

**Plan 2008 Final Report**

**Submitted By**

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*Diversity of viewpoints, diversity of backgrounds, including gender and ethnic differences, as well as variety within academic specialties, are all vital components of the intellectual life of this great university. This not only contributes to the academic vitality of the campus, but also makes us more competitive among our peer institutions. While parts of the campus have made significant gains, our overall progress in reaching greater gender and ethnic diversity has been too modest. If we are to be successful in the future, we must tap the rich potential of all our citizens by incorporating them into our faculty, staff, and student body.*

- David Ward, former UW Chancellor, in A Vision for the Future, 1995

## INTRODUCTION

Our mission as a public institution is both a tremendous distinction and an awesome responsibility, particularly in the 21<sup>st</sup> century, where graduates must live and work in more diverse environments than ever before. Now more than ever, our effort to become a more diverse, inclusive, and engaged institution is more than morally right---it is something that is also educationally right---and fundamental to distinguishing ourselves as a world-class institution. Fundamental to our mission as the largest university in Wisconsin is to be a place of intellectual and cultural diversity, as students from differing backgrounds and experiences come to the University of Wisconsin-Madison to engage in a diverse learning environment that will prepare them for the future.

Ensuring that the University reflects the diversity needed to fulfill its mission is not an easy task. The challenge of becoming more ethnically and racially diverse in our students, faculty, and staff is nested within a broader context of social, economic, and educational challenges that extend far beyond the power of any university. Yet we accept this challenge and, across three decades, have implemented a series of diversity plans intended to build capacity and increase our ability to become more diverse and engage with issues of diversity in fundamental and important ways.

With development of the Madison Plan, in 1988, UW-Madison became one of the first public research universities in the United States to boldly and publicly declare its aspirations for becoming a more diverse institution. Followed by the Madison Commitment, in 1994, and now *Plan 2008 - A Blueprint to Enhance Campus Diversity*, we have consistently articulated the view that diversity and excellence are core values of a great university. Although we have fallen short of achieving our diversity aspirations, our focus remains unwavering and consistent in our determination to build a diverse, inclusive, and equitable environment.

### **Plan 2008-A Blueprint to Enhance Campus Diversity**

In 1999, we renewed our commitment, launching *Plan 2008*, a 10-year diversity plan aimed at building a diverse, inclusive, and equitable environment that specifically focused on the recruitment and retention of targeted minority students, faculty, and staff, as well as creating a supportive campus environment for the entire institutional community.

As a result of Plan 2008, we are highly invested in **pipeline programs** beginning as early as elementary school, **out-of-school time** initiatives both during the summer and academic year, and **full-support scholarships for students** from a range of academic and economic backgrounds and in **exploring innovative** new approaches to engaging youth that **leverage**

the best of what we know about hip-hop culture, STEM preparation, learning, student development, and a host of other areas.

While this intentionality has not always delivered the goals that we would have hoped, we know that our efforts have provided the groundwork and platform for more success going forward. This report reviews many of the highlights of our 10-year effort, particularly around the seven initial goals and their mid-plan "focus" goals:

1. Increase enrollment of students of color<sup>1</sup> and increase the number of Wisconsin high school graduates who apply, are admitted, and enroll
2. Increase the educational pipeline and encourage partnerships that reach children and families and earlier ages (*Mid-plan focus goal: Build successful pipeline programs*)
3. Increase retention and graduation rates and bring retention and graduation rates for students of color in line with those of the student body as a whole (*Mid-plan focus goal: Expand early academic support, group experiences, and mentoring*)
4. Increase financial aid, increase aid for needy students, and reduce reliance on loans.
5. Increase the number of faculty, staff, and administrators of color.
6. Improve the campus climate and promote respect for racial and ethnic diversity (*Mid-plan focus goal: Educate for multicultural competence*)
7. Improve accountability (*Mid-plan focus goal: Assess student support programs*)

## Report Overview

This report comments on diversity capacity at UW-Madison, major outcomes and processes put in place to accomplish Plan 2008 goals, and efforts put in place immediately following Plan 2008 to both understand the efficacy of the plan's strategies and, more broadly, to set the stage for a greater return on investment in our next generation of campus diversity work.

While this report complies with the request for information on the Plan 2008 implementation process and outcomes, it does not have the depth of information that we will have by fall 2009. As we discuss in greater detail in the final section of this report, we have several program reviews and evaluations underway that will help us to zero in on areas for improvement, as well as to identify areas in which we can eliminate program duplication and low performance. To this end, we will submit an addendum to this report in fall 2009, which will specifically illustrate outcomes of these ongoing organizational learning efforts.

## DIVERSITY CAPACITY AT UW-MADISON

At UW-Madison, we have developed a diversity infrastructure that features over one hundred diversity, equity, and inclusion initiatives specifically emphasizing the success of our most vulnerable populations and build diversity capacity (broadly defined). A useful model for considering our diversity capacity is offered by Williams and Wade-Golden (2008),<sup>2</sup> one built on the three primary models of organizational diversity that exist on most campuses: the affirmative

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<sup>1</sup>The figures and data in this report were compiled by the Office of Academic Planning and Analysis (APA). APA gathers university demographic data on racial/ethnic diversity via self-reporting that is set up differently for students and employees. *Minority* (used for employees) means black, American Indian/Alaskan Native, Asian/Pacific Islander, or Hispanic. *Targeted minority* (reported for students in Wisconsin but not in federal reporting) is restricted to domestic African Americans, American Indians, and Chicano/a or Latino/a Americans and to Asian Americans of Hmong, Laotian, Vietnamese, or Cambodian origin. We neither report international status for employees nor collect data on the race/ethnicity of international students.

<sup>2</sup> Williams, D., & Wade-Golden, K. (2008). *The chief diversity officer: A primer for college and university presidents*. Washington, DC: The American Council of Education.

action and equity model, the multicultural and inclusion model, and the learning and diversity Model. This tripartite model is helpful for illustrating the breadth of campus diversity programs at Madison that align with, converge, or support the various goals of Plan 2008.

