

DESIGN FOR DIVERSITY: INCREASING PARTICIPATION AND GRADUATION A MIDPOINT REVIEW

BACKGROUND

The University of Wisconsin System aims to educate the full spectrum of Wisconsin citizens for the 21st century. Students from American Indian, African American, Latino/Hispanic and Asian American (especially Southeast Asian) populations have been historically underrepresented in higher education, both at the state and national levels. During the past twenty years, these population groups have increased significantly, yet college enrollment and graduation rates have not kept pace with that growth. Gross inequities in educational opportunity, employment, income or quality of life undermine democracy. These are vital issues for the citizens of Wisconsin and the nation.

UW System is preparing its graduates to live and work in a multicultural society and economy. Enriching the university with faculty, staff and students from many cultures creates an environment in which we can appreciate our differences while increasing our common goals and values. Governor Tommy Thompson noted the importance of diversity in his 1993 commencement speech at UW-Madison:

Wisconsin's strength, and that of the Nation, has always been its diversity of people and ideas, culture, influences, and aspirations. Perhaps nowhere is that diversity more evident than right here at the University of Wisconsin.

In a March 1993 Board of Regents presentation, President Katharine Lyall also highlighted the need for continued interest in diversity initiatives:

Design for Diversity articulated our commitment to significantly increase the number of minority students served by the UW System and to increase representation of qualified minorities among our faculty and staff. This commitment is based on the conviction that we must prepare our students through education and by experience to live and work effectively in a far more multicultural society and economy than any of us has experienced in our lifetimes. To do otherwise would be an educational malpractice equivalent to failing to teach foreign language or to provide exposure to computers.

The United States and the world continue to experience rapid and dramatic changes in population composition as well as in economic, social and political structures. U.S. growth and world growth are tightly linked.

- By the year 2005, non-Hispanic white males will constitute only 14.7% (3.8 million) of the net growth in the total labor force while non-Hispanic white women will constitute 31.7% (8.2 million) and other race/ethnic groups, both male and female, will constitute 53.7% (13.9 million) (*Population Today*, May 1993).
- Historically underrepresented racial/ethnic groups will become a larger share of total labor force entrants—34.9% (19.5 million workers) by 2005 (*Population Today*, May 1993). The ever rising skill requirements of the emerging economy make the task of more fully and effectively educating targeted groups especially urgent between now and the year 2005.
- Our graduates must be prepared for employment in a rapidly changing global economy that is increasingly complex—one where national and cultural boundaries fade during trade negotiations and other economic, social and educational exchanges.

In April 1988, the University of Wisconsin System made an important commitment to intensify its role in reversing the disturbingly low participation of targeted students, faculty and staff in Wisconsin higher education. After working towards the seven goals outlined in Design for Diversity for the past five years, President Lyall requested a continuous improvement review of progress. We have learned much from our initiatives. Based on this experience, we are recommitting to many of the original Design for Diversity activities, adjusting others and discontinuing yet others.

We know that achieving full participation of historically underrepresented populations in our universities continues to be a complex and multifaceted challenge. The university alone cannot solve this problem. It is critical, for example, that more American Indian, African American, Asian American and Latino/Hispanic students graduate from high school and that they do so with strong academic records. Such progress requires the strengthening of schools, greater equity in funding school districts, innovative curricula and pedagogical practices and the active involvement of

parents, communities, the legislature and the private sector. The university could throw up its hands and say that until these improvements occur we can do nothing. However, we believe we must continue to be an active partner in improving education for the full spectrum of our population. UW System must continue to move on two fronts:

- To increase the pipeline pool of qualified students—from the schools to universities to graduate school to the hiring of a faculty or staff member.
- To increase the graduation rates of those students who enroll in UW institutions.

This will be the dual thrust for the remainder of Design for Diversity.

As we move into the next five years of Design for Diversity we need to assess our accomplishments between 1988 and 1993.

- UW institutions met 102% of faculty hiring goals.
- UW institutions met 99% of academic staff hiring goals.
- UW institutions met 80% to 106% of annual student recruitment goals-85% of total 5-year goal.
- UW institutions awarded 933 baccalaureate degrees to African American, American Indian, Asian American and Latino/Hispanic students in 1992-93, up 71 % since 1987-88.
- UW institutions all have an ethnic studies curriculum requirement in place.
- UW System Administration and UW institutions are developing a more collaborative approach to program evaluation and using it as a self-diagnostic resource.
- UW System is recognized nationally for Design for Diversity.

The original seven goals of Design for Diversity remain appropriate.

GOALS

- Goal One: Recognize the need to eliminate the underrepresentation of minority and economically disadvantaged people in the UW System.
- Goal Two: Educate all students for an increasingly multicultural society in Wisconsin, our nation and the world.
- Goal Three: Improve recruiting and retention efforts to better enable targeted minority students to enroll more easily and function more effectively at our universities.
- Goal Four: Improve evaluation efforts in the areas of minority student enrollment/retention and faculty/staff recruitment and retention.
- Goal Five: Remove financial barriers that prevent minorities and economically disadvantaged people from viewing college as a realistic option.
- Goal Six: Increase the number of minority faculty and staff throughout the UW System.
- Goal Seven: Establish effective partnerships with the public schools, the VTAE System, state government, the community and the private sector to assist the UW System's efforts to improve minority education.

