

UNIVERSITY OF WISCONSIN SYSTEM

Plan 2008:

**Educational Quality
Through
Racial and Ethnic
Diversity**

May 1998

UW SYSTEM BOARD OF REGENTS

1860 Van Hise Hall, 1220 Linden Drive
Madison, Wisconsin 53706-1559

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Education is not a trivial business, a private good, or a discretionary expenditure. It is a deeply ethical undertaking at which we must succeed if we are to survive as a free people.¹

Gordon Davies

INTRODUCTION AND ORIGINS

The University of Wisconsin System has led the nation in its pursuit of educational excellence and diversity through expanded opportunity. In 1988, the UW System was the first university system to adopt a long-range plan for racial/ethnic diversity. That plan, *Design for Diversity*, was based on the belief that a public university must serve *all* the people of the state, and must lead the way in increasing educational opportunity for targeted racial/ethnic groups: African Americans, Hispanics/Latinos, American Indians, and Asian Americans – particularly Southeast Asians.

While the 10-year life span of *Design for Diversity* is concluding, the UW System's commitment to expanded opportunity remains strong. *Plan 2008* is the successor to *Design for Diversity*; it builds upon the experience gained in the past decade, and offers a vision of a better, more diverse UW System for the decade ahead.

Plan 2008 was developed collaboratively from the bottom up, through 110 different listening sessions held statewide with students, faculty, staff, community members, regents, administrators, legislators, representatives of the Department of Public Instruction and the Wisconsin Technical College System, and others (See Appendix J). A draft version was reported to the UW System Board of Regents on February 5, 1998 and posted on the World Wide Web, along with an invitation for feedback.

During these listening sessions, the needs of other groups were also brought to the surface. The UW System recognizes the need to provide educational experiences, in and out of the classroom, that respect, cultivate and build upon the diversity that all groups bring (i.e., gender, religion, nationality, sexual orientation and differently-abled). Institutions are encouraged to continue, and to build upon, their progressive initiatives with these groups.

Two community of color forum discussions on the draft plan were held at UW-Madison in October, 1997 and February, 1998 and additional comments were received via letters, telephone calls and a special e-mail address. Finally, the Board held a public hearing on the proposal on April 2, 1998 at the State Historical Society of Wisconsin. Final consideration by the Board is scheduled for the May, 1998 meeting at UW-Oshkosh. Once the plan is adopted, the 15 institutions of the UW System will develop and implement local plans that will put this "umbrella" plan into effect statewide. These plans will be submitted to the Board.

¹ Gordon K. Davies, "Twenty Years of Higher Education in Virginia," (Richmond: State Council of Higher Education, 1997), p. ii.

The UW System has come far since 1988, and farther still since 1944 when, in response to the UW-Madison University Club's refusal to accommodate Arthur Burke, a black graduate student,

Student and faculty pressure forced a vote by the club membership on the matter and effectively and for the first time placed the faculty on record against racial discrimination at the University.²

Undeniably, the UW System has still farther to go before it achieves all the goals outlined in *Design for Diversity* and in this plan. That does not mean we should not make the effort. It means there is no more time to lose.

PLAN 2008 PLANNING CONCEPTS

Plan 2008 is founded on the following concepts:

1. This plan focuses on hiring, precollege recruitment, retention and graduation. The plan targets African American, Hispanic/Latino, Asian American (with an emphasis on Southeast Asian), and American Indian faculty, staff, and economically disadvantaged students. International students are not a targeted population.
2. All students will continue to meet established admissions standards.
3. All faculty, administrators and staff will continue to be hired using each institution's established hiring criteria.
4. The UW System recognizes the need to provide educational experiences, in and out of the classroom, that respect, cultivate and build upon the diversity that both genders, the differently-abled, and all religions, nationalities, sexual orientations bring to the university. Institutions are encouraged to continue, and to build upon, their initiatives with these groups.
5. African American, Hispanic/Latino, Southeast Asian, American Indian and economically disadvantaged students in grades K-12 have often been stereotyped as "children at risk." The UW System views students of color, and all other children, as "children of promise." They are valuable assets to society, their communities, and the university.
6. The UW System supports Wisconsin's 11 Native American nations in their efforts to preserve their languages, develop leadership, create avenues for cultural expression, and manage their resources and economies.
7. The three-credit graduation or general education requirement for coursework in African American, Hispanic/Latino, Asian American and American Indian topics continues unchanged. Courses on international issues, or on topics related to women or to gay, bisexual, lesbian, trans-gender groups, or the economically disadvantaged complement this ethnic studies requirement. They are not substitutes for it. Additional institutional course requirements may also be developed to complement this requirement, thereby enhancing the educational experience for students.

² E. David Cronon and John W. Jenkins, *The University of Wisconsin: A History, 1925-1945* (Madison: University of Wisconsin Press, 1994), p. 441.

8. The plan's focus on expanding educational opportunity for all Wisconsin residents, including people of color, is consistent with existing state and federal affirmative action laws.
9. Each UW System institution will review and enhance its policies and practices in order to ensure full participation by people of color and the economically disadvantaged . This responsibility rests with all persons, at all levels in the institution.
10. Each institution will create and submit its own 10-year plan, specifying initiatives it will undertake to advance the goals of Plan 2008 and identifying accountability measures it will use to demonstrate success.

BUILDING UPON *DESIGN FOR DIVERSITY*

Plan 2008 builds upon *Design for Diversity* to enhance opportunities for targeted people of color. A summary of the goals and outcomes of *Design for Diversity* is found in Appendix A.

One goal of *Design for Diversity* was to double the enrollment of targeted students of color throughout the UW System by 1997. Another was to increase the number of targeted faculty and staff of color by 75% within five years. The UW System achieved the faculty and staff goal, with a 76% increase between 1987-1992. The enrollment goal proved more difficult to achieve: the number of *new undergraduate* students of color enrolled Systemwide grew by only 67% (849) during the 10-year period. Nonetheless, significant gains were achieved for all students of color: undergraduate and graduate students increased by 54% (4,068). Targeted students of color (11,630) now comprise 7.8% of total UW System enrollment. Targeted faculty and staff of color (2,085.6 FTE) now comprise 7.7% of all faculty and staff. Other goals of *Design for Diversity* have also been met: all institutions have now established ethnic studies as a general education or graduation requirement.

In addition, UW System institutions have developed and implemented precollege partnerships, recruitment and retention programs, community outreach efforts, and curriculum designed for targeted racial/ethnic and economically disadvantaged groups. For the first time, there is a Minority/Disadvantaged (M/D) Coordinator at each institution. During the past 10 years, the M/D Coordinators have been instrumental in advancing institutional diversity. They will play a similar leadership role under *Plan 2008*. For other successful UW System diversity initiatives, see Appendix B.

As *Design for Diversity* draws to a close, it is worthwhile reflecting on what was learned from these efforts, how the nature of the challenge may be changing, and what goals and initiatives we might pursue during the coming decade. *Plan 2008* contains seven goals that are designed to transition the UW System into the 21st century:

- **GOAL #1** **Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions.**
- **GOAL #2** **Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age.**

- **GOAL #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.
- **GOAL #4** Increase the amount of financial aid available to needy students and reduce their reliance on loans.
- **GOAL #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.
- **GOAL #6** Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.
- **GOAL #7** Improve accountability of the UW System and its institutions.

These goals are described in greater detail later in this plan. They reflect a continuity between the 1988 and 1998 plans.

DRIVEN BY A SENSE OF MISSION

Plan 2008 is designed to help the UW System deliver on its mission to serve all the people of the state, including all racial and ethnic groups, by expanding educational opportunity. The mission of the UW System, is:

. . . to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose. Inherent in this mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.³

Among some states, affirmative action laws are in dispute or have been repealed. *Plan 2008* is complementary to, but not reliant upon existing affirmative action law.

To achieve this, however, more of Wisconsin's African American, Hispanic/Latino, American Indian, and Asian American (especially Southeast Asian) students must be adequately prepared to succeed in postsecondary education. This will require a concerted, statewide effort to improve the quality of K-12 education for these students. The UW System invites its colleagues in the Department of Public Instruction, the Wisconsin Technical College System, and the K-12 schools to join us in making this a reality.

³ Wisconsin Statutes 36.01(2).

Just as important, these students need to know about opportunities for education beyond high school. For this to happen, greater effort must be made at an earlier age to influence, support and sustain the dreams of young people of color. This effort must then continue on through the successful completion of college.

During the coming decade, the goal of *Plan 2008* is to close the gap in educational achievement that now exists, by bringing participation and graduation rates for African American, Hispanic/Latino, American Indian, and Asian American (especially Southeast Asian) students in the UW System in line with the student body as a whole. Ultimately, this will foster academic success -- and greater success in life -- for all students. The continued quality of the UW System, and the social and economic future of the state, hinges on the success of this plan; a plan that fulfills and is driven by the promise of the UW System mission.

WHY FOCUS ON DIVERSITY? WHY NOW?

The UW System must re-fashion the education it provides to better prepare its students whose lives will be lived in an increasingly diverse culture. The society of the U.S. is reshaping itself at ever-shorter intervals. Demographic shifts at home, and an increasing demand for multicultural competencies in a global economy, lend urgency to the need to extend greater educational opportunity to all students.

Increasingly, a college education is the bridge between economic prosperity and economic decline in this country. Safe passage from one side to the other is difficult without a degree or certificate. Unfortunately, for too many youth of color in Wisconsin and across the nation, a college education remains out of reach.

The problem is not entirely financial. Many youth of color leave high school, with or without a diploma, not having completed the classes they need for post-secondary education and career success. Reversing this situation will require partnerships among UW System institutions, K-12 schools, Wisconsin businesses, students, parents, and communities throughout the state. That may seem daunting but, as UW System Regent President Sheldon Lubar put it recently, "The UW System is up for the challenge. I call upon the entire state to roll up their sleeves and join us in the work at hand."

Nationwide, the idea of "affirmative action" is being challenged by those who believe it is no longer necessary, no longer practical, or no longer legal. *Plan 2008* is designed to achieve its goals in accordance with, but without exclusive dependence on, existing affirmative action statutes.

FOUNDATIONS OF THE PLAN

The foundations of *Plan 2008* are fourfold: Educational Excellence, Opportunity and Democracy, Student Expectations, and Institutional and System Accountability. Each provides a further rationale for the UW System's sense of urgency in regard to expanding opportunities for people of color.

Educational Excellence. Quality and diversity *are* linked. Failure to include race/ethnic diverse subjects in the curriculum, or to include targeted groups in greater numbers as students, faculty and staff, means *all* students get a partial education. UW System institutions prepare graduates to live, work and succeed in a racially and ethnically diverse society. Students also learn to manage and thrive in diverse workplaces, often as members of diverse teams. As President Lyall observed during a March 1993 presentation to the Board of Regents, the UW System's commitment to increased student and staff diversity is not altruistic, it:

is based on the conviction that we must prepare our students through education and by experience to live and work effectively in a far more [diverse] society and economy than any of us has experienced in our lifetimes. To do otherwise would be equivalent to failing to teach foreign language or to provide exposure to computers.⁴

Opportunity and Democracy. The 14th Amendment to the U.S. Constitution, as well as Title VI of the Civil Rights Act of 1964, provide a mandate for the UW System's goal of equal educational opportunity. The preservation of democracy requires that all persons have an opportunity to succeed in life. Success is based on many skills, not all of which are job-related. Some require self-understanding, an awareness of the human condition, and an appreciation for the tools of citizenship. Unfortunately, racial discrimination, an impoverished childhood, and poor nutrition can stack the odds against a child at an early age. Society has labeled these youth "children at risk." The UW System views them, as it does all students, as "children of promise." To ensure the future of these children within a democracy, the UW System must work to ensure the perception and the reality of fairness in educational and employment opportunity. Mahatma Gandhi said that, "we must live what we want the world to become." The UW System must model the democracy it hopes to help build and sustain for Wisconsin, the country, and the world.

