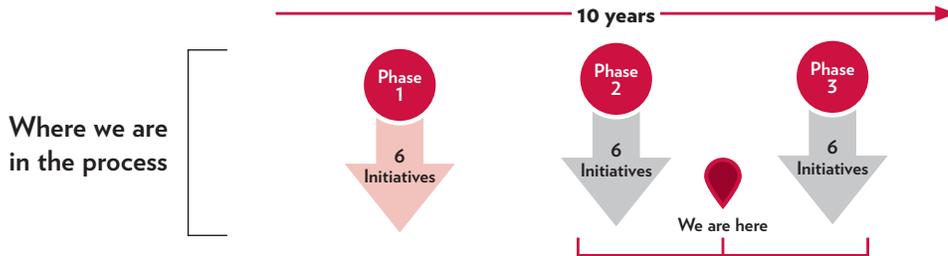




AFFECTING R.E.E.L. CHANGE FOR DIVERSITY & INCLUSION

RETAIN. EQUIP. ENGAGE. LEAD.

Since its inception in 2015, the *Retain Equip Engage Lead* model for diversity and inclusion change has been a road map for the University of Wisconsin–Madison campus. During this ten-year period, we are working to deliver the three-phase, 18-initiative plan. The Division of Diversity, Equity and Educational Achievement welcomes all of campus and our community partners to track the plans support initiative efforts. This report outlines R.E.E.L. update in phase two.



Change Initiatives Accomplished in Phase Two:

INITIATIVE 3

CONDUCT DATA-DRIVEN ANALYSIS & STUDENT SUPPORT: Deploy Green Zone and comprehensive data analysis to identify solutions to close the six-year graduation gap. The Green Zone is defined by a student achieving 54 credits by the end of one’s sophomore year and achieving a GPA of 2.5 or better; these factors combined greatly improve the likelihood that a student will graduate within six years.

INITIATIVE 3 UPDATE

The College of Letters & Science has been using data (like the Green Zone model) to identify students who may be experiencing academic difficulty. This was pioneered by the L&S Center for Academic Excellence (CAE) and has been scaled up to all advising units that serve L&S FY students. These units reach out to students after midterm and final grading each term. One aspect of this outreach is to connect students to learning centers and academic support. In response to a growing need for data analysis related to academic progress and the opportunity gap, L&S created a new analyst position in L&S Academic Information Management (AIM) that will work with CAE and other departments.

INITIATIVE 9

COORDINATE INCREASED SUPPORT FOR STEM SUCCESS: Equip and enhance campus-wide STEM success through increased coordination and support for broader STEM initiatives, such as High Impact Learning Practices, student advising and STEM conferences.

INITIATIVE 9 UPDATE

The Wisconsin Institute for Science Education and Community Engagement (WISCIENCE) is committed to recruiting diverse populations of STEM students into engaging and high-impact learning practices offered through its courses and programs. During the 2018–19 academic year, WISCIENCE increased enrollment of undergraduate and graduate students from targeted racial/ethnic minority groups, (14%, compared to 10%); racial/ethnic minority groups (28% compared to 17%), female students (60%, compared to 51%) and first-generation college students (28% compared to 19%). In addition to serving UW–Madison students, WISCIENCE’s Summer Research Program recruits a diverse group of undergraduate STEM researchers (60% from targeted minority groups; 52% female; 42% first-generation college students) from all over the United States to UW–Madison to engage in a 10-week summer mentored research experience.

Along with WISCIENCE, the Posse program worked with many campus partners such as STEM Immersion, BioCommons, First Year Interest Groups (FIGS), Engineering/LEED Scholars and Learning Communities such as Women in Science and Engineering. Professional development opportunities such as mentoring, lab experiences and STEM conferences were provided to scholars in STEM emersion. Posse also formed a corporate partnership with General Electric to create opportunities for STEM scholars.

INITIATIVE 11

PROVIDE LEADING-EDGE PROFESSIONAL DEVELOPMENT ON TEACHING: Equip faculty, staff and teaching assistants with professional development programming regarding evidence-based, student-centered, inclusive teaching practices.

