



Division of Diversity, Equity & Educational Achievement

Introduction



Dear colleagues and friends,

The 2018–19 academic year was one of the busiest and most productive for the Division of Diversity, Equity & Educational Achievement (DDEEA) in our nearly 10-year history on campus and we're excited to share why in our annual report.

Some of our oldest programs reached major landmarks. The Chancellor's & Powers-Knapp Scholarship Program was renamed for its founder, Dr. Mercile J. Lee, with a major gift from Phill and Elizabeth Gross allowing us to expand reach. The Center for Educational Opportunity celebrated its 25th anniversary and the Learning Communities for Institutional Change and Excellence program marked the 20th anniversary of the Leadership Institute.

We also advanced student programs. In February, the division joined with the Milwaukee Public School District to celebrate the opening of a PEOPLE Milwaukee office. Three years in the making, the office will operate Academic Centers for Enrichment sites for Milwaukee students throughout the academic year for the first time.

The DDEEA brought together the UW campus's federal TRIO programs with the addition of the Ronald E. McNair Postbaccalaureate Achievement Program to our portfolio in fall 2018, and the Academic Coaching and Tutoring Services program was formally launched to match DDEEA scholars with academic coaches and mentors.

Other significant efforts include the establishment of a Return to Work program for UW–Madison employees, which was initiated by the newly formed Employee Disabilities Resources office.

The 2018 UW–Madison Diversity Forum saw the largest number of participants in the nearly 20-year history of the conference. In May, the division recognized the outstanding achievements of another 255 graduates from DDEEA programs at the Graduation Recognition Ceremony.

That same commitment to building a sense of community led to the official launch of the Affinity Group Gatherings in the spring of 2019. We hosted a series of gatherings for Native American, African American, Latinx and Southeast Asian faculty and staff in my home to help foster a greater sense of community outside of work, which we know is vital to retaining diverse employees.

Please read on to see how the Division of Diversity, Equity & Educational Achievement continues to move UW–Madison toward excellence in diversity, equity and inclusion.

In community,

A handwritten signature in black ink, appearing to read "Patrick J. Sims".

Patrick J. Sims
Deputy Vice Chancellor for Diversity & Inclusion





Table Of Contents

Strategic Overview

Campus Climate

DDEEA Honors

Events

Student Programs

- Academic Coaching and Tutoring Services
- Center for Educational Opportunity
- First Wave Hip Hop and Urban Arts Learning Community
- Mercile J. Lee Scholars Program
- Precollege Enrichment Opportunity Program for Learning Excellence
- Posse
- Ronald E. McNair Postbaccalaureate Achievement Program

By the Numbers

Campus and Community Services

- Employee Disability Resources
- Learning Communities for Institutional Change and Excellence

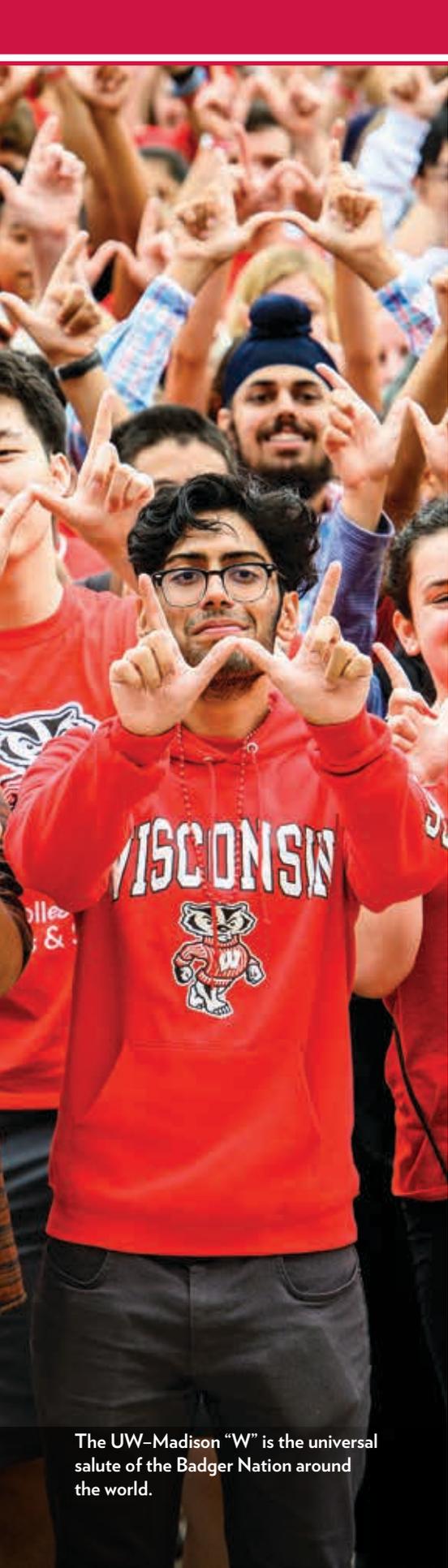
Graduate Spotlights

Student Awards

High-Impact Practices

External Relations, Partnerships and Development

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Strategic Overview

The DDEEA developed strategic priorities for 2018–22 to inform its work as the guiding entity for campuswide diversity and inclusion outcomes as specified by the UW–Madison diversity framework. The goal is to set a standard of performance and best practices that will fulfill the university’s institutional statement on diversity and inclusion.

Diversity is a source of strength, creativity, and innovation for UW–Madison.

We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin–Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background—people who as students, faculty, and staff serve Wisconsin and the world.

The division’s strategic priorities are:

- **Provide thought leadership:** Advance the national conversation on diversity, equity and inclusion by using research to develop best practices and improve institutional strategies for recruiting, retaining and engaging students, faculty and staff.
- **Foster institutional engagement:** Cultivate a culture of positive engagement with issues of diversity, equity and inclusion through professional development, structured incentives and capacity-building opportunities for students, faculty and staff.
- **Develop the next generation of leaders:** Develop our capacity to cultivate the next generation of leaders who are equipped to respond to change and create sustainable solutions for promoting diversity, equity and inclusion in academia.
- **Chronicle our commitment:** Play a prominent role in telling the story of UW–Madison’s commitment to diversity, equity and inclusion.

The UW–Madison “W” is the universal salute of the Badger Nation around the world.



Sharing the joy of graduation and memories of achievement with friends.

Campus Climate

UW–Madison is committed to creating a welcoming environment that enables all students, faculty and staff to thrive. Every semester the campus climate progress report updates initiatives. During the past year several important efforts took place.

Native Nations Working Group: UW–Madison officials and representatives from the 12 Native Nations of Wisconsin met in May to explore new and ongoing partnerships. At a June ceremony, leaders of UW–Madison and the Ho-Chunk Nation dedicated a heritage marker on Bascom Hill that recognizes the land as the ancestral home of the Ho-Chunk. The marker, titled “Our Shared Heritage,” acknowledges the Ho-Chunk’s forced removal from the land. The plaque’s message will be integrated into the university’s teaching and learning. Additionally, the university is in the process of hiring its first director of tribal relations to work with Native Nations in Wisconsin to identify areas of collaboration with the university.

Diversity Liaison Project: Eight faculty members have been selected in the last two years as fellows of the Diversity Liaison Project. Liaisons are compensated by the university to plan and organize workshops for other faculty and instructional academic staff around topics related to diversity, equity and inclusion. The 2018–19 cohort of fellows were Naomi Chesler (Biomedical Engineering), David Crook (Mead Witter School of Music), Hannah Vandegrift Eldridge (German) and Ruth Litovsky (Communication Sciences and Disorders). The 2019–20 cohort are B. Venkat Mani (German), Erika Marín-Spiotta (Geography), Percival Matthews (Educational Psychology) and Ahna Skop (Genetics).



