Forward Together
UNIVERSITY OF WISCONSIN–MADISON
A Framework for Diversity and Inclusive Excellence

Goals and Recommendations by

The Ad Hoc Diversity Planning Committee

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Forward Together: *A Framework for Diversity and Inclusive Excellence*

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I. 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. While much work remains to create an environment that is inclusive and excellent for all, progress toward this goal is happening daily. This report by the Ad Hoc Diversity Planning Committee gives a history of diversity efforts at UW-Madison and outlines our recommendations for actions to continue and strengthen our efforts to make UW-Madison a leader among universities in fostering a diverse and inclusive community.

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II. Executive Summary

A. Background.

In November 2012, the University of Wisconsin-Madison launched a renewed effort to achieve its goals of institutional diversity and a welcoming campus climate. Building on its decades-long experience of formal strategic diversity planning that resulted in the ground-breaking Madison Plan of 1988, the university leadership created the Ad Hoc Diversity Planning Committee, comprising representatives from campus governance groups of faculty, students, academic staff, and classified staff, campus leadership, as well as from the greater Madison community.

B. Vision.

The Ad Hoc Diversity Planning Committee is guided by the university's vision in the 2009-2014 Strategic Framework, which states that "the University of Wisconsin-Madison will be a model public university in the 21st century, serving as a resource to the public and working to enhance the quality of life in the state, the nation, and the world… remain[ing] a preeminent center for discovery, learning, and engagement by opening new forms of access to people from every background; creating a welcoming, empowered, and inclusive community; and preparing current and future generations to live satisfying, useful, and ethical lives." This vision is steeped in the long and deeply held tradition of service as articulated in the Wisconsin Idea.

 C. The Case for Diversity.

Three powerful arguments drive the university's diversity and climate efforts:
1. The educational rationale based on empirical evidence suggesting a strong correlation between diverse student populations and the development of critical thinking skills and global/cultural competence.
2. The leadership rationale holds that valuing and integrating all voices produces better solutions to challenging and complex problems. Current and future leaders develop the necessary skills through collaborating with others with diverse experiences, identities, and ways of thinking[1].
3. The social justice rational recognizes the need to increase higher educational opportunities historically underrepresent in, or excluded from higher education. The social justice rationale which recognizes that the need to increase higher educational opportunity for groups historically underrepresented in, or excluded from, colleges and universities is not only ethical and moral, but also necessary for broadening societal returns on higher educational investment.

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[1] See Appendix A

D. Diversity Defined.

Previous diversity plans have focused on race, ethnicity and gender, which remain critical problems for UW-Madison. We recognize, however, that to achieve Inclusive Excellence a strategic framework should be expanded to include additional *dimensions of diversity*. This framework defines diversity as: race and ethnicity; sex; gender, and gender identity or expression; marital status; age; sexual orientation; country of origin; language; disability; socio-economic status; and affiliations that are based on cultural, political, religious, or other identities.

E. Timeline.

The working schedule summarizes the Ad Hoc Diversity Planning Committee's actions and products leading to a completion date of spring 2014, as shown below:
- Summer/fall 2013: Engage with UW Foundation, community leaders and partners.
- Fall 2013: Report to Faculty Senate, Academic Staff Executive Committee, Associated Students of Madison
- November 2013: Conduct campus and community engagement sessions
- January/February 2014: Draft the framework
- Spring 2014: Conduct second round of campus and community engagement sessions
- Spring 2014: Write second draft of the framework
- Spring 2014: Adopt framework

F. A Framework for Action.

The Ad Hoc Diversity Planning Committee framework is driven by dynamic, iterative work, for the purpose of embedding inclusivity and diversity into the fabric of campus culture. It is a "living document" that will be regularly examined, to ensure that recommended action steps are adaptable and adapted to changing environments and needs. Therefore, diversity and climate initiatives are considered within a typology of "low hanging fruit," (i.e., on-going initiatives that can be ramped up immediately or in the short-term), as well as longer-term initiatives that require further planning and organization.

G. Summary of Goals.

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

III. Diversity Planning at UW-Madison in the Twenty-First Century

A. Vision of the Ad Hoc Diversity Planning Committee.

The vision is drawn on the 2009-2014 Campus Strategic Framework, which states: "The University of Wisconsin–Madison will be a model public university in the 21st century, serving as a resource to the public and working to enhance the quality of life in the state, the nation, and the world."

Therefore, the university will remain a preeminent center for discovery, learning, and engagement by opening new forms of access to people from every background; creating a welcoming, empowered, and inclusive community; and preparing current and future generations to live satisfying, useful, and ethical lives. In partnership with state, and with colleagues around the nation and globe, the university's faculty, staff, and students will identify and address many of the state's and the world's most urgent and complex problems.

B. The Mission of the Ad Hoc Diversity Planning Committee.

Given the size and history of diversity work on our campus, we aim to sustain the currently thriving programs on our campus that stem from prior diversity initiatives. At the same time, our mission is to:
•Expand UW-Madison's currently robust and existing diversity efforts, and fully realize our potential for excellence through a more inclusive definition of diversity;
•Work towards a more strategic and integrated infrastructure within campus to connect the activities of students, faculty, staff, alumni and the community;
•Engage in an ongoing iterative process that examines our current strengths and opportunities for improvement; and
•Build on a process of engagement, opening our diversity planning as a process for the campus as well as the community in which we live.

C. Motivation - The Case for Diversity.

Diversity-related institutional policies and practices have long been part of the larger higher education landscape and at UW-Madison. Expansion of higher educational opportunity for historically underrepresented and minority groups has long played a large role in national, state, and institution-level policy practices, and has centered primarily on ethical or social justice arguments and later, on the educational imperative of campus diversification. More recently, a business case for diversity has arisen which argues that diversity is central to institutional excellence because currently and increasingly, the demographics of the United States can no longer ignore the need to include many different historically underrepresented groups. The Ad Hoc Diversity Planning Committee has found each of these arguments, and extremely powerful when considered collectively.

1. *The Educational Rationale*: During the 1990s, higher education researchers began to focus on the relationship between diverse student bodies and learning outcomes. Empirical research suggested a strong relationship between desired educational and developmental outcomes and diverse student populations (Nemoth 1986, Thomas and Ely 1996, Pizzolato and Ozaki 2007). A Michigan study of undergraduates over a period of 20 years showed how diversity improves education for majority students (Gurin et al 2004). These studies were critical to the Supreme Court's decision in the Grutter v. Bollinger case that upheld the consideration of race as one of many factors in the holistic admissions practices. The Supreme Court's ruling held that post-secondary institutions can voluntarily consider race in developing a diverse student body in the interest of improving educational outcomes. In 2013, the Supreme Court reiterated in Fisher v. UT-Austin that fostering diversity continues to be a compelling interest for post-secondary institutions as long as those efforts actually create diversity and those goals could not be reached via race-neutral alternatives.

Recent research has yielded more evidence, for example, that ethnic groups with different histories and cultures bring different perspectives and cognitive styles that contribute to complex and innovative problem solving (Cox 1993; McLeod et al. 1996; Leonard-Barton and Swap 1999; Page, 2007; Dyer et al 2011.) These issues have also been addressed within the Women in Science and Engineering Leadership Institute's document *The Benefits and Challenges of Diversity.*

An institution of higher education in the 21st century will benefit from such diverse perspectives and styles in both its research endeavors and its teaching mission. Teaching our students to collaborate and communicate with others from diverse backgrounds prepares them to effectively address future challenges in a rapidly changing world. We must create environments where students can learn how to learn from our differences. Only in this way can our university "enhance the quality of life in the state, the nation, and the world" and be a "pre-eminent center for discovery, learning, and engagement," as states our strategic mission.

2. *The Leadership Rationale*: One of the three primary rationales for diversity is the argument that diversity is good for leadership. The benefits of diversity for leadership include greater productivity, creativity, innovation, and customer satisfaction, in both the private and public sector. We believe these benefits also apply to public administration, the non-profit sector, and civic life. But these outcomes do not happen without strong leadership (Page 2007, Leonard-Barton and Swap 1999). Building on the vision set forth by the Coordinated Leadership Initiative, we argue

that leadership today requires that leaders be able to include and engage the views and experiences of all citizens. Building the competencies needed for inclusive engagement, such as bridge-building and respecting different abilities and cultures, can best be achieved in an institution that includes diverse populations. Related, leaders need to learn how to put ideas into practice, which means that they require opportunities that provide them with training and experience with working with different communities to broaden possibilities and strengthen solutions. For this reason, the university has a fundamental interest in a becoming an institution that includes people who bring diverse identities, experiences, and beliefs.

3. *The Social Justice Rationale*: Steeped in the University of Wisconsin's cherished tradition and deeply held value of service – articulated through the Wisconsin Idea — the expanded opportunity for all citizens of the state of Wisconsin to benefit from the world-class research and teaching university that is UW-Madison is at the heart of the social justice case for diversity. Higher education provides the single best pathway to a number of positive personal and societal benefits including: higher incomes, improved health outcomes (House et al 1990, Link and Phelan 1995), increased civic engagement, lower crime rates, and overall social well-being. The social justice rationale recognizes the need to increase opportunity for groups historically underrepresented in, or excluded from, colleges and universities. This is not only ethical and moral, but also necessary for full participation in society.

Historically, the social justice rationale has undergirded efforts to increase the number of historically underrepresented populations on college and university campuses through a variety of means, most famously through affirmative action policies prevalent in the 1960s and 70s. Following challenges brought before the Supreme Court, such as in University of California v. Bakke, affirmative action policies that imposed quotas on the number of underrepresented and minority students admitted to an institution were ruled unconstitutional. While affirmative action quotas have long been abolished, efforts to expand higher educational opportunity for these groups did not stop, but rather refocused on creating an academic climate in which diversity of identity was seen as a core component of higher education's educational mission.

Taken together, the educational, leadership and social justice case rationales undergird the need for an institutional diversity framework. Meeting the challenges of the 21st century and seizing the opportunities available to our campus in the creative and innovative ways outlined in the in these rationales requires the university to draw upon and expand the diversity of its students and workforce in the pursuit of excellence.