Student Expectations. Students expect college to help them appreciate and learn to function successfully in a diverse society. According to a 1996 report, "Student participation in diversity is related to changes in attitudes, openness to differences, and commitments to social justice. Equally important, such participation is also increasingly related to satisfaction, academic success, and cognitive development."⁵ UW System graduates must be well-equipped to function in an increasingly interdependent and heterogeneous society.

⁴ Katharine Lyall, "President's Remarks to the Board of Regents on 'Design for Diversity,'" March 5, 1993, p. 1.

⁵ Morgan Appel, David Cartwright, Daryl G. Smith, and Lisa E. Wolf, "The Impact of Diversity on Students: A Preliminary Review of the Research Literature," (Washington, D.C.: American Association of State Colleges and Universities, 1996), p.v.

Students are aware of this need, its consequences, and the value of education in helping them overcome it. Alexander Astin's 1997 national survey of more than a quarter-million incoming college freshmen found that 80% believe that racial discrimination remains a major problem in America.⁶ A 1996 UW System survey of alumni indicated that:

- 71% rate their undergraduate education as "very important" or "important" in contributing to their understanding of diverse cultures; and
- 71% rate their education as "very important" or "important" to their appreciation of the need for racial equality.⁷

Another survey of 300 UW System students (predominantly people of color), administered at the American Multicultural Student Leadership Conference Summit Meeting in 1996 and 1997, asked participants to rank 12 diversity initiatives as high, medium, or low priorities. Ranking highest in 1997 were:

- Providing financial aid;
- Expanding precollege opportunities;
- Increasing the number of faculty and staff of color;
- Providing visible role models for students and communities of color; and
- Recruiting new undergraduate and graduate students.

Institutional and System Accountability. The fourth foundation is accountability. Having plans is not the same thing as achieving results. Empty rhetoric, without the conviction and the will to keep promises, reinforces cynics and discourages optimists. *Plan 2008* proposes realistic goals and initiatives, rather than unattainable dreams. It was fashioned with greater and broader input than in 1988. Finally, it calls upon institutions to craft specific action plans in ways that take local conditions, communities and resources into account. These plans will be submitted to the Board of Regents for approval in June 1999. Progress will be monitored by the UW System Administration.

Institutions will then be held to account, as will the whole of the UW System, in the annual accountability report and in other ways (see Goal #7, below). The purpose is not to lay blame for failure, or to brag about success, but to find solutions that can be shared with all faculty, staff, administrators and students, as well as all employers, alumni, donors, legislators and others who hold a stake in the success of the UW System.

Plan 2008 strives to achieve this commitment through its four foundations: Educational Excellence, Opportunity and Democracy, Student Expectations, and Institutional and System Accountability. *Design for Diversity* provided a solid beginning. The next endeavor is to continue that effort and build on it through 2008 and beyond.

⁶Alexander Astin, "The American Freshman: National Norms, 1997" (Los Angeles: Higher Education Research Institute, UCLA, December 1997), p. 29.

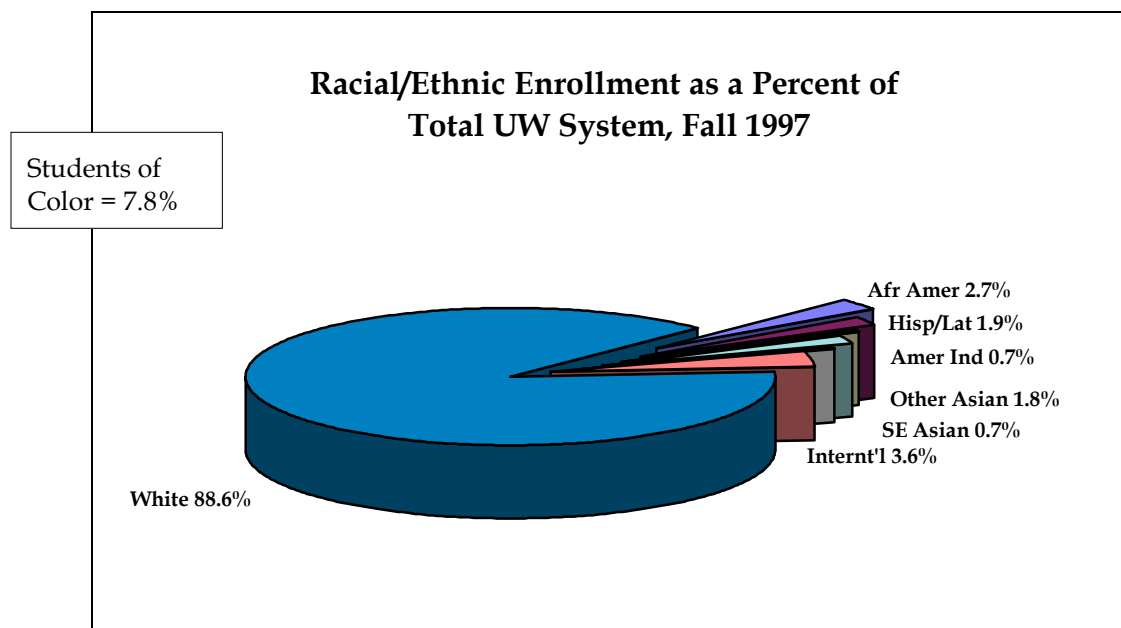
⁷ Grant Thornton Accountants and Management Consultants, "UW System Alumni and Student Survey," December 1996, p. 23-24.

CURRENT STATUS OF RACE/ETHNICITY IN THE UW SYSTEM: FACTS

What is the status of targeted racial and ethnic groups within the UW System today? Here are some facts that will help put in perspective the imperative that underlies *Plan 2008*. (While international student enrollment is cited in the examples given below, international students are not a targeted group under the terms of the plan.)

Among UW System students of color enrolled in the fall of 1997, African Americans comprised the largest share (2.7%), followed closely by Asian Americans (2.5%), Hispanic/Latinos (1.9%) and American Indians (0.7%). Collectively, students of color made up 7.8% of the total enrollment (Figure 1).

Figure 1



Over the past decade, the total number of UW System students of color grew from 7,562 to 11,630, an increase of 4,068, or 54%. As a percent of total enrollment, students of color increased from 4.7% to 7.8%. The largest numeric increases occurred among Hispanic/Latinos and Asian Americans (Table 1).

Table 1

UW System Total Enrollment by Race/Ethnicity, Fall 1987 and Fall 1997

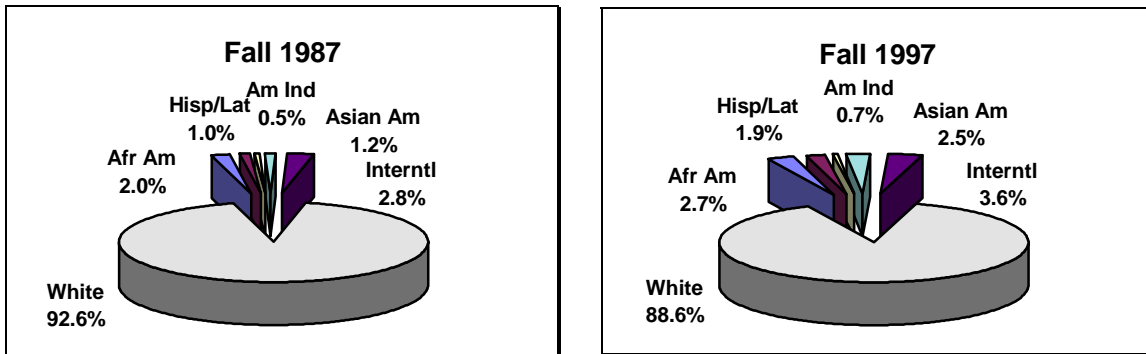
Group	Fall 1987		Fall 1997	
	Number	% of Total	Number	% of Total
African American	3,190	2.0%	4,004	2.7%
Hispanic/Latino	1,620	1.0%	2,856	1.9%
American Indian	770	0.5%	1,018	0.7%
All Asian American	1,982	1.2%	3,752	2.5%
Other Asian Amer	na	na	2,657	1.8%
SE Asian Amer	na	na	1,095	0.7%
Subtotal	7,562	4.7%	11,630	7.8%
International	4,480	2.8%	5,462	3.6%
White	149,845	92.6%	133,482	88.6%
UW System Total	161,887	100.0%	150,574	100.0%

Source: UW System Office of Policy Analysis and Research

While the total number of students of color has increased, the increase has not been uniform across all racial/ethnic groups. Asian Americans, for example, nearly doubled as a percentage of total enrollment, while American Indian enrollment grew very little (Figure 2).

Figure 2

UWS Total Enrollment By Race/Ethnicity, Fall 1987 and 1997



Source: UW System Office of Policy Analysis and Research

Under *Design for Diversity*, 10-year enrollment targets for new undergraduates of color were established. The goal was to double the number of new undergraduates in 10 years. While the number increased by 67% during this period, UW System fell 421 short of enrollment targets (See Table 2).

Table 2
New UW System Undergraduates of Color*
Fall 1987 and Fall 1997, with Targets

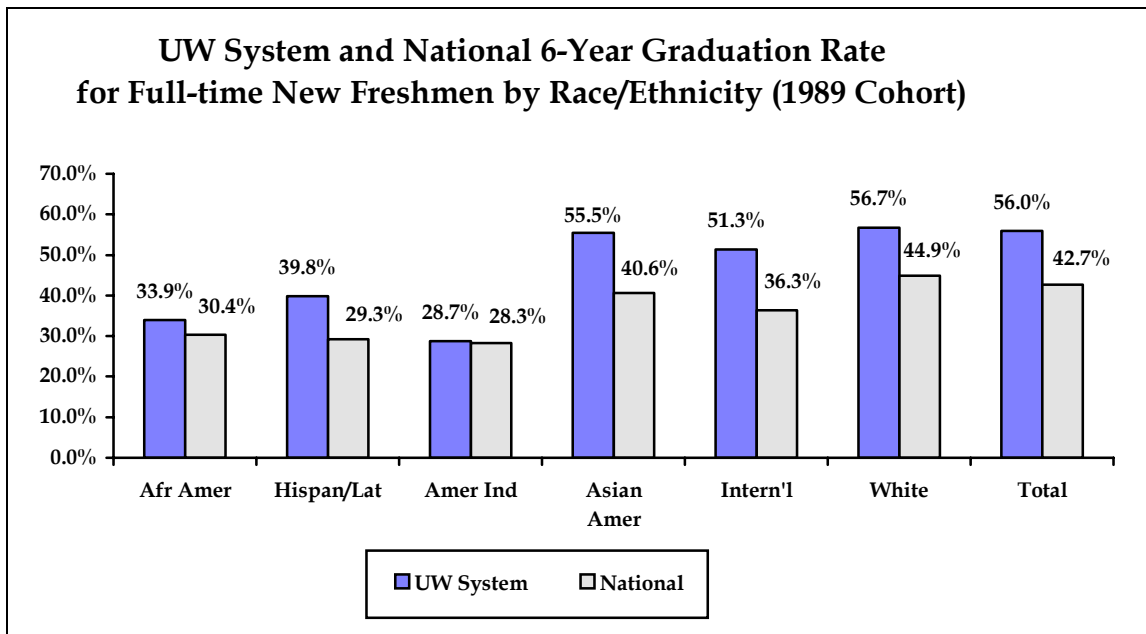
Headcount	Fall 1987	Fall 1997	% Increase, 1987 to 1997	Fall 1997 Target	1997 Target Numeric Shortfall	% of 1997 Target Achieved	% of 1997 Target Not Achieved
New Undergraduates of Color	1,270	2,119	66.9	2,540	421	83.4%	16.6%

Source: UW System Office of Policy Analysis and Research

* New Freshmen, New Transfer and New Special African American, American Indian and Hispanic/Latino students. 1987 data excludes Southeast Asian students because data were unavailable until 1990.