In Design for Diversity, "minority students" include those who are American Indian, African American, Latino/Hispanic or Asian American (with Southeast Asians targeted for financial aid purposes--Asians who were admitted to the United States after December 31, 1975 and who either are former citizens of Laos, Vietnam or Cambodia or whose ancestors were or are citizens of Laos, Vietnam or Cambodia). You will notice that in this document there is an occasional shift between Asian, Asian American and Southeast Asian. Let us be clear, the UW System acknowledges that Asians are part of a multicultural community with gifts to bring to all they encounter. (See Appendix A for the 1991 Policy Statement regarding the inclusion of Asian American students, faculty and staff in the Design for Diversity.) All Asians, both U.S. citizens and non-citizens are included in the faculty staff placement goals as outlined by Affirmative Action Guidelines. Given the large proportion of Asian hires that falls within the sciences, institutionals need to be attentive the opportunity to hire Asians in other disciplines. All Asians are eligible for services from M/D academic support programs. Southeast Asians were specifically targeted for student recruitment and minority financial aid purposes given the significant educational barriers these individuals and their descendants experience. UW System will continue to track the progress of Asian students to determine if other actions are warranted.

STUDENTS

The Design for Diversity proposed a 100% increase in the number of new African American, Latino/Hispanic and American Indian freshmen, transfer and special students between 1988 and 1998—from 1,270 to 2,540 new undergraduate students. Southeast Asian students were also targeted but were not

included in the numeric benchmarks because reliable campus data were not available until 1990 for this group. Each year, UW System has attained at least 80% of its student enrollment goals.

We are aware that we have set ambitious recruitment targets with the aim of reversing the historical trend of low enrollments for African American, Latino/Hispanic, American Indian and Southeast Asian students. During our midpoint review of Design for Diversity, we considered whether to continue to have numerical goals. Since they are goals and not quotas and since they have served to give us benchmarks to measure progress, we are convinced that we should retain numerical goals. We also examined the current recruitment goals to determine if they were appropriate and examined other measures of underrepresentation. There is no one generally accepted definition of underrepresentation. For example, we examined the number of targeted students that UW institutions would have to recruit 1) to reach enrollment parity with new white freshmen; 2) to reach enrollment parity based upon representation within populations aged 18 to 24 years; 3) to increase enrollment based upon variations in the 10% per annum increase under the current goals. As a System, we serve both the state of Wisconsin and the nation; therefore, the appropriate recruitment pool extends beyond Wisconsin high school graduates. Furthermore, significant numbers of new freshmen students in targeted groups do not enroll immediately after high school graduation—3,967 (17.5%) in Fall 1992. For these reasons, the characterization of underrepresentation has to be broad.

UW institutions are aware of the complexity of recruiting and retaining historically underrepresented groups, and we know we may not reach our goals. Yet, existing data do not allow us to establish more refined recruitment goals which take better account of the total pool of potentially eligible students. We will work with the Department of Public Instruction to obtain information, by race/ethnicity, on the number of all high school graduates by grade point average; we will also examine ACT scores. Until such data are available, we will retain the current goals. If we are able to obtain data from DPI, we will revisit the recruitment targets to determine how well they reflect the academic preparation of the high school pool. Not fully reaching our annual recruitment goals (80% to 106% of goal, 1989 through 1993) reinforces the need for UW System precollege programs that effectively cultivate the pipeline and increase the numbers of well prepared students.

FACULTY AND STAFF

The *Design for Diversity* also set hiring goals for faculty and staff from underrepresented race/ethnic groups. In the faculty/staff sections of the report, we will use the broader race/ethnic classification required in Affirmative Action guidelines: American Indian/Alaskan Native, Asian/Pacific Islander, Black and Hispanic. *Design* specified an increase of 7596 in the number of new underrepresented faculty and staff hires between 1988 and 1993, as compared to new hires during the preceding five years.

GOAL ONE: RECOGNIZE THE NEED TO ELIMINATE THE UNDERREPRESENTATION OF MINORITY AND ECONOMICALLY DISADVANTAGED PEOPLE IN THE UW SYSTEM.

Between 1988 and 1992, UW System institutions jointly attained 102% (364) of their targeted faculty and 99% (712) of their academic staff hiring goals. While 6 institutions exceeded their faculty hiring goals, nine fell short: 3 attained at least 90% of their goals (Eau Claire, La Crosse and Centers), 3 attained 71% to 73% of their goals (Green Bay, River Falls and Stevens Point) and 3 attained less than 70% of their goals (Whitewater, Oshkosh and Extension). In academic staff hiring; 11 institutions met or exceeded their goals, 3 attained at least 77% to 95% of their goals (Oshkosh, Madison, Centers) and 2 attained less than 70% of their goals (Eau Claire, Milwaukee).

In the remaining five years, UW institutions will establish annual hiring goals for faculty and academic staff as part of their Affirmative Action Compliance Plans. Until an institution's Affirmative Action plan is approved, it will be governed by any unmet Phase I hiring targets. The UW System Office of Equal Opportunity and Compliance and Policy Studies is specifically charged with ensuring that each institution has an Affirmative Action Compliance Plan and that each institution is aggressively working to reach the placement targets which, for faculty, are based upon availability of new Ph.D's by discipline.

Academic staff hiring goals will be set in proportion to the availability of targeted groups in relevant labor pools. Progress in achieving these goals will be reported annually.

GOAL ONE ACTIVITIES

RETAIN:

- Retain current systemwide student recruitment goals until a more refined methodology is available. Work with DPI to establish data on the eligible pool of all students, including historically underrepresented students. **Timeline 1998 or sooner.**

RESHAPE:

- Retain current hiring targets until institutional Affirmative Action plans are approved. Then monitor the progress of faculty and academic staff placement based upon availability using affirmative action methodology. The UW System Office of Equal Opportunity Compliance and Policy Studies will prepare annual reports. **Timeline 1995.**

CREATE:

- Increase the number of underrepresented students enrolling in graduate or professional programs in UW System. **Timeline 1998.**
- Increase interaction opportunities between UW System Administration and faculty, staff and students from historically underrepresented racial/ethnic groups, e.g., job shadowing. **Timeline 1996.**

As of 1994, Affirmative Action compliance will use "placement" rather than "hiring" goals. Placement goals established through Affirmative Action compliance programs take both hiring and retention data into consideration by comparing the difference between availability and numbers employed on an annual basis.

