

UW-Madison Campus Phase 2 Plan 2008
January, 2005 through December, 2008
Revised for April 11, 2005
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INTRODUCTION

Our overall goal is to assure infrastructure.

There are no short-term fixes to racial/ethnic inequity. Our 4-year goal is to have infrastructure in place by the end of 2008 to sustain success in both recruiting and retaining a racially/ethnically diverse student body, staff, and faculty. Infrastructure includes programs, administrative support, and funding. Sustaining success includes valid, efficient record-keeping, reporting and assessment methods to make accountability possible, as well as enhancement and dissemination of programs that work well.

Current obstacles inform our highest priorities.

Plan 2008 started for UW Madison in the fall 1999 semester. Our first five years have seen some positive changes on campus, and also some obstacles. The positive changes result from programs which we will maintain and emulate campus-wide. The obstacles are closely linked to our high priorities for the next four years. Four examples follow.

Pipeline: The Wisconsin pipeline of targeted minority high school graduates qualified for admission to UW Madison is very thin. Our Plan 2008 pre-college initiative, the PEOPLE program, and our participation in the nation-wide Posse program, are very successful. Since we started those programs in 1991, PEOPLE and Posse students account for half our gains in incoming targeted minority first-year students. We will continue to support and expand those, as well as other programs for K-12 students. The state would benefit from a statewide PEOPLE program.

Retention: Minority students, faculty, and staff often report a sense of isolation. We try to provide academic and social support for students from their first day. Academic clusters/groups work for students; in general, belonging to a group and mentoring are important for everyone. We will expand both group and mentoring programs.

Climate: White people find it easy to walk away from race issues. The level of awareness of and commitment to diversity among whites is up, but uneven. Classroom, workplace, and campus climate would all benefit from systematic multicultural competence education of all.

Accountability: We find redundancy in some areas and gaps in others, and often hear about "lack of accountability." We are aiming for valid, efficient record-keeping, reporting and assessment methods to make accountability more possible.

The original Plan 2008 goals need modified language.

We are open to guidance on how to reframe the seven goals of the UW System Plan 2008. From now, we have modified the language to refer to “targeted minority and/or economically disadvantaged” for students or “minority” for others rather than “of color,” and to delete references to proportionality. Words such as climate and assessment have been added. We are continually looking for ways to inspire passion for these excellent goals in white faculty, staff and students, a prerequisite to institutional transformation.

Goal 1. Increase the number of Wisconsin targeted minority and/or economically disadvantaged high school graduates who apply, are accepted, and enroll at UW Madison.

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

Goal 3. Close the gap in educational achievement, by bringing retention and graduation rates for targeted minority and/or economically disadvantaged students in line with those of the student body as a whole.

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

Goal 5. Increase the number of minority faculty, academic staff, classified staff and administrators. In addition, work to increase future availability of targeted minority students and minority community members as potential UW Madison employees.

Goal 6. Foster institutional environments (campus, workplace and classroom climate) and course development that enhance learning and a respect for racial and ethnic diversity.

Goal 7. Improve assessment and accountability for the above goals.

This Plan is a “living” document. We welcome discussion of goals and terminology.

PHASE 2 PLAN

We build our plan for Phase 2 for students, faculty and staff, how to prepare them to come here, support them to thrive here, and celebrate their accomplishments here. Within the sections, certain highest priorities will be discussed, which we collect here.

Pipeline: Successful pipeline programs

Retention: Expanding the opportunities for early academic support, group experiences and mentoring

Climate: Multicultural competence education

Accountability: Valid, efficient record-keeping, reporting and assessment methods to make accountability possible

Pipeline: Successful pipeline programs

Targeted minority and/or economically disadvantaged undergraduate students

Every child who is capable and motivated should have a clear path through K-12, college, and an advanced degree. One of our goals is to help provide equal opportunity for higher education to targeted minority/economically disadvantaged Wisconsin children.

Here are some interesting demographics to set the stage. Wisconsin's population is currently about 12% minorities. In the 2004-05 headcount data, UW Madison is about 10.4% domestic minority students (10.7% undergraduate, 8.4% graduate, and 14.6% professional) and 12.6% minority employees not double-counting graduate assistants (14.6% faculty 10.8% academic staff, 10% classified staff, 10.8% administrators, 39.4% post-docs), see the definition of minority in Appendix 1.¹ We know neither the ethnicity of international students nor the number of internationals among employee minorities.

In the year 2050 the white U.S. population will cross the 50% line, headed downward. The most recent projections of Wisconsin demographics predict that in the year 2025 we will be 20% minorities,² behind the national pace.

In two reports from OAPA,³ called "Projections of Wisconsin High School Graduates and Implications for UW-Madison Admissions" we read that "Over the next 15 years (from 2003), the overall number of Wisconsin high school graduates is projected to decrease by 8% (from the averages 1999-2003 numbers). Fueled almost entirely by projected rapid growth in the number of Hispanic high school graduates, the class of 2018 is projected to be smaller but more racially diverse than the class of 2003."

From Tables 1 and 2 of the second report, the *1999-2003 averaged number* of public high school graduates in the top quarter of their class and with ACT composite scores above 22, followed by the *projected change from 2004 to 2018* is

99-03 12,660 White// 71 African-American// 104 Hispanic// 39 American Indian//
237 Asian
04-18 -1,742 White// +2 African-American// +292 Hispanic// +1 American Indian//
+49 Asian

¹ UW Madison data from Data Digest 2003-2004, pp 6, 36, and 37. To access these data, go to <http://wiscinfo.doit.wisc.edu/obpa/> Click on UW-Madison Data Digest for 2003-2004.

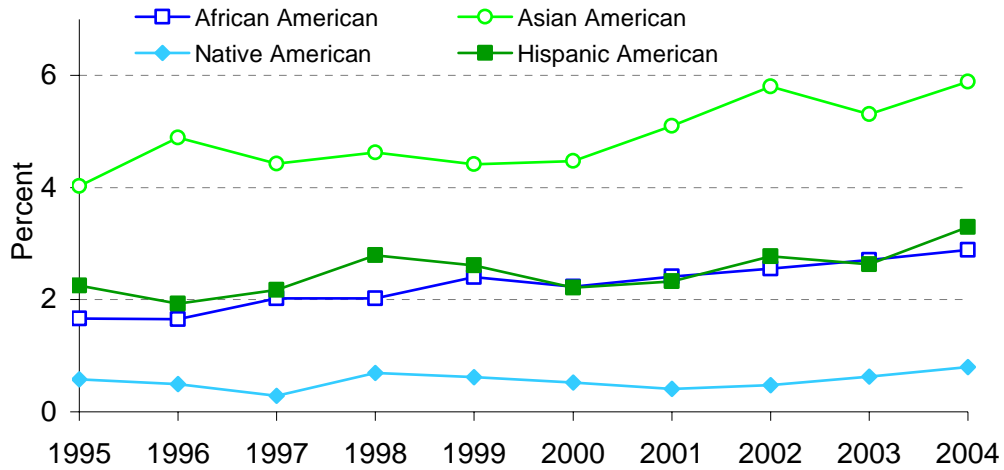
² <http://www.census.gov/population/projections/state/stprace.txt>

³ <http://wiscinfo.doit.wisc.edu/obpa/CLH/index.htm> Click on Wisconsin's High School Graduating Class: Projections by Race to 2018, April, 2004, and UW-Madison New Freshman Recruiting Pool, 2004-2018, Based on Projections of High School Graduates, May, 2004, both by Clare Huhn Academic Planning and Analysis Office of the Provost University of Wisconsin-Madison.