Dedication of the official plaque acknowledging the Ho-Chunk history of the land where the university now stands.

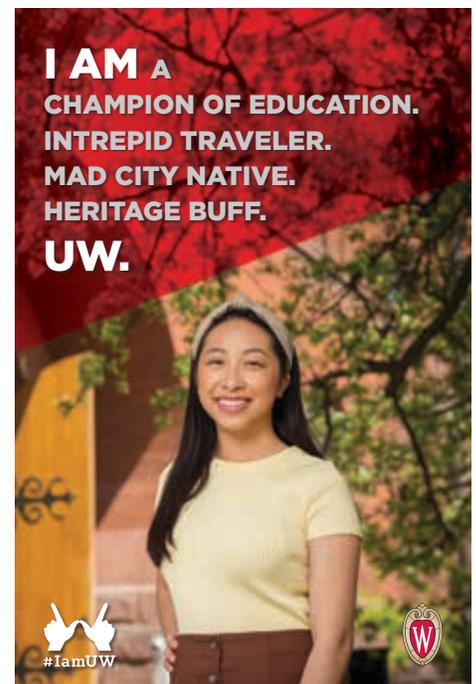
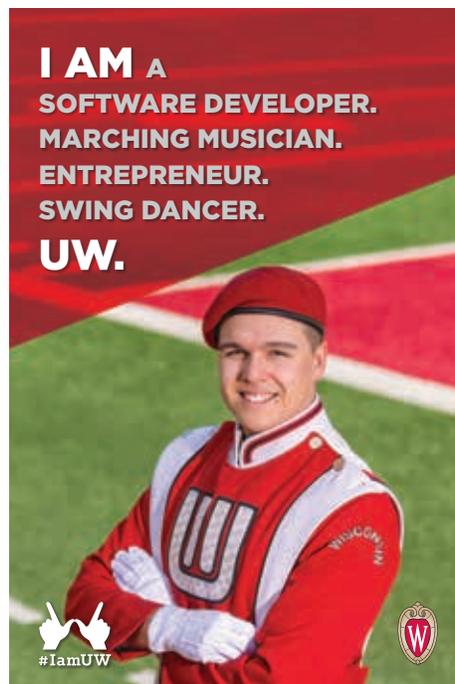
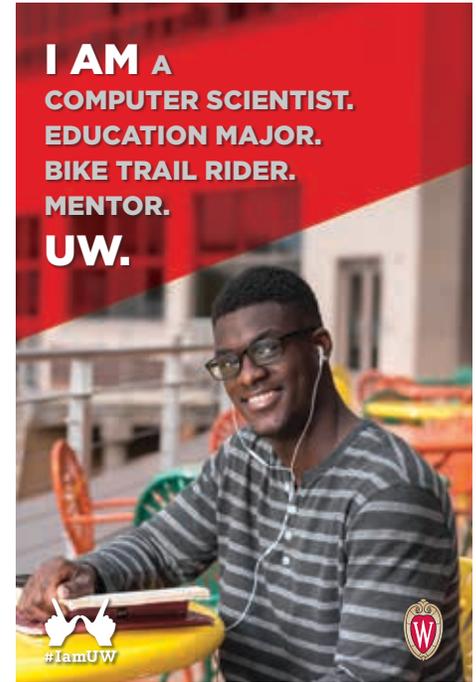


Campus Climate

Sexual Assault Prevention: UW–Madison again invited all students to take part in a national Association of American Universities survey about sexual assault and misconduct on campus. Results are expected to be shared in October 2019. In the spring of 2019, campus units began rolling out “Consent Hearts,” a campaign to help build a culture of #uwconsent on campus. Students are being encouraged to set boundaries in relationships across the spectrums of friendship, dating, work, roommates and more.

Creating Community: Campus Affinity Groups continue to meet, bringing together faculty and staff from UW’s African American, Native American, Latinx, Southeast Asian and the LGBTQI communities. Each group meets frequently, with the goal of creating an intimate setting for open and enriching conversations. The campus Equity and Diversity Committee (EDC) and the Graduate School have also sponsored social gatherings for people of color and allies.

#IamUW: In spring 2019 a student-led campaign called #IamUW debuted on campus and on social media. #IamUW is an invitation for students to come together around what it means to represent the campus community and identifies that make up UW–Madison. Following the recommendations of the campus climate survey task force to promote shared values of diversity and inclusion, the movement celebrates students’ unique identities as well as their shared identity as UW students.



All of these actions build on steps UW–Madison has taken over the past several years to improve the recruitment and retention of students of color and other underrepresented groups.

Evidence of the impact of our efforts includes:

- 81% of students overall reported feeling welcome on campus in the 2016 Campus Climate Survey.
- Faculty of color have increased from 17 percent to 21 percent.
- UW–Madison’s retention rate (freshmen returning for sophomore year) is 93 percent for historically underrepresented students and 95 percent among all other students.
- Graduation rates among all students have been increasing, but they are increasing faster among students from historically underrepresented groups, resulting in substantial progress on closing the graduation gap.



Student ambassadors for the #IamUW campus unity initiative show their Badger pride.

DDEEA Honors



Family, donors and administration at the official announcement of the Mercile J. Lee gift and naming of the Chancellor's and Powers-Knapp Scholarship Program. Pictured from left, Robert Lee, Jr., Elizabeth Gross, Chancellor's & Powers-Knapp Director Gloria Hawkins, Phill Gross ('83), Deputy Vice Chancellor Patrick J. Sims, Chancellor Rebecca Blank, Dominic Ledesma and other members of the Lee family.



Dr. Sherri Charleston receives national recognition

Assistant Vice Provost Sherri Charleston was named one of the “Top 35 Women in Higher Education” in the March 2019 edition of *Diverse Issues in Higher Education* magazine.

Gloria Hawkins retires

After 41 years on the UW–Madison campus and 34 years of continuous service, Dr. Gloria Hawkins, assistant vice provost in the DDEEA and director of the Mercile J. Lee Scholars Program, retired.

Hawkins was appointed director in 2013, and under her guidance the programs created educational opportunities for more than 656 undergraduates. As of the summer of 2019 there were 525 Chancellor’s and Powers-Knapp scholarship recipients in the program, and another 132 new scholars have been recruited to join in fall 2019.

Hawkins has been a dedicated leader of disadvantaged and minority programs throughout her career, serving for nearly a decade as director of the Summer Collegiate Experience program in the College of Letters & Science, rising to assistant dean of L&S Student Academic Affairs and then as assistant dean of multicultural affairs in the School of Medicine and Public Health prior to taking the helm of the Chancellor’s & Powers-Knapp Scholars Program.

Linda Pitts honored

Linda Pitts (’78) was awarded the Outstanding Alumni of Color Award at the DDEEA’s Graduation Recognition Ceremony in the spring. A native of Chicago, Pitts graduated with a degree in mathematics in 1978, an uncommon specialty for African American women at the time. Throughout her career, Linda has been an active member of the Wisconsin Alumni Association and a UW–Madison Office of Admissions and Recruitment volunteer, as well as a board member of the Posse Foundation. Pitts helps to recruit potential Badgers—specifically students of color—by participating in college recruitment fairs, bus tours and regional alumni events.

Patrick J. Sims receives endowment

In the summer of 2018, DDEEA head Vice Provost Patrick J. Sims was appointed deputy vice chancellor for diversity and inclusion and was named the Elzie Higginbottom Director of the DDEEA, making him the first endowed chief diversity officer in the country. Sims also was named one of “Wisconsin’s 42 Most Influential Black Leaders” by *Madison365* in the winter of 2018 and received the Difference Maker Award from the Madison chapter of the Charles Hamilton Houston Institute at their annual luncheon in the summer of 2019.