IV. The History of Diversity Planning at UW-Madison

A. Early Diversity Efforts at UW-Madison.

Following the end of World War II and passage of the 1944 Serviceman's Readjustment Act, commonly known as the first G.I. Bill, American colleges and universities underwent the largest expansion of student populations since our nation's founding (Turner & Bound, 2003). The University of Wisconsin-Madison was no exception; within one year of the end of the war, UW-Madison saw its enrollment swell to 18,598 students; with forty percent of the increase due in large part to the influx of returning veterans (Cronon & Jenkins, 1999). Although available to all returning service men and women, the G.I. Bill's overall positive impact on veterans of color nationally has recently been called into question (e.g., Turner & Bound, 2003), minority veterans in Midwest and Northern U.S. enrolled in larger numbers than at any other time in the nation's history, including at the University of Wisconsin-Madison (Cronon & Jenkins, 1999).

As early as 1949, UW-Madison's Dean of Students Paul Trump called for increased awareness and institutional commitment to the needs of minority and other underrepresented populations. In the *Report and Recommendations Concerning University Policies on Human Rights of Students* Dean Trump called upon the faculty to "combat racial discrimination in the campus community," (Cronon & Jenkins, 1994, p. 386). Responding to a formal complaint filed in 1948 by a student committee, the Dean of Students' report (known as Faculty Document 914) filed on behalf of the Committee on Student Life and Interests (SLIC) called for the "…ameliorat[ion] [of] ethnic relations…" and for the "…[elimination] of discrimination problems" (Cronon & Jenkins, 1999, p. 386). Combined with public statements issued by then-President E. B. Fred calling for the elimination of racial and religious discrimination in housing, diversity first entered the broader campus conversation. By the 1960s and end of the G.I. enrollment boom, a new normal began to arise on campus following again wider social and higher educational trend – the rise of the civil rights era. Later in the 1960s, the university began to implement recruitment efforts aimed at increasing the number of African-American students.

B. The Holley Report.

By 1987, in response to increasing racial tensions and racially biased campus incidents, a coalition of student groups called for the university administration to address the concerns of underrepresented groups. In June of that year, a Steering Committee was convened, comprised of thirteen students and ten faculty and staff members. In an unprecedented move, student Charles Holley, a leader of the Black Student Union, was named Committee chair. Charged with identifying institutional barriers to recruitment and retention of minority undergraduate and graduate students, exploring the development of diversity infrastructures including a multicultural center and student-faculty committees, and reviewing of the university's curricular and extra-curricular offerings, the resultant Holley Report is widely viewed as the university's first-ever campus diversity plan.

C. The Madison Plan.

Shortly thereafter, in 1988, the campus developed and enacted the Madison Plan, which noted: "UW-Madison enjoys a proud history of educating many struggling first-generation Wisconsin college students who went on to lead this state and nation. The keys to the university's success have been its accessibility and educational excellence." Continuing, the Madison Plan stated, "Today both elements are in jeopardy. Although it is an educational bargain in many respects, UW-Madison remains out of reach to the high school students with the fewest resources. And the quality of the educational experience is seriously compromised by the limited ethnic and cultural diversity of the faculty, staff and students." In addition to its focus on first-generation students the Madison Plan included the following among its recommendations:

- Double the number of under-represented minority students enrolled at UW-Madison;
- Increase the number of faculty, academic staff, classified staff and administrators of color;
- Establish an Ethnic Studies requirement for all undergraduate students, so that they may be able to recognize, understand and appreciate cultural differences and learn about the contributions of the many ethnic and racial groups in our society.

At its five-year conclusion, the Madison Plan was viewed as having largely achieved its goals; its success attributed to the significant commitment and involvement of the chancellor and senior leadership. The gains arising from the Madison Plan included a substantial increase in the number of women faculty (whose proportional representation increased from sixteen percent in 1988 to twenty-two percent by 1997); and the increased proportion of faculty of color (whose proportional representation rose from six percent to ten percent over the same timeframe). At the same time however, the campus experienced a number of challenges related to the recruitment of minority students, particularly African- American and Native American students. This resulted from continually small pools of prospective students from which to draw and increased competition from other large, selective institutions.

D. The Madison Commitment.

The original five-year timeframe for the Madison Plan expired in the middle of the 1990s, prompting the university's governance and administrative bodies to renew the campus's commitment to diversity and to better align UW-Madison's diversity policies and efforts with those outlined in the UW System's 1988 ten-year Design for Diversity initiative. In 1997, as both UW-Madison and the UW System's diversity planning efforts were drawing to a close, the UW System began laying the groundwork for the next ten-year diversity plan by holding public hearings on diversity across the state and via a Board of Regents' directive to each UW campus institution to develop its own campus-wide diversity plan.

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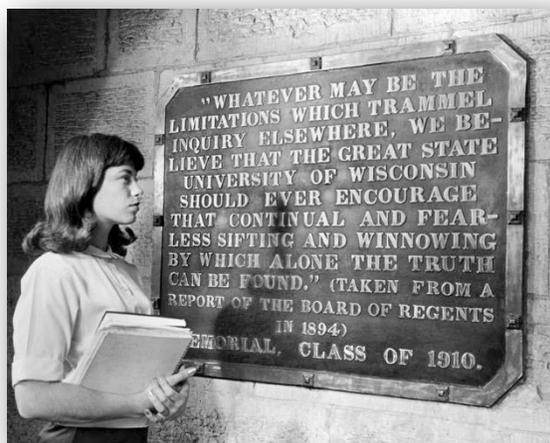
E. Plan 2008.

Building on the momentum of these broader UW System efforts to develop a new System-wide plan for diversity, and charged with the creation of a UW-Madison-specific diversity plan, in 1998 the campus began a major diversity planning process by conducting an institutional scan and assessment of the outcomes and lessons from the previous decade's diversity efforts. Simultaneously, the UW System assessed and evaluated the outcomes of the System-wide Design for Diversity and, based on that assessment identified seven goals to serve as the basis for campus-wide discussions and guidelines for each UW institution's campus Plan 2008. The seven goals outlined by the UW-System's Plan 2008 were:

1. Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions.

2. Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age.

3. Close the gap in educational achievement, by bringing retention and graduation rates for students of color in line with those of the student body as a whole.

4. Increase the amount of financial aid available to needy students and reduce their reliance on loans.

5. Increase the number of faculty, academic staff, classified staff and administrators of color, so that they are represented in the UW System workforce in proportion to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees.

6. Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.

7. Improve accountability of the UW System and its institutions.

A mid-point external review of UW-Madison's progress toward meeting its Plan 2008 goals highlighted some significant progress, particularly the college pipeline program for Wisconsin high school students known as PEOPLE (Pre-college Enrichment Opportunity Program for Learning Excellence), and underscored a few challenges. For example the assessors urged the campus community and its leadership to tell the full story of our diversity efforts more effectively.

F. After Plan 2008.

The decade-long Plan 2008 culminated in a close-out report issued by the Office of the Vice Provost and Chief Diversity Officer in February 2009. In 2008 the UW System introduced "Inclusive Excellence," an American Association of Colleges and Universities model for diversity and inclusion, as the successor to Plan 2008. As a model rather than a *plan*, Inclusive Excellence is meant to guide the day-to-day work and policy of each campus through an iterative process, responsive to each institution's individual "mission, culture, identity, and demographics." According to the UW System, Inclusive Excellence is intended to be "incorporate[d]… into the larger institutional culture [so that] inclusive excellence and diversity more generally will simply become integrated into the larger fabric of the institution."

Although benchmarks and goals are outlined, the goal of the Inclusive Excellence model is to guide evolution and change within institutions of higher learning and to guide colleges and universities approach to its achieving excellence through deliberate and intentional coordination.

V. Background of the Ad Hoc Diversity Planning Committee

A. Organization.

On November 14, 2012 the University Committee, with the advice and consent of the Provost, charged the Campus Diversity & Climate Committee to create the [Ad Hoc Diversity Planning Committee](#) as a shared governance committee of 30 members and a shared leadership structure – a faculty co-chair designated by the University Committee, and a student co-chair selected by the Associated Students of Madison. The charge to the Ad Hoc Diversity Planning Committee was to draft and complete the new campus diversity plan by April 1, 2013. At the first meeting of the Ad Hoc Diversity Planning Committee on Monday, February 25, 2013, concerns were raised about the short time-line for the completion of Ad Hoc Diversity Planning Committee's work. Consequently, with approval from the Provost and the University Committee, the Ad Hoc Diversity Planning Committee's completion date was moved to the end of the academic year 2013-14.

Continuity of membership has been among the Ad Hoc Diversity Planning Committee's major challenges, with vacancies not only among committee members but also in the lead position of student co-chair. Unavoidable turnover came as a result of changes in job responsibilities, personal circumstances and schedules, as well as the happy circumstance of student graduation.

B. Timeline.

The working schedule reflects the Ad Hoc Diversity Planning Committee's discussions and early concerns about an open process of engagement and campus/community input. The dateline of actions and the production of deliverables, have led to a projected completion date of spring 2014, as shown below:

•Summer/Fall 2013: Engage with UW Foundation, community leaders and partners.
•Fall 2013: Report to Faculty Senate, Academic Staff Executive Committee, Associated Students of Madison
•November 2013: Conduct campus and community engagement sessions
•January/February 2014: Draft the framework
•Spring 2014: Conduct second round of campus and community engagement sessions
•Spring 2014: Deliver second draft of framework
•Spring 2014: Adopt the framework

C. An Expanded Definition of Diversity.

Our commitment is to create an environment that engages "the whole person" in the service of learning, recognizing that individual differences should be considered foundational to our strength as a community, and at the core of our ability to be an innovative, creative, and adaptable institution preparing leaders for the 21st century. As such, this framework acknowledges areas of individual difference in personality; learning styles; life experiences; and group or social differences that may manifest through personality, learning styles, life experiences, and group or social differences. Our definition of diversity also incorporates differences of race and ethnicity; sex; gender, and gender identity or expression; age, sexual orientation; country of origin; language; disability; emotional health; socio-economic status; and affiliations that are based on cultural, political, religious, or other identities.

D. Inclusive Excellence.

Inclusive Excellence offers an approach for organizing our work in a deliberate, intentional and coordinated manner. This approach:
1. Employs a dual focus in diversity efforts, concentrating on both increasing compositional diversity, and creating learning environments in which students of all backgrounds can thrive;
2. Requires a more comprehensive, widespread level of engagement and commitment ensuring that every student fulfills her/his educational potential;
3. Places the mission of diversity at the center of institutional life so that it becomes a core organizing principle, around which institutional decisions are made;
4. Calls for a close attentiveness to the student experience itself, including the impact of (among other qualities), race and ethnicity; and the influence of disability, sexual orientation, gender expression, socioeconomic background, and first-generation status on their learning experiences; and
5. Demands that the ideals of diversity and excellence be pursued as the interconnected and interdependent goals they are.