It is stunning that our best projections show essentially no change in the availability of Wisconsin African-American and American Indian qualified high school graduates in the UW Madison recruiting pool 14 years from now. Without pre-college intervention, we will waste thousands of minds.

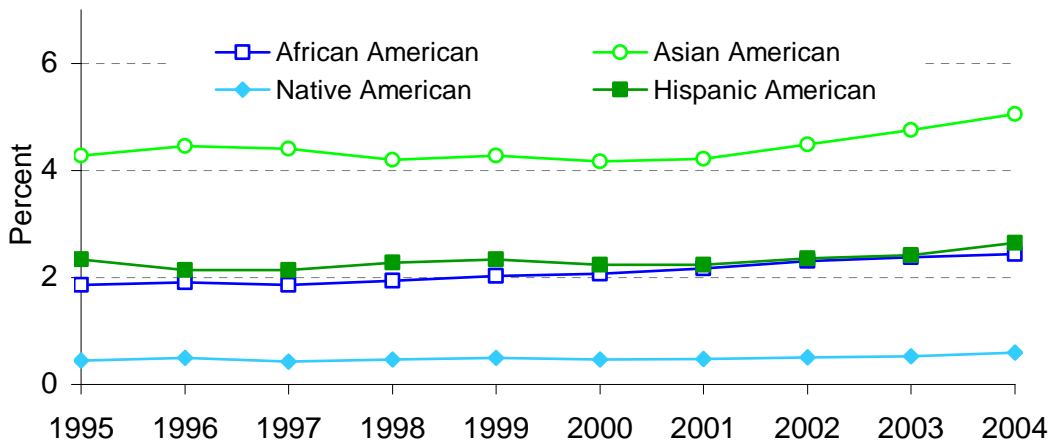
Figures 1 and 2 show new first year ethnic minority students, 1994-2004 and undergraduate ethnic minority students as a percent of total enrollment, 1994-2004. They corroborate the small numbers, but have a promising upturn from 2001 to 2004.

Figure 1. New First-Year First-Time Ethnic Minority Undergraduates, Fall Term Enrollments



Source: UW-Madison Academic Planning and Analysis/Registrar's Enrollment Reports. 3/2005.

Figure 2. Undergraduate Ethnic Minority Student Enrollments, as a Percent of Total Fall Semester Undergraduate Enrollment



Source: UW-Madison 2004-05 Data Digest

Pipeline programs are our response to the overwhelming need to help these students have an opportunity for higher education. Our best-known Plan 2008 initiative is PEOPLE (Pre-college Enrichment Opportunity Program for Learning Excellence) for low-income and under-represented (targeted) minorities, bringing them to campus for exposure to various disciplines, instruction, and research.

Figures 3 and 4 show impressive PEOPLE data from the 1999, 2000, 2001 cohorts who completed the pre-college program and have entered college. 96% went to some institution of higher education. 46%, or 83, have entered UW Madison, and at the time of the data collection 80 were still here.

Figure 3. PEOPLE High School Entrance Cohorts – 1999, 2000, 2001 Cohorts Combined. (Milwaukee, Waukesha, Racine Public Schools)

| Category | Number | Percent |
|---|--------|---------|
| Participants who started in PEOPLE in 9 th Grade | 226 | 100% |
| Participants who Completed PEOPLE | 164 | 73% |
| Graduated From High School: | 164 | 100% |
| And went on to enroll at UW Madison | 76 | 46% |
| Or went on to enroll at any other UW institution | 25 | 15% |
| Or went on to enroll at any other college/university | 56 | 34% |
| Or entered the trades or military | 7 | 4% |

Figure 4. PEOPLE First-Year First-Time New Freshmen: Cohort Size and Retention Rates at UW-Madison

| Probable Fall Semester of High School Entrance | Fall Semester of UW-Madison Entrance | Cohort Head Count entering UW-Madison | Percent of Cohort Retained After --- | |
|--|--------------------------------------|---------------------------------------|--------------------------------------|---------|
| | | | 1 Year | 2 Years |
| 1999 | 2002 | 24 | 88% | 88% |
| 2000 | 2003 | 20 | 100% | |
| 2001 | 2004 | 39 | | |

Source: UW-Madison Academic Planning and Analysis. 3/2005.

PEOPLE is active in 12 middle schools (Madison and Keshena), plus 29 high schools (Black River Falls, Madison, Milwaukee, Racine, Waukesha, and Keshena.)⁴ Qualified high school graduates completing the program and admitted to UW Madison receive up to five years in-state tuition.

The Posse program, bringing in highly qualified cohorts of about ten low-income and under-represented minority students from Chicago and Los Angeles, provides up to four years out-of-state tuition. We now have three Posses from Chicago: 2002 (15), 2003 (10), 2004 (12). We have two Posses from Los Angeles: 2003 (11), 2004 (11). The Posse Foundation trained these 59 students in high school, in both academic excellence and leadership. They do well in class and are campus leaders.

New targeted minority undergraduates at UW Madison, both first-year and transfer, totaled 457 in fall 2001 (pre-PEOPLE and Posse) and 547 in fall 2004, an increase of 90. New first-years alone grew from 389 (2001) to 492 (2004), an increase of 103 students.

A special study⁵ analyzes the impact of PEOPLE and Posse on our targeted minority undergraduate enrollment between 2001 and 2004. In fall 2004, 54 targeted minority first-year students came to UW Madison via the PEOPLE and Posse programs, accounting for 52% of the increase in new first-year targeted minority students, and 60% of the 2001 to 2004 increase of both first-year and transfer students.

This kind of argument is the foundation of what we plan to do in the next four years. When we identify an obstacle, such as scarcity of qualified Wisconsin high school minority graduates, we identify what programs make a measurable difference and find ways to initiate, sustain, expand, disseminate them.

We are looking at all our pre-college programs, seeking funds for expanding the PEOPLE program, and piloting a Madison PEOPLE Prep program, for second through fifth graders. PEOPLE is already in state-wide high schools. Could it be UW System-wide? There are many more Posse students out there for whom we didn't have money.

44 pre-college programs on campus, serve a thousands of students. All serve as pipelines for minority and disadvantaged students. Nine are especially relevant: College for Kids, Saturday Enrichment Program, Technology and the Fine Arts, Summer Science Institute (SSI), Nursing Program for Minority/Disadvantaged, Academic Skills Workshop (College Access), Research Apprentice Program (RAP, Medical School), Information Technology Academy (ITA) Summer Technology Training Camp, Engineering Summer Program.