The affirmative action and equity model centers on reducing overt barriers of discrimination and increasing access to higher education for historically underrepresented groups. This model is often activated through targeted recruitment programs, scholarship, and hiring programs for African Americans, Latinos, Native Americans, and other historically underrepresented groups, such as Southeast Asian populations.

While the target of affirmative action and equity models trends toward members of federally protected minority groups, by comparison, the multicultural and inclusion model focuses on creating an inclusive and supportive environment for the entire institutional community. The focus of this model is improving the institutional climate and creating a supportive context for diverse groups to flourish. In addition, this model touts the importance of research and scholarship that explores the unique experiences and dynamics of diverse social identity groups of women, minorities, and others. The model is often activated through ethnic and gender studies areas, cultural centers, student organizations, affinity organizations, support groups, training initiatives, diversity lecture series and symposiums, and other activities and policies designed to create a positive and supportive campus community.

Finally, the learning and diversity model focuses on preparing all students for a world that is diverse, global, and interconnected by creating intentional moments in the curriculum and co-curriculum designed to provide opportunities for students and others to engage with diversity and difference. While again, the aforementioned ethnic and gender studies areas are key components of this model, intergroup dialogue programs, social justice education programs, study abroad efforts, and numerous other initiatives define important programs within this model.

While the focus of our Plan 2008 implementation effort is most squarely centered on the affirmative action and equity model, the University has also made progress in each of the other models as well. As outlined in Table 1; UW-Madison has an incredible level of capacity across these three models. While a number of the efforts noted in Table 1 were developed prior to Plan 2008, such as the Chancellor's Scholars program and our ethnic studies areas, all of these programs illustrate the breadth of capacity that exists at Madison to recruit diverse groups, engage with diverse ideas, educate diverse students, and pursue diverse areas of inquiry and scholarship—all capacities essential to engaging diversity in the 21<sup>st</sup> century. As we discuss in Appendix A, we have been particularly invested and, in many of our student diversity programs, focused on historically underrepresented groups.

**Table 1**

**Access and Equity Programs, Multicultural and Inclusion Programs, and Learning and Diversity Programs overview at UW-Madison**

Category	Description	Programs and Initiatives
<p><b>Affirmative Action and Equity Model</b></p>	<p>To eliminate overt discrimination and increase the demographic presence of historically underrepresented minorities, women, disabled, and economically disadvantaged individuals</p>	<p>Student-focused programs (for undergraduates, graduates, and professional students)</p> <ul style="list-style-type: none"> <li>• PEOPLE College Pipeline program</li> <li>• PEOPLE Scholars</li> <li>• POSSE Scholars</li> <li>• First Wave/Urban Arts (Office of Multicultural Arts Initiatives)</li> <li>• WiscAMP (Wisconsin Alliance for Minority Participation)</li> <li>• Ronald E. McNair Scholars program</li> <li>• Chancellor's Scholars</li> <li>• Powers-Knapp Scholars</li> <li>• Academic Advancement Program</li> <li>• Student Support Services (TRIO)</li> <li>• Summer Collegiate Experience</li> <li>• AGEP (Wisconsin Alliance for Graduate Education and the Professoriate)</li> <li>• Legal Education Opportunities (LEO) program</li> <li>• Graduate Research Scholar Communities (GRS): Graduate Engineering Research Scholars (GERS); School of Education Graduate Research Scholars (Ed-GRS); Letters &amp; Sciences Community of Graduate Research Scholars (L&amp;S C-GRS); and Science and Medicine Graduate Research Scholars program (SciMed GRS)</li> </ul> <p>Initiatives:</p> <ul style="list-style-type: none"> <li>• Undergraduate Admissions Minority Applicant Services (MAS) for strategic recruitment and admission of targeted minority entering first-year students</li> <li>• National Recruitment Initiative to increase out-of-state enrollment, including targeted students of color</li> <li>• Transfers programs, e.g., College of the Menominee Nation Pilot</li> <li>• Articulation Agreements, e.g., Miami-Dade County Community College Transfers</li> <li>• Multicultural Business Students Association (MBSA)</li> <li>• School of Business PhD Project</li> <li>• MBA Consortium for Graduate Study in Management</li> <li>• Minorities in Agriculture, Natural Resources and Related Sciences (<i>MANNRS</i>)</li> </ul>
<p><b>Multicultural and Inclusion Model</b></p>	<p>To create educational environments that support the experience and success of diverse social identity groups and to engage in research and scholarship that explores the unique experiences and dynamics of these groups</p>	<ul style="list-style-type: none"> <li>• Multicultural Student Center</li> <li>• Associated Students of Madison Diversity Committee</li> <li>• Multi-Cultural Student Coalition</li> <li>• Multicultural/Disadvantaged Coordinators and programs in Schools, Colleges &amp; Divisions</li> <li>• Multicultural Learning Community, University Housing</li> <li>• Multicultural Residence Counselors</li> <li>• Center for Integration of Research, Teaching, and Learning (CIRTL-Delta)</li> <li>• Women in Science &amp; Engineering Leadership Institute (WISELI)</li> <li>• Race, Ethnicity &amp; Indigeneity (REI) Fellowships in the Institute for Research in the Humanities</li> <li>• Ethnic Studies Department and programs: Afro-American Studies, American Indian Studies, Asian American Studies, Chican@/Latin@ Studies</li> </ul>
<p><b>Diversity and Learning Programs</b></p>	<p>To improve students' cognitive and relational skills and</p>	<ul style="list-style-type: none"> <li>• Leadership Institute and Office for Equity and Diversity-sponsored learning communities</li> </ul>

Category	Description	Programs and Initiatives
	enhance student learning through incorporating diversity in the curriculum	<ul style="list-style-type: none"> <li>• SEED (Seeking Educational Equity and Diversity) seminars for faculty and staff</li> <li>• Student SEED seminars</li> <li>• Multicultural Student Coalition's student-taught and administered Inter-Cultural Dialogues (ICD)</li> <li>• Diversity Dialogues, Department of Counseling Psychology</li> <li>• Theatre for Cultural and Social Awareness</li> <li>• Advanced Studies in Multicultural Competence (ASMC), Counseling Psychology and School of Education Outreach, with Health Sciences</li> <li>• Ethnic studies requirement, 10-year review</li> <li>• Curriculum development, e.g., <i>Environmental Chemistry and Ethnicity</i> (Chem. 201), uranium mining and the Navajo</li> </ul>

### New Capacity Developed or Inspired By Plan 2008

Many of the programs noted in Table 1 were created or enhanced or emerged as a direct or indirect consequence of Plan 2008 and our efforts to build sustainable diversity capacity.