Moreover, Inclusive Excellence provides a framework for approaching the work of fostering a diverse and inclusive campus through a sense of shared responsibility; that is, ensuring the University of Wisconsin-Madison lives up to its fullest potential requires diversity and inclusion of all members of the university community to be central to the strategic priorities of every part of the institution, and for each and every person on campus to fully engage in realizing those priorities.

Throughout our history, our university has addressed the specific needs of particular groups and communities while simultaneously recognizing and highlighting the importance of change for the entire campus community. Among a few significant examples are the university's extension of domestic partner benefits to members of the LGBTQ community; increased

attention paid to gender equity issues for women faculty and staff; the creation of the Lubar Institute for the Study of Abrahamic Religions and the Religious Studies Program; and the establishment of the McBurney Disability Resource Center. In each of these examples, calls for change from specific communities were taken up by the campus recognizing the importance of creating an inclusive environment not only for some, but for all members of the university community. As a result of these changes, domestic partner benefits are now available to all members of the UW-Madison campus community; greater numbers of women comprise our teaching, administrative, and support staff; the Lubar Institute and Religious Studies Programs increased the visibility of religious acceptance on campus while increasing the number of available Ethnic Studies Requirement courses; and the McBurney center continues to provide the campus with resources that drive innovative teaching. As the Ad Hoc Diversity Planning Committee reconsidered the Wisconsin Idea as a means by which the university not only benefits the citizens of the state of Wisconsin, but how the citizens of the state of Wisconsin benefit the university, so too have we considered how the university – and those who live, learn, and work here – can mutually support and benefit one another. These considerations we believe, are essential to addressing the needs of a changing society and world as a world-class public university in the 21st century.
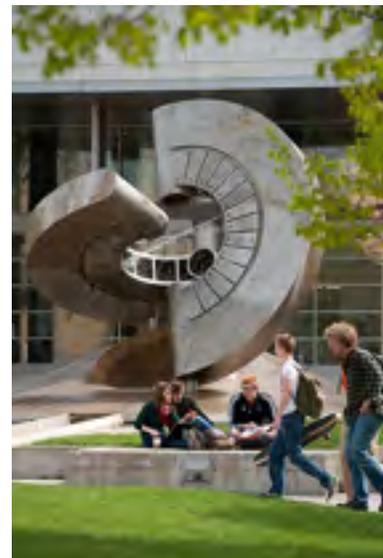
E. The Ad Hoc Diversity Planning Committee Process.

The work of the Ad Hoc Diversity Planning Committee has proceeded in phases. For each phase, there has been an effort through a continuing feedback loop to align the Ad Hoc Diversity Planning Committee's actions with its stated goals and objectives. In phases 3 and 4 – design and implementation – the Ad Hoc Diversity Planning Committee formed the work groups listed below with their specific areas of focus:

1. Access:
Promote access to the University of Wisconsin-Madison and its resources for students, faculty, staff, and the broader UW-Madison community. Cultivate a diverse and inclusive community in which all of its members feel supported, valued, and productive. Support the retention and graduation of students. Provide opportunities for employees to grow and succeed in UW-Madison careers.

2. Inclusive Climate and Culture:
Recommend practices and values that enhance existing diversity and inclusion efforts, while building upon the university's diversity infrastructure to promote the myriad ways intersectional identities contribute to enhancing inclusivity and excellence. Establish a set of recommendations aimed at enhancing common and mutual respect for others within the living, learning, and working environment of the university.

3. Creativity and Innovation:
Develop recommendations that identify strategies for promoting environments and practices which recognize diversity and inclusion as a source of creative and innovative teaching, learning, research, workforce and administrative excellence.

4. The Wisconsin Idea:
Put forth recommendations placing diversity and a commitment to inclusivity at the heart of the Wisconsin Idea, and as a foundational component of the university's animating mission of achieving excellence.

5. Accountability:
Guide the development of best practices aimed at achieving overarching goals related to diversity, equity, and inclusion for all members of the university community and aimed at engendering a culture of mutual responsibility for integrating and embodying Inclusive Excellence.

F. Institutional Scan of Data and Existing Campus Programs/Initiatives.

This section outlines the data analyzed by the Ad Hoc Diversity Planning Committee and integrated into this framework and its recommendations.

1.Strategic Diversity Update:
In June 2013, the Office of the Vice Provost and Chief Diversity Officer and the Division of Diversity, Equity, and Educational Achievement published a report aimed at comprehensively cataloguing diversity-related programs and infrastructures campus-wide. The resultant document, nearly 200 pages long, presents eight sections documenting the broad and robust institutional efforts aimed at promoting the university's central missions related to diversity, inclusion, and equity along with three core recommendations for enhancing current efforts:

a) Establish an institutional diversity reporting framework, timeline, and process;
b) Strengthen our ability to report the qualitative and/or quantitative impact of our diversity, equity, and inclusion efforts institutionally; and
c) Create a centralized hub of campus climate reports, instruments, and best practices to strengthen and guide implementation.

2. Initiatives from units across campus (e.g., initiatives generated by units under Vice Chancellor for Finance and Administration and other, similar units).

3. Data and reports related to diversity based on work of partners (e.g., Women In Science and Engineering Leadership Institute, Academic Planning and Institutional Research, among many others.)

VI. The Organizational Structure of UW-Madison

A. Overview of UW-Madison's Organizational Structure.

Many of the recommendations outlined by the Ad Hoc Diversity Planning Committee rely on clarifying and enhancing, or identifying new partnerships between units across the university. The University of Wisconsin-Madison is a highly de-centralized campus, a fact which at once serves as an institutional strength, and as a challenge for coordinating its many units. As such, it is important to create an understanding of the organizational structure of the university - both at central, institutional level and the local, unit level. Organizationally, many of the specific units named within this document (e.g. the Office of the Vice Provost and the Chief Diversity Officer) and heads of those units (e.g. the Vice Provost and Chief Diversity Officer) are located under, and overseen by the Vice Chancellor for Academic Affairs and Provost, who in turn is answerable to the chancellor. Other administrators, such as the Vice Chancellor for Finance and Administration, are overseen directly by the chancellor.

Housed within the Office of the Vice Chancellor for Academic Affairs and Provost are numerous Vice Provosts; among these, for example, are the Vice Provost for Teaching and Learning, the Vice Provost for Faculty and Staff, the Vice Provost for Student Life and Dean of Students, and the Vice Provost and Chief Diversity Officer. Overseen by these Vice Provosts are divisions with many programs, offices, and initiatives (e.g. the Center for Leadership and Involvement housed within the Division of Student Life, overseen by the Vice Provost for Student Life and Dean of Students). Many of these divisional programs, offices, and initiatives serve wide and broad constituencies across the campus, and are identified within the following recommendations as implementation partners due to their unique, campus-wide scope and reach, and experience and expertise in many of these areas.

Within academic units, Deans and directors of institutes are the executive leader, reporting to the Vice Chancellor for Academic Affairs and Provost. Within administrative units, directors are typically positioned at the organizational apex, and report to other Vice Chancellors (e.g. the Vice Chancellor for Finance and Administration). Within schools and colleges, academic departments are headed by departmental chairs who serve a variety of academic and administrative roles; while within administrative units, other directors serve in leadership roles for smaller units, and oversee supervisors of work teams. Within each administrative (e.g. UW Housing) and academic unit (the College of Letters and Science) is housed an equity and diversity committee (EDC) charged with providing advice, oversight, and feedback to policy makers and practitioners within the unit. Similarly, within each administrative and academic unit is a Multicultural/Disadvantaged Coordinator charged with coordinating diversity efforts within their unit, and serving as a liaison between their unit and institution-level diversity efforts and initiatives.

Finally, the University of Wisconsin-Madison is unique in that it features a robust shared governance infrastructure enshrined within Wisconsin state statute, with a strong tradition of effective decision-making and power sharing among faculty, students, and staff. At UW-Madison, our shared governance infrastructure is comprised of four constituencies: faculty, students, and staff. At UW-Madison, our shared governance infrastructure is comprised of four constituencies: faculty, students, academic, and classified staff. Each of these four shared governance constituencies are headed by an executive committee: the University Committee for the faculty senate; Coordinating Council for the Associated Students of Madison; Academic Staff Executive Committee for the Academic Staff Assembly; and the Classified Staff Executive Committee for classified staff. While all shared governance committees must originate from the Faculty Senate, and feature a faculty member chair, the membership of joint governance committees are comprised of representatives from each of the four shared governance constituencies, and some further include *ex officio* members representing constituencies such as senior university administration, alumni, and members of the wider community.

B. Shared Governance Oversight for Diversity.

In order to effectively assess and evaluate the university?s progress toward achieving the goals outlined within this framework, a robust, and multi-layered accountability is necessary. Institutional oversight sits with the offices of the Provost and Chancellor, as well as the Chief Diversity Officer. Implementation and collaborative work will occur at multiple levels. As described briefly above, efforts and initiatives occurring locally, that is within academic and administrative units, are currently overseen by unit-based Equity and Diversity Committees. While recommendations for strengthening local oversight and accountability schemas are offered below (see Goal 2, Recommendation 2.1) further care must be taken to ensure academic and administrative units? plans for achieving their strategic diversity and inclusion goals are adequately supported, and that members of the campus community are offered an appropriate accounting of, and the ability to provide feedback concerning, on going diversity and inclusion work. As such, we recommend that the shared governance committee charged with ensuring continual oversight for institution-wide diversity and inclusion policies, practices, and initiatives. Among the enhanced features of, and duties to be undertaken by, this committee we strongly recommend to include are:

•To recruit members who are experts in areas of qualitative and quantitative research;
•Engage with outside experts and consultants who will take part in evaluation through state of the art outcome measures;
•Be extended administrative support and part-time release of job responsibilities (e.g., teaching release) for the co-chairs;
•Support the work of the proposed Research Institute for Transformational Change;
•Facilitate communication across campus between all the committees involved in diversity;
•Include ex officio members from leadership that include Vice Provosts for Faculty and Staff, and for Teaching and Learning, Student Life and Dean of Students; and the Vice Chancellor for Finance and Administration;
•Disseminate information, and continue to generate buy-in among stakeholders and to work with academic and administrative leaders to identify needs for, and sources of, financial support to support diversity and inclusion initiatives;

- That the committee receive reports from the Office of the Vice Provost and Chief Diversity Officer approximately once per semester summarizing campus activities related to diversity and Inclusive Excellence.
- That these reports serve as indicators of success and are used as an institution-level mechanism to provide greater accountability and transparency for diversity and inclusion efforts and initiatives (see Goal 2 below); and
- That the reports discuss new initiatives, provide progress updates on ongoing initiatives, and discuss reasons for lack of progress in planned initiatives.

