

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I. Items for consideration in Regent Committees

1. Education Committee - Thursday, May 7, 1998  
Reeve Memorial Union  
Lounge, Room 202  
Oshkosh, Wisconsin  
1:00 p.m.

Administrative items:

1:00 p.m.

- a. *Plan 2008: Educational Quality Through Racial and Ethnic Diversity.*  
[Resolution I.1.a.]

[All Regents Invited]

1:30 p.m. (or upon completion of the All Regents session)

- b. Approval of the minutes of the April 2, 1997, meeting of the Education Committee.
- c. Report of the Senior Vice President for Academic Affairs.
- (1) UW-Oshkosh presentation: *Common Intellectual Experience for First Year Students.*
- (2) Announcement of the proffer from the Trustees of the William F. Vilas Trust Estate for support of scholarships, fellowships, professorships, and special programs in arts and humanities, social sciences and music;
- (3) Other.
- d. Authorizations to recruit.

Policy discussion items:

- e. *Report of the Board of Regents on Extension Education in the UW System.*  
[Resolution I.1.e.]
- f. Presentation: *UW Colleges - A Paradigm of Partnerships.*

(Over)

- g. General Education report: UW-Oshkosh.
- h. New program authorization:
  - (1) B.S., Transportation and Logistics Management, UW-Superior (implementation); [Resolution I.1.h.(1)]
  - (2) M.S., Information Systems, UW-Oshkosh (initial reading);
  - (3) M.A., English, UW-Oshkosh (initial reading).
- i. Update reports:
  - (1) Advising;
  - (2) Technology: Desktop PC replacement.

Additional items:

- j. Additional items that may be presented to the Education Committee with its approval.

Closed session items:

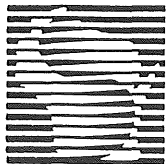
- k. Closed session to consider personnel matters, as permitted by s. 19.85(1)(c), Wis. Stats. (Possible agenda items: appointment of named professors, UW-Madison; appointment of named professors, UW-Stout.)

*Plan 2008: Educational Quality  
Through Racial and Ethnic Diversity*

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents adopts *Plan 2008: Educational Quality Through Racial and Ethnic Diversity* and directs the President and institutions of the UW System to proceed with implementation of the plan.



# The University of Wisconsin System

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April 29, 1998

## MEMORANDUM

TO: Board of Regents

FROM: Katharine C. Lyall  
President

RE: *Plan 2008: Educational Quality Through Racial & Ethnic Diversity*

It is a pleasure to transmit to you a copy of *Plan 2008*, the UW System's continuing commitment to educational opportunity for Wisconsin. This plan reflects the work and input of many people over the past year who contributed their personal experiences and perspectives, their hopes and aspirations, and their practical suggestions. We held more than 110 listening sessions throughout the state, received countless e-mail messages, and received input at a public hearing of the Board of Regents in April. A great many of these suggestions have been incorporated in this final draft of *Plan 2008*.

*Plan 2008* is an "umbrella plan" which establishes seven over-arching goals for the UW System. During the 1998-99 academic year, each UW institution will be asked to develop its own plans and initiatives, tailored to its local circumstances, designed to advance the systemwide goals. This is an effort in which the process is as important as the product; the bottom line is our commitment to expanding educational opportunity and college success for Wisconsin citizens.

I hope you will take the opportunity to read this important document carefully before the May board meeting. At the May Board meeting you will be asked to react to the document and, we hope, to adopt it. Please call me with any comments or questions you may have before the May meeting. I will look forward to hearing from you.

Attachment

G:\Pres\MemoRegents

May 8, 1998

Agenda item I.1.a.

## PLAN 2008: EDUCATIONAL QUALITY THROUGH RACIAL AND ETHNIC DIVERSITY

### EXECUTIVE SUMMARY

#### BACKGROUND

The Board of Regents adopted a 10-year plan, *Design for Diversity*, in 1988 in response to the recognized need to expand educational opportunities in the UW System for the state's people of color. *Plan 2008: Educational Quality Through Racial and Ethnic Diversity* builds upon the work begun under *Design for Diversity*, and offers a new 10-year framework for institutional efforts aimed at continuing the expansion of educational opportunities statewide.

The plan was developed in consultation with a wide range of stakeholders, through a series of meetings, the distribution of a draft version, the solicitation of responses to the draft, and a public hearing. The attached document is the culmination of a long process of evaluation, listening, and reflection.

#### REQUESTED ACTION

Approval of resolution I.1.a., adopting *Plan 2008: Educational Quality Through Racial and Ethnic Diversity* and directing the President and institutions of the UW System to proceed with implementation of the plan.

#### SUMMARY AND HIGHLIGHTS

*Plan 2008* continues the UW System's commitment to expanded educational opportunity for all the people of the state. It builds upon *Design for Diversity* and reflects and benefits from the experience gained over the past 10 years under that plan. Once the plan is adopted, the 15 institutions of the UW System will develop and implement local plans that will put this "umbrella" plan into effect statewide. These plans will be submitted to the Board of Regents.

*Plan 2008* is founded on 10 planning concepts and features seven principal goals. These are as follows:

1. Increase the number of high school graduates of color who apply, are accepted, and enroll at UW System institutions.
2. Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age.
3. Close the gap in educational achievement, by bringing retention and graduation rates for students of color in line with those of the student body as a whole.

4. Increase the amount of financial aid available to needy students and reduce their reliance on loans.
5. Increase the number of faculty, academic staff, classified staff and administrators of color, so that they are represented in the UW System workforce in proportion to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees.
6. Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.
7. Improve accountability of the UW System and its institutions.

These goals are driven by the mission of the UW System, and are consistent with existing state and federal affirmative action laws. Achieving the goals will require a concerted, statewide effort to improve the quality of K-12 education, so that targeted students are adequately prepared for post-secondary education.

There is a sense of urgency to these goals. Increasingly, a college education is the bridge between economic prosperity and economic decline. For many youth of color, a college education remains out of reach both for financial reasons and because many have not completed the classes they need in high school for post-secondary education and career success.

*Plan 2008* builds upon four foundations: Educational Excellence, Opportunity and Democracy, Student Expectations, and Institutional and system Accountability. Each provides a rationale for the importance of continuing the expansion of opportunity among targeted populations.

Each of the seven goals is followed by a series of initiatives, 66 in all. UW System institutions are charged with developing, submitting and implementing their own plans, based upon the *Plan 2008* framework. Results will be reported publicly, and institutions will be held accountable for the outcomes of their plans.

## RELATED REGENT POLICIES

Regent Policy 88-4: Implementation Plan for *Design for Diversity* (May 6, 1988).

*Design for Diversity*. A Report to the Board of Regents by President Kenneth A. Shaw (April 7, 1988).

*Design for Diversity* Progress Report (April 2, 1993).

UNIVERSITY OF WISCONSIN SYSTEM

# *Plan 2008:*

Educational Quality  
Through  
Racial and Ethnic  
Diversity

May 1998

UW SYSTEM BOARD OF REGENTS

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

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

Gordon Davies

## INTRODUCTION AND ORIGINS

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

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

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

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

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

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

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

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

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

### PLAN 2008 PLANNING CONCEPTS

*Plan 2008* is founded on the following concepts:

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

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

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

### BUILDING UPON *DESIGN FOR DIVERSITY*

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

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

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

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

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

- GOAL #3 Close the gap in educational achievement, by bringing retention and graduation rates for students of color in line with those of the student body as a whole.
- GOAL #4 Increase the amount of financial aid available to needy students and reduce their reliance on loans.
- GOAL #5 Increase the number of faculty, academic staff, classified staff and administrators of color, so that they are represented in the UW System workforce in proportion to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees.
- GOAL #6 Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.
- GOAL #7 Improve accountability of the UW System and its institutions.

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

#### DRIVEN BY A SENSE OF MISSION

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

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

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

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

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<sup>3</sup> Wisconsin Statutes 36.01(2).

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

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

#### WHY FOCUS ON DIVERSITY? WHY NOW?

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

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

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

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

## FOUNDATIONS OF THE PLAN

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

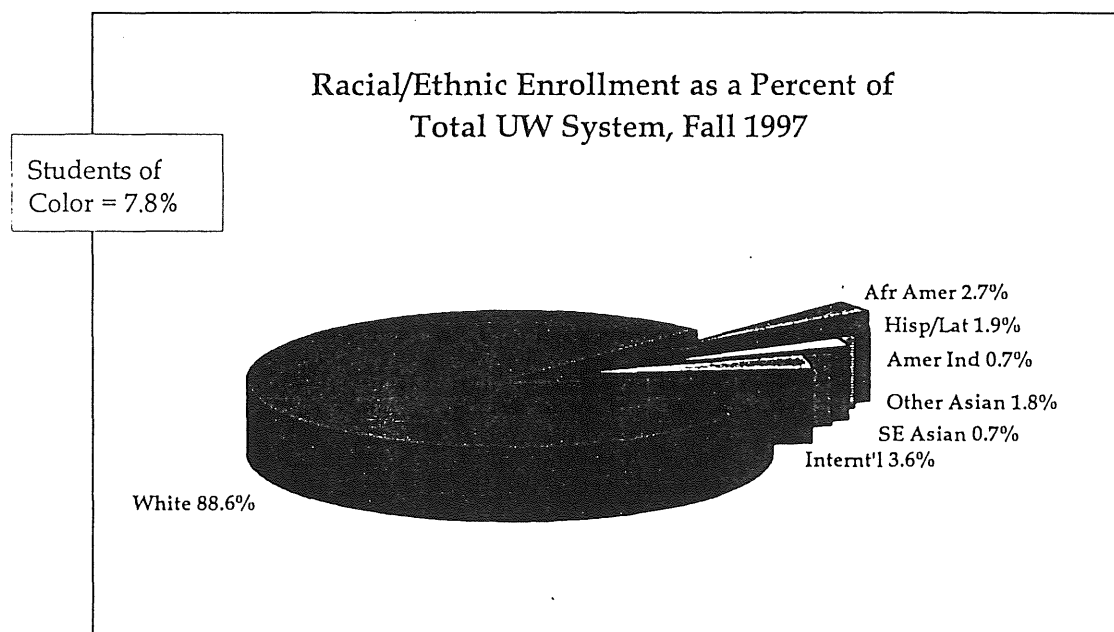
<sup>7</sup> Grant Thornton Accountants and Management Consultants, "UW System Alumni and Student Survey," December 1996, p. 23-24.

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

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

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

Figure 1



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



Table 1

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

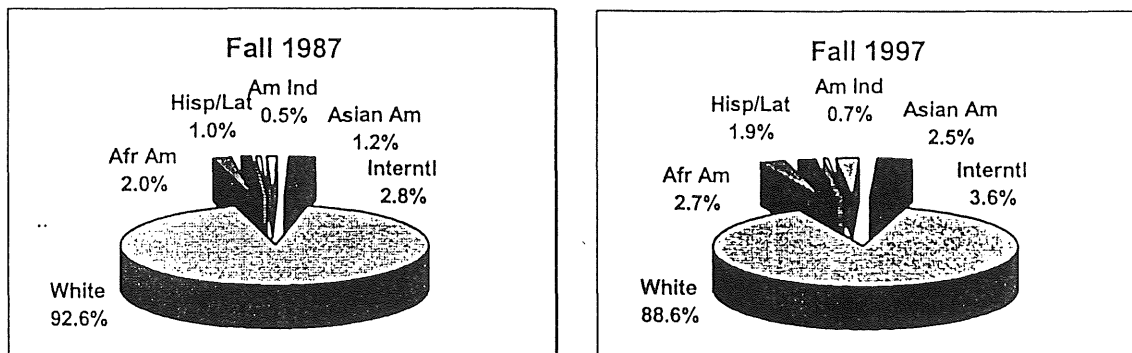
Group	Fall 1987		Fall 1997	
	Number	% of Total	Number	% of Total
African American	3,190	2.0%	4,004	2.7%
Hispanic/Latino	1,620	1.0%	2,856	1.9%
American Indian	770	0.5%	1,018	0.7%
All Asian American	1,982	1.2%	3,752	2.5%
Other Asian Amer	na	na	2,657	1.8%
SE Asian Amer	na	na	1,095	0.7%
Subtotal	7,562	4.7%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

