

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Madison, Wisconsin

UW-Madison

Held in the Pyle Center, Rooms 325/326

Thursday, April 1, 2004

1:00 p.m.

- President Marcovich presiding -

PRESENT: Regents Amato, Axtell, Bradley, Burmaster, Connolly-Keesler, Davis, Gottschalk, Marcovich, Mohs, Olivieri, Pruitt, Randall, Richlen, Rosenzweig, Salas, and Walsh

ABSENT: Regent Gracz

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DIVERSITY AND THE PLAN 2008 REPORT: A WISCONSIN COMMITMENT, AN AMERICAN IMPERATIVE

Introducing the presentation, Regent President Marcovich began with the following quote from W.E.B. DuBois:

“Of all the civil rights for which the world has struggled and fought for 5,000 years, the right to learn is undoubtedly the most fundamental.”

In order to demonstrate the UW System’s commitment to diversity and to providing access to higher education for historically under-represented groups, Regent Marcovich continued, the Board of Regents adopted in 1998 a ten-year initiative called *Plan 2008: Educational Quality through Racial and Ethnic Diversity*. This mid-way progress report, titled “A Wisconsin Commitment, an American Imperative” shows that, as far as the university has come in guaranteeing the fundamental right to learn to all Wisconsin citizens, there still is a way to go. Embedded in that title is a challenge to continue steadfastly moving forward. He then introduced Senior Vice President Cora Marrett to make the presentation.

Dr. Marrett began by noting the Board of Regents' long commitment to expansion of access to and opportunity within the UW System for under-represented populations. In 1972, the Board resolved:

“The University System shall do all that is possible to prepare educators and administrators to (a) recognize the dignity and worth of different cultures; (b) facilitate self-fulfillment and quality educational outcomes; and (c) sensitize non-minority and non-disadvantaged students to the problems of minority and educationally disadvantaged students.”

In 1988, the Board adopted the ten-year plan, *Design for Diversity*, an action that made the UW System the first university system in the nation to have a long-range plan for advancing racial and ethnic diversity. Ten years later, the Board enacted *Plan 2008: Educational Quality Through Racial and Ethnic Diversity*. President Lyall described at the time the monumental effort that produced the plan, noting that more than 2,000 individuals and organizations expressed their views, and listening sessions were held around the state.

Following adoption of *Plan 2008*, each UW institution developed its own approach to removing barriers associated with race, ethnicity and economic disadvantage. The plan was divided into two five-year segments to ensure responsiveness to changes in student demographics, as well as changes in the social, economic, and legal environment.

Dr. Marrett then turned to the results of the first five years of the plan.

Goal 1: Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions. Enrollment of students of color increased 16% between 1998 and 2003, representing 25% of total enrollment growth. On the other hand, during that same period, the number of students of color graduating from high school grew more rapidly than did the number enrolling in the UW System.

Goal 2: Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age. The number of participants in pre-college programs increased 145%, over 8,000 participants, during Phase I. Even with this growth, however, pre-college programs reached fewer than eight percent of students of color in K-12 schools. While graduation data that reflects the effectiveness of pre-college programming will not be available until 2005, a further report on assessment efforts and outcomes of this programming will be presented at the June meeting of the Board.

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 population as a whole. Second year retention rates for students of color rose from 72% to 75% between 1998 and 2002, while it remained at about 80% for other students. The pattern varies among categories of students.

The impact of *Plan 2008* on graduation rates will be assessed beginning in 2005, the sixth year for the class that entered in 1999, the first year in which the plan was implemented. For the class that entered in 1997, the six-year graduation rate for students of color was 43% compared to 64% for other students.

Goal 4: Increase the amount of financial aid available to needy students and reduce their reliance on loans. Both the Lawton Undergraduate Program, which provides supplementary financial aid to economically needy students, and the Advanced Opportunity Program, which offers funds at the graduate level, received increases in the 2003-05 budget. However, these increases came entirely from one-time reserves. It is expected that funding will be requested in the 2005-07 budget to make the increases permanent. In addition, UW institutions have established a variety of scholarship programs to meet the objectives of *Plan 2008*.