Further, we recommend that an enhanced shared governance diversity oversight committee schedule and oversee meetings between each constituency represented through shared governance, and senior campus leadership (e.g., the Provost, Chancellor, Vice Chancellor for Finance and Administration, the Director of Human Resources) regarding diversity; with the purpose of engaging in conversations regarding the progress and benchmarks related to implementation of the diversity framework. We foresee constituency representation emanating either in the form of existing or newly created committees that represent diversity within each of the four shared governance constituencies. Ultimately, we recommend that this enhanced feature of the shared governance diversity oversight committee serve to inform senior campus leaders of local issues, and that those senior leaders be more responsible for ensuring that concerns raised during these meetings be relayed to appropriate units and departments.

C. Process for Implementation.

The recommendations that are outlined below are intended as a guide for enhancing existing relationships and forging new ones. Each recommendation is structured so as to include:

Stakeholders (those who will ultimately benefit most);

Partners (examples of units on campus already engaged in similar work, who would need increased capacity through infusion of added resources);

Short-term Indicators of Success (to be, where appropriate, benchmarked and measured with demonstrated progress shown within 1-2 years);

Long-term Indicators of Success (which are measured on an ongoing basis, and used to inform future iterations of the university's diversity infrastructure); and

The *Rationale* undergirding each recommendation.

Finally, and in keeping with our shared institutional values of equity and inclusion, we recommend that all working groups formed to investigate and implement recommendations forwarded in this diversity framework will feature equitable representation across each of the four shared governance constituencies.

VII. Goals and Recommendations

A. Summary of Goals.

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

Goal 1: Promote Shared Values of Diversity and Inclusion

Goal 1 is aimed at harnessing the energy of our existing campus community to promote shared institutional values of diversity and inclusion to exemplify the university's mission to become a model public university for the 21st century. Goal 1 focuses on the integration of principles of inclusive excellence into the fabric of university life for all through a number of methods.

Recommendation 1.1: Clearly communicate the connections between diversity and inclusion to our ability to reach our full potential in research, teaching, and service missions. Articulate shared values, align mission statements and strategic plans, produce inclusive promotional materials, and promote these values in all communications.

- *Stakeholders*: All members of the campus community
- *Partners*: Chancellor, Provost, Deans, Directors, and the Office of the Vice Provost and Chief Diversity Officer, University Communications, Cultural Linguistic Services, The McBurney Disability Resource Center, Division of Student Life, Center for First Year Experience.
- *Short-term Indicators of Success*: Campus policy and messaging is in alignment and reflects an understanding benefits of a diverse and inclusive campus
- *Long-term Indicators of Success*: Diversity and inclusion are embedded in the culture of the university, and are represented in all activities, websites and publications that represent the mission of the institution.
- *Rationale*: A common message about diversity and inclusions is most impactful when embedded across campus and reflected in clearly communicated values. Promoting diversity cannot be the responsibility of only one portion of campus. Promoting the common message makes diversity and inclusion the responsibility of all members of the campus community.

Recommendation 1.2: Develop and support, with both financial and infrastructural resources, a shared first-year dialogue experience both for incoming students and employees to encourage exploration of difference. Develop and support, with both financial and infrastructural resources, a first-year experience for all incoming members of the faculty/staff to encourage exploration of difference, expanding upon similar efforts undertaken by the Office of Human Resources. Utilize this program to direct participants to future opportunities for dialogue and engagement.

- *Stakeholders*: Students, faculty, and staff.
- *Partners*: Office of the Vice Provost and Chief Diversity Officer, Division of Diversity, Equity, and Educational Achievement, Vice Provost for Student Life, Center for First Year Experience, Vice Provost for Faculty and Staff, Vice Provost for Teaching and Learning, Office of Human Resources, General Education Committee, Sociology Department (Intercultural Dialogues), Department of Counseling Psychology, researchers whose expertise is decreasing stereotypes.
- *Short-term Indicators of Success*: A committee is established to develop programs and a curriculum, and to identify and recruit facilitators. New students and employees are able to articulate the ways that difference enhances their experience at UW-Madison and promotes better outcomes, with examples relevant to their own context.
- *Long-term Indicators of Success*: A greater number of students and staff more comfortably acknowledge and recognize different abilities, perspectives, and cultural practices; express greater interest in learning from and with others with dissimilar experiences; better identify and understand stereotypes and prejudices they hold; and build relationships and friendships with others from dissimilar backgrounds and cultures.
- *Rationale*: The first year is a highly formative period for students and new staff alike. The first year greatly shapes a student's personal trajectory throughout their college experience; and is a time during which new staff learn about, and develop their understandings of their role, and the values and culture of the university, and is very likely to mark a significant life change. We believe a shared first-year experience guiding exploration of diversity and identity to be highly effective for developing an educational and work mission best suited to learning how to live and work together with people from diverse backgrounds.

Recommendation 1.3: Support faculty who further the fields of ethnic studies through education or research. Support departments that develop department-specific ethnic studies courses. Establish a mechanism so undergraduate students enroll in an ethnic studies course, within the first 60 academic credits at UW-Madison.

- *Stakeholders*: Students.
- *Partners*: Deans, Department Chairs, General Education Committee.
- *Short-term Indicators of Success*: Increased interest by faculty across the university in teaching ethnic studies. Greater share of undergraduates enroll in ethnic studies courses in their first 60 credits.
- *Long-term Indicators of Success*: Both a greater number of faculty and a broader set of faculty teach ethnic studies courses. Strong retention of faculty who teach ethnic studies courses and faculty who research in fields of ethnic studies. Faculty in ethnic studies areas express satisfaction in support and academic freedom. Students demonstrate proficiency in ethnic studies learning outcomes early in undergraduate career.
- *Rationale*: Ethnic studies courses have shown to have measurable, positive impacts on student proficiency in the Ethnic Studies learning outcomes. Having studies enroll in these courses earlier in their studies may work to improve campus climate. Further, enrolling in major-specific ethnic studies courses can increase interest and enthusiasm, improving learning outcomes. Lastly, support for faculty in ethnic studies fields of supports a more rich and dynamic scholarly environment.

Recommendation 1.4: In alignment with leadership initiatives across campus, identify, enhance, and create new leadership development opportunities, and professional development opportunities that promote inclusive leadership practices.

- *Stakeholders*: Students, faculty, and staff.
- *Partners*: The Center for Leadership and Involvement, The Wisconsin Union's Willis L. Jones Leadership Center Office of Human Resources.
- *Short-term Indicators of Success*: Curriculum developed for students, staff, and faculty for inclusive leadership practices.
- *Long-term Indicators of Success*: Students organizations become more diverse within individual organizations, and members of the university express the ability to join any group and feel comfortable in the groups to which they belong. Students less frequently leave student organizations due to feelings of alienation or isolation.
- *Rationale*: The climate in social and extracurricular activities greatly determines the overall climate for students. Student leaders greatly influence this climate, but few have had experience or training in setting up safe, inclusive spaces for all students.

Recommendation 1.5: Promote the use of teaching strategies and content where difference contributes to the learning and build a classroom climate that supports difference and risk-taking. Provide opportunities to learn new teaching methods, create new curriculum, adapt courses, assess effectiveness, and share with others. Provide incentives to faculty, academic staff, and Teaching Assistants to build inclusive approaches and incorporate content that broadens student ability to live and work in an increasingly diverse world.

- *Stakeholders*: Faculty, staff, Teaching Assistants, students.
- *Partners*: Vice Chancellor for Teaching and Learning, school and college curriculum committees; Teaching Academy, Divisional committees, Delta, Institute for Biology Education, CALS Internationalizing the Curriculum.
- *Short-term Indicators of Success*: Increased number of courses using student-centered learning and high-impact practices. More courses with content that promotes global competence. Increased sense of belonging and reduced achievement gap.
- *Long-term Indicators of Success*: Increased space for creativity and innovation in the classroom.
- *Rationale*: The American Association of Colleges and Universities identifies several challenges facing our graduates: "The challenges our graduates will face with growing urgency are increasingly defined as global problems: environment and technology, health and disease, conflict and insecurity, poverty and development. Similarly, the goals of democracy, equity, justice, and peace encompass the globe and demand deep understanding from multiple perspectives." By expanding existing, and developing new programs aimed at expanding students to a diversity of perspectives and ways of thinking will help address these complex problems.

Recommendation 1.6: Support and expand experiential and participatory learning programs (e.g., Theater for Cultural and Social Awareness, Inter-Cultural Dialogues, Diversity Dialogues, Learning Communities for Institutional Change & Excellence, Students Success Institute, engaged scholarship, service learning, volunteerism) and foster ongoing local opportunities for learning, reflection, and practice (e.g., disciplinary, department, or unit-specific discussions).

- *Stakeholders*: All members of the campus community, surrounding Madison community, community in the state of Wisconsin
- *Partners*: Oversight by Office of the Vice Provost and Chief Diversity Officer; Provost's Office; The Morgridge Center for Public Service; Deans, Department chairs, Institute and Center Directors, Directors of service units; The Office of Human Resources; The Multicultural Student Center's Institute for Justice Education and Transformation; The Leadership Institute, and The Office for Equity and Diversity.
- *Short-term Indicators of Success*: The individual programs for diversity and inclusive experience create documentation and provide materials that can be used in the local groups. Cross-campus and unit-wide collaborations form, and the groups already experienced in delivering programs provide consultation to groups with less experience. The Office of Human Resources provides guidelines for developing effective experiences for employees, and committees are formed to brainstorm innovative and creative ideas for these experience to be shared across campus for input and iteration from, and use by other committees. Pilot "experiences" are be conducted and assessed by local committees.

