well as \$130,000 to the Division for the Milwaukee Public Schools Gear Up Program (2011–2012).

(4) Human Resources and Salary Equity Analyses Project

In an effort to strengthen our ability to retain top talent and evaluate why some offices were routinely losing staff, we partnered with the Office of Human Resources in a multi-dimensional project that compared job roles and salary infrastructures across all positions within the DDEEA and the broader job roles performing similar functions across campus. The results of that analysis revealed a need to: (1) reclassify some staff; (2) respond to salary inequities; (3) address staff that had not received any cost of living adjustment in nearly 10 years; and (4) establish new positional salary minimums (Exhibit 2.8).

Exhibit 2.8. HR Equity, Structural, and Impact Tactics

HR Tactic	Description	Number
Equity Analyses	Salaries adjusted as a result of an internal equity analysis implemented in consultation with HR, leading to new divisional minimums being established	22
Divisional Minimums	New hires under divisional minimums set by equity analysis	2
Critical Compensation	University-wide critical compensation activity	10
New Positions	New positions created to support academic achievement efforts primarily through positional redesign and two new FTE granted in the reorganization in Fall 2010	17
Position Redesign	Positions that were redesigned creating greater impact and efficiency for program delivery and institutionalization of long-term program development	5

Through creative reallocation of budgeted resources, adjustments were made for all job roles where inequities were found. The campus-wide Critical Compensation Fund (CCF) was used in Fall 2012 to further buttress this effort. Additionally, several job roles were reclassified creating a more vertically integrated job ladder for leaders working as academic advisors within the division. Overall, this exercise resulted in evolving roles within the DDEEA to address inequities and strengthen the long-term impact and success.

(5) Academic Excellence Advisory Group

A major priority in building the DDEEA was to create a stronger academic accountability infrastructure and a greater capacity for DDEEA students to engage in the Wisconsin Experience. Under the leadership of Assistant Vice Provost Eric Williams, an “Academic Excellence Advisory Group” was developed. Comprised of faculty and staff, this group provides recommendations to the OVPCDO regarding 5th-year funding requests, scholarship standards, and other matters designed to strengthen these foundational campus diversity programs.

(6) Wisconsin’s Equity and Inclusion Laboratory (Wei Lab) Infrastructure Development

In an effort to develop an enhanced ability to continuously improve campus diversity programs within the DDEEA and more broadly across campus, an investment was made to strengthen the permanent infrastructure of the Wei Laboratory, under the leadership of Vilas Distinguished Professor Jerlando Jackson, Department of Educational Leadership and Policy Analysis (ELPA), School of Education. This joint effort with the Vice Chancellor of Administration and the Wisconsin Center for Educational

Research (WCER) has created new capacity to engage in ongoing evaluation, continuous quality improvement, and assessment activities designed to enhance diversity outcomes, accountability, and evidence-based approaches to pursuing the university's evolving diversity goals and priorities as the Wei Lab has a hybrid relationship to the DDEEA as well as its ongoing global research agenda with WCER.

(7) Outreach and Community Engagement

The OVPCDO hosted numerous friend-raiser events in Milwaukee, NY, and CT, in order to cultivate new strategic partnerships and relationships. These platforms are essential; they nurture ongoing and prospective shareholders interested in helping advance the university's diversity goals. Additionally, they share resources and capacity to ensure the development and sustainability of diversity, equity, and inclusion platforms at UW-Madison amid a changing economic and political climate. During the 2011–2012 academic year, the OVPCDO/DDEEA built new partnerships with 100 Black Men of Madison, NAACP, Urban League, Boys and Girls Club, and Centro Hispano. In such regard, the OVPCDO/DDEEA engaged in youth outreach, community engagement activities on campus, intergenerational mentoring efforts, and other initiatives relative to our special interests.

(8) Red Gym Relocation Project

In 2011–2012, OVPCDO continued with plans set in motion in the 2010–2011 academic year to relocate the Office of Multicultural Arts Initiatives (OMAI)/First Wave and the UW-Madison Posse Program into a new shared suite in the Red Gym. This more than 2,535-square-foot space was renovated and designed to accommodate full- and part-time staff in both programs and provide sufficient space for students in both programs to have another space for community building and engagement on campus. The Red Gym Relocation project was catalyzed by the strategy paper, “Building a More Cohesive Diversity Infrastructure Through Co-Location,” authored by the Office of the Vice Provost in November of 2009, in an effort to create new synergy between the DDEEA, L&S, International Affairs, Student Life, the Morgridge Center, and others.

OVPCDO/DDEEA Offices and Programs

Significant work occurred during Fall 2010 and Winter 2011 to continue building the divisional identity of the DDEEA and support the unique needs of each unit. Special attention was given to structural issues such as space allocation, IT migration, and personnel. Reframing infrastructure was essential to supporting student academic excellence programs, new initiatives, and innovation projects that leverage closing the achievement gap and advancing an inclusive workplace environment. What follows are thumbnail sketches of the six programs and offices that comprise the Division of Diversity, Equity, and Educational Achievement. The summaries will provide information regarding the overview/goals, key characteristics, demographic overview, academic outcomes, innovations/new initiatives, and broader impact. By providing an update of DDEEA programs and offices, the accomplishments, courses, graduation projections, innovations, major gifts and/or grants, learning communities, multicultural events and shows, and strategic partners are identified.

As reflected on the OVPCDO/DDEEA chart of organization (Exhibit 2.1) there are two critical offices and four programs that comprise the Division of Diversity, Equity, and Educational Achievement. The Office for Equity and Diversity (OED) and the Ombuds Office work specifically with faculty and staff to advance equity and campus climate across the UW-Madison landscape. The three programs, Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE), Posse Program, Office of Multicultural Arts Initiatives (OMAI)/First Wave, and Center for Educational Opportunity (CeO) each have a unique approach to student diversity and academic excellence. Not only do they work towards closing the achievement gap, they ensure underrepresented and economically vulnerable populations,

particularly students from Wisconsin, are equipped with the necessary skills required for a new normative economy. In 2012–2013, Wisconsin’s Equity and Inclusion (Wei) Lab joined the division as part of a hybrid collaboratively funded initiative with the [Wisconsin Center for Education Research](#) (WCER), to engage institutional and applied research questions related to diversity, equity, and inclusion matters.

Office for Equity and Diversity

Office Overview and Goals

The [Office for Equity and Diversity](#) (OED), a unit within Division of Diversity, Equity, and Educational Achievement promotes, integrates, and transfers equity and diversity principles to nurture human resources and advance the mission of the University of Wisconsin-Madison. The OED was established on the UW-Madison campus in response to a 1972 UW System directive implementing federal and state affirmative action and equal opportunity legislation. The OED promotes, integrates, and transfers equity and diversity principles to nurture human resources and advance the mission of the University of Wisconsin-Madison.

The OED employs multiple approaches to attain its strategic objectives. These include:

1. Providing leadership and consultation to develop and implement equity and diversity strategies throughout the campus
2. Promoting the use of standardized and proactive human resources processes; nurturing human resources through the effective use of continuous improvement principles
3. Establishing collaborative partnerships with schools/colleges and divisions
4. Coordinating campus compliance with affirmative action and equal opportunity requirements, referred to as AA/EEO compliance¹⁷

The OED serves all faculty, staff, students, applicants for admissions, and employment participants in continuing professional development opportunities, summer camps and programs, and campus activities open to the public. We regularly interact with UW System, federal and state compliance, enforcement, and funding agency representatives, media representatives, and members of the public. OED activities promote and support excellence in campus learning, teaching, research, and service environments. We assist faculty, staff, and students to attain critical campus strategic priorities; coordinate compliance with federal and state laws and policies; provide consultation and professional development opportunities to educate faculty, staff and students on diversity, and equal opportunity best practices; and address allegations of discrimination brought by faculty, staff, students and visitors to campus.

Overview of Student and/or Staff Populations served during 2011–2012 Reporting Year

- Assistance to applicants seeking UW-Madison employment, eight applicants.
- Complaint investigations of allegations brought forward by faculty, staff, and/or students with nine employee complaints opened and eight closed during reporting period. One student complaint opened and one closed during the reporting period.
- Categories protected against discrimination can be found by visiting <http://www.oed.wisc.edu/>.

¹⁷ Categories protected against discrimination, at, <http://www.oed.wisc.edu/>.

- Consultations, follow-ups, and interventions with colleges, schools, and divisions to address concerns brought to OED without a complaint investigation. These may involve faculty, staff, students, visitors to campus, and external constituencies (n=81).
- Criminal Background Check Review Panel, in collaboration with OHR and OALS. This panel reviews requests from colleges, schools and divisions to identify substantial relationship between conviction(s) and duties assigned to positions.
- Disability Accommodations and Case Management of 196 faculty and staff. A total of 835 employees have current accommodations and/or overlapping disability-related matters, such as FMLA, Worker’s Compensation or disability benefits.
- There were 22 Graduate Assistants Equity Workshops and Sessions that touched 586 participants.
- Membership and Collaborations with Committees and Work Groups (n=17).

Faculty and Staff Professional Development Presentations

Exhibit 2.9 provides an overview of the numerous workshops and presentations implemented by leaders in the Office of Equity and Diversity designed to enhance the professional development and capacity of faculty and staff across campus. These sessions specifically focused on sexual harassment, creating awareness of state and federal rules and regulations, disability education, and other efforts.¹⁸ In total, more than 1,800 participants engaged in the dozens of sessions implemented during the 2011–2012 academic year.

Exhibit 2.9 OED Faculty and Staff Professional Development Workshops

Presentation	Participants
UW-La Crosse, graduate students	2
UW-Madison Benefits and Resource Fair, campus-wide attendance	1
UW-Madison College of Engineering	198
UW-Madison, College of Letters and Science, one session, 65 participants.	65
UW-Madison Divisional Disability Representatives for colleges, schools, and divisions with continuing support and guidance offered in-person, through training sessions through DDR-only website and via telephone. Ten new DDRs trained during this reporting period.	NA
UW-Madison Graduate Assistants Equity Workshops	586
UW-Madison OHRD, PSM Courses 5.5 and 11, managers and supervisors	69
UW-Madison “Recruiting for Diversity” Presentations–Search and Screen Committees	75
UW-Madison, “Sandwich Generation” presentations for faculty and staff who provide or coordinate care for others. Launched in 2009, 2–3 sessions offered each year, 540 participants have attended since launch.	540
UW-Madison School of Education, ELPA–HPCE Capstone Seminar guest lecturer	NA
UW-Madison School of Medicine and Public Health	10
UW-Madison Sexual Harassment Information Sessions for faculty, staff, and limited appointees	535
UW-Madison SOAR 2012 Program Resource Fair, (42) sessions.	NA
UW-Madison Welcome and Leadership Summit for Deans and Directors	1
UW-Madison WISELI Sessions for Search Committees	42
Madison Metropolitan School District, “Schools Make a Difference” Toki Middle School.	NA

¹⁸ Note: This summary does not include the activities of the Learning Communities.

Major Accomplishments, Events, and Innovations

- Human Resources Design Project, 2011–2013: One staff member was recruited to lead benefits work team, one staff member serves on the Diverse Workforce team, and one serves as ad hoc member of the Advisory Committee.
- Design, develop, and pilot an electronic applicant tracking system in collaboration with OHR, DoIT, and select colleges, schools, and divisions: The applicant tracking system has been successfully tested and employed by select units and is seeking full implementation by June 2013.
- Partnership with OHR Recruitment Manager to develop and deploy Recruitment Tool Kit: Providing continuing consultation and education to colleges, schools, and divisions and individual managers and supervisors on the use of the Tool Kit in meeting U.S. Department of Labor, OFCCP, and contractor compliance obligations.
- Proposed U.S. Department of Labor, OFCCP, regulations, and amended regulations: Proposed amendments to regulations implementing Section 503, Rehabilitation Act of 1973, applicable to employees with disabilities and proposed revisions to 41 CFR Parts 60–250 and 60–300, implementing the Vietnam Era Veterans Readjustment Assistance Act, (VEVRA). If implemented as proposed, will require modifications in personnel processes and documentation and reporting.
- Title IX and Wisconsin Executive Order #54: Certification of Title IX Coordinator, activation of Title IX Work Group, campus review of complaint procedures, and incorporation of Title IX information into OED professional development and training opportunities and informational materials. OED staff serves on E.O. #54 work group. OED will serve as contact point for employees seeking information and referral and as the campus office coordinating training requests. In collaboration with Office of Administrative Legal Services, Division of Continuing Studies, University Health Services, and other campus partners.

Faculty/Academic Staff Partnerships

Professor Stephen M. Quintana, School of Education, Department of Counseling Psychology, serves as faculty of record for Student SEED courses. Information about Student SEED courses is available at [http://www.library.wisc.edu/EDVRC/Student percent20SEED percent20Overview.pdf](http://www.library.wisc.edu/EDVRC/Student%20SEED%20Overview.pdf).

Learning Communities

The [Office of Equity and Diversity Learning Communities](#) provides a number of activities designed to strengthen the skills and abilities of faculty, staff, and students to engage in a diverse learning and work environment at UW-Madison and beyond. These sessions are ongoing and focus on developing the competencies of the UW-Madison community using intensive pedagogies not possible in one-time workshops or seminars. Involving innovative partnerships with faculty, students, and leaders across campus, the Learning Communities are activated through six related efforts throughout the year. These efforts are summarized in Exhibit 2.10 and include the Leadership Institute, Student SEED Seminar, SEED, Leadership at Lunch, and the Co-Facilitator Learning Community.

Exhibit 2.10 Learning Communities Program and Overview

Program	Description
Leadership Institute	The LI is a unique opportunity for honing your personal leadership capacities to support the university's strategic priorities and diversity goals by participating fully as a leader within your work or educational context. It is a nine-month-long initiative where participants engage weekly in a sustained dialogue within a learning community. The community setting is safe and respectful, yet challenging. Through facilitated small and large group dialogues, reflective writing, readings, DVDs, activities, and exercises, participants develop their leadership

	capacities to effectively interact with members of our community across multiple social identities (gender, class, race/ethnicity, ability, age, sexual orientation, etc.), and to build open, dynamic, and respectful working and learning environments for all.
Student S.E.E.D. (Seeking Educational Equity & Diversity) Seminar	Student SEED is a non-traditional, grassroots-developed social justice course that uses “the textbook of students’ lives as the main teaching tool. Students explore and share their own individual experiences with race, class, gender, sexual orientation, religion, and ability in order to learn about and understand the larger systems of privilege and oppression. The course facilitators strive to create a safe and respectful environment for students to reflect on and share their own experiences, learn from their peers’ experiences, and build community while engaging in deep critical thinking around issues that are pervasive in our society and daily lives.
S.E.E.D.E.D. (Seeking Educational Equity & Diversity by Experienced Doers)	Designed for experienced diversity practitioners, SEEDDED participants explore and identify strategies for creating teaching and learning environments that promote excellence for ALL. Through this seminar, we provide a respectful learning community for deepening our knowledge and honing our skills for developing effective practices that will collectively move us forward to design and develop authentically inclusive teaching and learning environments and pedagogies. Embracing an inside out/outside in approach, we engage the “textbooks of selves” while exploring the “textbooks on the shelves,” to discuss and develop strategies for building inclusive curricula, classrooms, programs, and relationships.
Leadership at Lunch	This opportunity is specifically focused to classified staff and others to come together for an hour, twice each month, and explore the themes of the Leadership Institute. The series is facilitated by Seema Kapani (Office for Equity & Diversity) and Harry Webne-Behrman (Office of Human Resource Development). It offers an opportunity to explore all of the themes of the Leadership Institute without an extended time commitment. Participants will review articles, view films, and engage in meaningful conversation about the importance of leadership in work and the opportunities we all have to enhance the campus work environment. Each person on this campus has a leadership role to play it is hoped that this series will appeal to all staff who seek to participate in a way that enhances their capacities for leadership, regardless of role.
Co-Facilitator Learning Community (CFLC)	The CFLC is an intentional space for on-going learning and honing facilitation capacities. It is open to all staff, faculty, students, and community members. A responsive facilitator intentionally engages in discovering and understanding her/his filters, frames, and lenses, which shapes their understanding of self and others. No matter what the formal title, or context at work, one is engaged in facilitating conversations/interactions. Behind every successful communication and interaction is an actively self-aware facilitator. Based upon this assumption, the OED has developed a unique hybrid participant-facilitator facilitation model, which allows the facilitator to continue his/her learning.

Ombuds Office for Faculty and Staff

Office Overview and Goals

The University of Wisconsin-Madison [Ombuds Office for Faculty and Staff](#) provides informal, neutral, and confidential services to staff and faculty for the purpose of resolving university-related problems and concerns. Ombuds advocate for fairness, equity, and a respectful work environment.

The Ombuds Office employs four, quarter-time, retired faculty and academic staff, funded by the Vice Provost and Chief Diversity Officer. Those individuals include (1) Sandra Guthrie, Academic Staff Emerita; (2) Chris Kleinhenz, Professor Emeritus; (3) Linda Newman, Academic Staff Emerita; and (4) Pat Wolleat, Professor Emerita.

Overview of Faculty and/or Staff Populations Served during 2011–12 Reporting Year

During academic year 2011–2012, the Ombuds worked with 77 faculty and staff visitors and consulted with 25 other faculty and staff who were associated with those visitors.

Met with 15 other groups, totaling approximately 400 people, including the following committees and working groups: Academic Staff Executive Committee, Academic Staff Assembly, Faculty Senate, General Library System, PI Committee of Graduate School, New Chairs and Directors, Union Leadership, and the University Committee.

Staffed booths at the Benefits Fair, Diversity Forum, and UW Safety Conference.

Planned summer meeting of academic ombudspersons, from across U.S., Mexico, Canada, and the Marshall Islands.

Faculty/ Staff Partners

Rosa Garner, Ombuds for School of Medicine and Public Health and School of Pharmacy

Student Diversity and Academic Excellence Programs within the DDEEA

At the request of the Vice Provost and Chief Diversity Officer and DeVon Wilson, Assistant Dean for Letters and Sciences, Steve Kosciuk, a shared research staff member between the DDEEA and Center for Academic Excellence, began implementing a number of logistic and other exploratory research techniques to develop an evidenced based understanding of cohort health and graduation projections for targeted minority populations generally, and diversity and academic excellence programs more specifically.

The Green Zone Framework

In response, Kosciuk identified an important early indicator of academic success at UW-Madison, the *Green Zone Framework*, suggesting that students achieving within this framework are on the pathway to graduation. It turns out that about 98 percent of the variation in graduation rates among different groups of students is accounted for by the variation in cumulative GPA, cumulative credits, and enrollment status after the first year (and even more so after the second year) and that graduation rates by cumulative GPA/credit status after the first or second year are relatively constant across diverse groups of student and across entrance cohorts. This fact permits the use of simple Markov models of long horizon graduation rates based on cumulative GPA/credit and enrollment status after the first or second year. Although major shifts in these relatively constant “graduation rates by Markov State” may result from a variety of factors (e.g., the Great Recession of 2008), when the models are based on actual graduation rates from Fall 2001–2005 the projected graduation rates are within two to three percent for cohorts older than 2001.¹⁹

These Markov models are referred to as the *Green Zone Framework* of academic achievement, as students who attain certain benchmarks within this framework are highly likely to graduate from UW-Madison and those that do not are much less likely to graduate.

Two critical benchmarks within the *Green Zone Framework* are as follows:

Second-Term Green Zone

This benchmark comprises all students from a Fall entrance cohort who earn at least 21 cumulative credits and cumulative GPA ≥ 2.5 (and are still enrolled) by the end of their second term. Aggregating the Fall 2001–2005 entrance cohorts of new first-year students, the graduation rate, to date, of targeted students who attained the second-term Green Zone is 86 percent while

¹⁹ Retention data was obtained from the UW-Madison InfoAccess Data Warehouse, Division of Information Technology (DoIT). This is the same data source utilized by APIR who has also replicated the *Green Zone Framework*. Authorized users can visit <http://www.doit.wisc.edu/infoaccess/data-authorization/>.

that of non-targeted students is 91 percent, virtually eliminating the achievement gap within this group against their peers.

Fourth-Term Green Zone

This benchmark comprises all students from a Fall entrance cohort who earn at least 45 cumulative credits and cumulative GPA ≥ 2.0 (and are still enrolled) by the end of their fourth term. Aggregating the Fall 2001–2005 entrance cohorts of new first-year students, the graduation rate, to date, of targeted students who attained the fourth term Green Zone is 88 percent while that of non-targeted students is 94 percent. Meanwhile, among students who attain the higher benchmark of 58 cumulative credits and a cumulative GPA ≥ 2.5 by the end of their fourth term, the targeted graduation rate is 95 percent compared to the non-targeted graduation rate of 96 percent, all but eliminating the achievement gap within this group against their peers.

The *Green Zone Framework* is an evidence-based approach that permits DDEEA advisors and student services personnel to identify high-impact learning experiences, culturally relevant advising techniques, and other tools necessary to help underrepresented students reach these benchmarks and eventually graduate at parity with majority students.

DDEEA Student Academic Excellence Program Cohort Health Overview

Since Fall 2009, the entrance cohorts of PEOPLE, Posse, OMAI/First Wave, and CeO have either maintained high academic outcomes in the first one to two years, or have realized substantial gains when compared to the Fall entrance cohorts of 2006–2008.²⁰ From Fall 2006 through Fall 2008, only 61 percent of the 601 students across the four programs had attained what can be called the “second-term green zone” (at least 21 with Credits and with GPA ≥ 2.5). The cohort green zone attainment oscillated from 58 percent in 2006 to 63 percent in 2007, and then went back down to 61 percent in 2008 (Exhibit 2.11 and Exhibit 2.12).

Exhibit 2.11 Second-Term Green Zone Attainment by Program and Cohort, Fall 2006–2007 through Fall 2012–2013

Program	Fall Cohort	% 2nd Term Green Zone	Cohort Expected Graduation Rates (using 2 nd term Markov model)	Total count
PEOPLE	Fall 2006–2007	56%	69%	72
	Fall 2007–2008	53%	69%	78
	Fall 2008– 2009	54%	67%	81
	Fall 2009–2010	63%	71%	72
	Fall 2010–2011	65%	74%	77
	Fall 2011–2012	78%	79.5%	87
	<i>Fall 2012–2013</i>	<i>81% (projected)</i>	<i>Pending Spring 2013 data</i>	49
PEOPLE Total				516
POSSE	Fall 2006–2007	65%	77%	20
	Fall 2007–2008	87%	77%	23
	Fall 2008– 2009	76%	77%	21
	Fall 2009–2010	86%	83%	29
	Fall 2010–2011	85%	82%	34

²⁰ Entrance cohort data was obtained from the UW-Madison Data Warehouse Retention Data Views. Additional information regarding graduation rates can be obtained by accessing diversity student trends, which are then aggregated by program. For additional information, please visit <http://apir.wisc.edu/diversity.htm>.

	Fall 2011–2012	83%	81%	41
	<i>Fall 2012–2013</i>	<i>81% (projected)</i>	<i>Pending Spring 2013 data</i>	42
POSSE Total				210
F/Wave	Fall 2006–2007			
	Fall 2007–2008	93%	84%	15
	Fall 2008– 2009	86%	81%	14
	Fall 2009–2010	100%	90%	10
	Fall 2010–2011	86%	82%	14
	Fall 2011–2012	93%	87%	14
	<i>Fall 2012–2013</i>	<i>90% (projected)</i>	<i>Pending Spring 2013 data</i>	10
F/Wave Total				77
CeO	Fall 2006–2007	59%	69%	112
	Fall 2007–2008	64%	71%	145
	Fall 2008– 2009	58%	69%	159
	Fall 2009–2010	66%	73%	173
	Fall 2010–2011	77%	77%	90
	Fall 2011–2012	78%	80%	41
		<i>Fall 2012–2013</i>	<i>79 (projected)</i>	<i>Pending Spring 2013 data</i>
CeO Total				765

Accelerating the Success of Students in Green Zone Achievement

However, in 2009, overall second-term green zone attainment across the four programs jumped to 67 percent, and then to 72 percent in 2010 and to 80 percent in 2011. In addition, while the 2012 cohort has not yet completed its second term, based on their first Fall GPAs, we can project that about 81 percent will attain the second-term green zone as well. This improvement in first-year outcomes is concomitant with a focus on high-impact practices and an investment in the infrastructure of each program including advising staff, tutoring, first-year transition activities, revisions to SOAR, etc. as described below.

In terms of projected graduation rates,²¹ these improvements in first-year academic outcomes are encouraging, as they represent an increase in projected graduation rates from about 70 percent for the 2006–2008 cohorts to 77 percent for the 2010 and 80 percent for the 2011 cohort.

Exhibit 2.12 Second-Term Green Zone Attainment by All Targeted and Non-Targeted Groups, Fall 2006–2007 through Fall 2012–2013, including Students also Enrolled in CAE

Group	Fall Cohort	% 2nd Term Green Zone	Cohort Expected Graduation Rates (using 2nd term Markov model)	Total count
All Targeted	Fall 2006–2007	63%	71%	541
	Fall 2007–2008	65%	72%	588
	Fall 2008– 2009	68%	74%	539
	Fall 2009–2010	69%	75%	632
	Fall 2010–2011	71%	76%	567

²¹ It turns out that about 98 percent of the variation in graduation rates among different groups of students is accounted for by the variation in Cumulative GPA, Cumulative Credits, and enrollment status after the first year (and even more after the second year) and that graduation rates by Cumulative GPA/Credit status after the first or second year are relatively constant across diverse groups of students and across entrance cohorts. This fact permits the use of simple Markov models of long horizon graduation rates based on Cumulative GPA/Credit and enrollment status after the first or second year. Although major shifts in these relatively constant “graduation rates by Markov State” may result from a variety of factors (e.g., the Great Recession of 2008), when the models are based on actual graduation rates from Fall 2001–2005 the projected graduation rates are within two to three percent for cohorts older than 2001.

	Fall 2011–2012	76%	78%	648
	Fall 2012–2013	79% (projected)	Pending Spring 2013 data	568
All Targeted Total				4,083
All non-Targeted	Fall 2006–2007	88%	86%	5,137
	Fall 2007–2008	87%	86%	5,456
	Fall 2008–2009	87%	86%	5,272
	Fall 2009–2010	88%	86%	5,082
	Fall 2010–2011	90%	87%	5,388
	Fall 2011–2012	88%	86%	5,216
	Fall 2012–2013	89% (projected)	Pending Spring 2013 data	5,749
All non-Targeted Total				37,300

Of course, student grades in their first year do vary with prior achievement and it makes sense to investigate whether the improvement in academic outcomes might also have been concomitant with a shift to higher ACT scores or other measures of prior achievement, as there was a trend to higher ACT scores from 2009 through 2012. Nevertheless, the improvement in green zone attainment is significant considering the increasing trend in ACT scores.²² For example, after re-weighting the 2006–2008 green zone attainment with the 2011 cohort’s ACT distribution, it improved from 60 percent to only 64 percent compared to the 80 percent green zone attainment mentioned above for the 2011 cohort. It is important to note that the Fall 2012 rate is projected from first-term cumulative GPA and prior cohort green zone attainment by first-term cumulative GPA.

Supporting the Green Zone Framework with New Academic Excellence Infrastructure

The *Green Zone Framework* further enhances and supports the division’s ability to meet the needs of affiliated students and staff. The DDEEA engaged in strategic planning, collaborative visioning, and fiscal reprioritization, to build and align the diversity and academic excellence program infrastructure of PEOPLE, Posse, First Wave, and CeO to more powerfully amplify the campus strategic framework, and meet the educational, cultural, and financial needs of students enrolled in these foundational campus diversity leadership development programs.

These reinvestments took place after the diversity program reorganization and were part of the OVPCDO efforts to optimize and evolve the units within the division. It is consistent with the development of new evidenced based and campus-wide aligned approaches discussed by the Center for Academic Excellence (CAE), a close partner in several of our efforts to amplify academic outcomes for diverse students.

This section will further expand upon the *Green Zone Framework* infrastructure and then detail each program by providing an overview, key program highlights, academic outcomes, demographics, and the broader impact these programs have on excellence, which advance the Wisconsin Idea. Resulting from these efforts, major initiatives were integrated into DDEEA programs to further address issues related to the achievement gap:

- Created a curriculum focused on ACT preparation and enhanced literacy in the PEOPLE pre-college program.

²² Note that like any average over a population, the green zone attainment rate can be written as a weighted average across any partition of the population into disjoint sets, whereby the “weights” are exactly the proportion of the population in each set. To compensate for differing distributions of ACT score, we can partition the students from the 2006–2008 cohorts by a disjoint set of ACT score categories and re-weight them with the proportions of the higher ACT cohorts in these ACT categories. This process produces an estimate of what the green zone attainment rate for the 2006–2008 cohorts might have been had they had the same distribution of ACT scores (i.e., ACT category weights) as a more recent cohort.

- Created a dedicated academic support and advising infrastructure in the Posse Program by establishing a director, assistant director/academic advisor, and a for-credit first-year academic success curriculum, and reframed posse mentor program model.
- Successfully on-boarded the New York STEM Posse and established a STEM Advisory Group to assist with STEM education initiatives within the DDEEA.
- Created a dedicated academic support and advising infrastructure in the First Wave program through the establishment of a dedicated assistant director/academic advisor role, academic/creative advisor role, reframed graduate assistant position, and a STEM education partnership with the Physics Learning Center and FIGS.
- Expanded the PEOPLE Program college advisor office through a reorganization of the leadership team and addition of a new academic advisor.
- Established a CeO mentoring program, and expanded the office, advising, and tutorial space to Served students enrolled in the program.
- Established a shared tutoring resource system across all four student diversity and academic excellence programs, leveraging the CeO capacity in this area.
- Relocated Posse and First-Wave into a new dedicated leadership and academic excellence suite in the Red Gym.

Eliminating the achievement gap between underrepresented and majority students is a critical priority to the OVPCDO/DDEEA. The ongoing programmatic efforts of PEOPLE, Posse, OMAI/First Wave, and CeO are monumental to ensuring the success of our students who have diverse backgrounds, experiences, and needs. Below are details about how each program addresses its focus on student achievement at UW-Madison; its ability to support and grow the K–12 Wisconsin pipeline; and the types of broader impacts that result from these inclusive, high-impact learning practices. Our premier programs remain leaders in their work at our world-class institution and have evidenced the ability to attract talent and interest locally, nationally, and internationally.

Precollege Enrichment Opportunity Program for Learning Excellence (PEOPLE)

Program Overview

Founded in 1999, the [Pre-college Enrichment Opportunity Program for Learning Excellence](#) (PEOPLE) is the University of Wisconsin–Madison’s premiere diversity pipeline program and among the most comprehensive talent development programs in the nation. Housed in the DDEEA, PEOPLE begins working with students as early as the sixth grade (“PEOPLE Prep,” begins with third-graders, to prepare them for the PEOPLE Middle School program), ultimately resulting in a four-year, merit-based, full-tuition scholarship for students who complete the pre-college program, apply, and are admitted to UW-Madison.

The program has five primary goals:

- Expand the pipeline of college-ready students in the State of Wisconsin
- Ensure program participants graduate from high school fully prepared for college
- Support program participants to enroll in higher education
- Confirm that program participants enrolled at UW-Madison, graduate from UW-Madison
- Place a particular emphasis on STEM degree completion

Serving nearly 1,000 State of Wisconsin students in the pre-college program and enrolling more than 350 on full-tuition academic scholarships, the program is foundational to the UW-Madison’s commitment to access, equity, and overcoming the achievement gap in the State of Wisconsin. More specifically, PEOPLE opens the doors of the university to diverse and economically vulnerable communities serving students from Madison, Milwaukee, Waukesha, Racine, and Kenosha as well as rural partnership schools serving Bad River, Ho-Chunk, Lac Courte Oreilles, Lac du Flambeau, Mole Lake, Oneida, Potawatomi, Red Cliff, St. Croix, and Stockbridge-Munsee Indian Nations.

The program partners with families, public schools, corporations, and communities on a year-round basis to provide college preparatory services, early exposure to college majors and career options, and academic enrichment in the areas of mathematics, reading and writing, science education, and leadership development. Students are admitted to the program in 100-member cohort groups and remain together throughout their tenure in the program, providing a supportive network of college-bound peers. Students and families dedicate their summers to hands-on workshops, supplemental instruction, and internships designed and led by UW-Madison faculty and staff and partner community organizations and businesses, coupled with year-round sustained support from a network of educators, mentors, and parent advocates.

PEOPLE students who complete high school and successfully gain admission to UW-Madison are bridged into the university through a summer bridge program (Summer Collegiate Experience Program) designed to further accelerate their college success. Students who enroll at UW-Madison receive a four-year tuition scholarship and college advising and leadership support through to completion of their undergraduate degree.

Key Program Features

- K–16 talent development program.
- Strategic partnerships with Madison²³ and Milwaukee Public Schools.
- Begin working with students as early as third grade (PEOPLE Prep).

²³ UW-Madison PEOPLE program staff have electronic access to the academic, attendance, and disciplinary records of Madison Public School students enrolled in the program.

- Serving 1,200 students in the pre-college/college program from economically vulnerable and diverse communities.
- Year-round out of school time programming—after school, summer enrichment, and weekend programs.
- Focus on academic enrichment, ACT preparation, college readiness, and leadership development.
- Parent engagement program component.
- Program completion and acceptance at UW-Madison results in a four-year, full-tuition academic scholarship.
- Focus on Science Technology Engineering and Mathematics (STEM) preparation.
- 96 percent of students who completed the PEOPLE program enrolled in higher education.
- 76 percent average graduation rate from UW-Madison for the 2002–2005 cohorts.
- Broader dissemination plan for funded replication projects across the State of Wisconsin.

Pre-College Program

Demographic Overview

The Pre-College program within PEOPLE has nearly 900 participants at the elementary, middle, and high school levels (Exhibit 2.13). The program is nearly totally comprised of students who are eligible for free or reduced lunch (87 percent). PEOPLE program participants are also majority female (55 percent), reflecting the crushing negative educational outcomes achieved by males of color within the State of WI. The largest ethnic and racial demographic within the program are African American/Black students (31 percent), with Hispanic/Latino (25 percent), and Asian Pacific Islanders (21 percent) trailing closely behind. White and bi-racial/multiracial students comprise 14 percent of the program.

Exhibit 2.13 PEOPLE Program Pre-college Demographics Fall 2012

Characteristic	Overview
Number of Students in the Program	885
Economic Background	87% Eligible for free or reduced lunch
Gender	55% Females 45% Males
Race and Ethnicity	Native American (9%) Asian/Pacific Islander (21%) Hispanic/Latino (25%) African American (31%) Biracial and/or White (14%)
Geographic Location	99.99% WI

Academic Outcomes

As indicated Exhibit 2.14, since the program’s inception, more than 1,200 students who were members of the PEOPLE program have graduated from high school. Among these 1,200 graduates, nearly all of them have enrolled in college (96 percent) with the majority enrolling at UW-Madison (51 percent). Notably, nearly 19 percent of PEOPLE Scholars attend other institutions within the UW System, suggesting that the program plays an important role expanding access at both UW-Madison and other public institutions within the UW System.

Exhibit 2.14 2011/2012 PEOPLE Program Pre-college Academic Outcomes

Description	Outcome
Total Number of High School Graduates	1,238
Enrolled in Higher Education	1,178 (96%)
Enrolled in UW-Madison	605 (51.4%)
Enrolled in Other UW System Universities	220 (18.7%)
Enrolled in Other Wisconsin and National Universities/ Colleges	353 (30%)

College Scholars Program

Demographic Overview

Consistent with the strategic goals of the program, 86 percent of PEOPLE scholars are targeted minority students, with over 96 percent of them being WI Residents (Exhibit 2.15). A limited number of students moved away from the university after graduation, completing all aspects of the program, indicating why a small percentage of students are not currently WI residents. Consistent with the pre-college program, 54 percent of PEOPLE program collegiate scholars are female; nevertheless, the 46 percent of male PEOPLE scholars represents an important contribution to the male student of color population on campus. More than 56 percent of PEOPLE scholars are first-generation college students, with 58 percent qualifying for Pell Grant eligibility.

Exhibit 2.15. PEOPLE Program College Demographics Fall 2012

Demographic	Percentages
Total Students	353
Targeted Minority	98%
Gender	55% Female 45% Male
Economic	58% First Generation 62% Pell Grant
Geographic	98% Wisconsin Resident

Academic Outcomes

PEOPLE program first-year retention rates are quite strong and generally above 95 percent (Exhibit 2.16). The 6-year graduation rates have fluctuated from a low of 58 percent in 2006 (three percent of the 2006 cohort are currently enrolled) to a high of 70 percent in 2004. The overall graduation rate of the 2002–2006 cohorts is 72 percent. These fluctuations were part of the drivers for new academic infrastructure initiatives noted previously. Analyses presented in the discussion of the *Green Zone Framework* are encouraging as these analyses suggest a steady upward trend in graduation rate for PEOPLE scholars if our models hold true for the 2009, 2010, and 2011 cohorts.

Exhibit 2.16. PEOPLE Program College Academic Outcomes Fall 2012

Entering Cohort	6-Year Graduation Year	Number of Students	First Year Retention Rate	6-Year/Overall Graduation Rate
2002	2008	24	88%	67%/71%
2003	2009	20	100%	70%/80%
2004	2010	37	95%	65%/78%
2005	2011	41	95%	61%/76%
2006	2012	73	90%	58%/66%

Broader Impacts

Over 8,000 students, parents, and community members have received services and support from the program through our campus and community involvement in such events as Public School District events, Wisconsin College and pre-college fairs, family leadership councils (Milwaukee, Waukesha, Racine, Kenosha, Menominee, Minocqua, and Bad River), Great Lakes Higher Education Parent Engagement Webinar and outreach partnerships, Indigenous health and wellness days, African American Career Days, Lac du Flambeau Community Expo, Menominee POSOH Community Expo and Youth Awareness Day, 100 Black Men Mentoring and community events, Boys and Girls Club events, parent-student orientations, student cohort meetings, UW-Madison Admissions Day, UW-Madison Day at the Wisconsin State Fair, and PEOPLE sponsored events.

Through a GEAR-UP partnership with the Milwaukee Public School District, 2,600 economically vulnerable students participated in the following experiences at UW-Madison: Build-A-Badger Challenge, CLASS (Campus, Leadership, Academic, Social, Survey) Trips, and BUCKY (Bringing the University into Classrooms with Knowledge for the Youth). Fifty of these students are enrolled in the PEOPLE Program, while the remainders receive general college preparation services during their sixth through twelfth grade years.

Each year, approximately 300 UW-Madison undergraduate and graduate students, professors, and public school teachers are provided an opportunity to put theory to practice, conduct research, and/or gain multicultural student exposure and experience through their involvement with the program. Moreover, statewide public school teachers who are employed with the program during the summer residential program participate in professional development courses in their field, including math, science, and writing. The benefits of the skill sets and knowledge garnered through these experiences are then shared or utilized in their classrooms, research, and day-to-day interactions with diverse campus and community members.

Over 3,100 campus and community members have received volunteer services from our PEOPLE College Scholars. Our college scholars have rendered services in partnerships with such organizations as the Northport and Packers Community Learning Centers, Madison Public School District, Neighborhood Centers, Boys and Girls Club, Madison Urban League, Wisconsin Institutes for Discovery, Morgridge Center, Admissions Office, Study Abroad Office, Alternative Break partners, International internship Programs, Community Shelters, and through the founding of and/or membership in UW-Madison Student Organizations and Student Government Organizations.

In addition to the provision of direct services, PEOPLE strategically partners with other educational institutions to assist their efforts to close the achievement gap. As a result of College Access grants through the Great Lakes Higher Education Guaranty Corporation, PEOPLE has developed replication projects with Cardinal Stritch University in Milwaukee and Edgewood College in Madison that focus on the elementary program—PEOPLE Prep, which PEOPLE developed in partnership with two low-income housing communities in Madison. This program takes critically needed educational services directly into the communities in which vulnerable students reside. At the middle and high school level, PEOPLE is partnered with the Milwaukee Public School District on a GEAR-UP project servicing 2,600 students from targeted schools in Milwaukee that will provide services to students beginning in the sixth grade and will continue through to their completion of the twelfth grade.