Some highlights include the following:

- The PEOPLE program is one of only a handful of pipeline programs nationally that work with largely urban, low-income, minority, and underserved communities from elementary school, through middle school, high school, and into college. With the majority of students joining the PEOPLE program during either middle school or early in their high school career, the PEOPLE program provides supportive academic, leadership development, and college readiness activities for students throughout the educational pipeline. At the time of this report, over 1200 students are enrolled in the pre-college program, and over 200 students are enrolled in the high school program. The first cohort of PEOPLE scholars enrolled in Madison in 2002. **The six-year graduation rate for that group of students is 66.7%, a number exceeding the six-year graduation rate for minority students not in the program.**
  
- In 2002, UW-Madison welcomed its first "posses" from the POSSE program in Chicago. These posses were followed by other Chicago posses as well as posses from Los Angeles. POSSE participants from such large cities as New York, Boston, Chicago, Los Angeles, and Washington DC are prepared, through an intensive pre-collegiate training program. Each posse is prepared for enrollment at top-tier universities nationwide to pursue their academics and to help promote cross-cultural communication on campus. Since 2002, UW-Madison has admitted an average of 21 POSSE students per year. UW-Madison is the only school in the country with 3 POSSE programs. The total enrollment since the program's inception is 146, and **58% of the 97 students who are currently enrolled have a GPA of 2.75 or above.**
  
- First Wave is the nation's only spoken word and urban arts learning community and is a cutting-edge multicultural artistic program for incoming students at UW-Madison. Bringing together young artists and leaders from across the United States, First Wave offers students the opportunity to live, study, and create together in a close knit, dynamic

campus community. Administered by the Office of Multicultural Arts Initiatives (OMAI), the First Wave Learning Community is the first university program in the country centered on spoken word and hip-hop culture. In its first two years, First Wave has demonstrated a **100% retention rate**. The sophomore cohort has an average **GPA of 2.89**, and the sophomore cohort has a **GPA of 3.17**.

## PLAN 2008 IMPLEMENTATION OVERVIEW

### Plan 2008 Outcomes Overview

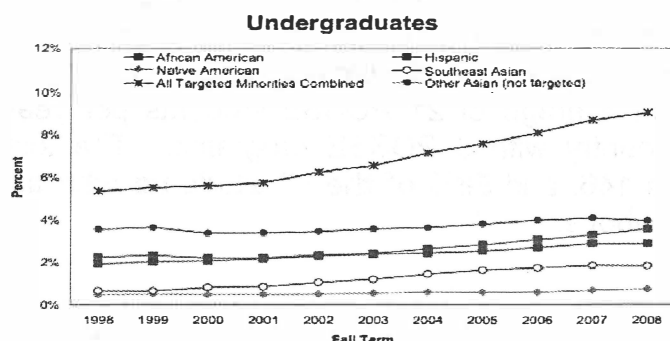
The past 10 years has been a period of incremental progress in achieving the several goals previously set forth in the Plan 2008. The specific milestones are more particularly described below, as they arise in the discussion of specific strategic goals and objectives over the past decade. The overall picture to bear in mind in reviewing these specific developments, however, is one of continuing progress and constant striving to strengthen the University's commitment to and realization of its diversity goals.

#### Goal 1: Increase Enrollment of Students of Color

Currently, a total of 42,030 students are enrolled at UW-Madison. Of these, 5,260 or approximately 12.5% are students of color: 3,765 (71.5%) undergraduates, 153 (2.9%) special (non-degree seeking) students, 870 (16.5%) graduate students, and 472 (8.9%) professional students. An additional 3,724 (8.8%) international students are currently enrolled, though they are not included in estimates of students of color or targeted minority populations.

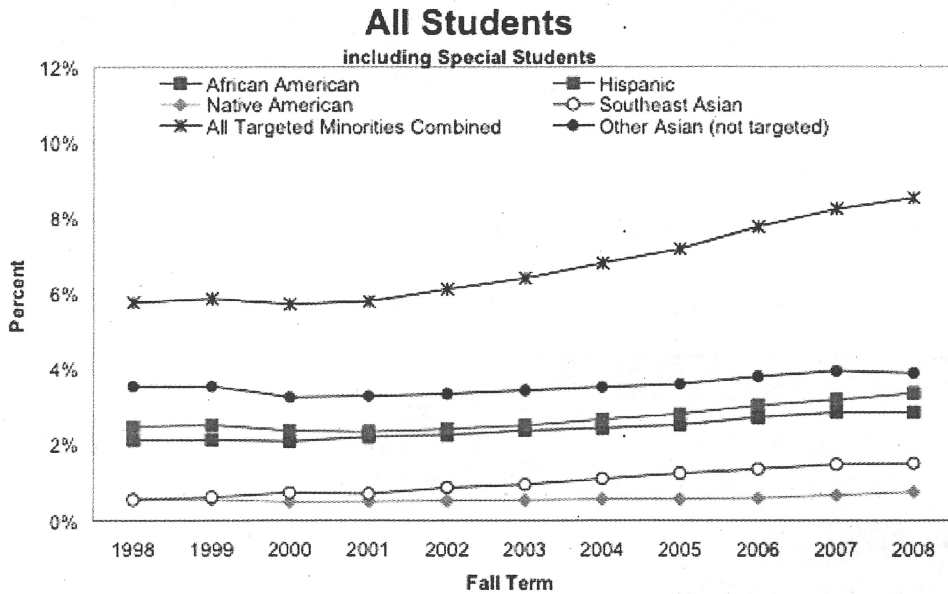
Undergraduate Students: Since 1976, the percentage of students of color undergraduates has more than tripled. During the period of Plan 2008, the targeted minority enrollment share of undergraduate enrollment increased by over 65%, more than doubling the percentage from 1990 (see Fig. 1 below). While all targeted minority groups increased, Southeast Asian enrollment showed the largest increase, from 44 or .7% of the enrolling freshman class in 1998 to 131 or 2.1% in 2007. Native American enrollment changed the least, from 33 students (.5%) in 1998 to 55 (.9%) in 2007. Since 1998, the total targeted minority enrollment increased from 6% (341 of 5,596 enrolled freshmen) to 9.8% (590 of 5,996).