National data show higher levels of debt for African American and Hispanic/Latino students than for their White, Asian and Native American peers. Income levels in Wisconsin of African American, Native American, and Hispanic/Latino families is substantially below those of White families. Likewise, the cost of college nationally has increased at a higher rate than the income of low-income families.

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 availability in relevant job pools. In addition, work to increase their future availability as potential employees. With regard to this goal, employees of color increased from 8% of the total in 1997-98 to 10% in 2003-04. A number of UW campuses have been cited for their exemplary efforts to introduce greater diversity in their personnel.

Goal 6: Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity. Toward that end, institutions have integrated diversity into their strategic planning and academic program review. In addition, the UW System Office of Academic and Student Services, at the request of the Regents, has incorporated plans for diversity into the process for approving academic programs. Individual institutions, department, and faculty and staff have worked diligently to further this goal, both in the areas of institutional environment and course development.

Goal 7: Improve accountability of the UW System and its institutions. The UW System incorporates diversity outcomes in the annual accountability report – Achieving Excellence. In addition, UW institutions have enmeshed diversity initiatives into their program and performance reviews.

For comments on institutional experiences with *Plan 2008*, Dr. Marrett introduced Bernice Durand, UW-Madison Associate Vice Chancellor for Diversity and Climate, and Kimberly Barrett, UW-Eau Claire Associate Vice Chancellor for Student Development and Diversity.

Dr. Durand came to UW-Madison in 1970 to teach and do research in physics, after receiving a Ph.D. in theoretical physics from Iowa State University. At that time, she pioneered efforts to make her discipline and institution more inclusive of women and others. Dr. Durand has an award-winning teaching career, along with an active research program. She has been active at all levels of university governance and is immediate past chair of the Athletic Board. In the late 1990s, she chaired UW-Madison's committee on

Plan 2008; and in 2002, she received a special Chancellor's Recognition Award for Outstanding Leadership in Campus Diversity.

Dr. Barrett came to UW-Eau Claire after serving as Vice Provost (Student Affairs) at Lakehead University in Thunder Bay, Ontario, Canada. She earned a Ph.D. in Higher Education from Southern Illinois University-Carbondale and has held a variety of positions, including dean of students, director of multicultural affairs, and founding director of a university women's center. In addition to Canada and Wisconsin, she has worked in higher education in Missouri, New York State, and Kentucky. She has taught at the undergraduate and graduate levels and has coordinated a graduate program to prepare professionals to work in student affairs.

As background for her remarks, Professor Durand explained that nurturing human resources is the fifth goal of UW-Madison's strategic plan. This goal is linked to diversity and campus climate and led to the reassignment of an associate vice chancellor position to focus on these areas.

Today's 18-year old freshmen, she pointed out, live in a state in which 12% of the population are people of color and study at a university in which 9% of the students and 10% of the employees are people of color. By the time these freshmen reach age 64 in 2050, more than 50% of the nation's population will be people of color.

Noting that the University of Michigan made its case before the Supreme Court for affirmative action based on the educational value to all students of a diverse campus, Professor Durand gave the following examples of the value of diversity as documented by research:

- Diversity fosters better ideas and innovation in problem solving.
- Minority viewpoints generate critical analysis.
- Diversity enhances cognitive development among students and the quality of their education.
- Diversity enhances diversity through achievement of a critical mass of people of color.

At last year's *Plan 2008* forum, recruiters from Proctor and Gamble, Kimberly Clark and Cargill said that they had cut back or dropped recruiting UW-Madison graduates because they did not have sufficient skills to work with teams of diverse colleagues.