UW-Madison Posse Program *Program Overview*

A unit of the Division of Diversity, Equity and Educational Achievement, the [UW-Madison Posse Program](#) was founded in 2002 with two Posse cohorts from the City of Chicago, Illinois. With a full-time staff and reframed academic infrastructure launched in both the 2010–2011 and 2011–2012 academic years, the Posse program provides academic, leadership, and cultural support to students in partnership with the National Posse Foundation.

The program operates under the founding idea that “I never would have dropped out of college if I had my posse with me.” As such, Posse is “a college access and youth leadership development program that identifies, recruits, and selects student leaders from public high schools and sends them in groups called Posses to some of the top colleges and universities in the country. A Posse is a multicultural team typically made up of 10 students who are trained to assist one another with the often difficult academic, cultural, and social transition to highly selective colleges and universities like UW-Madison.

The core mission of the UW-Madison team is to provide innovative student services to Posse Scholars in order to support their academic excellence, leadership development, and potential for career and post-graduate success. As such, the UW-Madison Posse has four key goals:

- To enhance the presence of diverse and academically talented students at UW-Madison.
- To provide leadership, academic, and social support systems that enhance each Posse student’s experience on campus and prepares them for leadership after graduation.
- To provide a dynamic source of high-caliber student leaders that can serve as a powerful source of talent for the difficult to diversify STEM and professional schools and college (e.g., Business, Education, Pharmacy, etc.) majors that are often difficult to diversify at UW-Madison.
- To serve as a critical resource for all students within the UW-Madison, leveraging the key ideas, principles, and pedagogy that have made the Posse program successful at UW-Madison and elsewhere around the country.

Annually the OVPCDO core-team, UW-Madison Posse staff, and leaders within the Office of Recruitment and Admissions partner with the Posse Foundation offices in Chicago, Los Angeles, Washington, D.C., and New York City to select four Posse cohorts in a highly competitive dynamic assessment process to identify the UW-Madison Mega Posse across four cities. As the first public institution, and the only “quad-city” partner with the National Posse Foundation, UW-Madison is a major player in the “Posse Movement” to create a new generation of leaders in all areas of organizational life.

With each student receiving a full-tuition, four-year academic scholarship, the Posse program is grounded in best practices for higher education recruitment and retention as the UW-Madison Posse program leverages the power of the peer group and a dynamic leadership development and academic success model. With partners at the national level and institutionally, the UW-Madison program features pre-college training, a multi-day special orientation program, culturally themed academic advising, a first-year for-credit academic excellence course, mentoring, a pre-college training program, a focus on high-impact leadership experiences, and a series of activities designed to create a sense of belonging both within the multicultural and campus-wide systems of the university.

Key Program Features

- Dynamic recruitment assessment model designed to find talented, resilient, high-potential scholars and leaders.

- Partnership with the National Posse Foundation and local offices in four of the major urban markets in the country, extending the UW-Madison penetration into diverse communities.
- Powerful source of high-potential, diverse, student leaders from Chicago, New York, Los Angeles, and Washington, D.C., providing an important source of regional diversity to the university.
- Multi-week, pre-college leadership development training for each Posse Team in their local community, where they prepare to work as a powerful support system for one another upon matriculation at UW-Madison.
- Access to supplementary academic advising within the Posse full-time and part-time staff.
- Graduate peer-advisors that provide academic, cultural, and social support to UW-Madison Posse scholars.
- A full-tuition, four-year academic scholarship.
- Annual Posse Plus Leadership Retreat that provides a unique off-campus retreat setting for more than 400 UW-Madison students enrolled or connected to the campus Posse program.
- Special targeted STEM intervention that features selection of Posse STEM Scholars, a STEM academic advisory group, a special STEM four-day immersion experience for students prior to their enrollment on campus.

Demographic Overview

One hundred and forty-one students were enrolled in the Posse program in 2011–2012 academic year that most marked the initiatives featured in this report (Exhibit 2.17) (there are currently 159 POSSE scholars enrolled for Spring 2013). The program comprises 83 percent targeted minority students, with a slight majority of women in the program (52 percent) and students who are first-generation (62 percent) and Pell Grant eligible (51 percent).

Exhibit 2.17. Posse Program Demographics 2012

Demographic	Percentages
Total Students	141
Targeted Minority	83
Gender	52% Female 48% Male
Economic	62% First Generation 51% Pell Grant
Geographic	38% Chicago, 33% Los Angeles, 21% D.C., and 7% New York ¹

Academic Outcomes

Posse scholar first-year retention rates are generally above 95 percent (Exhibit 2.18). Six-year graduation rates have ranged from a low of 67 percent for the first Posse Scholars recruited in 2002, to a recent high of 85 percent graduation rate for scholars that matriculated to UW-Madison in 2006. However, overall graduation rates for the Fall 2002–2006 entrance cohorts range from 77 percent to 86 percent. Markov graduation projections based on sixth-term cumulative GPA/credits and enrollment status suggest a 91 percent graduation rate for the 2009 cohort when comparing this cohort to the historical graduation rates of all targeted entrance cohorts from 2001–2005. It is important to note that these projections represent the fourth-term green zone analysis as Posse projections continue to increase.

Academically, the 2009 cohort appears to be performing very well as Posse scholars enter their fourth year at UW-Madison. This particular class includes our first Posse from Washington, D.C. The 2010 and 2011 cohorts are projected to hit 86 percent and 81 percent, respectively. However, historical data indicates that the projected graduation rate tends to climb after the first year for Posse cohorts due to the

fact the Markov model computes their graduation rates based on a comparison to the graduation rates of all targeted students from the 2001–2005 cohorts while Posse students have historically demonstrated higher achievement (for example, the 2009 cohort had a projected grad rate of only 83 percent after their first year; the same number for the 2010 cohort was 82 percent after the first year). If this historical data stays consistent, we will likely stay in the mid to high 80s, at minimum, with the potential to go over 90 percent if we employ targeted advising strategies. This upward trend in graduation rates is important as the university is now partnered with the National Posse Foundation in four cities across the country, indicating that as we have more Posse scholars on campus, we also anticipate graduating them in record numbers.

Exhibit 2.18 Posse Program College Academic Outcomes 2012

Entering Cohort	Six-Year Graduation Year	Number of Students	First-Year Retention Rate	Six-Year/Overall Graduation Rate
2002	2008	18	83%	67%/78%
2003	2009	22	95%	77%/86%
2004	2010	23	96%	83%/83%
2005	2011	22	95%	73%/77%
2006	2012	20	95%	85%/85%

Office of Multicultural Arts Initiatives (OMAI)/First Wave

Program Overview

The mission of the [Office of Multicultural Arts Initiatives \(OMAI\)/First Wave](#) is to provide culturally relevant and transformative arts programming to promote positive social dialogue and to give cultural art forms a legitimate academic forum. By harnessing the broad cultural influence of the spoken word, hip hop, and emerging as well as traditional art forms, OMAI initiatives create learning environments that improve retention and graduation success and prepare future leaders to reinvest in their communities. By continually refreshing a paradigm that integrates traditional academics and cutting-edge arts activism, OMAI empowers transnational leaders with new tools for inclusive community building.

The First Wave Hip Hop and Urban Arts Learning Community is a cutting-edge multicultural artistic program for incoming students at the University of Wisconsin-Madison. Bringing together young artists and leaders from across the U.S and beyond, the First Wave Learning Community offers students the opportunity to live, study, and create together in a close-knit, dynamic campus community. Administered by the Office of Multicultural Arts Initiatives (OMAI), the First Wave Learning Community is the first university scholarship program centered on the spoken word and hip hop culture.

OMAI plays a key role in:

- Providing access and support to some of the nation's most dynamic scholars, artists, and activists
- Creating curricular and co-curricular initiatives that prepare the entire UW-Madison community for a diverse and global world
- Transforming scholarship by embracing hip hop theater pedagogy as a new form of driving inquiry, the arts, and learning
- Improving the campus climate by fostering an enhanced sense of belonging and multicultural spaces for engagement and community building

These foci and so many more, are evident across the numerous performances, courses, and initiatives described here.

Key Program Features

- World's first hip hop, spoken word scholarship learning community.
- A full-tuition scholarship for students from diverse racial, economic, geographic, and artistic backgrounds.
- Students chosen based upon academic and artistic qualifications and commitment to community building and social change.
- Innovative culturally relevant courses and pedagogy implemented with senior faculty members.
- National and global partnerships with leaders in the multicultural arts, hip hop, spoken word, and youth development.
- Sponsoring events and initiatives that impact more than 14,000 participants at UW-Madison and thousands more across the world in 2011–2012.
- Hosting world renown artists and scholars from the worlds of community development, hip hop, spoken word, and the multicultural arts broadly defined.
- Pre-college outreach and community building that spreads hip hop theater pedagogy and youth development.
- Hosting a leading summer institute that creates a powerful leadership development platform for teachers, community leaders, and educators of all kinds.
- Powerful efforts to re-brand the UW-Madison as a space deeply embracing diversity, community, and the urban arts.

Demographic Overview

In the Fall of 2011, 64 First-Wave Scholars enrolled at UW-Madison (currently there are 61 enrolled Spring 2013). The First-Wave program comprises 77 percent targeted minorities and, like the other programs in the DDEEA, has more women than men students (57 percent to 43 percent). Fifty-nine percent of students are first-generation college students, while 54 percent are Pell Grant eligible.

Exhibit 2.19 OMAI/First Wave Program Demographics 2012

Demographic	Percentages
Total Students	60
Targeted Minority	80%
Gender	53% Female 47% Male
Economic	59% First Generation 54% Pell Grant
Geographic	18% Wisconsin Residents

Academic Outcomes

The First Wave program is one of the last scholarship programs launched under the Plan 2008 Framework, coming into existence in 2007 (Exhibit 2.20). As a result, these cohorts have not yet reached full graduation maturity and do not have a 6-year graduation outcome to report. Nevertheless, the 5-year graduation rate for the 2007 cohort is impressive (73 percent) and consistent with the nearly perfect first-year retention rate for students in the program.

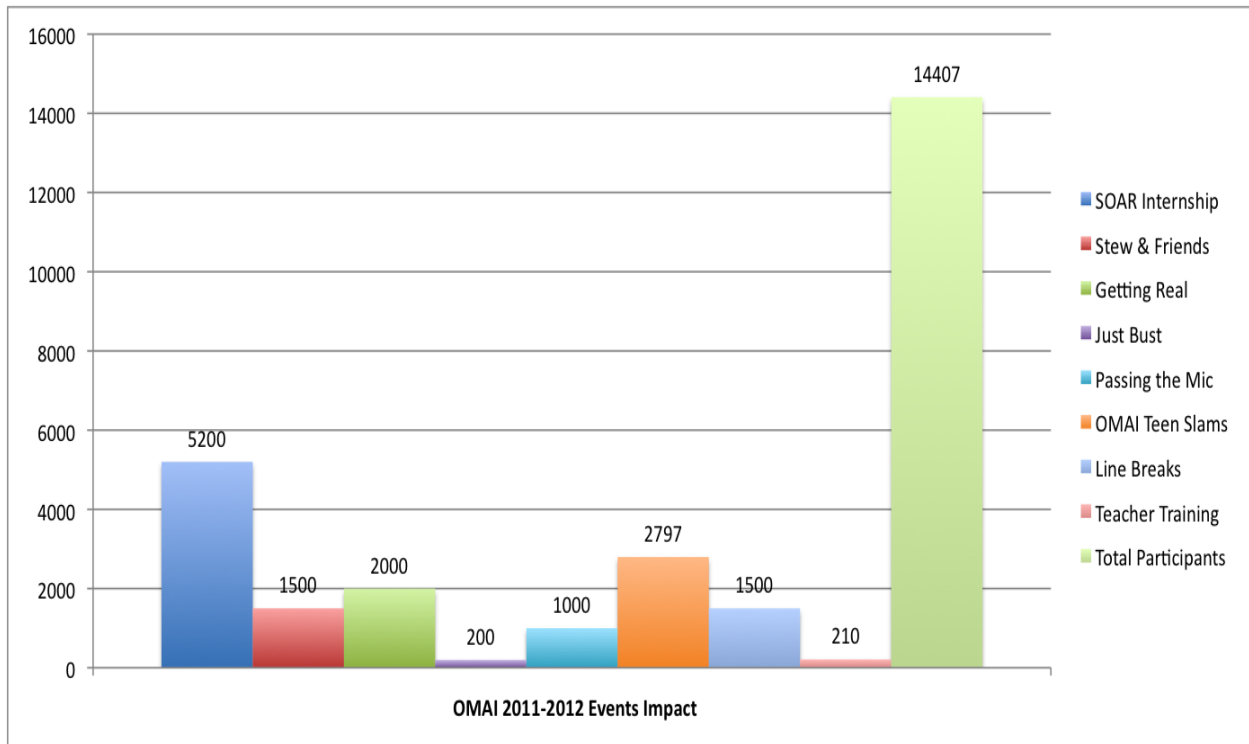
Exhibit 2.20 OMAI/First Wave Academic Outcomes 2012

Year	Six-Year Graduation Year	Number of Students	First-Year Retention Rate	Five-Year Graduation Rate
2007	2013	15	100%	73%
2008	2014	14	100%	—
2009	2015	10	100%	—
2010	2016	13	100%	—
2011	2017	12	94%	—

Broader Impact

OMAI plays an important role establishing a multicultural and inclusive campus environment through a number of performances, shows, courses, community, and educationally-centered cultural events that the program hosts. During the 2011–2012 academic year, OMAI continued and/or launched a number of new initiatives that touched more than 14,000 participants, including every first-year student in the entering class of 2012 as part of the innovative OVPCDO SOAR First-Wave Internship Initiative (Exhibit 2.21).

Exhibit 2.21 OMAI-Sponsored Events 2011–2012



OMAI plays an important role creating multicultural and inclusive environment for students, faculty, and community members to come together across difference and celebrate the power of the arts to clarify the human condition and bring new insights into the world. Leveraging hip hop theater pedagogy, First-Wave Scholars played an incredibly important role improving the campus climate at UW-Madison in the 2011–2012 academic year. Some of their signature efforts included the first-year of the OVPCDO First-Wave-SOAR Internship Program, the Annual Line Breaks Festival, Just Bus, Madison’s largest open mic series and one of the largest in the Midwest, and the Annual Passing the Mic Festival, which regularly brings some of the world’s leading artists to Madison.

Center for Educational Opportunity (CeO)

Program Overview

The [Center for Educational Opportunity](#) (CeO) is a federal- and state-funded program at the University of Wisconsin-Madison. CeO launched in 1993 with a TRiO Student Support Services (SSS) grant authored by School of Education Assistant Dean Walter Lane. TRiO programs help to activate the national agenda for providing the dream of education to all Americans regardless of race, ethnic background, or economic circumstances.

Lane's dedication to providing educational opportunities to students from low-income and disadvantaged backgrounds was driven by his service in the Vietnam War. Lane noticed many who were recruited to fight in the front lines had little opportunities for other career paths. Lane came back to the United States with a determination to complete the education and experience he needed in order to help other people like himself. Upon retiring in 2008, Lane left a legacy of programs serving thousands of students each year at UW-Madison. Through the years, the university expanded funding support to the program allowing more first-generation college students to have an additional academic support system on campus.

In 2010, CeO moved into the divisional portfolio of the Vice Provost and Chief Diversity Officer with several other programs, ultimately creating the Division of Diversity, Equity, and Educational Achievement in 2012. Since that time, the program has continued to evolve, creating a new division-wide academic tutoring infrastructure, a focus on career development, study abroad, mentoring initiatives, and a more intensive use of academic achievement indicators to guide the advising process on campus.

CeO's mission is to advance the access and economic diversity priorities of the university, as every student in the program is first-generation, with many coming from economically vulnerable, low-income circumstances that match federal guidelines for economic disadvantage. CeO serves over 600 undergraduate students and is available to students from freshman year until graduation.

As such, CeO has five key goals:

- To increase the academic achievement and graduation rates of first-generation, economically vulnerable undergraduate students enrolled at UW-Madison
- To provide a welcoming environment for CeO students that is culturally relevant and supportive of their needs holistically
- To ensure equal access/opportunity, support socioeconomic mobility, and improve financial literacy
- To engage CeO students in high-impact learning experiences that drive their overall leadership development, career preparation, and global experiences

Key Program Features

- 100 percent focus on first-generation, economically vulnerable communities.
- Federally funded and state-funded program.
- Serves more than 600 college students on campus.
- More than 80 academic support coaches (tutors) assist students in various subject areas.

- Culturally relevant tutoring services designed to enhance the academic and socio-cultural abilities of students from economic and racial and ethnically diverse environments.
- Center environment creates a space for students to convene during their day, creating community, a sense of belonging, and campus support.
- Week-long orientation for first-year students, Strategies for Success designed to launch students to a fast start.
- Every student completes writing and study skill assessments to determine their needs and abilities.
- First-year CeO students are strongly encouraged to take a CeO instructional course focused on the student transition to UW-Madison.
- Structured first- and second-year programs, focused on mentoring, study abroad, and career advising.

Demographic Overview

CeO had 491 students in the program in 2011–2012 (Exhibit 2.22). In Fall 2011, the program was comprised of 89 percent targeted minorities. The program is the most female-centric of the DDEEA programs, as 60 percent of participants are female. The program is largely comprised of WI residents (69 percent). The program comprises mostly first-generation college students (92 percent), with nearly 80 percent of scholars Pell Grant eligible.

Exhibit 2.22 CeO Program Demographics Fall 2012

Demographic	Percentages
Total Students	491
Targeted Minority	89% percent
Gender	60% percent Female 40% percent Male
Economic	94% percent First Generation 79% percent Pell Grant
Geographic	69% percent Wisconsin Residents

Academic Outcomes

The Center for Educational Opportunity (CeO) began with the TRiO Student Support Services (SSS) grant to provide educational opportunities to students from low-income and disadvantaged backgrounds. Students belonging to CeO are from vulnerable backgrounds and would not benefit simply from an academic scholarship. The graduation rates and low numbers represent a period in which the program was academically rebranding itself through the DDEEA in an effort to better position itself to support the success and development of CeO students who face significant economic challenges. However, the graduation rates are positive as Exhibit 2.23 demonstrates an upward trend.

Exhibit 2.23 CeO Academic Outcomes Fall 2012

Entering Cohort	6-Year Graduation Year	Number of Students	First-Year Retention Rate	6-Year/Overall Graduation Rate
2002	2008	91	87%	59%/64%
2003	2009	93	95%	67%/74%
2004	2010	103	83%	62%/66%
2005	2011	76	78%	46%/53%
2006	2012	112	88%	55%/61%

SECTION 3: SCHOOLS, COLLEGES, AND DIVISIONAL DIVERSITY EFFORTS

Diversity Infrastructure

Beginning in the 1960s, UW-Madison’s schools, colleges, and academic divisions appointed staff to lead and coordinate key programmatic initiatives for the recruitment, retention, and academic success of multicultural and economically disadvantaged students. These assistant deans, directors, and program managers, referred to as Multicultural/Disadvantaged Coordinators or MDCs, constitute an integral part of the university’s diversity infrastructure.

During its implementation of the campus Diversity Plan 2008, UW-Madison further developed the lateral diversity infrastructure of the campus to provide strong diversity point leadership in each school, college, and academic division (Exhibit 3.1). In 2000, the Faculty Senate endorsed a pilot effort that had started two years earlier and mandated the establishment of equity and diversity committees (EDCs) in every academic and large administrative unit. Reinforcing the MDC role within the schools, colleges, and academic divisions, the EDCs worked to address diversity issues involving faculty, staff, and students, as well as climate in the classroom and workplace. The strategic approach to diversity and climate initiatives taken by deans and directors brought the MDCs into their respective EDCs as ex-officio members or chairs, e.g., L&S, CALS, Education, and Continuing Studies, to build and brace the capacity of their autonomous unit to plan for and take action towards diversity goals identified “locally” and within the community.²⁴

To mitigate the university’s decentralized structure of autonomous academic and administrative units and facilitate collaboration, the sharing of best practices, and a concerted effort to achieve diversity goals, the chairs of Equity and Diversity committees and the MDCs meet in campus-wide groups under the auspices of the Office of the Vice Provost and Chief Diversity Officer; an Assistant Vice Provost serves as Campus MDC and liaison to the UW System MDC group.

Exhibit 3.1 Campus-Wide Lateral Diversity Infrastructure

School/College/Division	MDC	EDC Chair
College of Agricultural and Life Sciences	Tom Browne, Assistant Dean	Dietram Scheufele, Professor
Wisconsin School of Business	Vandhana Binu Palta Hill, Director of Diversity and Climate	Vandhana Binu Palta Hill, MDC
Division of Continuing Studies	Ileana Rodriguez-Gunaratnam, Sr. Outreach Specialist	Ileana Rodriguez-Gunaratnam, MDC
School of Education	Ruttanatip Dang Chonwerawong, Assistant Dean	John Hitchcock, Professor of Art, and Ruttanatip Dang Chonwerawong, MDC; Co-chairs
College of Engineering	Manuela Romero, Assistant Dean for Diversity and Student Services Desiree Alva, Assistant Director, Diversity Affairs Office, College of Engineering	Dante Fratta, Professor of Civil and Environmental Engineering

²⁴ It is important to note that there are administrative units like DoIT, the Wisconsin Union, University Housing, and others that have an EDC but no MDCs.

Nelson Institute for Environmental Studies	Rebecca Ryan, Sr. Student Services Coordinator	Marty Kanarek, Professor of Population Health Sciences
Graduate School	Maya Holtzman, Sr. Student Services Coordinator	Esther Olson, Administrative Officer Emerita
School of Human Ecology	Amy Bertrand, Associate Student Services Coordinator	Bruce Hellmich, Assistant Dean
Division of International Studies and Programs	Marianne Bird Bear, Assistant Dean	Marianne Bird Bear, Assistant Dean
Law School	Michael Hall, Assistant Dean	Richard Monette, Professor of Law
College of Letters and Science	DeVon Wilson, Assistant Dean	Morris Young, Professor of English; and Judith Burstyn, Professor of Chemistry; Co-chairs
School of Medicine and Public Health	Gloria V. Hawkins, Assistant Dean	Patricia Kokotailo, Professor of Pediatric Medicine
School of Nursing	Karen Mittelstadt, Senior Advisor,	Audrey Tluczek, Professor of Nursing
School of Pharmacy	Susan Thu-Ha Tran, Associate Student Services Coordinator,	Henry N. Young, Professor of Pharmacy
School of Veterinary Medicine	Carmen Reamer, Program Manager	Douglas DeBoer, Professor of Medical Sciences

The administrative divisions' EDC chairs are listed in this section of the report (see below). But submitted information about diversity initiatives will be found in the sections of this report that cover their appropriate reporting structures, e.g., Enrollment Management diversity initiatives are a subsection in the Provost's section, and Intercollegiate Athletics is a section of the VCFA's overview of diversity efforts.

Exhibit 3.2 Campus-Wide Lateral Diversity Infrastructure—Administrative EDCs

Administrative Division	EDC Chair
Business Services	Martha Kerner, Assistant Vice Chancellor
Division of Intercollegiate Athletics	Sean Frazier, Deputy Director of Athletics and MDC Mike Cerniglia, Administrative Program Specialist & MDC Designate
DoIT	David Kuester, Budget and Policy Analyst; and Perry Brunelli, Director of Academic Computing; Co-chairs
Enrollment Management	Terry Ruzicka, Administrative Officer
FPM	Daniel Okoli, Director; and Dorothy Steele, Director of Business Services; Co-chairs
Housing	Paul Evans, Director
State Laboratory of Hygiene	Sandra Prisbe
Library	Michael Lee Cohen, Sr. Academic Librarian
Officer Education	Donna Bucholtz, University Services Program Associate
Recreational Sports	Becky Dahl, Director of Intramural and Club Sports
University Health Services	Adrienne Muhammad, Sr. Clinical Nurse Specialist
UW-Madison Police	Ken Kerl, Human Resources Assistant
Wisconsin Union	Mary Hoddy, Student Services Program Manager; and Hank Walter, Associate Director; Co-chairs

College of Agricultural and Life Sciences (CALs)

[Diversity in CALs](#) is a guiding principle that is incorporated into all areas of workforce and student life, with particular emphasis on teaching and learning, and on the student service areas of advising, career services, and scholarships. In recent years, the college has participated in campus climate and inclusion research initiatives, a common book program, strengthened support to [MANRRS](#), a diversity focused student organization, and other initiatives designed to enhance diversity capacity within the college.

Some goals include:

- Promoting awareness and understanding of diversity issues within the college and the university
- Increasing the student of color population within the college and providing awareness of the wealth of career and education opportunities found in our programs
- Assisting students through resources such as career and academic advising, with personal attention from a dedicated staff

Equity and Diversity Committee

[The Equity and Diversity Committee](#) advises the CALs Dean on issues of equity and diversity affecting the college. The committee also performs reviews of specific complaints of inequity in the college and report to the dean. Examples of equity and diversity issues that affect the college include:

- Recommendations regarding a grievance procedure for students, academic staff, and faculty
- Procedures in hiring searches to ensure greater diversity among the college's faculty and staff
- Recruitment and retention of minority students
- Minority student programs
- Retention programs for at-risk students
- Other issues as deemed appropriate by the committee

UW System Campus Climate Project

In February 2011, CALs participated in the multi-year System climate study project conducted by Rankin Associates. When UW-Madison agreed to participate in the System climate survey in March 2010, it was decided that in place of a university-wide study, CALs should serve as proxy because it is a microcosm of UW-Madison, its population a cross-section of the university's population of faculty, students, and staff in the areas of research, instruction, administrative and support services. The size of CALs made the scale of the project possible from a practical point of view, with the findings useful both to CALs specifically and to the entire university community. A final report on the survey and the survey results was delivered to UW-Madison in July 2012. Campus conversations about the findings will follow on the official release of the campus climate study report, which is currently under review by CALs administration and its Equity and Diversity Committee.

Outreach and Recruitment Initiatives

To ensure effective student recruitment, the CALs MDC developed a strategic and well-organized program of attendance at college fairs and good working relationships with a number of diverse urban high schools across the Midwest. These schools were identified based upon their diversity and potential to serve as a recruitment ground into CALs undergraduate programs. They include and are not limited to Chicago's STEM-focused Lindblom High School and the Chicago High School for Agricultural Sciences. CALs continues to partner with the PEOPLE program, to expand participation in STEM by historically underrepresented groups. The program introduces PEOPLE students in the Rising Senior cohort (those

entering senior year in high school) to internship experiences in CALS and related fields. These students are on campus for six weeks, usually beginning in the third week of June through the end of July, and are placed in labs or field research assignments designed to introduce them to aspects of inquiry and scientific method, and to provide them meaningful hands on activities. The students report every day and are housed and paid by the PEOPLE Program. In 2012, 14 students participated in the CALS/PEOPLE Internships Project.

Outreach activities were targeted to a number of predominantly minority-serving events and institutions, such as the American Indian Science and Engineering Society Conference in Minneapolis, the Madison College and MATC Milwaukee, the College of Menominee Nation and the Academy for Science and Agriculture (AFSA) in St. Paul, MN. In partnership with the College of Engineering, School of Education, and Office of Admissions, CALS also co-sponsored Harambee Day and Sponsor a Scholar-Milwaukee, which involved activities designed to expose the targeted audience to research and opportunity in our majors through hands-on activities, guest speakers, and campus tours of our facilities and labs.

Strong collaborative relationships with campus and community partners include Graduate Research Scholars communities, with recent attendance at Tennessee State University Graduate School Fair and the University of New Mexico and New Mexico State Graduate School fairs. Additionally, the university departments of Community and Environmental Sociology and Curriculum and Instruction, with the Urban Ecology Center (UEC) in Milwaukee, for grant funding from the Reilly-Baldwin Foundation and the Morgridge Center, to provide 10 capacity-building workshops led by CALS faculty and staff at the UEC, host four campus visits for UEC students to engage in research experiences, and facilitate four community dialogues in Milwaukee with CALS researchers leading discussions about environmental, health, and social concerns.

Support for MANRRS

Academically themed diverse student organizations are a key part of the academic success infrastructure of the university. As such, the CALS MDC serves as primary advisor for MANRRS, a national student society organized for charitable, educational, and scientific purposes. This student organization is open to all undergraduate and graduate students interested in increasing the number of students studying the life sciences, agriculture, and related fields, developing leadership qualities, and learning about opportunities for recruitment and placement of underrepresented minorities in professional positions. The CALS chapter of MANRRS is active and meets twice per month, also attending local and national meetings. In 2013–2014, UW-Madison CALS will serve as the host for the MANRRS national convention, hosting chapters from across the country.

Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do—Common Book Project

In 2011–2012, CALS leadership also launched a common book reading program. In collaboration with the Institute for Cross-College Biology Education (ICBE), Lillian Tong, Ph.D., and MDC Tom Browne co-led a reading group to address the academic achievement of students from underrepresented groups, with support from the Office of the Vice Provost and Chief Diversity Officer. *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* was the selection for the inaugural common book program, and served as an important platform for enhancing understanding and discussion of critical issues like stereotype threat, diversity in the classroom, and ways of fostering inclusive pedagogies for learning and community success.

College of Agricultural and Life Sciences Bachelor's Degree Curriculum Reform

Through the 2009–2010 academic year, the CALS faculty and staff reviewed, revised, and adopted substantial curricular changes for CALS Bachelor's degrees, effective Fall 2011. The revised degree requirements are more straightforward, easier to explain, offer students more flexibility and more choice of electives, and include a requirement for a first-year seminar and a senior capstone experience. The minimum number of credits to degree was reduced from 124 to 120. The positive impact on time-to-degree was already evident for students who graduated in 2011–2012; the average time-to-degree was 4.09 years, down from 4.27 years for students who graduated in 2008–2009.

Wisconsin School of Business (WSB)

In collaboration with colleagues from the [Wisconsin School of Business](#), UW-Madison, UW System, as well as the Diversity Advisory Board (specifically members of the sub-committees), the MDC/director has implemented a number of legacy and continuing efforts in the areas of pre-college initiatives, partnerships and outreach, campus climate and inclusion, and leadership development.

The Consortium for Graduate Study in Management

The UW-Madison School of Business is one of three founders of the Consortium for Graduate Study in Management, the country's first equal opportunity graduate fellowship program for underrepresented minorities. Each year, the School of Business benefits from the contributions of Consortium Fellows who choose the Wisconsin MBA.

Diversity Advisory Board

The School's [Diversity Advisory Board](#) was created during the 2009–2010 academic year and held its inaugural meeting in August 2010. The meeting resulted in a number of new ideas and initiatives, which aided the MDC/director of diversity and climate in setting goals for the 2010–2011 academic year. Wisconsin School of Business Diversity Advisory Board provides guidance to the Director of Diversity and Climate in shaping the school's initiatives around the recruitment, retention, and placement of diverse candidates—particularly that of underrepresented candidates—as well as recruitment and retention of diverse faculty and staff. The board provides guidance on and shares in the assessment of culture and climate initiatives for the school.

Diverse Student Organizations

Diversity Club

The UW-Madison also developed a graduate student diversity organization, the Diversity Club. The Diversity Club is made up of students from a range of different backgrounds and concentration areas within the School of Business, who have an interest and appreciation for the importance of diversifying and creating inclusion a strategic priority in the field of business. The mission of the organization is to promote diversity and leadership on campus, within the community, and in corporate organizations.

Out for Business

Out for Business is a social, educational, and career development resource for graduate LGBT business students, alumni, faculty, and administrators, and the greater business community.

Graduate Business Christian Fellowship (GBCF)

GBCF seeks to build a supportive network of Christians and spiritual inquirers among graduate business students seeking to integrate their faith and business practice.

Graduate International Business Association (GIBA)

GIBA promotes involvement in international business education and practice among graduate students in the School of Business.

Graduate Women in Business (GWIB)

GWIB promotes networking and professional development for graduate women of the School of Business and collaborates with the school's Women in Business Council.

Multicultural Business Student Association (MBSA)

MBSA is a student organization for pre-business, business, and business-inclined students from diverse backgrounds. MBSA's mission is the development of undergraduate and graduate students and their growth as businesspersons who strive to impact the business world brilliantly. Guest speakers, resume

and interviewing workshops, leadership opportunities, socials, networking seminars, and business school admissions preparation are just a few things one can expect from MBSA.

Pre-College Initiatives

Fourteen rising seniors from the PEOPLE (Pre-College Education Opportunity Program for Learning Excellence) Program were summer interns in the School, spending six weeks of 9:00 a.m. to 11:30 p.m. Monday–Friday with the MDC/director for diversity and Business School staff to learn about both the theoretical as well as the practical aspects of business. The students also conducted site visits to companies that they will be studying as their primary business projects throughout the six weeks.

The School of Business hosted several visits for underrepresented high school students from throughout Wisconsin. The goal of these visits included exposing underrepresented minority high school students to business majors and careers, and to develop student connections with faculty and staff. We believe that these connections are vital for students choosing to apply to the business school once they have been admitted to UW-Madison. We have already begun to see the impact of these visits. For example, last year we hosted a group of Milwaukee students who were all a part of the Center for Teaching Entrepreneurship. A number of them applied to UW-Madison and began their studies as freshmen last Fall. Eleven students from this group have stayed in contact with the Office of Diversity and Climate as they prepare to apply to the BBA program.

AVID/TOPS (Teens of Promise) is an initiative of The Madison Boys & Girls Club in partnership with the Madison Metropolitan School District (MMSD).

Sponsor-A-Scholar is an affiliate of the YMCA, a program designed to help urban high schools students in the inner cities overcome educational obstacles.

The Wisconsin High School Teams for Nestle Challenge brought diverse students from high schools throughout Wisconsin to participate in a case competition.

Twenty high school students from Fox Valley High School in the Fox Valley area, most from Hmong families, came to campus to learn about business majors as well as the resources available for them at the Wisconsin School of Business.

A “Prospective Scholars Day” was held at Grainger Hall in partnership with Wisconsin Alumni Association to host 250 students from Milwaukee and Chicago area high schools.

Partnerships and Campus Outreach

The MDC and student leaders participated in a number of school, campus, and national events designed to increase diverse student exposure and recruitment to the School of Business. These activities included partnership with campus diversity programs like the Center for Educational Opportunity (CeO), continuing involvement with the National Graduate School Consortium, and other efforts. Outreach initiatives to some 500 students led to a 10 percent application rate with an admission rate of 40 percent overall.

Some highlights of this work include:

- Information sessions for members of the Madison Black Professionals Network (MBPN) aimed at increasing the diversity of the Evening and Executive MBA and the Ph.D. programs; an information luncheon was scheduled in March 2012.

- Increased interactions between the MBA and undergraduate students with local diverse professional organizations through diversity discussion sessions, two of which were scheduled last year.
- Participated in a Consortium MAPS event in Washington, D.C. to recruit URM students for the full-time MBA program.

Leadership Development

- The MBA Diversity Club & Undergraduate Multicultural Business Student Association (MBSA) Partnership formed for the purpose of encouraging undergraduate students to build connections with MBA students and provide opportunities for mentorship. The collaboration led to a speaker series with the first speaker events taking place in Spring 2011. In addition, several Diversity Club and MBSA members volunteered as panelists for a recruitment event held for students from one of the university's major diversity programs, the Center for Educational Opportunity (CeO).
- A diversity awareness workshop for all incoming MBA students during the MBA Experience.
- Feedback sessions for student input from 19 students on current MBA culture and how we can continue to work toward a more inclusive climate; summary of the feedback along with suggestions on areas for improvement was shared with MBA center directors and MBA Program office staff.
- Twelve MBA students participated in the 11-day MBA Global Trip to Vietnam during which they visited six different companies in Hanoi and Ho Chi Minh City. This trip is part of a two-credit course for which students submit a paper reflecting on the differences in business and cultural practices in Vietnam and their impact on globalization and American businesses.
- Under-represented minority freshmen and sophomores on the UW-Madison campus enrolled in at least one pre-business course were invited to visit the school and meet with undergraduate faculty and staff to learn about the various business majors. The students also had an opportunity to attend a class to experience the classroom culture and to get a better feel for what it is like to be a BBA student at the Wisconsin School of Business.
- The School's Office of Diversity and Climate hosted a panel discussion for students in the Center for Educational Opportunity (CeO), aimed at educating undergraduate students on how best to prepare for an MBA degree. Current MBA students, who are also Consortium fellows, shared their own journey of completing undergraduate studies, working and then applying to business school. They provided useful advice to the seven CeO students who are interested in applying to business school in the next few years.

Campus Climate and Inclusion Initiatives

The MDC and school partners hosted and participated in a number of activities designed to improve climate and inclusion within the School of Business. These activities included campus climate surveys, discussion groups, targeted workshops, and others. Some highlights include:

- A school-wide activity of diversity discussions on culture and climate was organized for faculty and staff in individual units within the School.

- Theatre and Drama Professor Patrick Sims led two workshops titled “Appreciation of Differences” attended by 62 faculty and staff to discuss the value of differences and how to leverage diversity in the classroom as well as in our daily interactions with students and colleagues.
- The Accounting Department included on the agenda of their external Advisory Board meeting a discussion about enhancing the diversity of students in the accounting program.
- The Management and Human Resources Department held a department-wide discussion on how to increase the diversity among its faculty. Luis Pinero, Asst. Vice Chancellor in the Office for Equity and Diversity, and Eve Fine, Researcher for WISELI, provided valuable information on how to effectively enhance the diversity in the candidate pool when hiring faculty.
- A climate survey for the Web and New Media group, a relatively new unit within the School, was conducted by the MDC/director of diversity and climate followed by a discussion with the WNM group’s director on ways to foster an inclusive team environment.
- Efforts to enhance faculty and staff orientation as relates to diversity and inclusion have been initiated by the Office of Human Resources and the MDC/director for diversity and climate.
- The undergraduate student experience survey now includes questions on diversity and climate in the School and how they have impacted the students’ educational experience.
- The School’s Office of Diversity and Climate serves as a resource for faculty and staff, many of whom provide ongoing feedback and suggestions about their experience with school climate and culture.

Additional Activities Related to Fostering an Inclusive Culture 2012–2013

The Diversity and Campus Climate Office in the Business School provided a number of 2012–2013 updates, which are provided in an overview below:

- Lunch & Learn sessions for students, faculty, and staff. As a result, three BBA students formed an new student organization called “BBA Out For Business.”
- Lunch & Learning Topics:
 - “Being Gay in Business”
 - “Being Muslim in America”
- BBA Compass Program: two-hour workshop on “The Value and Practice of Inclusion.” Approximately 65 students attended and there was a wait list for another event at a future time.
- Collaboration between MBA and BBA students in increasing diversity awareness—upcoming event on May 2 where MBA students from Diversity In Business will help BBA students from the Multicultural Business Student Association learn about the Consortium and GMAT to help them understand how they went about applying to and selecting an MBA program which will hopefully increase the pool of prospective students for the MBA program. Though this event is between the two organizations, it’s funded and facilitated by the Office.
- Diversity discussion with MBA core faculty on how diversity-related topics can be brought into the classroom and how the faculty can best draw on the varied backgrounds and experiences of the students. As a result, there were three instances of three different faculty members who

incorporated diversity-related cases into the curriculum on which they received positive feedback from students.

- Co-sponsorship with the European Union Center of Excellence supported the talk “Does Diversity Management Promote Diversity” by Frank Dobbin, a Harvard sociology professor.