Source: UW System Office of Policy Analysis and Research

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

Figure 2

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



Source: UW System Office of Policy Analysis and Research

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

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

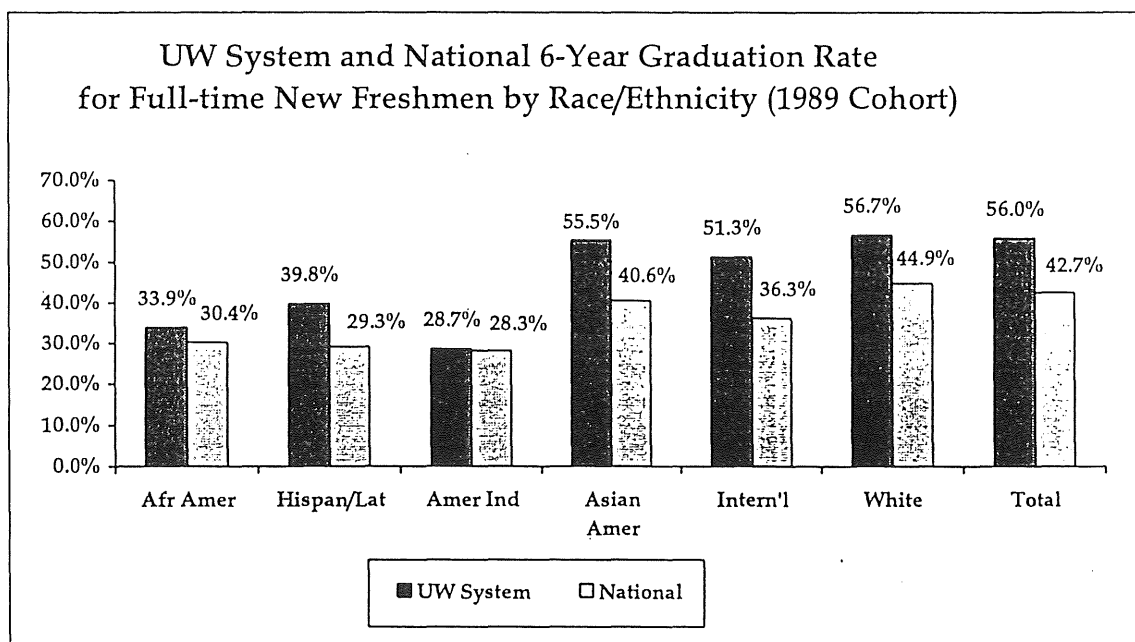
Headcount	Fall 1987	Fall 1997	% Increase, 1987 to 1997	Fall 1997 Target	1997 Target Numeric Shortfall	% of 1997 Target Achieved	% of 1997 Target Not Achieved
New Undergraduates of Color	1,270	2,119	66.9	2,540	421	83.4%	16.6%

Source: UW System Office of Policy Analysis and Research

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

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

**Figure 3**



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

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

Table 3

## UW System Undergraduates With Debt At Graduation, 1996-97

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

Source: UW System Office of Policy Analysis and Research

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

Table 4

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

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

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

Percent and Number Change 1987-88 to 1996-97

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

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

Source: UW System Office of Policy Analysis and Research

## A CHANGING ENVIRONMENT

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

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

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

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

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

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

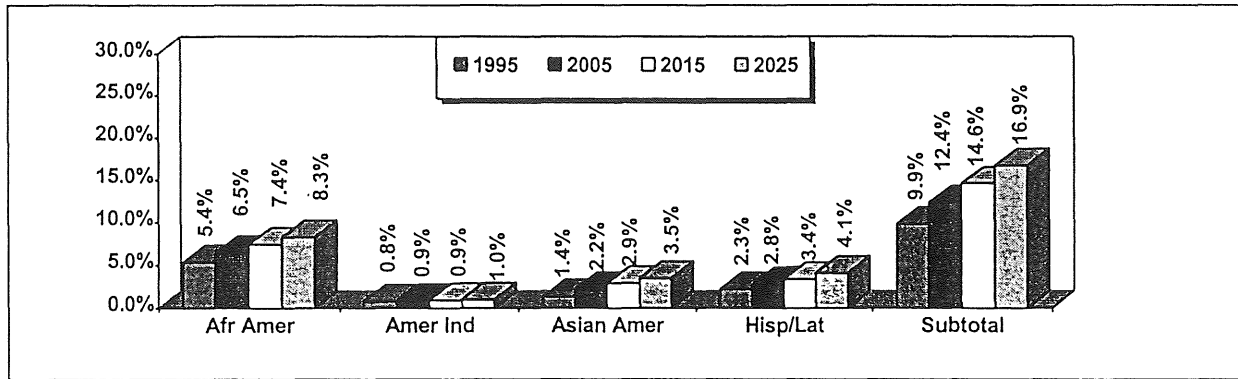


Figure 5  
Wisconsin Population Projections by Race and Ethnicity:  
18-24 Year Olds, Year 1995 to 2025

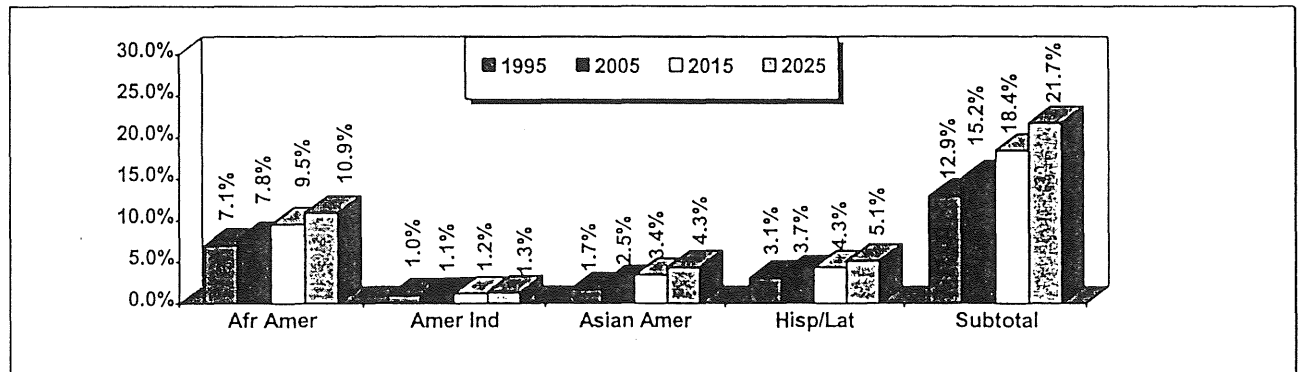
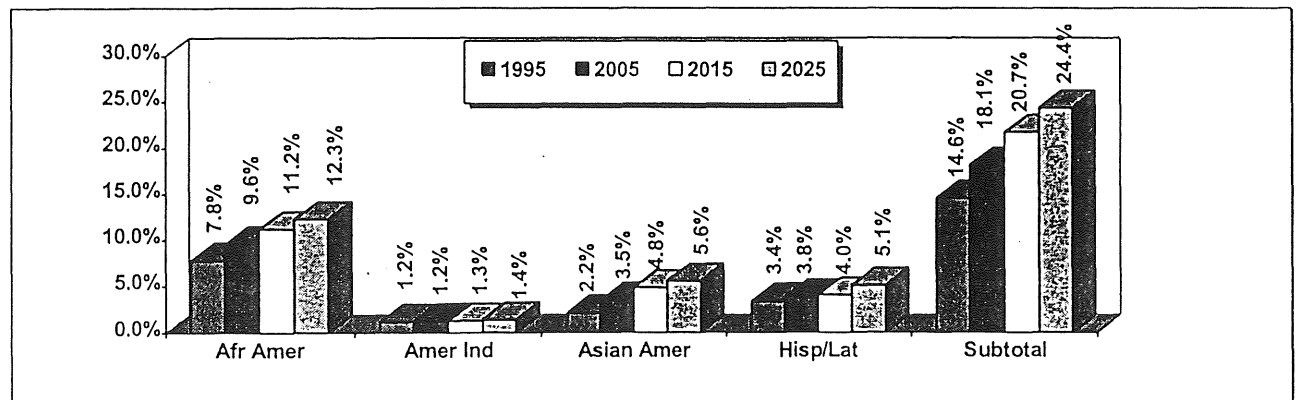


Figure 6  
Wisconsin Population Projections by Race and Ethnicity:  
5-17 Year Olds, Year 1995 to 2025



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

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

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

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

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

#### CURRENT UW SYSTEM MINORITY/DISADVANTAGED INITIATIVES\*

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

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

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

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

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

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

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

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

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

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

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

Technical College System institution, or an independent college. Of those who continue their education, 61% enroll at a UW System institution. *The UW System intends to double the number of students served by precollege programs.*

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

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

## HOW PLAN 2008 WAS CREATED

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

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

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



with nearly 400 other individuals representing state government and national higher education organizations, including Regents, legislators, community-based social service agencies, people of color advocacy groups, and others. President Lyall also convened two statewide community of color input forums.

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

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

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

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

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

## RECOMMENDED GOALS AND INITIATIVES FOR 1998-2008

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

### GOAL #1

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

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

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

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

## GOAL #2

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

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

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

### GOAL #3

CLOSE THE GAP IN EDUCATIONAL ACHIEVEMENT, BY BRINGING RETENTION AND GRADUATION RATES FOR STUDENTS OF COLOR IN LINE WITH THOSE OF THE STUDENT BODY AS A WHOLE.

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

UW System institutions are urged to consider models that have been used successfully at other institutions in the System and across the country. These include mandatory summer orientation programs; summer preview courses in mathematics and other especially difficult freshman subjects; use of the UW Early Math Placement Test; and encouragement of high school students of color to take Advanced Placement courses to relieve the course load required to maintain full-time progress at the university. (See Appendix E for successful programs at other universities in other states and Appendix B for UW system institution models.)

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

#### GOAL #4

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

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

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

- Encourage families to plan early to meet the cost of college. Information on college costs and financial aid programs will be provided through HELP On-Line, institutions' published admissions materials, publications of the UW System Multicultural Information Center (in multiple languages) and other means. Conduct active informational campaigns regarding college opportunities, current and projected costs, and the availability of financial aid.
- Increase Advanced Opportunity Program funding over the next 10 years in order to allow the granting of more awards.
- Explore how other states meet the financial aid needs of American Indian students.
- Work to restore Wisconsin Indian Grant funding.

#### GOAL #5

INCREASE THE NUMBER OF FACULTY, ACADEMIC STAFF, CLASSIFIED STAFF AND ADMINISTRATORS OF COLOR SO THAT THEY ARE REPRESENTED IN THE UW SYSTEM WORKFORCE IN PROPORTION TO THEIR CURRENT AVAILABILITY IN RELEVANT JOB POOLS. IN ADDITION, WORK TO INCREASE THEIR FUTURE AVAILABILITY AS POTENTIAL EMPLOYEES.

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

## GOAL #6

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

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

## GOAL #7

### IMPROVE ACCOUNTABILITY OF THE UW SYSTEM AND ITS INSTITUTIONS.

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



## CONCLUSION: AN ONGOING COMMITMENT

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

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

## PLAN 2008: SUMMARY OF RECOMMENDED INITIATIVES, 1998-2008

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

Table 6

### Goals, Initiatives, Timetables and Accountability

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

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










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

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

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

## Appendix A

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

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

## Appendix B

### Some UW System Diversity Initiatives That Work

UW-Madison	Chancellors Scholars Program Precollege Program Array Ethnic Studies Library Ethnic Studies : African American Studies Department Asian American Studies Program Chicano Studies Program Native American Studies Program Medical School Diversity Plan Center for Study of Race and Ethnicity
UW-Milwaukee	Academic Opportunity Center Theatre of Color Scholars for Math, Science and Language Precollege Program Faculty Mentoring Program Center for Instructional and Professional Development Department Affirmative Action Liaisons
UW-Eau Claire	Project PACE (Preparing Actively for Career Experiences) Commanding English Language Program Tutoring and Mentoring Chili Feed Weekend Experience Institutional Scholarships Individual Retention Programs
UW-Green Bay	American Intercultural Center Campus TRIO Programs UW-Green Bay Student of Color Middle School Mentoring Program Student Life and Humanities 1 credit attachment course
UW-La Crosse	United We Learn Social Action Theatre Academic Summer Institute Partnership between The College of Science and Allied Health and Lac Courte Oreilles Ojibwa Community Curriculum Mini Seminars Annual Diversity Review of Deans and Division Officers by Provost/Vice Chancellor
UW-Oshkosh	Oshkosh Human Relations Council Early Warning Intervention Program Heritage Month Celebrations Precollege Programs
UW-Parkside	Recruitment and Retention Programs for Minority and Female Faculty and Staff Mentorship Programs Ethnic Studies Center Cultural Awareness Leadership Councils (CALC) Doctors of Color Precollege Program
UW-Platteville	Boxes and Walls exhibit to train resident assistants. The College of Business, Industry, Life Science Agriculture's Mentoring Program Student of Color Handbook Student of Color Recruitment Program: The College of Business, Industry, Life Science and Agriculture Outreach program of Music Department takes UWP students to perform at Milwaukee High School for the Arts



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

## Appendix C

Table 1

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

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

Table 2

### UW System Minority and Disadvantaged Program Funding, 1996-97

Note:

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

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

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

## Appendix D

### Recent Changes in Federal Financial Aid Programs

#### GRANTS

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

#### LOANS

(Repayable With Interest As Noted)

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

#### OTHER AID PROGRAMS

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

## Appendix E

### Successful National Diversity Programs

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

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

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

## Appendix F

### UW System Undergraduate Majors by Race/Ethnicity: Fall 1997

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

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

## Appendix G

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

#### Total School District Enrollment

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

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

## Appendix H

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

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

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



## APPENDIX I

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

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

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## COMMON INTELLECTUAL EXPERIENCE PRESENTATION: UW-OSHKOSH

### EXECUTIVE SUMMARY

This presentation offers an introduction of the Common Intellectual Experience at the University of Wisconsin-Oshkosh. The development and implementation of this program has been a collaborative endeavor between academic affairs and student affairs, and is currently coordinated by faculty from various disciplines and staff from the Dean of Student's office. The program invites students to join with faculty in reading a novel and thinking about its application to everyday life. The objectives of the Common Intellectual Experience are to stress the importance of literacy to a college career and to emphasize the processes that are involved in the creation of knowledge. The Common Intellectual Experience began in 1994, with student and faculty discussions about Hermann Hesse's novel *Siddhartha*, and has developed into a program that now includes a writing contest, attending a performance of a play, working with a website that provides information about the novel, meeting the author, and studying the chosen work in a common general education course, College English I. The response to the 1997 reading selection, *Einstein's Dreams*, a novel by Alan Lightman, was so enthusiastic that this novel will be repeated in 1998. So various are the ways of studying the themes of time, aspirations, and dreams represented in the narrative, that the book opens up discussions about many of the academic disciplines that form the underpinnings of the first-year students' experiences in college.