- Design ways to recognize and reward the achievements of faculty, staff and students as well as colleges, departments and work units that promote multicultural diversity and equality in their scholarly, professional and student activities or operations. **Timeline 1995.**
- Improve access to and increase the numbers of targeted adult students participating in UW-Extension continuing and cooperative education programs. **Timeline Ongoing.**
- Work to diversify Boards of Visitors, advisory committees and other university bodies representative of each UW institution's service area. **Timeline Ongoing.**

Multicultural diversity is both a fact of life and a strength of a democratic society. In today's global economy, successful competition demands knowledge of and the ability to operate within diverse cultures. UW System graduates must be prepared to deal with the many manifestations of diversity and have the opportunity to develop those skills *prior* to entering the world of work. Goal Two, then, grows out of economic and demographic imperatives as well as equity concerns.

Recent research documents many positive effects of multicultural education. Alexander Astin, Director of the Higher Education Research Institute at UCLA, conducted a comprehensive longitudinal study to determine how student development is affected by various educational environments (190 environment measures), including campus policies and practices concerning multiculturalism and diversity. In this national study, 25,000 students in the Fall of 1985 freshman cohort (from 217 four year institutions) were tracked from the time of entry up to four years later in 1989. Using pretest, posttests and survey measures to assess changes in student development, Astin concluded:

Emphasizing diversity either as a matter of institutional policy or in faculty research and teaching, as well as providing students with curricular and extracurricular opportunities to confront racial and multicultural issues, are all associated with widespread beneficial effects...

- greater self-reported gains in cognitive and affective development (especially increased cultural awareness)
- increased satisfaction in most areas of the college experience
- increased commitment to promoting racial understanding (*Change*, March/April 1993, p.48).

Two clusters of measures--*Institutional Diversity Emphasis* and *Faculty Diversity Emphasis*--were also positively associated with a variety of student development outcome measures: leadership, citizenship, increased commitment to environmental issues, commitment to developing a meaningful philosophy of life, increased participation in cultural activities and reduced materialistic values. Student participation in cultural awareness workshops, in particular, was positively related to undergraduate degree completion, academic development and college satisfaction (*What Matters in College? Four Critical Years Revisited, Jossey-Bass, 1993*).

UW institutions have developed new programs to foster more effective multicultural teaching/learnign campus environments.

- Enhanced Public Discourse. Campuses offer a wide variety of speakers, workshops, symposia, conferences, exchange programs, publications and/or academic courses exploring multicultural issues and concerns in addition to multicultural entertainment activities.
- Curriculum Changes: UW System institutions have implemented the requirement for organized courses or programs of instruction in ethnic studies as part of every student's undergraduate educational experience either as a general education or a graduation requirement. Eight institutions have designated new or existing courses to meet this goal; one has elected to infuse relevant materials into existing courses and five are using some combination. Faculty awards from the Undergraduate Teaching Improvement Grants programs and from the UW System Institute on Race

and Ethnicity, among others, have facilitated curriculum development/change and relevant research initiatives.

Although we have made some progress, much work remains to make all UW System institutions truly effective multicultural teaching and learning environments.

GOAL TWO ACTIVITIES

RETAIN:

- Continue to support underrepresented faculty exchanges and collaboration with Hispanic serving institutions, historically Black colleges and universities, tribal colleges, community colleges, and other institutions, to diversify UW faculty and staff and to cultivate interest in prospective undergraduate and graduate students. Timeline Ongoing.
- Continue to develop programs and services that cultivate a supportive and respectful teaching/learning environment for all students, including historically underrepresented students. Timeline Ongoing.
- Continue ethnic studies curriculum requirement for undergraduate students. Timeline Ongoing.

CREATE:

- Convene a symposium of faculty from all UW institutions to share experiences in reviewing and revising course curricula. Timeline 1995.
- Work with the American Indian community to facilitate development of a pilot language preservation project. Explore similar project for the Hmong language. Timeline 1996.

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UW institutions established a variety of student programs to increase desired educational outcomes for underrepresented students.

1. Increased **enrollment**—precollege and recruitment programs.
2. Improved **academic performance** general and course-specific tutorial programs.
3. Increased **retention and graduation rates**—programs for advising/counseling, mentoring, tutoring, financial aid and multicultural climate-building (multiethnic course offerings, multicultural student and campus programming).

STUDENT RECRUITMENT

Increased recruitment of American Indian, Latino/Hispanic, African American and Asian American students has required increased involvement in precollege programs. College enrollment and graduation remain out of reach for many youth in Wisconsin as well as the nation. These young adults—our future workforce and leaders—leave high school without important prerequisites for postsecondary education and career success. The reasons are many and varied and the challenges so great that a variety of institutions must continue to collaborate in reversing that trend. UW System views itself as an active partner in that collaboration to maximize students' *readiness* for postsecondary education. Ultimately, UW System aims to assist all students in fully developing their talents and skills and, thus, in attaining their career and life objectives.