Mercile J. Lee remembered

UW–Madison solidified the legacy of the late Dr. Mercile J. Lee by incorporating her name into the two life-changing scholarship initiatives she established and directed for decades. Lee, who retired in 2013 as assistant vice chancellor for academic affairs, died Oct. 25. She founded and served for more than 30 years as the director of the Chancellor’s and Powers-Knapp Scholarship Programs. The Mercile J. Lee Scholars Program will be the new overarching name for the scholarship programs she created.

Events

Events at the DDEEA are designed to provide exposure and training in diversity and inclusion and celebrate achievements. The division works with faculty, staff and administrative partners, community organizations, student groups and facilitators to offer high-quality programming that focuses on best practices, innovation and valuable updates that will help move the UW–Madison campus community forward.

The division hosts the annual **UW–Madison Diversity Forum**, the premier two-day conference for the entire campus and community. At the 2018 Diversity Forum, Dr. Talithia Williams, mathematician and professor at Harvey Mudd College, gave the keynote address about data-driven decision making for inclusive education. Nearly three dozen topic experts and specialists examined and taught how society views, measures and formulates practices based on data-driven evidence of impact and effectiveness. The 2018 Diversity Forum was among the most

highly attended in the nearly 20-year history of the conference with 1,166 attendees across the two days.

For the past three years, the division has co-hosted a **Late Night Diversity Forum** for second- and third-shift employees in partnership with the Office of the Vice Chancellor for Finance and Administration. The evening session was specifically timed to fall within work hours for attendees and live audio translation was provided in Spanish, Hmong, Tibetan, Mandarin and Nepalese.

The Faculty of Color Reception is

an annual tradition to welcome newly hired faculty and celebrate recent promotions of faculty of color. The event provides an opportunity for faculty to meet and network with colleagues while celebrating the advancements and accomplishments of the university's faculty of color. More than 120 people attended the 2018 reception.

Hundreds of alumni returned to campus for **Multicultural Homecoming "ReUnite: The ReUnion Experience"** in October. The event brought a cast of talented alumni to campus along with hundreds of multicultural Badgers for an opening reception, a professionally staged concert, a master's-level dance workshop, two alumni panels and a tailgate party to watch Badger football. The multi-day event brought back prominent alumni including choreographer Frank Gatson Jr. ('80); professional dancer Rebecca Arends ('04); Gabriel Stulman ('03), founder and CEO of Happy Cooking Hospitality; and restaurant partner Matt Kebbekus ('03).

The annual **Outstanding Women of Color Awards Reception** celebrated a new cohort of five honorees: Bianca Baldrige, assistant professor of Educational Policy Studies in the School of Education; Mariela Quesada Centano, graduate student in human development and family studies at the School of Human Ecology and director of the wellness program at Centro Hispano of Dane County; Jennifer Young Choe Edgoose, associate professor (CHS) of family medicine and community health in the School of Medicine and Public Health; Melissa Metoxen, coordinator at the Native American Center for Health Professions in



Keynote speaker Dr. Talithia Williams addresses the 2018 UW–Madison Diversity Forum



Faculty of Color Reception

the School of Medicine and Public Health; and Cherene Sherrard-Johnson, professor of English in the College of Letters & Science. The reception honors women of color who are deeply rooted in both the campus and the Madison community through their work in social justice, service, research and community building.

In March the division hosted the seventh annual **Women in Leadership Symposium** with an incredible panel of accomplished professionals: Attorney Ave Bie, managing partner at Quarles and

Brady; Samie Chambers, chief financial officer at Ho-Chunk Gaming Madison; Candy Embray, vice president at American Family Insurance; Janet Fitch, producer/filmmaker at New Moon Productions; and Nina Johnson, senior vice president at Associated Bank. The panelists shared their experiences, tips and mentoring on how to build the bridge to success. More than 400 participants attended this popular career and professional development event exploring the theme “Center Stage: Standing Out and Speaking Up.”

In May the DDEEA saluted the achievements of 255 graduates of the division’s student programs at the annual **Graduation Recognition and Reception**. Powers-Knapp alumnus Diem Van Groth (‘94) gave a keynote address full of laughs and inspiring anecdotes. Linda Pitts (‘78), the DDEEA 2019 Outstanding Alumni of Color honoree, urged graduates to be proud and engaged Badger alumni.

Student Programs

Academic Coaching and Tutoring Services

Academic Coaching and Tutoring Services (ACTS) provides peer-to-peer tutoring to students in the DDEEA's student scholarship and service programs to help them achieve academic success and thrive at UW–Madison. The program matches students with academic coaches for one-on-one, small group or large group tutoring help year-round. The ACTS tutoring model is designed to meet each student where they are in their academic journey by working to find coaches who meet the specific needs of each student who applies for tutoring. With changes in administrative support, ACTS opened its office to serve all DDEEA students in the spring of 2019.

The mission of ACTS is to academically support students within the DDEEA to enrich academic skills and knowledge of any UW undergraduate course. The program allows students to develop and practice their skills with the help of an academic coach who has been in the course. The program is bi-directional, offering students a more intentional relationship with coaches who have similar backgrounds, while providing an opportunity for students to reach back and teach back. It's a community of academic scholars who share common goals and values.

ACTS staff continued that tradition in the 2018-19 school year, creating more than 360 coach-student matches and completing nearly 3,000 hours of tutoring.

The program began its new life as a standalone unit within the DDEEA, moving into its new offices in the Middleton Building in January 2019 and launching a new website and social media presence. As a longstanding service with a new name, ACTS began an effort to raise awareness of the office and its services for DDEEA scholars, including leading or participating in more than a dozen training events for students focused



Academic Coaching and Tutoring Service (ACTS) student coaches and tutors learn cooperatively the best practices for providing academic assistance and mentoring to underrepresented students.

“My experience with (ACTS) was very useful and beneficial. I learn best one-on-one and through these services I was able to receive that, since it can be difficult to meet with a professor in a large class. I also had the opportunity to meet other students taking the same classes, which helped me develop helpful connections. I would recommend the services to anyone who works better one-on-one or in small groups.”

— Elizabeth Sepulveda, '19

on building good study habits, note-taking techniques, exam prep, creating study groups, overcoming procrastination and more.

ACTS co-facilitated the third All Campus Tutor Development Conference in the fall of 2018. The annual conference brings together tutoring professionals from units across UW–Madison to further their professional development. Staff from UW tutoring offices, including the Center for Academic Excellence, College of Engineering, University Housing and Wisconsin Athletics gathered to share best practices, develop their cultural competencies, hear from diverse leaders in the education field and network with each other.

▼ Learn more about ACTS

Web: actsddeea.wisc.edu

Facebook: @uwacts

Instagram: @uwacts

Twitter: @uwacts



Alumni, staff, and former and current students surround Center for Educational Opportunity (CeO) founder Walter Lane (center) in a celebration of the program's 25th anniversary.

Center for Educational Opportunity

Established at UW–Madison in 1993, the Center for Educational Opportunity (CeO) offers inclusive, holistic and student-centered services to foster academic success and empower undergraduate scholars to navigate the campus experience. CeO is made up of three programs: the federal TRIO Student Support Services, the TRIO Student Support Services–STEM and the state-funded Academic Support and Achievement Program. CeO exists to transform the lives of first-generation college students, students with disabilities and/or those whose families meet federal income guidelines. It accomplishes that mission by providing academic assistance and overall support aimed at increasing retention and graduation rates while cultivating future global leaders in a welcoming community.