**Figure 1**  
**Undergraduate Ethnic Minority Students as a Percentage of Total Enrollment, 1998-2008**





**Figure 2**  
**Total Ethnic Minority Students as a Percentage of Total Enrollment, 1998-2008**



**Graduate Students:** From 1999 to 2007, the targeted minority portion of graduate school enrollment increased from 6% to 7%. The targeted minority portion of annual new graduate students increased from 5% to 7%. Within the professional programs, law and medicine are recovering from declines in the targeted minority representation experienced early in the Plan 2008 period (see Fig. 2 above). Targeted efforts by the business school, letters and science, education, engineering, and the health sciences through their graduate research scholars (GRS) communities are resulting in the increased recruitment and retention of minorities in graduate and professional programs.

**Special Students:** Finally, the targeted minority portion of the special (non-degree seeking) students increased from 4% to 6% in annual enrollment.

### Goal 2: Increase the Educational Pipeline

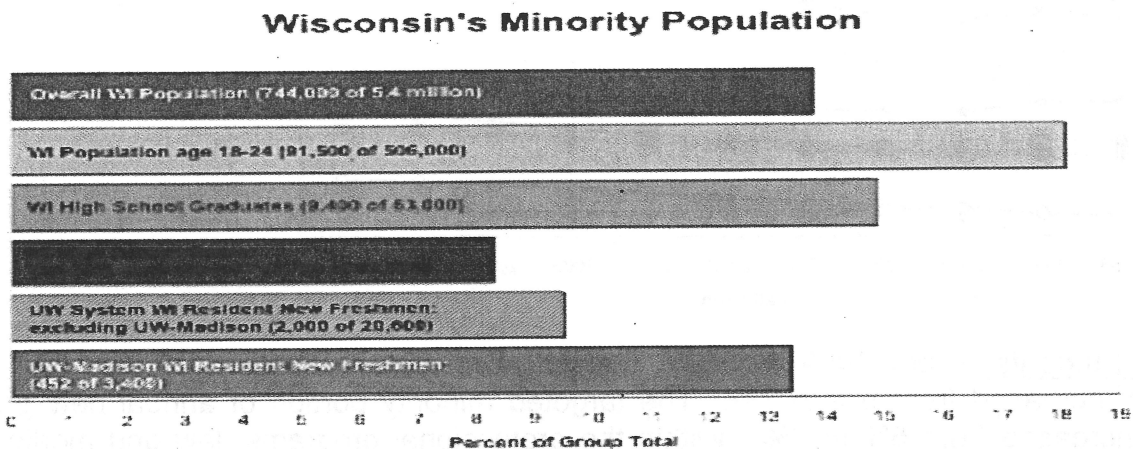
This goal specifically aims to increase the number of qualified applicants of color in a state with an abysmal college preparation rate for its minority population. The state context directly frames UW-Madison's educational pipeline. In 2007, Wisconsin had a 13.77% minority population (18.08% of people aged 18 to 24). However, of the top 50% of high school graduates who took the ACT college entrance exam, minority students comprised less than 1%. Less than 10% of targeted minority students have the grades and test scores to qualify for UW admission, let alone enter well prepared. In 2008, approximately 630 Wisconsin minority high school graduates were academically well prepared<sup>3</sup> for UW-Madison. Of the 3,400 Wisconsin residents entering UW-Madison in 2007, 452 (13.2%) were minority students (see Fig. 3 below).

Despite an increase of almost 4,000 in the annual number of minority high school graduates since the start of Plan 2008, the annual number of minority high school graduates who are academically well prepared for UW-Madison has increased by fewer than 100.

<sup>3</sup> "Well-prepared" high school graduates are in the top quartile of their graduating classes and score at least 22 (the Wisconsin average) on the ACT test or the equivalent on the SAT.

However, the news is not all bad. Despite a relatively static size of UW-Madison's in-state minority recruiting pool, the proportion of minority high school graduates who apply has increased. The proportion of well-prepared high school graduates who enroll has also increased since the start of Plan 2008. All four targeted minority groups show double-digit application rate increases since its inception. For example, 53% of well-prepared African-American Wisconsin residents applied in 1999, as compared to 83% in 2007.

**Figure 3**  
**The Ethnic Minority Educational Pipeline in Wisconsin, 2007**



Well-prepared Latino(a) applicants increased from 51% to 64% in the same period. Enrollment of well-prepared Wisconsin high school graduates also increased greatly: 28% to 50% for African Americans, 31% to 37% for Hispanic/Latino(a)s, 24% to 40% for American Indians, and 38% to 49% for Asians. UW-Madison programs have directly contributed to the increased pipeline:

- There are now over 1000 Wisconsin targeted minority and economically disadvantaged pre-college students in the *PEOPLE* pipeline, a UW-Madison pre-college program for Wisconsin middle and high school students.
- In 2002, UW-Madison welcomed its first "Posses" from the *POSSE* program in Chicago. These posses were followed by other Chicago posses as well as posses from Los Angeles. Posse participants from such large cities as New York, Boston, Chicago, Los Angeles, and Washington, DC are prepared, through an intensive pre-collegiate training program. Each posse is prepared for enrollment at top-tier universities nationwide to pursue their academics and to help promote cross-cultural communication on campus. Since 2002, UW-Madison has admitted an average of 21 *POSSE* students per year.
- In fall 2001, there were 389 targeted minority new first-year-only (not transfer) students. In fall 2007, there were 590. A hundred, or 50% of the increase, of these additional students came through the *PEOPLE* and *POSSE* programs. This trend has been consistent, with *PEOPLE* and *POSSE* generating half of the increase in targeted minority students since their respective first cohorts entered in fall 2002.

