

This content reflects policies and initiatives that are no longer current, but provide a historical context to our existing initiatives.

[continue]

THE UNIVERSITY OF WISCONSIN-MADISON PLAN 2008

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GUIDE TO THE PLAN

For the reader wanting an overview, we recommend reading the Foreword, Introduction, Seven Goals of the UW System Plan 2008, and Summary of Recommendations in Madison Plan 2008. We recommend also reading Appendix A, a planning guide for implementation of the plan.

The reader looking for a fuller explanation should read the Commentary and Recommendations plus the Budget Commentary and Estimated Budget. Appendices B-H contain data and some discussion referred to in the recommendations and commentary. Appendix I is a selected sample of partnerships between UW-Madison and the local community. Appendices J-O record the governance setting, process, and some of the participants of Madison Plan 2008.

The web site for this plan is <http://www.news.wisc.edu/misc/plan2008/>.

The point person for diversity programs is Paul W. Barrows, Associate Vice Chancellor for Academic Services and Campus Diversity, barrows@mail.bascom.wisc.edu.

FOREWORD TO THE CAMPUS

This plan builds on our previous diversity programs, the 1988 Madison Plan and the Madison Commitment of 1993. Our current campus vision priorities, developed in 1995, call for the reconceptualization of undergraduate education and for maximizing our human resources. Both goals are addressed in our current plans for the recruitment and retention of students of color, successful initiatives to increase student financial aid, a leadership institute to prepare future leaders, and a strategic hiring plan for new faculty.

We present in this document a broad and aggressive plan for what we need to do to make institutional improvements necessary to achieve greater diversity on campus. Plan 2008 contains recommendations in seven broad areas:

- taking leadership and responsibility, including new accountability processes
- preparing pre-college students, including a major new program
- undergraduate student recruitment, financial aid, retention, climate, freshman experience, and curriculum
- graduate and professional student recruitment, financial aid, and retention
- faculty and staff recruitment and retention
- community and alumni cooperation
- opportunities to be involved.

As we set priorities for implementation from among the recommendations in this report, we need to consider carefully which steps will have the greatest impact. Over the next few months I will be discussing with deans, directors, and governance groups their responsibilities for carrying out as many of the options as we can, as soon as we can. The Provost's Office will continue to lead and manage these initiatives.

By Fall 1999 our highest priorities will be identified, both campus-wide and within schools and colleges. By May 2000 we will have completed integrating diversity goals into our strategic plans across campus and studying in-depth recommendations which require more information and discussion. We will also be producing our first "report card" by the end of the 1999-2000 academic year to evaluate our progress and to help determine our next steps for implementing the plan.

Perhaps the most important task will be for all of us to reorder our individual priorities and come together to make this ten-year plan work. I invite you to join me.

David Ward, Chancellor, April 15, 1999

INTRODUCTION

Commitment

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

David Ward, Chancellor, in A Vision for the Future, 1995

We at the University of Wisconsin-Madison have a tradition on which to build our continuing efforts to achieve a more diverse and welcoming campus. In particular we have made real progress in the past ten years, stimulated by the 1988 Madison Plan, the umbrella University of Wisconsin System Design for Diversity, and the 1993 Madison Commitment. In creating this plan as part of the University of Wisconsin System's Plan 2008, we have taken stock of what we have accomplished and have tried to analyze what we need to do differently in the coming ten years. Our conclusion is that the commitment of people will make the biggest difference. We have leadership and commitment from the University of Wisconsin Regents and President Katharine Lyall, and from our alumni and the Wisconsin business community, all of whom recognize the need for our university to act vigorously to prepare students from all ethnic backgrounds to live and work in a racially and culturally diverse world. We on this campus must now all commit ourselves to working steadily and speedily to achieve the goals of this plan.

Guiding Principles

Goals The actions recommended in the UW-Madison Plan 2008 are to achieve the goals of significantly improving the representation and academic success of members of four targeted ethnic groups, namely, American Indian, African-American, Latino/a, and Southeast Asian-American, among the student body, the faculty and the staff; to improve the classroom and social climate of this campus for those groups; and to increase the depth of understanding by the large majority of us who are not in those groups for their values, customs, and experiences.