The following individuals will present the program:

Vicki Lord Larson, Provost and Vice Chancellor

Marguerite Helmers, Director of Composition, Department of English;

Mary Cappellari, Instructor, Department of English; Cooperative Academic Partnership program liaison;

Meggen Littlejohn, first-year student, UW-Oshkosh.

Report on Extension  
Education in the UW System

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Education Committee and the President of the University of Wisconsin System, the Board of Regents accepts the report on *Extension Education in the UW System* for submission to the Governor, the joint committee on finance and the joint legislative audit committee, pursuant to section 9153(c) of the 1997-99 state budget.

**REPORT OF THE BOARD OF REGENTS  
ON EXTENSION EDUCATION  
IN THE UW SYSTEM**

**SUBMITTED BY THE  
EDUCATION COMMITTEE  
OF THE BOARD OF REGENTS  
MAY, 1998**

## Executive Summary

"Frankly, we were scared to death by the results of a UW-Extension needs assessment of our 6-12th grade students because the numbers of our youngsters who were abusing alcohol, smoking and sexually active were incredibly high! But the Douglas County Extension Office helped us to establish the Solon Springs Youth Futures program which enabled us to identify the most critical local youth issues and develop a comprehensive action plan to work on positive solutions. There's hope now where there wasn't before, and it's thanks to UW-Extension and Youth Futures."

Frank Giesen, Volunteer  
Solon Springs Youth Futures

During the last nine months, the Board of Regents Education Committee heard statements like this one by Frank Giesen as it reviewed the directions, priorities and support for extension education in Wisconsin. Extension programs are responding to the changing needs of people for the resources of the University of Wisconsin System. They offer practical application of research-based information to some of the most difficult issues facing our state and its communities. But most importantly, extension education helps to create the capacity in people to respond reasonably and realistically to the challenges of the future. Mr. Giesen's comments and others like them confirm the value of the Wisconsin Idea and extension education in the UW System.

Throughout this report, there are similar program examples to the one from Solon Springs. These examples demonstrate that extension educators are:

- Responding to emerging state and local issues that require the educational resources of the University, including: welfare reform; land use and environmental management; agricultural management and profitability; K-12 schools, technology and continuing education for teachers; business, economic development, and continuing professional education.
- Developing new partnerships that enhance collaborative efforts with public agencies and private organizations and increase access to university information and education. These partnerships have leveraged additional investments in extension programs and minimized duplication among participating agencies and organizations.
- Exploring the potential of distance education to reach adult learners and overcome the barriers of time and place for university students of all ages. As James Haney, President of the Wisconsin Manufacturers Association told the Board of Regents during the *Study of the UW System in the 21st Century*; this effort is "absolutely necessary in a society where an increasingly educated, skilled and trained workforce is needed."

- Providing stewardship for limited public resources and making tough decisions about the reallocation of funds and faculty and staff time to new educational priorities. State support of the extension function has dropped from 45.4% of total expenditures in 1988 to only 34.5% of the total in 1997. New investments in the extension function will be necessary if extension education is to continue to respond to emerging public issues, form additional partnerships, and bring about programmatic change.
- Creating new educational opportunities that respond to the needs of underserved and disadvantaged audiences. Extension educators have worked hard to build trust and understanding with culturally and economically diverse populations. They have designed programs tailored to specific educational needs and are committed to sustaining long-term partnerships with underserved and disadvantaged communities.
- Incorporating public input, data analysis, and program evaluation when making decisions about program priorities to assure that extension education remains relevant to the State and its citizens. Clearly, faculty, staff and administrators have heard the criticisms of the last several years and responded accordingly. Their efforts have positioned UW-Extension and the other UW institutions for the challenges of the 21st Century.

Ken Miller, Chair of the Washington County Board of Supervisors, observed that the impact of devolution on counties and other local units of government requires even more access to the educational programs of UW-Extension and the other universities. Mr. Miller's observations reflect a consensus among those who appeared before the Education Committee. The Board of Regents believes that with the support of the State, extension educators will be poised to take on the challenges of devolution, local government education, and other issues which will emerge in the 21st Century.

## **Background and Introduction**

Section 9153(c) of the 1997-99 state budget directed the Board of Regents to prepare and submit a report on various aspects of the mission, programs and management of the University of Wisconsin-Extension. The Board's Education Committee took responsibility for the review associated with the preparation of this report as well as the review recommended by UW System President Katharine Lyall in her response to the Legislative Audit Bureau report on UW-Extension released last year.

Beginning in September, 1997, the Education Committee heard testimony and presentations from faculty, administrators, and representatives of external organizations and partners participating in extension programs. (A complete list of hearing topics and presentations is attached). These presentations, as well as meetings among Board members, UW System and UW-Extension officials, form the basis for the review conducted by the Education Committee and this report on UW-Extension and the extension function in the UW System.

In her response to the 1997 LAB evaluation, President Lyall noted that the report documented significant progress toward implementation of Board of Regents policies on the extension function. Those policies make it clear that no single institution shall have sole responsibility for extension education, but rather this responsibility is shared among all UW institutions. President Lyall then went on to state that the partnerships within the UW System among the institutions and with external partners outside the University System "have never been stronger."

Based on the review conducted during the last nine months by the Education Committee, the Board of Regents concurs and believes that UW-Extension and the other institutions of the UW System have moved jointly to position extension education in Wisconsin for the challenges of the 21st Century. Progress has been made to assure that:

- The extension programs of the institutions change with the changing needs of the state and its citizens;
- Research-based education and information form the basis for extension programs that support individuals, communities and organizations as they attempt to address some of the most difficult and demanding societal issues;
- New technologies are being adapted and assessed to improve and expand access to the educational programs of the universities;
- The investment of public funds is leveraging financial resources from the private sector, non-profit organizations, and other public agencies to further support extension education; and
- Improvements in program identification, planning, and development assure that extension education remains relevant to the state and its people.

The Board of Regents' policies on the systemwide extension function are intended to create a network of educational programs serving Wisconsin. Testimony presented to the Board's Education Committee underscores President Lyall's strong belief that UW-Extension and the other institutions of the UW System have moved to fulfill that intent.

### **Extension Programs**

Over the last several years, some concerns have been raised about the breadth of programming offered under the umbrella of extension education. Some believe that a tighter focus might be given to extension education and more attention devoted to the elimination of programs that appear to be outdated. While the Board of Regents recognizes these concerns, it believes that the University System has an obligation to extend the resources of its institutions to those who can apply research-based information and education to the economic, social, environmental, and cultural needs of the state. The Extension mission has been and must continue to be the development and execution of a planned, systematic approach to programs that "apply University research, knowledge, and resources to meet the educational needs of Wisconsin people, wherever they live and work." The breadth of

extension programming reflects the breadth of program and research expertise across the UW System.

UW-Extension working with the other institutions of the UW System has taken steps to improve the program planning process used to identify and evaluate priorities for the extension function. These efforts have included:

- The involvement of multiple publics from outside the UW System in the identification and development of program priorities;
- The collection and analysis of data on specific issues to focus the educational role of extension programs and minimize duplication;
- The evaluation of program outcomes using a variety of both formal and informal techniques to determine the value and quality of instruction; and
- The application of the information gained from public inputs, data analysis and program evaluation to bring about programmatic change.

Representatives of partner organizations who appeared before the Board's Education Committee consistently supported these conclusions. According to one county board chairman: "The Cooperative Extension program planning process helped the county close out some efforts and move on. We've had a team plan in environment for the last four years, but this time economics was a bigger issue so we are focusing on things like labor force analysis."

Program planning and evaluation are leading to new partnerships and better programs to meet the needs of extension students. Nowhere has this been more evident than in the development of programming to help public schools apply new technologies to classroom instruction. UW-Extension received a \$500,000 AT&T grant last year to support the effective use of learning technologies in PK-12 classrooms. Working with school districts, teachers, Cooperative Education Service Agencies (CESAs), and the other UW institutions, Extension created a program plan for use of the grant that focuses on professional development, program content, and evaluation of the impact of the technologies on the learners. A total of 29 proposals involving 20 school districts working in collaboration with UW institutions were submitted, and in January, six awards were announced. Each of the projects will produce models which can be replicated for use in PK-12 classrooms throughout the state.

Extension programs are responding to the recommendations of the Governor's Blue Ribbon Commission on 21st Century Jobs. The transition taking place in agriculture is significant to the economic future of the state, and UW-Extension, with the UW-Madison College of Agriculture and Life Sciences and the School of Business, has created an Agri-Business Executive Management Program. The certificate program provides instruction in national and international agricultural markets, managing capital, developing business plans, creating financial reports, personnel management, exploring finance options, managing financial risk, and analyzing financial markets. The first class recently completed the



program's five learning modules, giving each session high evaluations for meeting student needs. The second class is scheduled for 1998-99.

UW-Stevens Point/Extension has responded to the professional development needs of the paper industry, another important part of Wisconsin's economic future. UW-Stevens Point and the paper industry jointly developed the Paper Science Academy, offering certificates in Pulp and Paper Technology and Supervisory Management for the Paper Industry, each requiring 90 contact hours of noncredit instruction. Program content focuses on technical and management needs of the industry as defined by five industry partners (Wausau, Mosinee, Consolidated, Georgia Pacific, and Weyerhaeuser). The certificate programs draw on the Department of Paper Science and other appropriate resources from across the Stevens Point campus.

UW-Parkside/Extension has created community outreach centers in collaboration with Cooperative Extension's Racine and Kenosha county offices, neighborhood organizations, local governments, and social service agencies. Under the leadership of the UW-Parkside Office for Extended Services, this coalition successfully competed for a three-year Community Outreach Partnership grant of approximately \$400,000 from the Department of Housing and Urban Development (HUD) to support community development and educational outreach programs that address the needs of neighborhoods in Racine and Kenosha. By working together, the partner organizations have created a Center for Community Partnerships which will serve as an umbrella for university-community educational programs.

These are only a few examples which illustrate the role UW-Extension and the other UW institutions play in delivering the resources of the UW System to people and communities throughout the state. Testimony to the Regents Education Committee clearly demonstrated the value and relevance of extension education. It showed that program participants are actively engaged in helping to identify educational needs and priorities as well as learning and study. Partnerships with people and organizations who benefit from extension education has brought about tremendous change in the array and content of extension programs. The commitment of UW-Extension and the other UW institutions to the systemwide extension function has earned the University substantial support from the constituencies that partner with extension programs.

Nevertheless, the Board believes that UW-Extension and the other UW institutions must explore new ways to evaluate the quality and impacts of extension programs. During the last year, a working group lead by the UW-Extension Vice Chancellor has been developing criteria to more effectively measure and evaluate the impact of extension programs. One of the primary components of the evaluation procedures identified by the working group are new methods for evaluating program outcomes. In addition to learning new knowledge and skills, the working group has targeted specific actions taken by program participants as a result of the educational program. Extension programs, thus, become a means to an end which would be evaluated, when possible, in terms of changes in behavior, practices, actions, decision making, and policy. The Board believes that the recommendations of the Impact Indicators Working Group has significant value and encourages the implementation of the working group's final recommendations in an expeditious manner.

## Meeting the Needs of Underserved Populations

The April 1997 LAB report discussed the importance of meeting the needs of underserved populations while section 9153(c) of the biennial budget calls for a description of efforts to extend programs to individuals who were previously not served by extension programs. We take these two different directives to be one and the same for purposes of this report.

The UW System has been working to reach underserved audiences through its extension programs in a variety of ways. President Lyall's response to the audit noted two particularly important efforts: Cooperative Extension's Urban Initiative and Continuing Education Extension's work with K-12 schools, particularly the Milwaukee Public School System. These initiatives and others have helped UW-Extension and the other UW institutions reach minority and disadvantaged populations with new and innovative extension programs.