Retention and graduation rates for UW System full-time new freshmen of color exceed national rates, but lag behind those for the UW System student body as a whole (Figure 3).

Figure 3



Sources: UW System Office of Policy Analysis and Research; American Association of Colleges and Universities

The loan/grant distribution for aid packages offered to students of color often deters low-income students from assuming debt for higher education purposes. A higher proportion of students of color graduate with debt than do all students. Sixty-nine percent of undergraduates of color graduate with debt as compared to fifty-eight percent of all students.

Table 3

UW System Undergraduates With Debt At Graduation, 1996-97

	Number With Debt	All Aid Recipients	Percent With Debt	Average Debt
Student of Color	636	927	69%	\$13,493
All Students	9,261	15,847	58%	\$13,332

Source: UW System Office of Policy Analysis and Research

The number of FTE employees of color has increased since 1987. Between 1987 and 1996, employees of color (faculty, academic staff, classified staff) increased from 5.3% to 7.7% of total employment. During this period, the number of faculty and staff of color grew by 772.85 FTE, or 59%.

Table 4

UW System Employees: Faculty, Academic Staff and Classified Staff FTE*

1987-88					
Group	# Of Color	% of Color by Group	# White/Other	% of White/Other by Group	Grand Total
Faculty	416.5	6.2%	6,344.2	93.8%	6,760.7
Academic Staff	468.4	6.8%	6,449.7	93.2%	6,918.1
Classified	427.8	3.8%	10,822.6	96.2%	11,250.4
Total	1,312.7	5.3%	23,616.5	94.7%	24,929.2

1996-97**					
Group	# Of Color	% of Color by Group	# White/Other	% of White/Other by Group	Grand Total
Faculty	626.6	9.9%	5,686.6	90.1%	6,313.2
Academic Staff	853.9	9.3%	8,342.0	90.7%	9,195.9
Classified	605.1	5.2%	10,956.4	94.8%	11,561.5
Total	2,085.6	7.7%	24,985.0	92.3%	27,070.6

Percent and Number Change 1987-88 to 1996-97

Group	Percent Change (Of People of Color)	Number Change (Of People of Color)	Percent Change (White/Other)	Number Change (White/Other)
Faculty	+ 50.5%	+ 210.15	-10.4%	- 657.61
Academic Staff	+ 82.3%	+ 385.45	+ 29.3%	+ 1,892.28
Classified	+ 41.4%	+ 177.25	+ 1.2%	+ 133.82
Total	+ 58.9%	+ 772.85	+5.8%	+1,368.49

* EEO employment methodology does not distinguish between U.S. people of color and international hires.
 ** 1996-97 is the latest available data. 1997-98 will be available in May 1998.

Source: UW System Office of Policy Analysis and Research

A CHANGING ENVIRONMENT

Demographic and Economic Changes. Both the demographic and economic dimensions of the future are changing. In Wisconsin, by the year 2025, the percentage of people of color in the total population will increase from 9.9% to 16.9% (Figure 4). People of color of traditional college age, 18-24, will increase from 12.9% to 21.7% (Figure 5). During this period, the largest growth will occur among school age children, ages 5-17. School age children of color will increase from 14.6% to 24.4% (Figure 6). Consequently, targeted groups will comprise an even larger share of the working age population over this period.

In light of these forecasted changes, the UW System has an opportunity to be proactive by increasing the educational levels of the state's faster growing populations. This is essential if the state and the nation are to remain competitive and productive in a global economy.

Governor Thompson's Blue Ribbon Commission on 21st Century Jobs, chaired by President Lyall, reported that "inner-city and rural areas of Wisconsin are not sharing in the state's overall economic successes" and that "there still exists an 'underdeveloped' work force yet to realize its potential. It consists of chronically un- or under-employed workers who generally lack modern skills and work attitudes." It also reported that "Higher levels of employee proficiency are required as businesses fight to remain competitive in a global economy."⁸

If Wisconsin is to achieve the goal of becoming an "innovative learning state" in a labor-shortage economy, it must tap the state's fast-growing targeted groups.

⁸ State of Wisconsin, *The New Wisconsin Idea: The Innovative Learning State*, Report of the Governor's Blue Ribbon Commission on 21st Century Jobs, July 1997, p. 1.

Figure 4
Wisconsin Population Projections by Race and Ethnicity:
Total, Year 1995 to 2025

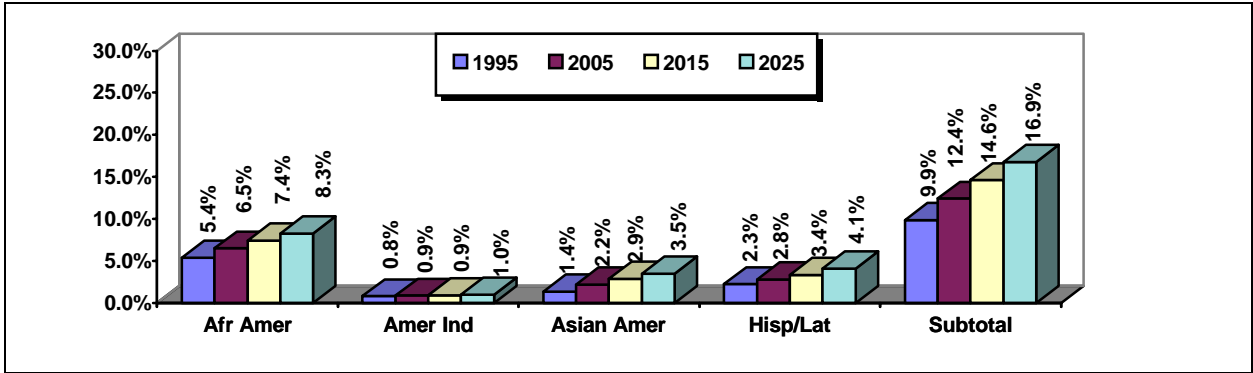


Figure 5
Wisconsin Population Projections by Race and Ethnicity:
18-24 Year Olds, Year 1995 to 2025

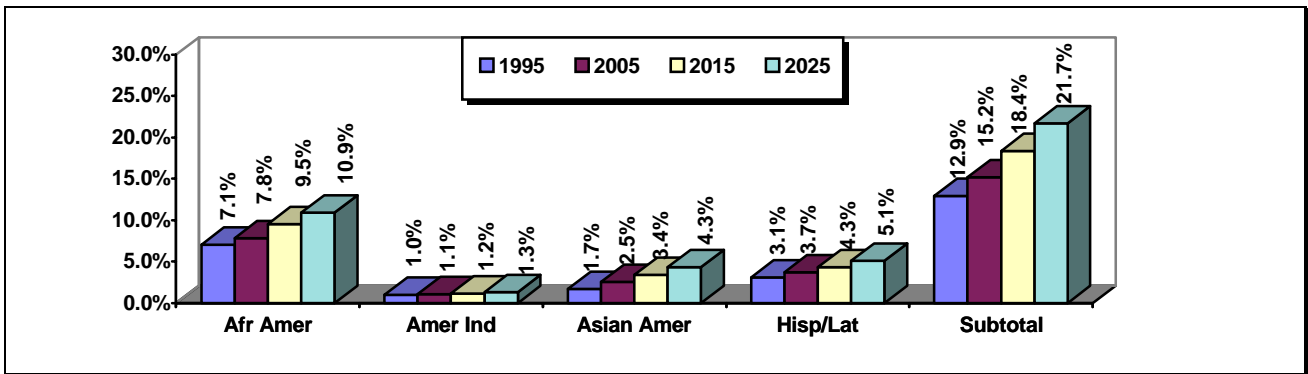
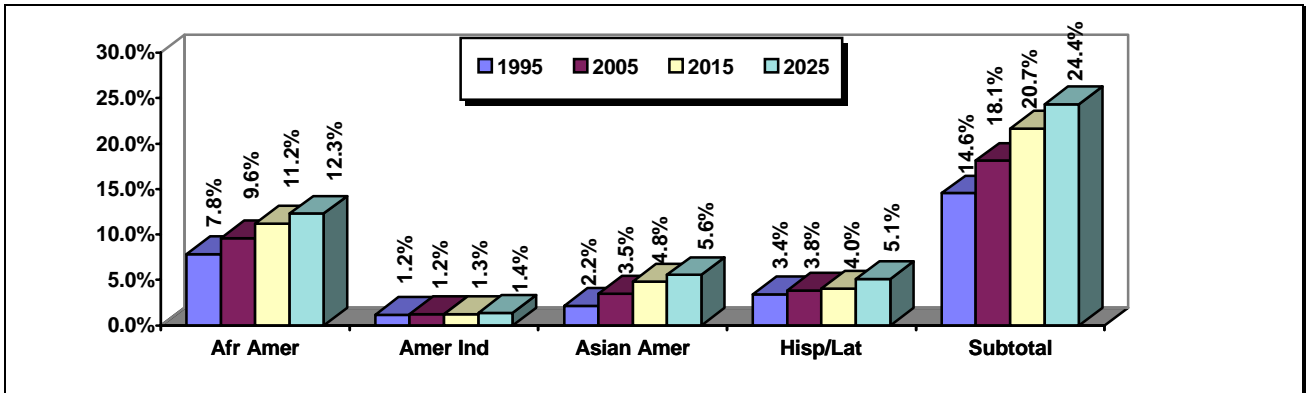


Figure 6
Wisconsin Population Projections by Race and Ethnicity:
5-17 Year Olds, Year 1995 to 2025



Source: U.S. Census Bureau Population Projections, 1995

Current Legal Environment. In an ever changing legal environment, UW System is resolute in forwarding the goals and initiatives contained in *Plan 2008*. The UW System complies fully with federal and state requirements in education and employment, including:

- Federal and state employment statutes mandating equal opportunity, and requiring affirmative action reporting on the race, ethnic and gender composition of all staff;
- State set-aside programs for “minority and women-owned” businesses; and
- Federal and state statutes requiring equal educational opportunities in all educational programs, and related regulations defining acceptable affirmative action efforts.

In recent years, certain affirmative action practices in admissions and financial aid programs have been challenged as violating the Constitution’s guarantee of equal protection of the law. The United States Supreme Court has not issued a definitive ruling on affirmative action in education since *Regents of the University of California v. Bakke*, in 1978, leaving the legal environment uncertain. As a result, higher education institutions have, in many cases, become battlegrounds in the struggle over the constitutionality of affirmative action, to the detriment of teaching and learning.

Despite this unsettled legal environment, and the demographic and economic changes that go with it, the UW System has consistently affirmed its strong commitment to expanding educational opportunities for all targeted people of color. *Plan 2008* is one expression of this commitment.

CURRENT UW SYSTEM MINORITY/DISADVANTAGED INITIATIVES*

UW System institutions developed a wide array of precollege, recruitment and retention, and financial aid programs in conjunction with *Design for Diversity*. Altogether, during 1996-97, the UW System budgeted a total of \$19 million for multicultural and disadvantaged (M/D) student programs and scholarships, out of a total budget for instruction and student services of \$836.3 million. Nearly half of that \$19 million came from non-state funds raised by the campuses (see Appendix C, Table 2). This represents a significant and sustained effort on behalf of these diversity goals. Since its creation in 1987-88, Fund 402 (program funds created by statute (14) s.20.285(4)(b)) has not received an increase in state funding, other than increases realized by the reallocation of campus funds.