Cost We recommend continuing existing and initiating some new pre-college and recruitment programs, scholarships, fellowships, curricular changes, faculty and staff hires, assessment, all of which cost money. We do not want to rob the programs we already support, some of which have serious budget shortfalls. We must continuously work to obtain funds from the State Legislature for the UW System Plan 2008 budget, which was unanimously approved by the Board of Regents. In Fiscal Years 1999-2001, the initial Plan 2008 years, the Plan is seriously under-funded. While this situation may improve over the years, we must be realistic in our expectations of funding. Yet we will not omit a recommendation because it may not be funded. We have been guided by optimistic realism in planning the phasing in of new money.

People The success of our goals and programs depends on people's renewed efforts, even more so when we are under-funded. We cannot increase the number of targeted ethnic-group students, nor their academic success, without improving the campus climate, and money cannot buy that. The support of students is particularly critical to the success of recruiting and retention. Faculty and staff will have to make diversity a higher priority than they have during the past ten years. This means a time commitment on the part of virtually everyone on campus; and we have tried to identify something which everyone can do, toward the end of the recommendations.

Participation in the process The Madison Plan 2008 is the result of nearly one academic year of intense discussion and planning by a large number of faculty, staff, students, plus alumni and community representatives, including hearings on campus and in the community, and consultation with student organizations and many individuals. The three governance bodies saw two drafts of the plan and passed the resolutions in Appendix L. We have been committed to an open process and have incorporated as many suggestions as possible. Most of the meetings are listed in Appendix N, and many of the participants are listed in Appendix O.

Living document This document will not cover all circumstances, nor stay current, over ten years, as we expand, build upon, and develop new initiatives. Some parts of the plan will become obsolete due to successes and assessments, or be impossible to attain due to external circumstances over which the University has no control. We have presented several initiatives, many recommendations to continue and strengthen current programs and practices, and some ideas to be studied and possibly implemented in the future. Our guiding principle is to do everything we can to implement our initiatives and recommendations and to include a section of worthy ideas, so they will not be lost. We are recommending ongoing discussion, with appropriate revision, of the goals and strategies during the whole period of the plan's operation.

What we mean by Diversity

Why we must work for greater diversity on campus

Diversity broadly includes not only race and gender but the connections between these and other sources of identity such as religion, ethnicity, age, sexual [orientation], class and ability. It encourages forms of learning that deepen and enrich the ways we connect across our differences. The American Association of Colleges and Universities ... challenges higher education to think more deeply about what individuals learn from their experience of campus ethos — and how that learning in turn constrains or enriches the quality and vitality of American communities.... The research shows that when a campus makes—and is viewed by its students as making—a significant commitment to diversity, all students gain educationally.

***American Commitments: Diversity, Democracy, And Liberal Learning,
The American Association of Colleges and Universities, 1998, Page 2***

We identify three reasons why this plan is important:

1. to provide educational success for students from targeted ethnic groups in our state and nation who still suffer the social, economic, and educational consequences of discrimination;
2. to diversify the students, faculty, and staff to better reflect the overall population distribution, which has educational value for all of us by providing a multitude of perspectives and the opportunity for healthy inter-group relations;
3. to better prepare our students to be more competitive for future work and career possibilities in a global economy and to be better citizens in a multi-cultural global community.

Focus of this plan The four ethnic groups targeted in the UW System's Plan 2008 are American Indian, African-American, Latino/a, and Southeast Asian-American. We have aimed the plan at recruitment, retention, and development of those four targeted groups, though achieving our goals will benefit all students, faculty, and staff. We are under no illusions that we achieve diversity solely by achieving a campus population proportionately representative of those groups. Diversity means the recognition by all of us of all the social, educational, economic, and emotional biases racial and ethnic background causes, and the willingness to work to eradicate them.

Other groups in society who experience discrimination and exclusion include women in some fields; lesbian, gay, bisexual, and transgender persons; and disabled persons. We call for an improved campus climate and a deeper understanding of the situations of those groups, as well as of the four groups listed above. We strongly support the work of the three shared governance standing committees whose charge is to advocate for those groups and recommend campus policy and actions pertaining to them. We recommend that the campus treat their recommendations with the same seriousness as those in this plan.