Support for pipeline programs comes from the Pre-College Council, for continuous improvement, assessment and strategic planning, and the Pre-College Data System, housed in the Admissions Data System within the Prospect Database, for effective data gathering, reporting, and improved recruitment of targeted students.

⁴ 2004 PEOPLE Annual Report, Ruby Paredes

⁵ "Impact of Targeted Minority Recruitment Programs," Clare Huhn, OAPA, Oct. 2004

Successful pipeline programs are a high priority.

Retention: Expanding the opportunities for early academic support, group experiences and mentoring

Academic support

We know of 29 formal programs for targeted minority and/or disadvantaged students that meet all criteria of the June 2003 U.S. Supreme Court decisions on affirmative action in college admission. Here we will refer to just some of them. We track and analyze the success of academic support programs. Most targeted minority and economically disadvantaged students are already in one or another program, for example AAP, TRIO, Powers-Knapp, Chancellor's Scholars, etc. "Gateways to Success," an offshoot of Pathways to Success in the College of Letters and Science, will pilot in fall 2005 as the academic support program for those without a program. Thus we expect to soon have each student connected closely to an adviser from day one.

"Connecting for Academic Success" (CAS) is an early intervention program that has been in the planning phase for a few years and is ready to pilot in fall 2005. CAS is a network of advisers from all over campus, with an adviser connected to any incoming minority/disadvantaged student, who will intervene when a student's earliest grade is poor. The preparation for CAS involved not only including many advisers in planning, and assuring that there are tutors available for key courses, but also analyzing which gateway courses have the highest failure rate, and what predictors for potential failure to look for in a student. This should be easier to implement with the advent of e-grading. There are also non-quantitative early indicators that a student is failing to thrive in a course, which we hope to recognize by assuring that every student has a close adviser, and that instructors are on board with the program.

Providing an academic support system for every minority/disadvantaged student and intervening with at-risk students early in their first year are high priorities.

Groups and clusters

In the PEOPLE and Posse programs, cohorts enter UW with shared experiences. "Posse" is a slang term for (put quaintly) "support group." Belonging to a group supports success in college. One striking example of how "groupness" makes a difference is "FIGs" or voluntary Freshman Interest Groups⁶, of 20 students all enrolled in three coordinated courses, with an effort at Summer Orientation and Registration (SOAR) to recruit some minority students into each FIG. FIGs were established in 2001.

Here are some GPA's for the Fall 2004 semester: FIGs cohort 3.2, non-FIGs cohort 3.09, minority FIGs cohort 3.126, minority non-FIGs cohort 2.8. In fall 2004 minorities made up 20% of the 475 enrolled FIGs students, and 12% of the non-FIGs cohort.

⁶ <http://depts.washington.edu/figs/>

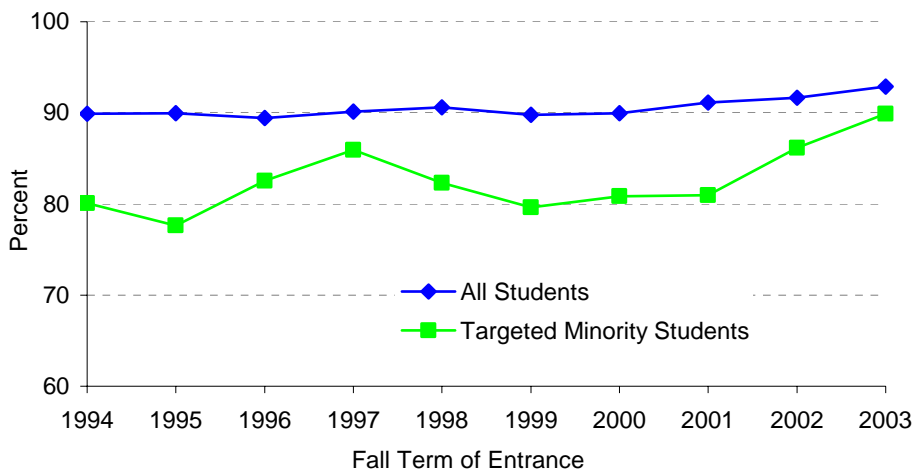
Other “IG’s” are sprouting e.g., BIG’s for Biological. Service learning can have a similar effect, as can living in a residential learning community, one of which is our Multicultural Learning Community, established in fall 2003.

In these socio-academic multicultural experiences *everyone does better*. They are one of the ways to inspire passion for our diversity goals in white faculty, staff and students, and to sustain change in the institution.

Other wonderful opportunities for group experiences for all on campus are the programs Seeking Educational Equity and Diversity (SEED) for staff and faculty, SEED (SEED for Experienced Doers) for faculty and staff, and Student Seed, a two-credit course to increase opportunities for diversity and multicultural education. A new Student SEED is being planned in the School of Business. These will also be mentioned in the diversity education section. Expanding the opportunities for group experiences is a high priority.

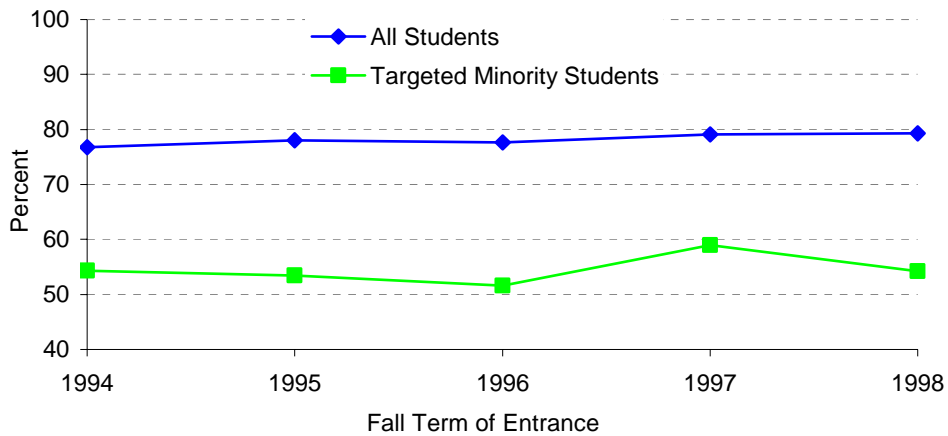
Increasing retention and graduation rates is not only an original goal of Plan 2008, but also a natural outcome of the programs we have been discussing. Figures 5 and 6 show the first-year retention and six-year graduation rate trends, with the PEOPLE and Posse students already contributing to the upturn in Figure 5. Plan 2008 started in fall 1999. The first six-year graduation rate that could be affected by the plan will be spring 2005.