In that regard, Professor Durand recalled that the vision of education used to include four competencies: Communication skills, quantitative reasoning, in-depth knowledge in the major, and life-long learning or critical thinking. Many now refer to a fifth competence –cultural competence; that is, the ability to work with, respect and appreciate people different from oneself. Where UW-Madison falls short in this area, she explained, is practice in working in diverse teams, which requires having enough students of color to build such teams. Another important competence, she added, is good citizenship and societal responsibility.

As to the goals of *Plan 2008*, she identified the following four as the ones she considered most important: Recruitment, retention, paying for things, and assessing and evaluating results. Recruitment would include pipeline programs, as well as financial aid. Retention would include building diversity into the fabric of the institution, along with campus and classroom climate. Paying would include not only paying for the students' education, but also for programs to enhance diversity.

If she had to select only one goal, she would choose retention. With improved retention, other goals would be easier to achieve. Recruitment would be enhanced; programs would be in the maintenance phase, rather than the more costly start-up phase; assessment would be favorable and would show that the critical mass was reached at which point diversity enhances diversity.

However, she explained, retention has fallen short because of lack of early intervention and steady support for all students of color and because of lack on campus of the fifth and sixth competencies.

To progress at a higher rate, Dr. Durand said, it is necessary to identify and share pockets of success. She then described three successful programs at UW-Madison.

The PEOPLE Program (Pre-College Enrichment Opportunity Program for Learning Excellence) has the goals of having students graduate from high school, enroll in higher education, and enroll at UW-Madison if they are qualified. The program began in 1999 in the Milwaukee, Racine and Waukesha high schools with 131 participants. In 2000, Madison middle schools were added. Seventy-two percent of those who started the program completed it, all of them graduated from high school, 96% enrolled in higher education, with 47% at UW-Madison, 13% elsewhere in the UW System, and 36% at other schools. Four percent went into trades or the military.

Of the 24 who matriculated at UW-Madison in the fall of 2002, 21 returned as sophomores; and three of the four who left are slated to return. Twenty more matriculated in the fall of 2003 and 27 are expected in the fall of 2004. These students illustrate the value of familiarity with the campus, of having enhanced academic preparation, of learning about and participating in research, of mentoring relationships, and of developing a sense of community. All of this makes transition to the university easier when they arrive as freshmen.

As a second example of success, Professor Durand cited the athletic program. Student athletes from the 1996-97 cohort had a six-year graduation rate of 88%, third highest in the nation. Athletic programs, she pointed out, illustrate some key elements needed for retention. Personal recruitment, financial support, academic support, social support, and institutional commitment to their success. Minority athletes also are likely to find a critical mass of students of color in their day-to-day sport and study environments.

As a third example, she cited the Law School, which was featured in the March edition of the national *Jurist* journal for law students as one of the five (out of 172) surveyed schools where diversity works. These law schools, which have created environments that welcome and encourage women and students of color, share the following characteristics:

- Leadership from the top supporting diversity's importance and prioritizing the student experience;
- Commitment to open communication between faculty, staff, administrators, and students; and
- Students who feel valued and supported.

Twenty-seven percent of the Law School students are people of color in a state in which 88% of the population is white.

Noting that assessment is essential to accountability, she observed that, while numbers are useful, some goals, such as the one that has to do with campus climate, are not easily quantified. One promising tool being used by UW-Madison is a climate survey of students, faculty and staff that includes questions geared to learning about the different climate experienced by people of color. Another tool was an external review by two senior diversity officers from Indiana University and the University of Minnesota. Their advice was to concentrate on a few things that will make the most difference and to publicize the many successes that had been achieved.

Turning to the matter of funding, Professor Durand noted that it will be necessary to find the money needed to achieve *Plan 2008's* goals. In that regard, she asked the Board members to be urgent and articulate in their advocacy for supporting the best education for students by increasing diversity and improving climate. She also indicated that money is needed for research on diversity in educational institutions and in society.