Following the 1984 report of the Wisconsin University of Wisconsin System/Department of Public Instruction Committee on Minority Student Affairs, *The Education of Minorities in Wisconsin: A Joint Enterprise*, UW institutions—often in partnership with the Department of Public Instruction—began developing a wide array of academic skills-building, academic enrichment, career exploration and college orientation programs for historically underrepresented students. Designed to increase motivation, knowledge and awareness, these programs also help students identify UW System institutions, their programs and the academic preparation necessary to gain access to postsecondary educational opportunities. Supported by DPI Minority Precollege Scholarships between 1985 and 1990, approximately 9,000 African American, American Indian, Asian American and Latino/Hispanic students have been exposed to educational experiences that they would not ordinarily encounter.

Precollege programs work! DPI tracks the precollege academic performance and persistence of the 6th through 12th-grade students who receive their precollege scholarships using transcript review and telephone follow-up surveys. Both high school graduation and college enrollment rates have increased.

- *High School:* Of the 977 students who received DPI minority scholarships (and were projected to have completed grade 12), 91.7% graduated from high school compared to 84% of all twelfth grade African American, American Indian, Latino/Hispanic and Asian American students.

Postsecondary Enrollments: Nearly half of the high school graduates (46.1%), who had reached DPI minority scholarships as of February 1990, were enrolled in postsecondary educational institutions in Wisconsin—254 of the 413 in UW System institutions.

The most comprehensive campus recruitment strategies include long-range plans that integrate extensive precollege programming with systematic efforts to increase future enrollment. Strengthening the precollege-recruitment linkage—“cultivating the higher education pipeline”—has been a major Office of Minority Affairs initiative in 1992-93.

All campuses conduct recruitment activities to increase the enrollment of African American, Latino/Hispanic, American Indian, and Asian Americans with an emphasis on Southeast Asian students. To assist in that effort, UW System Office of Minority Affairs has hosted two Minority Recruitment Symposiums. The first, to assist each institution in developing systematic recruitment plans and the second, to analyze the recruitment visits/activities conducted by the institutions. UW institutions are now more aware of which Wisconsin high schools are heavily targeted by recruiters and which schools are untapped markets. In particular, UW institutions need to be aware that between 1995 and 2000, the Madison School district expects a 21% increase in African American, Latino/Hispanic, Asian American and American Indian students.

At the graduate level, the Committee on Institutional Cooperation (CIC - a consortium of 12 major research and teaching universities—has recently suspended their Graduate School Recruitment Fair due to fiscal constraints. This is a loss not only to member institutions but to the UW System. Alternatives will need to be developed over time.

GOAL THREE RECRUITMENT ACTIVITIES

RETAIN:

- Complete development of a fully functional UWS Precollege Database and distribute a complete list of all potential recruitment prospects to each UW institution (at the end of each annual precollege program cycle). **Timeline 1995.**

RESHAPE:

- Establish a mechanism for coordinating recruitment and retention activities at the campus level. **Timeline 1995.**
- Ensure appropriate support programs are available before admitting students who are talented and motivated but may lack some academic prerequisites. After evaluating their academic skills, develop appropriate educational plans for success. **Timeline Ongoing.**
- UW System will conduct a feasibility study of an extended-duration degree program (e.g., 5 years) for those students who may lack some academic prerequisites for success. **Timeline 1997.**
- Implement targeted recruitment strategies for underrepresented groups, which include serving an institution's geographic region as well as the remainder of the state. In addition, UW System will assist in designing a more coordinated approach in the Milwaukee School district. **Timeline 1996.**
- Ensure that gifted and talented students are contacted by UW System institutions. The UWS Office of Minority Affairs will explore the feasibility of facilitating these efforts through the purchase and systemwide distribution of lists of potential recruitment prospects who are gifted and talented, including students from historically underrepresented race/ethnic groups, e.g., National Merit Scholar and ACT score lists. UW System will also consider an accelerated academic program for such students and activities to encourage their consideration of a future faculty career. **Timeline 1995.**

- Complete review of the Minority Information Center (MIC). Given limited resources, it is clear that the scope of MIC responsibilities needs to be narrowed. MIC activities will focus on precollege work. Timeline 1995.
- Enhance precollege and recruitment relationships with students participating in the Milwaukee Compact (Chapter 220 Suburban Schools). **Timeline Ongoing.**

CREATE:

- Create a pilot cooperative adult precollege program between UW Centers and the Wisconsin Technical College System for GED program participants. This initiative will also help strengthen the role of UW Centers and Wisconsin Technical Colleges as feeder pools for other UW institutions. Timeline 1995.
- Establish a UWS collaborative program to ensure that UW underrepresented undergraduates are aware of graduate opportunities at UW institutions. Given the elimination of the CIC Recruitment Fair and the increase in the number of targeted students graduating from UW institutions, it is important that our graduates are aware of Wisconsin graduate school opportunities. Timeline 1996.
- Phase in year-round precollege opportunities in collaboration with UW-Milwaukee to increase enrollment of targeted Milwaukee area students. Precollege programs work best when there are year-round activities that provide consistent educational support. In the past, Milwaukee area students participated in summer precollege programs in various parts of Wisconsin but had limited contact and support the remainder of the academic year. Currently UW-Milwaukee, UW-Parkside, UW-La Crosse and UW-Stevens Point offer year-round, state-sponsored precollege activities. DPI officials agree that year round programs need to be expanded. **Timeline 1995.**
- Explore the feasibility of using distance learning approaches to provide motivational and instructional programming to targeted K-6 graders in selected Milwaukee Public Schools. Timeline 1996.
- Work with the Department of Public Instruction (DPI) and the Higher Education Location Program Office (HELP), through the UWS Minority Information Center, to produce a comprehensive listing of academic year and summer precollege programs at UW System institutions, private institutions and Wisconsin Technical Colleges. **Timeline 1994.**

STUDENT RETENTION

Recruitment and retention efforts are intimately intertwined: poor retention undermines recruitment efforts. *Internal* campus factors—campus environment, meaningful role models, academic support programs—influence retention rates as well as *external* factors—federal and state financial aids, precollege academic preparation, family and community support. Even external factors, however, can potentially be influenced by campus interventions such as precollege programs.