Figure 5. Retention after the First Year for New Freshmen, by Fall Term of Entrance



Source: UW-Madison 2004-05 Data Digest

Figure 6. Graduation Rate After Six Years for New Freshmen, by Fall Term of Entrance



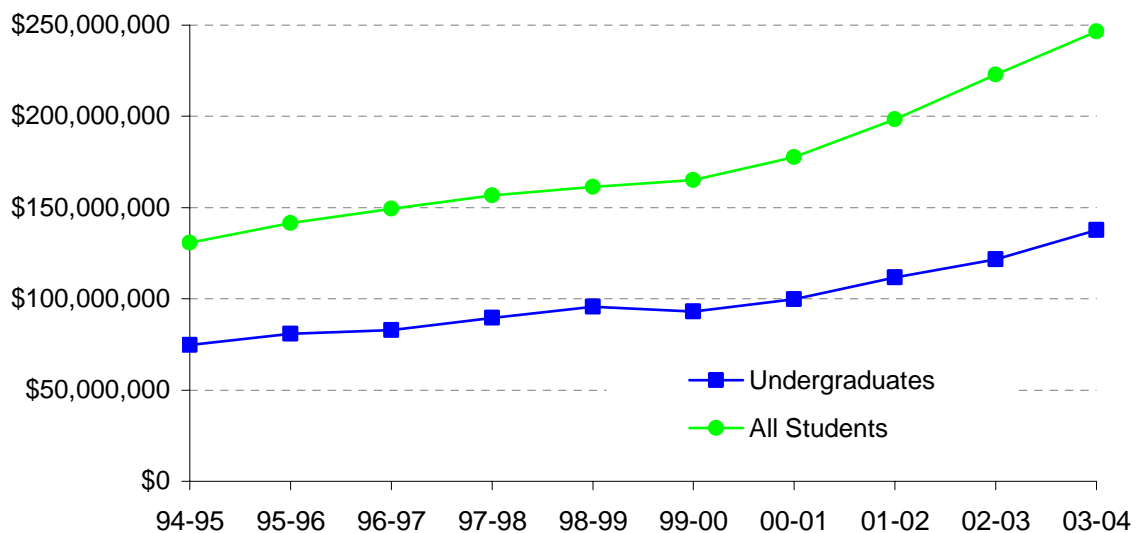
Source: UW-Madison 2004-05 Data Digest

WiscAMP,⁷ a Louis Stokes Alliance for Minority Participation (LSAMP) grant from the NSF, was launched in November 2004. The goal is to increase the number of minority bachelors degrees in science, technology, engineering, and mathematics (STEM) fields. Most private and public Wisconsin institutions of higher education are members of the alliance. The same co-PI's will re-submit a parallel graduate program grant proposal to NSF, the Wisconsin Alliance for Graduate Education and the Professoriate (WI-AGEP).

Supporting students includes financial support.

Figures 7 and 8 show the trends in total and need-based financial aid.

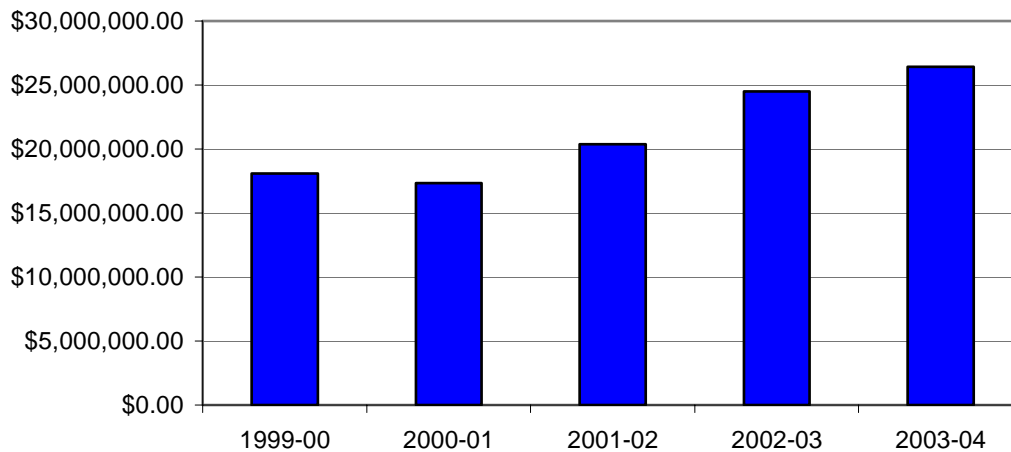
Figure 7. Trends in Dollar Volume of Financial Aid to Students



Source: UW-Madison 2004-05 Data Digest.

⁷ <http://studentservices.engr.wisc.edu/diversity/wiscamp/>

Figure 8. Need-Based Financial Aid Awarded to UW-Madison Students, Total Grant Dollars



Source: UW-Madison 2004-05 Data Digest.

Tuition has increased as state support of UW has decreased. Need-based financial aid, rather than academic merit-based aid, favors economically disadvantaged students. Increasing need-based financial aid, which is the trend in Figure 8, opens educational opportunities to many who would not have them, and can reverse the “income creep” among Wisconsin college students.

Climate: Multicultural competence education

Supporting our students includes improving climate.

Hostile or isolating campus, workplace, and classroom climate are frequent complaints of minority students, and generally of people of color, at UW Madison. In 2003 we held “appreciative inquiry” Days of Listening and Discovery sessions for several groups, including students, and collected suggestions for what would constitute good climate. In 2004, student focus groups and a mixed group brainstorming session helped sharpen our strategy for improving climate for students, and plan next steps for 2005.

We have some very successful diversity education programs (DEP), a crucial element in improving climate and transforming our institution. In 2004 the student DEP, reporting to the dean of students, was reorganized and is very promising. Faculty, staff, and student DEP is centered most notable in the Equity/Diversity Resource Center (EDRC) under the direction and inspiration of one staff and her (mainly volunteer) colleagues. As the external review team (Appendix 2) noted, we must broaden and enhance our DEP support.

The SEED, SEEDED, and Student SEED programs, as well as the Leadership Institute Excellence Institute, and Women of Color and Friends program, provide both multicultural competence education and group opportunities. At summer orientation (SOAR), a session designed for students of color, called M-SOAR, will be offered again in summer 2005. Other opportunities are: FIGs, Multicultural Learning Community, Multicultural Student Center, Multicultural Council, several student of color organizations, the Generation 2008 intern program in the AVCDC office, LINKS - a revived peer and faculty/staff mentoring program for students of color, Pathways and Gateways to Success. *Diversity education is a high priority.*