In conclusion, she emphasized that failure to achieve diversity handicaps students for their lifetimes.

Dr. Kimberly Barrett began her presentation by indicating that diversity in all of its forms is a passion of hers and is what brought her to UW-Eau Claire to take the position of Associate Vice Chancellor for Student Development and Diversity. The title, she noted, shows an understanding of the relationship of diversity to intellectual, ethical, personal, and social development.

Two components of promoting adult development, she explained, are: 1) helping people develop more complex ways of looking at themselves and the world in which they live; and 2) finding the right balance between challenge and support. What better challenge could there be, she asked, than grappling with the diversity of ideas that are found on a university campus in a very supportive learning environment. Therefore, she observed that diversity does not only benefit students of color, but also is important in providing the best education for all students.

As to studies on the relationship between diversity and learning for all students, she cited the following: “Does Diversity Make a Difference in the College Classroom” by the American Council on Education and the American Association of University Professors; “The Impact of Racial and Ethnic Diversity on Education Outcomes”, by the Harvard Civil Rights Project; and “Diversity Works: The Emerging Picture of how Students Benefit”, by the Association of American Colleges and Universities.

The key findings of these studies are:

- Diversity has a positive impact on cognitive development, critical thinking and problem solving, and leadership skills of all students.
- It provides a greater sense of satisfaction and involvement on campus.
- It provides greater academic aspirations for all students, particularly minority students.
- Students feel better prepared to succeed in the diverse workforce they expect to encounter.
- Diversity motivates students to work toward racial harmony and social justice.

As an example, she described a conversation she had with a student who had participated in a dialog on diversity at UW-Eau Claire. This student, who came from an area without a diverse population, felt she benefited greatly from the experience because it required her to engage in active learning and to think critically about issues that she had never considered before. She thought many students believe that discrimination has been largely eliminated as a result of the civil rights and women’s movements and no longer is much of a problem in today’s world. She also pointed out that cross-cultural encounters are not being provided on campus and are difficult to find because of lack of diversity in the student body. She recognized that this is not the environment she would find in the working world and asked that more opportunities be provided to develop cultural confidence. In addition, she thought that multi-cultural history should be taught in the high schools and even earlier.

Turning to challenges faced by UW campuses, Dr. Barrett commented that:

- More young people need to be involved in pre-college programs, especially given the low high school graduation rate of African American students. Only about eight percent of students who would qualify for pre-college programs currently are served.
- In order to improve retention and graduation rates of people of color, campus climate must be improved. Studies show that feeling a part of the campus and having positive relationships with faculty are important to student retention, as is the extent to which student expectations match what they actually encounter on campus.

- In terms of assessment, it is important to look at ways in which diversity affects all students in terms of educational outcomes, in such areas as cultural competence, interpersonal skills, and critical thinking. That information then needs to be used to invest scarce resources in what works best for students.

In conclusion, Dr. Barrett observed that *Plan 2008* has set the UW System on a bold path toward transforming education through diversity. She urged the Board to make even bolder steps so that the UW can become a showcase of how diversity enhances education for all students.

In closing remarks, Senior Vice President Marrett noted that there are two complementary goals:

- Providing access to quality education for underrepresented and disadvantaged students;
- Offering all students an education that will engage them fully in the complex and diverse global society of the 21st century.

In discussion following the presentation, Regent Salas pointed out that, while enrollment of students of color had increased from 8% to 9% of the total UW System enrollment from 1998-2003, the service rate for students of color had declined from 23% to 20% during the same period. He also noted that, while second year retention rates for students of color in general had increased, the second-year retention rate for Latino students had decreased. Six-year graduation rates turned out to be much lower than their second-year retention rates, with African American students at only 33% and Hispanic students at 43%.

Noting a lack of uniformity among campuses, he suggested that successful programs should be identified and shared across the system with guidelines for emulating best practices. He cited the example of UW-Madison's successful pre-college program but pointed out that he would like to see what is being done in the area of academic support in order to improve retention.