Additional initiatives have been undertaken since release of the LAB evaluation, including:

- Cooperative Extension has created a youth futures program in Milwaukee for the Hmong community. For the first time, Hmong parents are having to deal with the development of adolescents who, in Laos, would have taken steps to adulthood as early as age 11. The Extension program is addressing such issues as drug and alcohol use, gang violence, sexuality, racial prejudice and peer pressure. The program has been developed in cooperation with the Hmong community and is supported by \$60,000 from two Milwaukee foundations.
- Wisconsin Public Television received a Silver Baton in the Alfred L. DuPont-Columbia University Awards for the documentary *Welcome to Poverty Hollow* which followed three northern Wisconsin families as they cope with the effects of poverty, depression, divorce, and children with emotional and educational problems. This program is now being used to help train social workers, and the Marshfield Clinic developed a workshop for health care providers around the program's content.
- Cooperative Extension faculty in Monroe County responded to the needs of Norwalk, a virtually all white community that suddenly had 150 new Latino residents employed by a local meat-packing plant. Long time residents felt intimidated, and the Latino population felt ostracized. Extension helped to develop a coalition of government and non-profit organizations to bring the two cultures together and deal with the problems faced by both populations. Outcomes have included: opening a low cost medical clinic; social and cultural exchanges; changes in local business practices to better serve Latino customers; and the hiring of a bilingual community liaison by the meat-packing company.
- Extension's Small Business Development Center (SBDC) has hired a business counselor specifically for its educational programming at the Minority Business Development Center housed in the Milwaukee Enterprise Center business incubator. The counselor

will work with faculty at UW-Milwaukee and the Milwaukee Area Technical College to provide minority entrepreneurs with access to financial, marketing, human resource, accounting and other business disciplines which can support training and education for minority business entrepreneurs.

- Extension faculty worked with Fond du Lac and Pierce counties in the state's W-2 pilot program to provide participants with training and education in financial management, nutrition and health, job skills, and changing family relationships in the transition to the new work-based benefit program. Other faculty worked with local governments and employers to assess labor force trends and analyze employment opportunities. Experience in the pilot counties has helped Extension faculty and staff work with other counties as the W-2 program is implemented statewide.
- Extension's faculty and staff are developing new educational programs in cooperation with Wisconsin's Native American tribes and their tribal colleges. Funds have been reallocated to develop new programs that address economic development, distance education, conflict resolution, nutrition education, and youth and family programming needs. Currently, four agents and five family nutrition program (FNP) aides are working with the state's eleven tribes.

These educational programs have come about as a result of personal connections between faculty and staff and the communities they serve. Their work has resulted in new and innovative extension programs serving diverse populations. The Board of Regents recognizes the initiative taken by extension educators engaged in these programs and encourages UW-Extension and the other UW institutions to support and expand extension programs for underserved and minority populations.

### **Distance Education and Technology**

In its *Study on the University of Wisconsin System in the 21st Century*, the Board of Regents recommended that learning technologies be adapted "to create a student-centered learning environment that removes time and place as barriers." The Board's recommendation reflected the strong belief that distance education can and improve access to University programs and education. Specifically, the Board directed that the UW System prepare plans to assess student needs, support faculty adaptation of new technologies, evaluate instruction and learning at a distance, foster new internal and external collaborations, and provide the financial resources necessary to support new investments in distance education.

The Board's recommendations were appropriate to the mission of UW-Extension which calls for the delivery of educational programs to "people wherever they live and work." UW-Extension has tested, applied and successfully used a multitude of instructional technologies to deliver programs throughout the state, beginning with print-based instruction over 100 years ago. The evolution of the use of learning technologies by Extension includes radio, television, interactive audio and video systems, and computer technologies.

For example, Extension's Higher Education Location Program (HELP) developed an Internet site (HELP On-Line) as a single source of information about higher education in Wisconsin to assist students. The site provides direct access to program information, degree requirements, financial aid information; admission procedures; and on-line applications at institutions of the UW system, Wisconsin Technical College System and the Wisconsin Association of Independent Colleges and Universities. HELP On-Line received 3,000 "hits" by users in March, 1998, the most recent month for which complete information was available, and UW institutions have received over 5,000 on-line applications this year.

Recent instructional experiences also demonstrate potential applications of distance learning technologies. In 1996, UW-Extension worked with the Wisconsin Nurses Association and five UW institutions to develop a collaborative degree program responding to the interests of more than 9,000 nurses statewide, many of whom were not previously able to access credit and continuing education courses because of professional responsibilities, family commitments, and geographic location. Also in 1996, Extension began working with Lotus Development Corporation, an IBM company, to apply and evaluate Lotus Learning Space, an asynchronous learning system. The pilot project has grown to involve eleven institutions and enrolls an estimated 3,000 students in programs that include business administration, economics, communication, education, dance, nursing, and hospitality and tourism.

As a result of these initiatives and others, UW-Extension has worked with UW System and the other institutions of the UW System to move the Board's 1996 recommendations on distance learning technologies closer to reality. The first step was the reorganization of Independent Learning and alignment of several existing units to support the systemwide goals on distance learning. This reorganization responded to the needs of students, faculty, the other UW institutions, and external partners as called for by the Board.

The Board formalized this reorganization and authorized the creation of a UW Learning Innovations Center in October, 1997. Learning Innovations offers resources critical to the effective development, marketing, distribution, and support of technology-enabled learning products and services on behalf of the entire UW System. Specifically, the Center provides:

- Market research and assessment capabilities that are not currently available to most UW institutions;
- Services to support and enhance faculty expertise in the design and development of new courseware and production resources that supplement the capabilities of the institutions;
- Support for relationships with external organizations to develop new distribution channels;
- Student support services specifically for those who enroll in programs offered at a distance; and
- Responses to issues related to intellectual property and the distribution of courses.

In addition to Learning Innovations, UW-Extension has also moved aggressively to convert its primary conference center to a distance learning center. The Pyle Center is a \$15.3 million project supported by state funds and private grants that will incorporate state-of-the-art technologies to enhance teaching and learning at a distance. The Pyle Center will support professional training, computer research, and be the home for a technologically-advanced teleconference operations center. When completed this fall, the Pyle Center will support University and state interests in flexible education and teleconferencing through technologies that include two-way video systems and computer teleconferencing via the Internet.

Consistent with its mission in public broadcasting, UW-Extension has also taken a leadership role in the transition from analog television broadcasting to digital television (DTV). For most viewers, DTV will mean higher quality reception with better picture resolution and CD-quality sound. However, for the University of Wisconsin System, the transition will also allow for the simultaneous broadcast of educational programs and services on four channels when the system is used for multicasting. The additional services can increase access to educational programs via the Internet and interactive video as well as expand capabilities to transmit data. Tied to the development capabilities of Learning Innovations, DTV will help the UW System improve access to instructional courses, training and development programs, and delivery of course materials and software.

The initiatives taken by UW-Extension offer tremendous possibilities in a number of areas important to the future of the University and the state. New partnerships are being developed within the UW System and with other institutions of higher education. K-12 schools, nonprofit organizations, local governments, state agencies, and the private sector are working with extension educators to explore distance learning opportunities. Extension educators are developing the programs and curriculum which make learning at a distance a reality for adult students. Extension is moving to effectively support shared instructional resources for distance education at a time when new financial investments in the University are scarce.

Most important, however, extension educators are applying instructional technologies to meet the economic and workforce development needs of the state. The final report of the Governor's Blue Ribbon Commission on 21st Century Jobs, *The New Wisconsin Idea: The Innovative Learning State*, specifically recommended expanding opportunities for work-based learning and the development of new linkages to make continuous learning opportunities as seamless as possible. Extension educators in Wisconsin are moving to fulfill the expectations of the Commission.

## **Funding**

In responding to the 1997 LAB report on Extension, President Lyall identified five impacts that would significantly change the nature of extension education if state funding continued to be cut.

- State and local entities would realize fewer public benefits as extension educators focus on educational markets to generate program revenues rather than address critical state issues;

- Access would be reduced to underserved and disadvantaged populations who would be less able to afford programming driven by increased reliance on fees;
- The capacity to reallocate faculty and staff time to create new, innovative programs and conduct applied research would be diminished;
- Revenues leveraged from other sources would potentially be lost because the state no longer invested in the infrastructure which supports collaborative partnerships; and
- Fewer issue-based/audience-responsive programs would be offered because the revenue potential of these educational markets is unknown.

The review conducted by the Education Committee during the last nine months affirms these observations, and the Board of Regents believes that state funding must remain a substantial and stable component of the total revenue mix supporting extension education. State funds assure that a core of faculty and staff are focused on public issues, responding to emerging state needs, and leveraging funds from a variety of other sources, including Wisconsin counties, the federal government, program participants, and other public and private organizations. Unfortunately, state funding has declined over the last ten years from 45.4% to only 34.5% of all extension expenditures.

The erosion of state funds shifts access to the knowledge and resources of the University from serving public interests to the interests of those who can pay, creating frustrations for state policy makers, program partners, and program participants. If extension educators are to continue to test, apply and evaluate new programs and engage in new partnerships, state funds, not program revenues, must support these efforts. State funds help to foster change in programs, allow extension educators to address emerging issues, and respond the needs of underserved audiences.

The importance of state funding for extension education is most evident in the collaborative efforts and partnerships it helps to create and the funds it helps to leverage. Public agencies and private organizations are willing to invest in extension partnerships because they know that the infrastructure funded by the state provides access to the wealth of information and knowledge the universities have to offer. Working with extension educators, these partners also know that programs can be tailored to the needs of adult learners with practical application of research-based information to real issues and problems. Several examples illustrate this point:

- Extension's Small Business Development Center has provided leadership for the creation of a new multi-partner SBDC serving Racine and Kenosha counties. Local chambers of commerce, economic development organizations, volunteer groups, and Gateway Technical College joined UW-Extension and UW-Parkside to create community-based service centers in each county. By committing \$70,000 annually, the SBDC leveraged commitments of more than \$200,000 over the next three years from other state and local partners. This new partnership will create a consolidated system of business education to upgrade the competitiveness of small and medium-sized

businesses and encourage new business growth through pre-venture education and start-up assistance.

- Wisconsin Public Television, working with Cooperative Extension faculty and staff, produced Wisconsin Safe Nights, a project designed to teach communities, volunteer organizations, parents and youth new ways to resolve conflicts and avoid violence, alcohol and drug abuse. Broadcast in 1996-97, the Wisconsin-based project demonstrated the success of the concept piloted by WPT and Cooperative Extension. In 1998, WPT received a \$1.1 million grant from the Robert Wood Johnson Foundation to reach a national audience which is projected to include 4 million participants, 1,000 training sessions, and 10,000 Safe Nights sites. A national broadcast is planned for June, 1999. Partners in the project include: the Boys and Girls Clubs of America; the National 4-H Youth Council; 100 Black Men in America, the American Academy of Pediatrics, and the Community Anti-Drug Coalitions of America.
- In 1990, UW-Extension received approximately \$400,000 in state funds to create the Solid and Hazardous Waste Education Center (SHWEC). The Center's educational programs support state priorities in recycling, waste management and hazardous waste reduction. Over the last eight years, SHWEC has been a vital partner in the implementation of the state's recycling law, adaptation of waste reduction strategies, assessment of markets for recycled products, and increased use of recycled materials. SHWEC has been able to attract private support of about four times the original state investments. In a recent survey of Wisconsin Manufacturers and Commerce members, SHWEC was recognized as one of two primary sources of information and education on international environmental standards.
- The UW-Milwaukee/Extension Center for Transportation Education is working with the Departments of Workforce Development and Transportation to create transportation coordination planning models. The models will help local governments, private and public transportation providers, state agencies, and the private sector plan, implement, and evaluate county-wide transportation systems. Coordinated transportation planning is one of several critical components in the successful transition to a work-based welfare reform system like W-2. The Center is developing these models in response to the interests of the Milwaukee Private Industry Council and several Wisconsin counties. Project funding is made possible in part by a grant from the National Governor's Association.

It is in the interest of the University System and the state to continue to foster the kinds of program innovation illustrated by these and many other examples. Unfortunately, UW-Extension and the other UW institutions have had to rely too heavily on reallocation, gifts and grants, and program revenues. Increased dependency on outside sources of funding focuses attention away from state priorities to the priorities of the funding sources. If the UW System is to continue to serve the public through its extension programs, then the state must be prepared to maintain its support for the extension function to enable the same level of innovation, creativity, collaboration, and change demonstrated here.

## **Allocation of 1997-99 Base Budget Reductions**

Section 9153(c) directs that the Board describe how cuts to UW-Extension were allocated to meet the concerns expressed in the 1997 LAB report. In November, President Lyall reported to the Co-Chairs of the Joint Committee on Finance on the plan approved by the Board of Regents to allocate the 1997-99 budget reductions to UW-Extension. A 14-day passive review by the Finance Committee resulted in no objections and the plan then went into effect.

Two overriding principles guided the plan: (1) to minimize the negative effects on local and federal appropriations supporting Extension, and (2) to reduce wherever possible disruption in program priorities. The allocation of the reductions to UW-Extension and among the other UW institutions were made consistent with these principles. The one-time portion of the first year cut (\$1 million) was taken from operating balances consistent with the position taken in President Lyall's response to the audit and Extension's long standing policy that one-time carryforward funds be used only for one-time purposes. Permanent cuts were pro-rated across program areas and UW institutions with higher percentage reductions assigned to administrative units and program revenue requirements increased when possible. These actions avoided negative impacts on local and federal funding and helped to limit program disruption.