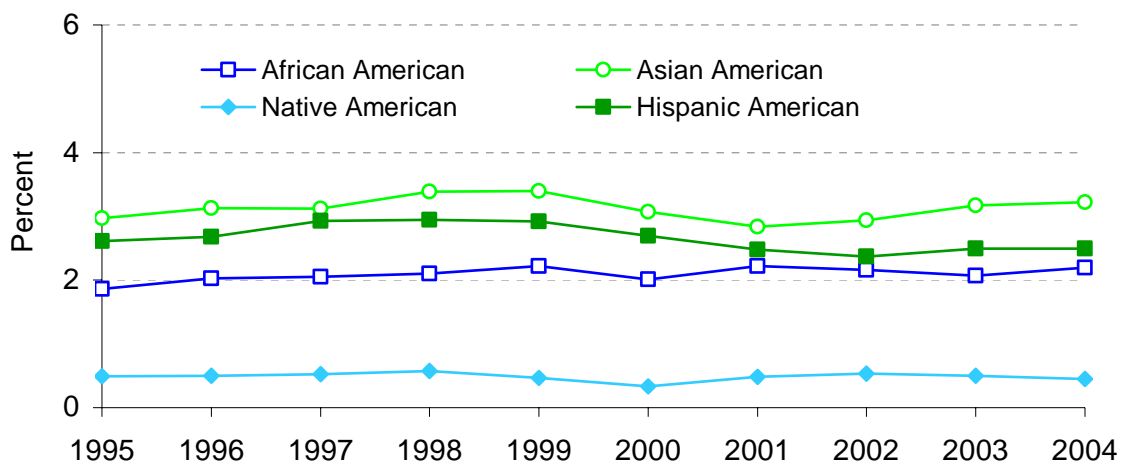
Climate is not easily quantified. Regular (every three year) surveys are a way to get at our qualitative progress toward providing real support for students' success. In spring 2003 a well-designed Provost's Office student survey asked questions which may in later years enable us to identify early warning signs of dissatisfaction which can lead to dropping out.

The Office of the Dean of Students also administered a 2003 survey designed by UW System, and the Wisconsin Alumni Association administered a 2003 survey of roughly equal numbers of minority and white respondents.

Targeted minority and/or economically disadvantaged graduate students

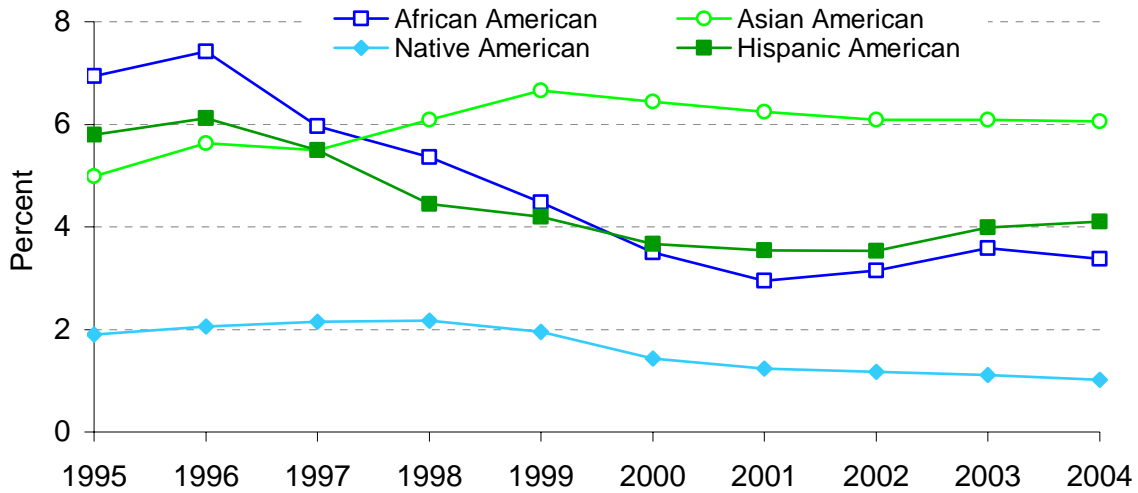
We refer to Figures 9 and 10, showing the past decade of graduate and professional ethnic minority student enrollment.

Figure 9. Graduate Student Ethnic Minority Enrollment, as a Percent of Total Fall Term Graduate Student Enrollment



Source: UW-Madison 2004-05 Data Digest.

Figure 10. Professional Student Ethnic Minority Enrollment, as a Percent of Total Fall Term Professional Student Enrollment



Source: UW-Madison 2004-05 Data Digest.

Here we see nothing like the improvement in undergraduate figures. These data necessitate reviewing our specific graduate and professional recruitment and retention efforts. For example, our Linkages program with minority-serving undergraduate institutions has waned, and we are re-establishing some contacts while working to complete a campus-wide list of existing contacts we may not be aware of.

As another example, most professional and graduate school recruiters have numerous other responsibilities and spend a small fraction of their time actively recruiting. These staff are now meeting together to discuss and address these issues.

There are some highly successful programs, which the AGEP grant referred to above would supplement. The NSF-funded Center for Integration of Research, Teaching and Learning (CIRTL-DELTA)⁸ educates faculty and graduate students on incorporating diversity into all their educational endeavors. The College of Engineering supports the Graduate Engineering Research Scholars (GERS),⁹ which students are very enthusiastic about. The program has groups, mentors, and other elements leading to success. We are looking at modeling GERS in other schools and colleges that don't have a similar program.

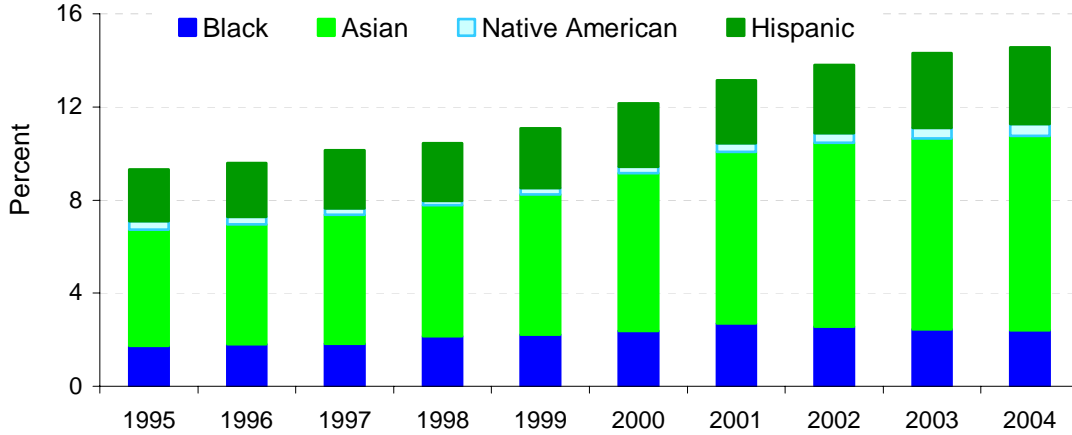
⁸ http://www.delta.wisc.edu/information/conn_to_cirtl.html