Students, families, alumni, staff and supporters of the Center for Educational Opportunity gathered in the Memorial Union in December to celebrate the center's 25th anniversary on the UW–Madison campus. The event recognized the accomplishments of the program's current and former students, as well as the vital contributions of CeO's

founder, Walter Lane, former assistant dean in the School of Education, and Wilma Callaway, the associate director of CeO, who has been with the program from the beginning.

The program began with 175 students in 1993 and now helps nearly 500 students achieve their college dreams. Nearly 3,000 scholars have participated in the program in its 25 years of existence. Some of that recent success is due to the center's development of a comprehensive recruitment strategy in the 2018–19 academic year, which included a popular breakout session at the 2018 UW–Madison Diversity Forum.

The program finalized a formal partnership with the Wisconsin Institute for Science Education and Community Engagement (WISCIENCE) to bring WISCIENCE's immersive orientation program to CeO's first-year students in the Student Support Services–STEM program, as well as a partnership with the Howard Hughes Medical Institute to support transfer students studying in science, technology, engineering and math fields.

“CeO is not a program, it's a family. CeO provides everything for its students from tutoring to friendship. It is a safe space for us to study and meet others with common goals... not to mention the incredible staff, who will go out of their way to make sure each and every scholar succeeds.”

— Daniela Juarez, CeO alumna

CeO biochemistry scholar Sonam Dolma received the Hilldale Undergraduate/Faculty Research Fellowship award for Dolma's project “Defining the Determinants for RNA Binding by Bicaudal-C (BicC1) Mutagenesis.”

▼ Learn more about CeO

Web: ceo.wisc.edu

Facebook: [@UWMadisonCeO](https://www.facebook.com/UWMadisonCeO)

Instagram: [@uwceo](https://www.instagram.com/uwceo)

Twitter: [@UWMadisonCeO](https://twitter.com/UWMadisonCeO)

By the numbers

EDUCATIONAL ACHIEVEMENT

96.4%

of **Chancellor's Scholars** graduate within six years

2,951

scholars served by the **Center for Educational Opportunity** in its 25-year history

61%

of graduating **Posse** scholars participated in an undergraduate research experience

71%

of graduating **PEOPLE** scholars participated in First-Year Interest Groups

74%

of **Center for Educational Opportunity** scholars are Pell Grant eligible

69%

of graduating **First Wave** scholars completed at least one honors course

52%

of graduating **Powers-Knapp** scholars studied abroad

34%

of graduating **PEOPLE** scholars participated in a service-learning course

IMPACT

1,607

students enrolled in **DDEEA** programs in the fall of 2018

638

high school students in the **PEOPLE** precollege program

255

DDEEA scholars graduated with bachelor's degrees in May 2019

177

participants in **Hip Hop in the Heartland**

25th

ANNIVERSARY

Center for Educational Opportunity

20th

ANNIVERSARY OF THE LEADERSHIP INSTITUTE

Learning Communities for Institutional Change and Excellence

\$6,165

senior class gift

from graduating class of **Chancellor's Scholars**

COORDINATION

76

DDEEA staff

2,989

hours of tutoring facilitated
by **Academic Coaching and
Tutoring Services**

124

professional development
or other training
sessions facilitated by
DDEEA staff

45

new faculty of color
welcomed to campus in 2018;
an additional 24 faculty of
color were promoted

174
diversity
initiatives

across the campus recorded in the
Diversity Inventory Program (DIP)

1,166
ATTENDEES

at the 2018 **Diversity Forum**



Student Programs

First Wave Hip Hop and Urban Arts Learning Community

First Wave is a highly selective full-tuition, four-year scholarship program for talented incoming UW–Madison students who earn a college degree while developing their performance and arts skills. Using their craft as part of a high-level artistic community alongside faculty, staff, and nationally renowned spoken word and hip-hop and urban arts experts, First Wave scholars pursue their academic and career goals by studying fields that merge their artistic interests with professional development. The first program of its kind in the nation when it launched in 2007, First Wave operates under the Office of Multicultural Arts Initiatives (OMAI), which provides culturally relevant and transformative arts programming and professional development to promote positive social dialogue and to give cultural art forms a legitimate academic forum.

The First Wave program resumed recruitment in 2019 with its 12th cohort of scholars following a year of program reorganization to improve the administrative execution of the program’s three instructional pillars: academics, arts and activism. Studying



First Wave scholar and graduate Jamie Dawson proudly took the stage as the student speaker at the official UW–Madison winter 2018 commencement.

in small cohorts of 16 or fewer scholars, First Wave now has more than 100 graduates.

In 2018, First Wave participated in four master class seminars led by Chris Walker, Hazel Symonette, and First Wave alumni Karl Iglesias, Sofía Snow and Danez Smith. First Wave scholars have outstanding academic careers. Miona Short (‘18) was the first

“First Wave is pretty much the reason I came to UW–Madison. I’m so grateful for the experiences it gave me, the people I met because of it, and the framing I learned through it.”

– Mackenzie Berry (‘19)

African American female to graduate from UW–Madison with a degree in astrophysics and Jamie Dawson (‘18) was chosen as UW–Madison’s winter commencement speaker. This past year, First Wave scholar Mariya Vodyanyk received the Hilldale Undergraduate/Faculty Research Fellowship award. Mackenzie Berry (‘19) was a finalist for the Truman Scholarship and after graduating in May was awarded the Marcus L. Urann Fellowship from The Honor Society of Phi Kappa Phi.

▼ Learn more about First Wave

Web: omai.wisc.edu

Facebook: @omaifirstwave

Instagram: @omaifirstwave

Twitter: @omaifirstwave

Office of Multicultural Arts Initiatives

OMAI offers participation-based training for students and educators in the campus and broader community, and can boast of 13 continual years of hosting the longest running all-ages open mic series in Madison, Just Bust!, as well as the annual Line Breaks Festival and countless invited and volunteer performances.

In 2018–19, First Wave alumni and professional mentors launched teach-back mentoring and advocacy with the 13th annual Line Breaks Festival with numerous First Wave alumni, like second cohort member Karl Iglesias, present to coach and direct the spring semester performance festival.

Each spring and summer, OMAI co-hosts the Hip Hop in the Heartland educator training institute, which in 2019 drew 177 educators from across the country to Madison. Participants earn continuing education credits while learning best practices and hands-on techniques for incorporating educational theories such as sociocultural theory, culturally relevant pedagogy, critical race theory, and hip-hop and social justice pedagogies into their lesson plans and innovative projects.



Educators attending the Hip Hop in the Heartland teacher training institute demonstrate the methods they’ve successfully applied to their instruction using hip hop.

Mercile J. Lee Scholars Program

The Mercile J. Lee Scholars Program administers two of the university's longest-running and most highly regarded scholarship programs: The Chancellor's Scholarship (est. 1984) and the Powers-Knapp Scholarship (est. 1989). The program is a four-year merit-based undergraduate scholarship program that was established to attract and develop the potential of academically talented and outstanding individuals from historically underrepresented groups.

In November, UW–Madison solidified the legacy of the late Dr. Mercile J. Lee by incorporating her name into the two life-changing scholarship initiatives she established and directed for decades. The university established the Mercile J. Lee Scholars Program as the new overarching program name for the Chancellor's and Powers-Knapp scholarships. The event honoring the program's name change was an emotional and bittersweet one, as Lee died just a month before the planned unveiling. About 350 people, including many former scholarship recipients, attended the event, where it was announced that the name change was made possible by a major gift to the program by UW–Madison alumnus Phill Gross and his wife Elizabeth Gross.