Retention and graduation issues are complex. Recent research offers some useful insights. In *Minority Status Stresses and the College Adjustment of Ethnic Minority Freshmen*, Smedley et al concluded that a unique-cluster of minority status stresses" add to the general stress load faced by all students. In reflecting on their findings, the authors offered these policy and programmatic implications:

...intervention programs designed to improve minority student retention are likely to be more effective if they focus attention on helping minority freshmen to understand the interplay of the additional social and academic stresses they will face from their peers and from faculty in addition to providing academic support services. Such interventions should emphasize enhancing the effectiveness of the students' efforts to cope with these status-related demands and should target those students who are finding it particularly difficult to handle both generic student role strains and minority status stresses (*Journal of Higher Education*, July/August 1993, p. 449).

The article stresses the importance of program interventions that *target students* as well as those that *target improvements in university environments*. More specifically, they recommend the creation of teaching/learning environments that are respectful of and conducive for **all** students and, in particular, for those from multiculturally diverse communities.

In the first five years of Design for Diversity, the UW System had numeric targets for recruitment of historically underrepresented racial/ethnic groups but not for retention. In March of 1992, President Lyall stated to the Board of Regents that "success should mean not only recruiting but retaining and

graduating historically underrepresented racial/ethnic students; not only hiring, but welcoming faculty and taking pride in their professional success as integral parts of our university communities.”

UW institutions have instituted a broad array of academic support programs for both new and continuing students. Some programs limit their services to various forms of academic advising, monitoring and/or counseling. Other programs primarily provide tutorial services. Others, like the federal TRIO programs (Student Support Services, Upward Bound), are *one-stop-shop* programs that are mandated to work with the whole student.

Between Fall 1987 and Fall 1989, African American, American Indian and Latino/Hispanic freshmen cohorts have experienced increasing fourth-year retention rates. Across all race/ethnic groups, however, the Fall 1990 cohorts evidenced some reversal in this trend. During this time period, less than half of the African American and American Indian freshmen cohorts were retained as compared to 63% or more

of the total UW System freshman cohorts. It is important to note that even American Indian and African American freshmen who graduate in the top quartile of their high school graduating class have substantially lower UW System graduation rates: Fall 1985 cohort, 41% and 46% respectively versus 73% for white/other. Fourth-year retention rates for other race/ethnic groups all exceeded 51% excepting the 1990 Hispanic freshmen cohort with a rate of 49%. For the top quartiles, the graduation rates all exceeded 64%. The substantially lower retention rates, especially for top quartile students, suggest the importance of issues related to campus climate.

Between 1987-88 and 1992-93, growing enrollments and increasing retention rates led to a 51 ~ increase (+437) in the total number of degrees awarded to African American, American Indian, Latino/Hispanic and Asian American students. For these students, degree attainment increased at all levels: 71 % (+386) for baccalaureate degrees, 19% (+39) for masters degrees, 22% (+9) for professional degrees and 30% (+ 11) for Ph.D. degrees.

GOAL THREE RETENTION ACTIVITIES

RETAIN:

- Continue to encourage and facilitate sharing of information regarding campus programs that work-both for individuals and for organizational structures. Timeline Ongoing.
- Establish campus-based retention goals. In goal-setting, each institution will consider relevant characteristics of its entering student cohorts. Timeline 1995.
- Develop and sponsor campus-based cultural diversity workshops or other learning opportunities for administrators (including department chairs and directors), faculty, academic staff, classified staff and students to enhance multicultural understanding at the school, college, division and departmental levels. **Timeline 1995.**
- Facilitate diversity training for staff of Police and Security at each institution. In addition, the UWS Office of Minority Affairs will promote dialogue between institutions and municipal law enforcement agencies to discuss the need for a safe and secure environment for all students. Timeline 1995.

CREATE:

- Discontinue national scholar conferences that surveyed each of the four race/ethnic groups targeted in Design for Diversity. Between 1989 and 1992, UW System, a host institution, and the State Historical Society cosponsored three conferences: "A Century of Civil Rights Struggles at UW-Madison, "Hispanics in the United States" at UW-Milwaukee, and the "American Indian History and Culture Conference" at UW-Green Bay. UW System and UW-La Crosse hosted the fourth conference on Asian issues in 1992: "Asian Americans: Probing the Past, Living the Present, Shaping the Future." These conferences brought leading scholars to the state and enabled participants to gain a deeper understanding of issues affecting each community and their implications for higher education. UW institutions now fund staff and faculty participation in other national conferences and symposia which will keep them abreast of current debates, innovative pedagogical models and research findings.

As required by Section 36.25 (14m)(b) of the Wisconsin State Statutes, the Board of Regents must report annually on its precollege, recruitment and retention plan for students from historically underrepresented racial/ethnic groups and disadvantaged students. Furthermore, at least once every five years, institutions comprehensively evaluate each program.

Over the past five years, there has been much discussion at the System and campus levels about evaluation of MID programs. The **Uniform Minority Information System (UMIS)**—implemented on

all campuses as of September 1988—was envisioned as an important resource for recruitment and academic support program implementation, monitoring, and evaluation. However, UMIS failed to become a campus resource and came to be viewed as a burdensome information and reporting process.

After a comprehensive survey of campus views in Fall 1991, the Office of Minority Affairs with advice from the institutions restructured the program evaluation process into one that is more flexible, more useful, more user-friendly and more accessible. Beyond the core set of common data elements, campus programs are free to choose data collection and analysis methods as long as their techniques document at least these aspects of program effectiveness: who was served (vis-a-vis intended population), for what purpose and what difference it made.