- *Long-term Indicators of Success*: Employees who have participated in local diversity-promoting activities will wish to participate in cross-institutional programs, and these programs will continue to grow and develop a leadership community in all parts of the campus. Faculty/staff will be able to promote better outcomes, with examples relevant to their own context. Measures of bias will decrease and faculty/staff will report greater wellbeing in groups. Inviting input, independent of hierarchical position, will become part of common practice of decision-making.
- *Rationale*: Cross-institutional programs reinforce shared values and develop advanced skills. Local discussions acknowledge differences in situations of employment and backgrounds allowing for skills and security to be developed locally. Together these initiatives build campus communities. Service learning bridges campus to community.

Recommendation 1.7: Increase opportunities to build relationships with people from different backgrounds, experiences, and cultures in informal and supportive environments (e.g., integrating domestic and international students in intramural sports, Registered Student Organization sponsored activities, Wisconsin Union events.)

- *Stakeholders*: All members of the campus community
- *Partners*: Center for Leadership and Involvement, Recreational Sports, International Student Services, International Student Services; Center for First Year Experience; SOAR; Dean of Students Office; UW Housing
- *Short-term Indicators of Success*: Develop programs and activities that will enhance multicultural interaction.
- *Long-term Indicators of Success*: Stronger relationships between individuals belonging to different groups as indicated by regular climate surveys.
- *Rationale*: Learning from and building relationships with others who have different cultures and backgrounds need not be only in structured environments. Much of this mutual understanding is best developed in social and informal environments. The Accreditation Self-Study contains a number of recommendations for developing a diverse UW-Madison community.

Goal 2: Improve Coordination of Campus Diversity Planning

A nearly 30-year history of diversity planning at the University of Wisconsin-Madison has generated a substantial network of programs and initiatives that strategically plan, coordinate, and implement efforts related to diversity and inclusion. A challenge on our large, decentralized campus is the need for ongoing coordination, synergy, and convening authority across these planning efforts, and with the many Partners engaged in diversity and inclusion work. Many of the recommendations in this framework rely on developing a more cohesive and collaborative infrastructure for fostering a more diverse, equitable, and inclusive campus and community.

Recommendation 2.1: Build on the positive strengths of UW-Madison's decentralized administrative and policy development infrastructure to further connect and advance unit-specific diversity and inclusion priorities with those of the institution as a whole through continued, and where necessary, newly initiated development of strategic diversity planning initiatives. Advance the synergy of diversity and inclusion planning and practices by further aligning and strengthening the capacity of, and relationships between, the Office of the Vice Provost and Chief Diversity Officer, shared governance committees (in particular the Campus Diversity and Climate Committee), and the existing network of Multicultural/Disadvantaged Coordinators and Equity and Diversity Committees housed within each academic and major administrative unit through appropriate resources. Determine the best way to fully integrate the MDC and/or EDC into the daily practices and broader planning for diversity and inclusion and establish equitable budgets to ensure initiatives, priorities, and initiatives are sustainable responsive to the needs of each unit. Each unit will prepare an annual report of progress made toward achieving its stated diversity and climate goals. Drawing on the best practices of some divisions, it is recommended that a regular cycle of divisional reviews be established for the evaluation of progress toward diversity and climate goals.

- *Stakeholders***:** All members of the university community.
- *Partners***:** Office of the Vice Provost and Chief Diversity Officer; Deans and Directors; Office of Human Resources; Multicultural/Disadvantaged Coordinators and Multicultural and Diversity Committees; (proposed) Research Institute for Transformational Change.
- *Short-term Indicators of Success***:** The current capacity of Multicultural/Disadvantaged Coordinators, and unit-based Equity and Diversity Committees are evaluated to assess their efficacy and capacity to enhance existing strategic diversity and inclusion planning efforts, and to develop new processes for creating unit-specific diversity and inclusion planning initiatives where necessary. Deans and Directors continue to strengthen existing partnerships with their school, college, or unit's Multicultural/Disadvantaged Coordinator, and Equity and Diversity Committees. Where partnerships between Deans or Directors and their unit's Multicultural/ Disadvantaged Coordinator, and Equity and Diversity Committees are less strong, concerted efforts are made to strengthen and enhance support for these partnerships and capacities to develop strategic diversity and inclusion plans. Strategic diversity and inclusion planning initiatives undertaken within units are adequately supported, and reflective of unit-specific strengths, areas of

improvement, and needs. Diversity and inclusion planning initiatives are enhanced through strengthened and newly established partnerships between unit leadership, and Multicultural/Diversity Coordinators, Equity and Diversity Committees, the Office of the Vice Provost and Chief Diversity Officer, and the (proposed) Research Institute for Transformational Change.

- *Long-term Indicators of Success*: Strategic diversity and inclusion planning initiatives are strengthened through stronger collaborative relationships between the Office of the Vice Provost and Chief Diversity Officer, Multicultural/Disadvantaged Coordinators, and Equity and Diversity Committees. In addition to an accounting of progress toward its stated diversity goals, Deans and Directors will be evaluated based on their unit's progress toward achieving its stated diversity goals. Strategic diversity and inclusion planning initiatives are empirically grounded, policies and practices are benchmarked, and progress toward achieving their goals are measured and made transparent. Students, faculty, and staff within units are increasingly engaged through enhanced, and locally specific diversity and inclusion initiatives.

- *Rationale*: The size and culture of UW-Madison is unfavorable to centralized planning. The recommendations of this framework rely on greater local ownership of, and accountability for, diversity and inclusion initiatives. A robust network of diversity and inclusion policies, programs, and initiatives is already in place at UW-Madison, and is uniquely situated to provide the types of locally-tailored support and services required for achieving the goals outlined within this frame work. Simultaneously however, calls for greater collaboration and coordination of these efforts continue to be made. This recommendation calls for further coordinating the existing infrastructure that advances diversity and inclusion, and providing adequate support through new, increased, or redirected resources to ensure every academic and administrative unit across the university is fully engaged in achieving the goals outlined within this framework.

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Recommendation 2.2: Three committees involved in oversight and advisory capacities. First, the aforementioned shared governance diversity oversight committee (as described above). Second, the Office of the Vice Provost and Chief Diversity Officer will create an advisory committee comprised of representatives of stakeholders groups and the larger community. leaders who address issues related to diversity and inclusion across the university. The proposed advisory committee would convene representatives of diversity and inclusion-focused shared governance committees (e.g. GLBT Issues Committee, Committee on Women in the University, etc.); representatives of the Associated Students of Madison; representatives of the Classified Staff Executive Committee; representatives of the Academic Staff Executive Committee; and representatives appointed from among the Multicultural/Disadvantaged Coordinators. Additionally, representatives from special task forces and committees (e.g. Ethnic Studies Requirement, Taskforce on Bullying, etc.) will be included. This advisory committee serves as a convening mechanism allowing traditionally decentralized bodies the opportunity to consistently meet and discuss overlapping priorities, and to develop strategies that are informed in community. The advisory committee will meet at least once per semester. While the advisory committee and the Office of the Vice Provost and Chief Diversity Officer will establish meeting agendas, at least one meeting during the spring semester should focus on diversity-related annual reports submitted by various shared governance committees and units. Further, the proposed advisory committee will develop a mechanism whereby diversity and inclusion-related topics and issues may be discussed with other institutional leaders, such as the chancellor and provost. Third, a separate student advisory committee will be created.

- *Stakeholders*: All members of the university community.
- *Partners*: Office of the Vice Provost and Chief Diversity Officer, Associated Students of Madison, Multicultural/Disadvantaged Coordinators, Academic Staff Executive Committee, Classified Staff Executive Committee, other diversity and inclusion-related taskforces and ad hoc committees
- *Short-term Indicators of Success*: An advisory committee, similar to the Dean of Students Advisory Committee and other analogous advisory bodies, is created and formally added to the Faculty Policies and Procedures Handbook as a shared governance committee.
- *Long-term Indicators of Success*: The advisory committee develops strong connections between the many diversity and inclusion-related stakeholders, and provides robust feedback for improving institutional diversity efforts.
- *Rationale*: As UW-Madison is a large, decentralized institution it is critical to establish processes that promote coordination and cooperation across administrative, academic, and shared governance constituencies; and further, to provide a mechanism for providing direct feedback concerning the efforts of the Office of the Vice Provost and Chief Diversity Officer. However, these entities are rarely convened collectively to address and identify opportunities and solutions. An advisory committee will enhance the efficacy of the Office of the Vice Provost and Chief Diversity Officer by identifying priorities and concerns to advance the overall diversity strategy at UW-Madison, and to best support the unit-based diversity and inclusion planning initiatives called for in the previous recommendation.

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Recommendation 2.3: Establish and support a Research Institute for Transformational Change to leverage and coordinate the expertise of the university's scholars, practitioners, as well as other experts to serve the university's strategic diversity and inclusion priorities and planning processes by: (a) bringing together researchers and practitioners across disciplines and the institution to plan and conduct research relevant to UW Madison's strategic diversity and inclusion priorities in its research, teaching and service missions, and share that knowledge to inform practice locally and broadly; (b) providing opportunities to develop and raise extramural funding sources; and (c) developing as a clearinghouse for nationally and locally identified best-practice models for bringing about change by organizing relevant research literature, materials for workshops and discussions to support the work of local discussions on inclusion.

- *Stakeholders*: All members of the campus community.
- *Partners*: Faculty and Staff; Provost; Office of the Vice Provost and Chief Diversity Officer; Vice Provost for Teaching and Learning; Vice Provost for Faculty and Staff; Deans and Unit Directors.
- *Short-term Indicators of Success*: A task force is appointed examines national models and develops a structure and budget for the institute. Faculty and staff research and practice experts are supported to join and contribute to the Research Institute for Transformational Change. Relationships between strategic diversity and inclusion planning bodies and initiatives are forged, and the research and practice expertise of Research Institute for Transformational Change affiliates is effectively leveraged to contribute to diversity and inclusion planning, benchmarking, and evaluation and assessment activities already in place, and recommended within this framework.
- *Long-term Indicators of Success*: The Research Institute for Transformational Change plays an integral role in supporting the strategic diversity and inclusion planning, assessment, and evaluation recommendations outlined within this framework. The Research Institute for Transformational Change becomes a clearinghouse and centralized hub for collecting and disseminating information on best practices for diversity and inclusion at the university, and from wider scholarly and practitioner fields, and serves the teaching, research, and service missions of the university by applying scholarly and practice-based expertise to solve local challenges related to diversity and inclusion. Collaborations between affiliates of the Research Institute for Transformational Change, and other scholars and practitioners at UW-Madison and beyond are leveraged to generate new support revenue.
- *Rationale*: As a preeminent research institution and originators of the Wisconsin Idea, UW-Madison has both the expertise and the cultural heritage necessary for the applying its world-class research activities to inform our practices; and for our practices to inform our research. Moreover, as financial resources continue to be constrained, and as greater attention is paid to providing empirical evidence justifying the rationales and expenditures for, and efficacy of diversity and inclusion work at colleges and universities, it is imperative that a comprehensive and robust data collection and analysis infrastructure be developed. In addition to providing empirical, justificatory evidence supporting diversity and inclusion policies and practices, much of the accountability and transparency called for within this framework relies upon vigorous data collection, analysis, and reporting in order to effectively communicate and demonstrate the university's commitment to diversity and inclusion.