Financial Aid. In 1996-97, 8,071 targeted group undergraduate and graduate students received an average award of \$7,167, which included both grants and loans. The financial need of these students averaged \$9,326, compared with \$6,493 for white students. Overall, UW System financial aid packages were able to meet 77% of need for white students and 75% of need for targeted students of color. State-funded financial aid programs have been reduced from five to two; two by legislative action, and the Minority Teacher Forgivable Loan was transferred to the Higher Education Aids Board.

* Minority/Disadvantaged is statutory language, UW System Administration is currently using multicultural/disadvantaged.

For Wisconsin residents, the level of debt upon graduation from a UW System institution is similar for both students of color and all students (\$13,493 v. \$13,332). However, students of color are more likely than the average student to graduate with debt. Sixty-nine percent of resident undergraduates of color graduate with debt, compared to 58% of all resident undergraduates.

Loans have become a larger part of most financial aid packages in recent years. This shift away from grants has had a disproportionate negative impact on targeted group students. Families who live at the poverty level (including 30% of African Americans and Hispanic/Latinos nationally, compared with 12% of white Americans) are reluctant to take on what appear to be prohibitively high levels of debt in order to finance higher education. As analyst Tom Mortenson observed recently:

Some students, particularly from lowest income backgrounds, appear to be deciding that college is not affordable. Many low and middle-income students appear to make college choice decisions based on price. And there is accumulating evidence that these price barriers are increasingly affecting graduation rates for students from low and middle-income families.⁹

Grant programs exist specifically to address this problem. The Lawton Undergraduate Minority Retention Grant, established in 1986, provides up to \$2,500 per year for sophomores, juniors and seniors. During 1996-97, 1,591 students received Lawton Grants averaging \$1,258. The Advanced Opportunity Program (AOP), established in 1973, provides funds for graduate and professional students of color. During 1996-97, 486 students received AOP fellowships averaging \$7,169. (See Appendix C, Table 1).

During the past 10 years, specially targeted financial aid programs enabled UW System institutions to meet more of the unmet need of students of color, as well as disadvantaged students. This contributed to their increase in enrollment. However, other states and their universities have offered significantly better financial aid packages to high achieving, targeted students of color, often meeting full need with grants.

For example, the University of Illinois "Presidential Awards" cover full tuition and fees. They also provide a stipend of \$3,000 a year for four years to students of color who have ACT scores of 24 or better and who graduate in the top half of their high school class. Since the program was established a decade ago, the enrollment of targeted new freshmen has increased to 12% of the entering class. About 500 Presidential Awards are given annually. Private colleges and universities often provide fully funded financial aid packages for high achieving students of color, regardless of need. *The UW System intends to pursue funding for a similar type of scholarship program.*

Precollege Programs. The number and scope of precollege programs has increased dramatically since 1987-88. Of the 375 UW System precollege programs in 1996, 88 were offered specifically for students of color and economically disadvantaged participants. The cost of these programs was about \$1 million, or about 18% of the Fund 402 M/D appropriation. Follow-up studies show that 50% of the Wisconsin high school students who participate in precollege programs go on to postsecondary education at a UW System institution, a Wisconsin Technical College System institution, or an independent college. Of those who continue their

⁹ Tom Mortenson, "The Private Investment Value of Higher Education," *Postsecondary Education Opportunity*, Number 69, March 1998, p. 9.

education, 61% enroll at a UW System institution. *The UW System intends to double the number of students served by precollege programs.*

Recruitment Programs. During the past 10 years, numerous programs and strategies have been utilized to increase the recruitment of targeted group students. These have included the creation of institutional partnerships with specific high schools, campuswide recruitment councils, and volunteer alumni recruiters. UW System institutions and the Multicultural Information Center (MIC) in Milwaukee have discovered an increase in the number of districts in the state that have a high concentration of students of color. In 1993 there were only 14 districts, now there are 31. The MIC precollege participant recruitment list is now a resource for the entire UW System. The cost of these programs in 1996-97 was about \$900,000, or about 16% of the Fund 402 M/D appropriation. *The UW System will require each institution to set precollege and recruitment goals.*

Retention Programs. Retention activities are a significant focus of institutional M/D activity. Each institution is aware of the need to increase retention of students of color. Every targeted student of color who continues through to graduation is also a success for his or her institution. Every targeted student of color who leaves college without a degree is a missed opportunity, for the student, for the institution, and for the student's home community. Institutional efforts currently include students, faculty and staff serving as mentors to students of color; summer research programs; peer advising; social action theater groups; articulation agreements with tribal colleges; and intensive monitoring of academic progress. During 1996-97, nearly \$3.7 million of the Fund 402 appropriation (66%) was used on retention-related programs. *The UW System intends to bring retention and graduation rates for students of color to the level of all students.*

HOW PLAN 2008 WAS CREATED

Plan 2008 is an "umbrella" plan created from the bottom up. During the summer of 1998, the UW System Administration will provide guidelines for institutional plans. These institutional plans (to be submitted to the UW System Board of Regents by June 1, 1999) will be consistent with the systemwide goals but will be more responsive to an institution's particular situation. These plans will provide an opportunity to deepen the commitment to diversity within each college and department of the university. Together, the systemwide plan and the institutional plans constitute a cohesive set of strategies to help enrich the total university community.

Achievement of these goals will require a sustained effort by many partners: the Board of Regents, the System Administration, each institution, the Wisconsin Technical College System, K-12 schools, parents, communities of color, the Department of Public Instruction, business leaders, community-based social service agencies, the Governor, and the legislature. Some UW System institutions have already begun to engage in dialogue with these groups.

The systemwide goals for 1998-2008 outlined below are the product of extensive consultation with many constituencies. Representatives of the UW System Administration Office of Multicultural Affairs gathered insights and opinions from more than 1,200 people through a variety of means. For example, institutional listening sessions were held with faculty, staff, and students at each UW System institution during the fall semester of 1997. More than 800 individuals attended those sessions. Group and individual interviews were also conducted with nearly 400 other individuals representing state government and national higher education

organizations, including Regents, legislators, community-based social service agencies, people of color advocacy groups, and others. President Lyall also convened two statewide community of color input forums.

A World Wide Web page was established to post the draft version of *Plan 2008* and to keep interested individuals apprised of progress, timetables, and related matters. The Web page also contained an e-mail address and other information for persons who wished to comment on the draft document.

Among the comments received that cited strengths of *Design for Diversity* were:

- Establishment of precollege and TRIO programs at every institution (TRIO Programs are federally funded educational access and opportunity programs that help low-income and first-generation students finish high school and graduate from college);
- Creation of multicultural centers on many campuses;
- Expanded curricula that incorporate African American, Hispanic/Latino, American Indian and Asian American/Southeast Asian viewpoints;
- Greater awareness of diversity at institutions; and
- The increased presence of targeted group faculty, staff, and students of color.

Among the comments received that cited weaknesses of *Design for Diversity* were:

- Low retention and graduation rates for students of color;
- Financial need that deters students from aspiring to college;
- Precollege programming that reaches too few K-12 students and is not sustained throughout the school year;
- Concerns about institutional climates that are sometimes cold and hostile; and
- Educational experiences that inadequately prepare graduates to interact effectively in a racially and ethnically diverse nation and workplace.

RECOMMENDED GOALS AND INITIATIVES FOR 1998-2008

Plan 2008 provides a broad framework for statewide strategic planning for racial and ethnic diversity in UW System. Each UW System institution will take the 1998-99 academic year to discuss, debate, and develop its own diversity strategic plan, which advances the seven following strategic goals and initiatives for the next decade, 1998-2008. Achieving these goals will require faculty, staff, administrators and students to examine themselves and the operations of their institutions as, together, they formulate and implement specific action plans. (For a timeline of this initiative, see Table 6.)

GOAL #1

INCREASE THE NUMBER OF WISCONSIN HIGH SCHOOL GRADUATES OF COLOR WHO APPLY, ARE ACCEPTED, AND WHO ENROLL AT UW SYSTEM INSTITUTIONS.

- **Increase precollege programming through UW System academic divisions and departments.** Experience of the past 10 years shows that students who participate in precollege programs do significantly better in school and are prepared to enter post-secondary education in significantly larger numbers than those who do not benefit from precollege contacts. The UW System will work to increase the number of K-12 students of color reached by precollege programs, from the present 2,400 up to as many as 7,200, and will extend the programs throughout the school year to maintain continuous year-round contact with participating students. Each institution will establish its own numerical goals for precollege enrollment, as well as the best structure for the expansion of these programs.
- **Seek funding in the 1999-01 state biennial budget, as well as private funding, to expand precollege programming throughout the state.** The number of Wisconsin school districts with high concentrations of students of color has increased from 14 to 31 in 1998 according to information provided by the Department of Public Instruction (See Appendix G). This growth calls for an expansion of precollege programs, using both state and private dollars. The Department of Public Instruction has been a valuable partner in the UW System's current precollege efforts, and will continue to play that role.
- **Develop adult recruitment programs targeted specifically to African American, American Indian, Hispanic/Latino, and Asian American adults age 25 and older.** For example, facilitate degree completion among those who have received an associate degree or who started a university education but didn't finish. Do this in collaboration with the Wisconsin Technical College System, through programs such as UW-Rock County's Adult Higher Education and Development Program, and through attention to the needs of single parents.
- **Work toward a better balance of enrollment of students of color across academic disciplines.** Some targeted groups are especially underrepresented in quantitative and lab-oriented fields such as engineering, chemistry, physics, mathematics, computer science and biological sciences. This reduces their future access to careers in these fast-growing fields. Some other targeted groups are similarly underrepresented in the humanities and social sciences (see Appendix F).
- **Determine a home campus for the UW System American Indian Language Preservation pilot project.** This project has strengthened collaboration and increased opportunities for the UW System to respond to the needs of American Indian communities. Building upon

these efforts will increase knowledge and access to UW System institutions by American Indian students and their families. The Office of Multicultural Affairs will continue to provide three years of seed funding for this project from its base budget.

- **Work with tribal education chairs, the Wisconsin Indian Education Association, Great Lakes Intertribal Council, urban Indian agencies and staff of school districts that have a high concentration of American Indian students to increase precollege participation.**
- **Explore the possibility of using UW System institution child care centers for precollege programming.** National organizations now recommend that parents begin preparing their children for college as early as age three.
- **UW System institutions should consider using high-contact recruitment models,** comparable to the recruitment models for student athletes.
- **Make particular efforts to reach youth in seasonal migrant camps and settled-out migrant youth in K-12 schools and through the community agencies that serve them (see Appendix H).** During 1996-97, there were 1,901 young, largely Hispanic/Latino migrants in Wisconsin. Wisconsin has experienced a growth in agricultural workers who have permanently relocated to Wisconsin. This population is part of the changing demographics of the state. Reaching them with precollege programs will require conscious efforts at outreach and service, including outreach to migrant worker camps in Wisconsin.
- **Consistent with their mission as entry institutions, the UW Colleges, will create K-12 precollege programs, adult precollege programs, and recruitment efforts for students with high school grade point averages (GPA) of 2.00 to 2.50.**
- **The UW System Administration will purchase and distribute to all UW institutions the roster of students taking ACT exams in Wisconsin.** Every student of color with a GPA of 2.00 or greater, or an ACT score of 18 or greater, will be contacted by a UW System institution.
- **Increase UW System institutions' partnerships with local communities of color, social service agencies, literacy centers, spiritual institutions, and other organizations** to deepen their awareness of admission requirements and the breadth of opportunities and obstacles that students of color face.
- **Work with the American Indian tribes to create precollege programs that are specifically tailored to the unique needs of both rural and urban Indian populations.**

GOAL #2

**ENCOURAGE PARTNERSHIPS THAT BUILD THE EDUCATIONAL PIPELINE
BY REACHING CHILDREN AND THEIR PARENTS AT AN EARLIER AGE.**

- **Promote curricular and pedagogical exchanges between UW System faculty and K-12 teachers, and explore other methods of collaboration among teachers, administrators, students, guidance counselors, parents and guardians using technology and other communication methods.**
- **Collaborate with the Milwaukee Metropolitan Association of Black School Educators to increase the pool of African American K-12 teachers.**

- **Work with Milwaukee and Madison public schools to promote their “Grow Your Own” teacher programs.**
- **Increase participation of people of color and the economically disadvantaged in UW System outreach, extension, and continuing education programs.**
- **Work with the Wisconsin Center for Academically Talented Youth to identify gifted and talented students of color and to encourage their participation in Advanced Placement and other accelerated programs.**
- **Work with the staff of school districts that have a high concentration of American Indians, as well as with tribal chairs, urban Indian organizations, tribal colleges, and tribal education chairs, in order to increase the college retention and graduation rates of American Indian students in UW institutions.**

GOAL #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.