Activities Related to Diversity Recruitment 2012–2013

- Recently hired an African-American faculty member, Moussa Diop, in the Real Estate Department.
- Changes in search and hiring processes for academic staff positions.
- All search and screen committees receive unconscious biased information before beginning a search.
- Interview questions include at least one or two questions related to diversity.
- Increased outreach efforts when posting staff positions, i.e., advertising them through non-traditional methods; for instance, posting them through diverse organizations in order to reach their members. Organizations include the Urban League throughout the Midwest, Centro Hispano, 100 Black Men, and the NAACP.
- HR has redesigned a new employee orientation for all new employees including classified, academic staff and faculty. This orientation includes a segment on employee expectations as they relate to diversity and an inclusive environment.
- Direct admissions for freshmen and the new FIG that will be geared toward URM students.
- In the spirit of Inclusive Excellence, the campus framework for widespread engagement with diversity initiatives, each unit (BBA, FT MBA, Evening/Executive MBA) has been asked to develop a list of diversity-related goals for their units; these will include measures for increasing diversity and retention through culture.

External Diversity and Inclusion Accountability 2012–2013

- A recent review by the MBA Advantage Report assigned the UW-Madison School of Business the grade of “A” for their diversity and inclusion efforts. The assessment was based on: (1) demographic diversity (gender, minority, URM, and international enrollment); (2) web-social media representation of diversity; (3) activities and outreach for diverse candidates to connect with the school; (4) school leadership provides compelling evidence of diversities importance; and (5) diversity recruitment results.

The Division of Continuing Studies (DCS)

Led by the [Vice Provost for Life Long Learning/Dean of Continuing Studies](#), the DCS features a robust set of diversity, equity, and inclusion initiatives that span issues of access for economically vulnerable students, to community engagement and creating learning opportunities for non-traditional students, to workplace inclusion efforts, and new leadership development courses designed to prepare non-profit, corporate, education, and government leaders for a diverse and globally interconnected world. What follows in this overview is an outline of our strategic framework and some of the most promising efforts underway within the Division.

Strategic Framework

The Division of Continuing Studies was engaged in a strategic planning process from August 2011–August 2012 that resulted in new mission, vision, values, and core-competency statements that are listed below:

- **Mission:** To advocate for and engage lifelong learners through high-quality and innovative programs and services.
- **Vision:** By 2020, Continuing Studies will be recognized as a global leader in connecting lifelong learners with knowledge and skills that enable them to be enriched and productive members of their communities.
- **Core Values:** High-quality programs and services, passion for lifelong learning, welcoming and respectful learning environment, access, partnerships, and value contributions and collaborations.
- **Core Competencies:** Ensuring the voice of the nontraditional student is heard, principles and practice of adult education, UW-Madison/UW Extension relationship, program planning and management, marketing and communication, and technology and pedagogy support.
- **Broad Strategies:** Customers, collaboration, access, and high-performing.
- **Strategic Initiatives:** International non-degree university students, new post-baccalaureate programs, blended or online Bachelor's degree completion program, and noncredit programming.

Climate Survey

The division also implemented a campus climate survey to gain a better understanding of perceptions of inclusion and exclusion, community, and intergroup relations. Some highlights of the survey included:

- Differences among people are valued in the division (2 percent disagree, 38 percent neutral, 59 percent agree).
- I feel safe voicing my feelings in front of others in the division (13 percent disagree, 29 neutral, 58 percent agree).
- Even though other people are around, I feel isolated (68 percent disagree, 15 percent neutral, 18 percent agree).
- I experience subtle or overt forms of harassment or discrimination due to my gender, race, or personal attributes (85 percent disagree, 4 percent neutral, 10 percent agree).

By the Numbers: UW-Madison

- 3,440 nontraditional students taking UW-Madison credit courses via distance education or in the evenings/on the weekend.
- 12 online programs on the UW-Madison campus: 10 graduate/professional degrees, 1 undergraduate degree, and 1 capstone (post-baccalaureate) certificate. In addition, 202,318 annual participants who take part in classes or programs offered by Continuing Studies and/or campus-based outreach units.
- 12 flexible programs on the UW-Madison campus: eight graduate/professional degrees and four capstone (post-baccalaureate) certificates.

By the Numbers: Continuing Studies

- 677 noncredit programs offered by Continuing Studies per year.
- 14,744 enrollments in noncredit programs offered by Continuing Studies per year.
- 14 languages taught by Continuing Studies for learners of all ages.
- 6,675 people served by free educational advising and career counseling per year.
- 500,000 visitors to our website per year.
- \$95,000 in grants and scholarships per year for returning adult degree seeking students.
- 389 online writing students participate in Continuing Studies classes per year.
- 107 employees including 6 faculty, 61 academic staff, 27 classified staff, 10 limited term staff, and three doctoral student assistants.

Courses and Programs

The Division of Continuing Studies offers courses and programs (www.catalog.dcs.wisc.edu) that:

Foster inclusive work environments

- Diversity in the workplace/cultural competency
- Honoring our common differences: creating inclusive organizations

Enhance awareness, knowledge, skills to work effectively with diverse clients

- Basics of understanding transgender issues for providers

Increase access for Spanish-speaking participants

- Salsa: Percusión en Español

The Odyssey Project

In 2003, Professor Emily Auerbach founded the UW Odyssey Project to help adults near the poverty level overcome adversity and achieve dreams through higher education. Each year, Odyssey admits 30 low-income adults into a transformative two-semester humanities course. This inspirational program has empowered more than 250 low-income adults to get a jumpstart at earning college degrees they never thought possible.

Odyssey is a real, tangible expression of the Wisconsin Idea; it truly provides access to higher education in a way that very few programs have been able to do. To remove major barriers and enable students to focus on their studies, Professor Auerbach and project staff raise funds so that students can receive free tuition, books, weekly dinner, and on-site childcare during the three-hour weekly class. Odyssey students

gain six credits in English literature—but more importantly, hope, empowerment, and a voice. After the year’s course, Odyssey faculty and staff continue academic advising for the two-thirds of Odyssey students who continue their college studies. Odyssey graduates have gone on to become police officers, registered nurses, LPNs, teachers’ aids, counselors, ministers, and community leaders. Entire families benefit from Odyssey. Children see their parents studying and take their own studies more seriously.

Odyssey helps students see a path for themselves and their children out of poverty. Most (96 percent) Odyssey students are minority adults. They have had multiple impediments thrown between themselves and college: violence, alcohol, drugs, teenage pregnancy, prison, gang participation, and homelessness. Many are single parents. Odyssey faculty and staff make themselves accessible to students to help with academic work and with personal problems in order to make sure that students can keep studying. Graduates of the program have overcome severe challenges such as homelessness, alcoholism, prison, and drug use. Some have journeyed from homelessness to UW-Madison degrees, from incarceration to meaningful work in the community. Sixteen Odyssey students have completed either a two-year or a four-year degree, and four have been accepted into graduate school.

HIV Outreach Project

Continuing Studies partners with the State AIDS/HIV Program to address significant disparities in the impact of HIV infection among populations in Wisconsin. Project staff provide statewide coordination of training events to increase the knowledge and skills of staff in selected agencies throughout the state to serve populations at highest risk of HIV. In addition, Community Studies staff work in partnership with the State AIDS/HIV Program to facilitate a process through which people from different walks of life—including individuals infected and affected by HIV as well as providers of HIV prevention and care—come together as a group to inform and support the development and implementation of the Wisconsin AIDS/HIV Strategy.

Community Outreach

Adult Career and Special Student Services (ACSSS) within the Division of Continuing Studies provides free career and educational planning services to adults in the community. Services include individual advising and information on admission to educational institutions, financial assistance, child care, and other adult student concerns. ACSSS staff also participate in outreach events across the community such as Día del Niño y Feria Latina para la Salud and the Juneteenth Celebration.

Marketing and Communications for Hip Hop in the Heartland

Marketing and Communications (MAC) staff within the Division of Continuing Studies have assisted staff in the Office of Multicultural Arts Initiatives (OMAI) with marketing and communications for Hip Hop in the Heartland: Educator and Community Leader Training Institute. MAC staff have developed print and electronic marketing materials, helped set up the infrastructure to process registrations for the institute, and included the institute in the Division’s dynamic catalog (www.catalog.dcs.wisc.edu).

Inclusive Learning Community Committee

The Division of Continuing Studies’ Inclusive Learning Community Committee (ILCC) supports campus-level governance committees in their work to create, foster, and support sustainable, equitable, and diverse learning environments for students, staff, and community members in order to advance the mission of the University of Wisconsin-Madison. The ILCC has successfully established programs to build community, improve communications, and broaden our perspective and understanding of issues related to diversity, climate, and inclusion.

The ILCC seeks to strengthen and expand its role through:

- Serving as a resource on equity and diversity issues.
- Reviewing recruitment practices and policies.
- Advising search and screen committees on optimum strategies for obtaining diverse candidate pools.
- Providing information and recommendations to improve the recruitment and retention of underutilized groups.
- Members of the ILCC have attended trainings and workshops, organized book clubs, and arranged for speakers to come to Continuing Studies to speak about inclusivity for faculty and staff. The ILCC seeks to strengthen this effort and provide more opportunities for growth and education related to these issues in the future.

Diversity Trainings

The Division of Continuing Studies advocates for all staff to participate in diversity trainings.

School of Education (SoE)

A number of offices, committees, and departments within the [School of Education](#) play a key role implementing diversity initiatives designed to enhance access, diversity, pre-college, outreach, campus climate, and inclusion efforts institutionally. Some highlights presented here include: (1) The College Access Program (CAP), (2) Harambee Day, (3) Act 31 and American Curriculum Services, and (4) Educational Outreach & Partnerships (EOP).

The College Access Program (CAP)

Established in 1982, [CAP](#) is implemented by School of Education graduate and undergraduate students, faculty, and staff. It is a three-week residential program for rising 10th–12th graders who are qualified for free or reduced lunch, are from culturally or ethnically groups underrepresented in higher education, and/or are first-generation college students. Program goals are the recruitment and enrollment of underrepresented minorities (URMs), and access to higher education for targeted minorities, first generation college students, and students from low-income backgrounds. CAP addresses the achievement gap by helping students sharpen their writing and math skills as well as gain much-needed confidence to undertake the college application process.

CAP offers three academic courses on college level research and writing, math, and career exploration. In addition, students take UW math placement tests before and after enrollment in the program, to acculturate them to college placement testing. The program offers workshops with guest speakers from the UW Admissions Office, Student Financial Services, and the Great Lakes Higher Education Corporation, to name a few.

To promote major areas in education, students also attend critical thinking skills activities and discussions led by UW staff and faculty members on current issues in American education. Furthermore, the students attend supervised extra-curricular activities in the evenings and weekends, which provide leadership skills, community building, and cross-cultural communication. Examples of past activities include a ropes course, diversity dialogue, African dance, poetry slam, and a theater workshop based on Augusta Boal's *Theater of the Oppressed*. The success of CAP is reflected in the rising demand for program participation. But limited funding resources remain a major challenge; this summer only 35 seats were available to the 179 applicants.

Harambee Day

Harambee Day was first organized on November 4, 2011 by staff from the School of Education Offices of Undergraduate Recruitment and Retention (OURR) and Education Academic Services (EAS), in collaboration with staff counterparts from the College of Agriculture & Life Sciences (CALS) and the College of Engineering. The purpose of this cost-saving joint outreach initiative is to bring to the UW-Madison campus under-served and low-income high school students from the Milwaukee, Racine, and Madison communities and increase their awareness of and interest in STEM majors.

SOE's allotted 75 minutes during the campus visit is focused on and spotlights our Kinesiology program, to expose students to the major and make them aware of the wide range of possible career paths. They also had the opportunity to meet three Kinesiology professors who graciously rearranged their schedules to give guided tours of their labs while patiently explaining their research. For a relatively low cost that was equally divided among the three participating schools and colleges, a hundred students were exposed to Kinesiology, research, the UW-Madison campus, and career possibilities with campus partners in Engineering and Agricultural & Life Sciences.

Act 31 and American Indian Curriculum Services (AICS)

Act 31 and [American Indian Curriculum Services](#) (AICS) was established in September 2008 by the implementation team of Aaron Bird Bear, who served as interim AICS Coordinator, the AICS Coordinator from 2008–2012 Ryan Comfort, and Associate Deans Cheryl Hanley-Maxwell and Jeff Hamm. The group of participating faculty and Teaching Assistants was comprised of Special Education Professor Melinda Leko; Educational Policy Professor Michael Fultz; Curriculum and Instruction professor Simone Schweber; along with Gloria Ladson-Billings, Mary Louise Gomez, and Teaching Assistants Jim Carlson, Shameka Powell, Katie Payne, and Katie Swalwell.

To lessen conflict and improve the social climate for all of Wisconsin's citizens, the 1989 Wisconsin State statutes 115, 118, and 121, collectively known as Act 31, seek to achieve these goals by incorporating American Indian Studies into public education. Chapter 118.19 directly impacts Wisconsin's teacher education programs: "Beginning July 1, 1991, the state superintendent may not grant to any person a license to teach unless the person has received instruction...in the history, culture and tribal sovereignty of the federally-recognized American Indian tribes and bands located in the state." In consulting with faculty, staff, teachers, and students at UW-Madison and other institutions, AICS employs four approaches for infusing Act 31 into Teacher Education courses and other university programs and services: 1) investment, 2) authentic content, 3) analysis, and 4) assessment.

AICS offers guest lectures, professional development, and a place-based experiential learning tool addressing Act 31-related content to teacher education courses and other courses as requested. AICS offers guidance to faculty and K–12 educators regarding materials, course development, and grant submissions. Additionally, AICS is an independent study consultant for students developing curriculum or other educational projects related to Act 31. Lastly, AICS performs outreach to various departments, courses, academic support programs, and learning communities throughout campus to promote awareness of Act 31 and provide instruction of content related to Act 31. A select list of UW-Madison programs or units served includes Bradley Learning Community; Center for First-year Experience; Multicultural Student Center; Undergraduate Research Scholars; Summer Collegiate Experience; WISCAMP; Multicultural Graduate Network; Multicultural Learning Community; UW-Madison Housing Diversity Squad; UW-Madison Physician's Assistant Program; UW-Madison Indigenous Health and Wellness Day; American Indian Student and Cultural Center; and the PEOPLE Program.

AICS is now an established and known service. Challenges remain in the development of Act 31-related content, the practice of pre-service student teachers related to Act 31-related content, and the assessment of pre-service student teacher's knowledge and implementation of Act 31.

Over 6,000 students, including over 300 teacher education students, have been reached directly by AICS. AICS consultation contributed to the development UW-Madison History Prof. Steve Kantrowitz's "Madison After Removal" course. AICS contributed to the redesign of the UW-Madison First-year Convocation and to the development of UW Housing's Dejope Residence Hall. AICS serves on advisory boards and task forces including UW Indigenous Arts and Sciences Project; Tribal Histories Project with Wisconsin Public Television; and the UW-Madison Access to Success for American Indian Students Task Force.

Education Outreach and Partnerships (EOP)

Education Outreach and Partnerships (EOP) within the School of Education has seen an increase of over 50 percent in the past two years in providing precollege programming to underrepresented middle and high school students in both open enrollment and recruitment programs. In FY12, EOP served 642 underrepresented youth in pre-college initiatives. In addition, new and innovative precollege programs

have been created with community partnership that target underrepresented students to address the achievement gap.

Pre-college OPTIONS within EOP provides a continuum of educational experiences for a broad range of diverse students to increase access to post-secondary education and create success by assuring students' individual needs are met and supported through innovative and culturally relevant academic programs. Pre-college programs support the university's goal of working to eliminate the achievement gap between majority and underrepresented students and to support the School's priorities to create and sustain partnerships that are mutually beneficial while helping to recruit, support, and retain excellent and diverse students while improving campus climate and to continue the long standing commitment to serving underrepresented students, including pre-college students.

The Latino Youth Summit (LYS) and Science on Wheels (SOW) are examples of two new programs that target underrepresented youth. A comment from a LYS student: "For the past two days I've learned that no matter what comes in our way we need to keep going to high school and college. I'd like to learn about being a lawyer and attending law school." SOW is an academic program that targets bright and gifted disadvantaged students who are NOT achieving to their potential. In a four-month post-program survey, 93 percent of the students answered "Yes" to the question, "Do you feel that SOW helped you better meet your personal goals and prepare you for ninth grade?" "Yes, it showed me what I do to study better." Another participant stated, "Yeah, I ask more questions and talk to the teachers—I knew I had to do something different." A final SOW participant said, "Yes, because I took [school] more serious than I did before, I know it benefits me."

College of Engineering (CoE)

The [College of Engineering](#) (CoE) has established programs for middle school students, high school students, undergraduates, graduate students, and faculty and staff, all aimed at improving diversity and to support success of diverse learners. The College of Engineering's Diversity Affairs Office (DAO) leads outreach and retention efforts to recruit and enroll underrepresented minorities (URMs) and women; support activities for their academic achievement and retention, and staff-led individual initiatives for diversity and climate. Among the foremost CoE initiatives are: (1) College of Engineering–Strategic Plan 2011–2015; (2) Pre-College Initiatives; (3) Undergraduate and Retention Programming; and (4) DAO Initiatives for Diversity and Climate.

College of Engineering–Strategic Plan 2011–2015

Embedding diversity in the core of its [Strategic Plan 2011–2015](#), the College of Engineering (CoE) states as its mission is, “To educate and prepare people *of all backgrounds* to contribute as engineers and citizens through the creation, integration, application, and transfer of engineering knowledge,” (emphasis added). Included in the statement of values are two that align closely with CoE's stated mission, and reflect the principles of inclusive excellence: “an environment that is supportive of a diverse community of students, faculty, and staff” by way of “educational excellence and leadership, critical thinking skills, learning agility, and life-long learning.”

To achieve the stated objective of “Excellence, Creativity and Leadership in Undergraduate, Graduate, and Continuing Education,” the CoE has two primary goals:

- 1) The recruitment, development, support, and retention of a world-class diverse faculty and instructional staff dedicated to education, research, technology development, innovation, and entrepreneurship.
- 2) The recruitment, support, and graduation of a diverse and highly qualified body of undergraduate and graduate students.

Clearly articulated in the strategic plan are the strategies to reach the first goal of increasing faculty diversity by 2015 with a faculty body comprising 20 percent women, 20 percent minorities, with 10 percent traditionally underrepresented groups. Increasing faculty and instructional staff engagement in the scholarship of teaching and learning to the extent that annually 33 percent of every department's faculty participates in an engineering education development activity.

To reach the second goal of student diversification, CoE utilizes the following strategies:

- Set high expectations for students—and let them be known and visible by publicizing the College of Engineering values.
- Continuously improve support services (e.g., advising, academic help, counseling) so students can be successful and graduate from the CoE.
- Enroll at least 35 National Merit Finalists/Scholars per year.
- Provide scholarships and need-based aid of at least one-third of the resident tuition to 25 percent of the incoming undergraduate students to ensure access to the College of Engineering.
- Increase the percent of women engineering students to 25 percent and the percent of minority engineering students to 15 percent and underrepresented to seven percent by 2015.

Aware that increased resources are critically important to move these strategies forward, the CoE Strategic Plan recommends the following:

- Exploit opportunities to reward and retain high demand faculty.

- Increase the number of endowed chairs to a minimum of 45.
- Increase the endowment for undergraduate scholarships annually with a minimum goal of \$40 million.
- Increase the endowment for graduate fellowships annually with a minimum goal of \$30 million.

Finally, addressing the issue of workplace and classroom climate, the CoE Strategic plan calls for the continual assessment of climate on the CoE campus, in the engineering departments, and in major centers. At a time when STEM graduates are in high demand, the College of Engineering has established a holistic approach to student support services to improve retention and graduation rates within Engineering. The approach relies on three main tactics that are integrated and designed to repeat and reinforce messages that support success along the academic continuum. First, there is an emphasis on peer-to-peer learning and tutoring as the “rule rather than the exception” as a strategy for students to master the difficult materials in mathematics, physics, chemistry, and statistics, which form the foundation for success in more advanced engineering courses.

The CoE [Undergraduate Learning Center](#) (ULC) provides drop-in tutoring and structured supplemental problem-solving workshops. The second tactic is mandatory academic advising: each semester students encounter a registration hold that is lifted only after a face-to-face advising session. The third tactic is to offer first-year Engineering courses that give students an early taste of the problem-solving, difference-making, and real-world impact of the profession of engineering. Four such courses are available to students, including “Introduction to Society’s Grand Engineering Challenges,” a team-based approach to some of the most important challenges facing society in the 21st century. Over the past decade, retention and graduation in Engineering programs has improved and students who start in Engineering are retained and graduate at UW-Madison at rates comparable to all students even with increasing enrollments in CoE.

Pre-College Initiatives

[Engineering Summer Program](#) is celebrating 40 years! This free six-week residential program supports 24 rising high school juniors and seniors who are interested in engineering and STEM majors. Students take chemistry, calculus, physics, technical communications, and introduction to engineering with UW-Madison professors/grad students. In addition they go on industry visits to Rockwell Automation, GE, Abbott Labs and Design Concepts. The budget is roughly \$120,000 and co-sponsored by DPI, the PEOPLE Program, select companies, and the DAO.

PEOPLE 2 Engineering Workshops—Three-week workshops designed for high school PEOPLE Program students between their sophomore and junior year. The goal for these workshops are to give students the opportunity to explore engineering classes in DEPTH and design a project, work in small teams, and present their results at the end of the three weeks. The budget is roughly \$30,000 and sponsored by the PEOPLE Program and the DAO.

PEOPLE 1 Engineering Workshops—One-week workshops designed for high school PEOPLE Program students between their freshmen and sophomore year. The goal for these workshops is to give students a BREADTH of experience, rather than details on any particular engineering major. The budget is roughly \$8,500 and sponsored by the PEOPLE Program and the DAO.

Undergraduate and Retention Programming

[Leaders in Engineering Excellence and Diversity](#) (LEED), is a scholarship program intended to attract women and underrepresented minority students by providing funding along with academic, professional, and social support. LEED is comprised of about 120 students of all majors who receive an engineering diversity scholarship. LEED meets once a month over dinner and exposes the students to academic

resources, student organizations, student panels, internship opportunities, study abroad, company presentations, and provides the space for organic peer mentoring and study groups to evolve. Over 90 percent of our 2011–2012 LEED Graduates had a job or graduate school lined up. During the 2011–2012 academic year, we opened up LEED to all URM and women in engineering who were interested in attending meetings/events. Last year we had about 25 non-LEED students participate in LEED meetings and events. The programming budget is roughly \$4,500/year and supported by the DAO, and the scholarships are \$231,822 and supported by various private donations and the CoE. LEED had 15 URM and women graduate with degrees from CoE in 2011–2012.

There are several other undergraduate programs that support the talent pipeline in engineering. Peer Mentoring for Engineering Success, pairs a new freshman in CoE with an advanced engineering student to meet two to three times per semester. [Tutoring-by-Request](#) offers flexible, convenient, and effective tutoring for students in gateway courses. The [Wisconsin Alliance for Minority Participation](#) (WiscAMP), is an NSF-sponsored program comprised of a consortium of 22 colleges and universities in Wisconsin that promotes completion of STEM degrees by minority students. CoE also has transfer agreements with [Madison College](#) and [College of Menominee Nation](#) that assist students at the partner institutions to prepare for successful transfer and eventual degree completion in CoE.

DAO Initiatives for Diversity and Climate

Interactivity Foundation (IF) Dinner & Dialogues—Four separate events to discuss the “Future of Energy” and “Shaping our Towns and Cities” that were open to all students in engineering. These events provided the opportunity for undergraduates of all backgrounds to come together and discuss a topic that impacts everyone. IF gives students the time and space to talk about what is important to them and provides them with the space to be able to bring in their own individual and unique experiences to the dialogue. The budget is roughly \$200/event and co-sponsored by the Interactivity Foundation and the DAO.

Miss Representation of Women Film Screening—We invited all students in engineering to attend a film screening, panel of experts, dinner, and dialogue set around the topic of women in the media. This documentary challenges the media’s limited and often disparaging portrayals of women, which make it difficult for women to achieve leadership positions and for the average woman to feel powerful. This event was \$5,000 and co-sponsored by the Student Leadership Center in the College of Engineering, the Society of Women Engineers, Women in Science and Engineering, the Leadership Institute, the Campus Women’s Center, and the DAO.

Celebrating Women in Engineering—Welcome reception to bring keynote speaker Lori Holmes (UW-Madison engineering Ph.D. Alum) to campus to speak to incoming women in engineering. We invited all incoming women in engineering, key women faculty/staff, and involved women upperclassmen to talk about success at UW-Madison in engineering and provide the space to network and create mentoring relationships. The budget was set at \$2,270.58 and co-sponsored by WISELI and the DAO.

The Gaylord Nelson Institute for Environmental Studies (GNIES)

The Nelson Institute for Environmental Studies Undergraduate Programs was implemented by Robert Beattie, Carmela Diosana, Molly Schwebach, Beth Appelt, Cathy Middlecamp, and Tristin Marotz, to increase the (1) recruitment and retention of under-represented minorities (URMS); (2) learning support for academic achievement and retention of URMS and others, and (3) faculty- and/or staff-led initiatives for diversity and climate within the institute.

The activities include fundraising for student support and participation in Community Environmental Scholars Program (CESP); the creation of a new faculty position focused on environmental justice (in partnership with Department of Community Environmental Sociology); and the ongoing development of CESP which is now in its third year. CESP is expanding its size and refocusing its efforts to create more leadership opportunities, intrusive advising and cohort building; outreach to community groups via students. Through CESP, we connected diverse students with opportunities to lead service projects with community organizations. The challenges and barriers to overcome are familiar: Adequate funding for undergraduates in Environmental Studies as well as the historical focus on the ecological—rather than the justice—side of environmental studies.

Community Environmental Scholars Program

The Institute is proud to announce newly established awards in AY2011–2012, including the Morgridge Challenge Match grant for CESP: ~\$23,000; National Science Foundation SSTEM grant focused on scholarships for underrepresented students: ~\$600,000; and Normal School Fund focused on scholarships for underrepresented students: possible renewal \$100,000 per year. Also, there is an expansion of programming for diverse STEM students through SSTEM-NSF funding. In May, we received a \$600,000 grant (over five years) to award scholarships primarily to underrepresented students in environmental studies. This will allow us to increase the number of students in the Community Environmental Scholars Program including offering a second section of the CESP seminar course.

Through the CESP program, we have graduated 21 students last year, 10 of whom were minority, first generation in college, a returning adult student, or otherwise underrepresented. Increasing participation brings in students who are ambassadors for our programs and who help with future recruiting.

Faculty and Curriculum Diversification

Monica White, Ph.D., was named assistant professor of environmental justice in a new position created and shared by the Nelson Institute for Environmental Studies and the Department of Community and Environmental Sociology in the College of Agricultural and Life Sciences. Dr. White's community-based research is on the cutting edge in the field of environmental justice and will assist the Nelson Institute to build momentum in this area as she brings expertise in a diverse range of environmental health and social justice topics, including food systems, land use, and race and gender studies.

Community Outreach

Outreach to community groups via students. Students led and participated in service learning projects with Centro Hispano, Urban League of Greater Madison, Urban Ecology, and Walnut Way.

Graduate School

[Graduate School](#) leadership, the [Equity & Diversity Committee](#) (GSE&D Committee), the [Office of Engagement for Inclusion and Diversity](#) (OEID), and others provide leadership and direction to the diversity, equity, and inclusion efforts of student, faculty, and staff, as they work to increase campus diversity, and integrate principles of equity and inclusion into their work environments. What follows is a highlight of key activities submitted by these units in the area of recruitment, retention, academic outcomes, and others.

Graduate School Office of Engagement for Inclusion and Diversity (OEID)

The major goals of the OEID are:

- Recruitment and enrollment of under-represented minorities (URMs)
- Learning support activities for academic achievement and retention of URMs and other students
- Experiential and multicultural learning activities
- Community building and mentoring graduate students

Recruitment and Retention Initiatives

The Office of Engagement for Inclusion and Diversity hosts a number of programs and initiatives designed to enhance recruitment and retention of diverse graduate students. Initiated in 1996, the McNair Scholars Program is a U.S. Department of Education federally funded TRIO program and has been consistently renewed, as recently as August of 2012. This graduate prep program is funded to serve 28 (eligible) undergraduates. While the program serves students from all academic areas, it aims to prepare students in STEM majors for graduate studies.

The [Summer Research Opportunities Program](#) (SROP) started in 1986. There are a total of nine major programs located in various schools and colleges: College of Engineering, College of Letters & Science, School of Education, and the College of Agriculture and Life Sciences.

Potential Graduate Students Summer Campus Visits started in 2004 and is supported by the Graduate School. The Institute for Recruitment of Teachers (IRT) was started in 2010, and is also supported by the Graduate School. Another effort is the External GS Partnerships with institutions from where potential graduate students may be recruited; the Graduate School also supports it. E-chats for the recruitment of graduate students were launched in 2010 and are supported by the Graduate School.

The Multicultural Graduate Network (previously Partners for Success) started in 2000 and is funded by the Graduate School. The [Edward Alexander Bouchet Honors Society](#), started in 2010 and is funded by the Graduate School with support and partnership with the Office of the Vice Provost and Chief Diversity Officer. Both of these efforts focus on the retention, leadership development, and success of diverse graduate students on campus.

Graduate School Equity and Diversity Committee

The [Graduate School Equity & Diversity Committee](#) (GSE&D Committee) provides specific leadership and direction to the Graduate School Centers and Institutes as they integrate equity and diversity initiatives into their work environments.

Vision Statement

To make a difference in creating inclusive environments that provides opportunities for all individuals through recruitment, retention, climate, mentoring, and networking initiatives.

Goals

- To provide timely information and resources to Graduate School Centers and Institutes in regard to:
 - Best practices for recruitment and retention of a diverse workforce
 - Guidelines for evaluating and enhancing climate
 - Strategies for effective mentoring of employees
- To provide leadership in creating equity and diversity plans across all centers and institutes so as to establish goals and action plans in areas outlined above.
- To monitor the implementation and maintenance of equity and diversity plans across all centers and institutes.
- To apprise the Dean of progress in implementing equity and diversity plans across centers and institutes and any issues that have been identified.
- To keep centers and Institutes informed of relevant issues, initiatives, workshops, and resources, both locally and globally.
- To work cooperatively with other equity and diversity committees on campus.

New Initiatives

A Committee on Diversity Initiatives (CODI) was launched in 2005 to help drive new initiatives and professional development within the School. Some activities included a professional development reading group that was launched that serves as a forum, where we faculty and staff can talk about issues of diversity in the workplace and community in ways that is not possible in the day-to-day work schedules of leaders. This discussion has helped with creating a sense of community and a greater understanding of key issues of workplace diversity and inclusion. In addition, a Speaker Series was launched, leveraging local expertise among community members, faculty, staff, and graduate students. Finally, a Climate Survey was launched that provided useful information to drive program planning and implementation within the School.

The graduate school launched a series of capacity-building workshops for graduate faculty and program coordinators. The group brainstormed a series of ideas and strategies for recruiting and retaining underrepresented minorities (URM), and low-income and first-generation college students into graduate programs. These workshops launched in 2006, helping faculty and staff get a sense of what they can do to actively recruit potential graduate students from targeted groups. Many graduate programs are using the strategies that the graduate school has shared. One important outcome of these workshops is the sharing that occurs among graduate programs. Many have taken these shared ideas and have customized them to their own contexts and requirements: some examples are the annual [Biosciences Opportunities Preview Program](#) (BOPPs) and [Chemistry Opportunities Program](#) (CHOPs) that are based on the annual [Opportunities in Engineering conference](#) in the College of Engineering that focus on recruiting underrepresented minorities in STEM graduate programs.

Graduate School Demographic Overview

Exhibit 3.3 Graduate Enrollment by Ethnic Category²⁵ 2002–2011.

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
White	5,356	5,438	5,547	5,471	5,462	5,499	5,333	5,503	5,687	5,415
African American	193	188	200	199	216	228	236	252	250	241
Southeast Asian American	50	47	40	49	57	59	61	70	85	85
Other Asian American	232	256	266	267	263	268	268	291	302	305
Native American	55	51	46	53	63	64	76	94	95	92
Native Hawaiian*								9	19	19
Hispanic American	212	229	238	272	279	268	252	292	332	335
International	2,289	2,244	2,139	2,092	2,033	1,997	2,021	2,156	2,219	2,213
Unknown	479	510	500	491	496	518	515	485	421	329
Total	8,866	8,963	8,976	8,894	8,869	8,901	8,762	9,152	9,410	9,034

²⁵ Data provided by the Graduate School Office of Academic Assessment and Funding.

School of Human Ecology (SoHE)

The Registrar's student data for Spring 2011–2012 shows that the [School of Human Ecology](#) (SoHE) has an undergraduate population of 881 students, with an underrepresented minority population of 157 students, or 18 percent. A staff of one Assistant Dean, four student services coordinators, and two internship coordinators provide services to our undergraduate student population and teach the SoHE Career and Leadership Orientation course. Outlined below are selected initiatives specific to underrepresented minority students.

Pre-College Initiative

The Annual PEOPLE Program Crime Scene Investigation Workshop

Each summer in conjunction with the PEOPLE Program, Design Studies Professor Majid Sarmadi and UW-Madison Police & Security Detective Anthony Curtis arrange a mock murder scene for high school students to investigate. High-ranking campus administrators, including Provost Paul M. DeLuca, Jr., and Letters & Science Dean Gary Sandefur, have volunteered to be “victims” for the activity. With the guidance of Detective Curtis, students observe the scene, gather clues and such material evidence as fibers for analysis, and later hold a mock trial to present evidence. Generating high levels of interest among the student participants, the Crime Scene Investigation Workshop is designed by Professor Sarmadi to:

- Provide hands-on learning for high school students in the PEOPLE program
- Expose high school students to specialized equipment not found in their classrooms: chromatographers, spectrophotometers, infrared analyzers, and flammability testing equipment
- Teach students about complex scientific fields such as anatomy, chemical engineering, pharmaceuticals, textiles, and polymers
- Provide positive role-models for careers in textiles, law enforcement, and applied sciences; for additional information, please visit <http://www.news.wisc.edu/20914>.

Careers in Human Ecology Day with Lac du Flambeau Middle School

The SoHE [Student Academic Affairs and Career Services](#) (SAA) office partnered with staff in [American Indian Student Academic Services](#) (AISAS) to plan a visit day for students from Lac du Flambeau Middle School. The students toured Sterling Hall to see projects from Textile and Apparel Design and Interior Design majors, visited Top Promotions to learn about the retailing industry, toured the Eagle Heights Child Care Center to explore careers related to families and children, and met Human Ecology faculty, staff, and students. AISAS staff also spoke to the students about campus life, the Madison community, and scholarship opportunities. SAA hopes to continue this visit every year.

The purposes of the visit day are to:

- Introduce young students to the possibility of attending UW-Madison
- Encourage students to consider Human Ecology majors and careers
- Develop a stronger relationship between UW-Madison and the Lac du Flambeau school system
- Strengthen partnerships between Human Ecology and campus diversity programs and staff

Holistic Admission to Limited Enrollment Programs

The School of Human Ecology has limited enrollment programs, meaning students must apply to majors via a competitive application process. Human Ecology faculty and staff recognize the importance of diversity in a student population. Faculty and staff recognize as well that some students may be barred from limited enrollment programs by grade point averages that are negatively affected by such

circumstances as a difficult transition to UW-Madison, familial obligations outside of school, or a variety of other difficult circumstances. To allow faculty admission committees to evaluate students holistically and select a vibrant and diverse undergraduate student population, the majority of applications to the School are considered in light of criteria beyond the GPA, including:

- Paid or volunteer work related to the major
- Career goals
- Broad experiences that show a commitment to the major
- Life experiences that will enrich the learning community
- Any additional circumstances that the student wants the admission committee to know

Retention and High-Impact Educational Practices

Human Ecology students are encouraged to participate in a variety of high-impact educational practices within the School. Research shows that this type of engagement increases retention and adds meaning to a student's educational experience. Between 2007 and 2011, 75 percent of Human Ecology graduates completed an internship for credit. Experiences range from [Project Grow](#), an AmeriCorps Program that improves school readiness of preschool children considered at-risk for academic difficulties, to research opportunities with faculty that focus on empowerment in community and organizational settings.

Thirty-five (35) percent of Human Ecology students participate in a SoHE sponsored student organization. SoHE student organizations provide opportunities to meet students and faculty, get involved in the community, and gain experience in an academic field. Student organizations are also a great way to gain leadership experience employers expect upon graduation.

There are also several service-learning courses with the School, including the [Community-University Exchange: South Madison](#) course taught by Professor Cynthia Jasper, which aims to enhance the area's economic vitality through community-based research and cooperation between the university and South Madison. This course encourages students to learn more about the Madison community beyond the campus/downtown area.

Division of International Studies

Led by the [Vice Provost and Dean of International Studies](#), the mission of the Division of International Studies and its offices is integral to supporting and advancing diversity for faculty and students on the UW-Madison campus. Through our efforts, initiatives, and programs, we raise the profile of diverse communities and perspectives and facilitate intercultural learning and interaction.

[International Academic Programs](#) (IAP), the largest study abroad office on campus, and the [International Internship Program](#) (IIP) are offices of the Division of International Studies.

International Academic Programs Initiatives and Data

In 2012–2013, International Academic Programs created a series of “Identity Pages” on the IAP website to more directly support and address concerns of specific audiences of students going abroad (<http://www.studyabroad.wisc.edu/prospectivestudents.html>).

The groups for which IAP currently has web pages are Actively Serving & Student Veterans, Adult Students, First-Generation College Students, Heritage Seekers, International Students (F1 and J1 Visa Holders), LGBT Students, Racial & Ethnic Minority Students, Religious Diversity Abroad, Students with Disabilities, and Transfer Students. Additionally, IAP developed and offered specific pre-departure orientations this year for multicultural students and LGBT students.

Furthermore, IAP collaborates with other units on campus to further develop study-abroad opportunities and support for specific groups of students. For example, IAP is working with the FIGs program to develop a selection of short-term winter session and summer faculty-led programs that are thematically connected to an on-campus FIG for FIG participants. Current locations under development include Cambodia, Costa Rica, Ecuador, Israel and Sweden. IAP is also working with the Beyond the Game Initiative to identify and develop study abroad opportunities for student-athletes, and to offer assistance with developing awareness/advising regarding study abroad for those students. Exhibit 3.4 provides an overview of the race and ethnicity of participants in study abroad activities in 2011–2012.

Exhibit 3.4. Participant Ethnicity: UW-Madison Students Studying Abroad 2011–2012

Race and Ethnicity	Percentage
White	82.15 percent
Asian	5.53 percent
Not Specified	4.90 percent
Hispanic/Latino	4.03 percent
Black/African American	2.13 percent
American Indian/Alaska Native	0.87 percent
Native Hawaiian/Other Pacific Island	0.39 percent

Worldwide Internship Program and Course

Shortly after launching the MIU-funded IIP office, a few core needs were identified: Students who had found internships sought ways to earn credit and stay engaged with the university. At the same time, an employer who had hosted an intern at an overseas office said (to paraphrase), “the student was great in his discipline, but he really didn’t understand how his strong American personality comes across in an East Asian context. He had a hard time connecting with the local team.”

This resulted in creation of the [Worldwide Internship Program](#) (WIP), a three-credit online course for students to take while engaged in an internship outside their home country. This course focuses on working across cultures and on multicultural teams. Students learn through the readings and weekly reflections, and on peer learning as much as from the instructor. There is an explicit focus on cross-cultural theory. Students use their internship experiences as the lens through which to view gender roles, communication styles and power-distance dynamics—all topics presented in the course. By connecting in a private but collaborative online space, they not only can compare their home and host cultures, but also the cultures of their peers around the world, without risk of offending hosts or supervisors. Whether students go on to work internationally or in the United States on multicultural teams, the course helps them understand their own cultural identities and personalities and how they can work with others from different backgrounds.

The course/program is open to all students who have secured a placement—of four weeks or longer and at least 100 hours of work—through one of the cultivated IIP internships or on their own. Students who use internship providers that do not offer their own course are welcome to join the Worldwide Internship Program, which is offered every term.