After 41 years on the UW–Madison campus and 34 years of continuous service to the university, Dr. Gloria Hawkins, assistant vice chancellor and director of the Mercile J. Lee Scholars Program, retired in the summer of 2019. In the more than five years Hawkins served as director of the Chancellor's and Powers-Knapp scholarships, the programs created educational opportunities for more than 650 undergraduates at UW–Madison. In her career at UW–Madison, Hawkins was a dedicated leader of programs serving disadvantaged and underrepresented groups, serving for nearly a decade as director of the



Chancellor's Scholar Alumna Nina Pyatskowitz Nelsestuen ('99), far left, gave the alumni charge to the December 2018 graduates of the Chancellor's and Powers-Knapp Scholarship program, including from left Junior Quintero, Julia Machgan, center, and program founder Mercile J. Lee's grandson and graduate John Robert Lee, right.

“Because of Mercile, this institution is in a remarkably better place than we otherwise would have been. Her impact goes right to student success. What she imbued in them was an astounding level of integrity and academic accomplishment. And they loved her for it.”

— Paul DeLuca, retired provost and vice chancellor for academic affairs

Summer Collegiate Experience program in the College of Letters & Science, rising to assistant dean of L&S Student Academic Affairs and then as assistant dean of multicultural affairs in the School of Medicine and Public Health prior to taking the helm of the Chancellor's & Powers-Knapp Scholars Program.

Scholars in the Chancellor's and Powers-Knapp programs continued their long tradition of academic excellence and leadership in 2018–19. Three scholars—Nicole Adrian, Monica Janz and Xavier Schultz—were inducted into the Alpha Chapter of the Phi Beta Kappa honors society; three scholars—Mariana Coughlin, Johnson Hoang and Isabel Monti—received the Hilldale Undergraduate/Faculty Research Fellowship award; two scholars—Kevin Nguyen and Josh Riebe—were Sophomore Research Fellowship winners; and three scholars—Emily Her, Noah Laroia-Nguyen and June Pen—

received the Amy Ling Yellow Light Award. Additionally, the Mercile J. Lee Scholars Program established new partnerships with Big Brothers and Big Sisters of Dane County, the Registered Student Organization, Badger Volunteers and the Center for Leadership & Involvement.

▼ **Learn more about the Mercile J. Lee Scholars Program**
Web: cspks.wisc.edu

Student Programs

Precollege Enrichment Opportunity Program for Learning Excellence

The Precollege Enrichment Opportunity Program for Learning Excellence (PEOPLE) provides academic enrichment support services to students beginning in high school to help them prepare for, be admitted to and succeed in college. The program has two separate units: a college-prep program for high school students in Madison and Milwaukee, known as the Precollege Scholars program; and a scholarship and support program for precollege scholars who go on to attend UW–Madison as undergraduate students, known as the College Scholars program. PEOPLE began with 66 high schoolers in Milwaukee in 1999. Today, PEOPLE has more than 1,000 students and is one of UW–Madison’s most successful ventures for creating opportunity for Wisconsin youth who come from underrepresented groups, are socioeconomically disadvantaged or will be the first in their family to graduate from college.

Precollege Scholars

The PEOPLE precollege program prepares students to succeed in UW System schools, with an emphasis on UW–Madison. Students focus on building academic knowledge, learning cognitive strategies, developing self-management skills and discovering college life through experiential learning. Eligible students from partnering high schools in Wisconsin’s two largest school districts—Milwaukee and Madison—get experiences and learning support to prepare for college success.

In 2018, the program completed a shift to provide better local academic services for precollege students in Milwaukee Public Schools by opening an office in Rufus King Middle School. The seven full-time staff members, including four new precollege advisors, will establish a closer partnership with

students and their families and provide more advising, tutoring and coaching services for precollege students in 17 partnering Milwaukee high schools. This refocus in services also included establishing a program-wide single-entry point for both cities. All students now apply to PEOPLE in the eighth grade.

In the summer of 2018, the program implemented a new PEOPLE Summer University model that improved the quality of the residential and academic experience. At the program’s annual summer recognition luncheon, 120 precollege scholars celebrated completing the preparatory program and got ready to enter their senior year of high school and to apply to college.

College Scholars

The PEOPLE college program offers continuing support through a university-based community of scholars who share core values and goals. The program helps students to achieve academic success by supporting them in navigating college, through advising and tutoring, to ensuring scholars have college experiences that enrich their lives intellectually, socially, personally and professionally. PEOPLE college scholars also are empowered to become part of the larger campus and community, pursuing global leadership skills.

UW–Madison welcomed 83 new PEOPLE college freshmen in the summer of 2019. Altogether, there are more than 370 PEOPLE college scholars on campus, of which nearly 70% are first-generation college students.

More than 70 students and two dozen alumni attended the program’s first Alumni Connections event in collaboration with the Wisconsin Alumni Association and the College Scholars Advisory Board.



The 2018 incoming class of PEOPLE College Scholars celebrate their Wisconsin Badger pride with the “W” salute.

▼ Learn more about PEOPLE

Web: peopleprogram.wisc.edu

Facebook: @UWPEOPLE

Instagram: @uwpeople

Twitter: @UWPEOPLE



“The PEOPLE program served as my support system, kept me in line, and provided me with professional development — which has been crucial post-graduation. More than anything, though, the program gave me a chance.”

— Lisa Wrazidlo (14)

Student Programs



Underrepresented students, including those in the Posse program, are encouraged to participate in undergraduate research as a high-impact learning experience that prepares them for graduate studies and graduate teaching.

Posse

The UW–Madison Posse program—part of the national nonprofit Posse Foundation—identifies public high school students with extraordinary academic and leadership potential who may be overlooked by traditional college selection processes. Posse extends to these students the opportunity to pursue personal and academic excellence by placing them in supportive, diverse teams—posses—of 10 students. The program awards scholars four-year, full-tuition leadership scholarships. UW–Madison was the first public institution to join the Posse Foundation in 2002, and UW’s Posse Program is now the largest multicampus Posse partner program in the United States.

Posse junior Shiloah Coley was named a Truman Scholar, one of the most prestigious undergraduate honors in the country. Coley was one of 62 winners chosen from

840 candidates nominated by 346 colleges and universities. Coley will receive a \$30,000 scholarship toward graduate school and the opportunity to participate in professional development programming. She intends to pursue a doctorate in sociology, researching the impact arts programming, access to arts education, and public art practices have on low-income communities of color.

In other Posse scholar accomplishments, Christine Brutus received the Sophomore Research Fellowship award, 38 scholars made a dean’s list in fall 2018 and another 36 in spring 2019, and nine Posse scholars were finalists for the Jeff Ubben Posse Fellows Award, which provides \$10,000 and the opportunity to spend part of the summer learning from a major industry leader.

Posse staff made a number of presentations at regional and national conferences in

“UW Posse has been instrumental in my growth as a student, aspiring professional and leader. The unremitting support from staff, scholars and network of Posse partners has gifted me with unique opportunities I never could have imagined. Being part of such a diverse and motivated community compels me to work ceaselessly to be an agent of community change in my future health profession.”

— Ronni Brent, x’22, Chicago Posse 17

2018–19, including the Toward One Wisconsin Inclusivity Conference in Milwaukee, the Transforming STEM in Higher Education Conference in Atlanta, the Posse National STEM Liaison Conference in New York and the Posse National Mentor Training in New York.

The Posse STEM Program, first developed in 2006 and substantially expanded in 2014, now partners with 10 institutions of higher education to improve the number of diverse students who persist and graduate from college with degrees in science, technology, engineering and math fields.