- **Each institution will establish its own undergraduate, graduate and professional enrollment goals for students of color.**
- **UW System institutions should work in partnership with the Wisconsin Technical College System to increase the number of students of color and economically disadvantaged students graduating from WTCS College Parallel programs.**
- **The resources of the UW Colleges should be used more fully to prepare students of color for transfer to a UW System baccalaureate institution.**
- **A transfer orientation program should be created for students who transfer from a UW College to a UW System baccalaureate institution. Students of color should be encouraged to take advantage of this orientation.**
- **The Department of Public Instruction, the UW System Administration and the Wisconsin Technical College System should jointly create a K-16 database that can be used to track the success of all students including students of color, through their full education careers.**
- **Review support services for undergraduate and graduate students of color to ensure the best possible match with student needs.** Office of Multicultural Affairs listening sessions held statewide confirmed that student support needs vary significantly by race and ethnicity. Providing the right mix of services can be an important determinant of retention and graduation rates of these students.
- **Improve retention rates for students of color through a two-pronged approach.** At each institution, 1) create organized opportunities for administrators, faculty and staff to learn about intercultural differences in communication and learning styles that can help improve learning outcomes for students of color; and 2) bolster campus initiatives to ensure summer employment/earnings to help meet college costs.

UW System institutions are urged to consider models that have been used successfully at other institutions in the System and across the country. These include mandatory summer

orientation programs; summer preview courses in mathematics and other especially difficult freshman subjects; use of the UW Early Math Placement Test; and encouragement of high school students of color to take Advanced Placement courses to relieve the course load required to maintain full-time progress at the university. (See Appendix E for successful programs at other universities in other states and Appendix B for UW system institution models.)

- **Establish a UW System Business Advisory Council on Racial and Ethnic Diversity.** The Council would develop an extensive network of undergraduate and graduate student internships, scholarships and work-study opportunities to attract, retain and graduate students of color. The council would be comprised of senior officers of the university, public service organizations, and Wisconsin businesses. Applied work experience encourages retention and increases graduation rates by giving focus and relevant work experience to students during their college careers. The council would seek private sector funding to match state appropriations requested for this purpose.
- **Engage undergraduates in faculty research projects, in part, as a means of encouraging enrollment in graduate school.**

GOAL #4

INCREASE THE AMOUNT OF FINANCIAL AID AVAILABLE TO NEEDY STUDENTS AND REDUCE THEIR RELIANCE ON LOANS.

During the past decade, federal financial aid (which provides 85% of all financial aid dollars received by UW System students) has shifted from primarily grants to primarily loans. In Wisconsin, on average, loans now constitute 70% of financial aid packages among financial aid recipients. Needy students and parents are particularly reluctant to incur a burdensome educational loan debt. In the current strong job market, these students are also more likely to forego continuing their education in favor of immediate employment. To help lower the financial barriers for these students, the UW System will:

- **Seek additional, new, private scholarship support and request GPR matching funds in the Regents' 1999-01 biennial budget request.** UW System institutions currently raise about \$9 million in private gifts annually for multicultural scholarships and grants. These additional funds would be used to increase access and slow the growth in student loan debt. The GPR match could be achieved by expanding the Lawton Grant program to include freshmen, provide more awards, and increase the amount of each award.
- **Increase the number of project assistantships, graduate assistantships, teaching assistantships and research assistantship awards** given to students of color in order to help reduce their financial burden.
- **Encourage undergraduates to participate in academic professional activities and leadership experiences such as professional associations and the presentations of papers.**
- **Create a scholarship program for high achieving students of color and economically disadvantaged students to be funded by private contributions.**
- **Encourage families to plan early to meet the cost of college.** Information on college costs and financial aid programs will be provided through HELP On-Line, institutions' published

admissions materials, publications of the UW System Multicultural Information Center (in multiple languages) and other means. Conduct active informational campaigns regarding college opportunities, current and projected costs, and the availability of financial aid.

- **Increase Advanced Opportunity Program funding over the next 10 years in order to allow the granting of more awards.**
- **Explore how other states meet the financial aid needs of American Indian students.**
- **Work to restore Wisconsin Indian Grant funding.**

GOAL #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.

- **Continue to monitor institutional progress through annual Equal Employment Opportunity (EEO) reporting.** Pay special attention to replacement appointments for retiring faculty and academic staff in fields and departments that have underutilized targeted people of color.
- **Mentor graduate and professional students of color and economically disadvantaged students as a way of sparking their interest in aspiring to future faculty positions at UW System institutions.**
- **UW System Administration will explore the creation of a statewide database of students of color for graduate school recruitment and employment purposes.** Data provided by UW System institutions will be used to create a master roster of names and addresses from which all institutions can draw.
- **Continue to monitor promotion and tenure rates** for women and faculty of color and report annually via the UW System's existing public accountability report.
- **Explore the creation of a work-site-based English as a Second Language (ESL) program for staff.**
- **Encourage professional development and upward mobility opportunities for classified staff and limited term employees (LTE's) of color.**
- **Regularly seek information from faculty and staff on ways to improve campus climate.** The purpose of this feedback is to improve retention by identifying and addressing problems early in an individual's UW System career. Continue current exit surveys with those who leave the UW System.
- **Create a leadership institute for UW System faculty and academic staff that will help prepare people of color for future, senior-level administrative positions.**

GOAL #6

FOSTER INSTITUTIONAL ENVIRONMENTS AND COURSE DEVELOPMENT THAT ENHANCE LEARNING AND A RESPECT FOR RACIAL AND ETHNIC DIVERSITY.

- **Encourage every UW System faculty, staff and student governance organization to set aside an early meeting in fall 1998 to discuss and reflect on how it might advance the goals of *Plan 2008*.** Everyone associated with the UW System has a role to play in the success of this effort. The entire university community, especially those who serve in positions of leadership, must model thoughtful, civil discourse and insist on the same from all members of the university community.
- **Use periodic accountability surveys of students to continue to measure and report student opinion** about campus climates and how they can be improved.
- **Explore opportunities to provide programs on intergroup relations, conflict resolution and community action for students.**
- **Increase instructional resources** for partnerships with the Department of Public Instruction, in order to conduct in-service seminars for K-12 teachers on Act 31 (American Indian treaty and sovereignty rights).
- **Increase library holdings for ethnic studies courses.**
- **Institute on Race and Ethnicity will create a World Wide Web page of examples of syllabi.**
- **The Institute on Race and Ethnicity will conduct faculty development seminars in order to share curriculum design strategies.**
- **The Institute on Race and Ethnicity will convene education faculty together with faculty from other disciplines in order to share the latest pedagogical and curriculum research.**
- **The UW System Office of Academic Affairs, in conjunction with the Office of Multicultural Affairs, will convene faculty to explore the creation of an Ethnic Studies Consortium.**
- **Funding will be increased for Institute on Race and Ethnicity grants that encourage new course development, curricular and instructional improvements, and symposia in the area of racial and ethnic studies.**
- **Encourage research, publication, and professional development in the area of racial and ethnic studies by increasing the Institute on Race and Ethnicity grant funds.**
- **Encourage institutions to consider how new distance learning technologies can be used to collaborate and enrich racial and ethnic studies courses and related programs throughout the UW System.**

GOAL #7

IMPROVE ACCOUNTABILITY OF THE UW SYSTEM AND ITS INSTITUTIONS.

- **UW System Administration staff will join with chancellor-designated staff at each institution to review, improve and streamline the assessment of multicultural/ disadvantaged programs.** This will both improve programming and foster the progress of *Plan 2008*.
- **The Board of Regents directs the UW System President to make a report once each biennium on progress in achieving *Plan 2008* goals,** including a report on college or department plans to expand precollege programs, scholarships, research and other initiatives outlined.
- **UW System will continue to monitor the participation of faculty, staff and students of color, and will report to the Board of Regents in the Multicultural/ Disadvantaged Annual Report and the annual Accountability for Achievement report.**
- **Indicators in the Accountability for Achievement report will be reviewed and revised in part to better reflect the goals and initiatives outlined in this plan.** The report will continue to report on the graduation and retention of targeted students of color and the hiring, renewal, and tenure of faculty and staff of color.
- **Office of Multicultural Affairs will explore the possibility of providing institutionwide cultural assessments and technical assistance to assist in achievement of their goals.**
- **UW System Administration will explore best practices in higher education and private industry for the assessment of faculty and staff diversity outcomes.** This information will be shared with institutions so that these models can be considered and/or adopted by System Administration and the institutions for their own faculty and staff.
- **The Board of Regents will invite other educational leaders to join in sponsoring a dialog** among Wisconsin education organizations (including school boards, principals, teachers and parents) to better serve students of color at all levels.
- **UW System Administration will work with the UW institutions and national experts to establish process and outcomes benchmarks for *Plan 2008*.**
- **Office of Multicultural Affairs will draft institutional guidelines to assist campuses in preparing their 10-year plans.** Institutional plans will be submitted to the Board of Regents by June 1999.
- **Chancellors of UW System institutions with consistently low outcomes under *Plan 2008* will report to the Board of Regents on how they plan to reverse that trend.**

CONCLUSION: AN ONGOING COMMITMENT

This plan represents an ongoing commitment to the future of Wisconsin, and a commitment to full participation in that future by *all* its people. Accountability for these goals rests with the Board of Regents and UW System Administration; with the chancellors, faculty, staff and students at UW System institutions; with K-12 leaders, school boards, teachers and parents; with business leaders and employers; and with our state and local elected officials.

Each must do its part. The UW System pledges itself to maintain educational opportunity and quality for Wisconsin students. We invite others to join us in this important commitment.

PLAN 2008: SUMMARY OF RECOMMENDED INITIATIVES, 1998-2008

The initiatives and goals outlined above require sustained effort, commitment, and leadership. The following summary table summarizes where responsibility for each of these initiatives lies and the timeline anticipated for completion. We recognize that many factors external to the university will affect the ability to achieve our goals. We solicit assistance and partnership of the legislature, Governor, business leaders, private institutions, and private citizens as well as university faculty, staff, and students in striving to meet these goals.