The Law School

Diversity and equal access to legal education have a long tradition at the [University of Wisconsin Law School](#). The first African-American student was admitted in 1875; the first woman graduated in 1885. The Law School's MDC position was established in 1964, preceding the School of Nursing's program by five years as the oldest MDC on campus. The Law School's Native American Program and its [Legal Education Opportunities](#) (LEO) Program have long been national models for recruiting students from historically underrepresented communities and encouraging them throughout their three years in law school. For nearly 30 years, the Law School through its Hastie Fellowship Program also has been a leader in guiding and increasing opportunities for lawyers of color to become law professors. Graduates of the program have gone on to prominence as legal educators at law schools around the country, including our own.

Students of color comprise more than 25 percent of the Law School's student body. As a national law school, we recruit students from across the country and our current students represent 30 states. The faculty also reflects diversity in race, sexual orientation, religion, and national origin. We have a national reputation for emphasizing diversity, and we are committed to maintaining it. The best evidence of the UW-Madison Law School's commitment to diversity comes from the more than one thousand students of color who have graduated from the Law School—a proud group of prominent alumni who are increasingly active in their service to the Law School and its students.

The Legal Education Opportunities (LEO) Program

The [Legal Education Opportunities](#) (LEO) Program began in 1967 and continues today, 40 years later, led by a committee composed of faculty, staff, and students: Professor Peter Carstensen, Chair; Professor William Whitford; Professor Keith Findley; Clinical Professor Tricia Bushnell; Clinical Professor Rosa Frazier; Assistant Dean Jini Jasti; Kenny Ho, second-year student; Ashley Davis, third-year student; Jason Sanders, second-year student; Molly Bowen, third-year student; Mohammad Khaleelullah; and Director of Student Life Mike Hall, ex officio.

The Law School Admissions Office recruits nationally, within the state of Wisconsin, and here on campus to recruit and enroll underrepresented minorities (URMs). The office works to reach underrepresented and disadvantaged students at law fairs across Wisconsin and the country. Through these efforts, the Office reaches prospective students through mailings, email, and other social media.

Learning Support Activities for Academic Achievement and Retention

The [Academic Enhancement Program](#) (AEP) is a collaborative effort involving law school administration, faculty and students with the goal of assisting all students in developing the critical experiences and skills necessary for academic success in law school and beyond. The AEP program is designed to promote academic excellence through enhancement and supportive services for students at all levels of academic performance. For first-year students, the learning curve for mastering the law school curriculum could be steeper than expected because the study of law is unique and challenging.

Faculty Initiatives

The LEO Committee administers Contracts study groups for all students enrolled in Contracts during a student's first semester in law school. Contracts is traditionally one of the more challenging courses for students. The LEO Committee took the lead to provide an opportunity to receive additional assistance in these study groups that second- or third-year students lead.

Outreach Initiatives

The [Office of Career Services](#) works to provide students opportunities within the state and beyond. Students can choose to participate in off-campus programs in Chicago, New York, Washington, D.C., and California. The Office of Career Services also administers an on-campus program that attracts employers from around the region to campus to interview students. The Law School, along with Marquette Law School, assists with the Wisconsin State Bar's Diversity Clerkship program. The program gives students from underrepresented backgrounds an opportunity to work in law firms, government agencies, and businesses around Wisconsin and in Minnesota.

LEO Banquet

Each spring, one of the LEO groups, the Asian Pacific/South Asian Law Students Association, the Black Law Students Association, the Indigenous Law Students Association, the Latino(a) Law Students Association, or the Middle Eastern Law Students Association host the LEO Banquet, which has traditionally been one of the biggest events of the year for the Law School community, bringing together, students, faculty, administrators, alumni, students admitted for the upcoming class, and community leaders to celebrate diversity. A keynote, often a graduate of the Law School, speaks at the banquet.

The Law School provides assistance to students for both merit and need, including students from underrepresented and/or disadvantaged backgrounds. The aid may be in the form of a monthly stipend, a scholarship, and/or a remission of the non-resident portion of tuition.

College of Letters and Science (L&S)

[L&S](#) has decidedly taken an equity-minded approach to reform at UW-Madison, with a reform focus both on college structures/policies and on changing mindsets. To understand its local context, L&S underwent a significant internal review of programs and services (benchmarking), formulated recommendations, developed a framework to carry out recommendations, established strategic priorities, and developed a model of reform. Using data to inform their understanding, L&S looked to those targeted minority students who were doing well and found patterns. These indicators of success, along with found barriers to success, helped L&S understand possible paths to take for strengthening programs and experiences that we know contribute to students' success, and broaden the impact and reach of those programs and experiences.

This section provides a high-level overview of activities and initiatives implemented through Equity & Diversity Committee of the College of Letters and Science as well as and the [Center for Academic Excellence](#) (CAE). While many in L&S play an important role engaging issues of student recruitment, retention, and success for diverse students, these two areas have made a number of powerful contributions that are outlined here. Some highlights include a continuing focus on the grade gap in courses with the greatest grade disparities, building critical capacity to enhance leadership and academic achievement, dissemination of strategic thinking to others on campus and throughout the UW System, and efforts to leverage high-impact learning experiences to promote student success and career development. It also highlights the efforts of some of a number of curriculum innovation projects like the [Wisconsin Collaboratory for Enhanced Learning](#) (WisCEL) Course-Level Grade Gaps—Bridging the Achievement Gap.

L&S Equity and Diversity Committee

1. Benchmarked institutions that have developed successful strategies for closing graduation gap between targeted minorities and majority students.
2. Continued to push for changes in line with the recommendations included in previous reports on the grade gap in L&S.
3. Pushed for greater alignment between the L&S Center for Academic Excellence and other campus units (Cross-College, Engineering) as well as the L&S Academic Advising Services.
4. A subgroup of the committee proposed major changes to the Faculty Diversity Liaison Program (FDLP) to increase the number of targeted minorities who declare by 54 credits and to strengthen the connection of students with their departments beyond their relationship with department advisors. The FDL Program will be launched during the 2012–2013 Academic Year.
5. Enhance TA training to address the grade gap.

The Center for Academic Excellence

The programs that make up [CAE](#) include: Academic Advancement and Pathways Student Academic Services Programs; [Academic Advancement Program](#) (AAP); [African American Student Academic Services](#) (AASAS); [American Indian Student Academic Services](#) (AISAS); Chicano(a) and Latino(a) Student Academic Services (CLSAS); [Lawton Undergraduate Retention Grant](#); [Pathways Student Academic Services](#); [Southeast Asian American Student Academic Services](#) (SEAASAS); [Summer Collegiate Experience](#) (SCE); and [Undergraduate Research Scholars](#) (URS).

The CAE is an academic support unit designed to serve first-generation, low income, and multicultural underrepresented student populations. The Center strives to promote an inclusive teaching and learning environment that assists students to reach their academic potential, attain their undergraduate degree, and realize their human promise as they become citizens of a global community. CAE was restructured in

2009–2010 to combine the antecedent programs Academic Advancement Program (AAP) and Pathways Student Academic Services (PSAS). CAE provides structured advising and academic support to students who have been identified as most benefiting from such support and who participate in a range of diversity programs campus-wide.

Data-informed practices are at the heart of CAE restructuring (Exhibit 3.5). CAE programs place a premium on high-impact learning experiences and focus on a “four-year” development model that helps students understand what types of key curricular and co-curricular experiences they should include at each phase of their undergraduate experience. This includes attention to milestones, such as the appropriate pace of credit accumulation (Green Zone Indicators: 54 credits by the end of the sophomore year), on-pace completion of general education requirements, and appropriate timing for major declaration. CAE programs are organized around four pillars: academic advising, academic instructional support, academic engagement and enrichment, and community building.

Exhibit 3.5 Data-driven Focus Using Credit Loads and Graduation Rates to Shape Undergraduate Advising

Examples of indicators of success which helped L&S understand possible paths to take for strengthening programs and experiences which we know contribute to students’ success, and broaden the impact and reach of those programs and experiences include:

- Credit accumulation (0 to 54 credits in four semesters).
- 90 percent of targeted minority students who attain 54+ credits by their fourth term will graduate (94 percent among non-targeted).
- 76 percent of targeted students who attain 45–53 credits by their fourth term will graduate (75 percent among non-targeted).
- Only 41 percent of targeted students who attain less than 45 credits in their fourth term will graduate (39 percent among non-targeted).
- Students who perform poorly in their first year are unlikely to earn 45+ or more credits by their fourth term.
- Only 47 percent of targeted students earning a cumulative GPA 2.00–2.49 at the end of the second term, attained 54+ credits by their fourth term (with another 26 percent attaining 45–53 credits).
- Only 13 percent of targeted students earning cumulative GPA < 2.0 at the end of the second term attained 54+ credits by their fourth term (with another 12 percent attaining 45–53 credits).
- Summer Collegiate Experience’s (SCE) critical role and positive impact has been demonstrated for students with ACT scores ≤ 25 (80 percent of Fall 2006–2009 SCE cohorts).

One of CAE’s approaches is a high-touch advising model which includes mandatory meetings with advisors four or more times a semester, face-to-face meetings with peer mentors or faculty associates in the first and second year, development of a well-balanced schedule, attention to academically at-risk students (e.g., low GPA, probation), attention to critical course combinations in enrollment, insistence in participation in high-impact learning experiences (e.g., undergraduate research, FIGs, living/learning communities, and study abroad), pre-law and pre-health professions advising, timely major declaration, career services workshops, and support for graduate and professional school planning and development. CAE works with students and monitor progress of student to curricular milestones and goals.

New Location and Launch of the L&S Center for Academic Excellence in August 2011

Following a year of collaborative conversations with leaders across campus, L&S Center for Academic Excellence (CAE) was launched in Fall 2011–2012 with a new 10,959-sq.-ft. facility. This new facility creates a powerful space for student engagement, leadership development, community, and strengthening of the professional community of staff working to serve students. Some highlights of the new center include a computer workspace, multiple areas for student tutoring, a large conference room, and sufficient office space for all members of the CAE to engage in confidential advising with students.

Launching Pathways Student Academic Services Program

Program Goals:

We assist students in reaching their benchmarks for success which include:

- Completion of two-thirds of general education requirements
- Completion of 54 credits in first two years
- A competitive grade point average
- Admission into a major
- Completion of Breadth and Foreign Language

The program offers:

- Opportunities for faculty engagement and leadership development
- Connections with high-impact experiences such as: Study Abroad, Service Learning, FIGs, and undergraduate research
- Academic support designed to assist students' progress towards degree completion

Growth Mindset Project:

CAE launched the Growth Mindset Project in the Student Success Institute during the Spring 2012 Semester. Carol S. Dweck, Ph.D., author of, *Mindset: The New Psychology of Success*, is one of the world's leading researchers in the field of motivation and is the Lewis and Virginia Eaton Professor of Psychology at Stanford University.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.

CAE is currently using Growth Mindset in the First and Second Year Program, training of [CAE Peer Mentors](#), [Academic Mentor Program](#) (Tutoring), and the [Summer Collegiate Experience Program](#).

Hired full-time director for the Summer Collegiate Experience Program

- Full-time director for SCE started on August 1, 2011
- Launched SCE Redesign Project in June of 2012
- Launched House Fellows Program for graduate students in the residence hall
- Graduate coordinators to assist with program planning and the SCE Redesign Project

The Academy Project Professional and Graduate School Preparation

The success of pre-professional pipelines involves early identification of students who “aspire higher” followed by high-impact advising and leadership cultivation. Successful initiatives rest on five pillars:

1. The cultivation of belief in one's ability
2. Motivation to impact society
3. The sharpening of academic and professional skills
4. Heightened professional goal setting
5. Competency in the application process

To create an initiative promoting community, academic and social justice engagement, and leadership and professional enhancement, we will invite teams to assist us in envisioning our work, benchmarking established programs, and launching and implementing a new design for the Summer Collegiate Experience and The Academy.

We will be launching a pilot project in Summer 2013.

CAE Alternative Break

The CAE leads an [alternative spring break](#) trip for students annually. This year's trip allowed eight students to travel to Santa Fe, New Mexico, to participate in the Habitat for Humanity College. Students presented at a Brown Bag Session for campus supporters when they returned to campus.

Psych 201 Collaboration

AAP has been part of a collaboration with CeO to eliminate the grade gap in Psychology 202. Professor Caton Roberts has developed an innovative new approach to Psychology 201 has eliminated the grade gap. We are looking at strategies to take model to scale given that Psychology 202 is part of the pre-business curriculum.

Fall 2010 (Inaugural Cohort)

The first Pathways cohort had 35 students. Over the course of the first year, we had four students who were no longer enrolled in our program either due to transferring to other institutions or being dropped from the university for poor academic standing. Of the remaining 31 students, all have a cumulative grade point average above 2.2 and all will have at least 45 cumulative credits by the end of Spring 2012.

Previous analyses have shown that targeted/underrepresented students who complete their first two years with at least 45 credits and have a cumulative GPA of at least 2.5 have a 93 percent graduation rate. With that being said, we see an indicator for some level of "academic risk" in eight of the 31 because at the end of their two years they have a cumulative GPA between 2.0 and 2.5. For cumulative GPAs in the 2.0–2.49 range the graduation rate drops significantly to 65 percent. Thus, the Pathways program staff will continue to partner with the academic and major advisors of these eight students to help ensure their long-term success.

Fall 2011

The second cohort had 52 students and all have completed their second semester on campus. In terms of GPA, after their first Fall term we find 14 of the 52 students (27 percent) have a moderate to significant level of "academic risk." There are two students not currently enrolled for the Spring 2012 semester. There are five students who have a cumulative GPA below 2.0 and another seven who have a cumulative GPA between 2.0 and 2.5.

The remaining 38 students appear to be doing well academically. There are 23 students (44 percent of the cohort) who have cumulative GPAs in the 2.50–2.99 range; another 15 (29 percent of the cohort) have cumulative GPAs greater than or equal to 3.00.

In terms of cumulative credits, (assuming students pass/complete all their currently enrolled credits) only one of the 50 enrolled students will have less than 21 credits; another student will have 23 credits; the remaining students have at least 24 credits, assuring their sophomore status by the end of their first year.

Applying historical graduation rates of first-year targeted minority students with the above characteristics, analogous to that of the second-year cohort projection, we can project an overall graduation rate of 74 percent for this cohort (assuming their GPAs and credits carry through approximately as they currently stand).

UW System Lawton Work Group

The Center for Academic Excellence has been used as a model for re-thinking the structure of the Lawton Minority Retention Grant Program System-wide, creating greater emphases on high-impact learning experiences, academic achievement, and program accountability.

The 1985–1987 Biennial Budget established (1986) an undergraduate minority grant program entitled the Lawton Undergraduate Minority Retention Grant Program (LUMRG). The legislative intent of the Lawton grant program is to provide financial assistance to statutorily designated minority undergraduate students to improve their opportunities for retention and graduation and lessen the burden of student debt. Included in the statutorily designated minority group are students of African American, Hispanic, Native American, or American Indian heritage, as well as Southeast Asian (Vietnamese, Cambodian, Laotian, Hmong) descent who entered the United States after December 31, 1975. The Lawton Undergraduate Minority Retention Grant Program is designed to increase the retention and degree attainment for underrepresented racial/ethnic minority students at all UW System institutions.

Partnership with the School of Business Vietnam Seminar & Field Study: Business, Culture, and Society

L&S CAE facilitated the participation of three students in this short-study course. The course provided broad background on Vietnam through exploring such topics as history, culture, society, politics, economics, the media and censorship, business practices, stock markets, environmental issues, education, health care, agriculture, non-governmental organizations (NGOs), tourism, and legal practices, as well as informed students about Vietnamese society and doing business in Vietnam. The field study trip to Ho Chi Minh City and Hanoi enhanced classroom knowledge with first-hand experiences. The course was designed for business and non-business students.

Native Women's Leadership Retreat

The Native Women's Leadership Retreat brings together undergraduate and graduate students, staff, and community members in a space to learn from each other and begin to build networks and relationships. It is important to have a space like this available to our students especially so they can gain support and mentorship from other Native women who have gone through their own experiences and are willing to share and come together. It is a nice way to keep the different generations connected.

All-City American Indian/Alaskan Native Graduation

This annual event brings together graduates from the following levels: K, 5th, 8th, 12th, Associate Bachelor, Master, and Ph.D. and Professional degrees. Our office, along with Title VII Indian Education Office and Madison College, coordinate and organize a meaningful event featuring a drum, keynote, meal, and recognition of graduates. Each graduate receives a stole and artwork by a Native artist.

Hmong Parents' Day

- Co-sponsored Hmong Parents' Day
- 30 sets of parents on campus to increase their knowledge about college life with their college children

Award MIU Funding

L&S CAE and Chicano(a)/Latino(a) Students received [MIU](#) funding to support a full-time advisor position in L&S to work with Pathways Coordinator for Chicano(a)/Latino(a) Student Academic Services to address the increase in enrollment of Latino students at UW-Madison. The funding will allow CAE and L&S to provide a comprehensive high-touch approach and increase the number of Latino students engaging in high-impact practices that are essential to the Wisconsin Experience.

Strategic Partnership with Housing

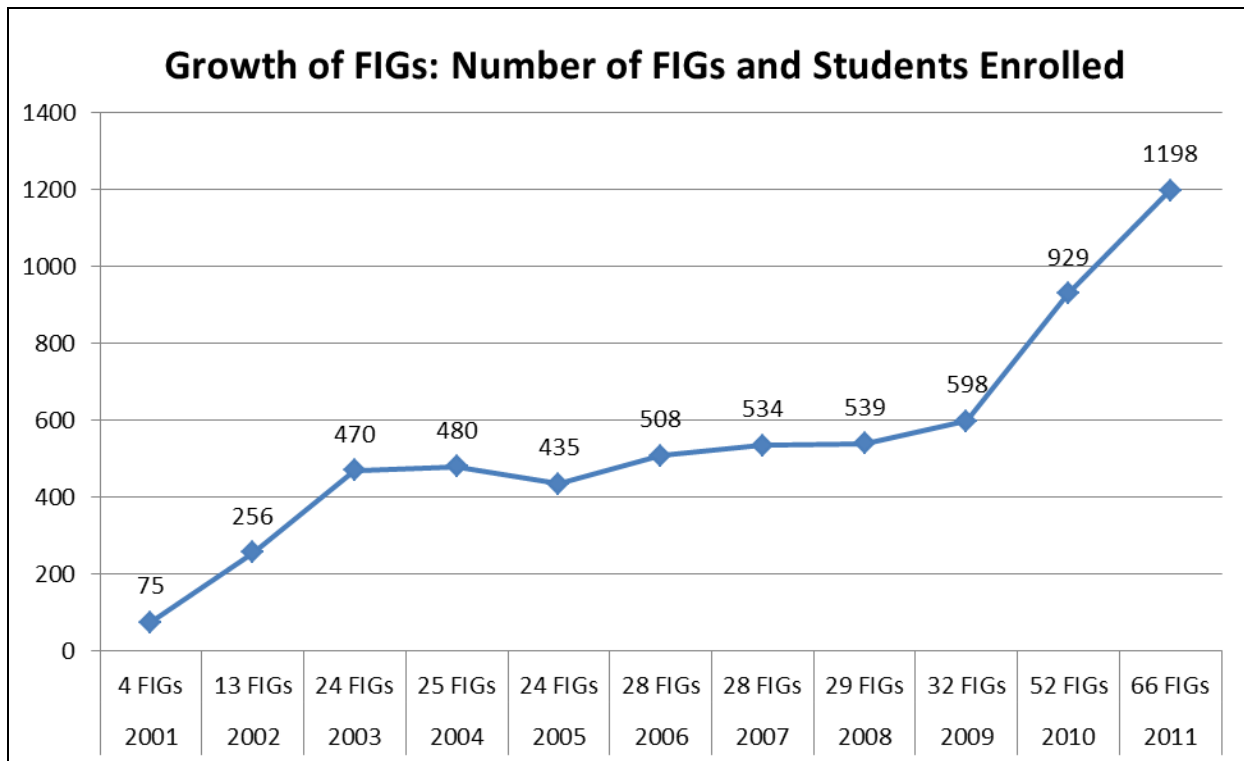
L&S CAE launched a strategic partnership with Housing to enhance opportunities for students living in the [Multicultural Learning Community](#). CAE is officially the academic affairs partner with housing for the MLC.

First-Year Interest Groups (FIGS)

The first four pilot [FIGs](#) courses opened for enrollment in the Fall of 2001. This curricular and pedagogical innovation grew out of the vision of a seminar experience for new first-year students to improve academic performance, student retention, and multicultural understanding. The structure of FIGs emphasizes faculty involvement, curricular integration, and social connections among students. Each FIG enrolls a small group of students (maximum of 20) co-enrolled in three linked classes, including, in many cases, a course that fulfills the general education requirement for ethnic studies. Initially, FIGs were connected to specific residence halls or to “residential neighborhoods.” In recent years, and in response to recommendations from students, most FIGs are open to all first-year students regardless of where they reside. One faculty member leads each FIG and teaches the core “synthesizing” class and integrates appropriate material from the two “linking classes.” In addition, some FIGs also include service-learning opportunities, extending the out-of-class experiences of students into the surrounding community.

The success of FIGs is clearly reflected in the proliferation of the program. Building on the four pilot courses in 2001, the FIGs program had set an original goal of 30 FIGs options available. By the Spring of 2009, then Chancellor Biddy Martin had developed the Madison Initiative for Undergraduates, which was subsequently adopted by the Board of Regents. This allowed funding improvements, which ultimately created “more opportunities for interaction with faculty” and the support of “curricular and pedagogical innovations”—in particular the FIGs program; the FIGs director had submitted a proposal to the MIU committee, asking for funding that would support the expansion of FIGs. With that proposal accepted, the program expanded ahead of schedule. The target was to have 45 FIGs options in the 2010–2011 academic year; however, that target was surpassed, with 44 FIGs options available in the Fall 2010 semester and an additional eight options for the Spring 2011 semester (see Exhibit 3.6). This increase brought the total number of FIGs for the 2010–2011 academic year to 52. In Fall 2011, the program offered 58 FIGs options, with another eight offered in Spring 2012.

Exhibit 3.6 Growth of UW-Madison FIGS from 2001–2011



Part of the mission of FIGs is to support diversity education. Besides offering numerous FIGs that have themes connected to various diversity issues (including race, ethnicity, disability, gender, and sexual orientation), the program has developed partnerships with campus programs that support targeted student populations, reserving spaces in FIGs for students who are part of the Academic Advancement Program, the CeO program, the Summer Collegiate Experience, POSSE, or the First Wave. The result has been a steady increase in the numbers and proportion of student of color enrolled in FIGs. In Fall 2011, the enrollment of minority students in FIGs was 25%, while that population represented just 11% of the freshman cohort.

Establishing collaborations with campus programs like AAP, CeO, Posse, PEOPLE, and others has been a priority for FIGs. In an effort to better understand the experience of students who are participating in these programs and who are also enrolled in FIGs, and to perhaps find ways to strengthen collaborative efforts, student surveys, and focus groups will be added to the FIGs assessment plan.

A brief summary of FIGs assessment results shows that students' academic performance has been successful as FIGs students outperform their peers each year in terms of cumulative GPA at the end of the first semester. This is despite the fact that the academic profile of FIGs students continues to indicate that they come to UW-Madison less prepared than their non-FIGs peers. Each FIGs cohort has a lower composite ACT score than the non-FIGs cohort, fewer FIGs students graduate in the top 10% of their high school class than do their non-FIGs peers, and more FIGs students are first-generation college students.

Wisconsin Collaboratory for Enhanced Learning (WisCEL)

[WisCEL](#) seeks to create a learning commons designed for instructional innovation. WisCEL teaching spaces and pedagogies feature collaboration friendly, multi-use spaces that combine formal instruction

and informal learning formats. Pedagogies include increased instructor time with students, frequent and immediate feedback, self-pacing, and focused time-on-task, and both spontaneous and structured peer collaboration. WisCEL was piloted in 2010–2011 to students enrolled in several pre-Calculus-level Math courses (Math 095, Math 101, Math 112). In Fall 2011, the project expanded to include more sections of Math courses and some Engineering courses. In 2011–2012, nearly 1,000 students were enrolled in 21 sections of pre-Calculus-level Math courses and Engineering courses in the WisCEL format. Based on the strong positive results of student learning in Math sections, the Math department has approved that all sections of Math 95, Math 101, and Math 112 will be taught in WisCEL spaces starting in Fall 2012. For 2012–2013, enrollment of more than 3,000 students is anticipated in a projected 65 WisCEL sections.

Evidence collected so far shows that students are having an improved learning experience in WisCEL sections. Students in WisCEL sections consistently earn more A, AB, and B grades and fewer D and F grades than students in the non-WisCEL sections of the same courses. Students report the following perceptions of their experience: they have more time with instructors in WisCEL sections, there is more time for problem-solving during class, there is more time for discussion of course content with instructors, students are more excited to come to class, and instructors care if students learn the course content. Similarly, WisCEL instructors report that WisCEL spaces are excellent learning environments, inspire creativity in how they teach, and provide faculty with better opportunities to discern student engagement with and understanding of course content.

To support the growth and development of WisCEL, an advisory committee has been established. Under WisCEL leadership, a space usage group has been formed to develop a formal process for considering proposals to add courses and to plan ways to expand access. WisCEL instructors meet to share best practices for teaching in the WisCEL environment. WisCEL instructors continue to work with evaluators to create tools to help them measure the effectiveness of new instructional practices. In the first two years WisCEL has seen positive benefits for student learning and strong acceptance among students and faculty.

Course-Level Grade Gaps—Bridging the Achievement Gap

Starting in 2008, UW-Madison began reporting to schools/colleges, departments, and instructors on the rates of D/F/drop grades in courses, and in addition, these rates by gender, first-generation in college status, and targeted minority status. Those reports demonstrate that there are grade gaps between educationally underrepresented groups and all students in many large undergraduate courses. A number of initiatives on campus have been implemented that aim to understand and reduce grade gaps, especially in courses that are important gateway and foundational courses. In 2009, the L&S Equity and Diversity Committee undertook an initiative that resulted in a better understanding of grade gaps and offered several recommendations for ways to produce better outcomes. The “Bridging the Achievement Gap” project was launched in Summer 2011 as a teaching-as-research based approach to address courses with substantial grade gaps. This project is conducted by UW-Madison’s Delta Program and the Center for the Integration of Research, Teaching and Learning with the support of the Dean of the College of Letters & Science, the Vice Provost for Teaching and Learning, the Chief Diversity Officer, and the Vice Chancellor for Administration. Graduate students in the “Diversity in the College Classroom” course partner with instructors of courses with grade gaps to develop action plans for improving the learning experience for all students. Annual D/F/Drop reports from APIR are one source of evaluative data.

The School of Medicine and Public Health (SMPH)

2011 and 2012 Diversity Update

Diversity is central to the mission of [SMPH](#) in meeting the health needs of the people of Wisconsin and beyond through excellence in education, research, patient care, and service. Diversity at the School is defined within the context of striving for an inclusive educational and medical community that reflects the diversity of the state. SMPH looks to the mission of the University of Wisconsin-Madison for guidance in defining diversity, and part of that mission is to “serve the needs of women, minority, disadvantaged, disabled, and nontraditional students, and seek racial and ethnic diversification of the student body and the professional faculty and staff.”

SMPH is committed to:

- Providing training dedicated to producing clinicians and scholars who understand the needs of diverse individuals, families and populations
- Educating an ethnically and racially diverse group of clinicians and scholars
- Studying ethnic and racial disparities in health and healthcare, as well as the potential means to eliminate those disparities
- Maintaining an open, inclusive, and respectful learning and working environment

To achieve this vision, the University of Wisconsin School of Medicine and Public Health will:

- Recruit, admit, and graduate a diverse student body
- Appoint and retain faculty, staff, administrators, residents, and fellows from diverse backgrounds
- Employ a curriculum that includes cross-cultural instruction and intercultural communication skills
- Advance a research agenda in areas of scholarship that includes diversity and ethnic and racial disparities
- Provide support for new and existing programs and resources to advance the diversity mission.

The Office of Multicultural Affairs (OMA)

The [Office of Multicultural Affairs](#) (OMA) takes leadership for the School’s student diversity outreach initiatives, including its recruitment and enrollment activities. OMA provides guidance to a number of campus-community educational linkages, summer research efforts, and initiatives targeted towards expanding diverse undergraduate participation in the health professions. Furthermore, pre-medical advising and interaction with merit-based and enrichment programs as well as pre-health organizations have been critical in the identification and mentoring of promising medical school applicants.

Recruitment of students from diverse backgrounds is a process that begins with educational initiatives and outreach at the pre-college level through the actual selection of students for medical school. The specific recruitment initiatives for increasing the pool of diverse competitive applicants focus on:

- Educational Partnerships and Outreach
- Targeted Recruitment Activities
- Selection

Educational Partnerships and Outreach

Campus–Community–State-wide Partnerships have provided opportunities for SMPH to introduce medicine and the health sciences to a diverse pool of students, pre-college and undergraduates. OMA held a number of one day programs specifically for pre-college students that included sessions on academic preparation, interactive computer-based science activities such as physical examinations, anatomy demonstrations, and tour of the medical school and hospital facilities. These one day programs were held in partnership with the (a) UW-Madison Undergraduate Admissions Office campus visit and recruitment program; (b) UW-Madison College of Agriculture and Life Sciences' high school science outreach program; (c) UW-Parkside Doc's Program; (d) Milwaukee Public School; (MPS) Project Lead the Way in Biomedical Sciences; (e) Cream City (Milwaukee) Medical Society's High School Mentoring Program; and (f) the Chicago-based site for National Youth Leadership Forum (NYLF) for high school students.

OMA has collaborated with the City–County Martin Luther King, Jr. Coalition, UW-Madison's Wisconsin Institutes for Discovery, the Urban League of Greater Madison, and others in co-sponsoring the Martin Luther King's Youth Service Day that emphasizes the intersection of science and service. In January 2012, more than 200 middle and high school students participated in science workshops and rotated through science and health science demonstration tables. In January 2013, a record number of 300 pre-college students participated in workshops and hands on activities in demonstration labs with professors and both graduate and medical students. The evaluations indicated that students enjoyed the activities and were interested in having more opportunities to participate in similar outreach programs.

OMA offers other outreach programming to Dane County high school and middle school students in cooperation with UW-Madison and SMPH groups. The Medical Students for Minority Concerns (MSMC) are actively involved in outreach activities for pre-college students and undergraduates. Many of the pre-college activities are held with residents of Allied Drive, an economically challenged community in Madison/Fitchburg. For the last eight summers, OMA has worked collaboratively with UW-Madison's Pre-college Enrichment Opportunity Program for Learning Excellence (PEOPLE) program to offer science based enrichment program activities for middle and high school students. The middle school component is a three-week health science workshop on "How the Body Works." The high school component is a biomedical/health science class that focuses on the anatomy and functions of the brain. The middle school workshop is taught by a medical student and the high school class is taught by graduate students in the neuroscience training program.

Outreach to undergraduates at Madison postsecondary institutions has been critical to increasing the pool of academically promising students interested in careers in medicine. OMA has a long standing relationship with two UW-Madison merit-based programs, the Chancellor's Scholars (CS) Program and the Powers-Knapp (PK) Program. This partnership was developed to identify students early in their undergraduate education and inform them of the requirements and expectations for medical school admissions. Advising sessions and general education workshops have been held to (1) inform students of the medical school application process; (2) assist students in assessing and monitoring their academic performance; (3) inform students of pre-medical academic enrichment and research opportunities; and (4) identify volunteer and medically related employment opportunities for students. Over the years, scholars have been successful in gaining admissions to and graduating from medical schools. Currently, there are two alumni scholars on the SMPH faculty, one in SMPH's family medicine residency program, and nine alumni scholars in medical school at SMPH.

OMA has relationships with UW-Madison undergraduate academic enrichment programs that focus on support for students from multicultural and disadvantaged backgrounds. These programs include: (1) Center for Educational Opportunity (formerly a TRIO Program for first-generation and economically

disadvantaged students); (2) Academic Advancement Program (primarily for first-generation college students); (3) Chemistry Learning Center; (4) Physics Learning Center; (5) PEOPLE program; and (6) Multicultural/Disadvantaged support programs in the College of Letters and Sciences and College of Agriculture and Life Sciences.

Pre-Med Advising and Informational Workshops are key components of OMA's campus and state-wide outreach efforts. In addition to working with merit-based and academic enrichment programs on the UW-Madison campus, OMA holds workshops each semester for two student organizations: the [African American, Hispanic, Asian, Native American \(AHANA\) Pre-Health Society](#) and the [Professional Association of Latinos for Medical School Access](#) (PALMA). Furthermore, advising and pre-med workshops are extended to undergraduates at UW System and Wisconsin Private Colleges.

The [Mini-Medical School](#) is an example of a daylong advising and informational workshop that OMA has sponsored. This outreach activity for undergraduates as well as for pre-college students has been held for the last two academic school years (2011–2012 and 2012–2013). Mini-Medical School was an outgrowth of a joint program and exhibit on “Contemporary African American Academic Surgeons that OMA and Ebling Library sponsored in September 2010. While the program and exhibit focused on African American surgeons and the history of African Americans in medicine, this Saturday activity provided an opportunity to inform undergraduates about preparing for medical school. The first Mini-Medical School was held on October 16, 2011. Students from the three Madison postsecondary institutions—UW-Madison, Edgewood College, and Madison Area Technical College—were invited to participate.

The Mini-Medical School gave pre-med students many opportunities to meet and interact with medical students and minority faculty through participation in workshops on academic preparation for medical school, the application process, life as a medical student, and health disparities. The one-day program was very successful and many requests for another program were made by undergraduates and even high school students. In response to the requests, a second Mini-Medical School was held for both high school and college students on November 19, 2011. Now the Mini-Medical School day has become an integral part of the outreach activities that OMA sponsors in collaboration with the Medical Students for Minority Concerns (MSMC). During the 2012–2013 academic year, the Mini-Medical School was held for high school students and undergraduates from the Madison and Milwaukee area schools and colleges. The success of the program was the impetus for holding a regional Student National Medical Association (SNMA) Pre-Medical Conference in February 2013.

In 2012, OMA and SMPH faculty helped AHANA launch its first Health Disparities Conference. Undergraduates attending the conference participated in a cross section of faculty-led workshops and a medical school informational/career fair conducted by OMA. AHANA hosted its Second Annual Health Disparities Conference in 2013 with primary sponsorship from OMA.

Targeted Recruitment Activities

Outreach and Diversity Recruitment activities have been developed to personalize the initial step of the admission process and to increase the visibility of the School in minority communities and with students who would not normally consider SMPH. The recruitment activities include: (1) National Association of Medical Minority Educators, Inc. (NAMME) Recruitment Fair & Career Awareness Workshops; (2) Association of American Medical Colleges (AAMC) Minority Student Medical Career Awareness Workshop; (3) Student National Medical Association (SNMA) recruitment fairs at national and regional meetings; (4) National Hispanic Medical Association (NHMA) recruitment fair; (5) Latino Medical Student Association (LMSA) recruitment fair at the national meeting; (6) Graduate and professional school recruitment fairs at Big Ten institutions, and other select institutions; (7) Informational session at the Association of American Indian Physicians (AAIP); and (8) medical school recruitment fairs at

undergraduate alma maters of our students and alumni of color, namely at Spelman and Morehouse colleges in Atlanta, Georgia.

Special outreach efforts are made to prospective applicants from diverse background whose MCAT scores are exemplary. The prospective applicants are identified through the Medical Minority Admissions Registry (Med MAR), which is an AAMC publication. Special recruitment letters are sent from January to the latter part of August inviting this targeted group of students to apply to UW-Madison SMPH. The letter highlights some of the unique features of the School, its commitment to diversity, and educational and research opportunities for medical students.

The involvement of faculty, staff, and students is critical to the recruitment of a diverse student body. Interview Day provides an opportunity for faculty, staff, and students to become involved in the recruitment of a diverse student body. The best ambassadors for recruitment have been the medical students. Applicants interact with our medical students the evening before the interview and several times during the interview day. Also, faculty and staff presentations, which are part of the orientation component of interview day, provide applicants with an overview of the institution and curriculum, information on support and financial services, and information on how well our students perform on the boards and place in the residency match.

Special Academic Programs that focus on rural and urban health care are playing a significant role in getting students to consider UW-Madison SMPH. The [Wisconsin Academy for Rural Medicine](#) (WARM) was designed to train medical students who had a strong interest in practicing in Wisconsin rural communities. WARM also has been instrumental in attracting under-represented minority students, namely Native American and Hispanics, to apply to SMPH. [Training in the Urban Medicine and Public Health](#) (TRIUMPH) program has had a similar impact in attracting underrepresented minority students, namely African Americans and Hispanics, to SMPH. Both programs help a number of minority students feel connected to the underserved and to communities that they want to eventually serve.

For the last 15 years, OMA has worked collaboratively with the Office of Admissions and the Office of the Associate Dean for Students in sponsoring the Second Visit Program. This recruitment strategy is designed to invite candidates from diverse backgrounds, especially those with multiple offers from other medical schools, back to the campus for an in-depth look at SMPH and the university community before they make their final decision. SMPH faculty, staff, and students as well as community people are involved in this recruitment effort. Additionally, members of MSMC and minority physicians and community leaders provide opportunities for the prospective students to learn more about the Madison community and its resources.

Holistic Review and Selection Process

The School employs a holistic review process in the selection of a cross-section of students who would serve the growing needs of health care and add to the richness of the learning environment. Academic merit and integrity are critical and valued components of the review process, but are not the only factors needed in the selection of the medical school class. This medical school has a strong tradition of assessing applicants in a variety of areas such as: academic service/volunteerism, leadership, diversity, personal qualities, response to adversity, distance traveled in pursuit of goals, and scholarship. The School understands how important it is to build upon this tradition so that the selection of a medical school class represents a cross section of the citizens of the state who will address the health issues of Wisconsin and beyond.

Student Retention

To create a diverse student body, emphasis must be placed on student recruitment; retention and graduation of students are equally valued. Therefore, the Offices of Multicultural Affairs, Admissions,

and the Associate Dean for Students work jointly to recruit, retain, and successfully graduate students from diverse groups.

Student Support Services are critical to the successful matriculation and graduation of students. SMPH is mindful that a comprehensive approach must be used in identification and implementation of appropriate student services. Student advisement and counsel on social, cultural, and personal issues, and how they impact academic performance, are key support services offered to minority and other students by SMPH. Students are most concerned about their academic success and the support services that would enhance their success. OMA working collaboratively with the Office of the Associate Dean for Students (Student Services), namely its Student Academic Support Services, monitors academic progress of minority students on a regular and assiduous basis and refers them to other services when appropriate, such as the University Health Services Counseling and Consultation Services. By working collaboratively, SMPH's student support services have been successful in identifying students who may have problems and in developing appropriate plans of action to help students succeed and comply with medical school academic policy.

Through the collaborative work of many, students have been successful in graduating and obtaining residency positions. A growing number of minority students have not only graduated from SMPH, but after completing their residency training, have accepted faculty positions UW-Madison SMPH. Currently, eight SMPH minority alumni hold faculty positions at the Madison hospital and clinic sites.

Inclusion and Social Support Networks

- Social and Professional Support Networks: The Office of Multicultural Affairs is mindful that social and academic networks that connect students to the larger medical community, the campus, and Madison communities are critical in helping students transition into the medical school environment and give them a sense of community. Beginning with an informational meeting for first-year students during the first week of the semester, students are informed about and encouraged to use the student services related to academic, career, personal, social/cultural support offices of Multicultural Affairs, Associate Dean of Students, and Student Academic Support Services (SASS).
- A Welcoming Reception: This event is traditionally held during the second week of school and gives medical students, particularly first-year students, opportunities to meet and interact with a cross section of students and faculty in the School, as well as with physicians of color from the local community and throughout the state. Planned social gatherings are held to bring students and physicians together in a relaxed setting. These gatherings provide networking opportunities for medical students especially with faculty of color. Furthermore, the social gatherings give students a meeting place to learn about and be encouraged to participate in activities that would enhance their academic and professional development. Hence, students choose from an array of co-curricular activities that include outreach in the Madison community to the underserved.
- A Student Diversity Advisory Group: Currently under development, this body will review, monitor, and suggest strategies that will help the Office of Multicultural Affairs in the recruitment and retention of a diverse student body, as well as promote a climate that embraces diversity and support for all medical students. The advisory group will be composed of a diverse SMPH basic science and clinical faculty, alumni, faculty/staff from UW-Madison undergraduate programs, community physicians, and medical student representatives from each class.