▼ Learn more about Posse

Web: posseprogram.wisc.edu

Facebook: @uwposse

Instagram: @uwposse

Twitter: @uwposse

Ronald E. McNair Postbaccalaureate Achievement Program

The Ronald E. McNair Postbaccalaureate Achievement Program creates a bridge to graduate education for undergraduate students. Funded by the federal TRIO program, the McNair Scholars Program helps prepare eligible undergraduate students acquire the knowledge, skills and capacities necessary to successfully navigate the rigors of doctoral studies through immersion in research and other scholarly activities. The program serves students from disadvantaged backgrounds who have demonstrated strong academic potential, placing them in a community of peers and then tracking their progress through to the successful completion of advanced degrees. The federal program is named in honor of one of NASA's first African American astronauts, laser physics expert Ronald McNair, who was killed in the Challenger explosion in 1986. UW–Madison joined the national program in 1995.

Administration of the McNair Scholars Program moved to the DDEEA in 2018–19 following years of successful operation as part of the Graduate School. The project will serve 28 high-achieving eligible undergraduate students each year. The division hired a new director for the program, Audra K. Hernandez, who previously served as assistant research scientist in the UW Department of Astronomy and director of the Wisconsin Astrophysics Research Experiences for Undergraduates program. Hernandez brings a passion for mentoring undergraduate students and increasing the number of underrepresented minorities in doctoral tracks, especially within the science, technology, engineering and math fields.

In the 2018–19 academic year, the McNair program developed and implemented the first annual Graduate School Application



The Ronald E. McNair Post-Baccalaureate Achievement Program specifically prepares underrepresented undergraduates to pursue advanced degrees by promoting participation in academic conferences, research and presentations to familiarize students with the expectations and rigors of graduate study.

“The McNair Scholars Program pushed me to put all of who I am into my work. To make a home for myself and others who are historically deficit framed and ignored, in the research.”

— Tashiana Lipscomb, ('19)

Bootcamp in partnership with the Graduate School and Black Cultural Center. In 2018, six scholars participated in summer research at UW–Madison and six scholars presented at one or more research conferences or symposiums, including Research at the Rotunda. The program supported a scholar who was published in a student-run journal and another gave a presentation at international conference in Ireland.

Six McNair scholars participated in the Summer Research Opportunities Program in 2018. Six scholars presented at one or more research conferences or symposiums, including Research at the Rotunda at the Wisconsin State Capitol. In awards, two McNair

scholars—Tashiana Lipscomb and Breanna Taylor—received the Ginsberg Family Award (formally known as the Meyerhoff Undergraduate Excellence Awards for Leadership, Service and Scholarship) and another was inducted to Phi Theta Kappa.

▼ Learn more about McNair

Web: mcnair.wisc.edu

Facebook: [@uwmadisonmcnair](https://www.facebook.com/uwmadisonmcnair)

Instagram: [@uwmadisonmcnair](https://www.instagram.com/uwmadisonmcnair)

Twitter: [@uwmadisonmcnair](https://twitter.com/uwmadisonmcnair)

Campus and Community Services

Employee Disability Resources

The Employee Disability Resources (EDR) office serves as the campus-wide hub for information on the disability accommodation process for employees and applicants at UW–Madison. The program advances equal employment opportunities for individuals with disabilities through leadership, guidance and education in order to foster a respectful and inclusive campus. EDR provides information, resources, consultation, training, referrals and compliance services for the campus community with regard to disability awareness and accommodation. The program trains and organizes Divisional Disability Representatives (DDRs) who serve as official points of contact for accommodation requests across the campus.

The EDR office saw a 28% increase in accommodation requests in the 2018–19 academic year, continuing a trend of large increases since 2007. An accommodation request case can involve a simple consultation meeting or numerous contacts involving multiple overlapping issues, such as worker's compensation, the Family Medical Leave Act, disability benefits, etc. The office now has nearly three times the number of annual accommodation requests it had in 2007. Given the increase in the number and complexity of employee accommodation requests in the last decade, EDR created a new employee accommodation specialist position in 2018 and implemented a new service delivery model for the DDR program.

In spring 2019, the EDR office co-lead a workgroup that formally proposed creating a new Return to Work program at UW–Madison, which was approved and will move forward in 2019–20. The program will help employees who have medical restrictions on the type of work they can do by working with them first by attempting to modify their current job duties, then looking for



Luis A. Piñero, Senior Special Assistant for Workforce Equity, Diversity Education and Outreach.

temporary duty opportunities elsewhere. At other institutions where such programs exist, participants have seen improvements in positive work culture, recovery time and satisfaction, reduced leave time and reduced worker compensation costs. Of UW's peer institutions, 69% have similar programs, while more had informal programs serving a similar purpose.

The EDR office ramped up its campus outreach efforts in 2018–19 as well, creating new marketing materials, a new newsletter for DDRs and a new website (employeeedisabilities.wisc.edu). EDR led or co-facilitated nearly two dozen professional development opportunities on campus to educate and train UW employees about different aspects of disability accommodation.

▼ Learn more about EDR

Web: employeeedisabilities.wisc.edu

Learning Communities for Institutional Change and Excellence

The Learning Communities for Institutional Change and Excellence (LCICE) program facilitates dialog-based Learning Communities (LCs) for staff, faculty, students and Madison-area community members. Learning Communities help participants develop their capacity to work collectively to create transformative changes in behaviors, policies and procedures, with the goal of fostering a more equitable and inclusive campus environment for all. The first learning community, the Leadership Institute (LI), was launched in 1998.

In spring 2019 LCICE celebrated the 20th anniversary of the first Leadership Institute. More than 120 past participants and facilitators of the Leadership Institute came to Madison from across the country to join in the celebration and reflect on the impact of Leadership Institute in the campus community and beyond.

During the past year, LCICE staff paused to reflect on and redesign the LI program. No



Learning Community members gathered to celebrate the program's 20th anniversary, including from left, Marianne Bird Bear, Paula Gates, Stephen Montagna and Nancy Blake.

Leadership Institute was held in the 2018–19 academic year as LCICE staff used the time to redesign LI. A redesigned Leadership Institute was launched in the fall of 2019.

LCICE staff consulted with staff at Rutgers University-New Brunswick as they designed and launched the university's new Cultivating Inclusive & Transformational Environments (CITE) initiative based on the Learning Communities model. CITE officially launched its first cohort in September 2018 and ran through June 2019. The university launched a second year of the LC this fall. Additionally, LCICE worked with several campus entities—including University Health Services, the UW Committee on Women in the Uni-

versity, the Wisconsin Center for Education Research and the Office of Undergraduate Advising—on new initiatives, ongoing co-facilitation and program development.

LCICE's slate of ongoing Learning Communities includes:

- Art of Advising, a group for advisors who work with undergraduate students
- Co-Facilitator Learning Community, a year long professional development LC for LCICE co-facilitators
- Community Gatherings for First Generation College Grads
- Evolving Masculinity Learning Community (EMLC)

- Seeking Educational Equity Through Diversity (SEED), a three-credit course for undergraduates
- Wisconsin Center for Education Research Within-Unit Learning Community
- White Administrators Learning Community
- Women of Color Gatherings

▼ **Learn more about LCICE**

Web: lcice.wisc.edu
 Facebook: @uwlcice
 Twitter: @UWLCICE

Graduate Spotlights



Alyssandra Chavez, *Center for Educational Opportunity*
Bachelor of Science in Rehabilitation Psychology; Certificates in Chicana & Latinx Studies and Criminal Justice

Alyssandra Chavez is resilient, persistent and determined. Coming to UW–Madison from the Pilsen neighborhood in Chicago, she couldn't wait to become a Badger graduate. While pursuing that goal, Chavez helped others by serving with CeO's Guiding Peers to Success Mentoring Program and the Gamma Alpha Omega Sorority, Inc. Her commitment to excellence is evident in her authentic relationships with the mentors she supervises and the mentees she has coached over the past few years.