Table 6

Goals, Initiatives, Timetables and Accountability

Goals and Initiatives	Timetable	Accountability
GOAL #1: INCREASE THE NUMBER OF WISCONSIN HIGH SCHOOL GRADUATES OF COLOR WHO APPLY, ARE ACCEPTED, AND WHO ENROLL AT UW SYSTEM INSTITUTIONS.		
1. Increase precollege programming through UW System academic divisions and departments.	Ongoing	Chancellors
2. Seek funding in the 1999-01 state biennial budget, as well as private funding, to expand precollege programming throughout the state.	Ongoing	UW System Administration, Office of Multicultural Affairs, Chancellors
3. Develop adult recruitment programs targeted specifically to African American, American Indian, Hispanic/Latino, and Asian American adults age 25 and older.	Ongoing	Chancellors
4. Work toward a better balance of enrollment of students of color across academic disciplines.	Ongoing	Chancellors
5. Determine a home campus for the UW System American Indian Language Preservation pilot project.	1998	Office of Multicultural Affairs
6. Work with tribal education chairs, the Wisconsin Indian Education Association, Great Lakes Intertribal Council, urban Indian agencies and staff of school districts that have a high concentration of American Indian students to increase precollege participation.	Ongoing	Chancellors
7. Explore the possibility of using UW System institution child care centers for precollege programming.	1999	UW System Administration
8. UW System institutions should consider using high-contact recruitment models (comparable to recruitment models of student athletes).	Ongoing	Chancellors
9. Make particular efforts to reach youth in seasonal migrant camps and settled-out migrant youth in K-12 schools and through the community agencies that serve them(see Appendix H).	Ongoing	Chancellors
10. Consistent with their mission as entry institutions, the UW Colleges will create K-12 precollege programs, adult precollege programs, and recruitment efforts for students with high school grade point averages (GPA) of 2.00-2.50.	Ongoing	Chancellor, UW Colleges
11. The UWSA will purchase and distribute to all UW institutions the roster of students taking ACT exams in Wisconsin.	Ongoing	Office of Multicultural Affairs and Multicultural

		Information Center
12. Increase UW System institutions partnerships with local communities of color, social service agencies, literary centers, spiritual institutions, and other organizations.	Ongoing	UW System Administration Chancellors
13. Work with the American Indian tribes to create precollege programs that are specifically tailored to the unique needs of both rural and urban Indian populations.	Ongoing	Chancellors
GOAL #2: ENCOURAGE PARTNERSHIPS THAT BUILD THE EDUCATIONAL PIPELINE BY REACHING CHILDREN AND THEIR PARENTS AT AN EARLIER AGE.		
1. Promote curricular and pedagogical exchanges between UW System faculty and K-12 teachers, and explore other methods of collaboration among teachers, administrators, students, guidance counselors, parents and guardians using technology and other communication methods	Ongoing	UW System Administration, Institute on Race and Ethnicity, UW-Extension
2. Collaborate with the Milwaukee Metropolitan Association of Black School Educators to increase the pool of African American K-12 teachers.	Ongoing	Chancellors, Education Deans
3. Work with Milwaukee and Madison public schools to promote their "Grow Your Own" teacher programs.	Ongoing	UW System Administration, Multicultural Information Center
4. Increase participation of people of color and the economically disadvantaged in UW System outreach, extension, and continuing education programs.	Ongoing	UW-Extension Chancellor
5. Work with the Wisconsin Center for Academically Talented Youth to identify gifted and talented students of color and to encourage their participation in Advanced Placement and other accelerated programs.	Ongoing	Multicultural Information Center
6. Work with the staff of school districts that have a high concentration of American Indians, as well as with tribal chairs, urban Indian organizations, tribal colleges and tribal education chairs, in order to increase the college retention and graduation rates of American Indian students in UW institutions.	Ongoing	Chancellors
GOAL #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.		
1. Each institution will establish its own undergraduate, graduate and professional enrollment goals for students of color.	Ongoing	Chancellors
2. UW System institutions should work in partnership with the Wisconsin Technical College System to increase the number of students of color and economically disadvantaged students graduating from WTCS College Parallel programs.	Ongoing	Chancellors
3. The resources of the UW Colleges should be used more fully to prepare students of color for transfer to a UW System baccalaureate institution.	Ongoing	Chancellor, UW Colleges
4. A transfer orientation program should be created for students who transfer from a UW College to a UW System baccalaureate institution. Students of color should be encouraged to take advantage of this orientation.	Ongoing	Chancellor, UW Colleges
5. The Department of Public Instruction (DPI), the University of Wisconsin System Administration and the Wisconsin Technical College System should jointly create a K-16 database that can be used to track the success of all students including students of color, through their full education careers.	1998	UWSA-President, DPI-Superintendent, WTCS-Directors
6. Review support services for undergraduate and graduate students of color to ensure the best possible match with student needs.	Ongoing	Chancellors










7. Improve retention rates for students of color through a two-pronged approach. At each institution, 1) create organized opportunities for administrators, faculty and staff to learn about intercultural differences in communication and learning styles that can help improve learning outcomes for students of color; and 2) bolster campus initiatives to ensure summer employment/earnings to help meet college costs.	Ongoing	Chancellors
8. Establish a UW System Business Advisory Council on Racial and Ethnic Diversity	Late 1999	UW System Administration
9. Engage undergraduates in faculty research projects, in part, as a means of encouraging enrollment in graduate school.	Ongoing	Chancellors
GOAL #4: INCREASE THE AMOUNT OF FINANCIAL AID AVAILABLE TO NEEDY STUDENTS AND REDUCE THEIR RELIANCE ON LOANS.		
1. Seek additional, new, private support and request in GPR matching funds in the Regents' 1999-01 biennial budget request. The GPR match could be achieved by expanding the Lawton Grant program to include freshmen, provide more awards, and increase the amount of each award.	1999-2001 and ongoing each biennium	UW System Administration, Board of Regents, Chancellors
2. Increase the number of project assistantships, graduate assistantships, teaching assistantships and research assistantship awards given to students of color.	Ongoing	Chancellors
3. Encourage undergraduates to participate in academic professional activities and leadership experiences, such as professional associations and the presentation of papers.	Ongoing	Chancellors
4. Create a scholarship program for high achieving students of color and economically disadvantaged students to be funded by private contributions.	1999-2001	UW System Administration
5. Encourage families to plan early to meet the cost of college.	Ongoing	UW-Extension, Multicultural Information Center
6. Increase Advanced Opportunity Program funding over the next 10 years in order to allow the granting of more awards.	1999-2007 and ongoing each biennium	UW System Administration
7. Explore how other states meet the financial aid needs of American Indian students.	Ongoing	UW System Administration
8. Work to restore Wisconsin Indian Grant Funding	Ongoing	UW System Administration
GOAL #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.		
1. Continue to monitor institutional progress through annual Equal Employment Opportunity reporting.	Ongoing	Chancellors
2. Mentor graduate and professional students of color and economically disadvantaged students as a way of sparking their interest in aspiring to future faculty positions at UW System institutions.	Ongoing	Chancellors
3. UWSA will explore the creation of a statewide database of students of color for graduate school recruitment and employment purposes.	1999-2001	UW System Administration & Chancellors
4. Continue to monitor promotion and tenure rates for women and faculty of color.	Ongoing	Chancellors
5. Explore the creation of a work-site-based English as a Second Language (ESL) program for staff.	2000-2008	Chancellors
6. Encourage professional development and upward mobility opportunities	2000-2008	UW System

for classified staff and limited term employees (LTE's) of color.		Administration & Chancellors
7. Regularly seek information from faculty and staff on ways to improve campus climate.	2000-2008	Chancellors
8. Create a leadership institute for UW System faculty and academic staff that will help prepare people of color for future, senior-level administrative positions.	2000	UW System Administration & Institute on Race & Ethnicity
GOAL #6: FOSTER INSTITUTIONAL ENVIRONMENTS AND COURSE DEVELOPMENT THAT ENHANCE LEARNING AND A RESPECT FOR RACIAL AND ETHNIC DIVERSITY.		
1. Encourage every UW System faculty, staff and student governance organization to set aside an early meeting in Fall 1998 to discuss and reflect on how it might advance the goals of <i>Plan 2008</i> .	1998	Chancellors
2. Use periodic accountability surveys of students to continue to measure and report student opinion.	2000-2008	UW System Administration & Chancellors
3. Explore opportunities to provide programs on intergroup relations, conflict resolution and community action for all students.	2001-2008	Chancellors
4. Increase instructional resources for partnerships with the Department of Public Instruction, in order to conduct in-service seminars for K-12 teachers on Act 31 (American Indian treaty and sovereignty).	2000	UW System Administration & Institute on Race & Ethnicity
5. Increase library holdings for ethnic studies courses.	Ongoing	Chancellors
6. Institute on Race and Ethnicity (IRE) will create a World Wide Web page for examples of syllabi.	1999	Institute on Race and Ethnicity
7. Institute on Race and Ethnicity will conduct faculty development seminars in order to share curriculum design strategies	2000	Institute on Race & Ethnicity
8. Institute on Race and Ethnicity will convene education faculty together with faculty from other disciplines in order to share the latest pedagogical and curriculum research.	2001	Institute on Race & Ethnicity
9. The UW System Office of Academic Affairs, in conjunction with the Office of Multicultural Affairs, will convene faculty to explore the creation of an Ethnic Studies Consortium.	2000-2002	UW System Administration
10. Funding will be increased for Institute on Race and Ethnicity grants that encourage new course development, curricular and instructional improvements, and symposia in the area of racial and ethnic studies.	1999-2001	UW System Administration
11. Encourage research, publications, and professional development in the area of racial and ethnic studies by increasing the Institute on Race and Ethnicity grant funds.	1999	UW System Administration and Chancellors
12. Encourage institutions to consider how distance learning technologies can be used to collaborate and enrich racial and ethnic studies courses and related programs throughout the UW System.	Ongoing	UW System Administration and UW Extension
GOAL#7: IMPROVE ACCOUNTABILITY OF THE UW SYSTEM AND ITS INSTITUTIONS.		
1. UWSA staff will join chancellor-designated staff at each institution to review, improve and streamline the assessment of multicultural/disadvantaged programs.	2001-2003	UW System Administration & Chancellors and their staff
2. The Board of Regents directs the UW System President to make a report once each biennium on progress in achieving Plan 2008 goals.	2001	UW System Administration & Chancellors
3. UW System will continue to monitor the participation of faculty, staff and	Annually	UW System

students of color, and will report to the Board of Regents in the Multicultural/Disadvantaged Annual Report and the annual Accountability for Achievement report.		Administration
4. Indicators in the Accountability for Achievement report will be reviewed and revised in part to better reflect the goals and initiatives outlined in this plan.	1998-99	UW System Administration
5. Office of Multicultural Affairs will explore the possibility of providing institution wide cultural assessments and explore the ability to provide technical assistance to address need.	2000	Office of Multicultural Affairs
6. UW System Administration will explore best practices in higher education and private industry for the assessment of staff responsibility for diversity outcomes.	1999-2000	UW System Administration
7. The Board of Regents will invite other educational leaders to join in sponsoring a dialog among Wisconsin education organizations to better serve students of color at all levels.	Ongoing	UW System Administration
8. UW System Administration will work with the UW institutions and national experts to establish process and outcomes benchmarks for Plan 2008.	1998-99	UW System Administration
9. Office of Multicultural Affairs will draft institutional guidelines to assist campuses in preparing their 10-year plans.	Summer 1998	UW System Administration
10. UW System institutions with consistently low outcomes under Plan 2008 will report to the Board of Regents on how they plan to reverse that trend.	1999 & ongoing	Chancellors

Appendix A

Outcomes of Design for Diversity (D4D), 1988-1997

UW System Diversity Goals	Unsatisfactory Progress	Satisfactory Progress - Continue Work	Comments
Goal One: Recognize the need to eliminate the underrepresentation of minority and economically disadvantaged people in the UW System.			After ten years of Design for Diversity, each UW institution is keenly aware of the repercussions of low numbers of students of color and economically disadvantaged people in the UW System.
Goal Two: Educate all students for an increasingly multicultural society in Wisconsin, our nation and the world.			All institutions have a 3-credit undergraduate requirement. Additional course infusion and faculty involvement is required.
Goal Three: Improve recruiting and retention efforts to better enable targeted minority students to enroll more easily and function more effectively at our universities.	 African American and American Indian	 Asian American and Hispanic	The needs of African Americans and American Indians are not fully addressed. Recruitment and outcome efforts must improve.
Goal Four: Improve evaluation efforts in the areas of minority student enrollment/retention and faculty/staff recruitment and retention.			All institutions currently use Continuous Improvement Assessment to evaluate M/D programs, and work with Multicultural Information Center staff to track precollege students.
Goal Five: Remove financial barriers that prevent minorities and economically disadvantaged people from viewing college as a realistic option.			Students of color are more likely to graduate with debt than all students. (Had financial aid programs: MTFI, PMTA, and MDS. Now have only AOP and Lawton)
Goal Six: Increase the number of minority faculty and staff in the UW System.			Met 1982-88-93 D4D hiring goals. However, it is important to note that institutions have at least two reasons to continue active recruitment and hiring: 1) under-utilization and 2) academic excellence is achieved when there is a critical mass of faculty and staff of color.
Goal Seven: Establish effective partnerships with the public schools, the VTAE System, state government, the community and the private sector to assist the UW System's efforts to improve minority education.		 Need to accelerate.	The working relationship with DPI has improved significantly. Joint lobbying efforts are by DPI and UWSA to ensure precollege funding. Each institution has a 'Town Gown' committee, but these have varying success. Several campuses are working with businesses to fund MD programs, activities, and scholarships.