## **Operating Balances**

The 1997 LAB report on Extension expressed concern about the lack of a "single definition of an appropriate reserve amount" for extension programs and suggested that "an operating reserve of at least 10 percent of the current year budget should be maintained." President Lyall's response to the report directed UW-Extension to conduct an assessment of operating balances and make recommendations on the level of operating reserves held by the institutions. The Continuing Education Extension Committee (CEEC), representing all UW institutions, conducted this review in cooperation with UW-Extension.

As a result of this review, UW-Extension and CEEC have recommended that the 10% reserve amount suggested by the auditors be set as a minimum expectation of all institutions. The recommendation is designed to maintain programmatic continuity during cyclical economic changes and provide the institutions with the flexibility to address the corresponding fluctuations in enrollments, program costs and offerings. The recommendation is also consistent with ACIS 5.1 which recognizes three types of extension commitments:

- Annual commitments to faculty and staff for short-term projects and activities and their program support to implement agreed-upon plans;
- Continuing fiscal support for tenured and probationary faculty with specific long-term assignments to extension activities; and
- Longer term commitments which might support extension activities not permanently identified with specific individuals.



These short and long-term commitments form an infrastructure that provides a core of expertise on which institutions build innovative programs as well as withstand cyclical changes in the economy. Supporting such commitments from operating balances provides stability in the overall extension program and allows for investments in new programs when new program funding is not available. Consistent with ACIS 5.1, the institutions submit plans for their operating budgets to UW-Extension as part of the regular interinstitutional agreement (IIA) process.

### **Continuing Education Noncredit Fee Policy**

President Lyall's response to the 1997 LAB report on Extension and section 9153(c) of the biennial budget call for reviews of the continuing education noncredit fee policy. This review has been conducted by the Continuing Education Extension Committee (CEEC) and UW-Extension.

Two fundamental principles guide the application of the fee policy: (1) continuing education extension programs must be accessible and available to Wisconsin citizens, and (2) the extension function must be fiscally responsible and financially stable. Consistent with these principles, UW-Extension and the other UW institutions engage in annual program planning efforts guided by statewide and local program priorities. This planning results in an interinstitutional agreement (IIA) which includes a review of GPR allocations by each institution with UW-Extension. Program revenue targets are established and total institutional budgets for the extension function are approved. The fee policy is then used by institutional program units to assist them in meeting their targeted program revenue requirements.

This general framework recognizes that continuing education extension program priorities may vary among the UW institutions and provides the flexibility to respond to the needs and characteristics of different target audiences and markets for extension education. These considerations are particularly important when considering concerns about the variation in fees charged for apparently similar programs offered by different institutions. If access and availability are to be primary principles which drive continuing education extension program decisions, then the institutions, in collaboration with UW-Extension, must have options in the application of the fee policy to recognize differences in audiences and markets and the program curriculum that best responds to specific audience and market needs.

### **Future Considerations**

The Board of Regents *Study of the UW System in the 21st Century* made several recommendations that set out a framework for the future of extension education in the UW System. Recommendations on Creating New Knowledge and Fostering Career and Professional Development pertain directly to the Board's expectations for extension programs. Individuals and organizations that work with extension educators expect access to programs that expand career and professional development education, extend the resources of the universities to additional communities, and create new strategic partnerships among the UW institutions and with external agencies and organizations. They also expect extension programs to be delivered in a variety of ways from individual and classroom instruction to the Internet.

Over the last nine months, the Board's Education Committee has reviewed extension programs, program planning and evaluation, funding, and partnerships. The structure of the extension function in the UW System provides Wisconsin with an organizational advantage over other states. All the institutions of the UW System are engaged in extension education. They are responding to local and regional educational needs as well as statewide program priorities. In the exercise of its institutional responsibilities, UW-Extension provides leadership for program and fiscal management of the systemwide extension function. Through their collaborative efforts, UW-Extension and the other institutions of the UW System have built a base of support for extension education among a broad cross-section of constituencies that benefit from extension programs. These constituencies know the value and impact extension education has in meeting their needs for university-based information and knowledge. The benefits are in the application of education to create new and innovative responses to some of the most difficult and demanding issues facing our state and its citizens.

Based on this review, the Board of Regents recommends that UW-Extension, working with the other UW institutions, place special emphasis on the following areas to meet future expectations for extension education.

- Assist K-12 schools in meeting the educational needs of all students, especially those from minority and disadvantaged populations.
- Expand the capacity of local governments to meet the challenges of devolution by increasing educational opportunities for elected and appointed officials and applied research conducted on specific local government issues.
- Enhance the capacity of the UW System to test, develop, and apply new interactive distance learning technologies including digital television.
- Increase workforce training and education programs consistent with the recommendations of the Governor's Commission on 21st Century Jobs for the public, non-profit, and private sectors to make better use of University resources.

## APPENDIX 1

### **UW Board of Regents Review of UW-Extension & the Extension Function of the UW System 1997-98**

- June 1997      **The Urban Initiative** (Neighborhood-focused programs in Southeast Wisconsin)  
Jose Vasquez, Cooperative Extension Southeast District Director  
Ronnie Stricklin, Milwaukee County Extension Community Resource Development Agent  
Tedi Winnett, Chair, Kenosha County Extension Office  
Marcia Jante, Chair, Waukesha County Extension Office
- September 1997      **Value Added through Partnerships** (W-2 Pilot Program)  
Kevin P. Reilly, UW-Extension Vice Chancellor  
Allen Buechel, Fond du Lac County Executive
- October 1997      **Regents Visit to Douglas County Extension Office**  
Pat Cosgrove, Douglas County Board of Supervisors  
Members of the Douglas County Board Extension Committee  
Teresa Johnson and Pat Luostari, 4-H Program Adult Leaders  
Frank Giesen, Solon Springs Youth Futures Volunteer  
Carol Stevens, Native American Youth Programs  
Margaret Ciccone, Mayor of Superior  
Doug Finn, Chair, Douglas County Board of Supervisors  
Frank Boyle, State Representative  
*and*  
**UW Learning Innovations** (Regents approved at this meeting)  
Mike Offerman, Dean, Continuing Education, UW-Extension
- November 1997      **Dairy Profitability Center**  
Bruce Jones, director, Dairy Profitability Center  
*and*  
**Report on Plan for Extension Biennial Budget Reductions**  
Albert J. Beaver, Interim Chancellor, UW-Extension
- December 1997      **Extension Program Planning and Decision-Making** (focus on environmental programs)  
Albert J. Beaver, Interim Chancellor, UW-Extension  
Tom Miller, Associate Vice Chancellor, UW-Eau Claire  
Ellen Fitzsimmons, Associate Dean, Cooperative Extension  
Byron Knight, Director, Wisconsin Public Television

February 1998

**K-12 Initiatives and Milwaukee Public School Partnerships**

Michael J. Offerman, Dean, Continuing Education, UW-Extension

Bill Harvey, Dean, School of Education, UW-Milwaukee

Allan Brown, Superintendent, Milwaukee Public Schools

James Leonhart, State Director, Government Relations, AT&T

March 1998

**Small Business Partnerships & Economic Development Programs**

Erica McIntire, State Director, Wisconsin Small Business Development Centers

Gordon Kacala, Racine County Economic Development Corporation

John Bechler, Kenosha Area Business Alliance

Brian Mitchell, President, Mitchell Construction Co., Madison

April 1998

**County Partnerships, with the Wisconsin Counties Association**

Carl O Connor, Dean & Director, Cooperative Extension

Ken Miller, Chair, Washington County Board of Supervisors

Dan Wilson, Washington County Extension Community Resource Development Agent

*and*

**The Potential for Use of New Digital Television Bandwidths for Educational Service Delivery**

Byron Knight, Director, Wisconsin Public Television

Michael J. Offerman, Dean, Continuing Education Extension and Executive Director, UW Learning Innovations

May 1998

**Plans for the UW-Extension Report to the Legislature**

**REPORT TO THE UNIVERSITY OF WISCONSIN SYSTEM  
BOARD OF REGENTS ON THE GENERAL EDUCATION PROGRAM  
UNIVERSITY OF WISCONSIN-OSHKOSH**

**EXECUTIVE SUMMARY**

**BACKGROUND**

In Spring 1991, the Board of Regents conducted a series of public hearings on the state of undergraduate education in the UW System, identifying general education as a key area for policy consideration. The following summer, the regents formed a Working Group on Academic Programs, which further explored the topic. The group studied state and national trends in general education, interviewed faculty members and administrators from UW System institutions, and considered current policies and practices regarding general education.

In September 1991, the Working Group reported to the full board, which asked System Administration to develop an appropriate means for presentations on general education philosophy and curriculum from each UW institution to the board. In its summary findings and recommendations, adopted by the board at the September 1991 meeting, the Working Group stated that it wished to: (1) improve the focus upon and the level of specificity of reporting on general education; (2) understand institutional philosophies of general education, including explanations for institutional and/or college-level requirements; gain insight into the reasons for the relative emphasis on skills and content; and focus on integration and coherence among general education requirements and the total undergraduate educational experience; (3) acquire information concerning students' completion of basic proficiency courses in general education requirements prior to study in the major, especially as affecting time-to-degree; and (4) provide an appropriate formal method of focusing substantial public attention on general education, by scheduling specific occasions for detailed reports, including institutional presentations, to the board.

In its report, "The Undergraduate Imperative" (December 1991), System Administration recommended, and the Board of Regents adopted, a policy requiring that institutions report to the board, on a seven-year cycle (or less), on major reviews of their general education programs. The reporting cycle was revised in April 1997, placing it on a ten-year schedule coinciding with each institution's North Central Accreditation Review.

**REQUESTED ACTION**

This item is for information only.

**DISCUSSION**

**Program Description**

The UW-Oshkosh General Education requirements prepare students to grow, adapt to change, and form convictions through reasoned analysis and synthesis. The program is designed to assist students in developing:

1. Effective written and oral communication skills.
2. Skills related to critical thinking, problem solving, and creativity.
3. Heightened intellectual, cultural and humane understanding and sensitivity.
4. The ability to manipulate symbol systems and use quantitative methods.
5. Skills associated with the scientific method, including rational inquiry, data collection, analysis, theory formulation and hypothesis testing.
6. An understanding of world history, civilizations and political processes.
7. An understanding of economics and social sciences.
8. An understanding of the interdependence of humankind and the natural world.
9. An understanding of the principles of mathematics and the sciences.
10. An understanding of literature, the arts, and systems of human thought.

The program requires students to take courses in four areas: (1) basic knowledge skills, (2) humanities, (3) natural sciences, and (4) social sciences. The university has common general education requirements for all programs and degrees except the Bachelor of Liberal Studies, a program offering specially designed General Education courses to non-traditional weekend students. For students seeking a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree, additional course work in the arts and sciences is required. Although it is not formally included in general education, all students must take a three-credit ethnic studies component and complete a speech proficiency requirement.

#### Assessment

The General Education Program is overseen by a subcommittee of the Faculty Senate Academic Policies Committee, the Academic Policies General Education Subcommittee (APGES). APGES is charged with the management, review, assessment and reform of the General Education Program. It consists of eight members: five faculty, two academic staff and one undergraduate student.

Assessment of General Education began in 1989 with the Academic Quality Program (AQP) mandate that resulted in assessment of verbal and quantitative skills. Beginning in 1993, random writing samples of approximately 100 students with 60 or more credits have been collected and reviewed by two trained readers. This process has led to major revisions in the English Department's writing sequence and further development of the *Writing Across the Curriculum* initiative. The University formulated eight quantitative skills and elected to examine its curriculum for coverage of these skills. This led to the development of a new mathematics course. In January, 1997, as part of the implementation of UW-Oshkosh's Assessment Plan, APGES asked each department to do the following: (1) identify their general education courses, (2) indicate how those courses meet the first five University Goals and Objectives of general education, and (3) explain how students are evaluated in light of these Goals and Objectives. These reports are currently under evaluation.

#### RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review (November 10, 1995); Academic Information Series #1 (ACIS-1.revised).

# University of Wisconsin Oshkosh

## Report on a Review of General Education

### Introduction

The General Education program at the University of Wisconsin Oshkosh is designed to provide knowledge, insight and skills with a goal of producing truly educated persons. The general education requirements prepare students to grow, adapt to change and form convictions through reasoned analysis and synthesis. By encouraging the development of communicative, quantitative, logical and physical skills, the general education course work helps students realize their fullest potential. The General Education Program is directly linked to the first of the University's Goals: *Quality Education To provide undergraduate students with a top quality education which ensures a strong foundation in the liberal arts, and to provide graduate students with programs of excellence in their selected academic and professional areas.*

### Current General Education Program

Goals The General Education program is designed to assist students in developing:

1. Effective written and oral communication skills
2. Skills related to critical thinking, problem solving, and creativity
3. Heightened intellectual, cultural and humane understanding and sensitivity
4. The ability to manipulate symbol systems and use quantitative methods
5. Skills associated with the scientific method including rational inquiry, data collection, analysis, theory formulation and hypothesis testing
6. An understanding of world history, civilizations and political processes
7. An understanding of economics and social sciences

8. An understanding of the interdependence of humankind and the natural world
9. An understanding of the principles of mathematics and the sciences
10. An understanding of literature, the arts, and systems of human thought

General Education Requirements The general education requirements consist of courses in four areas: (1) basic knowledge skills, (2) humanities, (3) natural sciences, and (4) social sciences. The University has common general education requirements for all programs and degrees with the exception of the Bachelor of Liberal Studies degree. In this Program specially designed General Education courses are offered for our non-traditional, weekend students. The prevailing practice of the University is that there be no formal differentiation among the colleges in either proficiency or distribution requirements. Students can complete required general education courses by taking the appropriate courses or, in some instances, by passing approved tests. Often these tests carry academic credit.