"I plan to earn both my master's and doctorate degrees, become a psychologist and work with youth who have been told and treated as though they don't matter. One day, I will open up my own community center that simply focuses on destroying the stigma behind mental health."



Denzel Bibbs, *Chancellor's Scholars*
Bachelor of Science in Mechanical Engineering

Denzel Bibbs, from Schererville, Indiana, a suburb of Chicago, is a member of a military family who's already lived in seven states. Bibbs balanced a demanding major in mechanical engineering by becoming a social justice advocate on campus and in the community. He was a house fellow for a UW Learning Community, the College of Engineering's Associated Students of Madison (ASM) representative and a trained city of Madison Special Voting Registration Deputy. He simultaneously pursued his engineering degree and career. She:

- worked in a campus engineering design innovation lab
- interned at the Minnesota Technical Assistance Program
- interned at the UW Space Science and Engineering Center
- interned at UW–Madison's Ice Drilling Design and Operations
- joined the National Society of Black Engineers
- joined the American Society of Mechanical Engineers
- competed nationally with the WiscWind engineering team

After graduation, Denzel will be a product development engineer at Navistar International Corporation in Lisle, Illinois.



Mackenzie Berry, First Wave
Bachelor of Arts in English with an emphasis in Creative Writing and a Certificate in Afro-American Studies

Mackenzie Berry from Louisville, Kentucky, is a member of First Wave's 10th cohort, graduating early in just three years while consistently topping a 3.8 GPA. Berry is an intellectual force of nature, a true sage with wisdom beyond her years whose maturity, tenacity and intellect are in equal proportion to her kindness, gentleness and generosity of spirit. As an undergraduate, she earned \$40,000 in grants and fellowships and won more than 20 awards, including being named a Wisconsin Idea and Hex U Fellow, a national finalist for a Truman Scholarship and a Herfurth Kubly Award finalist.

"Some people have asked me why I'm graduating in three years and it's really quite simple—it's just too cold."

"I expect some conflict and clashes and disappointments as well as some support and improvement and achievement."



Tashiana Lipscomb, PEOPLE & McNair
Bachelor of Science in Education Studies and Sociology

Tashiana Lipscomb came from Milwaukee to UW-Madison. As the former president of both the Wisconsin Black Student Union and the Epsilon Delta Chapter of the Alpha Kappa Alpha Sorority, Tashiana has worked to prioritize community at the center of all her work while traveling the world. She:

- has been a peer educator in violence prevention and survivor services at University Health Services
- has been a Morgridge Center for Public Service community-based learning intern
- helped to organize the first one-day art exhibit at the Chazen Museum of Art, hosting over 600 students, faculty, staff and community members
- presented research at conferences in Toronto, Bermuda, Ireland and across the United States
- served as a guest lecturer in the School of Human Ecology and the Art Department

"I will continue my studies in a fully funded sociology of education doctorate program at New York University."



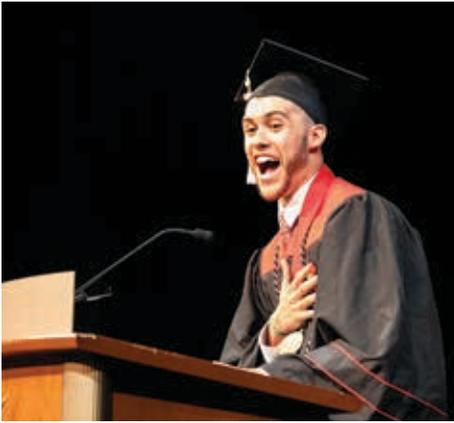
Miriam Burgos Febus, PEOPLE
Bachelor of Science in Environmental Science and Wildlife Ecology

Making a stop at the White House to meet First Lady Michelle Obama on her way to start college at UW-Madison was indicative of PEOPLE graduate Miriam Burgos Febus' future. Her family moved from Puerto Rico to Milwaukee when she was eight years old. Serving as family translator, she was forced to conquer English. But when she did, her grades shot up to a 4.0 and stayed there through graduation from Ronald Reagan College Prep High School. By her junior year, Burgos Febus interned researching ecotoxicology in frogs. She:

- has been a facilitator for Intercultural Dialogues
- has been a peer mentor in the Multicultural Learning Center
- has held multiple research assistantships and internships
- is a member of Sigma Lambda Gamma National Sorority

"I love my PEOPLE people. The program has allowed me to know this campus front, back, north, east, west, south ... I can take Madison by storm. You have to be ready for me. That's all I can say."

Graduate Spotlights



Milan Pavlić, Powers-Knapp Scholar Bachelor of Arts in International Studies, with an emphasis in Global Security

Milan Pavlić from Athens, Georgia, dedicated himself to developing leadership skills that would enable him to effectively serve others. He:

- has been Powers-Knapp class co-chair
- house fellow for Witte Residence Hall
- treasurer of the Students for Justice in Palestine
- Assistant Director for the Wisconsin Union Directorate Society & Politics Committee
- a member of Kappa Alpha Psi Fraternity

After graduation, Milan will take a gap year and apply to law school.



Stephanie Henry, Posse, Bachelor of Science in Neurobiology and Bachelor of Arts in French

“Stefanie is a leader and a scholar in all that she does. Her academic achievements, involvement, mentoring, volunteering and research are the epitome of what a well-rounded Posse graduate of the University of Wisconsin–Madison looks like.” She:

— Emilie Hofacker, Director of Posse UW–Madison

- has been a peer mentor and house fellow for the Women in Science and Engineering Learning Community
- studied abroad in Aix-en-Provence, France
- conducted research at UW–Madison
- has been a research fellow at the Yale School of Medicine
- presented research at numerous conferences

- co-authored two publications on neuropathology
- served as a STEM Ambassador for the Office of STEM Initiatives
- volunteered at the River Food Pantry
- choreographed and danced for the ROOTZ Afro-Caribbean Dance Team
- is a proud member of Delta Sigma Theta Sorority

“I am proud to announce that next year I will be serving as a Research Associate in the UW Hospital Alzheimer’s Disease Research Center with a joint appointment as a Biospecimen Coordinator for the Wisconsin Brain Donor Program. I’ll serve these roles while I apply to MD/PhD programs to begin my formal training as a physician-scientist in the fall of 2020.”

Student Awards



Bascom Hill is a popular alternative to classrooms during summer months.

Truman Scholarship

Shiloah Coley, *Journalism, Posse Program*

Mackenzie Berry (*finalist*), *English, First Wave Hip Hop and Urban Arts Learning Community*

Berry also received an honorable mention for the Theodore Herfurth and Teddy Kubly Awards for Initiative and Efficiency

Hilldale Undergraduate/ Faculty Research Fellowships

Mariana Coughlin, *Nutritional Sciences, Powers-Knapp Scholarship Program*

- Faculty advisor: Kristina Penniston, School of Medicine and Public Health
- Project: Developing an App to Promote Patients' Self-Efficacy in Increasing Fluid Intake and Urine Output to Reduce Risk for Kidney Stones

Sonam Dolma, *Biochemistry, Center for Educational Opportunity*

- Faculty advisor: Michael Sheets, School of Medicine and Public Health
- Project: Defining the Determinants for RNA Binding by Bicaudal-C (BicC1) Mutagenesis

Johnson Hoang, *Biochemistry, Chancellor's Scholarship Program*

- Faculty advisor: Xinyu Zhao, School of Medicine and Public Health
- Project: Examining the Role of CALB2 on Neuronal Survival in Running Mice