Regent Connolly-Keesler noted that the large growth in pre-college program participation was not matched in concomitant growth in enrollment of students of color. Dr. Marrett indicated that pre-college participants might be going to other schools and that there would be a report on those programs at the June meeting.

Regent Mohs expressed agreement the importance of every constituency contributing and receiving benefits to keep the nation strong. We cannot afford, he said, to have entire segments of the population left behind. Noting the importance of remaining open to new ideas, he recalled interviewing leaders of the university system when it was first created in 1970 and knew from what he learned that the first affirmative action plans were well intended. It was naïve, though, he observed, to think that those plans would be enough to bring minority students to campus and keep them there.

Plan 2008 was a very positive step forward, he continued, in that it recognized the need to expand the pool of qualified applicants without lowering standards. In that regard, it is necessary to help those students to learn and to create a vision with them and their families of what it means to be an educated person – a life-long learner with all the attendant challenges and responsibilities.

He expressed the hope that there would be recognition that change will continue and that what is thought useful and wise today may not turn out to be the right direction. For example, he hoped that it would not be true that learning critical thinking requires a certain racial mix on campus and in class. There is a risk, he cautioned, of building barriers so that students of color might not expect to do well if there were not enough of them in a class or program. He urged that, going forward, people keep an open mind and challenge some of the current rationales. When all is said and done, he hoped that race does not, in fact, make too much difference.

Concurring that the landscape does not remain unchanged, Dr. Marrett noted, for example that 20 years ago efforts revolved around what could be done for sub-populations of students. Now, she noted, it is recognized that what is being done for them is part of a larger effort to benefit all students and to ensure that they are prepared for a different kind of world than existed 20 years ago.

Stating that race definitely matters in today's world, Regent Davis pointed out that we are far from the point at which all aspects of diversity are represented equitably in power and wealth. She also observed that supporting diversity does not mean lowering standards.

In terms of Plan 2008, she felt that there is a lack of momentum and spirit in moving forward to achieve its goals. At UW-Milwaukee, she pointed out, enrollment of African-American students declined from 1998-2003 and the campus also had the second lowest increase in the system in the percentage of students of color. In addition, UW-Milwaukee had the lowest six-year graduation rate for African Americans in the 1997 cohort at 14.9% in a city where the African-American population is over 30%. The percentage of African-American faculty is only 5.9% and 56% of African American employees are in the classified ranks. These figures, she said, are not consistent with the intent of Goal 5.

With regard to UW-Madison, she was encouraged to hear Professor Durand's remarks about focusing on campus climate, particularly in view of an article in the Milwaukee Journal Sentinel in which interviews with students showed how challenging the matter of a welcoming climate is on that campus. Of the 10% of students of color at UW-Madison, only 2.5% are Hispanic and only 2.4% are African American. She asked why the success of the Law School in recruitment and retention strategies could not be replicated elsewhere on campus. On both campuses, she pointed out, lack of faculty of color to provide role models for students is a significant problem.

As long as there is a perception that UW campuses are not welcoming for all students, there is a long way to go, Regent Davis observed, stating that she would like to see much greater momentum in the last half of Plan 2008, with accountability and incentives for good results, as well as consequences for lack of them.

Finally, she remarked that successful pre-college experiences, like the PEOPLE program, need to have priority for continued long-term support. She felt that these programs should be more directly linked to students going to and graduating from college, hopefully in the UW System.

Regent Walsh asked what would be changed if the first phase of Plan 2008 could be done over again.

In response, Dr. Marrett indicated that the notion of establishing goals put the UW System in a leading position in the nation in this area. She also thought it was a good decision to have a mid-point review. During the first phase, she felt that the plan did not receive the level of attention that it deserved in terms of weaving it into the fabric of the entire campus.