The basic skills and competency requirements are:

*English Composition:* Six credits of English composition are required of most students. For the second of the two semesters of composition specific options exist for students in business, secondary education, English, the humanities and the social and natural sciences. Honors courses are also offered for University Scholars. Those who score sufficiently high on the English Placement Test may be excepted from 38-101 College English I, reducing their required credits by three.

Closely related to the composition requirement is the *Writing Across the Curriculum* incentive developed by the English Department and approved by the Faculty of the College



of Letters and Science. This four tier program, intended for all disciplines in every department, consists of a first-level composition course, a second-level literature course with a strong writing component, a third-level writing course using materials from the broad discipline (e.g. Writing about the Humanities) and a writing-intensive course developed by the major's departments, especially a capstone course at the end of the major. At present there is no graduation requirement for a particular number of writing intensive courses, but that is under consideration.

*Mathematics:* All new students (excepting transfers) take the UW System Math Placement Test and receive a placement as a result of that test. Students who score sufficiently high in the exam meet the General Education mathematics requirement and, depending on their placement and interests, may take higher level mathematics courses.

*Physical Education:* Based on recent changes, all students now take 77-107 Active Lifestyle to satisfy their two credit requirement in this area. Prior to this change students could elect to choose from a variety of activities courses.

*Non-Western Culture:* Three credits of course work are required. Students may select from a wide variety of courses which have significant non-western cultural content.

*Speech:* The four academic colleges have all adopted an oral communication proficiency requirement of three credits, making speech a *de facto* requirement. The test out procedure for speech requires that students score at least a B on a multiple choice test, and, after achieving this score, deliver a five to seven minute informative speech before a panel of faculty judges and demonstrate interpersonal skills in an "interpersonal encounter" with a member of the Speech faculty.

In addition to the basic skills and competency courses, distribution requirements include courses from three areas.

*Humanities:* The humanities requirement is met by taking a minimum of nine hours of course work selected from two of the following areas (1) art, drama, music (2) foreign languages, (3) literature and (4) philosophy, religious studies. In each of these areas there are a wide variety of courses from which the students can select.

*Social Sciences:* In the social sciences, students take a minimum of nine credits selected from three of the following areas (1) economics, (2) geography (except physical geography), (3) history, (4) international studies/interdisciplinary studies, (5) political science, (6) psychology, (7) sociology/anthropology, and (8) urban and regional studies.

*Natural Sciences:* In the natural sciences two courses with a minimum of eight credits are required with a related laboratory experience in each course. Both courses may be in the same discipline since exposure to content and to method may be best met by concentrating on one field.

Although not formally included in the general education requirements, all students must take a three credit *ethnic studies* component. In the 1997-1999 University Bulletin, 20 courses are listed which satisfy this requirement. Double counting of Ethnic Studies and Non-Western courses in the Social Studies and Humanities areas is permitted, reducing the required number of credits for the General Education requirement.

For those students seeking a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree, additional course work in the arts and sciences are required, over and above what is required for General Education. For instance students working on a B.A. degree take two years of foreign language and those seeking a B.S. degree take additional course work in

mathematics and natural science. Both degrees require an additional three credits in the humanities selected from a third area areas and an additional three credits in the social sciences which must include either 57-101 Early Civilization or 57-102 Modern Civilization.

Several initiatives, closely related to General Education, were undertaken over the last few years. They include the development of the University Learning Community, the development of a New Student Orientation Program that integrates a common text into a variety of General Education courses, and an expansion of the University Honors Program. These initiatives, along with changes in the General Education Program and the B.A./B.S. degree requirements, were accomplished while, at the same time, reducing the required number of credits for graduation from 128 to 120.

#### **Oversight of General Education**

Up to 1994 the General Education Board was responsible for reviewing the General Education Program and making recommendations for changes to the Commission on Academic Affairs. Representative changes proposed by the General Education Board that were either implemented or remain under review include developing and testing a Model Freshman Seminar Program, revising the mathematics requirements, examining the testing out standards and procedures in English, Speech and Mathematics, modifying the Physical Education requirement, permitting a course to simultaneously meet the Non-Western and Humanities and Social Science requirements, and implementing the Ethnic Diversity requirement.

When the Commission on Academic Affairs and its subcommittee, the General Education Board, were disbanded, responsibilities for academic affairs was transferred to a newly created Faculty Senate committee, the Academic Policies Committee (APC).

Membership includes ten faculty, three students and one academic staff member. Soon after this committee was created a subcommittee of the APC, the Academic Policies General Education Subcommittee (APGES), was formed to handle general education, ethnic studies and non-western courses.

APGES is charged with the management, review, assessment, and reform of the General Education Program. In carrying out this charge, the committee is to review periodically the general education requirements and curriculum, develop criteria for general education courses and recommend approval or disapproval of courses proposed to satisfy general education requirements, including Ethnic Studies and Non-Western Culture courses. The committee consists of eight members, five faculty, two academic staff and one undergraduate student.

#### Assessment of General Education

Assessment of General Education began in 1989 with the Academic Quality Program (AQP) mandate that resulted in assessment of verbal and quantitative skills. Starting in 1993 random writing samples of approximately 100 students with 60 or more credits have been collected. Each paper was given to two trained readers to make a holistic evaluation of the writing. Outcomes of this activity include major revisions in the English Department's writing sequence and further development of the *Writing Across the Curriculum* initiative.

In response to the AQP's mandate to assess quantitative skills, the University formulated eight quantitative skills and elected to examine its curriculum for coverage of the eight skills. General Education science and mathematics courses were examined by the faculty to determine skill coverage. The results were analyzed by an outside consultant who recommended that mathematics courses taken for General Education credit "should

offer substantial coverage of all the identified quantitative/analytical skills." This led to the development of a new mathematics course, 67-102 Introduction to Modern Mathematics and its Applications.

During the 1993-94 academic year, the Faculty Senate's Assessment Committee undertook the broader charge for assessment of student learning related to criteria set by the North Central Association of Colleges and Universities (NCA). Overseen by the Assistant Vice Chancellor and a Faculty Coordinator of Assessment, the Committee developed the University's Assessment Plan, including a plan for the assessment of General Education. This plan was sent to the NCA and UW System in June, 1995 and was approved by the NCA in January, 1996.

In January, 1997 APGES asked each department to (1) identify their general education courses, (2) indicate how the courses meet the first five University Goals and Objectives of general education, and (3) explain how students are evaluated in light of these University Goals and Objectives. Analysis of the reports submitted by departments continues at this time.

The Assessment Committee, in studying various General Education testing packages, recommended the College Basic Academic Subjects Examination (BASE) as a method for measuring student achievement and providing an additional means of appraising writing and quantitative skills. In spring 1997 APGES invited 120 students who had earned 60-70 credits to take this exam, with fewer than 20 participating. An incentive of a \$15 gift certificate did not motivate students to take the exam.

### **Review of the General Education Program**

The General Education Program has been extensively evaluated since 1987. From

1990 to 1992, the General Education Board conducted a thorough study of the program as part of a five-year joint review of general education requirements mandated by the UW System. A report of the Board's recommendations and program responses were submitted to then Vice Chancellor Robert Carrubba.

A 1995 Planning Conference led to an initiative to study and possibly reform the General Education Program. To accomplish this, the Provost and Faculty Senate Executive Committee proposed the formation of an *ad hoc* General Education Review Committee. The Senate confirmed this Committee and charged it with reviewing and making recommendations for changing the University's General Education Program, if appropriate. The Committee used focus groups and a faculty survey to identify concerns about the existing program and to establish a University-wide consensus on the goals and priorities for the General Education Program. The committee formulated a preliminary list of 22 goals for general education. This list was sent to the faculty and academic staff for their evaluation. The responses were tabulated and ranked, leading to a draft statement for general education goals. The four draft goals were then distributed to the faculty for further input.

The Committee conducted surveys, focus groups and individual interviews with faculty, staff, students and administrators, examining three central questions:

- What is the purpose of a University general education?
- What are the strengths and weaknesses of general education at this University
- What changes would you recommend, if any, in the General Education Program at this University?

The responses were remarkably consistent. The strongest support was for three recommended changes: integrating the general education curriculum; establishing a focus, objectives, and criteria for courses in general education; and restructuring teaching in our General Education Program.

Based on its two year review of general education, the *ad hoc* Faculty Senate General Education Review Committee presented to the Faculty Senate this past September a proposal for a new General Education Program consisting of goals, a curriculum model, program administration and an implementation schedule. For the next two months the University community reviewed, discussed and debated the proposal. Over 30 department (or equivalent) and college meetings were held, along with two University-wide Faculty Senate hearings. Over 300 faculty, staff, students and administrators were involved. When the *ad hoc* Faculty Senate General Education Review Committee reported on the results of these sessions, the Faculty Senate expanded the Committee to include emerging points of view. The restructured Committee was charged with developing a revised plan which reflects the findings of the campus debate. (See Appendix for a detailed outline of the activities of the *ad hoc* General Education Review Committee.)

This past February the expanded Committee presented revised goals for general education to the Faculty Senate which were sent to departments (or equivalent) and college curriculum committees for review and comment. At this time the Committee continues working on a framework for General Education and revising the goals based on feedback from the University community.

### Summary

Over the last two years the University of Wisconsin Oshkosh has been engaged in an in depth review of General Education. This past fall virtually all faculty were involved in the process in one way or another. Academic staff and students were strongly encouraged to participate in discussions. Although the current General Education Program has served our students well, the process of reviewing and possibly revising General Education continues. This task is a complex, time intensive process that must involve a broad cross-section of the University Community if it is to succeed. A large majority of the faculty must support revisions in General Education if they are to succeed. The University of Wisconsin Oshkosh is committed to the many challenges in this area and pledges to bring its current study of General Education to completion in a timely fashion.



# Appendix

## General Education Review Committee

### Activities

Fall, 1994      Goal Initiative recommended review of general education program

The General Education Review process was an outcome of University's Goal Initiative process. The following recommendation was proposed the faculty group responsible for addressing Goal A, Quality Education:

**Description of initiative:** Initiate an intensive study of and possible reform of the General Education Program. The study shall:

1. Recognize the disparate preparation of our entering students.
2. Support a range of teaching strategies with an emphasis on alternatives to the lecture method.
3. Adopt a set of educational goals (e.g. critical thinking) which are not discipline or content linked.
4. Encourage multiple modes of assessment including self-assessment.
5. Provide for a method of introducing the student to the academic life during the first semester of residence (e.g. the First Year Seminar).
6. Include an interdisciplinary component.
7. Incorporate elements which extend throughout the student's academic career including a capstone experience.
8. Incorporate the improvement of basic skills (e.g. writing, speaking, quantitative) throughout the curriculum.
9. Provide appropriate faculty support to encourage innovation, increased commitment to teaching, and allocation of department resources to the general education program.
10. Prepare the student for employment in a changing world and develop a commitment to life-long learning.

2.      **Objectives:**

- Investigate the feasibility of adopting a conceptual model for general education to replace the discipline-based "cafeteria" model.
- Enhance the quality of general education.
- Acculturate students from disparate educational and social backgrounds into the academic community.
- Create and enhance "linkages" among faculty who are engaged in

the general education process.

- To distribute the effects of general education throughout the student's undergraduate experience.

#### **Spring, 1995 Faculty Senate General Education Review Committee established**

In response to this initiative, the Faculty Senate approved the formation of the Ad Hoc Faculty Senate General Education Review Committee. A seven-member committee was recommended by the Vice Chancellor in consultation with the Deans and the Faculty Senate Executive Committee.

The charge to the Committee from the Senate includes: 1) reviewing the general education program for the purpose of possibly revising and improving it; 2) consulting with the Faculty Senate Academic Planning Committee and with faculty and students throughout the process; 3) reviewing several models for a revised general education program in the literature and at other universities. The report of the Committee is to include the institutional philosophy and goals of general education, a rationale for proposed changes, assessment processes, and budgetary implications.

#### **Phase One: Seek input from constituencies**

#### **October, 1995 Survey of all faculty on purpose of general education.**

The goal initiative proposal served as the basis for a survey instrument to ascertain the faculty's viewpoints on the purpose of general education. The results indicated that there was general acceptance of the initiative proposal.

#### **November, 1995 First issue of newsletter, "The Spare Room"**

The activities of the review committee were periodically reported to the faculty in a newsletter.

#### **February, 1996 Faculty Focus Groups**

A randomly selected group of the faculty and academic staff were invited to participate in a series of focus groups. Participants were asked to address three questions: 1. What is the purpose of a general education program? 2. What are the strength and weaknesses of our current program? and 3. What changes would you suggest? The forty-five faculty who participated were generally critical of the current program and suggested a wide range of changes.