Data Overview

Exhibits 3.7 and 3.8 give an overview of the number of people who applied, were accepted, and enrolled as first-year medical students during the Fall of 2011 and 2012. Exhibit 3.9 gives an overview of the total student enrollment, including a breakdown of the number and percentages of minorities at SMPH.

Exhibit 3.7 Recruitment and Enrollment Data for First-Year Medical Students 2011–2012

	Applied		Accepted		Matriculated	
URM*	434	12.0%	53	19.7%	22	13.5%
Other Asians	760	21.0%	30	11.2%	14	8.6%
All Minorities	1194	32.9%	83	30.9%	36	22.1%
Unknown	137	3.8%	6	2.2%	2	1.2%
White, Non-Hispanic	2293	63.3%	180	66.9%	125	76.7%
Grand Total	3624	100.0%	269	100.0%	163	100.0%
*URM includes: African American or Black; Hispanic, Latino or Chicano; and Southeast Asian (Cambodian, Hmong, Laotian, and Vietnamese).						

Exhibit 3.8 2012–2013 Recruitment and Enrollment Data for First-Year Medical Students

	Applied		Accepted		Matriculated	
URM	527	12.0%	48	17.7%	25	14.3%
Other Asians	953	21.6%	32	11.8%	12	6.9%
All Minorities	1480	33.6%	80	29.5%	37	21.1%
Unknown	192	4.4%	7	2.6%	6	3.4%
White, Non-Hispanic	2731	62.0%	184	67.9%	132	75.4%
Grand Total	4403	100.0%	271	100.0%	175	100.0%

Exhibit 3.9 UW-Madison SMPH Student Enrollment 2011 and 2012

Year	URM		All Minorities		White or Unknown		Total
2011	51	6.9%	144	19.6%	540	73.5%	735
2012	83	10.6%	153	19.5%	548	69.9%	784

Faculty Leadership in Diversity and Outreach

The [Centennial Scholars Program](#) was developed in 2009, and currently consists of 11 junior and mid-career faculty Scholars. The goal of the Centennial Scholars Program is to develop faculty whose diversity enhances the quality of education and research at the University of Wisconsin School of Medicine and Public Health, and who may serve as visible and available role models for students and trainees, especially those from underrepresented minority backgrounds. Scholars are funded for a three-year term with 50 percent protected time guaranteed for academic pursuits. Academic timelines and mentoring plans are developed and bimonthly meetings held with all of the Scholars focus on a wide variety of professional and academic development themes. An annual symposium is held with an invited speaker to highlight areas in diversity and provide consultations to the scholars. An alliance has been

made with the Centennial Scholars Program, the [Building Interdisciplinary Research Careers in Women's Health](#) (BIRCWH) K12 Program, [The Robert Wood Johnson Health & Society Scholars Program](#), and [Health Disparities Research Scholars Program](#) (HDRS) T-32 grant program to form the AHEAD Program, sponsored by a P-60 supplement to the UW-Madison SMPH Clinical and Translational Science Award. The consortium of these four programs focused on diversity and medical disparities has allowed shared programming as well as the development of a small grant program.

UW-Madison SMPH has made efforts over the years to recruit and retain faculty. Exhibit 3.10 shows faculty data for the last two years.

Faculty Data

Exhibit 3.10 UW-Madison SMPH Faculty Fall 2011

Year	URM		All Minorities		White or Unknown		Total
2011	50	3.6%	197	14.2%	1190	85.8%	1387
2012	43	3.1%	190	13.5%	1213	86.5%	1403

The UW-Madison SMPH Equity and Diversity Committee monitors equity, diversity, and climate issues in the school. The Committee recently developed a [Faculty and Staff Equity and Diversity Awards Program](#) to honor faculty, academic staff and classified staff. We were delighted to name Jill Boissonnault, PT, Ph.D., and Gina Green-Harris as the 2012–2013 recipients of these awards for their outstanding efforts in curriculum development and outreach work in diversity, respectively, at the UW-Madison SMPH. A diversity webpage has been developed to honor all applicants for the awards by naming them as a Person of the Month in the area of equity and diversity.

SMPH notes with pride that for the last two years in succession, two members of the School's faculty have been selected as award recipients of both the UW-Madison Outstanding Women of Color Award and the UW System Outstanding Women of Color Award: Ana Martinez-Donate, Ph.D., Assistant Professor of Population Health Sciences, 2011 Awardee; and Jacquelynn Dawn Arbuckle, MD, Staff General Surgeon and Clinical Associate Professor of Surgery, 2012 Awardee. The awards were given in recognition of their work to advance the School's diversity initiatives through the mentoring and recruitment of diverse students, and their service to diverse communities beyond the boundaries of the university, the state and, for Dr. Martinez-Donate, the boundaries of the nation.

Other SMPH Initiatives

(1) [Clinical Research Experiences for High School Students](#): A new pipeline initiative sponsored by the Department of Surgery was launched in the Summer of 2012 for minority high school students in the UW-Madison PEOPLE program. Herb Chen, MD, of the Department of Surgery won a grant from the Doris Duke Charitable Foundation, which funded the program along with in kind donations for UW-Madison SMPH faculty and staff. During the six-week program, students were introduced to careers in academic medicine and research, biostatistics, ethics, and scientific writing. Student gave presentations on their research.

(2) [Ombuds Office](#): The ombudsperson at the University of Wisconsin-Madison School of Medicine and Public Health serves as a neutral, independent and confidential resource for faculty, staff and students within the medical school community. Our ombudsperson handles complaints in an impartial manner and strives to see that all people at the school are treated fairly and equitably.

(3) [The Health Disparities Research Scholars Program \(HDRS\)](#): This NIH funded program provides training at the postdoctoral level in interdisciplinary research that addresses disparities in health status and health outcomes among minority populations as well as to recruit underrepresented minorities into academic research careers. Gloria Sarto, M.D., Ph.D., Professor Emeritus in the Department of Obstetrics & Gynecology, is the Principal Investigator (PI) and Whitney Witt, Ph.D., M.P.H., Assistant Professor in the Department of Population Sciences is the Co-Investigator. Several minority scholars are supported by and mentored through the program. The chair of the Recruitment and Retention Committee of the HDRS at UW-Madison SMPH is Gloria Hawkins, Assistant Dean for Multicultural Affairs.

(4) [Collaborative Center for Health Equity \(CCHE\)](#): The CCHE connects partners from rural, urban, tribal, and other diverse communities with UW-Madison faculty, research staff, and trainees with the aim of improving the health and wellness of Wisconsin's underserved, minority, and immigrant populations. The Center also holds a Health Equity Leadership Institute yearly, which attracts scholars from across the country in the area of health equity and diversity. Additionally, CCHE provides a listserv to connect diversity researchers and scholars, as well as sponsors educational programming.

(5) [The Native American Center for the Health Professions \(NACHP\)](#): Established December 2012, the Center enhances the recruitment, retention and graduation rates of Native American health professional students, and to promote health education, research, and community-academic partnerships with Native communities in the Great Lakes region. NACHP is located in CCHE under the leadership of its founding director, Erik Brodt, MD who is a clinical faculty in the Department of Family Medicine. NACHP works with OMA in advising and recruiting Native students for medical school.

(6) [Rural and Urban Scholars Community Health \(RUSCH\)](#): This program began in 2009 with two UW System institutions (UW-Milwaukee and UW-Platteville) and now has developed a partnership with another system institution, UW-Parkside. Also, the SMPH Sponsored Summer Research Program with Spelman College (established 2009) officially merged with the RUSCH program during the 2012–2013 academic year. Students from the four institutions will be engaged in activities to (a) enhance their understanding about healthcare issues in those communities; (b) become knowledgeable of the culture of medicine through interactions and shadowing experiences with physicians, and community service learning projects; and (c) help them become knowledgeable about the requirements of and expectations for admissions to medical school.

(7) [Training in the Urban Medicine and Public Health \(TRIUMPH\)](#): The Training in Urban Medicine and Public Health (TRIUMPH) program is a focus within the [MD Program](#) curriculum at the University of Wisconsin School of Medicine and Public Health in Madison. The Training in Urban Medicine and Public Health program seeks medical students who are committed to providing health care for urban populations and to reducing health disparities. The program combines existing Milwaukee-based third-year primary care, obstetrics and gynecology, internal medicine rotations, the [fourth-year preceptorship](#) and electives with community and public health experiences. The program integrates clinical medicine and community and public health in a combined [third- and fourth-year curriculum](#). This urban healthcare training program has a significant impact in attracting under-represented minority students, namely African Americans and Hispanics, to SMPH.

(8) [Wisconsin Academy for Rural Medicine \(WARM\)](#): The Wisconsin Academy for Rural Medicine (WARM) is a rural education program within the [MD Program](#) curriculum at the University of Wisconsin-Madison School of Medicine and Public Health. Medical students who are enrolled in this four-year program will learn to develop the skills and have opportunities to participate in a rural setting. The goal of the Wisconsin Academy for Rural Medicine program is to admit students who intend to practice rural medicine and ultimately help increase the number of physicians who practice medicine in

rural Wisconsin to help improve the health of rural Wisconsin communities. WARM also has been instrumental in attracting underrepresented minority students, namely Native American and Hispanics, to apply to SMPH.

(9) The Wisconsin Partnership Program: The program was created in 2004 with funds stemming from the conversion of Blue Cross/Blue Shield United of Wisconsin that were distributed between the UW-Madison SMPH and the Medical College of Wisconsin. The program provides community grant support to aid in attracting a diverse faculty to work with students in reducing health disparities. Since its inception in 2004, the Wisconsin Partnership Program has focused on establishing a foundation for significant and sustainable changes in health and health care, and on helping to build the capacity of community organizations throughout the state. Substantial investments have been made in integrating public health into the school's research and teaching mission, and supporting community-based projects. To date, the Partnership Program has awarded 321 different grants totaling nearly \$127 million to university faculty and staff and community organizations from around the state. By linking the resources of the Partnership Program with the expertise of the SMPH, the Program is dedicated to building healthier communities throughout the state by forming lasting partnerships—a cornerstone of the Program. The Wisconsin Idea—where boundaries of the university extend to the boundaries of the state, and beyond—is embodied in the activities of the Partnership Program with its emphasis on reducing health disparities and making Wisconsin a healthier state for all.

School of Nursing

Equity and Diversity Committee

The [School of Nursing](#) has an eight-person Equity and Diversity Committee that promotes an open and welcoming environment that values and supports equity and diversity. Membership includes tenure-track faculty, instructional academic staff, academic staff, classified staff, and students from each program level (undergraduate and doctoral).

Student Recruitment Initiatives

The School of Nursing continues to make gains in diversifying its undergraduate class. For example, for the Fall 2013 class of 156 newly admitted nursing students, 23 (15 percent) are students of color, a four percent increase over 2012. The 2013 class is also 13 percent male and comprised of 15 percent students who are from a geographically rural area. The school also continues its partnerships with the PEOPLE Program and POSSE.

At the Ph.D.-level, for Fall 2012, the class was 20 percent domestic targeted minorities, a three percent increase over 2011 and a six percent increase from 2010.

Diversity Director Hire

In April 2013, the School of Nursing hired Mel Freitag, Ph.D., to serve as its Director of Diversity. Dr. Freitag earned her Ph.D. from UW-Madison. Her research interests include teaching diverse learners, culturally relevant mentoring, and LGBTQA identities.

School of Pharmacy (SoP)

To achieve its mission of educating expert healthcare providers who can serve effectively in contemporary society, the UW-Madison [School of Pharmacy](#) (SOP) attracts students, staff, faculty, and administrators who reflect our diverse society, are skilled at working across lines of race, class, economics, religion, sexual identity, culture, nationality, ability and other forms of difference, and are committed to creating social justice in healthcare. Students, faculty, and staff work together to promote a climate, curriculum, and community that values social inclusivity, academic excellence, and the development and skills, knowledge, attitude and values that promote the greatest access to the highest quality health care for everyone. The School's diversity goals are: (1) educate the community about the role of the pharmacist as part of the healthcare team; (2) admit a diverse student body to help students prepare to become productive and involved members of an increasingly complex and diverse society; (3) develop curricular, co-curricular, and extra-curricular activities that provide education about and celebrate diversity; and (4) partner with other campus units to increase recruitment opportunities.

Activities for Outreach and Recruitment

- The [Multicultural Affairs Program](#) in Pharmacy (MAPP) is a student organization that has a mission to promote the value of cultural and ethnic diversity within the School as well as to support students of color professionally, academically, and socially. In addition to monthly meetings and service activities, MAPP holds mock pharmacy admission interviews and pharmacy information sessions for UW-Madison students.
- The [UW-Madison Pre-School of Pharmacy](#) Club (Pre-SoP) brings together students interested in various aspects of the field of Pharmacy. As members, students have opportunities to get involved through meetings, volunteering, and by participating in club events.
- Each spring, the [Student & Academic Affairs Office](#) (SAA) holds a Discovery Day designed for high school juniors and seniors interested in learning more about the School of Pharmacy degree programs. Students, faculty, and staff from the SOP meet with high school students and their guests in a variety of formats during this full-day event.
- The [Pharmacology and Toxicology BS](#) (PharmTox) program holds annual information sessions for prospective UW-Madison undergraduates and is working on developing a similar program for Madison area high school students.
- SOP staff members participate in activities on the UW-Madison campus related to recruitment including the Indigenous Health and Wellness Day, undergraduate and graduate majors fairs, and SOAR.
- SAA staff collaborate with the Center for Pre-Health Advising, pre-health student organizations, academic support services, and the other health science schools on campus to recruit students.
- Each summer, the School participates in the PEOPLE High School internship program and hosts a tour and demonstrations for students in UW-Parkside's Doctors of our Community program.
- SAA staff conduct campus visits to UW System schools and colleges where they meet with prospective students, academic advisors, science classes, and pre-health clubs. SOP alumni also visit high schools and career fairs on behalf of the School of Pharmacy.
- The PharmSci Ph.D. program participates in the Graduate School's Biological Sciences Collaborative Recruitment Grant for minority-focused graduate student recruiting initiatives in addition to attending several graduate fairs throughout the year.
- The SAA office provides brochures, handouts, and presentation materials to faculty and staff who will be representing the School at various events.

Programs and Committees for Academic Achievement, Retention, and Climate

- The School has several mentor programs aimed at connecting prospective students with currently enrolled students in addition to a program that connects all newly admitted PharmD students with a third-year student in the professional program.
- Academic advisors work very closely with faculty and have access to test scores to provide intrusive advising to students who are struggling personally and academically.
- The [Rho Chi Honor Society](#) provides free individual and group tutoring for students in the PharmD and PharmTox programs. The PharmTox seniors and graduate students also provide tutoring for students in the first year of the PharmTox program.
- Upperclass PharmD students serve as Teaching Assistants, create review sessions, and lead study groups for first- and second-year PharmD students.
- The [Diversity Advisory Board](#) examines aspects of multicultural programming, curriculum, student issues, and school climate, as part of their charges. The Diversity Advisory Board membership consists of SOP staff, faculty, students, and alumni, as well as an MDC from another UW System health science school.
- The Student, Faculty, and Staff Relations Committee addresses issues of school climate. The committee is composed of academic and classified staff, faculty, and class officers in the PharmD and PharmTox programs.
- The SOP Committee on Academic Staff Issues was established to represent academic staff members in developing and reviewing policies and procedures, as well as identifying and promoting opportunities for academic staff in the School.
- The first three years of the PharmD program each have a class council consisting of eight to 10 students including the class president and vice president. These councils meet with the class academic advisor monthly to provide feedback on issues related to their respective classes. The PharmSci Graduate Program has three elected student liaisons (one from Drug Discovery, one from Drug Action, and one from Drug Delivery) who serve as a formal communication mechanism to the Pharmaceutical Sciences faculty chairs/administrators.

School of Veterinary Medicine (SVM)

The University of Wisconsin-Madison [School of Veterinary Medicine](#) seeks to increase student diversity in veterinary medicine by outreach and recruitment of underrepresented minority (URM) and disadvantaged students and students interested in the full breadth of career opportunities in veterinary medicine.

New in 2011–2012, Attend National Career Fairs for URMs, Including:

- The Prairie View Health Professions Career Fair at Prairie View A&M (HBCU) in Prairie View, TX November 2011
- The National Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) in Atlanta, GA, March 2012
- The Society for Advancement of Chicanos and Native Americans in Science (SACNAS) in Seattle Washington, October 2012

Traditions To Be Continued:

- Attend the Iverson Bell Symposium held in Washington, D.C. in March that specifically addresses concerns for recruitment and retention of URM in the veterinary medical field
- Participate in the Indigenous Health and Wellness day on the UW-Madison campus
- Participate in the Multicultural Orientation and Reception on the UW-Madison campus

The [Office of Academic Affairs](#) (OAA) at the School of Veterinary Medicine works as a team to recruit URMs into the DVM program. The MDC, the Associate Dean for Academic Affairs, and the Admissions Director attend these career fairs and other campus and state recruiting events.

The faculty of the [Comparative Biomedical Science Graduate Program](#) at the School of Veterinary Medicine actively recruits URM graduate students to their program each year. Faculty members also serve on the Science and Medicine Graduate Research Scholars committee that awards AOF fellowships to URM graduate students on campus.

Outreach initiatives to the PEOPLE Program for high school and middle school students involve the following:

MDCs recruit instructors for the PEOPLE program who are current veterinary medical students and are traditionally students of color. School of Veterinary Medicine faculty are involved as guest speakers/lecturers to the PEOPLE program. They also provide support and materials to the veterinary student instructors of the programs. The SVM MDC is involved in working with the PEOPLE staff to choose the students who will attend the veterinary medical high school PEOPLE program, and in providing support to the two instructors, working with the PEOPLE staff to provide any other materials/supplies and deal with any issues that may arise during the program. The MDC also meets with the middle and high school students to go over admission information and career options within the veterinary medical field and provides tours of the teaching facility.

Doctor of Color Program—UW-Parkside for High School Students

The goal is to decrease the financial burden on our veterinary medical students whose average debt for the DVM program is \$136,000, and find more scholarships and distribute state funds allocated for students of color in the most effective way. AOF monies and school scholarships are used to both recruit and

continue to provide financial support to current students of color in the DVM program. Nonresident Tuition Remissions are also used to recruit URM students to the SVM. As a member of the committee that decides scholarships and tuition-remissions to recruit Doctor of Veterinary Medicine (DVM) students, the MDC fills a major role in URM recruitment and retention.

The goal of the School of Veterinary Medicine is to provide a climate of support for all students, especially URM students. Within our Office of Academic Affairs (OAA), we listen to student concerns, provide academic and personal support and assistance or refer them to other school, campus, and community resources, as necessary. The MDC along with other members of OAA provide counseling and advising to current URM students. We also provide tutors for any students having academic difficulty. Tutoring services are paid for by OAA rather than the student who needs help from the tutor. This removes a potential financial barrier that a student needing help may face.

The [Personal and Wellness Support Services](#) (PAWSS) office is housed in the School of Veterinary Medicine. This office provides short-term counseling for any student experiencing personal or academic difficulties.

Veterinary Students as One in Culture and Ethnicity (VOICE) is a student organization in the schools and colleges of veterinary medicine nationwide (including our School of Veterinary Medicine) created to give veterinary medical students appreciation for people of all cultures and backgrounds. The MDC supports the leadership of this student group by advising the group, helping to find speakers, and providing other ideas for the club.

VOICE is one of the hosts for the required “Diversity in Veterinary Medicine” panel presentation and discussion which is part of the new student orientation. This presentation/discussion is facilitated by the Director of the Veterinary Medical Teaching Hospital, who is committed to diversity.

The School actively seeks partnerships and works with other schools/colleges on the recruitment and retention of students of color. This year the MDC has worked with the School of Pharmacy and the College of Agricultural and Life Sciences on issues of diversity. The MDC is on the Diversity Committee at the School of Pharmacy working with other members of the committee to address issues of diversity at the School of Pharmacy. The MDC has also worked closely this year with the Science and Medicine Graduate Research Scholars program through CALS at the MANRRS and SACNAS conferences that aim to recruit URM.

SECTION 4: VICE CHANCELLOR FOR FINANCE AND ADMINISTRATION (VCFA)

The [Office of the Vice Chancellor for Finance and Administration](#) (VCFA) places great priority on creating a diverse, equitable, engaged, and inclusive work environment. It is in this context that the men, women, and units of the Division of Finance and Administration have created a series of plans, priorities, and action steps to realize our strategic diversity leadership goals. Currently, the VCFA is in the process of implementing its Strategic Plan: 2009–2014, for which diversity is an explicit strategic priority. VCFA seeks to attract, develop, and retain underrepresented employees by:

- Building an open, dynamic and respectful learning and working environment
- Increasing the number of underrepresented employees with a particular focus on supervisory and managerial positions²⁶

What follows in this report is a brief overview of diversity activities associated with the (1) [VCFA Engagement, Inclusion, and Diversity Initiative](#); (2) [Office of Human Resources](#); (3) [Facilities Planning and Management](#); (4) [Division of University Housing](#); (5) [University Health Services](#); and (6) the [Division of Intercollegiate Athletics](#) (Exhibit 4.1).

Exhibit 4.1 VCFA Diversity Plan Section Overview

Unit	Major Diversity Initiatives
VCFA Engagement, Inclusion, and Diversity Initiative	<ul style="list-style-type: none"> • VCFA Engagement, Inclusion, and Diversity Plan • Insuring accountability for action across the entire division • Major division-wide organizational engagement, diversity, inclusion survey
Office of Human Resources	<ul style="list-style-type: none"> • Diversity—a key component of the HR Design Project • Expanding diversity recruiting across campus • Negotiating scale advertising rates for campus community • Diversity website recruitment database
Facilities Planning and Management	<ul style="list-style-type: none"> • Aligning to campus diversity priorities • Improving accessibility for persons with disabilities • Conflict resolution workshops
Division of University Housing	<ul style="list-style-type: none"> • Residential learning communities creating diverse and inclusive communities • Bias Incident reports • D-Squad and other training efforts and Residence Hall Naming • Hiring, selecting, and training a diverse group of student staff members
University Health Services	<ul style="list-style-type: none"> • Reviewing the status of underrepresented groups • Establishing a safe, welcoming space for all students • 2012 review and recommitment to inclusion goals
Division of Intercollegiate Athletics	<ul style="list-style-type: none"> • Diversity infrastructure • Diversity Stand Alone Plan • Beyond the Game Initiative

²⁶The Strategic Plan: 2009–2014, Office of the Vice Chancellor for Finance and Administration can be found by visiting http://www.vc.wisc.edu/VCA_Strat_Plan_Web_2010.pdf.

VCFA Engagement, Inclusion, and Diversity Initiative

The [Vice Chancellor for Finance and Administration](#) (VCFA) has developed an Employee Engagement, Inclusion, and Diversity initiative to address strategic campus priorities of recruiting and retaining the best faculty and staff, as well as enhancing diversity to ensure excellence in education and research. These priorities are closely related, and a major step forward was taken in 2012 when they were addressed in an integrated manner.

The engagement, diversity, and inclusion plan outlines how these priorities will be achieved. While each component—engagement, inclusion, diversity—has specific practices that drive effective results, they all reflect complementary practices that will help UW-Madison attract, develop, and retain talent.

The VCFA Business Case for Diversity

The VCFA strategy is grounded in a business case for diversity rationale. Put simply, the relationship between effective people strategies and high performance has been established. As a people strategy, integrating engagement, inclusion, and diversity makes sense for several reasons:

Rapidly Changing Demographics

Data from the 2010 Census dramatically demonstrate that the United States—including Wisconsin and Dane County—is becoming more racially and culturally diverse. For example, more than 75 percent of new net entrants into the workforce (those who enter the labor force minus those who leave) are women and people of color. To succeed in this environment, organizations must adapt and learn how to attract and retain a more diverse workforce while learning how to capitalize on the strengths of this workforce.

More Intense Competition for Talent and Pursuit of Preferred Employer Status

The combination of a declining birth rate plus the large number of baby boomers leaving the workforce has created a shrinking labor pool. As a result, to compete for talent, organizations must put aside old definitions of “fit” to attract and retain people who represent the labor pool’s diversity. Aggressive recruitment alone will not suffice—organizations must also develop and retain diverse workers.

Diversity and Inclusion Are Linked to Greater Productivity, Adaptability, and Employee Engagement

Organizations that enhance inclusion and truly leverage diversity have reported improved productivity and employee engagement. Employees are less risk-averse and more able to express creativity, innovation, and leadership.

Diversity Is Especially Critical in Higher Education

The American Council on Education offers several reasons diversity is an important component of achieving the educational mission. These include:

- “Diversity enhances America’s economic competitiveness.
- It enriches the educational experience. We learn from those whose experiences, beliefs, and perspectives are different from our own.
- Diversity promotes personal growth—and a healthy society—and strengthens communities and the workplace.
- The future of the nation requires that colleges and universities continue to be able to reach out and make a conscious effort to build healthy and diverse learning environments appropriate for their missions. The success of higher education and the strength of our democracy depend on it.”

Diversity Is Part of the Strategic Framework of UW-Madison

The Strategic Framework for UW-Madison 2009–2014, states, “We will enhance diversity in order to ensure excellence in education and research...by preparing our students for a world that is diverse, global, and interconnected; promote the appreciation of human differences; step up efforts to recruit and retain underrepresented students, faculty, and staff; establish new forms of accountability for efforts to increase diversity; build an open, dynamic, and respectful learning and working environment for all members of our community; and align our diversity, equity, and inclusion efforts across our different campus units.”

Research conclusively shows that increasing the level of employee engagement can be a powerful strategy toward increasing productivity and improving organizational performance. There also are strong business reasons to strive for a more diverse workforce, especially in higher education. Diversity enriches the educational experience because we learn from those whose experiences, beliefs, and perspectives are different from our own. The VCFA has embraced a broad definition of diversity, which includes race, gender, and ethnicity, as well as physical and mental attributes, sexual orientation, marital status, geography, and values and beliefs.

Major Foci and Priorities

A key component of the initiative during 2012 was the administration of an Employee Engagement, Inclusion, and Diversity Survey. The survey was administered in June to about 4,500 VCFA employees, including student employees. The results will help establish benchmarks for divisions to identify how to improve in these areas and assess progress by resurveying. VCFA units received their survey data in August. VCFA directors and a data reporting team reviewed the results and are preparing improvement strategies. The initiative calls for a follow-up survey in 2014.

In 2012–2013, the initiative calls for each VCFA division to develop a three-pronged approach with goals and actions for diversity recruitment, engagement, and inclusion. Each plan will include division-specific goals. A project team is providing technical assistance, support, and guidance to help divisions achieve their plans and goals.

Recruitment Strategies

In addition, the VCFA will implement new and expanded diversity recruitment strategies. Divisions will set priorities on specific approaches. Recruitment strategies will focus on:

- Developing internal VCFA talent
- Hiring UW-Madison student talent through expanded use of the [Recruitment Initiative for Student Employees \(RISE\)](#) program
- Expanding efforts to recruit external talent

Engagement, Inclusion, and Diversity Survey

The VCFA Engagement, Inclusion, and Diversity Survey administered this year provided empirical data that will serve as a foundation for future action. Armed with this data, the VCFA is in position to act aggressively to ensure a diverse, highly engaged workforce.

While all VCFA units are actively involved in engagement, inclusion, and diversity efforts, the following summaries focus on the 2012 activities of select VCFA units: Office of Human Resources, Facilities Planning & Management, Housing, and University Health Services.

Office of Human Resources

The [Office of Human Resources](#) (OHR) is dedicated to helping UW-Madison enhance the diversity of its workforce. In 2011–2012, OHR’s focus on diversity included:

- Helping lead efforts on two diversity-related strategic goals adopted by the Vice Chancellor for Finance and Administration
- Spearheading the campus-wide [HR Design Project](#), which includes employee diversity as a key component
- Working individually with units across the campus to improve UW-Madison’s ability to attract and retain a diverse workforce
- Enhancing diversity within OHR

Diversity—A Key Component of the HR Design Project

The HR Design project is a campus-wide effort to create a new UW-Madison-specific personnel/human resources system.²⁷ The project team focused heavily on diversity, starting by identifying a diverse workforce as a key principle and goal for the new HR system. The campus Vice Provost and Chief Diversity Officer served on the project Advisory Committee.

Perhaps most important, a work team focusing on diversity was one of 11 work teams that assessed key components of UW-Madison’s HR system and made recommendations to improve how the university attracts, develops, engages, and retains talent. The portfolio of the diversity team, however, was unique: In addition to assessing the current state of employee diversity efforts across campus and how to improve them, we also asked this team to review the recommendations of the other 10 work teams to ensure that these teams also addressed diversity.

The teams identified six major components that ultimately emerged in the final HR Redesign Strategic Plan:

1. Develop a workforce diversity plan that clarifies campus-wide accountability for employee diversity.
2. Create and monitor measures of diversity and equity.
3. Establish accountabilities for employee diversity within the Office of Human Resources.
4. Conduct a campus-wide employee engagement and inclusion survey.
5. Improve campus climate by building on current efforts to enhance on-boarding.
6. Develop a workplace flexibility toolkit.

Expanding Diversity Recruiting Across the Campus

OHR diversity recruiter Adin Palau spearheaded several campus-wide activities and initiatives, including conducting diversity outreach. In 2012, OHR coordinated UW-Madison participation in a series of outreach efforts. Some highlights:

- OHR staffed the UW-Madison recruitment booth and The National Conference on Race and Ethnicity (NCORE). In so doing, showcased UW-Madison in a full-page ad in the conference program, and presented the workshop “Impacting Diversity and Climate Through Language-Based Services for Employees in Higher Education.” OHR staff also served for the second consecutive year as co-chairs of the Latino Caucus of NCORE.

²⁷ To learn more about process and status of The Human Resources Design Project, please visit <http://hrdesign.wisc.edu/>.

- OHR staff served on the Executive Committee of the Madison Area Diversity Roundtable.
- OHR presented a series of employment informational sessions for Madison-area communities of color. Some outreach sessions were delivered in Spanish, Hmong, and Tibetan. OHR made presentations to organizations that included Centro Hispano of Dane County, United Refugee Services of Wisconsin, the Multicultural Catholic Center, and the Urban League of Greater Madison.
- OHR developed an information technology apprenticeship program between UW-Madison departments and the Urban League. The first class of apprentices worked in AIMS.
- OHR expanded the Recruitment Initiative for Student Employees (RISE). The RISE program expanded connections between UW-Madison students of color and campus employment opportunities. RISE is a diversity pipeline program designed to create an academic experience and institutional connection for students of color.
- OHR continued to work to improve diversity within its organization, not only because it is the right thing to do and makes good business sense but also to enable OHR to serve as a model for the entire campus.
- OHR promoted a multilingual workforce through [Cultural Linguistic Services](#) (CLS). CLS regularly works with more than 10 departments that employ those whose native language is Spanish, Tibetan, Hmong, or Chinese. The CLS mission is to enhance communication and employee morale, provide early intervention in cross-cultural issues, and offer learning opportunities to all employees of the university. CLS is also actively engaged in recruitment and hiring a diverse workforce.

Facilities Planning and Management

In close alignment with the campus commitment to diversity, [FP&M](#) is building an open, dynamic, and respectful learning and working environment by fostering communication and collaboration throughout FP&M as well as with campus and state colleagues. The following are some of the division's 2011–2012 activities:

- Worked to improve accessibility on campus for persons with disabilities through continued outreach efforts to facility managers, FP&M staff, and outside consultants regarding the basics of Universal Design and how to continue making all facilities and programs as accessible as possible.
- Provided training for FP&M Capital Planning and Budget staff and other FP&M staff on the 2011 updates to ADA and ADAAG guidelines.
- Worked with the campus [Accessibility & Usability Committee](#) to develop a comprehensive plan and process for reviewing all campus facilities for compliance with ADA, ADAAG, and Universal Design parameters.
- Provided accessibility reviews for the development of plans for 26 major projects across campus (compared to 16 major projects in FY2011).
- Working with staff, provided direct customer service for people with disabilities, responding to facility-related accommodation requests (46 individual requests compared to 28 in FY2011), requests for access route planning and support for the campus community in making our facilities accessible to faculty, staff, and students.
- Coordinated parking lot improvements with Transportation Services for upgrading accessible parking spaces across campus. Parking lot audits were completed for all lots to identify issues to be addressed.
- Maintained the effort to attract, develop, and retain underrepresented employees by (1) building an open and respectful learning and working environment; (2) increasing efforts for underrepresented employees with a particular focus on supervisory and managerial positions; (3) continuing efforts to upgrade recruitment by requiring involvement of supervisors, creation of

diverse panels, approved questions with benchmarks, consistent documentation of interview processes, and awareness of underlying assumptions and biases that may influence selection; (4) implementing a bimonthly meeting schedule for custodial lead workers and the 3rd shift Custodial Services Program Supervisor to encourage and support employee engagement and provide for better communication of policies and procedures; (5) enhancing supervisors' communication and leadership skills through participation in skill-based training specific to managing people, addressing interpersonal conflict and personnel issues as provided by FP&M Training Officer; and (6) working closely with CLS to provide interpreters for benefits sessions, orientation sessions, safety, and technical services.

In support of the campus and VCFA strategic priority to recruit and retain the best faculty and staff, FP&M moved forward on the following initiatives:

- Transportation Services worked with the Employee Assistance Office to develop a training program for all departmental employees on developing customer service skills.
- Developed and delivered a three-part skill-building workshop designed to practice ways of identifying needs while in conflict, make clear observations (as opposed to judgments), and make clear requests (adapted from Marshall Rosenberg's Nonviolent Communication model).
- Coaching & Proactive Communication Series for custodial supervisors presented over eight weeks from 11:00 p.m. to 12:45 a.m. for second- and third-shift supervisors. The series was designed to improve coaching skills using proactive communication models in supervisor-employee relationships.
- FP&M human resources supported recruitments throughout the organization, providing assistance with development of position descriptions, management of the recruitment processes, development of behavior-based interview questions, and creation of inclusive interview panels and candidate pools. Advertisements of positions include professional organizations with connections to people of color (e.g., [National Society of Black Engineers](#)).

Division of University Housing

[University Housing](#) values a diverse workforce. Long before we committed our beliefs to paper in 2002, our commitment to providing a diverse environment has served as a cornerstone of our work. Since the initial posting, our diversity statement serves as a public declaration that we are proud to embrace:

Each individual brings uniqueness to our community. All are valued for who they are and their skills and contributions. We actively seek this diversity and work hard at helping all staff and all residents feel that they are affirmed members of the community. By working together, we can create and maintain a work and living environment in which no individual is advantaged or disadvantaged for being different and where everyone has the opportunity to develop their potential and contribute fully to their community. We know that our residents and staff will thrive as a result.

[Residential Learning Communities](#) began in 1995. At present, eight of 10 planned programs have been implemented by the leadership teams that include a Faculty Director, Residence Life Program Director, a Program Coordinator for each program, and Steering Committees composed of faculty, staff, and students. Residential learning communities bring together faculty, staff, and students around an explicit focus within university residence halls. Unique seminars and class sections, with aligned co-curricular activities, all help produce smaller, more intentional communities that result in high-impact educational practices.

Twenty percent of students in university residence halls participate in a Residential Learning Community, with a higher rate of 25 percent for all targeted minority students in university residence halls. Targeted minority students participate in all Residential Learning Communities.

The following are highlights from select programs:

- [Creative Arts & Design Community](#) (The Studio): Co-sponsored by the Arts Institute, this is the new “home” for First Wave students.
- [Multicultural Learning Community](#): The first-year retention rate of participants was 98 percent, higher than the campus rate; new this year and designed to advance collaboration, the Program Coordinator position is now part of the Center for Academic Excellence in L&S.
- [Women in Science & Engineering](#): “Regardless of grade-point average, participation in WISE is associated with a 140 percent increase in the STEM graduation rate for UW-Madison women...about half the underrepresented minority students who participate in WISE earn their degrees in a STEM field, compared with just a third for those who do not participate in WISE.”
- [Chadbourne Residential College](#): Offers one of the student SEED classes to residents of that community.
- The Division of University Housing’s Assignment Office: Works closely with programs that support first-generation and targeted minority students. Programs include AAP, CeO, Chancellor’s Scholars, First Wave, Pathways, PEOPLE, Posse, and Powers-Knapp Scholars. University Housing has dedicated an Assignment Coordinator to serve as liaison to each of these programs.

Precollege Counselor Training is held in May and June prior to the students’ arrival on campus. Housing staff and staff in the precollege programs PEOPLE, Summer Collegiate Experience (SCE), and the Engineering Summer Program (ESP) work together to assist in training their student staff members who work with students during the summer.

Bias Incident reporting in Housing and Campus Policy Work began in 2007 as a Housing initiative. The collaboration began in 2012 to create a campus-wide reporting system and included the Division of Student Life, the LGBT Campus Center, and the Multicultural Student Center. The program goal is to address bias-related incidents as they occur and help provide students with proactive messages about respect.

The [Center for Cultural Enrichment](#), implemented in 1988, is founded on diversity as one of Housing’s four core values. Implemented by Housing staff and campus partners, including the Multicultural Student Center, the Center’s purpose is outreach and support to underrepresented students including students of color, international students, and LGBTQ students with diversity education programming based on identity.

D-Squad Staff Members began in 1991 as a partnership with International Student Services/LGBT Campus Center/Multicultural Student Center. The D-Squad Team consists of one full-time professional staff, one part-time Graduate Student, 13 student staff members, and one administrative assistant/financial manager. D-Squad student staff members work both in a residence hall—supporting hall-specific programming, as well as in the Center for Cultural enrichment—providing multiple social, academic, community service, and involvement activities aimed at supporting URM students through work with campus and community partners.

Residence Hall Programming

All residence halls provide diversity education programming throughout the year to offer diversity education experiences for students living in residence halls and to create a more inclusive campus environment. Among the activities are the [CRC Common read](#), [Identity Month programming](#), Black History Month celebrations, Chinese New Year observances, Speak Up program, and [Theater for Cultural and Social Awareness](#).

Residence Hall Naming

Friedrick Hall was renamed [Vel Phillips Residence Hall](#) in honor of the first African-American woman to graduate from the University of Wisconsin-Madison Law School. Ms. Phillips was invited back to the hall in October 2011 to meet students, have dinner with them, and talk about the Civil Rights Movement and her role in “firsts” as an African-American woman.

[Dejope Residence Hall](#) opened in Fall 2012, honoring the name given thousands of years ago by the Ho-Chunk and American Indians to the Madison area, meaning “Four Lakes” in the Ho-Chunk language. This residence hall naming involved consultation with the members of the Ho-Chunk Nation and others in the UW-Madison community. Images of four campus “effigy mounds” are embedded into the terrazzo floor around the Dejope Residence Hall’s front desk.

Hiring, Selecting, and Training Diverse Student Staff Members

The Division of University Housing and Residence Life offers a multitude of positions, from entry level through supervisory. We are the second-largest employer on campus. We operate with the understanding that hiring a diverse staff means that we need to develop their skills in interacting with each other as well as with our residents. We know that these positions will give them leadership skills, conflict resolution skills, and skills in interacting with diverse populations.

Student Staff Training, led by Residence Life staff and campus partners, occurs every August and January to educate Housing student staff members about campus resources and diversity education in many forms. Training activities focus on such skill areas as creating inclusive communities, interrupting inappropriate language, listening, empathizing, responding to bias-related incidents, time management, relationship building with diverse communities, ally training, and exposure to campus partners—all of which gain a deeper understanding of these issues.

[Eagle’s Wing Anti-Bias Education Policy](#) was implemented in January 1995 as a program to work with the children of student families living in the university’s Eagle Heights residential complex. Briefly stated, the policy purpose is to help children understand that differences are positive and that all people have tremendous value and potential. Eagle’s Wing helps in the creation of a respectful environment in which our children can learn and grow.