Goal 3: Engage the Campus Leadership for Diversity and Inclusion

While all on campus are responsible for creating inclusive excellence, we look to the campus leadership to provide models of inclusive behavior, to exemplify rhetoric in practice, and to demonstrate their sincerity in the belief that inclusive diversity is our path to excellence.

Recommendation 3.1: Establish an annual Chancellor's Inclusive Excellence Award for faculty and staff related to diversity and inclusion within the following domains: Teaching, Research, Service and Outreach. In addition, ensure that all institutional and unit-specific awards (e.g. those awarded by shared governance bodies, and administrative units, as well as awarded by schools and colleges) are selected from a nominee pool that is diverse, and that the pool is evaluated prior to selection.

- *Stakeholders*: Faculty and Staff.
- *Partners*: Chancellor; Provost, Office of the Vice Provost and Chief Diversity Officer; The Graduate School; Deans and Directors.
- *Short-term Indicators of Success*: Study the feasibility and desirability of the newly-proposed award. In consultation with shared governance groups, the chancellor will call for the creation of an awards committee to develop the eligibility, nominations, reviews, and decision processes. The accomplishments of Chancellor's Excellence Award nominees and awardees are celebrated by the University as exemplars. Other, existing awards are celebrated for their diverse nominee pools and recipients.
- *Long-term Indicators of Success*: There is an increased, and widely-communicated recognition of expertise in promoting diversity and inclusion.
- *Rationale*: Chancellor's Inclusive Excellence Award demonstrates the university's valuation of excellence in diversity and inclusion, and through ensuring a more diverse pool of candidates is considered by other awards committees, celebrated achievements and excellence institution-wide will become more representative of our campus community.

Recommendation 3.2: Create new, or coordinate extant surveys of climate and engagement. These surveys should be comprehensive, and measure the campus climate and engagement for students, faculty, and staff in a scholarly rigorous, and longitudinal manner. Further, results of these surveys must be made public, contribute to campus policy, planning, and practice improvement and development activities, and serve to contribute to broader scholarly and practitioner bodies of knowledge.

- *Stakeholders*: All members of the campus community.
- *Partners*: Vice Chancellor for Finance and Administration; Office of Human Resources; Office of the Vice Provost and Chief Diversity Officer; (proposed) Research Institute for Transformational Change; Women in Science and Engineering Leadership Institute; Race, Ethnicity and Indigeneity Fellows.
- *Short-term Indicators of Success*: Resources are made available to identify and coordinate current campus data collection activities and resources, and where necessary new data collection instruments and activities are created.
- *Long-term Indicators of Success*: Surveys are disseminated regularly, and the results made publicly available. Results from these surveys support the development, and measurement of unit strategic diversity plans' progress toward success, and positively contribute to university and broader scholarly and practitioner knowledge.
- *Rationale*: Regular, rigorous measurements of institutional climate and engagement for all members of the university community is essential not only for measuring progress toward achieving the goals outlined by this framework, but also for supporting the principles of greater accountability and transparency called for by this committee, and the campus more broadly. Further, coordinating the excellent, established survey measurement efforts already underway within the university, such as those undertaken by Women in Science and Engineering Leadership Institute and units under the Vice Chancellor for Finance and Administration, among others, contributes not only to local and wider policy, practice, and scholarly knowledge, but further supports the securing of financial support from donors, foundations, and government agencies to expand and enhance ongoing diversity and inclusion efforts and programs. Finally, creating a well-rounded and empirically-based foundation for the development and improvement of best practices related to diversity, inclusion, institutional climate, and engagement is beneficial not only to the university and other scholars and practitioners, but serves to provide scientifically-grounded rationales for the continuing prioritization and work related to diversity and inclusion, in an environment increasingly demanding of data-driven accountability.

Recommendation 3.3: Department chairs, directors, and other supervisory and managerial leaders encourage, and support improvements grounded in analyses of climate assessments through regular, local conversations.

- *Stakeholders*: Faculty and Staff.
- *Partners*: Vice Chancellor for Finance and Administration; Office of Human Resources; Office of the Vice Provost and Chief Diversity Officer; (proposed) Research Institute for Transformational Change; Vice Provost for Faculty and Staff; Vice Provost for Teaching and Learning; Deans, Departmental Chairs.
- *Short-term Indicators of Success*: Climate and engagement survey initiatives contribute to policies, practices, and development opportunities geared toward improving classroom and workplace climate. Annual Professional Activity Reports include a statement about diversity and inclusion.
- *Long-term Indicators of Success*: Climate surveys, in tandem with unit-specific diversity plans and initiatives contribute to regular consideration of climate and engagement among students, faculty, and staff within departments and units, coupled with concerted efforts to improve climate when necessary, recognition of improvement, and the highlighting of exemplary practices. All members of the campus community recognize their role in taking ownership of fostering a positive working and learning environment for themselves and others. Leaders of units seeking to improve their climate consult campus resources provided by the partners outlined above, and/or any later-identified partners; and units with consistently positive climates work to disseminate or contribute to the development of positive climates in others.
- *Rationale*: As the university is made up of many diffuse and decentralized academic and administrative units, steps taken toward ensuring all members of the campus community work and learn in areas with a positive climate are best taken locally. Several recommendations within this framework outline increased mechanisms to support units' efforts related to diversity and inclusion, and measuring their progress toward success. However, it is incumbent upon local leaders to employ those resources in service of improvement through regular dialogue with their colleagues and with whom they have a supervisory and managerial relationship.

Recommendation 3.4: Enhance and expand the internal "Diversity Fellowship" program, based on the Race, Ethnicity, and Indigeneity (REI) Fellowships currently housed within the Institute for Research in the Humanities, to be institution-wide and interdisciplinary and inclusive of a broader definition of diversity. These fellowships provide faculty and staff with teaching releases in order to participate in diversity training, scholarship, and career development more fully. In turn, these fellows positively contribute to the university's teaching, research, and service missions, and diversity and inclusion principles simultaneously.

- *Stakeholders*: Faculty and Staff.
- *Partners*: Chancellor; Provost; Vice Provost and Chief Diversity Officer; Vice Provost for Teaching and Learning; Vice Provost for Faculty and Staff; (the currently proposed) Vice Chancellor for Research; Deans and Directors; (proposed) Research Institute for Transformational Change; Academic departments, programs, and institutes.
- *Short-term Indicators of Success*: A newly created, interdisciplinary Diversity Fellowship, coordinated by the Office of the Provost and the proposed Research Institute for Transformational Change is developed. Fellows contribute to the enrichment of the campus, their academic fields, and world more broadly. The Office of the Provost coordinates and promotes the work of these fellows through regular communications and events.
- *Long-term Indicators of Success*: UW-Madison is viewed as a model and leader in diversity and inclusion, in areas of research and teaching. Fellows' efforts contribute to fostering greater knowledge and understanding of diversity and inclusion in their academic departments and programs, the university as a whole, and their fields more broadly. Fellows contribute to the continued development of institutional standards, policies, and practices related to the institution's diversity and inclusion initiatives.

- *Rationale*: Current REI Fellows contribute not only to the development of new knowledge related to diversity and inclusion, but also develop vital skills for advancing the university's diversity and inclusion priorities and goals. Expanding this program by broadening its scope, further strengthening its commitments to developing the university's standards, policies, and practices, and fellows' academic departments and programs will advance the University of Wisconsin-Madison's position as a national leader in the areas of diversity and inclusion.

Recommendation 3.5: Create new, and expand existing professional development opportunities for campus leaders, managers and supervisors related to equity and inclusivity in the workplace. Supervisors must be appropriately trained and participate in regular, incentivized professional development activities concerning diversity and inclusion.

- *Stakeholders*: All employees.
- *Partners*: Vice Chancellor for Finance and Administration; Office of Human Resources; Provost; Vice Provost for Faculty and Staff; Vice Provost and Chief Diversity Officer.

- *Short-term Indicators of Success*: Existing professional development opportunities are evaluated to determine their efficacy for meeting the intended outcomes of increasing inclusive and equitable leadership capacities, and the capacity of these opportunities to be increased and more widely offered to meet the professional developmental needs of campus leaders, managers, and supervisors. Additional opportunities to develop equitable and inclusive leadership capacities are created and offered, and participation in diversity and inclusivity related professional development activities is incentivized.
- *Long-term Indicators of Success*: Workplace climate consistently improves, and equitable and inclusive leadership, supervision, and management is recognized as *how we lead, supervise, and manage* at UW-Madison.
- *Rationale*: In recent years significant and commendable efforts geared toward improving workplace climate have been, and continue to be made. During the *Ad Hoc Diversity Planning Committee's* fall 2013 campus engagement sessions, many members of the university workforce consistently indicated that workplace climate would greatly benefit by developing managers' and supervisors' equitable and inclusive managerial and supervisory skills and competencies.

Recommendation 3.6: Increase opportunities for directors and other leaders, department chairs, faculty, and staff to develop inclusive leadership competencies (e.g., inclusive communication skills, cultural competencies, disability awareness) in order to foster a more welcoming working and educational environment for all members of the university community. Partial release from teaching, administrative, or other obligations will enable participants to devote time and learn about ways in which they can include diversity and inclusion initiatives in their work.