#### **Spring, 1996 Interviews**

The same three questions were discussed with selected faculty and administrators with similar results.

#### **Phase Two: Develop goals statement**

#### **September, 1996 Review Committee developed list of 22 possible goals**

Using the results of the focus group and interview processes, the review committee developed a set of twenty-goals for general education. In a University-wide survey, the

**December, 1997    Members added to original review committee**

Five additional members from the Faculty Senate and the Academic Policy Committee were added to the review committee. The committee was given the charge to develop a revised proposal for resubmission to the Faculty Senate during the spring semester, 1998.

**February, 1998    Review committee began revisions.**

The review committee submitted a slightly modified draft of the general education goal statement to the Faculty Senate. This draft was distributed to the departments for review and comment.

At this writing (March 4, 1998), the review committee has five alternate general education models under consideration.

faculty were asked to rank these goals according to their appropriateness of a general education program on this campus.

**Fall, 1996      Committee developed first draft of goal statement**

The review committee developed a goal statement which reflected the findings of this survey. This statement was distributed to the faculty for comment. The goal statement went through several revisions to reflect input from the University community.

**Phase Three: Develop model for course requirements**

**January, 1997    Developed "Remodeling the Spare Room" exercise**

To initiate the process of developing a curricular model to implement the objectives of the general education goal statement, the review committee developed an exercise in which participants were asked to develop an "ideal" general education program comprised of "skills," "departmental," "seminar," and "divisional" courses.

**Summer, 1997    Committee integrated faculty input into a curriculum model.**

The review committee developed a comprehensive general education model consisting of a four-semester, theme-based sequence of seminars.

**Phase Four: Approval and Implementation**

**September 1997    Submit proposal to the Faculty Senate**

The comprehensive plan was presented to the Faculty Senate. The Senate invited the University community to respond to the proposal through a series of open hearings, and departmental meetings.

**Fall, 1997      Open hearings on proposal**

Members of the Senate and the review committee attended approximately twenty-eight meetings and hearings on the proposed General Education Plan. The review committee developed the following summary of the responses to the plan:

1. There should be no overall themes associated with the seminars.
2. The number of interdisciplinary seminars should be reduced.
3. Existing courses could be offered as seminars.
4. There should be a required laboratory science course.
5. The speech requirement should be retained.
6. The notion of "College Requirements" received little support.
7. The time line for implementation should be extended.
8. There seems to be acceptance of the proposed general education goals.

New Program Authorization  
B.S., Transportation and Logistics Management  
University of Wisconsin-Superior

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Superior and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.S. in Transportation and Logistics Management.

**NEW PROGRAM AUTHORIZATION  
B.S., TRANSPORTATION AND LOGISTICS MANAGEMENT  
UW-SUPERIOR  
(IMPLEMENTATION)**

**EXECUTIVE SUMMARY**

**BACKGROUND**

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.revised), the new program proposal for a Bachelor of Science in Transportation and Logistics Management at UW-Superior is presented to the Board of Regents for implementation. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. That review will be conducted jointly by the institution and System Administration, and the results will be reported to the board.

The proposed program has been under review at UW-Superior for more than ten years. It builds on existing strengths at UW-Superior and is well-suited to the industry and commerce of the Twin Ports geographical region. Over the past decade, local and regional groups of faculty, business people and community members have strongly supported developing a program in transportation management and logistics. The Duluth-Superior Transit Association, the Northern Regional Compact of Aerospace Careers and, more recently, an ad hoc Transportation Program Committee have all provided valuable input into planning the proposed Transportation and Logistics Management program.

**REQUESTED ACTION**

Approval of Resolution I.1.h.(1), authorizing implementation of the B.S. in Transportation and Logistics Management, UW-Superior.

**DISCUSSION AND RECOMMENDATION**

**Program Description**

The proposed program focuses on the management of transportation and logistics as these functions interface with the port to constitute a complete system. In this context, the study of *transportation* refers to all aspects of the physical movement of goods between two geographic points (ports); *logistics* refers to the movement of raw materials and component parts into and within a production system, as well as to the distribution of finished products and services to customers.

The program will be housed in the Department of Business Administration. Its primary purpose is to provide a solid educational foundation enabling program graduates to gain entry into the transportation field. Core courses common to all business majors, together with nine courses specifically designed for Transportation and Logistics management, comprise the program requirements. A total of 64 credits is required for graduation, including an

internship and capstone experience. In addition, six of the credits also satisfy General Education requirements. Finally, the program has a strong international component.

Because of the transportation businesses in the greater Superior area, numerous internship sites and employment opportunities for graduates are available for the proposed program.

It is estimated that, when fully implemented, the program will graduate 25 students per year. Projected enrollments for the next five years are as follows:

Academic Year	1998-99	1999-00	2000-01	2001-02	2002-03
Majors	10	30	50	70	80
Graduates	0	0	8	20	25

#### Program Goals and Objectives

The proposed program will prepare students for careers in the transportation field. Entry positions are typically with a carrier (motor, rail, water and air) or with the logistics and transportation department of a business that purchases transportation services from carriers. The program is also designed for individuals currently working in a transportation-related field who wish to complete a baccalaureate degree for career advancement purposes.

#### Relation to Institutional Mission and Plans

A Transportation and Logistics Management program fits well within the mission of UW-Superior to serve as a liberal arts institution with strengths in select professional programs. With a significant international component, the proposed program both builds upon and complements the university's existing program array.

#### Need

The need for both private and public sector jobs in transportation and logistic's management arises because a well-functioning transportation system is indispensable for economic growth and trade. An April 7, 1997 article in the *Journal of Commerce* states that "logistics education is growing rapidly in the nation's business schools, fueled by strong job placement opportunities and logistics professionals seeking advanced training."

*The American Workforce: 1992-2005*, published by the Bureau of Labor Statistics, projects moderate growth of 1.6 percent (56,000 jobs) per year in employment opportunities in the general field of transportation until the year 2005. This projection is 3.1 percent (10,000 jobs) per year for the specific area of Transportation Services.

#### Comparable Programs Elsewhere in Wisconsin

No other Wisconsin institution offers a baccalaureate degree in Transportation and Logistics Management. UW-Madison offers baccalaureate, master's and doctoral programs in Transportation and Public Utilities through its School of Business. Milwaukee Area Technical College and Northeast Wisconsin Area Technical College offer associate degree transportation programs. With the establishment of the proposed program, UW-Superior will

seek articulation agreements with regional technical colleges that offer associate degrees in transportation and related programs.

#### Comparable Programs Outside Wisconsin

Undergraduate degree programs in Transportation and Logistics Management are offered at the following institutions: Iowa State University, Ohio State University, Northeastern University, the University of Maryland-College Park, the University of Northern Florida, Georgia Southern University and the University of Tennessee-Knoxville. Charleston College has a similar program in Intermodal Transportation.

#### Assessment

The proposed program will be assessed internally using a three-segment process. First, initial baseline data has been collected regarding skill sets needed by graduates and these elements have been incorporated into course development. Second, there will be regular periodic assessment of students as they matriculate. Third, in the capstone internship phase, both interns and supervisors will be surveyed to determine if goals have been met. The capstone internship final report and supervisor signoff will be used to gather additional data.

Externally, ongoing surveys of graduates and employers will be conducted to determine outcomes and provide information for any realignment, restructuring or redesign of the program.

#### Evaluation by External Consultants

Both external reviewers support the program. One observes that "if the proposed program delivers . . . value, it is my belief that many more than twenty students will be interested in [it]." The other described the program as "well-designed" and "highly comparable in structure, content, goals and institutional context" to two benchmark programs at the University/College of Charleston and Georgia Southern University.

#### Resource Needs

The Business Administration Department has seven FTE faculty members and an operating budget of approximately \$2,000 per faculty member. With the exception of the nine new courses, existing faculty can accommodate the increased enrollments in core business courses resulting from the additional 25 students per year anticipated in the proposed program. To implement and offer the nine new courses and support ad hoc specialists for selected elective courses, one additional faculty member and the equivalent of one half-time academic staff lecturer, will be required.

With the addition of the Transportation and Logistics Management major, \$5,000 will be added to the Business Administration Department base budget to cover travel and related expenses associated with the 1.5 FTE addition to the unclassified line of the budget.

Approximately \$10,000 will be needed to add periodicals and expand the modest transportation and logistics holdings of the Jim Dan Hill Library.



Costs for the proposed program will be reallocated from the existing UW-Superior base budget. Estimated annual costs are as follows:

Additions to Business Administration Department Budget  
for the B.S. in Transportation and Logistics Management

Academic Year	1998-99	1999-2000	2000-01	Total
Personnel		\$45,000	\$15,000	\$60,000
Supplies	\$2,000	\$ 2,000	\$ 1,000	\$ 5,000
Library Materials (non-GPR	\$5,000	\$ 3,000	\$ 2,000	\$10,000
TOTAL	\$7,000	\$50,000	\$18,000	\$75,000

Classroom facilities are adequate.

Based on the 1996-97 cost-per-credit of the UW-Superior Business Administration program, cost-per-credit for the Transportation and Logistics Management program is projected to be approximately \$99.75.

#### RECOMMENDATION

The University of Wisconsin System Administration recommends that UW-Superior be authorized to implement the B.S. in Transportation and Logistics Management.

#### RELATED REGENT POLICIES

*University of Wisconsin System Academic Planning and Program Review* (November 10, 1995), Academic Informational Series #1 (ACIS-1.revised).

**NEW PROGRAM AUTHORIZATION  
MASTER OF SCIENCE IN INFORMATION SYSTEMS (MSIS)  
UW-OSHKOSH  
(INITIAL READING)**

**EXECUTIVE SUMMARY**

**BACKGROUND**

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.revised), the new program proposal for a Master of Science in Information Systems (MSIS) at UW-Oshkosh is presented to the Board of Regents for initial review. As stipulated by ACIS-1.revised, this program proposal will be on the agenda of the June meeting for a second review, at which time UW System Administration will recommend that the Board take action authorizing the Chancellor to implement the program. If approved, the program will undergo a regent-mandated review to begin five years after its implementation. That review will be conducted jointly by the institution and System Administration, with results reported to the Board of Regents.

UW-Oshkosh does not have a graduate program designed to provide course work in a unique combination of information technology and managerial knowledge and skills. Although UW-Oshkosh received entitlement to plan the program in 1987, it was held in abeyance because of increasing undergraduate enrollments, labor market conditions and the need to further develop the MIS team. This development has progressed to the point that one external reviewer stated "that the history of academic computing programs at UW Oshkosh provides a natural progression from undergraduate to graduate degree offerings."

**REQUESTED ACTION**

This item is presented for initial review. No action is requested at this time.

**DISCUSSION AND RECOMMENDATION**

**Program Description**

The proposed program will lead to a Master of Science degree in Information Systems (IS). It is a three-year, part-time, evening program that will be offered on-site or via distance education, and is designed to satisfy the needs of: (1) students wishing to pursue such a degree; (2) area businesses requiring employees with such training; and (3) professionals in the geographic area who wish to further their education.

The program requires 21 credits of IS courses and 9 credits from the MBA program. Admission to the program requires students to meet the College's criteria for acceptance into the MBA, and to have completed at least one programming course and one IS course. This program will initially be delivered at UW-Oshkosh and, if demand warrants, may be offered at UW-Green Bay and UW-Stevens Point. As one external reviewer noted, "the size of the MBA program with its external mission to the Fox Valley area and Stevens Point affords a robust pool for a specialization in MIS."

Annual enrollment targets will be 30. Projected enrollments for the next five years are as follows:

	1999-00	2000-01	2001-02	2002-03	2003-04
Program Enrollments	30	60	90	90	90
Graduates			30	30	30

#### Collaboration

UW-Oshkosh has discussed an articulation agreement with UW-Whitewater that would allow students in the proposed program and the UW-Whitewater MS program in Management Computer to take relevant courses from either program and apply them towards the master's degree. If such an agreement is approved, UW-Oshkosh would advertise the courses offered by UW-Whitewater and try to arrange a course schedule that would maximize the use of costly resources for both campuses.

#### Relation to Institutional Mission and Plans

The proposed Master of Science in Information Systems is directly related to the UW-Oshkosh Select Mission Statement "to challenge students to develop their talents, intellectual interests, and creative abilities; to promote an appreciation for both continuity and change; to provide the impetus for a lifelong commitment to, and enthusiasm for, learning; and to prepare persons for critical evaluation and decision-making"; and "to offer an array of master's and specialist level graduate programs which grow clearly from areas of undergraduate strength and meet the emerging needs of their regions which we serve."

The proposed master's program also meets goals One and Five of the Strategic Planning/Lateral Review in Business Action Plan, which encourage institutions to meet the management education needs of students and businesses, and to develop new strategies for meeting the plan's goals. It also is consistent with the Board of Regents study of the UW System in the 21<sup>st</sup> Century in that it meets the lifelong learning needs of citizens and employers in the state.