Assuming that current longstanding patterns of high school achievement persist over the next 10 years, the number of academically well-prepared African-American high school graduates will *decrease* from 100 to 84 per year. The number of Asians will *decrease* from 290 to 273 per year, the number of American Indian graduates will remain steady at roughly 50, and the number of Hispanic/Latino(a)s will *more than double* from 190 to 407 per year. If these trends continue, fewer than 800 minority high school graduates will be in the top half of their class and earn above the Wisconsin average ACT score for years to come. Given these trends, the PEOPLE and POSSE programs will be vital contributors to a greater educational pipeline.

### **Goal 3: Increase Retention and Graduate Rates**

Since the start of Plan 2008, the gaps in retention rates for targeted students, as compared to those for all students, have been closing, though the gaps in graduation rates are still significant. Five UW programs have specifically aimed to increase support for minority students: the Academic Advancement Program (AAP) and the Chancellor's Scholars, Powers-Knapp Scholars, PEOPLE, and POSSE programs. Highlights from these programs include the following:

- The retention and graduation rates of Chancellor's Scholars have routinely exceeded those of the whole cohort of first-year students.
- One-year retention rates for students in the PEOPLE and POSSE programs have exceeded those of the whole first-year cohort. The 2007 POSSE cohort had an extraordinary 100% first-year retention rate. However, APA just released its first six-year study of the first (2002) cohort, and found no significant increase in graduation rate, as compared to targeted minorities in general. For the class of 2002, 82.3% of students had graduated within six years, as compared to 67.5% of targeted minorities, 66.7% of POSSE students, and 67.7% of PEOPLE students. This data reflects a very small sample size (18 for POSSE and 24 for PEOPLE) and will require several years for a more robust assessment of graduation rates.
- Among bachelor's degree recipients, 84% of targeted minority students participated in academic enhancement programs. While this is only 2% higher than non-targeted students, it is significant in light of the trend for minority students to underutilize academic support programs nationally.
- Powers-Knapp Scholars' first-year retention has exceeded targeted minority retention every year since 2000.

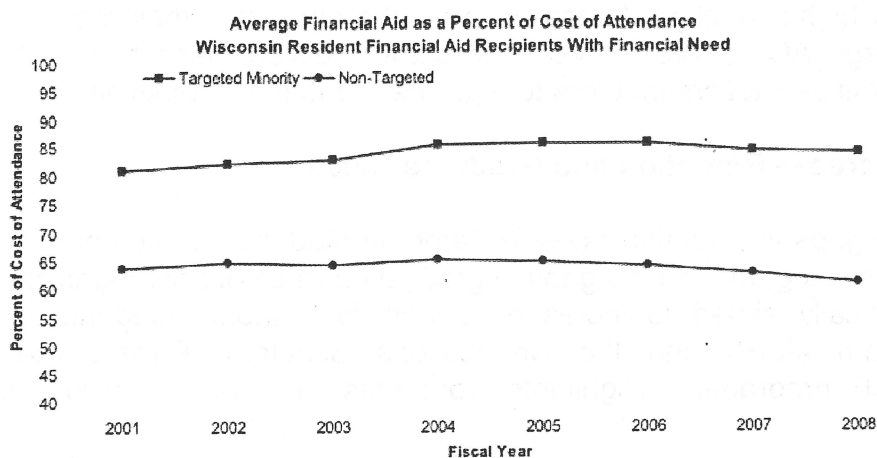
These programs will be undergoing review in the 2008-2009 school year. This will be an important step to operationalizing the findings from Plan 2008 and developing next steps for UW-Madison.

### **Goal 4: Increase Financial Aid**

In general, need-based financial aid has not increased significantly over the past 10 years. In 1998, 1,637 first-year entering students, or 29.2%, received need-based financial aid, as compared to 1,717, or 28.6%, in 2007. However, since the Office of Student Financial Services directs its limited institutional grant dollars to the low-income students who, disproportionately,

are targeted minorities, a higher proportion of educational costs for targeted minorities are covered by financial aid (see Fig. 4 below).

**Figure 4**  
**Financial Aid to Targeted Minority and Non-Targeted Undergraduate Students, 2001-2008**



This is particularly important, as targeted minorities are more likely to apply for financial aid. They are also more likely to have lower family incomes on average and to qualify for federal Pell grants. Between federal grants and UW financial aid, the average amount that these families are expected to pay toward educational costs, based on the Standard Federal Calculations, is comparatively lower. In spring 2008, the Faculty Senate made need-based financial aid a fundraising priority with the goal of expanding access for low-income students.

#### **Goal 5: Increase the Number of Faculty, Staff, and Administrators of Color<sup>4</sup>**

Since 1998, minorities as a percentage of staff have increased for all categories of staff: faculty, classified, academic, and executive/administrative. Minority faculty new hires have increased from roughly 8% to 29% over the past 25 years. This rate exceeds the 21% of all new PhDs granted to minorities nationally. Approximately two-thirds of assistant professors are promoted to tenure within nine years. Minority assistant professors are promoted at the slightly lower rate of 60%.

Women and minorities comprise an increasing percentage of UW-Madison faculty. Since 1998, the number of women on the faculty has increased from 22% to 29%; and minorities have increased from 11% to 16%. In 1988, less than 10% of full professors were women, but now, women comprise 23% of full professors. In 2007, about 42% of assistant professors were women, and 28%, minorities. The number of faculty has increased for each ethnic minority group since 1998, although the number of black faculty has declined slightly since 2001. Asians constitute over half of all minority faculty at UW-Madison. A continuing concern focuses on the low numbers of minority women faculty, which become evident only with a cross-tabulation of faculty numbers by gender and ethnicity/heritage.