- *Stakeholders*: Faculty and Staff.
- *Partners*: Provost, Deans, Directors, and Department Chairs, Vice Provost for Faculty and Staff, Vice Provost for Teaching and Learning, Vice Provost and Chief Diversity Officer, Office of Human Resources.
- *Short-term Indicators of Success*: A new fellows program for faculty and department chairs with teaching buy-outs to engage in new initiatives related to diversity and inclusion, and diversity and inclusion training will be integrated into new chair training. Opportunities for directors, and other leadership staff will be made available to further develop leadership skills and competencies, and resources to ensure participatory opportunities are made available.
- *Long-term Indicators of Success*: A community of faculty and staff with the tools and knowledge to be role models, and who can infuse their work with efforts that improve diversity and inclusion across campus develops. Workplaces are more inclusive, and workplace climates improve, contributing to increased retention rates, and greater workplace diversity.
- *Rationale*: Faculty, academic, and administrative leaders who are interested and committed to diversity experience increasing workloads and subsequently are likely to have neither time nor resources develop and hone inclusive leadership practices. By providing the resources for these expanded opportunities, and incentivizing participation, the campus will benefit through the ripple effects.

Recommendation 3.7: Charge administrators to take responsibility for their unit's strategic diversity priorities, to be outlined within strategic documents or strategic diversity plans developed within each academic and administrative unit; support the development of benchmarks, outcome measurements, and to take action in an evidence-based manner.

- *Stakeholders*: Faculty and Staff.
- *Partners*: Vice Chancellor for Finance and Administration; Provost; Vice Provost and Chief Diversity Officer; (proposed) Research Institute for Transformational Change
- *Short-term Indicators of Success*: Existing unit strategic diversity plans, documents, and initiatives will be re-evaluated to ensure alignment with the Framework for Diversity and Inclusive Excellence goals and strategic priorities. Units' Multicultural and Diversity Coordinators and Equity and Diversity Committees will continue to work with the Office of the Vice Provost and Chief Diversity Officer and the proposed Research Institute for Transformational Change in a more coordinated manner to aid in the development of unit-specific diversity and inclusion-related priorities and goals, and for developing appropriate benchmarks and assessment activities to track progress.
- *Long-term Indicators of Success*: Each unit on campus will have a strategic diversity plan that is both aligned with the overarching institutional Framework for Diversity and Inclusive Excellence, and with unit-specific strengths, challenges, priorities, and goals. Further, each unit's strategic diversity plan will include a robust measurement plan to adequately track and report progress toward the unit's stated priorities and goals. Assistance in developing and deploying these measurement plans will be provided by the proposed Research Institute for Transformational Change, and the Office of the Vice Provost and Chief Diversity Officer. Regular evaluations of the senior-level administrators of each academic and administrative unit will include an evaluation of their unit's demonstrated progress toward achieving their strategic diversity and inclusion goals.
- *Rationale*: Realization of the goals advanced, and implementation of the recommendations offered by this Framework for Diversity and Inclusive Excellence relies on the continued, and newly affirmed cooperation among the university's numerous academic and administrative units. While many units have historically, and continue to outline their diversity and inclusion priorities through strategic planning documents, others have not. Achievement of this framework's goals is contingent upon units within the university continuing to contribute to the overall realization of the institution's diversity and inclusion commitments. Further, this framework's goals related to accountability relies on each unit within the university making public its stated diversity goals and priorities, and as well as its strategies for realizing the success of those goals and priorities. As such, we recognize that strategic diversity plans require achievement measures and moreover, that developing these goals, priorities, and robust measurement schemas require both significant resource investments, and expertise. In order to develop robust strategic plans for diversity and inclusion, as well as protocols to measure progress, the institution must invest in the development and provision of adequate support for these activities. Finally, holding units accountable for their role in helping the university achieve the diversity and inclusion goals outlined within this framework is contingent upon not only increasing the transparency of its progress, but also in holding its senior-level leaders accountable through regular evaluation and review processes.

Recommendation 3.8: Create support mechanisms for second- and third-shift supervisors and staff. Policies will be developed to create understanding despite language and cultural differences. Interpretation services for supervisors and employees should be come more . A handbook of common words and phrases should be developed in the multiple languages used.

- *Stakeholders*: All employees, Vice Chancellor for Finance and Administration.
- *Partners*: Office of Human Resources, Office of Equity and Diversity, Ombuds Office, Cultural and Linguistic Services. Employment Assistance Programs in languages that are spoken by employees should be on call.
- *Short-term Indicators of Success*: New training will be made available for supervisors of second- and third-shift employees.
- *Long-term Indicators of Success*: Workplace climate will improve, and equitable and inclusive treatment of employees will occur. Turnover of staff will decrease.
- *Rationale*: Professional development resources that are typically available during normal business hours were widely reported to be inaccessible to second- and third-shift employees and supervisors. In keeping with our shared institutional values, as well as those of this framework equitable and inclusive access to professional development opportunities is essential for second- and third-shift employees, many of whom are from culturally and linguistically diverse backgrounds.

Goal 4: Improve Institutional Access Through Effective Recruitment of Diverse Students, Faculty, Staff and Through Effective Relationship Building with the Wider Community.

Recommendation 4.1: Develop stronger relationships between UW-Madison's campus and the Greater Madison area, and communities across the state of Wisconsin. Specifically, responding to emergent and diverse communities that have expressed a strong interest in building stronger connections with UW-Madison.

- *Stakeholders*: Madison area and state-wide community groups and foundations, School districts in the greater Madison area and state-wide, students, faculty, staff, and campus leadership.
- *Partners*: Office of the Vice Provost and Chief Diversity Officer, Office of Community Relations, Office of Human Resources, Wisconsin Alumni Research Foundation, Precollege and pipeline programs (e.g. The Institute for Biology Education, Science Alliance, School of Education programs, among others.)
- *Short-term Indicators of Success*: Current community efforts are evaluated, in partnership with community organizations and foundations and school districts, to gauge the effectiveness of existing programs, and current and future needs. The university studies and and develops initiatives responsive to the issues raised in reports, such as the 2014 'Race to Equity' Report, identifying profound and persistent racial disparities in health, education, child welfare, criminal justice, employment and income in Dane County; and a 2014 Annie E. Casey foundation Kids Count Project report documenting similar issues state-wide.
- *Long-term Indicators of Success*: Implementation of innovative programs and partnerships that meet the needs of the community, and that strengthen the bond between the campus and community. Effectiveness and success is measured through ongoing engagement and discussion with school and community leaders.
- *Rationale*: Engaging and addressing the needs of communities across the state is essential to the educational and service missions of our land grant institution.

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Recommendation 4.2: Continue the university's holistic admissions policy with consideration of the whole individual within all admissions processes, and continue to identify, recruit, and support promising applicants from diverse backgrounds.

- *Stakeholders*: Precollege program participants, Undergraduates, Graduate Students, and Professional students.
- *Partners*: Office of Undergraduate Admissions; Graduate and Professional program admissions committees; Division of Continuing Studies.
- *Short-term Indicators of Success*: UW-Madison receives a greater number of pre-college program participants, and the composition of newly enrolled student population is diverse across multiple dimensions of identity. Graduate and Professional programs admissions committees continue, or increasingly consider additional factors indicative of future success in their admissions decisions.
- *Long-term Indicators of Success*: Students at UW-Madison are increasingly representative of multiple dimensions of diversity.
- *Rationale*: A holistic admissions process at all levels of the university is essential to provide a high-quality learning environment. Admissions decisions must continue to include considerations of academic ability, special talents, life experience and circumstances, and community involvement. A holistic admissions policy further enhances the world-class educational experience offered by UW-Madison.

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Recommendation 4.3: All recruitment activities must be linguistically, culturally and physically accessible. Among several examples, campus tour guides should be trained to highlight the diversity and inclusivity of the campus, and tours should be made more physically accessible for prospective students and their families. In order to ensure the efficacy of these increased recruitment efforts, additional resources should be provided to examine the accessibility of the university's recruitment activities, and to support the extant university policy requiring new and remodeled campus buildings incorporate universal design principles. University websites, publications, and promotional materials should be made accessible to patrons requiring translation or visual or auditory accommodation.

- *Stakeholders*: All members of the campus community
- *Partners*: Admissions Programs; Search Committees; Office of University Relations; Office of Human Resources; Community Outreach Programs.
- *Short-term Indicators of Success*: Additional resources are made available to evaluate existing, and to develop new, or more inclusive recruitment materials and experiences. Resources are made available to create new, or enhance existing evaluation initiatives concerning recruitment activities, the results of which are applied to improving the broad accessibility of campus student, faculty, and staff recruitment efforts. Additional resources are made available to ensure faculty and staff are appropriately supported in creating accessible learning and working environments.
- *Long-term Indicators of Success*: UW-Madison increases its profile as a broadly accessible campus. Data analysis demonstrates increased accessibility outcomes for current and prospective campus community members in all aspects of university life, including recruitment, in the classroom, and workplace.
- *Rationale*: In order to ensure equitable access to the university's many resources, and to recruit a more diverse pool of students, and faculty and staff candidates for employment, the university's public relations materials, physical presence (including all learning and working environments and resources,) must be broadly accessible to all members of the campus community, including the materials and resources necessary to ensure a excellence in teaching, learning, research, and work.

Recommendation 4.4: Increase the availability and awareness of scholarships and other financial aid opportunities for all students, including need-based, first generation, and racial and ethnic minority groups.

- *Stakeholders*: All students.
- *Partners*: Chancellor, UW Foundation, Division of Continuing Studies, Office of Admissions and Recruitment, Office of Student Financial Aid, Committee on Undergraduate Recruitment and Financial Aid.
- *Short-term Indicators of Success*: Offices providing information on financial aid to prospective and current students review extant, and develop additional strategies for increasing awareness of financial aid and assistance opportunities, and new fundraising efforts aimed toward increasing grant and scholarship aid are initiated. Current financial assistance fundraising and allocation initiatives, including capital campaigns, are examined and geared toward increasing need-based aid funds. Existing and newly generated financial support initiatives and policies are sufficiently measured to track progress toward success in meeting their stated outcome goals.
- *Long-term Indicators of Success*: UW-Madison is recognized as a leader in supporting students with significant financial need, with significant increases in institutional financial aid funds directed toward students from low-income households.
- *Rationale*: Students whose families are unfamiliar with the college admissions and financial aid process are often under informed concerning financial aid opportunities, decreasing the likelihood of both application and enrollment. Increasing the availability and transparency of financial aid and assistance programs, and through increased institutional financial aid commitments for low-income students UW-Madison may ameliorate at least two significant barriers to application and enrollment. Finally, while emphasis must continue to be placed on the most financially vulnerable students, the increasingly large amounts of loan debt held by low- and middle-income students and their families, as well as for students pursing post-baccalaureate degrees deserves increased attention.