#### Program Goals and Objectives

The Masters of Science in Information Systems will teach students to appreciate the importance of sound theoretical information system principles for managing the implementation of IS and for the gathering, storing, manipulating and retrieving of data. The graduate with a Masters in Information Systems degree will be able to:

1. communicate effectively, orally and in writing, to both technical and nontechnical peers and superiors;
2. apply sound project management techniques to the implementation of information systems;
3. develop "real world" information systems;
4. find, select, and use appropriate technology to solve business problems or to capitalize on business opportunities;
5. help end-users apply and develop information systems as an aid, enabling them to do their jobs; and
6. continue to acquire new knowledge about information technologies and development methods.

## Accreditation

The College of Business Administration is accredited by AACSB and the International Association for Management Education, for the BBA and MBA programs. This accrediting body will evaluate the MSIS program in relationship to its service to and contributions to the MBA program and as a specialized master's program. The proposed program meets the following two AACSB criteria for specialized master's programs: (1) "prepare students who seek specialized roles in business, management and related professions" and (2) "normally, . . . require a minimum of 30 semester hours, of which at least 12 should be in the area of specialization."

## Evaluation from External Consultants

Two external reviewers evaluated the program, based on the curriculum quality, resource support, and the need for the program. Both reviewers felt the program was important and would meet the needs in the geographic area. One stated, "I found the MIS team committed and excited about being able to offer this new program and I feel the companies in the Fox Valley area will become strong supporters of the program and will hire the graduates." The second reviewer had "no hesitation in supporting the program" and commented that "the number of undergraduates in MIS affords the proposed program a base for graduate students. At the same time graduate experiences by faculty will enrich the undergraduate program."

Curriculum revisions suggested by reviewers include adding a programming course to the program and separating the "Networking and Communications" course into two courses. In response to the first suggestion, program designers are evaluating the topical coverage of the course on *Information Systems Design for Decision Support* to determine whether it is appropriate to include a programming component. Alternatives are also being evaluated in response to the second suggestion, e.g., eliminating three credits of management electives or the project/internship course.

## Strengths or Unique Features

This program helps fill a critical need for IS professionals in the Fox Valley, along with providing adults seeking to change their careers an opportunity to enter the exciting field of IS.

## Assessment

The Master of Science in Information Systems is a 30-credit program designed primarily for working adults. Assessment of each objective will include at least two of five methods used in the College of Business Administration's official assessment program: (1) College portfolio evaluation, (2) Performance in the capstone course-IS Masters project, (3) an Exit Survey of students in their last semester of course work, (4) an Alumni Survey (2, 5, 10 years after graduation), and (5) an Employer's Survey.

## Need

Our world is changing from an industrial-based to an information-based society. Technology is enabling appropriate information to be available to all employees, and this information makes possible decision-making at all levels. The current standard for organizational information systems consists of moving computing needs out to the user with a computer on everyone's desk, faster application development, and an integrated approach to computing with

information integrated across all applications. Wisconsin companies require information system professionals trained at both the undergraduate and graduate levels to compete in this environment.

This program will meet student and employer needs in the Fox Valley by providing graduate education in the specialized IS field. The projected rate of increase in the demand in Wisconsin for technically trained system analysts positions exceeds 900 per year. Wisconsin public institutions currently graduate about 1000 technically trained students (computer science, management information systems, and computer operations) per year. However, not all of these technically trained graduates possess the requisite management skills to assume system analyst positions. The growth for non-systems analyst positions is not as dramatic. This leaves a gap in the State's ability to meet the demand. Currently, many of our regional employers are recruiting information technology trained employees from outside the state of Wisconsin and some are recruiting from outside the USA to meet their increasing needs.

#### Comparable Programs

UW-Madison offers an MS and MBA in Information Systems Analysis and Design. Both are full-time day programs targeted at students who lack IS degrees or experience, but wish to enter the IS field. UW-Milwaukee offers an MS in Management Information Systems as a full- or part-time evening program, targeted primarily at students who have neither IS degrees nor experience. The proposed MSIS program is similar to the MS in MIS at UW-Milwaukee, but, in the words of one external reviewer, "it is clear a program closer to home would be more desirable [than one located in Milwaukee]."

#### Resource Needs

A 1.0 FTE increase in MIS faculty members to teach the additional MIS courses will be required. In addition a .3 to .5 FTE increase in non-MIS faculty members to teach the incremental increase in MBA courses will be needed to serve the 60-90 new MIS graduate students. Additional salaries would be \$100,000. An additional .25 FTE for administrative support will be required in 1998-99, at a cost of approximately \$6,000.

No new facilities will be needed immediately, because of the existing MIS lab. This lab, however, needs to be expanded to meet the needs of the undergraduate program as well. One external reviewer noted that "other resources, such as computing and classroom space appear to be able to support the additional program."

UW-Oshkosh will internally reallocate funds to support the program.

#### RECOMMENDATION

No action is requested at this time.

#### RELATED REGENT POLICIES

*University of Wisconsin System Academic Planning and Program Review*  
(November 10, 1995), Academic Informational Series #1 (ACIS-1.revised).

May 8, 1998

Agenda item I.1.h.(3)

**NEW PROGRAM AUTHORIZATION  
M.A., ENGLISH  
UW-OSHKOSH  
(INITIAL READING)**

**EXECUTIVE SUMMARY**

**BACKGROUND**

In accordance with the procedure outlined in Academic Planning Program Review (ACIS-1 revised), the new program for a Master of Arts (M.A.) in English is presented to the Board for initial review. As stipulated by ACIS-1 revised, this program proposal will be on the agenda of the June meeting for a second review, at which time UW System Administration will recommend that the Board take action authorizing the Chancellor to implement the program. If approved, the program will be subject to Regent-mandated review to begin five years after its implementation. The review will be conducted jointly by the institution and System Administration, and the results will be reported to the Board.

This proposal is the result of work done in the fall of 1996 and the spring and summer of 1997 by a planning committee of Department of English faculty and staff. The planning committee has consulted with a broad range of stakeholders, including the Assistant Vice Chancellor of the Graduate School; representatives of the College of Education and Human Services including the program chair; current English majors and Liberal Studies Degree Program students; creative writers in our area; and representatives of local high schools.

**REQUESTED ACTION**

This item is presented for initial review. No action is requested at this time.

**DISCUSSION AND RECOMMENDATIONS**

**Program Goals**

The M.A. in English will enable individuals in the K-12 educational community to remain current in their discipline as they pursue continuing education to maintain their teacher licenses. Teachers represent the primary constituency for this degree. Beyond that, the degree will provide opportunities for active professional, technical, and creative writers in northeast Wisconsin to enhance their skills while expanding their professional network among peers. It also will offer people in various careers a coherent program to enhance their skills in interpretation, critical thinking, and written communication for purposes of advancement.

The program's central academic objectives are as follows:

- To extend the breadth and depth of knowledge about literature, rhetoric, linguistics, and critical theory
- To engage in spirited analysis of literary texts
- To participate in active intellectual exchange
- To enhance skills in both creative and expository writing
- To foster critical thinking and creative engagement with texts of all kinds
- To provide an environment of enthusiastic learning focused on language and literature

### Program Description

The Master of Arts degree will require 36 credits. The program will build on existing courses in linguistics, creative writing, and literature. It will require thirty credits in English, including the thesis, and six graduate credits outside the Department, with the goal of providing opportunities for interdisciplinary study. For example, individuals enhancing their skills in pedagogy could elect their six graduate credits from offerings in the College of Education and Human Services. Graduate-only course work in English will consist of seminars in the areas of Literature, Criticism, Linguistics, Research Methods, New Literatures, Rhetoric, Creative Writing, and Technical Writing. Core requirements will include work in the following: bibliography and research method, critical approaches to literature, and the thesis.

Graduate faculty advisors will work with students to plan balanced and meaningful programs that meet students' needs and interests. Students will be able to be in such emphases areas as literary study, creative writing, rhetoric and linguistics. Within a literature emphasis, it will be possible to concentrate on the new literatures (post-colonial, African-American, etc.), on Renaissance studies, or on another area in which the Department has strength. The seminar in research methods and the thesis will offer ample opportunity for honing skills and knowledge to fulfill the intent of this degree.

### Assessment

A Director of Graduate Studies and a Department Master's Degree Committee will work with the Graduate School to administer all phases of the program, including assessment of student and program performance. The Committee will assess readiness for candidates to receive degrees, using a portfolio format similar to the one approved for the undergraduate program. Students will assemble a collection of writings that demonstrates progress in critical thinking and in writing. In relation to the portfolio, the thesis will show intellectual development and expanding scholarly insight.

Program assessment procedures will include examination of student portfolios to provide an overview of strengths and weaknesses in the program. An exit interview with each student will help identify ways that the program has or has not worked to serve students' purposes. This information will provide immediate feedback which will allow for continuous improvement of the program. In the

future, graduates of the program will be surveyed to determine whether the program has met its goals.

#### Relation to Institutional Mission and Goals

The proposed program adheres closely to the Select Mission Statement of the University of Wisconsin Oshkosh, which includes emphasizing strong programs in the arts and sciences and the following goals:

- to expect scholarly activity, including research, scholarship, and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its special mission;
- to offer an array of master's and specialist level programs which grow clearly from areas of undergraduate strength and meet emerging needs of the region which we serve;
- to develop and offer programs and services responding to the needs of the people, institutions, and communities which we serve.

#### External Review

Two external consultants reviewed the proposed program. Both endorsed the program as excellent. One reviewer praised the "planned flexibility in scheduling," which includes a "wide availability of late afternoon, evening, and interim courses" as well as offerings during the summer, as "key to its success." She also praised the quality of the Department's research-active faculty, noting that 16 new faculty have been hired since 1988, all of them, "trained at many of the top-ranked research institutions in the United States." These faculty bring new specialties such as "African American Culture and Post Colonial Literature to the offerings, as well as . . . new perspectives to traditional areas of study." The second reviewer also praised the quality of the faculty and its immersion in contemporary developments in the field of English Studies. And she likewise cited the need for the program in the area, particularly among teachers: "The growth of the local population, the distance from other UW graduate programs, the 1997 survey, and the increasing requirement by boards of public instruction for discipline-based course work for public school teachers . . . all point to real needs that the program will satisfy."

#### Need

A survey sponsored by the Office of the Graduate School and Research in April 1997 of 1,580 alumni/ae, professional and creative writers, and K-12 teachers within a fifty-mile radius of the University confirmed that strong demand exists for offering a discipline-based Master of Arts in English degree at the University of Wisconsin Oshkosh. Of three hundred and sixty-nine (369) respondents to the April 1997 survey, 103 respondents indicated definite interest in enrolling within three years in a master's degree program at the University of Wisconsin Oshkosh. An additional sixty-three (63) indicated some level of interest. Since the English Department could not admit even 60 students in the next three years, there is certainly a more than adequate base of interest to begin the program.



## Relevance to Area Teachers

Of the people who responded positively to the survey, 74 (45.7 percent) were teachers. The historical tradition of the University of Wisconsin-Oshkosh emphasizes service to the educational community.

Because of retirements, a significant percentage of the teaching staff in the geographic area has just entered service. These individuals will need to engage in continuing education in order to maintain their licenses; many may want discipline-based graduate study. In addition, many school districts require teachers to pursue master's degrees. In responding to the survey mentioned above, one local principal noted that half of the English staff at his school were new. From his point of view, it would be preferable if their continuing education credits were were "in English" so that the new teachers could solidify their disciplinary competence."

## Uniqueness of Program

The most influential issue in the department's decision to propose a Master of Arts degree is that people in this mid-state region cannot, while working full-time, easily commute to other Wisconsin universities offering a M.A. in English. These individuals are searching for a graduate degree they can pursue entirely on a part-time basis. Flexible scheduling and the program's accommodation to part-time graduate students may be its most important and unique features, since it will allow students scheduling opportunities to enable the timely completion of their degrees.

Four other Wisconsin institutions, the University of Wisconsin-Madison, the University of Wisconsin-Milwaukee, the University of Wisconsin-Eau Claire, and Marquette University, offer master's degrees in English. None of these programs is conceptually designed for the more than 100 individuals who, in the April 1997 survey, expressed interest in enrolling in this proposed program within the next three years.

None of the master's degree programs cited above is within easy driving distance of adult learners who are employed full-time in the UW-Oshkosh geographic area. Moreover, two of them, at UW-Madison and UW-Milwaukee, are primarily designed as a foundation for the doctorate.

Other unique features of the proposed program include:

- flexible scheduling for non-traditional, part-time students;
- a fresh, highly qualified graduate faculty, sixteen of whom have been hired since 1988 (and at least four more to be hired in the next three years);
- an excellent teaching computer lab with the latest equipment and software for fully-accessible web-based learning;
- a commitment to diversity in the curriculum, the faculty, and the student body;
- a six-credit interdisciplinary requirement

## Projected Enrollment

Academic Year	1999-00	2000-01	2001-02	2003-03	2003-04
Admissions	10	10	10	10	10
Total students	10	20	30	30-35	45-50
Graduates	0	0	0	10*	10-20

\*first graduating class, May 2003

## Revenue Generated and Projected Direct Cost

No new funds are required since this program is supported through base-budget reallocation.

Library and classroom facilities are adequate.

**RECOMMENDATION**

No action is requested at this time.

**RELATED REGENT**

*University of Wisconsin System Academic Planning and Program Review*  
(November 10, 1995), Academic Information Series #1 (ACIS-1, revised).