University Health Services

[University Health Services](#) is committed to creating a welcoming, inclusive environment for all students and staff, and in assisting all UHS staff with integrating culturally appropriate awareness, knowledge, and skills into their daily practice toward promoting and enhancing the health of students, UHS, and the campus community.

The members and the chairperson of the UHS Equity & Diversity Committee (EDC) are appointed by the executive director from all UHS program areas. They serve two-year terms with the opportunity for reappointment. The UHS Community Building Coordinator serves as an ex-officio member, and the HR

manager has a standing appointment with the committee. The work of the UHS EDC includes the following:

- Facilitate an environment of positive, proactive engagement among staff at UHS on issues of diversity and inclusion.
- Sponsor professional development opportunities for UHS staff on social justice and diversity issues.
- Keep staff abreast of campus and community events with a diversity/equity theme.
- Advise UHS-wide committees on ways to incorporate equity, diversity, and inclusion in their activities and events (e.g., art, centennial committee, activities committee, all-staff retreats).
- Promote the principles and activities of the Equity and Diversity Committee and raise UHS staff and the campus community's awareness of the committee and its work.
- Provide consultation to UHS leadership on ways to incorporate equity, diversity, and inclusion into all aspects of our work.
- Review the status of underrepresented groups among UHS staff on an annual basis and advise the Executive Director and ELC of this status, particularly with respect to recruitment, retention, climate conditions in the workplace, and knowledge of and compliance with federal laws and regulations.
- Review recruitment practices and policies, and propose changes to improve the diversity of the workforce.
- Establish UHS as a safe, welcoming place for students that provides culturally competent and appropriate medical, mental health, and prevention services.
- Consult with the Executive Leadership Council and others as appropriate on equity- and diversity-related activities and concerns that arise within UHS.
- Establish its visibility as a safe, confidential space for employees to express their concerns about workplace climate issues related to equity, diversity, and inclusion.
- The UHS EDC in 2012 underwent a review and restatement of the division's goals to create an environment of positive engagement and establish UHS as a welcoming, safe environment for students.

In addition, UHS, through its EDC, is committed to establishing its visibility as a safe place for staff to express concerns about the environment. The activities sponsored by the UHS EDC include the global health series brown bags for international outreach, a medical trip to Haiti, the appointment of a director in charge of LGBTQ issues, UHS staff movie night, and a book club. Participation by staff in the Leadership Institute, one of OED's Learning Communities, is also being encouraged.

Division of Intercollegiate Athletics

Program Areas, Measurable Goals, and Efforts for 2011–2012 as of August 16, 2012

The [Diversity and Inclusion Program](#) within the Department of Intercollegiate Athletics has been implemented at the University of Wisconsin-Madison to increase the qualitative campus experience for all student-athletes and staff by addressing the emotional, social, intellectual, and physical needs of our diverse population. The Athletic Department recognizes student-athletes and staff of diverse backgrounds, which include but are not limited to individuals of color (African American, Hispanic, Asian or Pacific Islander, and American Indian), those who identify as LGBTQA (Lesbian, Gay, Bisexual, Transgender, Queer, and Ally), and individuals with disabilities.

Diversity and Inclusion Program

The Diversity and Inclusion Program includes various organizations, programs, services, and opportunities. The Department of Intercollegiate Athletics has developed and follows a current Diversity Stand Alone plan. Deputy Athletic Director Sean Frazier, Senior Associate Athletic Director for Sports Administration Terry Gawlik, Human Resources' Holly Weber, Director of Inclusion & Life Skills Programming Bridget Woodruff, and the coaches, staff, and students within Intercollegiate Athletics all play a role in our efforts to create an environment that is inclusive and excellent for all.

SAESO Student–Athletes Equally Supporting Others (SAESO)

[Student–Athletes Equally Supporting Others](#) (SAESO) is a registered student–athlete organization that strives to bring together student–athletes of different cultures, ethnicities, lifestyles, and belief systems to enhance their experience on the University of Wisconsin-Madison campus. SAESO exists to foster a diverse learning environment in support of the mission of both the University of Wisconsin-Madison and the university's athletic department. SAESO is devoted to providing the student–athlete population with opportunities to strengthen their understanding of one another and their fellow student body. In addition, SAESO aims to enhance the knowledge and experiences of UW-Madison student–athletes by providing events, forums, and programming, which encourages social interaction between student–athletes, UW-Madison student body, and the Madison community at large.

Diversity Integration Group (DIG)

The purpose of [DIG](#) is to assist with the collaboration of diversity and inclusion efforts within the Athletic Department while continually striving to meet campus diversity goals and initiatives. DIG meets at least once a month to share ideas, events, and issues. It plays a key role in the implementation of the Diversity Stand Alone Plan.

Beyond the Game

Under the leadership of the Wisconsin's Equity and Inclusion Laboratory (Wei Lab), the Division of Intercollegiate Athletics, and the Vice Provost and Chief Diversity Officer created the University of Wisconsin-Madison's Beyond the Game (BTG) initiative. Beyond the Game is designed to confront the challenge of student–athletes' exhausting their eligibility to play without identifying viable career alternatives to professional sports. In turn, the initiative utilizes comprehensive career counseling and support processes to expose all student–athletes, with a focus on black male student–athletes, to post-graduation options. The objectives of BTG are to (1) increase the awareness of and cultivate the development of the non-athletic student identity, (2) facilitate the integration of the student–athlete with other on-campus units, (3) equip student–athletes with life skills necessary to succeed after their athletic careers have ended, (4) increase the graduation rate for black male student–athletes, (5) increase the post-graduate success for black male student–athletes, and (6) develop a longitudinal data set that might be used for further research.

Diversity Stand Alone Plan

The University of Wisconsin-Madison Third-Cycle Stand-Alone Diversity Plan launched in 2009–2010 and will continue through 2013–2014. This plan establishes a big-picture strategic framework for the Division of Intercollegiate Athletics and serves as the operable strategy for our efforts to create a diverse, equitable, and inclusive environment for our entire community. The plan is organized into 11 sections: (1) Institutional and Athletic Department Commitment and Organization, (2) Assessment, (3) Recruitment—Staff, (4) Recruitment—Students, (5) Hiring Practices—Staff, (6) Retention—Staff, (7) Retention—

Students, (8) Partnerships, (9) Programs and Activities—Staff, (10) Programs and Activities—Students, and (11) Participation in Governance and Decision-Making.

Since the plan's inception, Director Barry Alvarez, Deputy Director Sean Frazier, and leaders throughout the department have made diversity issues a major strategic priority, activating and supporting several committees, student organizations, and new initiatives designed to drive our efforts.

Institutional and Athletic Department Commitment and Organization

Goal:

- Increase the visibility of diversity efforts.

Action Steps:

- Office of Academic Services participated in the Resource Showcase at the 2011 campus diversity forum with a poster presentation highlighting DIG, SAESO, BTG, and AAMP.
- Diversity and Inclusion programming was included in the 2011 student–athlete handbook.
- Prince Moody, Bridget Woodruff, Doug Tiedt, Sean Frazier, Mario Morris, Jason Holtman, and Terry Gawlik attended the Campus Diversity Forum.
- Promoted athletic department diversity efforts at EDSW meetings.

Assessment

Goals:

- Continue implementing assessment tools and annually review diversity hire and retention rates
- Gain meaningful feedback from program participants, coaches, and staff

Action Steps:

- Department salaries are reviewed annually in relation to equity. During this process, diversity information is discussed within the senior staff committee on gender, diversity, and student welfare.
- In Summer 2012, an employee orientation program began to ensure inclusion efforts across the department.
- The Office of Academic Services encouraged student–athletes to complete the online Big Ten Climate Questionnaire provided by Von Mansfield. Von Mansfield visited the campus on March 7, 2012, to conduct in-person interviews with student–athletes.
- Life skills, diversity, and inclusion program evaluations were completed by students after applicable sessions.
- An end-of-year student–athlete survey was completed in May 2012.
- BTG assessment was created and implemented in the ELPA 502 course. BTG programming was tracked and progress toward leadership certificates was monitored.
- Student–athletes provided feedback at SAESO meetings on student–athlete welfare.

Recruitment (Staff)

Goal:

- Increase the number of minority candidates.

Action Steps:

- The Sports Administrator group was created in Fall 2011 to encourage discussion, development, and enhancement of sports programs. Race and gender inclusion of staff is a continuing discussion topic.

- Continue to use networks and contacts with local and national organizations to expand candidate pools.

Recruitment (Student–Athletes)

Goal:

- Maintain and discuss programs and activities available for minority student–athletes during recruiting visits.

Action Steps:

- Office of Academic Service promoted the diversity and inclusion programs available to student–athletes during prospect visits using the standardized recruiting resource created for Athletic Academic Advisors.
- Advisors used desktop monitors to facilitate standardized recruiting presentations.
- Office of Academic Services staff, in consultation with coaches, made concerted efforts to involve faculty/staff members of color during recruiting visits.

Hiring Practices

Goal:

- Increase minority-hiring rate.

Action Steps:

- A new initiative began in 2012. The New Employee Orientation program was designed to increase efforts of inclusion within and across the department.
- In 2011–2012, women’s soccer hired a female assistant coach, replacing a male assistant coach.

Retention (staff)

Goal:

- Increase the retention rate of minority employees.

Action Steps:

- Compensation for a variety of positions was reviewed and appropriate recommendations were made.
- The New Employee Orientation program began in Summer 2012. Inclusion programs within the department were presented for all new employees to become involved. Various staff members were asked to present information on programming and services within the department to encourage inclusion and networking. The Director of Human Resources, a Senior Staff member, Director of Guest Services, and an Administrative Assistant will develop, monitor, and continue to enhance this programming.

Retention (Student–Athletes)

Goals:

- Increase the retention rates of minority student–athletes.
- Increase graduation rates of minority student–athletes relative to those of non-minority student–athletes.

Action Steps:

- The Office of Academic Services used the annual report and strategic plan to benchmark, evaluate, and develop additional programming.

- The Office of Academic Services worked with campus constituencies on development of the Beyond the Game initiative.
- The Big Ten Advisory Commission Representative gathered information from minority student-athletes and shared the outcome with Senior Staff to ensure that all concerns were addressed. The representative was also invited to participate and share information with EDSW.
- Vice Provost and Chief Diversity Officer Damon Williams participated at EDSW and presented information on campus initiatives, strategic planning, and programs on campus.
- Utilized five-year graduation plan to ensure student-athletes are making progress to obtain their degrees.
- Coaches worked with academic services to provide each student-athlete individual help with tutors, mentors, and monitoring grade point averages to ensure that they met graduation requirements.

Partnerships

Goals:

- Investigate additional community partnerships that would assist in promoting diversity to staff and student-athletes.
- Increase partnership with campus groups/members with regard to diversity.

Action Steps:

- Bridget Woodruff and Prince Moody developed partnerships within the NCAA and NFL when they attended the NCAA/NFL Life Skills Development Summit in February 2012.
- Through the BTG program, a partnership developed with Troy Vincent (NFLPA), a former UW-Madison football student-athlete.
- Student-athletes volunteered for the 100 Black Men of Madison backpacks for a successful event, and Frazier, Moody, and Wise attended the fundraising dinner.
- SAESO participated in a mentoring program at Muir Elementary.
- Compiled a list of former student-athletes of color who could be utilized as guest speakers and panel members for all diversity and inclusion programming.
- Student-athletes and staff participated in the annual City of Madison Juneteenth celebration.
- Through the BTG program, several partnerships have developed: MSC, Center for Leadership and Development, ELPA, Office of the Vice Provost and Chief Diversity Officer, and Academic Advancement Program (DeVon Wilson).
- SAESO hosted Soul Food Night in February 2012.
- SAESO has started dialogue with ASM and, partnering together, SAAC and SAESO members partnered with Hoofers to host Haunted House.
- SAESO members attended a WABM dinner event where Japeth Cato was guest speaker.

Programs and Activities (Staff and Coaches)

Goal:

- Increase diverse programming and activities and continue encouraging coaches, staff, and student-athletes to participate in diverse programs and activities.

Action Steps:

- Staff regularly attended N4A and Big 10 professional development seminars.
- Woodruff led a Women in Leadership Coffee & Conversation Series session on Leading as a Young Professional (February 2012).

- Bridget Woodruff and Prince Moody were on the planning committee for the Multicultural Orientation and Reception (MCOR).
- Karen Kraft Rigsby attended the Women in Higher Education Leadership class. She and Megan Carcagno attended the USRowing Advanced Coaches Conference.
- Yvette Healy presented at the DiMarini Coaches Clinic and the Mary Nutter National Coaches Clinic. She also attended a UW-Madison/HR Workshop on leadership.
- A Title IX presentation was given at the All Coaches meeting; this included history at the University of Wisconsin-Madison, updates on campus planning in regard to sexual harassment and sexual violence.
- Coaches encouraged charity, volunteer work, and involvement in different events and programs around the university.
- Coaches informed minority student-athletes of opportunities for NCAA scholarships and internships as well as Wisconsin scholarships, and encouraged student-athletes to take advantage of these programs.
- Bridget, Jason, and Prince attended the Strengthening Campus Diversity Initiatives and the Law hosted by the Office of the Vice Provost for Diversity and Climate.
- Monthly all-staff lunches were offered. Table toppers included announcements/information on diversity topics.

Programs and Activities (Student-Athletes)

Goal:

- Increase participation in current programming and evaluate when additional programming and adjustments are needed.

Action Steps:

- SAESO membership has doubled since the 2010–2011 year.
- The number of AAMP mentors has increased, and the number of former student-athletes as AAMP mentors has increased.
- Students were notified and encouraged to attend various campus and community activities including but not limited to campus diversity forum, Black Male Initiative diversity forum.
- SAESO hosted an International Food Night on January 30, 2012.
- BTG program kicked off during the Fall semester, and the first ELPA 502 (BTG) course started in Spring 2012.
- Concerted effort to have members of underrepresented groups serve as interviewers for the mock interview exercises in Counseling Psych 110 course.
- BTG students were required to attend the Badger Career Night as a class assignment.
- Advisor Night was held, and Career Development was a topic at the Life Skills Academy.
- Female athletes who have completed their eligibility and are in their fifth year are given the opportunity to develop their career in athletics by assisting the SWA with various assignments. Lin Zastrow, former Women's Basketball Student-Athlete, was given this opportunity in 2011–2012.

Participation in Governance and Decision-Making

Goal:

- Increase the number of minority student-athletes who participate in governance and decision-making groups.

Action Steps:

- SAESO President reported at DIG meetings.

- SAAC and SAESO Presidents attended Big Ten SAAC meetings.
- SAESO President attended the NCAA Leadership Conference;
- Coaches were encouraged to nominate students from underrepresented groups when nominating SAAC reps.
- Diversity programs were outlined in the student–athlete handbook. Information about SAESO and the programs they provide were discussed and promoted at the diversity session of the Life Skills Academy as well as through Badgerlist.
- Diversity programs and the life skills curriculum were promoted at the Fall student–athlete check-in meetings.
- The number of teams participating in SAESO increased. SAESO membership has doubled since the 2010–2011 year.

SECTION 5: VICE CHANCELLOR FOR UNIVERSITY RELATIONS

University Relations, led by Vice Chancellor Vince Sweeney, builds relationships with partners outside of the university and coordinates UW-Madison's institutional activities with alumni, donors, community members, legislators, business leaders, and visitors to campus.

The unit plays a key role in advancing diversity, equity, and inclusion efforts at UW-Madison, recognizing one of the campus's goals in its strategic plan: Enhance diversity to ensure excellence in education and research.

The two units within University Relations—Strategic Partnerships and University Communications and Marketing—develop, plan, implement, and tell the story of both immediate and ongoing activities in support of that goal.

As we do this work, we keep our own strategic goals in mind: promote UW-Madison, lead institutional messaging and marketing, build and nurture relationships, and proactively address controversy.

The following is an overview of key activities achieved or underway in University Relations.

Strategic Partnerships

Strategic Partnerships encompasses state relations, visitor and information programs, corporate relations, and community relations, and works to align the university with constituents in those all those areas, as well as engaging in outreach, education and information, and opportunities.

(1) South Madison Involvement: Community Relations in collaboration with the Morgridge Center, CUE, Division of Continuing Education, Medical Research, School of Human Ecology, School of Social Work, and the Department of Astronomy are developing a strategic vision to have an educational and supportive presence in the South Madison community. This presence in South Madison will help to strengthen the brand visibility of UW-Madison as well as enhance the transfer option with students attending Madison College at the South Madison campus. This initiative will connect an age-diverse student body with the UW-Madison campus.

(2) Educational Outreach Opportunities: Community Relations in collaboration with the Office of Admissions will host several boot camps in late Summer and early Fall, targeting community stakeholders who have primary responsibility for the educational advancement of children of color. The boot camps will promote an awareness of UW-Madison, discuss what community leaders should do in preparing their students for transition into higher education, and listen to the community concerns regarding local outreach to students. In addition, both offices will collaborate to host an Admissions 101 event to allow for broader discussion to the community and students regarding higher education at UW-Madison. The partnership includes community groups such as Centro Hispano, Urban League, Boys and Girls Club, African-American Council of Churches, 100 Black Men of Madison, Omega Psi Phi, Delta Sigma Theta, MSCR, Allied Neighborhood Association, and Dane County Juvenile and Alternative School Programs.

(3) Innovation and Entrepreneurship: Community Relations in collaboration with WARF will work on a project called the Percy Julian Initiative. The outreach will target underrepresented minorities in the community as well as women who are interested in innovation and entrepreneurship. This initiative will provide mentorship and guidance to a cohort of individuals, as they are shown how to take an idea from inception to market. This cohort will be the first to engage innovation collaboration with underrepresented members in the Madison community.

(4) Alumni of Color Network: Community Relations in collaboration with the Wisconsin Alumni Association is working to strengthen the relationship between Alumni of Color and UW-Madison. This will start with a reception for a small group of alumni with the hopes of discussing what could be done to enhance relationships with alumni of color as well as lay a foundation for future engagement with alumni. This will include discussing ways in which alumni can help shape the positive experience of students of color while they are here and explore ways to keep them engaged once they graduate.

(5) Achievement Gap Discussion in Dane County: Community Relations in collaboration with the School of Education, Madison Teacher's Union, and National Education Association will examine ways in which the university can partner with school districts to deal with the gap in scores between white and black children. In addition, we are working to host a Fall forum on the idea of Schools to Prison Pipeline. It is hoped that this collaboration will begin a discussion into the diverse areas in which the university might possibly engage.

(7) Economic Development: The Director of Community Relations—in collaboration with the Vice Chancellor for Finance and Administration, and the Race to Equity of the Wisconsin Children and Families—is working on ways in which the university can assist in transforming the economic disparity that exists in Dane County. One proposal is to work with units within the Vice Chancellor's office that hire a number of unskilled to highly skilled positions, as well as community groups seeking to place underrepresented workers in living-wage jobs.

(8) Campus Visit Program: The [Campus Visit Program](#) (CVP), a service of Visitor & Information Programs, partners with the Office of Admissions and Recruitment as well as numerous campus destination venues to provide free, accessible customized campus visits for K–12 school groups, conference participants, alumni, foreign delegations, and community organizations.

This past year, CVP provided customized visits to nearly 700 groups (26,000 guests) from 42 Wisconsin counties and 11 states outside of Wisconsin, including California, Florida, Indiana, Maryland, New York, and Washington.

In April 2013 alone, CVP hosted 40 groups representing a wide variety of demographics. Nearly 2,000 of the participants were K–12 students who traveled from urban areas: Chicago, Rockford, Kenosha, Milwaukee, Minneapolis, Gary, and Dubuque.

(9) Parent Program: The Parent Program is a free service available to anyone who supports a UW-Madison student's success. We provide direct communication to 37,800 parents and families who represent all 50 states and more than 34 countries.

[The Parent Program](#) is committed to the development of multi-language services. We launched a Spanish e-mail service in April 2012 and in May 2013 will launch a Chinese language Web page with detailed, customized information about a range of topics, including academics, safety, health, and involvement.

Each year, the Parent Program collaborates with campus partners to provide information and resources for racially, ethnically, and culturally diverse groups and events, including the Summer Collegiate Experience, Multicultural SOAR, Gear Up, the PEOPLE Program, Hmong Family Day, and Indigenous Health and Wellness Day.

(10) Bucky's Classroom: Bucky's Classroom provides a direct connection to UW-Madison for schools and educational organizations throughout the country by serving as a central access point for outreach materials offered by VIP and other partnering campus departments. Specific targeted groups include but

are not limited to underrepresented groups in higher education and students of low socioeconomic standing.

Of the 244 packages mailed out since the start of this current fiscal year, 83 packages (34%) were shipped to diverse, bilingual, English as a second language, or free or reduced lunch K–8 schools.

(11) VIP Student Staff: Visitor & Information Programs’ 110+ student staff—tour guides, information guides, and student leaders—serve as Ambassadors to our campus every day, introducing UW-Madison to prospective students and their families, as well as general campus visitors. Staff members represent the rich diversity of UW-Madison’s undergraduate student population in many ways. Below are some highlights of VIP’s 2012–2013 student staff profile:

- VIP student staff members represent 14 different counties throughout the state of Wisconsin, 14 different states, and 4 countries outside of the United States.
- Nine percent of VIP student staff self-identify as American Indian or Alaska Native, black or African American, Asian, or Native Hawaiian/Other Pacific Islander. Five percent self-identify as having Hispanic/Latino origins.
- Four percent of VIP student staff members are transfer students and seven percent are work-study.

University Communications and Marketing

[University Communications and Marketing](#) is the central clearinghouse for news and information about UW-Madison. The office plays a key role in assisting the Division of Diversity, Equity and Educational Achievement, Provost’s Office, and the Division of Student life on key institutional issues such as equity, diversity, and inclusion.

Working collaboratively, we have developed an institutional advertising program to reach publications with diverse audiences, created an anti-bullying campaign to reach students, consulted, designed and provide content for a number of websites and publications that provide a framework for diversity initiatives and programs.

Coverage in this area has focused on:

- Initiatives of the Vice Provost and Chief Diversity Officer
- Examples of new or growing diversity and climate-related initiatives
- New or growing programs or services designed to benefit students, faculty, and staff
- Notice of newsworthy events or happenings
- Examples of students working for the betterment of the campus community
- Examples of employees doing exemplary work on diversity issues
- Coverage of students of diverse background
- Coverage submitted from campus partners

The office has used the following channels to communicate with students, faculty, staff, alumni, parents, friends, and the Madison community:

- Local, national, and student media via news release
- [Inside UW-Madison](#), the news and information source for faculty and staff
- [The Weekly](#), an email newsletter designed for and by students
- [UW-Madison Events Calendar](#), the online campus events calendar
- Video and photography
- The [University of Wisconsin-Madison homepage](#)

- The university's news site (<http://www.news.wisc.edu>)
- [My UW](#), a secure portal that provides applicants, students, faculty, staff, advisors and instructors with integrated information and resources that are tailored to their roles and interests
- The [Creating Community](#) website that promotes diversity, equity, and inclusion at UW-Madison
- Social media channels, including Facebook, Twitter, Pinterest, LinkedIn, and Instagram

A full listing of diversity news can be found online at <http://www.news.wisc.edu/diversity> and captured below in Exhibit 5.1 are snapshots and highlights of related news and events:

Exhibit 5.1 UW-Madison News Related to Diversity, Equity, and Inclusion

Name	Description	WebLink
#UWRightNow	A multimedia project designed to capture the breadth, depth and spirit of the University of Wisconsin-Madison during a 24-hour period.	www.uwrightnow.wisc.edu
School of Music	Bass professor Richard Davis receives nation's highest jazz honor (June 27, 2013)	http://www.news.wisc.edu/21911
OMAI/First-Wave	Line breaks festival featuring New York City guest artist Dawn Crandell (March 13, 2013)	http://www.news.wisc.edu/21589
MSC & IJET	Symposium on Race & Place: (March 5, 2013)	http://www.news.wisc.edu/21566
Center for the Humanities	A public humanities project that began as an effort to help Latino youth express themselves through art (February 27, 2013)	http://www.news.wisc.edu/21544
Posse Program	Scholar Vaughn Williams shares how Posse helped his transition from New York City to the UW campus (February 26, 2013)	http://www.youtube.com/watch?v=jrTtbX6KIpY
OVPCDO	Campus-wide announcement for the diversity forum (February 12, 2013)	http://www.news.wisc.edu/21487
Office of the Provost	New <i>Ad Hoc</i> Diversity Planning Committee will help campus community envision a comprehensive plan to address issues of diversity (February, 5 2013)	http://www.news.wisc.edu/21461
UW-Madison Odyssey Project	The 10 year history of the program celebrates more than 250 success stories (December 3, 2012)	http://www.news.wisc.edu/18064
MSC	Presentation of the inaugural McDowell Alumni Achievement Award (May 13, 2011)	http://www.news.wisc.edu/19406

SECTION 6: DIVERSITY GOVERNANCE COMMITTEES

Campus Diversity & Climate Committee (CDCC)

This shared governance body is advisory to the administration, the faculty, the academic staff, the classified staff, and the recognized student governance organization on campus diversity and climate policy, which strives to create an environment where each individual feels respected, valued, and supported while acknowledging academic freedom and freedom of speech. The committee functions are as follows:

- Provides for faculty, staff, and student participation in long-range planning
- Meets twice annually with the Chancellor and Provost to discuss policy and progress
- Hears reports from groups, units, programs, and administrators
- Holds the annual campus-wide Policy and Progress forum
- Assists the administration in the preparation of annual reports to the UW System, Faculty Senate, Academic Staff Assembly, the Council for Non-Represented Classified Staff, represented labor groups, and the student governance body
- Meets periodically with deans and directors to discuss policy and progress
- Collaborates with other groups, programs, and units on matters of diversity and climate
- Makes policy recommendations

Institutional Definition of Diversity Discussions

The committee discussed drafting an institutional definition of diversity. A subcommittee was formed to benchmark other universities' definitions and look into how to create a definition that was inclusive of all groups—gender, sexual identity, religion, national origin, and so on—without diluting diversity goals and protections as described under our current diversity policies. This project was put on hold, partly because the subcommittee assigned to work on it had difficulty scheduling meetings and partly because the committee was unable to reach a consensus on what should be covered in the definition. This is something that the committee may revisit at a future time.

Data Chats

To help the CDCC more effectively in meeting its charge of providing campus-wide policy guidance, the committee reinstated and renewed a series of Data Chats with deans and divisional leaders. Data Chats are intended to bring the committee members into conversation with top-level administrators to help inform committee recommendations and allow its members to better understand our successes and challenges. Participating in Data Chats would also allow deans and directors to disseminate information to broad audiences when they feel it is pertinent. This project was also put on hold, largely because of political uprisings last spring, as well as uncertainty over the New Badger Partnership, which caused a level of distraction not conducive to launching a project such as this. However, it is something still of interest to the committee and will likely be implemented in some form in the 2012–2013 academic year.

During the 2011–2012 academic year, the committee did extensive work on reinvigorating the group. Faculty Co-Chair Tim Shedd led a number of brainstorming activities that brought the group back to its charter and focused on a small number of attainable projects to keep members engaged. So far, this has

had promising results, with attendance improving steadily over the course of the year. We are employing subcommittees to work on three projects:

- Benchmarking diversity initiatives at peer institutions
- Relationship-building with the equity and diversity committees (EDCs) and minority or disadvantaged coordinators (MDCs)
- Revisiting the idea of Data Chats, including developing a protocol for visits and identifying possible early participants

It is becoming increasingly apparent that it is time for the committee to revisit its functions and structure, ensuring that it is positioned as an effective campus presence and that it takes into account the presence of a fully staffed central diversity office that can fill gaps existing in our infrastructure when the CDCC charter was first drafted. This is a conversation that will begin during the final two meetings of this academic year and continue into next year, with new recommendations for a charter and structure likely submitted next year.

One possible approach for better preparing the committee to provide policy guidance was introduced by Professor Shedd and endorsed by the committee in Fall 2011. It involves a three-phase approach where the committee first focuses on gathering and analyzing information (committee's current activities—benchmarking, relationship-building, and Data Chats—are designed to address Phase 1 of this plan). As the committee gains a broader understanding of campus issues, it will begin implementing activities that help disseminate information (Phase 2). Finally, Phase 3 would involve making policy recommendations.

The CDCC attracts both members and guests who are deeply committed to issues of access and equity for all members of the university community. However, the committee has faced challenges over the last few years both with regular attendance and follow-through on projects—two issues obviously intertwined. Recommendations for ensuring that the committee remains viable and is positioned to make a meaningful contribution to the university include:

- Close examination of the charter to ensure that it includes goals that are attainable
- Discussion about structure and membership
- Identification of a few small projects on which the committee has the ability to follow through and can form a foundation for future initiatives
- More emphasis on subcommittee work so that projects can be implemented on a reasonable timeline

Committee on Women in the University

The Faculty Senate's longstanding Committee on Women in the University is vested with the following functions:

- Evaluates and monitors the status of women faculty and academic staff at the university
- Recommends to the University Committee and Academic Staff Executive Committee for consideration and action proposals related to priorities, programs, and policies directed toward improving the status of women at the University of Wisconsin-Madison
- Makes suggestions to administrative offices about implementing priorities and policies designed to address issues of gender equity

The Committee on Women in the University values partnering with fellow governance committees and university administration in an ongoing, collaborative effort to achieve gender equity and create inclusive environments for work and learning. At the Committee on Women's request, since 1997–1998, the Personnel Policies & Procedures Committee has included gender in its annual job security analysis.

The committee continues to contribute to UW-Madison and UW System discussions, focused on issues related to women and gender. Yolanda Garza, Julia Koza, and Lindsey Stoddard Cameron served as panelists at a 35th Annual Wisconsin Women's Studies Conference and 6th Annual UW System LGBTQ Conference workshop on The Status of Women Around UW System (March 25, 2011). The event offered a chance to share findings and strategies among committees and commissions on women across the UW System. At Vice Provost Damon Williams's invitation, the committee met with Program and Research Associate Carole Kolb (OVPCDO) to discuss Nurturing the Seeds of Success: A Framework for Activating Inclusive Excellence and offer suggestions for refining and further developing principles of inclusive excellence (March 23, 2011).

Professor Sharon Long represented the Committee on Women on the Vice Provost for Diversity & Climate's selection committee for UW System's Outstanding Women of Color in Education Award and UW-Madison's Outstanding Women of Color Awards. The entire committee congratulates the award recipients, all of whom are prominent on campus and in the broader community for their notable professional accomplishments and efforts to achieve social justice:

- UW System—15th Annual Outstanding Women of Color in Education Award: Patty Loew (Associate Professor, Life Sciences Communication);
- UW-Madison—3rd Annual Outstanding Women of Color Award: Aracelli Alonso (Lecturer, Gender & Women's Studies; Faculty Associate, School of Medicine & Public Health), Emuye Asfaw (Administrative Officer, Office of Human Resources), Diane Gooding (Professor, Psychology & Psychiatry), Sandra Magaña (Associate Professor, School of Social Work, and Director, Latino(a) & Chicano(a) Studies), and Idella Yamben (Research Assistant, Anatomy);
- UW System—16th Annual Outstanding Women of Color in Education Award: Leslie Bow (Professor, English and Asian American Studies) and Ana Martinez-Donate (Assistant Professor, Population Health Sciences);
- UW-Madison—4th Annual Outstanding Women of Color Award: Erica Laughlin (Director, Information Technology Academy [DoIT]), Cynthia Lin (Social Justice Education Specialist, Multicultural Student Center), Nancy Mithlo (Assistant Professor, Art History and American Indian Studies), and Manuela Romero (Assistant Dean for Student Diversity & Academic Services, College of Engineering).

Biographies for UW-Madison recipients of UW System's Annual Outstanding Women of Color in Education Award are posted on the [UW System Women's Studies Consortium website](#).

The committee also wishes to acknowledge a UW-Madison administrator and faculty member recognized for excellence in advocacy, research, teaching, and service on behalf of the LGBTQ community: UW System—2nd Annual Dr. P. B. Poorman Award for Outstanding Achievement on Behalf of LGBTQ People: Mariamne Whatley (past Associate Dean, School of Education, and Professor Emerita, Curriculum & Instruction and Gender & Women's Studies). A brief overview of Professor Whatley's accomplishments appears on the UW System Inclusivity Initiative website (<http://lgbtq.uwsa.edu/poorman/pb09.htm>).

The committee joins the Women Faculty Mentoring Program in applauding outstanding mentoring of women assistant professors through the 2009 Slesinger Award for Excellence in Mentoring: Stephanie Robert (Professor and Director of Doctoral Studies, School of Social Work) and the 2010 Slesinger Award for Excellence in Mentoring: Alberta M. Gloria, Ph.D. (Professor, Counseling Psychology). In connection with the Women Faculty Mentoring Program's Slesinger Award, Professors Robert and Gloria each received a \$2,500 award from the University of Wisconsin Foundation Women's Philanthropy Council.

Finally, the committee acknowledges and thanks one man and one woman honored as Champions for Women by the University of Wisconsin Foundation Women's Philanthropy Council: Women's Philanthropy Council—2009 Champion Award: Dennis Dresang (Professor Emeritus, La Follette School for Public Affairs and Political Science, and Director, Center on State, Local & Tribal Governance) and Jo Handelsman (Professor & Chair, Bacteriology and currently Howard Hughes Medical Institute Professor of Molecular, Cellular and Developmental Biology at Yale University). This award provides an opportunity for each recipient to designate a Women's Philanthropy Council gift of \$5,000 to a campus initiative benefitting women. Professor Dresang elected to support the Wisconsin Women in Government Seminar. Presented annually by the La Follette School of Public Affairs and Wisconsin Women in Government, this graduate seminar helps women managers in the public and private sector gain knowledge and skills required for leadership success in government-related careers. Professor Handelsman elected to support the Vilas Life Cycle Professorships. These awards support the continuing research and scholarly productivity of UW-Madison faculty and academic staff permanent PIs whose careers are unexpectedly and directly affected by personal life events. Six evaluations conducted by the Women in Science and Engineering Leadership Institute (WISELI) reveal that Vilas Life Cycle Professorships have played a critical role in retaining grant recipients and facilitating their continuing career success—enabling them to compete effectively for research funds, complete books and other publications, and engage in scholarly activities in their fields of expertise (<http://wiseli.engr.wisc.edu/vilas.php>).

The committee celebrated the inclusion of domestic partner health insurance in the State of Wisconsin 2009–2011 Executive Budget (2009 Wisconsin Act 28), applauding the efforts of all who worked tirelessly for fair, competitive employment benefits. With this achievement, the University of Wisconsin-Madison joined all other Big Ten universities and all but one statutorily defined peer research institution in providing domestic partner health insurance.

The Committee on Women and University Child Care Committee met jointly to review and discuss new developments in early childhood care and education at UW-Madison and in the City of Madison. Professor Dave Riley provided a progress report on the School of Human Ecology building project and the Preschool Laboratory–Linden Site's successful temporary move to the Daisy Project (#39 University Houses), a newly remodeled 4,800-square-foot center developed with support from University Housing Director Paul Evans and Vice Chancellor for Administration Darrell Bazzell (February 10, 2010). When the Preschool Lab returned to Linden Street in Fall 2012, the Daisy Project remained open to meet other high-priority early childhood care and education needs. For example, the site offers care for up to 24 infants and toddlers, provides play-based 4-year-old kindergarten programming, and expands access to emergency backup care or care for mildly ill children.

Kudos to Dean Robin Douthitt and her team for successfully raising funds—including \$22.5 million in private gifts—required to complete the School of Human Ecology building project. The new Preschool Laboratory–Linden Site will expand to serve 60–80 children in two “neighborhoods,” offering new spaces for 24 infants and toddlers as well as 45 additional spaces for preschool-aged children. The building will be flexible, with each classroom enjoying outdoor access and two additional classrooms offering “pull-out” space for activities. Key-card entry will make the new site more secure. Transitions will be safer, as families will no longer have to negotiate the employee/service vehicle driveway to enter or leave the center. In the new space, families will have entry to designated spaces in a controlled-access underground parking lot with 41 stalls.

Professor Roseanne Clark outlined initial responses to a “special needs” survey being completed by Center directors, teachers, and parents (February 10, 2010). Both the University Child Care Committee and the Committee on Women were consulted in 2008–2009 when the survey was developed by

Professors Clark (Psychiatry), Mimi Bloch (Curriculum & Instruction), and Dave Riley (Human Development & Family Studies). The survey sought to measure the prevalence of challenging behaviors (e.g., biting, hitting, screaming, throwing items, outbursts) in campus centers to determine how well directors, teachers, and parents are equipped to address these behaviors and identify unmet needs.

To better serve children with special needs and children affected by classmates' challenging behaviors, the Committee on Women and the University Child Care Committee recommend the following: (1) continuing support groups for families of children with special needs (hosted by the Office of Child Care & Family Resources); (2) offering ongoing professional development on "special needs" topics (sponsored by the Office of Child Care & Family Resources); (3) coordinated planning to address issues raised by the survey, in consultation with expert faculty & staff; (4) creating a consistent consulting arrangement for campus centers to ensure timely access to expert help on mental health/special education issues; (5) hiring additional support staff, as needed, to assist children who need help most; (6) creating outreach opportunities for experienced teachers to advise and coach colleagues at other sites; and (7) purchasing adaptive equipment for classrooms.

One important way to make UW-Madison family friendly for employees, students, and visitors is to provide private space where mothers are welcome to pump or nurse. The Office of Child Care & Family Resources maintains a directory of lactation rooms (http://occfrc.wisc.edu/parent_resources/lactation.htm). Both the Committee on Women and the University Child Care Committee thank Vice Chancellor for Administration Darrell Bazzell for funding electrical work required to complete UW-Madison's newest lactation room on the third floor of Bascom Hall.

Committee on Undergraduate Recruitment, Admissions, and Financial Aid (CURAFA)

CURAFA Function

The [Committee on Undergraduate Recruitment, Admissions, and Financial Aid](#) (CURAFA) is charged with representing the faculty in all aspects of the recruitment and admission of students and in regard to all aspects of financial aid for students, except those handled by faculties of individual colleges, schools, or departments. It is further tasked with making recommendations to the faculty concerning (1) the formulation of or any substantive modification in university policies on admission and financial aid, and (2) programs directed at enhancing the quality and diversity of the undergraduate student body. Additionally, it also advises the administration on reviewing the implementation and operation of those policies and programs.

Accomplishments During the 2011–2012 Academic Year

The committee met 12 times between September and July. Accomplishments and items of discussion are summarized below.

In light of the many discussions last year regarding the admission of students of color at the university, CURAFA met several times throughout the year to discuss challenges and opportunities associated with diversifying the student body. In an effort to learn more about equal opportunity programs, such as pipeline programs and affirmative action, and to gain scholarly perspectives on how they promote institutional goals, CURAFA commissioned an independent ad hoc committee devoted to the tasks of: (1) synthesizing the literature on diversity effects in higher education; (2) considering the institution's mission and the role of diversity in that mission; (3) analyzing the legal basis for affirmative action; and (4) exploring the data on student composition and admissions at the university to better understand

claims made by the university. The ad hoc committee completed its work in late Summer 2012, and CURAFA expects to consider its findings during 2012–2013.

The committee sought to learn more about admission processes at the university. This began with a meeting at which Director of Admissions Adele Brumfield discussed recent trends in admission rates for targeted minority applicants, the Admissions Office's efforts to recruit targeted minority applicants (and others), and the premise of holistic admissions. Brumfield provided the committee with a copy of the UW System application, which is available online. Brumfield described the "art and science" of admissions practices and efforts to ensure that students who might benefit the most from a UW-Madison education have that opportunity extended. CURAFA members also watched Brumfield's testimony to the Wisconsin legislature during a hearing. On two separate occasions, committee members also toured the Admissions Office, where they participated in an intensive "mock admissions exercise" and learned more about how holistic admissions are actually implemented.