Recommendation 4.5: Expand the awareness, availability, and capacity of student services among in-coming and prospective students, including international students, by providing additional administrative and resource support.

- *Stakeholders*: Students.
- *Partners*: Office of University Relations, Office of the Vice Provost for Student Life.
- *Short-term Indicators of Success*: A task force of cross-campus student service partners is established, and undertakes a needs assessment and audit of existing resources, capacities, and develops a comprehensive plan for providing additional and expanded services for in-coming and prospective students.
- *Long-term Indicators of Success*: Additional student services are highlighted and are coordinated to further support students.
- *Rationale*: Recruiting a diverse student population requires ensuring all prospective applicants believe they can successfully attend UW-Madison regardless of physical, linguistic, or other obstacles.

Recommendation 4.6: Evaluate and assess current pipeline programs aimed at increasing the pool of qualified student, and applicants for university employment. Appropriately support and enhance existing best practice models, and identify promising new programs for implementation.

- *Stakeholders*: Students, Staff, Community
- *Partners*: Office of the Vice Provost and Chief Diversity Officer, Vice Provost for Teaching and Learning, Schools and Colleges, Departmental hiring committees, Office of Human Resources, Pipeline Programs (e.g. those offered through the Department of Information Technology, School of Education, Wisconsin Alumni Research Foundation, Institute for Biology Education, and the Odyssey Program, among others.)
- *Short-term Indicators of Success*: A review of current student pipeline programs (e.g. Posse, PEOPLE, and The Information Technology Academy, etc.) is completed, and the results translated into new initiatives or requests for expanded resources to support current programs. Recruitment efforts and programs for identifying highly qualified faculty and staff are evaluated, and best practice solutions disseminated throughout the university. Additional resources are made available to aid hiring departments' and units' efforts for identifying and recruiting a diverse pool of candidates.

- *Long-term Indicators of Success*: Institutional models and best practices for identifying highly-qualified, diverse job applicants are well-documented, disseminated, and a robust support system is made available to ensure job applicant pools are diverse. Long-standing and newly created student pipeline programs are adequately supported, and appropriately expanded.
- *Rationale*: While many factors contribute to the underpreparation, and underrepresentation of students from low-income, and racial and ethnic minority households in higher education broadly, and UW-Madison specifically, pipeline programs have been, and continue to be successful in helping promising young students prepare for, and apply to the university. In addition, the underrepresentation of faculty and staff from racial and ethnic minority backgrounds is the result of myriad factors however, building upon the success of student pipeline programs, and other known best practices for recruiting a broad applicant pool may prove a promising practice for expanding access to faculty and staff positions.

Recommendation 4.7: Opportunities for hiring faculty from racially and ethnically diverse backgrounds must be enhanced and financially supported. For example, the recent three-year Faculty Diversity Initiative funded by a one-time allocation of $2.25 million should be continued. In addition, faculty whose research expertise focuses on and impacts actions that pertain to ethnicity and diversity should be recruited more intensively.

- *Stakeholders*: Faculty and Students.
- *Partners*: Chancellor, Provost, Vice Chancellor for Finance and Administration, Vice Provost for Faculty and Staff, Office of the Vice Provost and Chief Diversity Officer.
- *Short-term Indicators of Success*: Funding dedicated to hiring additional diverse faculty will continue, and departments will continue to recruit diverse candidates to interview, and more diverse faculty will be hired.
- *Long-term Indicators of Success*: Faculty hired through diversification initiatives, and the overall number of tenured faculty from diverse backgrounds will increase.
- *Rationale*: Education and empowerment of faculty and chairs to adopt best search practices and move with speed and agility when warranted to make hire offers.

Goal 5: Improve Retention of Students and Employees

Creating an inclusive, diverse, and innovative campus community requires continually assessing the challenges facing the university, identifying best retention practices, and instituting programs that implement these best practices across campus. In order to retain the under-represented students, staff, and faculty who do enter the university, we need to address multiple causes that lead to their leaving. One cause for students is insufficient academic preparation for university coursework due to disparities in high school quality. Another cause for students and employees is the lack of respect and consideration given to the perspectives and life experiences of under-represented minorities once they are on campus. Although the first cause might be viewed as a deficit, the second can and should be reversed. The different perspectives and experiences of under-presented groups can contribute to better educational outcomes for all students (see: Education Rationale in Part III, C-1) and to greater creativity, innovation, and productivity for the university's mission of research (see: Leadership Rationale in Part III, C-2). Most importantly, however, such equitable treatment is the right of these students, staff, and faculty (see: Social Justice Rationale in Part III, C-3).

Recommendation 5.1: Systematically identify who is leaving and why to better understand attrition patterns, especially those related to negative climates. Although members of the university community leave for varied reasons, conducting exit interviews and surveys to identify patterns and issues related to negative experiences and climates is an effective tool not only for improving life on campus, but also for improving institutional efficiency. A centrally administered and analyzed data collection regime would better guide the creation and improvement of effective retention policies, practices, and professional development strategies.

- *Stakeholders*: All members of the campus community.
- *Partners*: Office of Human Resources, Vice Provost for Student Life, Directors and Chairs.
- *Short-term Indicators of Success*: A centralized process is developed, and is appropriately supported with adequate resources, to identify, document, and assess the reasons why students and employees leave the university. An exit interview or survey data collection process is developed, standardized, and implemented across all units, and is inclusive of all members of the campus community (e.g. those for whom English is a second language.) Results of these exit interviews are utilized to inform university policies, practices, and professional development opportunities.
- *Long-term Indicators of Success*: A substantial percentage of students, faculty, and staff leaving the university participate in exit interviews or surveys. Results from these exit data collection activities are utilized in the development and enhancement of policies, practices, and professional development opportunities.
- *Rationale*: Students, faculty and staff leave the institution for many reasons, both positive (graduation, retirement) and negative (feeling isolated or excluded, unable to afford tuition, insufficient high school preparation). By systematically studying and understanding the myriad reasons behind attrition, especially those related to climate, best practice models aimed toward improving retention rates for students and employees.

Recommendation 5.2: Continue to integrate student academic advising services. Support academic advisors using existing campus resources. Encourage advisors to assist students' academic and social adjustment to college life.

- *Stakeholders*: Students, Faculty and Staff.
- *Partners*: Office of Undergraduate Advising; Departments and programs across campus.
- *Short-term Indicators of Success*: Increased advising resources, every new advisor undergoes "New Advisor Training" and continued opportunities for advisor professional development are provided.
- *Long-term Indicators of Success*: All advisors across campus have participated in New Advisor Training; all advisors/deans/etc., utilize Advisor Notes System
- *Rationale*: Decentralized campus and advising hubs are difficult for students and advisors to navigate.

Recommendation 5.3: Implement an early-warning system to identify academically at-risk students. This system will allow the university to support students who are struggling. At the same time consider other best practice models for achieving this goal.

- *Stakeholders*: Students, Faculty and Staff.
- *Partners*: Academic Advisors, Program Advisors, Office of Undergraduate Advising, Division of Diversity, Equity, and Educational Achievement
- *Short-term Indicators of Success*: Development of an early warning system for academically at-risk students. Development of interventions to quickly connect at-risk students with resources to help them succeed.
- *Long-term Indicators of Success*: Decreased number of students who are academically at risk when using early warning indicators, increased retention of students who were traditionally considered at risk.
- *Rationale*: Earlier identification and intervention earlier will improve success rates for students at risk.

Recommendation 5.4: Increase support services for nontraditional students (e.g. single parents, returning adult students, student veterans, multiple-transfer students, etc.)

- *Stakeholders*: Students.
- *Partners*: Division of Student Life, UW Housing, Division of Diversity Equity and Educational Achievement, LGBT Campus Center, Division of Continuing Studies.
- *Short-term Indicators of Success*: A support system is in place that will welcome and provide resources to maximize the likelihood of success for nontraditional students.
- *Long-term Indicators of Success*: More non-traditional student will enroll in, and graduate from UW-Madison.
- *Rationale*: Nontraditional students bring a wealth of knowledge and experience that enhances the learning and social environments for all members of the campus community.

Recommendation 5.5: Create and increase support for campus leadership development and mentoring programs for faculty, staff, postdocs and graduate students. Support departments, schools, colleges, and administrative units to form mentoring committees that better meet the continuing needs of new faculty and staff members by effectively pairing each new hire with a mentor (or group of mentors). This recognizes the variety of mentoring styles and needs of different communities and individuals, particularly members of underrepresented groups.

•*Stakeholders*: Faculty, students, trainees and staff.
•*Partners*: Vice Provost for Faculty and Staff; Deans and Directors, Department Chairs.
•*Short-term Indicators of Success*: Appropriate Mentor(s) both formal and informal.
•*Long-term Indicators of Success*: Increase retention and satisfaction rates.
•*Rationale*: In order to support the diverse needs of incoming faculty and staff in leadership positions, new hires need to be capable of engaging across difference. Preparing new faculty and staff to be successful and well rounded may require multiple mentors with different strengths.

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Appendix A

At the May 5, 2014 meeting of the Faculty Senate the following language was proposed and adopted as an amendment to the Framework document as Section II, Part C, Item 3:

"Because the concept of diversity and the means of its implementation are complex and sometimes controversial, the University remains dedicated to encouraging wide open and robust debate and discussion regarding the concept, its implementation and the pros and cons of the concept and its implementation."

In addition, a proposal to replace instances of the phrase *physical and intellectual ability* with the word *disability* was adopted.

During the May 12, 2014 meeting of the Academic Staff Assembly, its membership voted to accept the Framework document with an amendment to strike the above change made in Section II, Part C, Item 3 as passed by the Faculty Senate.

During its last meeting, the members of the Ad Hoc Diversity Planning Committee voted to endorse the Faculty Senate's the replacement of *physical and intellectual ability* with the word *disability*. The Ad Hoc Diversity Planning Committee also voted to remove the amended language passed by the May 5, 2014 vote of the Faculty Senate, and to express concern over the amendment as written.

The Faculty Senate's amended language to Section II, Part C, Item 3, and replacement of the phrase *physical and intellectual ability* with the word *disability* was not adopted by the Student Council of the Associated Students of Madison, who accepted the Framework document one week prior to the meeting of the Faculty Senate on April 29, 2014. Further conversation and negotiation will continue into the fall 2014 semester to reach a consensus concerning these issues.

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