⁹ <http://studentservices.engr.wisc.edu/diversity/gers/>

Minority faculty, academic and classified staff, and administrators

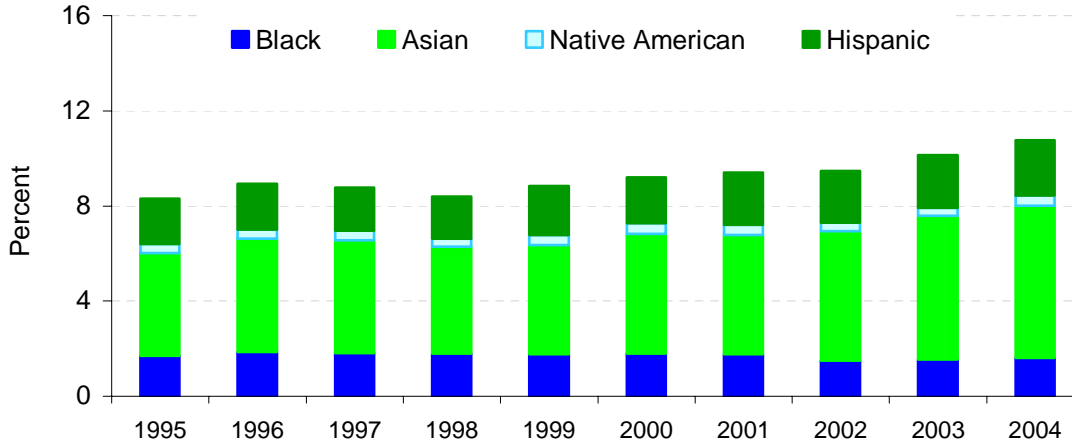
Figures 11, 12, 13, 14, show race/ethnicity as a percent of faculty, academic staff, classified staff, and administration.

Figure 11. Minority Faculty as a Percent of the Total Faculty Headcount



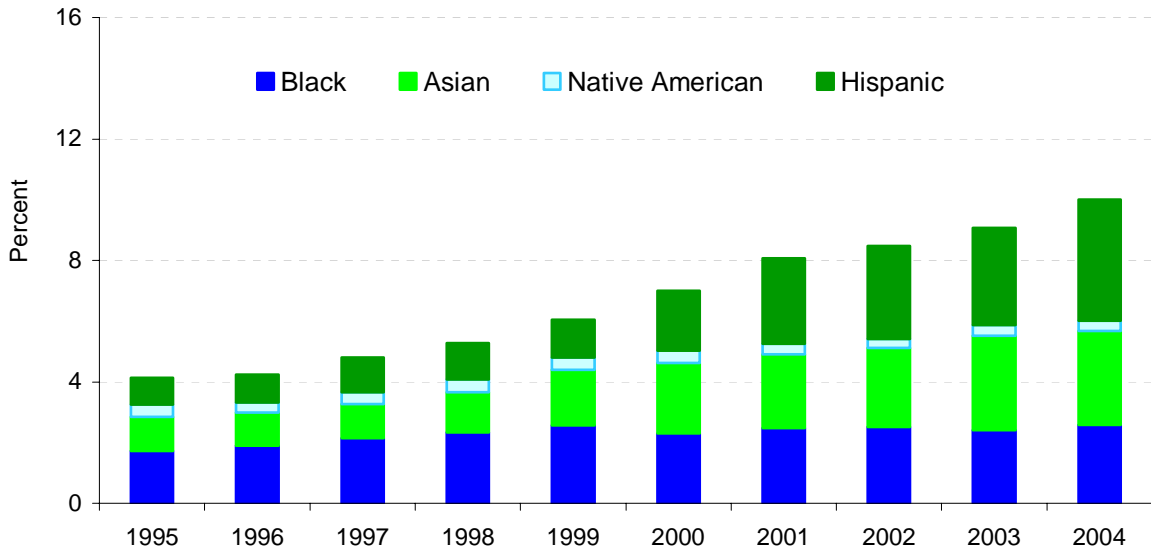
Source: UW-Madison 2004-05 Data Digest.

Figure 12. Minority Academic Staff as a Percent of the Total Academic Staff Headcount



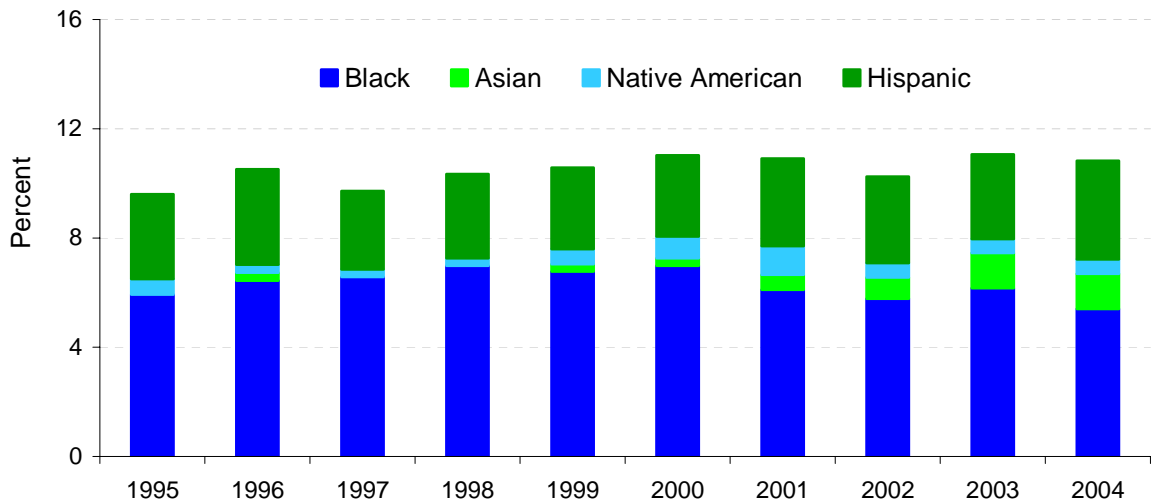
Source: UW-Madison 2004-05 Data Digest.

Figure 13. Minority Classified Staff as a Percent of the Total Classified Staff Headcount



Source: UW-Madison 2004-05 Data Digest.

Figure 14. Minority Executive/Director/Administrators as a Percent of the Total Executive/Director/Administrator Headcount



Source: UW-Madison 2004-05 Data Digest.

We clearly need help recruiting more minorities. We have embarked on a campus-wide program to recruit more minority faculty. In summer 2004, training sessions for the chairs of faculty search committees began, after nearly two years of development and piloting. The program was started by WISELI (Women in Science and Engineering Leadership Institute)¹⁰, a five-year Advance grant from the NSF.

¹⁰ <http://wiseli.engr.wisc.edu/>

WISELI's original plan was to train search chairs in science and engineering departments, particularly in how to broaden their recruitment pools of women and minority candidates and how to recognize and compensate for the intrinsic biases we all have about gender and race. WISELI was joined by the Office of the Provost, a resource manual was developed, and WISELI produced a brochure on research results about biases, which is very popular at other universities as well as at UW. The sessions are well-received by search chairs and cover many aspects of running a successful search beyond enhancing diversity.