<sup>4</sup> See the Committee on Women in the University's Memorandum, "Data on Women and Minority Faculty," for more information at <http://apa.wisc.edu>

In 2007-08, there were 113 department chairs: 30 were women (27%) and 14 were minorities (12%). In 2007, of the 69 academic program directors, 19 were held by women (28% of all program directors) and 56 by minorities (7% of all program directors). Promotion rates of minority and non-minority faculty are fairly similar at six years – 45% of minority faculty and 49% of non-minority promoted over the time period analyzed. At nine years, about 58% of minority faculty and 66% of non-minority faculty hired with probationary status have been tenured.

Initiatives to improve hiring and retention of minority faculty include the following:

- Women in Science & Engineering Leadership Institute (WISELI) search committee training
- Strategic Hiring Initiative, which provides funds for hiring underrepresented faculty (over 60-minority faculty have been hired through SHI since 1997)
- Among its major initiatives for faculty diversity, the College of Letters and Science's Race, Ethnicity and Indigeneity (REI) Fellowships in the Institute for Research in the Humanities, allowing faculty full-time research and participation in the intellectual life of the Institute, without teaching and service obligations

### **Goal 6: Improve Campus Climate**

The 2006 Undergraduate Survey provided comprehensive data on students' perspectives on campus climate. Nearly all students agree or strongly agree that they have equal opportunity to take full advantage of their time at UW-Madison regardless of their gender, race, sexual orientation, political views, national origins, or family income. For example, 84.3% of minorities and 94.3% of whites feel they have equal opportunity regardless of race.

Over 95% of minority and white students agree that they are "proud to be a UW student." Non-minority students are more likely to "strongly agree." Minority and non-minority students are equally likely to report finding a professor with whom they feel comfortable talking. Most students feel that UW does a good to excellent job of responding to the needs and concerns of its students. However, minority students are somewhat less likely to think so. About three-fourths of minority students and 90% of other students rate UW well in working to ensure all students have a good experience regardless of race or ethnicity.

One of the greatest discrepancies is in the area of harassment. While 94.4% of white students report no harassment or discrimination, that rate is only 78.8% for minorities.<sup>5</sup> Campus climate for employees has also been an area of focus. Faculty exit interviews have been established campus-wide. WISELI conducted climate surveys of faculty in 2003 and 2006 and provides climate workshops for department chairs.

### **Goal 7: Improve Accountability**

Accountability for progress on Plan 2008 takes many forms, including the following:

- Diversity forums, best practices sessions, breakout sessions, and annual reports
- Plans, programs, and progress reports posted at [www.diversity.wisc.edu](http://www.diversity.wisc.edu)

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<sup>5</sup> The survey did not account for LGBTQ students.

- Additional reports posted at [www.apa.wisc.edu/diversity.html](http://www.apa.wisc.edu/diversity.html)
- Annual reports and performance reviews for administrators, faculty, and staff
- Search committees training
- Orientation and training of department chairs

On October 29, 2008, the Student Forum provided an important opportunity for students to engage with the Plan 2008 assessment. Students reviewed the data we have described here and generated discussion on next steps. Student recommendations included broadening online connections through blogs and Facebook.com; increasing diversity classes and requirements for multicultural learning; creating a student advisory board for Plan 2008 reviews; and a quarterly forum with student of color organizations, to form a council and create safe spaces and dialogues with white students and white student organizations.

## FUTURE PLANS

A team of consultants, Dr. Charlie Nelms and Dr. Sallye McKee, visited the University in 2003. The focus of their review<sup>6</sup> centered on Plan 2008 and the University's diversity efforts (more broadly defined). The report offered five major ideas that the consultants felt should guide our discussion going forward and that we feel remain of importance and relevance even now. We offer these recommendations here, as they have returned as a matter of great focus and importance as we close the 2008 plan and look toward the future and our next generation of diversity work.

The consultants concluded that UW-Madison

- Is making noteworthy progress in achieving the objectives articulated in Plan 2008;
- Should become more strategic in pursuing its diversity objectives by reducing the number of initiatives and increasing the intensity;
- Is doing better than many Research I universities and should explore ways of telling its story more effectively on the national level;
- Should find ways to celebrate the gains that are being made;
- Should develop and implement an ongoing assessment plan and explore ways to address issues of accountability.

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<sup>6</sup> The University of Wisconsin-Madison, Plan 2008 Review was conducted by Dr. Charlie Nelms, vice president of Student Development & Diversity, Indiana University, and Dr. Sallye McKee, associate provost of Multicultural & Academic Affairs, University of Minnesota, and was submitted May 1, 2003. The team interacted with dozens of persons during their two-day visit to Madison, conducting interviews and participating in the Plan 2008 Forum of 2003, and other related events.

## **Hiring of a Full-Time Chief Diversity Officer**

In the fall 2008 Dr. Damon A. Williams joined the University as vice provost and chief diversity officer (CDO). He is the first full-time senior or CDO ever employed by the University to have a full-time focus on issues of diversity, equity, and inclusion. Upon joining the University, he published a transition framework titled "Learning, Relationship Building, and Prioritizing," which focuses on four major goals (Appendix B). These goals are to (1) become a part of the UW-Madison community, (2) develop an understanding of campus diversity dynamics, (3) develop the Office of the Vice Provost and Chief Diversity Officer, and (4) develop a plan for prioritizing campus diversity efforts going forward.

The plan offers six major strategies intended to accomplish the aforementioned goals: (1) transition roundtables, (2) diversity capabilities retreats, (3) individual and unit join-up meetings, (4) campus-wide diversity audit and program review, (5) an external campus review team visit, and (6) targeted communication initiatives. Collectively, these initiatives will inform the next phases of UW-Madison diversity programs. This stage also allows for a broad view of diversity and climate, including populations that were not highlighted in Plan 2008, such as disabled and LGBTQ students, faculty, and staff.