Appendix B

Some UW System Diversity Initiatives That Work

UW-Madison	<p>Chancellors Scholars Program Precollege Program Array Ethnic Studies Library Ethnic Studies :</p> <ul style="list-style-type: none"> African American Studies Department Asian American Studies Program Chicano Studies Program Native American Studies Program <p>Medical School Diversity Plan Center for Study of Race and Ethnicity</p>
UW-Milwaukee	<p>Academic Opportunity Center Theatre of Color Scholars for Math, Science and Language Precollege Program Faculty Mentoring Program Center for Instructional and Professional Development Department Affirmative Action Liaisons</p>
UW-Eau Claire	<p>Project PACE (Preparing Actively for Career Experiences) Commanding English Language Program Tutoring and Mentoring Chili Feed Weekend Experience Institutional Scholarships Individual Retention Programs</p>
UW-Green Bay	<p>American Intercultural Center Campus TRIO Programs UW-Green Bay Student of Color Middle School Mentoring Program Student Life and Humanities 1 credit attachment course</p>
UW-La Crosse	<p>United We Learn Social Action Theatre Academic Summer Institute Partnership between The College of Science and Allied Health and Lac Courte Oreilles Ojibwa Community Curriculum Mini Seminars Annual Diversity Review of Deans and Division Officers by Provost/Vice Chancellor</p>
UW-Oshkosh	<p>Oshkosh Human Relations Council Early Warning Intervention Program Heritage Month Celebrations Precollege Programs</p>
UW-Parkside	<p>Recruitment and Retention Programs for Minority and Female Faculty and Staff Mentorship Programs Ethnic Studies Center Cultural Awareness Leadership Councils (CALC) Doctors of Color Precollege Program</p>
UW-Platteville	<p>Boxes and Walls exhibit to train resident assistants. The College of Business, Industry, Life Science Agriculture's Mentoring Program Student of Color Handbook Student of Color Recruitment Program: The College of Business, Industry, Life Science and Agriculture Outreach program of Music Department takes UWP students to perform at Milwaukee High School for the Arts</p>

UW-River Falls	Academic Success Program Student/Faculty Mentoring Program Diversity Awareness Committee Partnership with St. Paul School's Minority Encouragement Program
UW-Stevens Point	Native American Center Multicultural Resource Center Chancellor's Diversity Think Tank Cross Cultural Psychology The College of Natural Resources Diversity Coordinator
UW-Stout	Expansion of Ethnic Studies courses Provision of scholarships for students of color Multicultural Student Services Project Entry
UW-Superior	"Two plus two" articulation agreements with Tribal and Community Colleges Cultural Awareness activities by the American Indian Studies Program Multicultural Student Specialist American Indian Studies minor
UW-Whitewater	McNair Post-Baccalaureate Achievement Program Office of Precollege Programs SHARE OUR CULTURE (Multicultural Education Center) Student Retention Programs at UW-Whitewater (EOP, Minority Business/Teacher Preparation Program, Hispanic/Latino Student Programs) Business Partnerships for students of color
UW Colleges	UW-Rock County: Project AHEAD UW-Richland Center: Precollege partnership with Grand Avenue Middle School, Milwaukee. UW-Barron County: Precollege program, a partnership with Lac Courtes Oreilles Ojibwa Community College.
UW- Extension	Metropolitan Multicultural Teacher Education Program Diversity Leadership Training (Visions, Inc) UW-Extension/Milwaukee Public Schools/AT&T Educational Technology Partnership
UW System Administration	Office of Multicultural Affairs --Program evaluation --Native American Language Preservation Project --Collaboration with Women's Studies Consortium --Community Outreach --Diversity Audits Institute on Race and Ethnicity --Grant programs for curricular development and research. --Community Outreach --Faculty Seminars Multicultural Information Center --Consultant Corps conducts precollege workshops in four languages --Precollege Participant database --Community Outreach

Appendix C

Table 1
UW System Student of Color and Disadvantaged Student Financial Aid Programs
1996-97

Recipients							
	Afr. Amer.	Hisp./ Latino	Amer. Indian	Asian Amer.	N/A	Total	Average Award
Lawton Undergraduate Minority Retention Grant	598	407	149	423	14	1,591	\$1,258
Advanced Opportunity Program	219	112	53	55	47	486	\$7,169

Table 2
UW System Minority and Disadvantaged Program Funding, 1996-97

Note:
Half of all 1996-97 M/D expenditures
were raised by UW System institutions
from private sources.

	1995-96	1996-97					
	Total Program Funds & Scholarships	Total Program Funds & Scholarships	M/D Appropriation 20.285(4) [a] Expenditures	Other State Funds Reallocated to M/D Programs	Extra-mural Funds	Total M/D Program Funds [b]	Institutional Scholarships [c]
Total	\$18,657,077	\$19,076,743	\$5,614,674	\$4,092,115	\$6,808,197	\$16,514,986	\$2,561,757

- a) Does not include fringe benefits. Also excludes Advanced Opportunity Program, Lawton Undergraduate Minority Retention Grants, and other financial aid allocated by UW System to the institutions. Includes precollege and institutional scholarships.
- b) Includes program revenue funds from auxiliaries and special courses.
- c) Reflects institution awarded scholarships that go through institutional accounts. Does not reflect scholarships administered by foundations.

Appendix D

Recent Changes in Federal Financial Aid Programs

GRANTS

Type of Aid	Value/Eligibility Requirements
Pell Grants	Up to \$2,700 per year, based on financial need.
Supplemental Educational Opportunity Grants	\$100-\$4,000 per year, based on need and campus policy.
Bureau of Indian Affairs Grants	Grants of \$1,800 or higher, depending on tribal policy.

LOANS

(Repayable With Interest As Noted)

Type of Aid	Value/Eligibility Requirements
Perkins Loans	Up to \$3,000 annually, with a maximum total of \$15,000 for all undergraduate years (interest rate currently 5%). Based on financial need and campus policy.
Stafford/Direct Student Loan	Subsidized, need-based loan available through private lenders. Amounts vary, up to maximum of \$2,625 for first year, \$3,500 for second year, and \$5,500 for subsequent years, up to maximum of \$23,000 for dependent students.
Unsubsidized Stafford/ Direct Loan	Unsubsidized loan available regardless of need. Maximum loan amounts, interest rate, repayment terms may vary.
PLUS (Parents' Loans for Undergraduate Students)	Amounts equal to or less than cost of attendance minus all other aid received. No need requirement, but repayment begins immediately.

OTHER AID PROGRAMS

Type of Aid	Value/Eligibility Requirements
College Work-Study Program	Subsidized part-time employment, based on financial need and campus policy.
Federal-State Funds for Vocational Rehabilitation	Limited to students enrolling for undergraduate study who qualify for disability consideration. Varies according to individual circumstances.
ROTC Scholarship	Pays \$150 per month, plus tuition and \$225 per semester for 2-4 years of college. Requires four years of active duty and four years of inactive duty military service as repayment. Awarded on competitive basis to students between ages of 17 and 21 who are enrolling as freshmen.
Reserve/National Guard Educational Assistance	Provides \$198 per month for up to 36 months, usable for any post-secondary education, to those who join Wisconsin National Guard or U.S. Armed Forces Reserves.
Student Loan Repayment Program (SLRP)	Repays a portion of outstanding student loans for those who join the Wisconsin National Guard or U.W. Armed Forces Reserves.
Hope Tax Credit	Nonrefundable tax credit available to eligible taxpayers during their first two years of postsecondary education. Credit pays 100% of first \$1,000 of tuition and fees, and 50% percent of second \$1,000 during the qualified period. Must be enrolled at least half-time.

Appendix E

Successful National Diversity Programs

Program Name	Location	Description
Peer Tutoring In Basic Courses	Brooklyn College	A retention program that proactively draws freshmen into in-class and out-of class tutoring.
The Office of AHANA Student Programs	Boston College	Focuses on increasing recruitment and retention rates of African American, Hispanic, Asian and Native American students.
Developmental Mathematics Program	California State University-Northridge	A highly structured yet flexible program that prepares students for passing the required Mathematics courses.
The Comprehensive Studies Program	University of Michigan, Ann Arbor	Academic Advising. Provides remedial instruction in Mathematics and English Language.
The Comprehensive Studies Program	The Pennsylvania State University	Same as above.
The Bridge	Georgia State University, Atlanta	A four week non-residential, summer enrichment program established explicitly to retain African American Students.
Undergraduate Research Opportunity Program	University of Michigan, Ann Arbor	Retention and financial aid. Provides undergraduate students with opportunities to research and learn research methodology, hands on.
Intergroup Relations Conflict & Community Program (IGRCC)	University Of Michigan, Ann Arbor	Improving Campus climate. A series of Coordinated seminars that teach about diversity, intergroup relationship, intergroup conflict, conflict resolution and community building.
Division of Developmental Studies	University of Georgia System	Recruitment, retention of students of color who have narrowly missed the admission criteria. Provides them with an academic environment that encourages learning and developing effective study strategies necessary for continued academic success.
Summer Incentive Program	Eastern Michigan University	Recruitment, retention and financial aid. Provides graduating high school students of color who have been denied university admission the foundations necessary to complete the four years of college work. Students work 20 hours a week in an academic department or support services office. They use the earnings to pay for tuition, room and board for the summer.
Comprehensive Freshman Retention Program	Kean College	Retention of students of color who are at a high risk of attrition.
Coordinated Studies Program	Seattle Central Community College, Washington	Pedagogy.
Leadership Ladder Program	Texas A&I University	Promote achievement and retention of Hispanic students. Uses "role model students" to assist in the academic, curricular and extracurricular development of freshmen through mentoring and counseling.
Suspension Waiver Program	Central Missouri State University	A retention program for probationary and suspension students. Highly intrusive, closely monitored plan for students who have been suspended for low grades.