INITIATIVE 11 UPDATE

The Discussion Project, in the School of Education, which aims to strengthen UW–Madison’s campus-wide capacity to create welcoming, engaging and academically rigorous classroom environments has trained nearly 250 instructors in the last three years from 86 different department from every school and college at the university. Fundamental to the training is a focus on creating more inclusive learning environments that value and draw upon the diverse backgrounds and views of students. The Discussion Project draws upon the most recent research on classroom discussions in higher education to identify effective facilitation strategies.

UW–Madison took part in the Association of Public and Land-Grant Universities/National Science Foundation (APLU/NSF) **Aspire Institutional Change Initiative**, a national effort to encourage universities to think more critically about how to provide faculty, staff and students of color for success — with a particular emphasis on recruitment and retention processes.

Twenty UW–Madison senior leaders took part in the **University of South California Race and Equity institute**. The eight-week course provides professional learnings to strengthen racial literacy and learn practical strategies to address racial equity issues.

INITIATIVE 12

STANDARDIZE DIVERSITY GOALS IN STRATEGIC PLANNING: Engage all campus units to standardize the practice of including specific goals for diversity in their strategic planning (i.e. Recruitment and Retention, Equitable Access, Climate and Engagement, Equitable Treatment and Individual Capacity Building).

INITIATIVE 12 UPDATE

All schools and colleges are forming and participating in a strategic diversity plan. **The Target of Opportunity Program (TOP)**, begun in 2018, has made significant strides in recruiting faculty from underrepresented groups. For the 2019–20 TOP cycle 27 recruitments were authorized, with 10 offers accepted. For the 2018–19 TOP cycle 42 recruitments were authorized, and 17 offers were accepted.

The **Student Campus Climate Survey** will be held again in 2021. The results will measure how students see UW–Madison’s commitment to diversity and if there is a growth in the metric since the last survey in 2016. The hope is that diversity and inclusion efforts since the first campus survey will allow resources on campus to be more widely known and used and that the second survey findings will show improvement.

The #IamUW movement came out of the campus climate survey and is an invitation for students to come together around what it means to represent the campus, community and identities that make up UW–Madison. This national award-winning effort uses the ideas, interactions, creativity and messaging all come from the initiative’s student ambassadors. In addition to the #IamUW website — iamuw.wisc.edu — and social media outreach, the campaign includes a Madison city bus wrapped with the campaign messaging and campus ads, as well as merchandise drops at student organization fairs and campus events.

The 2020 Engagement, Inclusion and Diversity (EID) Survey was fielded from Feb. 17 to March 13. In addition to creating EID principles to provide a shared vision in the EID initiative, the survey collects measures employee engagement, inclusion and diversity to inform EID efforts. The Office of the Vice Chancellor for Finance and Administration in partnership with the DDEEA is holding late night forums to recognize 2nd/3rd shift employees’s hard work and connect to campus/community resources. The 2020 event was postponed due to COVID-19.

INITIATIVE 16

ENGAGE THE CAMPUS COMMUNITY: Engage the broader campus community through strengthened partnerships between the annual Diversity Forum and other campus-wide programming such as the Teaching and Learning Symposium; Engagement, Inclusion and Diversity (EID) Initiative; and Showcase.

INITIATIVE 16 UPDATE

The **Diversity Forum** is UW–Madison’s signature diversity event. Held every fall, the event has seen a 279% increase in attendance over the past five years with 2019 seeing 1,300 attendees. 96% of attendees say they are very or extremely likely to attend future forum which has featured keynote speakers such as Dr. Talitha Williams and ABC News correspondent John Quiñones. Preparations are being made for a potential online delivery of the 2020 forum featuring Robin Austin Channing and Dr. Robin DiAngelo as keynote speakers.

Leadership Institute (LI) began in 1998 and in May 2019, 120 LI alum from campus and beyond gathered at the Wisconsin Institutes of Discovery to celebrate community and the ongoing learning. This past year 58 participants were invited to join LI which was relaunched in September 2019. A major shift within the redesigned Leadership Institute is engaging within race/ethnicity-based affinity groups. Throughout the yearlong LI (September-May), the full cohort meets several times to expand opportunities for deepening relationships, allow for increased opportunity to demonstrate self-work practice and build cross-learning opportunities outside of the comfort zone of primary affinity group in preparation for practice in workplaces.