Isabel Monti, *Art and Biochemistry, Chancellor's Scholarship Program*

- Faculty advisor: Jenny Gumperz, School of Medicine and Public Health
- Project: Understanding the Relationship between GVHD Probability and T Cell Stimulatory Capacity in Different HSCT Graft Sources

Mariya Vodyanyk, *Neurobiology, First Wave Hip Hop and Urban Arts Learning Community*

- Faculty advisor: Shawn Green, College of Letters & Science
- Project: Effects of Mindfulness-Based Art Therapy on Cognitive and Mental Health of Elderly Individuals with and without Neurodegenerative Disorders

Sophomore Research Fellowship

Christine Brutus, *Undeclared, Posse Program*

- Faculty advisor: Christina Hull, School of Medicine and Public Health

Kevin Nguyen, *Biology, Chancellor's Scholarship Program*

- Faculty advisor: Sam Gellman, College of Letters & Science

Joshua Riebe, *Cartography & Geographic Information Systems and German, Chancellor's Scholarship Program*

- Faculty advisor: Tanya Buckingham, College of Letters & Science

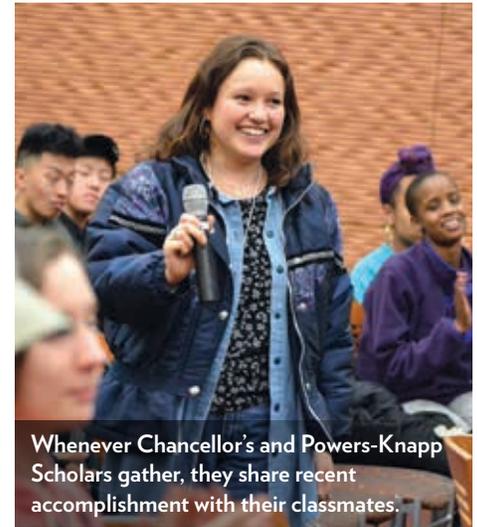
High-Impact Practices

High-impact learning practices provide intense participation-based educational experiences that enhance and supplement the college-level academic journey. Students who participate in capstone experiences, honors courses, research experiences, service-learning, study abroad and other high-impact learning practices find their time on campus is enriched and expanded, resulting in higher grades, better retention and accelerated learning.

The DDEEA not only encourages its scholars to participate in high-impact learning experiences but offers opportunities for formative experiences such as the DDEEA Global Scholars program, which provides a scholarship for DDEEA students who wish to participate in study abroad programs. Since the program launched in 2017, the program has sponsored more than 70 scholars, allowing them to experience other cultures, learn languages, explore world history and arts and discover how their majors and lives as future leaders connect globally.

DDEEA graduates are more likely to have participated in high-impact learning

experiences than the general university population by the time they graduate. That is because those practices are at the core of the DDEEA's student programs and are part of their organizing philosophy. In 2017–18, graduates from the First Wave program had 100% participation in residential learning communities and a first-year interest group. Additionally, 71% of PEOPLE graduates participated in a first-year interest group, 58% and 61% of Chancellor's and Posse graduates participated in an undergraduate research experience, respectively, and graduates from the CeO and Powers-Knapp programs had 62% and 56% participation rates in capstone experiences.



Whenever Chancellor's and Powers-Knapp Scholars gather, they share recent accomplishment with their classmates.

Percent of 2017–18 bachelor's degree recipients who participated in high-impact learning experiences while at UW in DDEEA student programs, compared to the overall graduating class.

	CeO	Chancellor's Scholars	First Wave	PEOPLE	Posse	Powers-Knapp Scholars	UW-Madison
Capstone Experience	62%	57%	38%	59%	54%	56%	58%
First-Year Interest Group	27%	18%	100%	71%	39%	35%	13%
Honors Course	28%	34%	69%	28%	34%	35%	30%
Independent/Directed Study	37%	51%	54%	46%	54%	48%	33%
Research Experience	46%	58%	46%	44%	61%	52%	40%
Residential Learning Community	24%	39%	100%	37%	37%	25%	16%
Seminar Course	39%	42%	69%	29%	44%	42%	37%
Service-Learning Course	30%	22%	23%	34%	32%	27%	17%
Study Abroad	27%	22%	15%	21%	20%	52%	26%
Workplace Experience	44%	24%	23%	32%	22%	23%	25%

SOURCE: Academic Planning and Institutional Research, "2018 Wisconsin Experience Report"

External Relations, Partnerships and Development

The External Relations, Partnerships and Development office cultivates relationships through constituent relationship management (CRM) best practices and cultural competence. The office is responsible for establishing a long-term plan to diversify the division's resources, amplify efforts to improve equity and inclusion on campus and cultivate relationships with community, alumni, corporate and philanthropic partners. The office creates impact through sponsorships, initiatives and mutually beneficial partnership opportunities.

Stewardship

The division's \$4.7 million fund, the result of a generous 2015 gift from an anonymous donor, continued to augment academic support services and enhance high-impact practices for scholars in DDEEA programs in the 2018-19 school year.

The fund also makes possible other opportunities for DDEEA scholars, including:

- the DDEEA Global Scholars study-abroad scholarship program
- the Academic Coaching and Tutoring Services program, which offers individualized mentoring and tutoring services for DDEEA scholars
- providing high touch advising for DDEEA students who choose to pursue studies in science, technology, engineering and mathematics (STEM)

The Jackie DeWalt Memorial Scholarship Fund, named in honor of the late community and education advocate and former director of the PEOPLE program, was established in 2018 to support underrepresented students on the UW-Madison campus.

Partnerships

In leading campus diversity equity and inclusion strategy, the DDEEA forges partnerships and relationships to fulfill its mission.

Campus Partnerships

The division partners with campus units and groups and play an invaluable role by joining the DDEEA in initiatives to attract and retain a more diverse faculty and staff.

The office led the Multicultural Homecoming Committee in 2018 in partnership with the Wisconsin Foundation and Alumni



Channel 3 News interviews Deputy Vice Chancellor Patrick J. Sims on campus diversity issues.

Association, SuccessWorks, Wisconsin Athletics, the Center for Academic Excellence and the Multicultural Student Center. The event brought more than 1,000 alumni and guests to campus to participate in a slate of events with distinguished alumni Frank Gattson Jr. ('80), Rebecca Arends ('04), Gabriel Stulman ('03) and Matthew Kebbekus ('03).

Corporate Partnerships

In partnership with the Office of Business Engagement, the External Relations, Partnerships and Development office cultivated partnerships with corporations. The office offers insight, expertise and opportunities to engage with UW-Madison to diversify their talent pipelines and create an exclusive environment.

The office established partnerships with community and corporate women leaders to host the annual Women in Leadership Symposium in partnership with the National Diversity Council. Ave Bie, managing part-

ner at Quarles and Brady; Samie Chambers, chief financial officer at Ho-Chunk Gaming Madison; Candy Embray, vice president at American Family Insurance; Janet Fitch, producer/filmmaker at New Moon Productions; Nina Johnson, senior vice president at Associated Bank.

For the first time, the office also secured corporate sponsorships to host 10 events as part of Multicultural Homecoming 2018. Expanding supplier diversity is central to DDEEA's mission. The office has been intentional in utilizing services provided by minority vendors.

Community Partnerships

The office sponsors organizations that are committed to creating a welcoming and inclusive community, such as the Dane County NAACP, the Greater Madison Urban League, Centro Hispano, YWCA, the Overture Center for the Arts and the Charles Hamilton Houston Institute.

Division of Diversity, Equity & Educational Achievement

OUR MISSION:

To lead, support and embody UW–Madison’s commitment to diversity, equity and educational excellence in principle and practice.

OUR VISION:

To create a UW–Madison community where everyone thrives personally and professionally in diverse and interconnected environments on campus and beyond.





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