Doing better at minority faculty retention is an urgent need. The success of the (volunteer) Women Faculty Mentoring Program¹¹ (WFMP) would ideally be duplicated for the rest of the faculty. In WFMP, new women faculty are offered the opportunity to be mentored by senior women faculty in related areas. The value is that the mentor is not involved in the tenure decision nor the day-to-day departmental interactions, and is a "safe" person with whom to discuss concerns. Tenured women faculty, especially those new to campus, are extended the same opportunity. The WFMP requires fairly high maintenance, but has excellent outcomes. We hope to develop a similar program for minority faculty, from their campus visits while being recruited, through tenure.

There are already smaller programs for mentoring academic staff and non-represented classified staff. The governance bodies of both of these groups support their mentoring programs, and both have very active professional development involvement, making them very receptive to mentoring. The obstacle here is that part of the success of the WFMP is thanks to wonderful staff support so that the program does not have to rest on volunteer work. A campus-wide mentoring center would be a real asset.

We have some start on measuring workplace climate. WISELI carefully designed both faculty and academic staff surveys to be administered in the science and engineering departments, and the Office of the Provost supported extending the surveys to the whole campus in the Spring 2003 semester. Nearly 60% of all faculty responded. In the selected categories of academic staff, 50% were sampled and nearly 50% of those responded. The surveys will be repeated in 2006. The same pattern of response appeared on several questions throughout the survey, with the highest satisfaction being registered by chairs, then male faculty, then female faculty, then minority faculty. WISELI is conducting voluntary department climate workshops for department chairs, and hopes to initiate training of PI's, particularly lab directors.

Accountability: Valid, efficient record-keeping, reporting and assessment methods to make accountability possible

Accountability depends on reporting and assessment. We have been short on assessment of programs. The AVCDC position was established, in part, to improve and consolidate campus accountability for diversity programs. The culture of our campus means that we operate with very few "carrots" (resources) and essentially no "sticks" (consequences of

¹¹ <http://www.wisc.edu/provost/women/what.html>

not doing something) and therefore must rely on persuasion and good will. We are working to establish some uniformity of reporting and to transfer some parts of diversity-related program assessments from the programs themselves to our central databases, to allow for comparisons.

The new associate vice chancellor for diversity and climate (AVCDC) position is charged with oversight and coordination of the diversity efforts on campus. This means there is one point person for Plan 2008 who tries to know what is going on to advance diversity at the university, and to some degree in the greater community, and to take initiative to enhance some programs and close gaps in others. We are still doing two inventories, of all the campus programs and of our budget needs versus our budget commitments.

Valid, efficient record-keeping, reporting and assessment methods to make accountability possible are high priorities.

Celebrating our diversity

Our external reviewers told us we were making steady progress and have much to be proud of, and should celebrate ourselves and publicize our successes. Our annual Fall Campus Plan 2008 Forum and Spring Student Diversity Forum, plus an increasing number of recognitions and gatherings, celebrate our progress toward multicultural inclusivity.

Appendix 1: Definitions of Race/Ethnicity Terms

DEFINITIONS OF RACE/ETHNIC TERMS Definitions Used for Collection and Reporting Purposes at UW-Madison

Academic Planning and Analysis, Office of the Provost

To address definitional issues and confusion about the use of various terms for race and ethnicity, we provide the following definitional foundation. These definitions are based in federal and state legislation. This information is collected from students at the point of application for admission according to these mandated categories. These categories define the universe of categories available for reporting purposes and in use by Undergraduate Admissions and other admitting offices, the Office of the Registrar, Academic Planning and Analysis (APA), and other reporting units.

International Student: A person who is not a citizen or national of the United States and who is in the US on a visa or temporary basis and who does not have the right to remain indefinitely; “international student” is a common and often preferable synonym for the term “**non resident alien**” (US Department of Education). Racial and ethnic information for this group of students is not collected and there is no requirement to report it. A subset of these students – those with a J-1 or F-1 visa – are reported in SEVIS.

Domestic Student: A United States citizens, resident alien and other eligible non-citizen including a non-citizen who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status and who holds either an alien registration card, a Temporary Resident Card, or an Arrival-Departure Record with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian (**non non-resident aliens**, according to the US Department of Education). These students are eligible for Federal financial aid.

The following terms refer to *domestic students only*. (Source is US DoE, unless otherwise noted.)

1. **Black, non Hispanic:** A domestic student having origins in any of the black racial groups of Africa (except those of Hispanic origin).
2. **American Indian/Alaskan Native:** A domestic student having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
3. **Asian/Pacific Islander:** A domestic student having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.
 - **Southeast Asian:** A domestic Asian/Pacific Islander student who is also a person who was admitted to the United States after December 31, 1975 and who either is a former citizen of Laos, Vietnam, Cambodia or whose ancestor was or is a citizen of Laos, Vietnam or Cambodia. (also Wisconsin State Statutes)

4. **Hispanic:** A domestic student of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
5. **White, non-Hispanic:** A domestic student having origins in any of the original peoples of Europe, North Africa, or Middle East (except those of Hispanic origin).

Minority: A domestic student (or applicant) who is Black, American Indian/Alaskan Native, Asian/Pacific Islander, or Hispanic.

Targeted minority: A domestic student (or applicant) who is Black, Hispanic, American Indian/Alaskan Native, or Southeast Asian (inferred from the race/ethnicity population targeted in Plan 2008).

APA recommends that these definitions be applied uniformly to policies and programs for which they are relevant, or that programs and policies that deviate from these definitions use explicit and distinct terminology and provide a policy-based justification.

For more detailed explanations of the source of these definitions and issues associated with non-standard usage, see the companion paper, *Issues With The Use of Race/Ethnic Terms and the Identification of Minority and Targeted Minority Students at UW-Madison* (August 2004).

Appendix 2: Report from External Review, May 1, 2003

University of Wisconsin-Madison
Plan 2008 Review, conducted by

Sallye McKee, Associate Provost
Multicultural & Academic Affairs
University of Minnesota

Charlie Nelms, Vice President
Student Development & Diversity
Indiana University

Site Visit: March 31 - April 2, 2003

Report presented: May 1, 2003

With development of the Madison Plan in 1988, the University of Wisconsin-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, the University has consistently articulated the view that diversity and excellence are core values of a great university. Although UW-Madison has fallen short of achieving its diversity aspirations, we applaud the University for its vision, passion, and engagement of the University community in the process.

Consistent with the recommendations contained in Plan 2008, a two-person review team from CIC institutions accepted an invitation from the co-chairs of the Diversity Oversight Committee to conduct a mid-year review of the University's progress toward achieving the objectives outlined in the Plan. In carrying out their charge, the reviewers read Plan 2008 along with numerous other documents and held structured and un-structured conversations with over 200 members of the University community. In addition to meeting with the chancellor, provost, and deans, we attended a day-long Diversity Forum which attracted approximately 400 registered participants plus about 200 drop-in attendees.