### **Plan 2008 Focused Program Review and Assessment Activities**

The vice provost has already launched a review of several of the major campus diversity programs and efforts. This will include a self-study of PEOPLE, POSSE, First Wave, Chancellor's/Powers Knapp Scholars, AAP, Summer Collegiate Experience, and the Trio programs. This self-assessment will focus on finding areas of shared purpose, common strengths, and areas to work collaboratively to make a difference around issues of retention and academic achievement for historically underrepresented groups.

A complementary and broad sweeping external evaluation will focus on the PEOPLE program. This assessment will take a deep dive into the pre-college component of the program examining the strategy, structure, processes, and impact. More specifically, the evaluation will help us to better understand the strengths and opportunity areas for the program and ways to make it more efficacious going forward.

An external review team will visit the University and focus on how to increase coordination around the faculty diversity hiring process. This assessment may include, and is not limited to, the relationship between the Office of Equity and Diversity, Human Resources, the vice provost and CDO, the vice provost for Faculty and Staff, and others.

The vice provost has begun a process of examining and clarifying the role of the Chancellor's Diversity and Climate Committee. Formerly, this group served as the Plan 2008 Diversity Oversight Committee. In recent years, this group has not been as clear in its mission and direction. We believe that strengthening this group and more closely aligning it with the Office of the Chancellor will serve to enhance the process going forward.

Finally, the vice provost and CDO is preparing planning a campus-wide study of institutional climate beginning a regular and ongoing collection and assessment of climate data, using state-of-the-art instruments, best practices, and data gathering, analytical, and reporting techniques. These data will provide a baseline for understanding institutional climate and change going forward using instrumentation specifically designed to assess student perceptions of inclusion or

exclusion, belonging, campus engagement, and other areas of relevance. The plan is to begin with a student-centered research effort and expand this to faculty, staff, and administrators. This effort will build upon and extend the exemplar work done by WISELI and others. It is intended to be a collaborative project involving numerous stakeholders.

### **Diversity Data Changes and Shifts**

In fall 2009, tracking for diversity will become more robust. The Department of Education has mandated a two-part question to collect race and ethnicity information. This new expanded format will give students, faculty, and staff better opportunities to report their racial and ethnic identities and will help answer questions about educational access and employment for specific racial groups of interest to the Board of Regents, state legislators and agencies, business leaders, and the general public. The new application question will be asked by all UW-Madison admitting offices in fall 2009. Plans to resurvey currently enrolled students and currently employed faculty/staff are being developed.

### **NEXT STEPS**

- We realize that our efforts have been uneven in terms of impacting the diversity of our faculty and that we must become more focused and intentional if we are to dramatically move our numbers here. To this end, we are preparing for the aforementioned external review and have begun detailed conversations among senior leadership and the deans regarding how we might impact this issue in the face of such troubling economic conditions statewide.
- On the student side, our efforts must become more coordinated if we are to achieve higher levels of retention and graduation. While we further optimize our outreach and recruitment efforts, we feel that we can make substantive gains on the retention side with the creative implementation of a series of new conversations and actions focused on student achievement in Madison. This is a major priority of the new vice provost and the University more broadly.
- The challenge of recruiting more diverse graduate students is an area that will require great attention if we are to make a difference in this area. The University has major challenges funding graduate students, as resources are limited. This reality exacerbates our challenge in terms of diversity, as minority graduate students often attend institutions where fellowship and tuition remission are in place to support them.
- Finally, we must return to the ideas presented in the Nelms and McKee report and take seriously the challenge to become more strategic, tell our story, celebrate our gains, and develop an enhanced system of demanding accountability and greater focus moving forward. Future gains will only come from a more coordinated effort that is rigorous, disciplined, focused, and relentless in its execution.



## APPENDIX A

### Major Campus Diversity Programs Focused on Recruitment and Retention of Historically Underrepresented and First-Generation Students

Program Description	Overview	Key Outcomes
<p style="text-align: center;"><b>PEOPLE Program</b></p> <p>Founded in 1998 as a primary strategy of our system-wide diversity effort, Plan 2008, the PEOPLE program is the nation's premiere, comprehensive academic pipeline development initiative.</p> <p>The program works with talented low-to-moderate income, primarily historically underrepresented (African-American, Latino/a, Native-American), urban students beginning as early as elementary school and potentially continuing through their undergraduate careers at UW-Madison.</p>	<p>Over 1200 scholars are currently enrolled in the pre-college component of the program, which focuses on math education, literacy, leadership development, and career exploration. The majority of students, over 70%, are in either middle or high school, participating in year-long out-of-school time enrichment activities located in Madison and Milwaukee, WI.</p> <p>Students who complete the three-year high school component of the program and are accepted to UW-Madison are guaranteed four years of full tuition support. This tuition packet generally amounts to over \$30,000 dollars per student over the course of five years. Over 270 students have participated in the college program since 2002.</p>	<p>The program enjoys nearly a <b>100% retention rate among students</b> who enroll in the high school component of the program.</p> <p>Over <b>240 PEOPLE Scholars</b> currently attend UW-Madison.</p> <p>The first cohort of PEOPLE scholars enrolled in Madison in 2002. The <b>six-year graduation rate for that group of students is 66.7%</b>.</p> <p>UW-Madison has established a <b>10-year pre-college infrastructure</b> and built in-depth relationships with K-12 schools, community members, and others. During the summer, participants from the middle and high school programs spend time on campus acclimating to college life.</p>
<p style="text-align: center;"><b>POSSE Program</b></p> <p>The national POSSE Foundation's mission is to identify and train high school students in large urban communities with extraordinary academic leadership potential who may be overlooked by the traditional college selection process. Through carefully selected partnerships, the POSSE Foundation facilitates the entrance of these students to universities like UW-Madison. POSSE students apply and are admitted to universities in groups of 10, otherwise known as a "posses." POSSE students are provided with a four-year scholarship and access to the resources and support needed to graduate.</p>	<p>The concept of a posse or team-approach works for both students and college campuses and is rooted in the belief that a small, diverse group of talented students, "a posse," carefully selected and trained, can serve as a catalyst for increased individual and community development. As the United States becomes an increasingly multicultural society, UW-Madison's POSSE program believes leaders in this new century should reflect the country's rich demographic mix. Furthermore, the key to a promising future for our nation rests on the ability of strong leaders from diverse backgrounds to develop democratic solutions to complex social problems. One of the primary aims of the POSSE program is to train the leaders of tomorrow today at UW-Madison.</p>	<p>UW-Wisconsin Madison is the <b>only school in the country currently committed to three POSSE recruitment sites-Chicago, LA, and DC</b>. The program has produced a number of campus leaders and a thriving alumni base.</p> <p>The first POSSE cohort, which entered UW-Madison in 2002 had an <b>80% six-year graduation rate</b>. The second cohort, which entered in 2003, has currently graduated <b>73% of their students</b>.</p> <p>The total enrollment since the program's inception is 146, and <b>58% of the 97 students who are currently enrolled have a GPA of 2.75 or above</b>.</p>
<p style="text-align: center;"><b>Chancellor's Scholars / Knapp Program</b></p> <p>The Chancellor's Scholarship program was established, in 1984, to increase educational opportunities for academically talented underrepresented ethnic minority – African-American, Hispanic, Native-American, and Southeast Asian-American – and culturally disadvantaged undergraduates. The</p>	<p>Scholars are nominated by a committee comprised of faculty and staff and must have a GPA of at least 3.0 to be accepted. Awards are based on merit regardless of financial need.</p> <p>Participants are paired with a faculty or staff mentor. They also meet with peers on a monthly basis to discuss contemporary issues from a multidisciplinary perspective and to help develop support networks.</p> <p>Scholars assist in the planning and implementation of social and volunteer</p>	<p>This program attracts high school students who consistently graduate in <b>the top 10%</b> of their classes.</p> <p>The impressive accomplishments of students in the program are reflected in a <b>graduation rate of 81%</b> or higher, which exceeds that of the campus population as a whole. In addition, <b>more than half of the program's graduates pursue graduate/professional degrees</b>, and a significant number of graduates have already emerged as leaders in business,</p>