CURAFA members examined how admissions and financial aid policies at the university are shaped by state and federal policies. To this end, they met with Legal Counsel Nancy Lynch and attended a special session hosted by the university with Art Coleman, a legal expert in the field.

Committee members discussed the role of diversity programming across the institution, how this related to institutional mission, and how these efforts might be strengthened and enhanced. In this effort, members twice met with Chief Diversity Officer Damon Williams and asked him to serve as a consultant to the committee in the future.

Another topic was criteria for which students are determined to be competitive for admission. Academic Planning and Institutional Research Committee ex-officio member Clare Huhn shared data on the pipeline through which students gain admission to the university, and how test scores vary by race/ethnicity. Committee members considered the appropriateness of standardized test scores as a measure of "college readiness" and discussed the need for considering alternatives.

Director of Student Financial Services Susan Fischer reported on the current and future challenges for those in the office of financial aid. She noted that close attention is being given to Congress's actions to reduce or eliminate aid to students in non-degree programs. This has become an issue in Congress as a way to confront the problem of fraud/lack of accountability in proprietary schools, although legal restrictions will be applied across the public and private landscape of higher education.

In light of a recent report indicating that merit-based aid has overtaken need-based aid at most American public universities, CURAFA discussed the difficulty of clearly assessing the relative proportion of Madison's institutional financial aid distributed based solely on financial need versus consideration of merit. The decentralized nature of distribution of these awards makes this difficult.

The committee discussed enrollment priorities and targets and learned how they are established at UW-Madison. Vice Provost for Enrollment Management Joanne Berg visited the committee to provide this information and describe current priorities (which include international students, out-of-state students, first-generation students, women in science, etc.).

The committee discussed the Office of Enrollment Management's desire to streamline recruitment practices across the university, helping present a unified source of information to the community and introducing efficiencies in the process. Members considered the need for decentralized recruitment activities to fulfill school and college missions and build a pipeline for recruitment, weighing these

against the need to cut costs and ensure consistency and transparency. They made recommendations to Vice Provost Berg in this regard.

CURAFAs kept abreast of the Wisconsin legislature's Special Task Force on UW System Restructuring and received regular updates on discussions related to admissions and financial aid.

A new university ad hoc Task Force on Tuition was formed after discussion with CURAFAs members, who participated in helping to shape its membership and mission. CURAFAs Chair Goldrick-Rab serves on the Task Force.

CURAFAs met with John Bechtol, who is in charge of veteran's affairs on campus. He discussed several issues facing vets at Madison, including (1) their small numbers on campus; (2) lack of financial support for vets compared to support at other Big 10 institutions; (3) campus, system, and state priorities regarding vets; and (4) strategies for engaging vets on campus.

Important Information for Faculty

Members of CURAFAs wish to draw the attention of the Faculty Senate to the following information about recruitment, admissions, and financial aid at the UW-Madison. We believe these issues deserve further attention and consideration by all professors and urge you to share this data with your departments.

Less than 1,000 students of color who graduate from Wisconsin high schools are currently assessed as "well-prepared" (based on available data at all steps of the enrollment pipeline) for admission to UW-Madison. UW-Madison faces significant challenges in creating equitable opportunities and a diverse learning environment. A recent report from Academic Planning and Institutional Research found, "In 2010, the number of well-prepared white Wisconsin high school graduates was more than 14,000, compared to just 52 American Indians, 108 African Americans, 221 Hispanic/Latino(a)s, and 372 Asians. Overall, 18 percent of Wisconsin high school graduates are from minority groups but only 5 percent of well-prepared graduates are from minority groups."

Committee on Gay, Lesbian, Bisexual, and Transgender Issues

The committee was created in 1994 by the Faculty Senate as the Committee on Gay, Lesbian, and Bisexual Issues and was charged with reporting to the Faculty Senate on the state of the curriculum and campus climate for GLBT students, faculty, and staff. Although in subsequent years, the committee was reorganized as a joint-governance committee and renamed to include explicitly transgender concerns to strengthen its reach and representation, its mission remains the same. By recommendation of a previous assessment, the committee offers a formal report at least every three years.

This committee met monthly during the academic year 2010–2011. It focused on four issues: (1) working to ensure that a campus climate survey includes concerns relevant to the GLBTQ community and are addressed; (2) increasing efforts by UW-Madison to include proactively prospective GLBTQ students in its admissions recruiting efforts; (3) strengthening the GLBT certificate program; and (4) promoting greater visibility of, and sense of community within, the campus sexual minority community.

The committee met twice with Vice Provost Damon Williams and once with Admissions Director Adele Brumfield. It also met with Professor Patrick Sims to provide input on developing a Theater of Social Awareness piece around GLBTQ issues. In our meeting with Vice Provost Williams, the committee provided input regarding the annual diversity forum and received helpful feedback on a possible Madison

Initiative for Undergraduates proposal and other campus efforts to increase awareness of GLBTQ issues/concerns. In preparation for a meeting with Ms. Brumfield, committee members surveyed the Admissions Office websites and related links at other Big Ten universities to assess where UW-Madison stands in terms of communicating a GLBTQ welcoming message.

The campus climate survey: The committee learned that the UW System inclusivity survey has been fielded within CALS and the Division of Student Life. Concerns remain over the level at which the survey addresses GLBTQ climate issues and the efficacy with which it gauges the scope and concerns of the GLBTQ community.

The accessibility of the LGBT Campus Center to prospective students through the UW-Madison website is relatively direct and provides one avenue for students to gain information. The LGBT Campus Center website is excellent, although less targeted to prospective students. The committee found that the University of Michigan provides the most direct and accessible information to prospective students via its website and Spectrum Center and could serve as a model for future developments at UW-Madison. The feedback the committee received from Ms. Brumfield about prospects for enhancing UW-Madison's outreach to prospective GLBTQ students, either through the website or alumni presence at recruiting events, was that prospects for short-term enhancements are limited.

The committee is encouraged by Vice Provost Williams's proactive outreach to the committee and increased commitment to supporting the GLBTQ community, and it is similarly encouraged by Vice Provost Berquam's commitment to creating a safe, supportive climate through the LGBT Campus Center. The committee is hopeful that a GLBTQ-specific speaker and breakout session will be included in the Fall 2011 Diversity Forum.

The committee recommended that a campus-wide climate survey be undertaken that adequately addresses GLBTQ climate concerns campus wide. In particular, the committee believes it is important to explore the correlation between responses to the survey and respondents' self-identification of sexual identity. Moreover, there currently exist no data on the fraction of the UW-Madison GLBT community that self-identifies as a sexual minority. The committee believes that mechanisms for addressing this lack of data should be explored:

- The Office of Admissions should give greater attention to the recruitment of GLBT students by improving accessibility to GLBT information on its website, attending national GLBT recruitment fairs, inviting GLBTQ alumni and students to general recruiting events, and working with the LGBT Campus Center to create a recruiting pamphlet on LGBT life at UW-Madison. The committee also recommends that the Admissions Office, GLBT Issues Committee, and LGBT Campus Center explore the possibilities for collaborative efforts with student groups;
- The annual Diversity Forum should include a dedicated breakout session on GLBTQ concerns and an openly GLBTQ plenary speaker;
- The 2011–2012 committee, in collaboration with the LGBT Campus Center and Vice Provost and Chief Diversity Officer, should initiate a program to raise awareness to campus departments of GLBTQ concerns, following up on the Breaking the Silence campaign;
- The GLBT Issues Committee serve as the central location for submissions and nominations for the Poorman Award;
- The committee also reiterates the following recommendations from previous years' reports (with some modifications) that:
 - The College of Letters and Science provide the following new support for the LGBT Studies Certificate Program: PA 100 percent budgeted faculty line in LGBT studies with a tenure home in any appropriate area; PA 15 percent increase in funding for the undergraduate advisor position in the Department of Gender and Women's Studies in

recognition of that position's responsibilities for advising LGBT Studies Certificate students;

- The College of Letters and Science Student Academic Affairs work with the LGBT studies faculty to solicit increased first-year interest group opportunities dealing with LGBT themes, perhaps in conjunction with the Madison Initiative for Undergraduates;
- University Housing creates a residential learning community focused on LGBT themes for undergraduates at all levels on the UW-Madison campus;
- The campus secures and stabilizes the operations of the LGBT Campus Center by funding the academic staff positions of the center through 101 monies;
- The LGBT Campus Center (supported by additional campus resources), in coordination with the Office of the Dean of Students and the Office of the Vice Provost for Diversity and Climate, continue to develop the Opening Doors mentorship program pairing students and faculty/staff;
- The administration consider and monitor the place of GLBT issues in the Inclusive Excellence Plan in a manner commensurate with the emphasis being given other minority concerns.

The Committee on GLBT Issues remains committed to improving life on the UW-Madison campus and beyond for all people, regardless of sexual orientation or gender expression. The committee has identified and will continue to look for aspects of the university that can be improved as important to GLBT people and their allies.

Diversity Committee of the Associated Students of Madison

The [ASM Diversity Committee](#) recognizes and appreciates all diverse individuals and maintains a commitment to social justice and awareness in many capacities. This committee will:

- Serve as a liaison between other on-campus organizations dedicated to the interests of diverse individuals and the Associated Students of Madison body as a whole
- Increase the awareness of differences within the Associated Students of Madison and promote a more diverse body within the Associated Students of Madison
- Reach out to the student body, faculty, staff, and administration to bring about consciousness of and strengthen the connections among individuals and groups representing a variety of identities
- Establish a safer, more inclusive campus climate by decreasing discrimination in all of its forms

In 2011–2012, the Diversity Committee enacted an ASM Strategic Plan Training Initiative through an Alumni-Based Inclusive Excellence strategy. This was a five-year strategic effort to raise the competencies of ASM students in core areas of involvement with the student fee policy, RSO skill development, and multiculturalism.

The Diversity Committee Resolution acts to create the subcommittee named The ASM Strategic Plan Inclusive Excellence Training Initiative (ASM.SP IE TI). Its first function focuses on ASM Internal, and will design and initiate a minimum five-year plan to support ASM member competencies regarding policies, procedures, and practices of the ASM through a series of monthly trainings. The committee's focus will be to work with and support each of the ASM committee chairs, as they are each responsible for facilitating trainings targeted at building competencies of three student populations of each ASM body: committee chair, committee members, and students/RSOs that the committees exist to serve.

The second role of ASM.SP TI focuses on ASM External and will design and initiate an ongoing plan to provide training support by alumni to Registered Student Organizations (RSOs). These trainings will develop RSO members' competencies regarding policies, procedures, and practices of the ASM

through a series of monthly trainings. The committee's methods will be to work with RSOs in efforts to support specific growth and development goals of the RSO and will connect the RSO with ASM initiatives that support and reinforce the RSO mission/purpose in their service delivery to the student body. Once the committee has designed training, a training resource allocation request will be submitted to the ASM Chair for co-approval.

The ASM.SP TI will be composed of the ASM Student Council Chair or the ASM Vice Chair, five representatives from the ASM Diversity Committee, two ASM Student Council Representatives, one At-Large Student, and no fewer than two RSO Representatives. The Nominations Board will appoint the At-Large Student, along with the two RSO Representatives. The Student Council will appoint the two Student Council Representatives. The Diversity Committee will appoint the five DC members.

The ASM.SP IE TI chair-selection process will be determined by an internal committee search and screening at the end of each spring semester. Chair criteria, credential requirements, expected duties, and roles will be detailed in the ASM.SP IE TI chair position description. The chair will be expected to give regular reports to the Coordinating Council.

The ASM.SP IE TI professional staff partnerships will include the established university department resources specializing in diversity education, training, and leadership development. Staff of these units will be asked to work with the ASM.SP IE TI to offer guidance, support, and committee development in executing the student RSO empowerment initiative.

The ASM.SP IE TI focus of student mentor relationship development are the alumni who will make this mentoring development opportunity happen. As mentoring requires deliberate and synchronized compatibility between UW-Madison alumni and the UW-Madison students, the student coordination of this program will be aligned with the professional alumni coordination to guarantee optimum environment for alumni to give back toward a UW-Madison student's future, and for that student to reach excellence through ASM by being inclusive from the best of the past.

Be it further resolved that the ASM.SP IE TI is a deliberate and intentional attempt to prevent any future instances of gross negligence and incompetence of students participating in the student governance process as a specific strategy to protect student rights that SSFC violated of MCSC and, as the SJ ruled, violated the rights of "RSO's in general" (2011 ASM SJ 17). Be it finally resolved that this effort will increase the value of each UW-Madison student's educational degree through building competencies that support skill-building excellence in career path development through alumni mentoring support of students.

SECTION 7: DIVERSITY PLANNING AND NEXT STEPS

As we look toward the future, two major diversity planning efforts are underway that will shape the future of diversity, equity, and inclusion efforts at UW-Madison. What follows in this section is: (1) an overview of the *Fisher v. UT-Austin* Supreme Court case and (2) an overview of the 2013 Ad Hoc Diversity Planning Process.

Preparing for *Fisher v. UT-Austin*

UT-Austin has an extremely unique policy context, as that institution uses a hybrid plan unique to the State of Texas, automatically admitting the top 10 percent of the class from all high schools across the state, along with a holistic review of academic and other characteristics (including race/ethnicity) as part of a holistic review to yield the remaining members of the class. Overall, the top 10 percent admissions plan produces 81 percent of the freshman class; the remaining 19 percent are admitted under the university's holistic admissions policy. In this particular case, Abigail Fisher challenged the use of race and ethnicity in the University of Texas-Austin's admissions policy, claiming it was unnecessary because of that institution's adherence to the Top Ten Percent (TTP) Plan. In a relatively surprising move to take the case, the court may alter its rulings in the University of Michigan Supreme Court decisions, *Gratz v. Bollinger* (2003) and *Grutter v. Bollinger* (2003), which supported the use of race as a limited factor in a holistic college admissions process.

UW-Madison Readiness for Fisher v. UT-Austin

As the Supreme Court prepares to rule in *Fisher v. UT-Austin*, UW-Madison has engaged in a number of readiness activities to enhance our understanding of the case's legal dynamics and begin preparing for its potential policy implications at UW-Madison.

Some activities have included but are not limited to:

1. Winter 2012 workshops with senior leadership, enrollment management, Campus Diversity Committees, MD coordinators, legal affairs, institutional research and planning, E&D chairs, faculty leaders, Diversity and Academic Excellence offices, and other leaders in series of sessions featuring Art Coleman, Partner at Education Counsel LLC and a lead consultant to the College Board and others regarding race-conscious policies in the academy.
2. A campus-wide keynote lecture on *Fisher* and its potential implications at the 2013 Inclusive Excellence winter forum featuring Attorney Kate Lipper.
3. Provost-charged *Fisher v. UT-Austin* Strategic Response Committee began convening in winter 2013.

Provost DeLuca tasked Vice Provosts Joanne Berg and Damon Williams to co-chair the Fisher Strategic Response Committee, and identified a wide variety of campus leaders to prepare for the *Fisher* decision. The Provost charged this group to focus on the administrative and public relations aspects of this decision related to the implications of the outcome. Moreover, the Provost tasked this group to:

1. Review the institution mission of our campus so that it is clear on the importance of enrolling a diverse group of students.
2. Identify campus policies related to diversity that illustrate the exact benefits of a diverse student population. This includes race-conscious policies that must be justified by achieving diversity goals.
3. Develop talking points to articulate the importance of diversity to our core goals to the campus community.

4. Discuss *Fisher* with legal counsel to develop potential contingency planning based on their analysis of how this case is proceeding.

The committee has begun conversations regarding a protocol that can be adopted to understand campus efforts and the degree to which race/ethnicity and other factors play a role in their activation. The protocol is currently under development.

The 2013 Diversity Planning Process

2012 Diversity Forum Strategic Diversity Thinking Roundtable Discussions

In anticipation of the possibility of a new campus diversity planning process, the OVPCDO made strategic planning for diversity a major theme of the 2012 Fall Forum. Under the leadership of Drs. Seema Kapani and Will Clifton, leaders within learning communities, Human Resource development, and other areas, there were more than 200 forum registrants in a facilitated round-table discussion regarding the potential for the new campus diversity plan. More specifically, participants discussed three critical questions:

1. What are two major goals/recommendations for a new UW-Madison diversity plan?
2. What needs to be in place to ensure that these recommendations are implemented?
3. What role might you play to ensure implementation?

All sessions were captured by a note-taker at each round table. Major insights are included in Appendix 1.5.

2012 ASM Student Diversity Feedback Process

During the 2012–2013 academic year leaders within the Associated Students of Madison and others engaged in a series of student centered conversations to assist in developing a new campus diversity plan. These conversations focused on access, campus climate and inclusion, and creating a more robust ethnic studies requirement. Student responses were recorded and provided to the Diversity Ad Hoc Planning Committee, to assist in their campus planning efforts (Student perspectives are available in Appendix 1.6).

Committee Charge

On November 14, 2012, the University Committee charged the Campus Diversity & Climate Committee (CDCC) to create the *Ad Hoc* Diversity Planning Committee (AHDPC) and vest it with the responsibility to develop a new UW-Madison diversity plan by April 1, 2013. The CDCC worked with shared governance bodies and the Chancellor's office to appoint a 30-member committee of equal representation from students, academic staff, faculty, represented/non-represented classified staff as voting members, and community representatives ex-officio.

The AHPDC has two co-chairs: Professor of Communication Sciences & Disorders Ruth Litovsky and doctoral student Ryan Adserias.²⁸ The initial phase of the committee was logistical, as a planning team met weekly to focus primarily on the coordination of 33 members' schedules. The result was a rotating Monday morning/Thursday afternoon meeting schedule. Although the first AHDPC did not take place

²⁸ Michael Jackson served as student co-chair Spring 2013 and graduated from the Wisconsin School of Business May 2013. He was replaced by Ryan Adserias who initially served as a student member of the AHDPC. Ryan is a doctoral student in School of Education and a research associate in Wisconsin's Equity and Inclusion Laboratory.

until Monday, February 25, 2013 and the committee met throughout the Spring and plans to work through the remainder of the Summer in preparation for its upcoming meeting with incoming Chancellor Rebecca Blank, September 2013.

The logistics and planning team also worked to integrate AHDPC member feedback with the insights and recommendations from major institutional strategic planning efforts to address diversity and inclusion issues, including the 2009 Reaccreditation Project (*For Wisconsin and The World*) and the HR Strategic Design Project. The result is a proposed framework to guide diversity planning and implementation (Appendix 1.4).

Actions to Date of the Ad Hoc Diversity Planning Committee

The April 1 deadline was not met and has been extended into January 2014. The co-chairs and AHDPC members will continue to work through the summer in an effort to develop a campus-wide diversity strategy. During the 2013–2014 academic year, the plan will be presented to the campus community for broad vetting and ultimately to shared governance leadership for review and potential adoption. The committee is still defining its approach to achieving campus-wide engagement. Several strategies to this end were provided by the OVPCDO (Appendix 1.7).

The AHDPC is preparing for the close of the 2012–2013 academic year and potential shifts in committee membership. The committee has indicated that it would like to take more time to review previous recommendations, institutional reports, and national insights prior to committing to a final plan or an ultimate framework. With the arrival of Chancellor Rebecca Blank, it is best that the process includes her leadership, insight, and direction. In consultation with shared governance leaders and the Provost, the co-chairs will work to identify a new deliverable timeline for the report.

The 2013–2014 Diversity Forum, a two-day event, is partially sponsored by a UW System grant to host a statewide meeting on the achievement gap. The 2013–2014 Forum will highlight UW-Madison's efforts, as well as promising practices at other UW System schools. This year's forum will include the participation of local and national experts in higher education achievement and disparities in K–12 educational, state/community shareholders, and others. The OVPCDO will invite the Ad Hoc Diversity Planning Committee to share its work with the UW-Madison community at the 2013 Fall Diversity Forum, as well as at the 2014 Inclusive Excellence Symposium.

Resources for the 2013 Diversity Planning Process

The OVPCDO developed the UW-Madison 2013 Diversity Planning Resource Binder (Appendix 1.3) to assist the Diversity *Ad Hoc* Planning Committee in beginning its work from a point of strength—rather than feeling it must begin the journey as though nothing has happened in recent years—to shape a vision for the future of diversity, equity, and inclusion at UW-Madison.

The binder has four primary sections:

- The first section provides background documents about the diversity planning process, including a letter from the Vice Provost and Chief Diversity Officer, the Provost charge letter, campus listening sessions, and institutional data from APIR.
- The second section presents UW-Madison diversity planning proposals and reports, including the Plan 2008 plan, update, and close-out report; the Native American Taskforce Report; a MIU proposal on hip-hop studies; the Intergroup Relations and Community Building Working Group Report; the HR Redesign Diversity Committee Report; and numerous others.

- The third section presents several national, UW System, and institutional frameworks that define diversity, inclusive excellence, equity mindset, and other building block insights for developing a high-caliber diversity plan that synchronizes with campus, UW System, and national principles of promising practice.
- The binder concludes with institutional diversity plans authored by UC Berkeley, the University of Connecticut, University of Illinois-Chicago, University of Michigan, and others that offer different models for how to frame diversity plans in terms of guiding rationale, operative goals, accountability, and assignment of responsibilities for implementation. This section is of particular interest, as some of these institutions were indicated in Plan 2008 as having “successful national diversity programs.”²⁹

²⁹ *University of Wisconsin System Plan 2008* (May 1998). Appendix E: Successful National Diversity Programs (p. 37).

SECTION 8: FINAL THOUGHTS

This report would not have been possible without contributions across the Office of the Provost and Vice Chancellor for Academic Affairs, the Office of the Vice Chancellor for Finance and Administration, our Diversity Governance Committees, and the numerous faculty and staff housed in the 12 schools/colleges who offered insights into our institutional diversity, equity, and inclusion efforts. The purpose of this strategic diversity update was to provide alignment across our inclusion efforts and, in so doing, illustrate the resulting impacts and innovations. Often, we talk about what we want to do and how we want to do it, but rarely do we have the occasion to map our programs, initiatives, and innovations across the organization and strategically access and align ourselves to move forward.

The culture of advancing inclusion at UW-Madison relies heavily on campus-wide partnerships. For example, the PEOPLE program has significant relationships on campus across various administrative areas, works closely with faculty and staff affiliated with our schools/colleges (particularly in STEM), and has established trust within the community, granting us access to our Wisconsin pipeline. Another theme that emerged was the focus on evaluating climate, as there are numerous efforts that occur simultaneously, within different spaces, and at varying levels of our institution. However, our large and highly decentralized institution rarely allows these parties the opportunity to be informed of the others' efforts. As we continue to move the needle, it is essential to provide evidence regarding the rationale to our approach as related to our overarching goals and priorities.

It is within this context that we identified three major recommendations that may prove assistive to our efforts toward creating a shared understanding of UW-Madison diversity efforts moving forward. The first recommendation centers upon the development of a diversity reporting structure. Second, there is a need to quantify or qualify diversity impacts happening campus wide. Third, we suggest a centralized best practices approach to leveraging and managing campus climate studies.

Recommendations and Immediate Action Steps

While the process that we undertook in developing this report was not meant to elicit recommendations, several became apparent as we engaged the process of gathering, refining, and ultimately publishing the information presented in this report.

Recommendation 1: Establish an institutional diversity-reporting framework, timeline, and process to guide the diversity-themed change journey.

Since the end of Plan 2008, no dedicated campus-wide diversity planning process has existed. Instead, we have embedded our reporting on campus diversity within the context of the university's broad strategic framework *For Wisconsin and the World* (2009) and the best-in-class annual Academic Planning and Institutional Research (APIR) diversity indicator report. As a result, no systematic process has existed to collect information pertaining to campus diversity goals, activities, and outcomes. Developing such a process is critical to ensuring that our activities add up to more than the sum of their parts and ultimately lead to quantitative and qualitative gains in our efforts to create a diverse, equitable, and inclusive environment for all. As a result, we recommend the development of a new reporting framework and process consistent with the launch of our new institutional framework for diversity, equity, and inclusion. This framework, process, and report would not only inform the work taking place within specific areas of the university, but would also provide a greater ability to achieve accountability and impact for all that we are doing.

Immediate Next Steps: The VPCDO will work closely with the 2013 Diversity Ad Hoc Planning Committee, leaders in the Office of the Provost, and others to ensure that we develop a new diversity

reporting and accountability process in alignment with a new diversity strategic framework that will ultimately come under final review of shared governance leaders in the 2013–2014 academic year.

At the urging of leaders in the Campus Diversity and Climate Committee (CDCC), leaders in the OVPCDO, members of the Ad Hoc Diversity Planning Committee, and others, the emerging version for the campus diversity strategic framework emphasizes accountability at institutional, school/college/divisional/individual levels. This multidimensional approach is driven by a shared insight into the importance of accountability and is consistent with guiding research in the area of strategic planning for diversity, inclusion, and organizational change.³⁰

Recommendation 2: Strengthen our ability to report the qualitative and quantitative impact of our diversity, equity, and inclusion efforts institutionally.

As we gathered the various diversity reports and statements submitted by leaders across campus, we noted that many were highly descriptive, providing much needed insight into what was taking place on campus but little insight into the impact and ultimate outcomes of their work. While description is essential for defining our work, this information does little to illustrate the value-added nature of the many programs and initiatives taking place across campus.

At minimum, we recommend that leaders develop simple attendance tracking and post-event survey techniques efforts to provide some sense of impact. The presence of these baseline insights enhance our understanding of how these efforts expose our pre-college communities to the possibilities of higher education, create community on campus, develop leaders, materialize the Wisconsin Idea, seed new discussions to spark learning, and achieve impact in myriad ways that are not easily reduced to graduation rates, faculty diversity ratios, or outcomes provided by campus climate studies and reports.

At the same time, those campus programs that did provide impact information suggested a number of positive insights. The Chancellors Scholars Program/Powers Knapp program continues to add value that, in many ways, has shaped the diversity success story at UW-Madison for many years. The Division of Diversity, Equity, and Educational Achievement (DDEEA) was able to illustrate how its efforts touched thousands, both on and off campus, during the 2011–2012 academic year, while Green Zone Framework Indicators imply that PEOPLE, OMAI/First Wave, Posse, and CeO are poised for greater academic outcomes than ever before—a point that is echoed by data presented by the Center for Academic Excellence (CAE), FIGS, the Delta Center, CFYE, and others. In future iterations of this report, it would be powerful to have more campus units discuss their efforts in similar ways.

Immediate Next Steps: The OVPCDO will host a series of workshops during the 2012–2013 academic year to assist campus leaders in developing quantitative and qualitative statements of impact regarding their diversity, equity, and inclusion efforts. Additionally, the OVPCDO, in collaboration with leaders in the Wisconsin's Equity and Inclusion (Wei) Laboratory, will partner in selecting an external review/evaluation team to provide additional expertise to generate even greater insight into the impact of our institutional diversity efforts. Finally, the OVPCDO will again sponsor a UW-Madison team to

³⁰For more information, please see Kezar, A. & Eckel, P. (2005). *Leadership strategies for advancing campus diversity: Advice from experienced presidents*. Washington, D.C.: American Council on Education; Kezar, A. & Eckel, P. (2008). Advancing diversity agendas on campus: Examining transactional and transformational presidential leadership styles. *International Journal of Leadership in Education*, 4(11), 379–405; Smith, D. (2009). *Diversity's promise for higher education: Making it work*. Baltimore: Johns Hopkins University Press; Williams, D. (2013). *Strategic diversity leadership: Activating change and transformation in higher education*. Sterling VA, Stylus Publishing Press.

participate in the highly acclaimed 2013 UCLA Diversity Research Institute,³¹ where participants will be exposed to state-of-the-art diversity research techniques, generate working strategies for implementing high-caliber plans at UW-Madison, and develop a network of skilled partners who generate more institutional research data in this area than any other research team in the country.

Recommendation 3: Create a centralized hub of campus climate reports, instruments, and best practices to strengthen and guide implementation.

Across the various diversity submissions, 12 identified campus climate studies were implemented in recent years. These studies range from campus climate efforts implemented in collaboration with UW-System to ongoing efforts associated with the Women in Science and Engineering Leadership Institute (WISELI) to engagement surveys implemented through the Division of the Vice Chancellor for Finance and Administration (VCFA), as well as various Equity and Diversity Committee campus climate surveys throughout the years. Indeed, at the time of this report's publication, three campus climate studies were either under development or in the midst of active data collection. While each of these efforts contributes to our understanding of the campus climate of inclusion or exclusion, these studies apply varying methodologies, instrumentation, and rigor in their approaches.

Immediate Next Steps: Building from this report and pilot research by the Wei Lab on campus diversity climate studies, the OVPCDO will: (1) systematically gather various campus climate studies implemented in the last five years; (2) commission a meta-summary of these reports; (3) commission the development of a campus climate and inclusion survey guide and digital archive of instruments in use at UW-Madison and elsewhere; and, finally, (4) develop a campus-wide process for launching campus-climate studies in collaboration with Equity and Diversity Committee Chairs, MDCs, and other campus leaders.

³¹The OVPCDO sponsored a UW-Madison team to participate in the 2010 UCLA Diversity Research Institute resulting in the L&S Equity and Diversity Committee Grade Gap: Future Gap Study of the Classroom Climate in L&S Gateway Courses, student thesis research on intergroup dialogue programs on campus, and other efforts designed to create understanding of the campus experience with diversity.

APPENDICES

Appendix 1.1 UW-Madison Diversity Acronyms

Acronym	Terms/University Department/Organization/Program/Initiative Name
AAMP	Academic Athletic Mentor Partnership
AAP	Academic Advancement Program
AASAS	African American Student Academic Services
ACSSS	Adult Career and Special Student Services
ADA	Americans with Disabilities Act
ADAAG	Americans with Disabilities Act Accommodation Guidelines
AEP	Academic Enhancement Program
AES	Academic Enhancement Seminar
AFSA	Academy for Science and Agriculture
AHANA	African American, Hispanic, Asian, and Native American Pre-Health Society
AICS	American Indian Curriculum Services
AIMS	Administrative Information Management Services
AISAS	American Indian Student Academic Services
AISP	American Indian Studies Program
AOF	Advanced Opportunity Fellowship
APIR	Office of Academic Planning and Institutional Research
ASM	Associated Students of Madison
BIRCWH	Building Interdisciplinary Research Careers in Women's Health
BMIF	Black Male Initiative Forum
BOPP	Biosciences Opportunities Preview Program
BRIDGE	Building Relationships in Diverse Global Environments
BTG	Beyond the Game Initiative
CAE	Center for Academic Excellence
CAP	College Access Program
CALS	College of Agricultural and Life Sciences
CCF	Critical Compensation Fund
CCHE	Collaborative Center for Health Equity
CCLC	Creating a Collaborative Learning Environment (graduate level course)
CDCC	Campus Diversity and Climate Committee
CeO	Center for Educational Opportunity
CESP	Community Environmental Scholars Program
CFLC	Co-facilitator Learning Community
CfLI	Center for Leadership and Involvement
CFYE	Center for the First-Year Experience
CHOP	Chemistry Opportunities Program
CIRTL	Center for the Integration of Research, Teaching, and Learning
CLS	Cultural Linguistic Services
CLSAS	Chicano(a) and Latino(a) Student Academic Services
CODI	Committee on Diversity Initiatives
CoE	College of Engineering
CRC	Chadbourne Residential College
CSP	Chancellor's Scholarship Program
CSRDE	Consortium for Student Retention Data Exchange
CURAFSA	Committee on Undergraduate Recruitment, Admissions and Financial Aid
DAO	Diversity Affairs Office
DCC	Diversity in the College Classroom: Achievement Gap (graduate level course)
DCS	Division of Continuing Studies
DDEEA	Division of Diversity, Equity, and Educational Achievement
DDR	Divisional Disabilities Representative
DEM	Division of Enrollment Management
DIG	Diversity Integration Group
DIS	Division of International Studies
DoIT	Division of Information Technology

Acronym	Terms/University Department/Organization/Program/Initiative Name
DoSO	Dean of Students Office
DPI	Department of Public Instruction
EAS	Education Academic Services
EDC	Equity and Diversity Committee
EDSW	Equity, Diversity, and Student Welfare
ELC	Engineering Learning Center
ELPA	Educational Leadership and Policy Analysis
EOP	Education Outreach and Partnerships
ESP	Engineering Summer Program
FDLP	Faculty Diversity Liaison Program
FIGS	First Year Interest Groups
FP&M	Facilities, Planning & Management
FWI	First Wave Interns
GBCF	Graduate Business Christian Fellowship
GIBA	Graduate International Business Association
GLS	General Library System
GNIES	Gaylord Nelson Institute for Environmental Studies
GSED	Graduate School Equity & Diversity Committee
GWIB	Graduate Women in Business
GWIS	Graduate Women in Science
HBCU	Historically Black College University
HDRS	Health Disparities Research Scholars Program
HELI	Health Equity Leadership Institute
IAP	International Academic Programs
ICBE	Institute for Cross-College Biology Education
IF	Interactivity Foundation
IIP	International Internship Program
IJET	Institute for Justice Education and Transformation
ILCC	Inclusive Learning Community Committee
IPEDS	Integrated Postsecondary Education Data System
IRH	Institute for Research in the Humanities
ISIP	Information Specialist Internship Program
IRT	Institute for the Recruitment of Teachers
ISS	International Student Services
ITA	Information Technology Academy
JCLC	Joint Conference of Librarians of Color
L&S	College of Letters and Science
LEED	Leaders in Engineering Excellence and Diversity
LEO	Legal Education Opportunities Program
LGBTCC	Lesbian, Gay, Bisexual, and Transgender Campus Center
LISAR	Lubar Institute for the Study of Abrahamic Religions
LUMRG	Lawton Undergraduate Minority Retention Grant
LYS	Latino Youth Summit
MAC	Marketing and Communications
MANRRS	Minorities in Agriculture, Natural Resources, and Related Sciences
MAPP	Multicultural Affairs Program in Pharmacy
MBPN	Madison Black Professionals Network
MBSA	Multicultural Business Student Association
MCOR	Multicultural Orientation and Reception
MDC	Multicultural and Disadvantaged Coordinator
Med MAR	Medical Minority Admissions Registry
MGN	Multicultural Graduate Network
MIU	Madison Initiative for Undergraduates
MLC	Multicultural Learning Community
MMSD	Madison Metropolitan School District
MOAA	Minority Opportunity Athletic Association
MSC	Multicultural Student Center
MSMC	Medical Students for Minority Concerns

Acronym	Terms/University Department/Organization/Program/Initiative Name
NCORE	National Conference on Race and Ethnicity
NAMME	National Association of Medical Minority Educators
NIH	National Institutes of Health
NSL	New Student Leaders
NYLF	National Youth Leadership Forum
OAA	Office of Academic Affairs
OALS	Office of Administrative Legal Services
OED	Office for Equity and Diversity
OEID	Office of Engagement for Inclusion and Diversity
OFCCP	Office of Federal Contract Compliance Programs
OHR/OHRD	Office of Human Resource Development
OMA	Office of Multicultural Affairs
OMAI	Office of Multicultural Arts Initiatives
OPID	Office of Professional and Instructional Development
OURR	Office of Undergraduate Recruitment and Retention
OVPCDO	Office of the Vice Provost and Chief Diversity Officer
PACE	Project to Assess Climate in Engineering
PALMA	Professional Association of Latinos for Medical School Access
PAWSS	Personal and Wellness Support Services
PEOPLE	Pre-college Enrichment Opportunity Program for Learning Excellence
PKSP	Powers-Knapp Scholarship Program
PSAS	Pathways Student Academic Services
PWI	Primarily White Institution (Predominantly White Institution)
REI	Race, Ethnicity, and Indigeneity Fellowships
RISE	Recruitment Initiative for Student Employees
RSO	Registered Student Organization
RUSCH	Rural and Urban Scholars Community Health Program
SAA	Student & Academic Affairs Office
SAAC	Student-Athlete Advisory Committee
SACNAS	Society for Advancement of Chicano and Native American Scientists
SAESO	Student-Athletes Equally Supporting Others
SAJA	Student Assistance and Judicial Affairs
SASS	Student Academic Support Services
SCE	Summer Collegiate Experience
SEAASAS	Southeast Asian American Student Academic Services
SEED	Seeking Educational Equity and Diversity
SEEDED	Seeking Educational Equity and Diversity by Experienced Doers
SEP	Student Evening Program
SMPH	School of Medicine and Public Health
SNMA	Student National Medical Association
SOAR	Student Orientation, Advising, and Registration
SoE	School of Education
SoHE	School of Human Ecology
SOP	School of Pharmacy
SOW	Science on Wheels
SROP	Summer Research Opportunities Program
STEM	Science, Technology, Engineering, and Mathematics
SVM	School of Veterinary Medicine
TEP	Teacher Education Program
TOPS	Teens of Promise
TRIUMPH	Training in Urban Medicine and Public Health
UEC	Urban Ecology Center
ULC	Undergraduate Learning Community
UHS	University Health Services
URM	Underrepresented Racial Minority
URS	Undergraduate Research Scholars
VCFA	Office of the Vice Chancellor for Finance and Administration
VEVRA	Vietnam Era Veterans Readjustment Assistance Act

Acronym	Terms/University Department/Organization/Program/Initiative Name
VOICE	Veterinary Students as One in Culture and Ethnicity
VPFS	Vice Provost for Faculty and Staff
WABM	Wisconsin Association of Black Men
WARM	Wisconsin Academy for Rural Medicine
WCER	Wisconsin Center for Education Research
Wei Lab	Wisconsin's Equity and Inclusion Laboratory
WIP	Worldwide Internship Program
WisCEL	Wisconsin Collaboratory for Enhanced Learning
WISE	Women in Science and Engineering
WISELI	Women in Science & Engineering Leadership Institute
WNM	Web and News Media Group
WSB	Wisconsin School of Business

Appendix 1.2—2012 APIR Diversity Update Table Overview 2012³²

Slide	Indicator	Description	Diversity Identity
7	Percent Enrollment of Minority Undergraduate Students	Undergraduate Enrollment	African American, Native American, Hispanic/Latino(a), Southeast Asian (Cambodian, Laotian, Vietnamese, Hmong), Asian, and Native Hawaiians
8	Percent Enrollment of Targeted Minority Undergraduate Students by Race/Ethnicity	Undergraduate Enrollment	African American, Native American, Hispanic/Latino(a), Southeast Asian (Cambodian, Laotian, Vietnamese, Hmong), Asian, and Native Hawaiians
9	Percent Enrollment of First-Year Targeted Minority Undergraduates by Race/Ethnicity	Undergraduate Enrollment	African American, Native American, Hispanic/Latino(a), Southeast Asian (Cambodian, Laotian, Vietnamese, Hmong), Asian, and Native Hawaiians
10	Percent Enrollment of Targeted Minority Undergraduates	Undergraduate Enrollment	African American, Native American, Hispanic/Latino(a), Southeast Asian (Cambodian, Laotian, Vietnamese, Hmong), Asian, and Native Hawaiians
11	Percent Targeted Minority Enrollment by School/College: Undergraduates, Fall 2012	Undergraduate Enrollment	African American, Native American, Hispanic/Latino(a), Southeast Asian (Cambodian, Laotian, Vietnamese, Hmong), Asian, and Native Hawaiians
12	Percent of Undergraduates who are Minorities at AAU Public Institutions, Fall 2010	Undergraduate Enrollment/Peer Group Comparison	African American, Native American, Hispanic/Latino(a), Southeast Asian (Cambodian, Laotian, Vietnamese, Hmong), Asian, and Native Hawaiians
14	Percent Enrollment of Targeted Minority Graduate Students, by Race/Ethnicity	Undergraduate Enrollment	African American, Native American, Hispanic/Latino(a), South East Asian (Cambodian, Laotians, Vietnamese, and Hmong)
15	Percent Enrollment of Targeted Minority Professional Students by Race/Ethnicity	Graduate Enrollment	African American, Native American, Hispanic/Latino(a), Southeast Asian (Cambodian, Laotian, Vietnamese, Hmong)
16	Targeted Minority Enrollment by School/College: Graduate/Professional Programs, Fall 2012	Graduate Enrollment	African American, Native American, Hispanic/Latino(a), Southeast Asian (Cambodian, Laotian, Vietnamese, Hmong)
17	Percent Enrollment of Pell Grant Recipients (Undergraduates)	Undergraduate Enrollment	Grant recipients
18	Percent of Undergraduates Who Are Pell Recipients at AAU Public Institutions, 2010–2011	Undergraduate Enrollment/Peer Group Comparison	State universities
19	Percent Enrollment of First-Generation Students (Undergraduates)	Undergraduate Enrollment	All students
20	Percent Undergraduate Enrollment by Gender, Fall 2012	Undergraduate Enrollment	Gender (mainly women)
21	Women as a Percentage of Total Undergraduate Enrollment, by School/College, Fall 2012	Undergraduate Enrollment	Gender (mainly women)
22	Percent Graduate/Professional Enrollment by Gender, Fall 2012	Graduate Enrollment	Gender
23	Women as a Percentage of Total Grad/Professional Enrollment, by	Graduate Enrollment	Gender (mainly women)

³² Not all slides are represented as those displayed quantify data presented throughout the UW-Madison Strategic Diversity Update. For the complete PowerPoint report offered by the Office of Academic Planning and Institutional Research, please visit <http://apir.wisc.edu/diversity-forum.htm>.

