Looking Back, Looking Forward: Taking Stock of Our Progress on Diversity

Office of Inclusivity, Diversity, Equity, and Student Success (IDEASS)

Board of Regents Meeting
Today, we will share and discuss…

A Brief History of Our Diversity Efforts

Demographics & Workforce Implications

Progress Made to Date

Future Directions
The Board of Regents has played a critical role in establishing and maintaining the UW System’s commitment to diversity.

**BOR Res. 4041**
Directed the President and UW institutions to begin implementing a plan that was to increase access to higher education for minorities and by extension their “full participation in society”.

**BOR Res. 7692**
Directed the President and UW institutions to continue their diversity efforts, validating the role that UW System should play in closing opportunity gaps for students of color.

**BOR Res. 8970**
Directed UW System to develop and implement a “diversity scorecard.”

**March, 2009**
Board endorses tenets of Inclusive Excellence.
Initially, there were two ten-year strategic plans directing the diversity efforts of UW System and its institutions.

**Design for Diversity**  
*(1988-1998)*

- Established a **comprehensive, system-wide approach** to increasing diversity with a ten-year timeframe.
- Institutions were expected to meet **seven core goals** set by UW System.
- Key groups served by the plan: minority and economically disadvantaged students as well as faculty.
- Established **UW System as the key resource for professional development** and training in the area of diversity.

**Plan 2008**  
*(1998-2008)*

- Developed collaboratively through a **“bottom-up” approach** with considerable input from the campuses.
- Also set seven goals; emphasis on hiring, precollege, recruitment, retention, and graduation.
- **Same key groups** served by the plan.
- Set another **ten-year timeframe** for achieving results with a midpoint review at the five-year mark.
In 2010, the UW System adopted a planning process known as Inclusive Excellence (IE)

**Inclusive Excellence**

- **Campus-driven approach:** institutions define their key goals, strategies, and targets
- Operates under a broader definition of diversity
- Three key foci: culture & climate, equity in outcomes, and compositional diversity
- **No specific timeframe:** work is iterative and has no end
- Clear emphasis on integrating diversity into the mission and culture of the institution
Inclusive Excellence is founded upon six guiding principles

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<thead>
<tr>
<th>Principle</th>
<th>Description</th>
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<tr>
<td>Core to mission</td>
<td>Diversity is central to institutional life as a key organizing principle around which other institutional decisions are made</td>
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<td>Widespread engagement</td>
<td>Everyone has a role to play.</td>
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<td>Close attention to students</td>
<td>Different students require different forms of support.</td>
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<td>Joint pursuit of diversity and excellence</td>
<td>Excellence and diversity are interconnected and interdependent. Excellence must be measured by equity, inclusion, and superior performance.</td>
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<td>Implementation matters as much as strategy</td>
<td>IE plans/strategy are only as good as the action which carries them out into tangible outcomes (e.g. success is measured by the change made towards equity and inclusion).</td>
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<td>Dual focus</td>
<td>Focus on both increasing compositional diversity and creating learning environments (culture) in which students of all backgrounds can thrive.</td>
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The shifting demographics of our state provide a key rationale for why we need to continue pursuing diversity within the UW System.
The population of Wisconsinites moving through the educational pipeline will become increasingly more diverse over time.

**Wisconsin High School Graduates by Race/Ethnicity**
*(1996-2027)*

- American Indian/Alaska Native: 2% initially, increasing to 26% by 2014 (19% in 2006).
- Asian/Pacific Islander: 6% in 1996, increasing to 8% by 2014 (4% in 2006).
- Black (non-Hispanic): 15% in 1996, increasing to 11% by 2014 (7% in 2006).
- Hispanic: 4% in 1996, increasing to 11% by 2014 (7% in 2006).
- All Persons of Color: 2% in 1996, increasing to 26% by 2014 (19% in 2006).
Maintaining a robust workforce within our state will be dependent on our ability to educate more students from diverse backgrounds.

2013 Wisconsin Employment Status
(aged 16 yrs and older)

- Civilian Labor Force:
  - White: 69.0%
  - Black or African American: 62.7%
  - Hispanic or Latino: 67.3%

- Unemployed:
  - White: 5.8%
  - Black or African American: 15.0%
  - Hispanic or Latino: 14.5%
The UW System and its institutions are uniquely situated to help young people move through the pipeline from school to career.
We are also guided by our mission as a public System of higher education to ensure a quality education for all students.

The mission of the University of Wisconsin System is to... serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities, scientific, professional and technological expertise, and a sense of purpose.
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- Demographics & Workforce Implications
- Progress Made to Date
- Future Directions
How have we been doing? In terms of access, we now enroll more students of color than we ever have before.
In terms of success, students of color are earning degrees from our institutions in greater numbers than they have previously.
In FY 2012-13, the amount of GPR funding spent on M/D programs totaled nearly $27 million dollars or 1.1% of the budget.

2012-13 M/D Program GPR Funding: $26.9m

- Other State Funds Reallocated to M/D Programs, $18,817,260 (70%)
- Total 2012-13 GPR/Tuition Funding: $2.412 billion
- M/D GPR: 1.1% of budget

Other State Funds Reallocated to M/D Programs, $18,817,260 (70%)
Fund 402 M/D Appropriation 20.285 (4) Expenditures, $8,107,453 (30%)
For FY 2012-13, here are our overall investments in M&D programs regardless of funding source

TOTAL FUNDING: $64,839,929

- $16,317,890 (25%)
- $21,597,326 (33%)
- $18,817,260 (29%)
- $8,107,453 (13%)

- Other State Funds Reallocated to M/D Programs
- Extramural Funds
- Institutional Scholarships
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Despite our successes, challenges persist (1/2)
Despite our successes, challenges persist (2/2)

Underrepresented Minority Students: 6-Year Graduation Rate Gap

- 2001: 23%
- 2002: 21%
- 2003: 22%
- 2004: 23%
- 2005: 21%
- 2006: 21%
- 2007: 19%

Entering Class of Full-Time Fall New Freshmen

- URM
- Non-URM
Moving forward, we need to continue focusing intensively on the five areas that have been identified as critical to student success.

**Key Areas of Focus**

- Leadership Commitment
- Data Usage & Routines
- Strategies
- Stakeholder Engagement & Relationships
- Resources
During the October 2014 Board of Regents meeting we will share and discuss…

- Campuses’ Key IE Goals & Strategies
- Current Progress on Campuses’ IE Efforts
- Challenges & Opportunities
- Campus Visits
Questions?