<p>scholarship covers tuition and fees and an annual book award of \$800. Scholars also participate in a variety of co-curricular and service activities.</p> <p>Powers Knapp was developed in 1989 when the applicant pool for the Chancellor's Scholars program grew too large to support. It is significantly larger than the Chancellor's Scholars program and places greater emphasis on increasing enrollment and ensuring success.</p>	<p>activities in their classes and program events, such as the Annual Picnic, Ethnic Fest, and Annual Spring Reception for honoring graduates.</p> <p>Increasingly larger numbers of program alumni contribute to support scholarships for those who follow. They are also actively involved in the recruitment process for the programs and the University.</p>	<p>education, medicine, engineering, and other fields.</p> <p>Chancellors Scholars / Knapp alumni have gone on to attend a host of prestigious universities, including <b>UW-Madison, Harvard, Johns Hopkins, Northwestern, Oxford, Stanford, UCLA, UC-Berkeley, and the University of Chicago.</b> In addition, many are active in mentoring current program participants.</p>
<p><b>Student Support Services</b></p> <p><b>The Student Support Services (SSS)</b> program is a federally funded program that provides academic and ancillary support to students from low-income families, first-generation college students, and students with disabilities. In recent years, the University has doubled the size of this program with a matching financial investment.</p>	<p><b>SSS</b> is a campus-wide program open to students from various disciplines. The program works with over 500 undergraduate students. Its mission is to provide a supportive learning community that fosters an equal opportunity for success in higher education.</p> <p>Its services are available to students from freshman year until graduation. Students are encouraged to start working with the program as soon as they apply for admission to UW-Madison. However, SSS always welcomes the opportunity to work with continuing UW-Madison students throughout the academic year.</p>	<p>SSS has become an excellent resource for students who may not have entered other academic support programs when they matriculated at UW-Madison. As a result, it is an important measure in <b>making sure that less-prepared students do not "fall through the cracks."</b></p> <p>The six-year graduation rate for the <b>2002 cohort was 56%. The average GPA for graduates was 3.048.</b> Since the program's inception, over <b>650 participants have graduated.</b></p>
<p><b>First Wave</b></p> <p>First Wave is the nation's only spoken word and urban arts learning community and is a cutting-edge multicultural artistic program for incoming students at UW-Madison.</p> <p>Bringing together young artists and leaders from across the United States, First Wave offers students the opportunity to live, study, and create together in a close knit, dynamic campus community.</p> <p>Administered by the Office of Multicultural Arts Initiatives (OMAI), the First Wave Learning Community is the first university program in the country centered on spoken word and hip-hop culture.</p>	<p>OMAI's mission is to provide cutting-edge, culturally relevant, and transformative arts programming and outreach initiatives that promote positive social dialogue across perceived boundaries of race, class, gender, culture, and sexual orientation. OMAI's programs foster a greater awareness and appreciation of diverse art forms. Its youth-centered programs empower students and institutional partners to find, share, and apply their voices through spoken word, hip-hop, and diverse art forms while also developing them as artists, scholars and leaders.</p> <p>First Wave participants receive full tuition. The program is in the process of establishing a study abroad program in Panama for its students.</p>	<p><b>The nation's only urban arts scholarship program</b></p> <p>First Wave has garnered <b>international attention</b> as an innovative diversity program. It has consistently drawn favorable media coverage and praise from highly regarded artists and scholars.</p> <p>The program has <b>significantly improved campus climate and serves as a focal point for hip-hop culture.</b> Students from throughout the Midwest routinely travel to Madison to attend events, and scholars in the program perform all across the region and the country, having become one of our most treasured campus communities.</p> <p>In its first two years, First Wave has demonstrated a <b>100% retention rate.</b> The sophomore cohort has an average <b>GPA of 2.89, and the sophomore cohort has a GPA of 3.17.</b></p>

**APPENDIX B**

**OVPDC Learning Relationship Building and Prioritizing Strategic Transition Framework**

Government College of Agriculture, Peshawar, Pakistan