Slide	Indicator	Description	Diversity Identity
	School/College, Fall 2012		
24	Enrollments by WI County	Pipeline/Undergraduate Enrollment by Wisconsin's Counties	Geographic area
27	Pipeline: First Generation	Wisconsin's First-Generation College-Going Recruiting Pool	Students
28	Pipeline: Low Income	Wisconsin's Low-Income Recruiting Pool	Socioeconomics
29	Pipeline: Minority	Wisconsin's Minority Recruiting Pool	Minority
30	Pipeline: Rural	High School Characteristics and Early Academic Performance at UW-Madison	Geographic area
31	Applicants, Admits, and Enrolls, New Freshmen, Fall 2012	Undergraduate Enrollment	Gender and Targeted Minorities Demographics
32	Applicants, Admits, and Enrolls, Transfer Students, Fall 2012	Undergraduate Enrollment	Gender and Targeted Minorities Demographics
34	Fall 2012 Undergraduate Participation in Academic Excellence Communities	Retention	Affiliated Student Groups
35	Impact of PEOPLE and POSSE on Freshmen Enrollment	Undergraduate Enrollment	Targeted Minority Freshmen
37	Retention & Graduation Percent Retained to Second Year by All Students vs. Targeted Minority Retention & Graduation Percent Retained to Second Year by All Students vs. Targeted Minority	Retention & Graduation	All Students vs. Targeted Minority Students
38	Summary of Retention and Graduation Rates by Student Group	Retention & Graduation	Student Groups
39	Summary of Retention and Graduation Rates by Student Group or Diversity Academic Excellence Program	Retention & Graduation	Affiliated Minority Groups
40	Graduation Rates of Targeted Minorities by Participation in an Academic Excellence Program	Retention & Graduation	Minority
41	Retention and Graduation Rates, by Gender and Race/Ethnicity	Retention & Graduation	Gender, Race, and Ethnicity
42	Retention and Graduation Rates, among Student-Athletes	Retention & Graduation	All Students vs. Student-Athletes
43	Percentage Point Graduation Gap of Fall 2003–2005, Entrance Cohorts, Selected AAU Institutions	Retention & Graduation	Achievement
44	Bachelor Degree Holders	Graduation	
45	Wisconsin Experience	Explanation of the Wisconsin Experience	All Graduates vs. Targeted Minority Graduates
46	Wisconsin Experience Minority Students	Student's Wisconsin Experience	Minority Student Achievement by school (i.e., L&S, EDU, etc.)
47	Wisconsin Experience Transfer Start-Graduates	Student's Wisconsin Experience	Transfer Student Achievement by school (i.e., L&S, EDU, etc.)
48	Post-Graduation Plans—at Graduation, “How able were/are you to... ?” (Targeted Minorities and Non-Targeted Students)	Student skills at Graduation	African American, Native American, Hispanic/Latino(a), and other races (minorities and non-minorities)
49	Post-Graduation Plans—at Graduation, “How able were/are you to... ?” (First-Generation and Continuing Generation)	Student skills at Graduation	Generational (first generation vs. continuing generation)
50	Post-Graduation Plans—at Graduation, “How	Student skills at	Gender

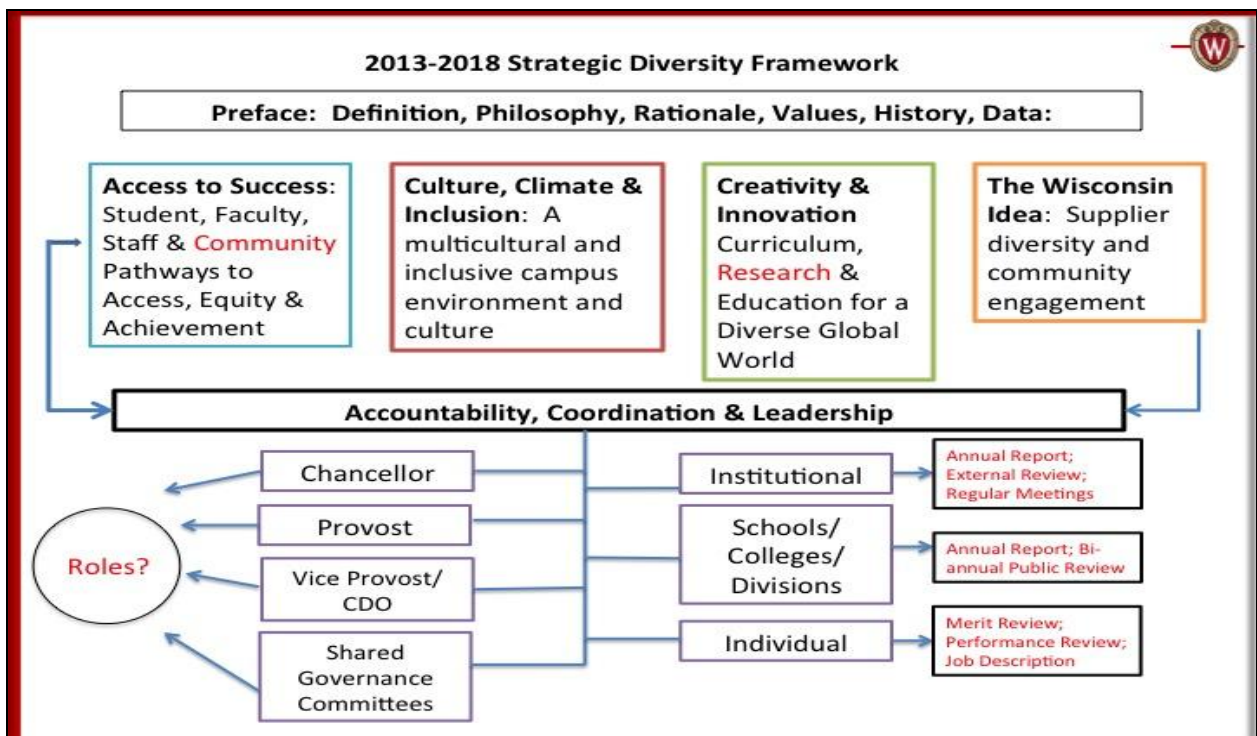
Slide	Indicator	Description	Diversity Identity
	able were/are you to... ?" (Males and Females)	Graduation	
52	Women as a Percentage of All Faculty	Faculty Diversity	Gender
53	Women as a Percentage of Faculty and Staff	Faculty Diversity	Gender
55	Minority Faculty Recruitment	Faculty Diversity	Minority Status (African American, Native American, Hispanic/ Latino(a), and other races)
56	Faculty Disciplinary Division Affiliation	Faculty Diversity	Minority Status and Gender
57	Minority Faculty Representation	Faculty Diversity	African American, Asian, Native American, Hispanic/Latino(a), and other races
58	Instructional Academic Staff—Minority Instructional Academic Staff as a Percent of the Total Head Count	Academic Staff Diversity	African American, Native American, Hispanic/Latino(a), and other races
59	Non-Instructional Academic Staff as a Percent of the Total Headcount	Academic Staff Diversity	African American, Native American, Hispanic/Latino(a), and other races
60	Classified Staff a Percent of the Total Headcount	Classified Staff Diversity	African American, Native American, Hispanic/Latino(a), and other races
61	Executive/Director/Administrators as a Percent of the Total Headcount	Academic Staff Diversity	African American, Native American, Hispanic/Latino(a), and other races
62	All Employee Groups	All Employee Diversity	
63	Non-White Full-Time Faculty as a Percent of Total Full-Time Faculty at AAU Public Institutions, 2010–2011	Faculty Diversity	Minority
66	Percent of Faculty Promoted to Tenure by Gender	Faculty Diversity	Gender
67	Percent of Faculty Promoted to Tenure by Minority Status	Faculty Diversity	Minority vs. Non-Minority
68	Promotion to Tenure within Nine years by Gender and Division	Faculty Diversity	Gender
69	Promotion to Tenure within Nine years by Minority Status and Division	Faculty Diversity	Minority vs. Non-Minority
74	National Survey of Student Engagement (NSSE) 2011	Student Engagement	Inquiry of diversity among Seniors
75	NSSE 2011 University Impact on Seniors in Terms of Diversity	Student Diversity	Inquiry of diversity among Seniors

Appendix 1.3—*Ad Hoc* Diversity Planning Committee Binder Overview

A resource binder with the information detailed below was provided to the *Ad Hoc* Diversity Planning Committee to assist with its planning efforts in the 2012–2013 academic year.

Dimension	Overview	Date Developed
UW-Madison Diversity Planning Project Charter and Overview	CDCC Charge Letter	October 2012
	Robert’s Rules of Order	
	UW-Madison Diversity Forum Update (APIR)	October 2012
	Diversity Forum Themes and Feedback	October 2012
	Student Diversity Plan Input	November 2012
UW-Madison Diversity Plans and Reports	Plan 2008: Educational Quality Through Racial and Ethnic Diversity	May 1998
	Plan 2008 Final Report	January 2009
	Courses Meeting the Ethnic Studies Requirement	Fall 2009–2010
	Faculty Hiring Initiative for Hip-Hop Studies Proposal and Letters of Support	October 2009
	OVPEDO Diversity Recruitment Strategy Group	March 2009
	OVPEDO: Diversity Strategies Summary	May 2010
	UW-Madison Strategic Diversity Update	Spring 2011
	Closing the Achievement Gap: Focus on SOAR Advising	May 2011
	Faculty Diversity and Excellence: A Compelling University Interest	June 2011
	2011 Intergroup Relations and Community Building (IRCB) Working Group Report	June 2011
	2012 Report on Access to Success for Native American Students	June 2012
	HR Design Strategic Plan: Diversity, Inclusion, and Employee Engagement	November 2012
Diversity Planning Frameworks	Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Education	
	Inclusive Excellence FAQ	
	Beyond Diversity Planning: A Call to Action	October 2009
	Making a Real Difference with Diversity: A Guide to Institutional Change	
	Towards a Model of Inclusive Excellence and Change in Postsecondary Institutions	2005
	Nurturing the Seeds of Success: A Framework for Activating Inclusive Excellence	September 2010
Select Institutional Diversity Plans and Reports from Peer Institutions	The Report of the Diversity Action Committee, University of Connecticut	June 2002
	Promoting Excellence Through Our Diversity, University of Connecticut	2007
	UC Berkeley Pioneering Initiative Launched on Equity, Diversity, and Inclusion, backed by Evelyn and Walter Hass, Jr.	February 2010
	UC Berkeley Initiative for Equity, Inclusion, and Diversity	October 2011
	University of Michigan Blueprint for Diversity	2009
	UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity	2009
A Mosaic for IUC Transformation, University of Illinois at Chicago	August 2012	

Appendix 1.4—UW-Madison 2013 Ad Hoc Diversity Planning Framework



Appendix 1.5—Major Themes from Fall 2012 Diversity Forum Strategic Thinking Session

Recommendation Summary

General Recommendations (N=265):

Recommendation	Response Frequency
Student of color undergraduate/graduate recruitment in all disciplines (underrepresented, first-generation, transfer students, nontraditional)	12
Financial resources for programming (incentives and compensation)	12
Training on inclusive excellence, cultural sensitivity, for students, faculty, and staff (on-going, fully compensated)	12
Accountability	11
Student of color undergraduate/graduate retention in all disciplines (underrepresented, first-generation, transfer students, nontraditional)	11
Faculty recruitment in all disciplines (faculty of color, specifically Native American, Chican@ and Latin@, and African American faculty)	10
Bring Wisconsin Idea to the forefront	10
Expand Ethnic Studies requirement	10
More programming and training for students of color, staff, and faculty on how to deal with racism, White supremacy, and institutional racism	10
Increased communication between faculty, staff, and students; intentional community engagement (committees, dialogues, classes, etc.)	9
Social justice education as a component of the undergraduate/graduate experience (i.e., the Wisconsin Idea)	9
Faculty retention in all disciplines (faculty of color, specifically Native American, Chican@ and Latin@, and African American faculty)	8
Staff recruitment in all areas (staff of color, specifically Native American, Chican@ and Latin@, and African American faculty)	8
Consistent and comprehensive communication of diversity goals and initiatives for all	8
Courses/support for students understanding White privilege	8
Staff retention in all areas (staff of color, specifically Native American, Chican@ and Latin@, and African American faculty)	7
Create space physically (supportive and equitable)	7
Community building (funding the cultural arts)	7
Increase financial aid for students of color (undergraduate, graduate, in-state/out of state)	7
Engage first-generation families and families of students of color	6
Increased summer programming for students of color	6
Increased recruitment efforts on Wisconsin Indian Reservations	6
Culturally-sensitive training with the Medical, Engineering, and Business Schools and STEM-related fields	5
Engage in relationships and partnerships with local/regional tribes	5
Revisit current structure and policy (understand/re-evaluate/baseline, university processes, tracking)	5
Celebrate achievements	4

Implementation Recommendations (N=265):

Recommendation	Response Frequency
Training on inclusive excellence for all programs and people	6
More funding for inclusive excellence and programming	6
More programming such as Posse, PEOPLE, First Wave, and Gear-Up	6

More funding for programming such as SEED, LI	5
Support “grass-roots efforts”	5
More fundraising and resources for financial aid	5
Faculty recruitment in all disciplines (faculty of color, specifically Native American, Chican@ and Latin@, and African American faculty)	5
Student of color undergraduate/graduate recruitment in all disciplines (underrepresented, first-generation, transfer students, nontraditional)	5
Student of color undergraduate/graduate retention in all disciplines (underrepresented, first-generation, transfer students, nontraditional)	5
Chancellor, Provost, and Deans (Administration) committed to diversity goals (evaluation)	5
More focus on dialogue (intergroup)	4
Better faculty integration into diversity efforts	4
Diversify search and screen committees (training)	4
Enforce accountability	4
Create programming in ethnic studies, hip-hop studies, and cultural activism (this would lure faculty of color to our campus)	4
Centralized office that would coordinate and support diversity and equity programming (similar to centralized advising)	4
Faculty retention in all disciplines (faculty of color, specifically Native American, Chican@ and Latin@, and African American faculty)	4
Community building physical space on campus	3
Create an office that implements and sees through the Wisconsin Idea	3
Fund and support Chican@ and Latin@ Studies and Native American Studies in becoming a department	3
A course/program on White Privilege for majority/White students	3
Staff recruitment in all areas (staff of color, specifically Native American, Chican@ and Latin@, and African American faculty)	3
Staff retention in all areas (staff of color, specifically Native American, Chican@ and Latin@, and African American faculty)	3

Recommendations and Representative Comments by Theme

Accountability, Assessment, and Evaluation Recommendations

- Establish clear accountabilities and policies (e.g., a diversity scorecard). Track participation of the diversity efforts of departments across campus and make the results public.
- Expand current available climate programming, track participation, evaluate outcomes, report results and impact, modify and announce program enhancement as a recruit.
- Ask for more accountability for diversity hiring of faculty, staff, and student employees. Weave diversity goals and measures into annual performance reviews. Reward those efforts periodically.
- Review campus-wide programming.

Faculty and Staff Involvement (Recruitment, Retention, Search and Screens, and Professional Development)

- Training for new and existing employees by providing inclusive excellence learning opportunities. A positive and welcoming climate is everyone’s responsibility.
- Provide concrete goals for faculty and staff—clarify their role in the campus diversity plan.
 - *Better faculty integration into diversity efforts, particularly in terms of conversations about climate in the classroom and what faculty can do to create optimal learning environments such as the Institute for Biology Education (IBE).*
 - *Education about the importance of creating working, teaching, and learning environments that support excellence through diversity. Expand learning communities for faculty and staff. [Such as] orientation, education, training for faculty and staff*

regarding what each can and should do and avoid doing if the campus is to meet strategic goals and priorities related to diversity and equity [based upon] age, race, ethnicity, disability, orientation, gender, and veteran [status].

- *A lot more professors to take time with any minority student that requests help with degree decisions, mentoring, and keeping them on track to graduate.*
- *Enhance relationships between students of color and faculty of color in underrepresented populations.*
- *Faculty and staff training and development, campus reports and accountability support for student success, tutoring, community, and advising.*
- Hire more faculty and staff from diverse backgrounds in all colleges, with a special focus on STEM fields.
- Foster and support the retaining of faculty of color on campus, specifically those within Native American, Chican@ and Latin@, and African American communities.
- Work directly with resident hall staff (including students) to provide them with the tools they need to create an inclusive environment.

Graduate Student Involvement (Recruitment, Retention, and Professional Involvement)

- Inclusive excellence training for campus faculty and staff, starting with professors, teaching assistants, and house fellows
- Professional development opportunities for students of color
- Mentorship for students of color with faculty and staff of color
- Job placement strategy for students of color upon graduation
- Increase student of color matriculation. Increase both undergraduate and graduate student populations in STEM.
- Create authentic spaces for students to learn from one another
- Increase ways for White students to take on these issues; educate and expose white students to the cultures and lives of minority students
 - *Help to challenge pre-conceived stereotypes by seeing students of color as individuals rather than by their race. Educate and understand the impact of exclusion and the power and possibilities contained with inclusion.*
 - *Learning communities, FIGS, etc. that target the awareness link to volunteer service and learning service.*
 - *More student vents that would attract all types of students to have them split up and interact with someone they normally would not spend time with so they see minority students as individuals and not minorities*

Undergraduate Student Involvement (Recruitment, Retention, Education and Development)

- Professional development, mentorship opportunities, and job placements for students of color
- Increase student of color matriculation
- For students not in diversity programs (i.e., Posse), have them assigned with a student on campus like a mentorship similar to the Posse program.
- Engage every student about power, privilege, and oppression during the First Year Experience (FYE), perhaps through a class such as SEED or ICD.
- Identify create ways to engage majority student populations in learning about and understanding the person of color experience of non-majority students:
 - *Learning communities, FIGs, etc., that target the awareness link to volunteer service and learning service.*
 - *More student events that would attract all types of students to have them split up and interact with someone they normally would not spend time with so they see minority students as individuals and not minorities.*

- Create authentic spaces for students to learn from one another. Ethnic studies courses are often broad and not relatable for students who need to better understand issues of diversity. Restructure the ethnic studies requirement to include participation in diversity dialogues and localize the issue of diversity.
- Increase ways for White students to take on these issues. Our campus has articulated a wonderful commitment to increase the number of underrepresented students but lacks a commitment to prepare majority students to live, work, and learn in inclusive communities.
- Increase student cultural cohesiveness; build communities for students not enrolled in programs (that support development). Give them the basics, available resources, and recreate a sense of community like that of the Red Gym.
- Have workshops for students; create diversity dialogues in dorms and other various places on campus.

Pre-College Student Involvement (Recruitment, Education, and Development)

- Increase student diversity on campus through pre-college student programming:
 - *Increase outreach to more high schools; build relationships and make it known that UW-Madison is committed to diversity and inclusion so more students of color are attracted to come here.*
 - *Begin the process of recruiting diverse students before high school. Promote goodwill of institution to elementary/middle school students.*
 - *Increase the number of programs like PEOPLE, Posse, Gear-Up, and RISE.*

All Campus Community Involvement

- Create a deliberate means of finding new people and building and sustaining community
- Diversity and climate training for all employees, not just graduate teaching, research, and project assistants. A positive and welcoming climate is everyone's responsibility. Some staff endure horrible treatment based simply on position title, which is unacceptable
- Engage community, especially young people, in conversations integrating higher education, diversity, and inclusivity:
 - *Collaborate in activities; educate one another on each other's goals and missions. Student groups might already do this; however, I believe employee diversity committees could do more of this.*
 - *Support from the top for civility and the importance of each person's efforts in meeting UW-Madison's mission.*
 - *Help to create a sense of excitement by developing an attachment to smaller community within UW-Madison.*

Parent, Partner, and Family Involvement

- Engage parents and family members of all UW-Madison students, placing a special emphasis on first-generation families and families of students of color.

Administrative Involvement

- Chancellor, Provost, Deans, and Directors who are committed to diversity and inclusion.
- Elect or recommend an associate chair that leads diversity efforts within each major. There are associate chairs for graduate students so there could be one devoted to diversity efforts (recruitment, retention, etc.).
- A clearly articulated campus diversity mission and vision statement that reflects an inclusive community voice:
 - *An inclusive process to bring together and involve campus community in the formation and implementation of our new campus diversity plan.*

- *Coordinated effort of campus committees on diversity initiatives.*
- *Mandate local diversity/excellence committee to encourage grass-roots, everyday movements woven into our culture.*
- *Formulation of strategies that every unit should contribute positive energy to building concrete objectives in support of diversity initiatives.*
- *An ongoing association of diversity workers or leaders of diversity efforts/programs.*
- *Include undergraduate students in conversation about diversity goals and priorities at UW-Madison (shared governance).*
- *As is the case of Chair Holley, student leadership on committees about student culture and life should be led by students to frames the true student experience.*
- Expand efforts so that they are happening at every level, from food to housing, to transportation to events, safe spaces, and enrollment; not as an add-on but rather as a full cultural shift in terms of inclusive excellence.
- Increase efforts to explore what excellence in inclusion looks, feels, smells, sounds like and re-examine this vision regularly in a cycle of evaluation, exploration, and action:
 - *Strengthen the dialogue between diversity groups on campus (committees, organizations, and departments).*
 - *Centralized office to support all student programming (similar to centralized advising).*
 - *Create a space for people who run, organize, and/or create student programming to come together regularly to discuss ideas and collaborate across campus and programs.*
 - *Support the Chicana@ and Latin@ Studies program in becoming a department.*
- Provide mentorship and opportunities for collaboration:
 - *Get off the hill and out to the work units. Outreach to departments; talk, dialogue, share stories, and model diversity through administrative action.*
 - *For students, within majors, facilitate diversity forums that showcase successful minorities within that field of work.*
 - *Include diversity topics in daily conversations with students and colleagues (without waiting for them to bring it up) and continue professional development/self-awareness.*
 - *Each person does one thing to educate someone/another colleague about the importance of diversity.*
- Provide an honest assessment of social resistance and history (shift focus from “diversity” to social/restorative justice).

Funding

- Increase funding:
 - *Funding streams have dried up. Can special fundraising efforts be made—as done with capital projects—for supporting diversity and equity initiatives?*

Communication of Diversity Goals and Objectives

- Clearly articulate diversity and inclusion as core aspects of the Wisconsin Experience.
- Better communicate diversity goals and priorities and make diversity plans apparent and widespread:
 - *Provide consistent and comprehensive communication of diversity goals and initiatives to all stakeholders (students, employees, faculty, staff, etc.) through various communication channels (forums, chats, social media, webpages, etc.).*
 - *Increased emphasis on “spreading the word” (i.e., In what ways does increased diversity benefit everyone on campus and in the community?—make our argument and counter critics).*

- *Diversity goals should be better communicated to the student body. Improve communications about workshops, events, and opportunities related to diversity and equity on campus.*
- *Diversity communications, reports, statements, goals, and mission, etc., should reflect the broad definition of diversity and equity on campus.*

Broadly Define Diversity and Inclusion

- Definition of diversity and all communications regarding diversity should reflect a broad definition of diversity that is inclusive of multiple social identities (i.e., race/ethnicity, gender, sexual orientation, ability status, religion, social class, etc.).
- Manage the broadest approach to diversity that is inclusive of identities such as LGBTQ, gender, ability status, religion, etc., while maintaining a specific focus on the concerns of underrepresented racial and ethnic groups.
 - *Actively recruit LGBT faculty, staff, and students and track their progress.*
 - *Increase diversity/inclusive initiatives in the STEM fields with a focus on students and faculty of color and women.*
 - *Consider how socio-economic diversity and the “shrinking middle class” fits into campus initiatives.*
 - *Take more responsibility for disability access. The university needs to move towards universal designs approach regarding diversity. Ranging from physical access to all faculty and staff hires to a commitment to advancing diversity efforts with diversity being defined from a universal design framework.*
 - *Increase the number of underrepresented, first-generation, and transfer students.*

Ethnic Studies Requirement

- Revise the ethnic studies requirement to better reflect the university’s inclusive excellence mission:
 - *The requirement should be revised to specifically and directly relate to issues about racial and ethnic diversity in the U.S. There should be very specific requirements for an ethnic studies class to be considered “ethnic studies” and the class itself should be more discussion based. We should also consider re-naming the requirement to “ethnic and cultural diversity.”*

Appendix 1.6– Major Themes from ASM Student Input Listening Sessions

Recommendation Summary

General Recommendations (n=142)

Recommendation	Response Frequency
Revise the ethnic studies requirement	52
Promote relationship/community building and safe spaces through enjoyable campus organizations, courses, events, and speakers	37
Launch/expand efforts to address the concerns of students of color, international students, LGBTQ students, and students with disabilities and improve the campus climate	27
Encourage <i>all</i> students/staff members to engage with one another in respectful dialogues about race, ethnicity, social class, sexuality, gender, religion, power/privilege, globalization, and other aspects of diversity as it is broadly defined	21
Implement strategies to increase access for traditionally underrepresented students (i.e., students of color, first-generation students, and low income students)	14
Address and promote respect for diversity as it is broadly defined	14
Implement/expand diversity training opportunities for students, particularly among incoming students	13
Increase campus awareness of diversity, equity, and inclusion initiatives, organizations, and events	12
Implement/expand diversity training opportunities for faculty, staff, and graduate assistants	6
Provide opportunities to engage with diversity in the larger community	5
Increase collaborative diversity and inclusion efforts	4
Recruit faculty from diverse backgrounds	3

Recommendations and Representative Comments by Theme

Ethnic Studies Requirement

- Require a greater number of ethnic studies credits:
 - *More than one ethnic studies requirement. Specifically, nine credits and six with the same culture. I think this would allow more opportunities to learn and develop as people in the world.*
 - *One course should not be enough for a person to learn about a different culture and if so they should make it interactive*
- Require students to complete ethnic studies requirements within their first year at UW-Madison:
 - *I think students should be required to take an ethnic studies class early on in their college tenure.*
 - *I think that the ethnic studies requirement should be in the first year and have to do with power and privilege. That way students have a foundation and a common understanding of inequalities and discrimination in the U.S. This could substantially improve campus climate and it would create a space for dialogue and understanding.*
- Expand the ethnic studies requirement to include a greater variety of courses/issues:

- *More comprehensive teaching on races. Unless the class is specifically about one group, then I don't think one group should be the focus*
- *White privilege workshops/integration into the ethnic studies curriculum*
- *Incorporate Sociology 496 (Intercultural Dialogues) into fulfillment of the ethnic studies requirement*
- *Change the whole system of the ethnic studies requirement. Focus more on gender, different lifestyles, socioeconomic stuff—cultural studies?*
- *Incorporate intercultural dialogue modes of peer-facilitated dialogue into more ethnic studies courses*
- *Required international course—make our campuses more globally minded*
- **Elevate and clarify the importance of ethnic studies requirements:**
 - *A greater influence and importance on the reasons for ethnic studies. Students have made comments saying they are “White guilt” classes, which shows a miscommunication on the purpose of ethnic studies. One of the longest student movements were for implementation of ethnic studies on the campuses of San Francisco State and UC-Berkley during the 1960s. Let's continue the vision and mission of these students by continuing a greater importance of ethnic studies.*
 - *Emphasize importance of ethnic studies—end the “blow-off” classes people take.*
- **Develop applied ethnic studies courses:**
 - *Ethnic studies requirement should be more about building alliances between minority and majority demographics in an action based way.*
 - *A new avenue for applied ethnic studies*
 - *More service learning requirements within ethnic studies courses*

Community Building

- **Facilitate a sense of community within each classroom:**
 - *If every class and instructor could try to facilitate an atmosphere of community, integration within classes might help give students a starting point of creating connections.*
- **Provide enjoyable opportunities for diverse students to engage with one another:**
 - *More organizations, fairs, music events, and opportunities for students to get involved.*
 - *I think the diversity plan should include fun activities that people enjoy doing.*
 - *Cultural festival*
 - *Diversity week sounds pretty neat!*
 - *More events promoting diversity would be really interesting and fun.*
 - *Dinners for all identities to show up to.*
 - *More clubs and activities that aren't specific to a group*
 - *Maybe more freshmen events to get everyone to intermingle?*
 - *Through sports or games people with diversity can become closer naturally*
 - *There should be more events that help students learn more about the diverse groups of people on campus because the more people know about one another the closer the community*
 - *Performance would be very enjoyable and interesting*
 - *More unity events that should involve all students—something that attracts a solid population of UW-Madison students.*
- **Host public speakers on campus who address issues of diversity, equity, and inclusion:**
 - *Guest speakers on the issues of race, sex, and so on to create a more aware, safe environment for people who may not know how to interact or act around a variety of people.*
 - *More speaking events for people to attend*

- *A cultural lecture series—renowned experts to give lectures to the student body at large*

Campus Climate

- Provide/expand initiatives that positively impact the campus climate for international students:
 - *Better ways of connecting international students with the larger campus community*
 - *Mental health advising and counseling especially for international students dealing with issues like culture shock. There are events like “Success Lunch on Cultural Adjustment” next week. It would be helpful if such events are made regular every week.*
 - *I think it should include a plan that can promote friendship between international students and American students.*
 - *Include more international students in student associations*
- Provide/expand initiatives that positively impact the campus climate for LGBTQ students:
 - *There should be something to protect LGBT students from feeling isolated and in danger when they walk around campus.*
 - *I think there should be more outreach to LGBT students and more awareness to the student population about LGBT issues to hopefully more people get educated about what it means to be LGBT and so LGBT students feel more comfortable at their school.*
 - *A preferred name policy should be put into place.*
 - *More gender neutral bathrooms and changes to applications and process of campus resources/systems (such as Housing, where I work) that do not reinforce gender binaries.*
- Provide/expand initiatives that positively impact the campus climate for students with disabilities:
 - *Accessible classrooms*
 - *All dorms should have a wheelchair ramp.*
 - *More of a focus on the accessibility of campus*
 - *Consideration of programs related to individual with disabilities: Adapted Fitness, Badger Buddies, Badgers for Special Olympics, etc.*
- Provide/expand initiatives that positively impact the campus climate for first-generation students
- Provide/expand initiatives that positively impact the campus climate for students of color
 - *Information on Native American cultures*
 - *Something I think should be included is a group where students of Latino heritage can get together and celebrate their background, make friends, and also do some sort of service learning/volunteering to bring them closer and help them to understand others and themselves through the lens of helping others.*
 - *Support for students of color when they are being discriminated against*
 - *Better support for students of color when they are adjusting to being the only student of color in class*
 - *Safe spaces for students of color to talk to about their daily experiences so they are able to grow support through experiences*
- *Use inclusive language in all official documents and communication*
- *Implement more serious punishments in residence halls for saying insensitive things or just generally creating a harmful environment*
- *More variety of food in the global kitchen section of dining halls that takes into account flavors and taboos of different ethnic groups*

Respectful Dialogue

- Facilitate self-awareness and mutual understanding of differences through respectful dialogue:
 - *A focus on not shaming White students, it’s hard to learn when I feel like my professors are against me.*
 - *Try to limit the negative emotions/bashing on other sides’ opinion posters.*

- *People need more information about how what they say/do really impacts people and why it REALLY matter.s*
- *Building mutual understanding between the “East” and the “West” and how cultural differences aren’t bad, such as emphasizing the group more than the individual*
- *Overall, everyone just needs to respect and think before acting no matter race, color, sexuality, or gender.*
- **Create opportunities to explore/understand the lived experiences of diverse identities:**
 - *Space to address microaggressions*
 - *Communication is definitely important. We can do story-telling of individual experiences that would allow us to better understand each other.*
 - *I think that all new students on campus should have the opportunity to question, explore, grow, and change their points of view and opinions. I participated in a diversity dialogue and I so appreciated the opportunity to discuss difficult matters in a safe space and to learn about other individual’s stories and experiences that are different from my own. It is crucial to have an opportunity to get to know people who are different from you because to help incorporate respect and dignity for all people is an essential value in our campus climate.*
- **Encourage students to acknowledge differences while also searching for common ground:**
 - *More of an encouragement of people discussing different viewpoints on a multitude of things—promoting difference but also recognizing similarities.*

Access

- **Recruit and admit a greater number of underrepresented students:**
 - *If the school really wanted to encourage diversity they would accept more students from different socioeconomic backgrounds. How diverse can a campus be if 90% of the kids are of the same ethnicity?*
 - *Admissions—we need a way more diverse campus environment.*
 - *Recruitment of students from racial minority groups, religious minority groups, lower and working classes, and a wider range of geographic areas*
 - *More affirmative action*
 - *Although I live campus diversity, I do not support the current affirmative action policies we currently employ. I would move it more of an income, or background requirement rather than race.*
- **Provide more scholarships for students of color, first generation students, and low-income students:**
 - *I strongly believe that there must be more scholarships for minorities/people of color and low socio-economic statuses.*
- **Expand pipeline programs:**
 - *Include more programs that aim to bring diversity on this campus like CAE and programs under them like AAP or Pathways*
- *Offer resident tuition to undocumented students*

Inclusive Definition of Diversity

- **Support and promote respect for diversity as it is broadly defined:**
 - *I think it should focus on all diversity (sexual orientation, gender, etc.) and not just race. I think when people hear diversity they only think of race.*
 - *Education regarding the different aspects that diversity entails*
 - *More emphasis on political diversity (not everyone on campus is Liberal)*
 - *More outreach into “non-traditional” diversity: socio-economic status, disability, family status, etc. Diversity is more than just racial issues.*

- *Teaching religious tolerance toward stigmatized groups such as Muslims, Jews, etc. and the different facets of each.*
- *Socio-economic status! I cannot stress this enough. Lower- and lower-middle-class students are not taken into consideration in regards to so many things.*
- *They should make sure to consider all aspects of diversity and identity, not just ethnicity and sexuality.*
- *How diversity includes everyone; including those not traditionally thought of in the definition of diversity. Those who may be White. Those who may be male. Those who are from rural areas/rural Wisconsin. Sometimes these people hear the word “diversity” and stop paying attention.*

Diversity Training for Students

- **Increased availability of student diversity training sessions:**
 - *More training opportunities for students to attend and learn from*
 - *I think we should have diversity training in classes and in dorms.*
- **Expose students to diversity training early on in their academic careers:**
 - *Diversity seminar for all students who attend SOAR, not just the scholarship programs*
 - *Potentially have a one or two night (orientation) seminar/talk for all freshmen at the beginning of the year (maybe at SOAR) about campus climate and diversity. I think that there are so many students who have never been exposed to people of different ethnic, religious, sexual orientation backgrounds than their own before coming to UW-Madison. And I think that every student needs to know upon arrival that this is a tolerant campus.*
 - *More diversity training at SOAR*
 - *Making SOAR more welcoming to out of state and international students*
 - *Provisions to implement a diversity education program for students either at SOAR or early on welcome week. This way we expose them to the expected values early.*

Increased Awareness of Diversity, Equity and Inclusion Efforts

- **Increase awareness of diversity and inclusion initiatives/events through increased advertising and marketing strategies:**
 - *Increased advertisement for those trainings for students who may not pay close attention to ASM or administrative bulletin announcements*
 - *Anything that educated, promotes, acknowledges, etc., underrepresented students of not only race but gender and sexuality as well. If we already have classes like these that I am unaware of—PROMOTE THEM MORE PLEASE!*
 - *More resources on different ethnic activities/clubs*
 - *I think that more campus-wide events to explore diversity would be good. If there are already some of these events, they need to be more advertised and marketed to students as something that will be enjoyable to anyone.*
 - *More awareness for things like Intercultural Dialogues*
- **Provide students with more information about the diversity planning process:**
 - *I am not really sure what the plan means/entails—more exposure?*
 - *I think it should include maybe more awareness? I honestly don’t know much about what the Diversity Plan includes already.*

Diversity Training for Faculty, Staff, and Graduate Assistants

- **Provide diversity training sessions for all faculty, staff, and graduate assistants:**
 - *Diversity training for faculty and staff—are professors and TAs taught how to teach diversity issues? I know this exists but it could be a lot more meaningful.*

- *I think more professionals working here should be required to go through more training on diversity, especially professors and TAs since there are so many differences in people they are working with.*
- *“Teach-In” moments/workshops on identity (something like SEED) for TAs that are required so they can best interact with their students.*

Community Engagement

- Provide opportunities to engage in the larger community:
 - *Most students are only familiar with the downtown and the UW-Madison campus, yet we act like we control the whole city. Madison is truly a diverse city once you get off campus and it would be great to have the students more in touch with the different people around the city. The general public should be more welcome downtown and students should have more and easier access to local Madisonians.*
 - *More engagement between UW-Madison and the Madison community*
 - *I think a push for working with the community of Madison outside of campus should be included in the new plan.*

Recruitment of Diverse Faculty

- Recruit faculty from diverse racial backgrounds:
 - *Definitely more faculty of color*
 - *Faculty with military experience*
 - *Faculty with broader degrees, science and history, or business and psychology, etc.*

Collaboration

- Foster communication between students and administration:
 - *More collaboration between administrators and students. I often feel that administration is not really tuned into what students go through.*
 - *I think that student input is a key factor when creating a Diversity Plan. Without knowing what people want/need, how could it possibly be created?*
- Increase collaborations across diversity focused programs, offices, and initiatives:
 - *I think that a greater effort should be made to build between the various groups promoting diversity on campus and the more general student population. We have many groups dealing with diversity but the level of campus-wide dialogue is very low. The best way to emphasize our diverse population is to expand visibility and dialogue.*

**Appendix 1.7—OVPCDO Recommended UW-Madison Diversity Planning Process
Engagement Strategies**

These strategies were recommended to the co-chairs of the *Ad Hoc* Diversity Planning Committee in February 2013. They were submitted in an effort to assist with potential engagement of campus-wide data collection, and listening sessions regarding campus diversity priorities.

Engagement Strategies	Target	Description	Activation Timeline
Dynamic Website Feedback Channel	All Campus	E-mail, automatic response, one person on core team will staff the e-mail channel, blog website to engage the issues.	Ongoing
Strategic Thinking Discussion Protocols	Diversity Committees; Shared Governance Committees; Key Diversity Offices & Units	Key discussion protocols to allow for a generative process to happen that would allow multiple groups to give insights, using a common set of questions that could then be used to spur learning and recommendations.	March/April Implementation
Strategic Thinking Sessions	All Campus	Open-forum strategic thinking sessions designed to drive the development of new insights and recommendations regarding the future of campus diversity. Book rooms geographically distributed on central campus, north campus—health sciences, residence hall listening sessions, leveraging a set of key questions.	April (5 Sessions)
Diversity Committees Status Meeting Update	Diversity Committees	One or two targeted invite meetings that would allow members or designees from the diversity planning committees to participate in a scheduled meeting.	April/May
Liaisons to Various Members of the Committee to Various Groups	Diversity Committees	Perhaps connecting one committee member to the various diversity committees across campus.	Ongoing