Our program evaluation model focuses on both continuous improvement assessment and outcomes assessment which emphasizes evaluation as a *constructive self-diagnostic tool for monitoring, adjusting and improving programs*. The insights gained through this process can help identify exemplary models that have potential for replicating successes.

During the past 18 months, the Office of Minority Affairs has also emphasized a more collaborative approach with the institutions by helping M/D staff develop program evaluation skills through regional summer workshops: in 1992, four *Paradox* database and evaluation workshops and in 1993, seven evaluation workshops. Program evaluation is an iterative process which together we seek to constantly refine and improve.

GOAL FOUR ACTIVITIES

RETAIN:

- The UWS President will annually review with each Chancellor his/her institution's progress towards Design for Diversity goals. **Timeline Ongoing.**

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RESHAPE:

- Continue to strengthen and streamline the current systems of program information, evaluation and reporting to maximize successful educational outcomes for students. Encourage assessment of changes in student academic performance, retention and graduation as well as changes in the teaching/learning environment and other aspects of the campus climate. **Timeline Ongoing.**

CREATE:

- Periodically survey underrepresented racial/ethnic applicants who were admitted to a UW institution but did not enroll to determine their reasons for this choice. **Timeline: Every two years, beginning in 1996.**

ELIMINATE:

- Discontinue the Uniform Minority Information System as a *centralized* program information and reporting system. It was replaced with a more streamlined decentralized system. Completed.

The UW System has three financial aid programs targeting historically underrepresented race/ethnic groups pursuing the baccalaureate degree: Lawton Undergraduate Minority Retention Grant Program (LUMRG), Minority Teacher Forgivable Loan Program (MTFL), and Pilot Minority Tuition Award (PMTA) Program. At the graduate level there are two financial aid programs: the Minority Doctoral Support Program (MDSP), which provide support for targeted students who are interested in faculty positions within the UW System (note: the biennial budget bill discontinued MDSP effective July 1, 1994 and transferred its funds to the Advanced Opportunity Program) and the Advanced Opportunity Program (AOP), which is available to African American, Latino/Hispanic, American Indian, Southeast Asian and disadvantaged graduate students.

UW SYSTEM

M[INORITY/DISADVANTAGED FINANCIAL AID PROGRAMS ~
1992~93

..~..	~..	~..	~..
\$ 1,875,600	1,318	\$ 1,416	.
\$ 100,000	73	\$ 1,555.	.
\$132,000	78	\$1,682.	.
\$3,378,900	538	\$6,254.	.

S183,400 12 \$ 10,550

Improve targeted retention and graduation.

Prepare targeted students as teachers to increase role models in selected Wisconsin school districts.

Increase enrollment of targeted students from targeted high schools.

Increase recruitment and retention of targeted graduate students.

Develop targeted faculty members from within the UW System.

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GOAL FIVE: REMOVE FINANCIAL BARRIERS THAT PREVENT MINORITIES AND ECONOMICALLY DISADVANTAGED PEOPLE FROM VIEWING COLLEGE AS A REALISTIC OPTION.

Financial aid is crucial to the UW System's efforts to increase the enrollment, retention, and graduation of students from historically underrepresented racial/ethnic groups and economically disadvantaged students. A recent federal study by the Government Accounting Office, **Higher Education Information** on Minority Targeted Scholarships, found that while such programs constitute a small share of all financial aid, they play an important role in encouraging college attendance for targeted groups..

GOAL FIVE ACTIVITIES

RETAIN:

- Retain the Minority Teacher Loan Forgivable Program, the Lawton Undergraduate Minority Retention Grant Program, the Advanced Opportunity Program and the Pilot Minority Tuition Award Program and seek additional funding in 1995-97. Timeline 1994.
- Continue to work for increased federal financial assistance to historically underrepresented racial/ethnic groups and disadvantaged students. Timeline As Required.

The *Design for Diversity* specifically addressed recruitment by setting goals for new faculty and staff hires from underrepresented racial/ethnic groups-American Indian/Alaskan Native, Asian/Pacific Islander, Black and Hispanic UW System institutions were to increase new underrepresented racial/ethnic groups in faculty and staff hires by 75% as of 1992.

FACULTY HIRES 82 89 85 65 43 364 102.5%

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ACADEMIC STAFF - C STAFF 131 132 141 153 155 1 712 99.2X .

Retention is crucial to maintaining these recruitment gains. The Office of Equal Opportunity Compliance & Policy Studies, *A Report on the Hiring and Retention of Women and Minorities Faculty Members* offers some insights into patterns of faculty retention. While departure rates for targeted faculty fluctuated greatly over the past ten years, they have manifested greater stability within the last five years. From 1987-88 through 1991-92, American Indian/Alaskan Native, Asian/Pacific Islander, Black and

The hiring of faculty and staff is regulated by Equal Employment Opportunity Commission definitions. The five race/ethnic categories are Black, American Indian/Alaskan Native, Asian/Pacific Islander, Hispanic and White. The university must treat United States citizens and non-citizens in employment in the same manner, as long as the non-citizens have the appropriate visas required to work in the United States.

GOAL SIX: INCREASE THE NUMBER OF MINORITY FACULTY AND STAFF THROUGHOUT THE UNIVERSITY OF WISCONSIN SYSTEM.

Hispanic faculty left at a rate of 6.4% as compared to 5.5% for white faculty. The corresponding percentages were 6.0% and 8.4% for targeted men and women respectively as compared to 5.5% and 6.3% for white faculty. Faculty women of color are leaving UW System at the highest rate among all groups.