Promoting Persistence and Excellence in the Sciences: the Office of Minority Undergraduate Science Programs	Rutgers-The State University of New Jersey	Retention of Students of Color in the sciences, primarily African-American and Hispanic/Latino students.
Black/Hispanic Student Opportunity Program	Miami-Dade Community College	Increase retention and graduation of African American and Hispanic students from high school as well as college.
Partnership in Learning for Utmost Success (PLUS)	Saint Xavier University	Increase retention, performance and graduation of nurses.
Student Services, Catalyst for a Comprehensive College-Wide Retention Program	Saint Xavier University	Retention Program.
Freshman Retention Program	Xavier University	Retention Program.
Project Teach	Kean College, (Department of Education Funded)	Expanding the pool of teachers of color by using paraprofessionals to create a diverse pool of teachers.
Pathways	Kean College, (Dewitt-Wallace Reader's Digest funded)	Expanding the pool of teachers of color by using paraprofessionals to create a diverse pool of teachers.
Hispanic/Latino Teacher Project	University of Southern California, California State University, Loyola Marymount	Same as above. Aims to expand the pool of bilingual teachers.
Urban Partnership Intern Program	University of California, Berkley	To help reduce the high attrition rate of new teachers in urban elementary schools through training and support.
4-H After School Activity Program (ASAP)	University of California Cooperative Extension	Community outreach, preparing the pipeline. Elementary school students get help with homework, tutoring to help them develop a sense of mastery as it relates to academics and strengthening critical thinking skills.
Faculty Awards Program	University of Michigan, Ann Arbor	Offers grants, programs and advocacy for infusion of multiculturalism into university life.
Multicultural Learning and Teaching	University of Michigan, Ann Arbor	Includes: Faculty development, curriculum transformation. initiatives fund, Center of Research on Learning and Teaching.
Project BEAM - Being Excited About Me	West Virginia University	Recruitment, retention, graduation.
Patricia Roberts Harris Fellowship Program	University of Georgia-Athens	Secures Fellowships from U.S. Department of Education for students of color who are pursuing masters and doctoral level study in academic fields where they are underrepresented.
Black Ombudsman Program (BOP)	California State University at Fullerton	Retention and graduation of African American student athletes.
I'M READY Project (Increasing Minority Representation through Educating And Developing Youth)	Being Implemented at the University of Illinois, Chicago	A Recruitment and retention program aimed at students from 7 th grade through the senior year of the College of Nursing BSN Program.
The Graduate Scholars Program	Indiana University Of Pennsylvania	Recruitment, retention and graduation of graduate students of color.
Penn State's Center for Minority Graduate Opportunities and Faculty Development	Penn State University	Retention of faculty of color as well as recruitment and retention of graduate students of color.
Director, Instructional Development and Diversity Services	North Seattle Community College, Washington	To provide leadership for the development and implementation of programs and services that enhance teaching and learning. Serve as a "bridge" between instruction and student services.

Source: Collected from publications, journals and world wide web college web sites, January 1998.

Appendix F

UW System Undergraduate Majors by Race/Ethnicity: Fall 1997

	Afr Amer		Hisp/Lat		Am Ind		Asian Amer		Internt'l		White/Other		Total
	Number	% of Race	Number	% of Race	Number	% of Race	Number	% of Race	Number	% of Race	Number	% of Race	Number
Business	211	19.0%	150	15.2%	69	15.5%	271	18.7%	468	35.2%	13,426	20.5%	14,595
Ed & Lib Sci	152	13.7%	117	11.9%	50	11.2%	150	10.4%	28	2.1%	9,553	14.6%	10,050
Soc Sci	206	18.6%	143	14.5%	83	18.7%	167	11.5%	151	11.4%	7,525	11.5%	8,275
Comm	116	10.5%	85	8.6%	38	8.5%	86	5.9%	69	5.2%	5,532	8.5%	5,926
Eng & Tech	52	4.7%	51	5.2%	17	3.8%	161	11.1%	246	18.5%	4,293	6.6%	4,820
Phys/Math/Comp Sci	37	3.3%	50	5.1%	22	4.9%	107	7.4%	120	9.0%	3,785	5.8%	4,121
Biol/ Life Std	48	4.3%	69	7.0%	26	5.8%	156	10.8%	48	3.6%	3,682	5.6%	4,029
Fine & App Arts	52	4.7%	56	5.7%	27	6.1%	73	5.0%	42	3.2%	3,682	5.6%	3,932
Health Sci	46	4.1%	44	4.5%	21	4.7%	94	6.5%	36	2.7%	3,413	5.2%	3,654
Agr & Nat Res	11	1.0%	20	2.0%	10	2.2%	17	1.2%	29	2.2%	3,282	5.0%	3,369
Public Aff	89	8.0%	50	5.1%	42	9.4%	59	4.1%	10	0.8%	2,950	4.5%	3,200
Interdisc Sci	34	3.1%	30	3.0%	29	6.5%	25	1.7%	12	0.9%	1,693	2.6%	1,823
Home Econ	23	2.1%	21	2.1%	9	2.0%	47	3.2%	44	3.3%	1,374	2.1%	1,518
For Lang	7	0.6%	83	8.4%	1	0.2%	23	1.6%	12	0.9%	894	1.4%	1,020
Arch/Env Design	3	0.3%	12	1.2%	-	0.0%	8	0.6%	9	0.7%	303	0.5%	335
Area/Ethnic Std	23	2.1%	5	0.5%	1	0.2%	3	0.2%	4	0.3%	57	0.0%	93
<u>Subtotal Declared</u>	<u>1,110</u>	100.0%	<u>986</u>	100.0%	<u>445</u>	100.0%	<u>1,447</u>	100.0%	<u>1,328</u>	100.0%	<u>65,444</u>	100.0%	<u>70,763</u>
Undeclared	2,259		1,360		419		1,731		1,356		51,222		58,347
Total	3,369		2,346		864		3,178		2,684		116,666		129,107

Source: Multicultural Student Statistics Book, Fall 1997. UWSA Office of Policy Analysis and Research

Appendix G

31 Wisconsin School Districts with High Concentrations of Students of Color, 1996-97*

Total School District Enrollment

Less Than 1,000	1,001-5,000	5,001-10,000	10,001-20,000	More than 20,000
Lakeland UHS	Ashland	Beloit	Appleton Area	Madison Metro
Lac du Flambeau	Black River Falls	La Crosse	Eau Claire Area	Racine
Bayfield	Brown Deer	Manitowoc	Green Bay Area	Milwaukee
	Delavan-Darian	Stevens Point	Janesville	
	Hayward Community	Superior	Kenosha	
	Menominee Indian	Wauwatosa	Oshkosh	
	Nicolet	Wausau	Sheboygan	
	Shawano-Gresham	West Allis	Waukesha	
	Shorewood			
Total: 3	Total: 9	Total: 8	Total: 8	Total: 3

*At least 10% of total students are students of color.

Appendix H

Certified Migrant K-12 Population by Wisconsin District Migrant Educational Program Recruitment Counts* 1996-97

Local Educational Area	Number of Children 0-20 Years Old
Wautoma	310
Wild Rose	183
Berlin	162
Cambria-Friesland	114
Watertown	105
Tri County	94
Westfield	92
Madison	90
Green Bay	83
Palmyra-Eagle	60
Beaver Dam	57
Cedar Grove-Belgium	56
Markesan	54
Stevens Point	46
Randolph	33
Waterloo	33
Shiocton	28
Mondovi	27
Portage	27
Sun Prairie	27
Gibraltar	26
Clintonville	23
Montello	23
Marshall	19
Almond-Bancroft	18
Horicon (add to Beaver Dam)	17
Sauk Prairie	12
Kettle Moraine	11
Manawa	11
Union Grove	11
Milwaukee	9
Rosholt	8
Wisconsin Rapids	8
Adams-Friendship	6
Princeton	6
Nekoosa	3
Clinton	2
Kenosha	2
Burlington	1
Manitowoc	1
New London	1
Rio	1
Waupun	1
Total	1,901

*Migrant as defined by Wisconsin Statute s.103.90(5)

Appendix I

Plan 2008 Budget Initiatives and Funding Strategy Over the Next Five Biennia

Program	Intent	Funding Source	99-01	01-03	03-05	05-07	07-09
Adult Recruitment and Retention	Develop program with FTE and S & E Recruitment and retention of adult students	GPR	x				
Lawton	Increase loan amount, increase number of student awarded dollars, expand to include new freshmen	GPR	x	x	x	x	x
AOP	Increase number of students, increase award amounts	GPR	x	x	x	x	x
Precollege	Add additional students, expand to year round, precollege follow-through	GPR	x	x	x	x	x
UW Business Council on Diversity	Create internships with industry	GPR	x				
Presidential Scholarships	Develop scholarships for high achieving students of color	private	x				
Institute on Race and Ethnicity	Increase research and curriculum grants	GPR	x				
Statewide database	Develop tracking system for DPI, WTCS, UW-System	Reallocation	x				
Advising	Improve proactive academic advising	GPR	x				
Libraries	Increase ethnic studies collections	GPR	x				

Appendix J

Groups Contacted For Input On *Plan 2008*.

UW Institutions

Faculty, staff, and students at:

- UW-Eau Claire
- UW-Green Bay
- UW-La Crosse
- UW-Madison
- UW-Milwaukee
- UW-Oshkosh
- UW-Parkside
- UW-Platteville
- UW-River Falls
- UW-Stevens Point
- UW-Stout
- UW-Superior
- UW-Whitewater
- UW Colleges
- UW Extension

Other UW System Groups

- Minority Disadvantage Coordinators
- Chief Student Affairs Officers
- Faculty Representatives
- Academic Staff Representatives
- Women's Studies Consortium
- Registrars
- Admissions Directors
- Affirmative Action Officers
- Financial Aid Officers
- Student Representatives (UW-Madison Student of Color Organization Leaders, United Council, Civil Rights Defense Coalition, Associated Students of Madison, Ten Percent Society)
- UW System Asian American Concerns Committee
- Wisconsin Indian Education Board
- Black Issues in Higher Education, UW-Madison
- University of Wisconsin System Administration/Native American Language Preservation
- Race Relations in Higher Education Satellite Video Conference
- 1996-97 American Multicultural Leadership Conference Participants
- TRIO Representatives
- UW-Madison Student Activist Breakfast Briefings
- UW-Madison University Committee
- Undergraduate Teaching Improvement Council

The University Of Wisconsin Board Of Regents

- Jonathan Barry
- John Benson
- Patrick Boyle
- JoAnne Brandes
- Bradley DeBraska
- Alfred DeSimone
- Michael Grebe
- Kathleen Hempel
- Ruth Marcene James
- Sheldon Lubar, Regent President
- Virginia MacNeil
- Toby Marcovich
- Frederic Mohs
- San Orr, Regent Vice President
- Gerard Randall
- Jay Smith
- Grant Staszak

Wisconsin State Groups/Legislatures

- Paul Spraggins, Department of Public Instruction
- Jim Urness, Assistant State Director, and Fran Johnson, Wisconsin Technical College System
- 100 Black Men, Madison Chapter
- Metropolitan Milwaukee Area Black School Educators
- Wisconsin Latino Alumni Association
- Milwaukee School District Superintendent Allen Brown
- President's Community of Color Forum Participants
- Wisconsin Hispanic Council on Higher Education
- Wisconsin Hmong Association
- Wisconsin State Legislature

National and Other State Groups

- Deborah Carter, American Council on Education
- Dr. James Anderson, North Carolina State University
- Dr. Cedric Page, Washington State Higher Education Coordinating Board
- Esther Rodriguez, J.D., State Higher Education Executive Officers
- Dr. Edgar Beckham, Ford Foundation
- Dr. Robert Steele, Diversity Works
- Sandy Lieske, Hewlett Packard
- Michael Willard, IBM
- Leon Jansson, GE Medical

Consultants and Advisors

- Dr. Cedric Page, Associate Director, Minority Affairs and Academic Programs, Washington State Higher Education Coordinating Board, Olympia, Washington
- Dr. James Anderson, Vice Provost and Dean of Division on Undergraduate Studies, North Carolina State University, Raleigh, North Carolina
- Donna Jones, J.D., M.P.A., Atlanta, Georgia: data analysis
- Dr. Edgar Beckham, Program Officer, Ford Foundation, New York City, New York
- Dr. Katharine Lyall, President, The University of Wisconsin System
- Dr. David J. Ward, Senior Vice President for Academic Affairs, The University of Wisconsin System
- Regent Jay Smith, The University of Wisconsin Board of Regents