We were impressed with the enthusiasm, engagement, and passion exhibited by everyone who attended the Forum. We know of no other university in America where the chancellor and other campus leaders have taken an active role in such an event and concluded the day by assembling on a stage to answer questions from the University community!

Based on our experience as senior diversity officers at CIC universities and our knowledge of higher education diversity efforts nationally, we have concluded that the University of Wisconsin-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 on-going assessment plan and explore ways to address issues of accountability.

This report is organized around several broad categories: consensus, commendations, observations, and recommendations.

CONSENSUS

A clear consensus emerged around seven central issues

- Diversity is a strongly held institutional value. It was described by some campus leaders as the fifth competence with benefits accruing to both minority and majority students.
- A high level of commitment and passion was exhibited by staff who have participated in the various programs designed to increase leadership capacity and the advocacy for diversity.
- Leadership and accountability for achieving the University's diversity objectives must be distributed throughout campus administrative and faculty ranks.
- The University must intensify its efforts to improve its image among students of color and school personnel at the secondary school level.
- Senior faculty must assume a greater leadership role in efforts to diversify the UW-Madison faculty and academic staff.
- The necessary human and fiscal resources must be made available if the University is to parlay current successful efforts into sustainable programs that help transform the culture of the University.
- Given the uncertainty of the U.S. Supreme Court decision in the University of Michigan admission lawsuits, campus leaders must be prepared to take the necessary steps to minimize the legal vulnerability of its diversity programs and services.

RECOMMENDATIONS

While the reviewers found numerous examples of programs that any University would be proud to offer the following are ones that we would note:

- A strong commitment to diversity and student success by the chancellor and members of the senior leadership team is reflected in the recent allocation of \$1,000,000.00 to support the Faculty Strategic Hiring Program and the decision not to cut the budget for student-related programs to the same extent of other campus units.
- The collaborative leadership approach embraced by the co-chairs of the steering committee for Plan 2008 is exemplary. We note the leadership role and commitment of Professor Deborah Brandt.
- The goals articulated in Plan 2008 are comprehensive and appropriate for a Research I Land-Grant University.
- The PEOPLE Program shows considerable promise for strengthening ties

between the K-12 system and UW-Madison.

- UW-Madison is one of a handful of major universities with an ethnic studies requirement, which is one way of ensuring that graduates leave the University with a greater appreciation for the culture of others.
- The Law School has demonstrated exemplary leadership and success in attracting and graduating a diverse pool of students.
- Those students, faculty, staff, and administrators with whom we met exhibited a high level of engagement in the University's diversity endeavors.

OBSERVATIONS

Our review led us to make the following observations:

- There are unexploited opportunities to enhance the level of synergy between campus units that offer a variety of diversity related programs and services.
- The involvement of senior faculty in helping the University achieve its diversity objectives is not clearly articulated.
- Plan 2008 includes a large number of ambitious initiatives without adequate attention to the human and fiscal resources needed to accomplish them.
- Except for the student services division, there appears to be little ethnic diversity within the academic and administrative ranks of the University.
- UW-Madison's image within the minority community throughout Wisconsin needs careful review and attention.
- UW-Madison needs to explore ways of telling its diversity story more effectively on a national level.
- While Plan 2008 makes clear the need for all members of the University community to assist with meeting the University's diversity objectives, the accountability for doing so is not as well articulated.
- Over the past two decades, the University has made limited progress in diversifying the faculty ranks. Yet, there does not appear to be much consistent discomfort with the slowness of the pace.
- Programs such as SOAR, SEED, and the Leadership Institute, for example, offer significant potential for institutional transformation.
- Plan 2008 reflects a high level of decentralization without clearly articulated measures of effectiveness and accountability.
- Those who serve in the roles of associate vice chancellor (for faculty and staff programs, diversity and climate, and teaching and learning) are in key positions to assist with the successful implementation of diversity initiatives within academic affairs. However, the extent to which they are able to do so entails clarifying their role and empowering them by allocating the necessary human and fiscal resources.
- The availability of financial resources for undergraduate scholarships and graduate fellowships is essential for increasing minority representation throughout the campus.
- The comprehensiveness of Plan 2008 notwithstanding, attention should be given to developing benchmarks against which to measure the University's progress and

overall success.

RECOMMENDATIONS

Although our stay at the University was brief, we believe the University of Wisconsin-Madison can achieve many of the goals articulated in Plan 2008 by implementing the following recommendations:

- The University of Wisconsin-Madison should consider implementing fewer initiatives with greater intensity.
- To maximize the impact of the Faculty Strategic Hiring Program, the academic deans should consider "cluster hiring" in disciplines where there is a stronger pool of potential faculty of color.
- As a means of improving the campus climate, the University should require diversity education for all staff who serve in areas that provide student academic and co-curricular support services.
- The Chancellor's cabinet must take great care to minimize the negative impact of budget reductions on the University's diversity initiatives.
- The University administration should ascertain why students of color leave the University and take corrective action. Consideration should be given to consistently completing exit interviews with all students of color who withdraw or graduate from the University.
- Immediate steps should be taken to increase the enrollment of students of color in the School of Business and other professional schools. Consideration should be given to utilizing criteria that appropriately balance qualitative and quantitative measures of success. The significance of diversity from a corporate perspective was well articulated by the panelists from Proctor & Gamble, Kimberly Clark, and Cargill Corporation who participated in the Diversity Forum.
- Given the fact that the University of Wisconsin is a nationally recognized university located in a state with a relatively small pool of students of color, the University must seek ways to improve the competitiveness of its financial aid and support programs for undergraduate, graduate, and professional minority students.
- The University should explore ways of expanding successful programs such as SEED, the Leadership Institute, SOAR, PEOPLE, Faculty Strategic Hiring, Chancellor Scholarships, etc.
- In an effort to increase the persistence and graduation rates of students of color, the provost should convene a task force comprised of a cross-section of members of the University community to develop an action plan for consideration and implementation.
- In pursuit of the University's diversity objectives, the University administration should provide incentives to increase collaboration and synergy between various administrative and academic units.
- In order to make sustainable progress in all aspects of diversity, especially hiring and retaining faculty of color, University leaders should call on senior faculty to take a more active role in implementing Plan 2008.
- The Oversight Committee should design and implement an ongoing assessment program to determine which initiatives work, the extent of the impact, and how to

- expand those that work.
- In admitting students to majors, the University should examine the admissions criteria to ensure that students of color are not excluded because of a disproportionate reliance on quantitative measures such as test scores and cumulative grade point averages.
 - The provost should allocate additional human and fiscal resources to enable the associate vice chancellors to achieve the diversity objectives articulated by the provost.
 - The University should develop and implement a comprehensive marketing, outreach, and recruitment plan focused on students of color who attend selected high schools and community colleges throughout Wisconsin.
 - To ensure that members of the ethnic studies faculty are not unduly burdened by having to teach required ethnic studies courses, additional faculty lines should be allocated and increased efforts should be made to recruit faculty from other disciplines to teach these required courses.