UW System institutions attained 99.2% of their academic staff hiring targets. With a System wide goal of 718, 712 hires were made.

GOAL SIX ACTIVITIES

RETAIN:

- Institutions will continue to conduct exit interviews of faculty and academic staff and analyze reasons for leaving by race/ethnicity. **Timeline Ongoing.**

RESHAPE:

- Retain current hiring targets until institutional Affirmative Action plans are approved. Then monitor the progress of faculty and academic staff placement based upon availability using affirmative action methodology. The UW System Office of Equal Opportunity Compliance and Policy Studies will prepare annual reports. Timeline 1995.
- Work to increase retention of all American Indian/Alaskan Native, Asian/Pacific Islander, Black and Hispanic faculty and staff with emphasis (given highest attrition) on underrepresented women. **Timeline Ongoing.**

CREATE:

- Annually review all decisions not resulting in tenure or promotion of underrepresented faculty and staff members. The Affirmative Action office and the Vice Chancellor/Provost will confer with the appropriate deans, directors and department chairs. Timeline 1995.
- Work to reach the hiring and placement goals for racial/ethnic groups among the classified staff. **Timeline Ongoing.**

CREATE:

- Discontinue the UW System newsletter, *Spectrum*, which highlighted multicultural issues, research findings, and UWS faculty and staff. The related time and costs for publication make it difficult to produce in a timely and effective manner.

The needs of historically underrepresented racial/ethnic groups are intricately woven into many facets of society. Some might argue that these needs must first be addressed by primary and secondary education systems, religious organizations, politicians, community agencies, technical colleges and others. But the University of Wisconsin has agreed that it too must play an active role along with these other organizations if change is going to take place.

No one institution can alone meet the ever changing challenges of educating our youth to effectively live, work and thrive in the 21st century. During the past five years, collaboration has increased at a variety of levels.

- UW institutions have increased formal as well as informal partnerships with the following institutions.
 - ⇒ Tribal colleges
 - ⇒ Historically Black Colleges and Universities
 - ⇒ Hispanic Serving Institutions
 - ⇒ Milwaukee Public Schools
 - ⇒ UW System Administration
 - ⇒ Wisconsin Technical Colleges
 - ⇒ Wisconsin Tribal Schools and Colleges
- UW System has also increased working partnerships with a variety of organizations.
 - ⇒ Department of Public Instruction Research Office
 - ⇒ Department of Public Instruction's Wisconsin Educational Opportunities Programs
 - ⇒ Community based organizations
 - ⇒ Wisconsin Indian Reservations
 - ⇒ National Association for the Advancement of Colored People
 - ⇒ Hispanic Association of Colleges and Universities
 - ⇒ Asian American Concerns Committee
 - ⇒ Milwaukee Association of Black School Educators
 - ⇒ American Indian Language Culture and Education Board
 - ⇒ Great Lakes Intertribal Council
 - ⇒ Wisconsin Indian Education Association
 - ⇒ Hmong Student Organizations
 - ⇒ Latino Community Based Organizations

- ⇒ Wisconsin Hispanic Council on Higher Education
- ⇒ Wisconsin Association of Black State Employees

Continued collaboration between UW System, UW institutions and professional and community groups strengthens the trust that is so essential for strong and supportive allies. Such alliance-building is a slow process--one which requires patience and sensitivity.

GOAL SEVEN ACTIVITIES

RETAIN:

- Continue working with the Standing Research Committee (Department of Public Instruction and the Wisconsin Technical College System) to develop, exchange and review data regarding students from historically underrepresented racial/ethnic groups and disadvantaged students. **Timeline Ongoing.**
- Meet regularly with Department of Public Instruction and Wisconsin Technical College System regarding the academic preparation and performance of students from historically underrepresented racial/ethnic groups and of disadvantaged students and ways to facilitate their transition to the UW System. **Timeline Ongoing.**

RESHAPE:

- Convene the Statewide Advisory Committee annually to confer on national and state policies that impact the Design for Diversity. The Committee was established in 1988 to advise the UW System President on diversity issues. **Timeline Ongoing.**

CREATE:

- Increase the understanding of the academic preparation required for admission to UW System institutions by creating or strengthening linkages with community based organizations, religious organizations, and educational and career development organizations that serve targeted groups African American, American Indian, Latino/Hispanic and Asian American students and economically disadvantaged students. **Timeline Ongoing.**

ELIMINATE:

- Discontinue the Volunteer Outreach In College Education (VOICE) program. In 1989, UW System organized its predecessor the Community Leadership Committee: "created of community leaders from across the state for the purpose of providing a family and community support group to assist students in considering, preparing for, and applying for college." Approximately 600 community members made a commitment to participate in VOICE. However, the coordination of volunteers required a full-time staff person and substantial financial resources. An additional complication was the difficulty in reaching consensus regarding the expectations and responsibilities of VOICE volunteers. Furthermore, relationships with local volunteers are more effectively cultivated by local institutions.