Starting in 2019, the DDEEA began organizing informal **Affinity Group Gatherings** to help faculty and staff make connections and foster community with colleagues from across the campus. Faculty and staff from the African American, Asian & Asian American, Latinx, LGBTQ+, Multiracial and Native American affinity groups held gatherings in 2019 and 2020. It’s hoped this is a first step towards forming Affinity Based Faculty and Staff Associations.

The **UW–Madison Diversity Inventory** (diversityinventory.wisc.edu), a centralized online database of diversity programs, events, and services on campus, launched a new website to track our campus’s progress toward creating a more inclusive community. The UW created the Diversity Inventory (DI) following recommendations from the campus-wide Diversity Framework. DI strives to increase awareness of existing resources, enhance coordination of activities among campus partners, and efficiently collect and report diversity-related data.

INITIATIVE 17

EXPAND DIVERSITY & INCLUSION OPPORTUNITIES: Identify current diversity and inclusion-related professional development opportunities. Evaluate the efficacy, identify unmet needs and build individual and organizational capacities (i.e. WISELI, LCICE, OHRD, etc.).

INITIATIVE 17 UPDATE

Two cohorts of the **Diversity Liaison Project** have been chosen. Led by the Deputy Vice Chancellor for Diversity & Inclusion and the Vice Provost of Faculty and Staff, the project provides opportunities for campus leaders to actively engage with matters of diversity, equity and inclusion in a hands-on way and implement best practices in the classroom and beyond. The goal of the project is to help create an educational environment at UW–Madison that is conducive to everyone’s best learning and professional advancement.

In response to xenophobic messages on and around campus, the DDEEA held a **virtual town hall** supporting Asian and Asian American faculty and staff. More than 500 attendees joined online to learn of available resources and to discover if there any additional unmet needs. As second town hall was hosted by DDEEA and involved a partnership of community, education and government organizations including the Madison Mayor’s Office and Office of Civil Rights, the Dane County Office of Equity and Inclusion, the Urban League of Greater Madison, U.S. Department of Justice Community Relations Service, The Hmong Institute and the Madison Area Chinese Community Organization. More than 200 people attended to learn about community resources. On July 8, 2020 more than 2000 people attended a **Call to Action** virtual event put on by the DDEEA in response to the Black Lives Matter movement and social justice dialogue in our country.

In addition, EID Employee Learning includes **Communities of Practice** that convene monthly, and the Office of Learning & Talent Development offers courses such as:

- Perspectives: Being an Ally for LGBTQ+ Inclusion in the Workplace
- Teaching Inclusively & Equitably
- Bystander Intervention
- Emotional Intelligence Virtual Conversation Cafes

Goals of the Framework:

- Goal 1:** Promote shared values of diversity and inclusion
- Goal 2:** Improve coordination of campus diversity planning
- Goal 3:** Engage the campus leadership for diversity and inclusion
- Goal 4:** Improve institutional access through effective recruitment of diverse students, faculty, staff and through effective relationship building with the wider community
- Goal 5:** Improve institutional success through improved retention

Overview of R.E.E.L. Model

RETAIN.

- Improve institutional success through improved retention (**Goal 5**)
- Improve institutional access through effective recruitment of diverse students, faculty, staff and through effective relationship building with the wider community (**Goal 4**)

EQUIP.

- Improve coordination of campus diversity planning (**Goal 2**)

ENGAGE.

- Promote shared values of diversity and inclusion (**Goal 1**)

LEAD.

- Engage the campus leadership for diversity and inclusion (**Goal 3**)

Implementation:



Institutional Statement on Diversity

“Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background - people who as students, faculty, and staff serve Wisconsin and the world.”

R.E.E.L.



Division of Diversity, Equity & Educational Achievement
UNIVERSITY OF WISCONSIN-MADISON