Noting that he was one of the participants in authoring Plan 2008, Regent Marcovich said that he thought then and still believes that pre-college programs are the most important part of the plan because success of those programs will lead to success of other parts of the plan. He thought it important to start as early as kindergarten to bring students along and to continue all the way through their schooling. Noting that many students in the pre-college programs may be enrolling in other colleges, he asked if those students might not be required to apply first to UW universities.

Tess Arenas, Assistant Vice President for Academic Affairs and Senior Advisor to the President for Academic Diversity, explained that, in the first phase of Plan 2008, there was retooling of pre-college programs and development of a strategic plan, with another one to be generated based on what had been learned about successes to date. These programs are a national model, she indicated, because of the depth and number of programs, using a system-wide coordinated approach.

Regent Marcovich suggested recruitment of role models in minority communities, such as ministers, teachers, and coaches, to assist in motivating students of color through high school graduation and encouraging them to enroll in UW institutions.

Although moving pre-college programs into earlier school years is very costly, Professor Durand indicated that, in the second year of its program, UW-Madison expanded its reach into the Madison middle schools and there was discussion of going deeper into the elementary years. In that regard, she pointed out that by third grade most minority students are already on a non-college-prep track.

As to what could be done differently five years ago, she commented on the importance of weaving diversity into the fabric and culture of the campus departments. Noting that it is labor-intensive and costly to do programs for faculty and department chairs, she distributed a brochure, being used in training chairs of search committees, that cited studies and described biases that people bring to the table, often unrecognized. She expressed the hope that this and other measures would be helpful in propelling the movement toward a more diverse faculty and staff.

Stating that race does indeed matter, Regent Randall noted that 70% of the Milwaukee Public School teachers are white, while 73% of the students are people of color. There is a 40% drop out rate among Milwaukee Public School students, and 50% of the MPS teachers are trained in UW institutions.

Noting the excellent diversity record of the Law School, he suggested that modeling of that success be done for other programs. In 2002-03, 44 Law School students were Latino and 51 were African American. The total 136 students of color represented 30% of the total enrollment. On the other hand, 50% of the state's prison population is African American or Latino, and only four of the partners at the top five largest law firms in Milwaukee are African American.

With regard to graduate education, Regent Randall noted that, in the last five years, the number of Ph.D. degrees awarded to African Americans increased from 12 to 24, and the number awarded to all students of color increased from 55 to 61. This, he noted, is the pipeline for future UW faculty and administrators; and many retirements are expected in the next few years. The Medical School had 17 African American students enrolled in 2002-03, and there are fewer than 125 African-American doctors in the entire state, less than half the number of Asian Indian physicians. The Medical School has received a multi-year, multi-million dollar NIH grant to study the disparity in health care received by people of color.

Weaknesses that he perceived in Plan 2008 included meager funding and poorly articulated goals that were not numerical. "Instead of a carrot and stick, we offered toothpicks and platitudes," he said.

Regent Randall considered investment in pre-college programs to be of critical importance. While the 'Gear Up' program is widely acknowledged as having a significant impact on the ability of students to enter these programs, the question now is whether federal funding for that initiative will be renewed. There also are Department of Labor funds which the Private Industry Council has used to support 1,400 pre-college students. However, this funding may be decreased in the upcoming budget.

He commented that better coordination is needed between UW campuses and high schools. In that regard, he cited the example of a new program to teach mathematics to high school students on Saturdays. The students, who are paid to attend, will then move to UW-Madison's PEOPLE program. After three weeks of operation, the program has 100% retention. Another example is a program in which more than 1,000 students over three years have received IT training at UW-Milwaukee.

Finally, Regent Randall suggested greater focus on campus performance on diversity indicators in evaluation of senior officials so that they would be held accountable for results in that area.

Concluding the discussion, Regent President Marcovich indicated that this important topic would be taken up again in the near future.

The meeting was adjourned at 2:35 p.m.

Submitted by:

Judith A. Temby