DESIGN FOR DIVERSITY ACTIVITIES

TIMETABLE AND ACCOUNTABILITY

1. Retain current ~[student recruitment goals.	1998	Chancellors
2. Retain current hiring targets until institutional Affirmative Action plans are approved. Then monitor the progress of faculty and academic staff placement based upon availability using affirmative	1995	
1998		
4. Increase interaction opportunities for underrepresented students, faculty, and staff with UW System Administration.	996 1	
5. Design ways to recognize/reward those who promote diversity and equality.	1995	
6. Improve access to and increase the numbers of targeted adult students participating in UW-Extension continuing and cooperative education programs.	Ongoing	
7. Diversify University Boards of Visitors and committees.	Ongoing	
1. Continue support for targeted faculty exchanges and collaboration opportunities.	Ongoing	
2. Develop programs that create supportive teaching/learning environments.	Ongoing	
3. Continue the ethnic studies requirement.	Ongoing	
<u>4. Convene faculty to discuss curriculum revisions.</u>	1995	
5. Work with American Indian communities on language preservation.	1996	
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UW System Administration

Chancellors

Chancellors

Chancellors
UW-Extension
Chancellors
Chancellors

Chancellors

Chancellors

UW System Administration

UW System Administration

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1. Complete the UW System Precollege Database.	1995	UW System Administration
2. Establish a campus 1~ mechanism for coordinating recruitment and retention activities.	1995	Chancellors
3. Ensure appropriate support programs are available for talented and motivated students who may lack some academic prerequisites. Develop additional plans for success.	Ongoing	Chancellors
4. Conduct a feasibility study of an extended action degree program for students who may lack some academic prerequisites for success.	1997	UW System Administration
5. Implement targeted recruitment strategies in local and other geographic areas and coordinate efforts in Milwaukee.	1996	Chancellors UW System Administration
6. Ensure that gifted and talented students receive recruitment contacts. Explore accelerated academic programs and initiatives to encourage faculty careers.	1995	Chancellors UW System Administration
7. R - Restructure the UWS Minority Information Center.	1995	UW System Administration

8. Create a cooperative adult precollege program with the Wisconsin Technical Colleges.	1995	UW Centers Chancellor WI Technical College System UW System Administration
9. Establish UWS collaborative graduate recruitment programs.	1996	Graduate Deans
10. Phase in collaborative academic-year precollege strategies targeting Milwaukee area students.	1995	Chancellors
11. Explore the use of distance learning in Milwaukee Public Schools.	1996	UW System Administration
12. Produce the Wisconsin Precollege Programs Directory.	1994	DPI UWS MIC UW-Extension HELP P
13. Enhance relationships with Milwaukee Chapter 220 schools.	Ongoing	Chancellors
14. Promote sharing of information about campus programs that work.	Ongoing	UW System Administration
15. Establish campus-based retention goals.	1995	Chancellors
16. Sponsor cultural diversity workshops for new/continuing administrators, faculty, staff and students.	1995	Chancellors
17. Facilitate diversity training for staff of Police and Security and promote dialogue between institutions and municipal law	1995	UW System Administration

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II

1. Annually review institutional progress with each Chancellor.

2. Strengthen and streamline current evaluation systems.

Ongoing

UWS President

Ongoing

UW System Administration
M/D Staff

3. Survey targeted students who were admitted but did not enroll.

Beginning
1996

UW System Administration

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1. Increase funding for the Minority Teacher Forgivable Loan Program, the Advanced Opportunity Program, the Lawton Undergraduate Minority Retention Grant Program and the Pilot Minority Tuition Award Program.	1994
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1. Continue to conduct exit interviews with faculty and academic staff who leave an institution and analyze reasons by race/ethnicity.	On in go g
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2. Retain current hiring targets until institutional Affirmative Action plans are approved. Then monitor the progress of faculty and academic staff placement based upon availability using affirmative action methodology.	1995
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3. Work to retain underrepresented faculty and staff from targeted racial/ethnic groups, with emphasis on underrepresented women.	Ongoing
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4. Review all decisions not resulting in tenure or promotion of underrepresented faculty and staff members.	1995
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5. Work to reach the hiring and placement goals for racial/ethnic groups among the classified staff.	On going 8 g
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1. Continue working with the Standing Research Committee.	Ongoing
2. Meet regularly with Department of Public Instruction and Wisconsin Technical Colleges.	Ongoing

3. Work to increase federal financial aid assistance.	As required
4. Convene the Statewide Advisory Committee annually.	Ongoing

5. Increase the understanding of the academic preparation	Ongoing
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required for admission to UWS institutions.

UW System Administration

Chancellors

Chancellors

UW System Administration

Chancellors

Chancellors

Chancellors:

UW System Administration

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UW System Administration

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INITIATIVES	TIMETABLE	ACCOUNTABILITY
GOAL FOUR: IMPROVE EVALUATION EFFORTS IN THE AREAS OF MINORITY STUDENT ENROLLMENT/RETENTION AND FACULTY/STAFF RECRUITMENT AND RETENTION.		

GOAL FIVE: REMOVE FINANCIAL BARRIERS THAT PREVENT MINORITIES AND ECONOMICALLY DISADVANTAGED PEOPLE FROM VIEWING COLLEGE AS A REALISTIC OPTION.		
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APPENDIX A

POLICY STATEMENT REGARDING THE INCLUSION OF ASIAN AMERICAN STUDENTS, FACULTY AND STAFF IN THE DESIGN FOR DIVERSITY

The Design for Diversity is intended to enhance the educational environment on UW System campuses in a manner which accommodates all population groups, regardless of race, gender, color or creed. This comprehensive plan especially targets institutional racism as a pernicious phenomenon and seeks to eradicate the negative impact it has on all students, faculty, and staff members.

This statement addresses concerns about whether the Design for Diversity includes Asian Americans within its scope. It affirms that Asians and Asian Americans are included among those whose education environment and professional lives the Design for Diversity seeks to improve.

The UW System strongly condemns any form of discrimination against Asians in student recruitment, retention or financial assistance programs. The UW System equally condemns discrimination against Asians in the provision of employment opportunities or hiring and promotional practices for faculty and academic staff positions.

In addition to supporting the goals of non-discrimination against Asians and Asian Americans within the UW System, UW System institutions should strengthen institutional relations with campus and community-based Asian American organizations and with appropriate state and federal agencies.

** This policy statement was originally released in September 1991.*