Terminology Word usage continues to change in regard to the ethnic groups listed above. For example, in Wisconsin, American Indian is used in preference to Native American. Our guidelines on this subject are:

1. People of color, rather than minority, is currently favored by those ethnic groups as a categorical word.
2. We will mean people of color when we refer to students, faculty, and staff in this report, unless we say otherwise. Specifically we will mean members of the four targeted groups.

Statements

From its earliest days, the University of Wisconsin-Madison has sought to create an inclusive educational atmosphere. The founders of the university believed - and 150 years later we still share that belief - that a diverse campus is central to the educational experience.

The University was founded to provide opportunities for all the people of Wisconsin. As part of that mission, the university specifically strives to “serve the needs of women, minority, disadvantaged, disabled and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.”¹ UW-Madison must “embody, through its policies and programs, respect for, and commitment to, the ideas of a pluralistic, multiracial, open and democratic society”¹

As chancellor, I remain resolute in my commitment to these goals, which are embodied in Plan 2008.

There is compelling evidence that education in a racially diverse setting is qualitatively better than education in the absence of that diversity.² Our alumni and our friends in the corporate community tell us that our graduates must be prepared to live in a multicultural society and compete in a multicultural global economy. We must continue to make diversity at all levels of campus a high priority. For Plan 2008 to succeed, faculty, staff and students must all contribute their time and energy. Campus-wide plans must be implemented at college and departmental levels. Members of the administration, as well as shared governance committees,³ will oversee the implementation of many of the recommendations in this plan. We will establish an oversight committee and mechanisms to help gauge progress. We will have accountability at all levels.

We are grateful to the hundreds of people who participated in the process of creating this plan. Particularly inspiring has been the participation of students. It is now up to us to choose some portion of the plan to which we can each commit our own efforts. I have my own special interest in ensuring the success of the PEOPLE⁴ program, a new partnership with Milwaukee Public Schools and the Milwaukee business community to recruit more students of color from the state’s largest city, and in exploring the freshman seminar idea recommended in this and other reports.

David Ward, Chancellor

The success of Plan 2008 depends on widespread action by individuals and campus units, and on day-to-day implementation by our staff. The rate of change in a large institution is proportional to the effort put into making that change. We have developed an administrative infrastructure and programs over the past decade that I think are up to the task. Minority and Disadvantaged Coordinators in every school and college maintain, assess, plan and develop services and programs for targeted students. More recently, Equity and Diversity Committees have been established in every school, college and administrative division, to implement and monitor diversity initiatives and supplement campus-wide standing committees.

In the end, our ability to institute change will come from classroom and one-on-one interactions among faculty and staff colleagues, and students.

I want to acknowledge and thank co-chairs Associate Vice Chancellor Paul Barrows and Professor Bernice Durand, and also Dr. Ruby Paredes, for organizing the process and editing this plan. In addition, I want to thank the very large number of students, staff, faculty, alumni, and community members who took time to contribute to the plan.

John D. Wiley, Provost

¹ *Self-Study for the North Central Association of Colleges and Schools*, University of Wisconsin-Madison, January 1999, pages 1 and 2.

² *The Compelling Need for Diversity in Higher Education*, University of Michigan, January 1999, pages 1 and 2.

³ These are the University Committee, the Academic Staff Executive Committee, the Associated Students of Madison, the Committee on Academic Affairs of Minority/Disadvantaged Students, the Committee on Student Policies and Non-Academic Programs, the Advisory Committee to the Equity and Diversity Resource Center, the Committee on Undergraduate Recruitment, Admissions, and Financial Aid, and the Committee on Undergraduate Education.

⁴ PEOPLE means Pre-College Enrollment Opportunity Program for Learning Excellence.

It is reassuring to know that the State of Wisconsin, the Board of Regents, the UW System Administration and all of our campus governance bodies remain steadfastly committed to advancing diversity efforts on our campus and at all the other UW System institutions. Taxes paid by all the citizens of this state and nation support our public land-grant university, allowing it to be one of the best institutions of higher education in the world. Central to our mission and the Wisconsin Idea is the notion that the University of Wisconsin-Madison exists to be of service to those citizens—particularly to all the residents of this state.

The first umbrella 10-year plan, the 1988 Design for Diversity, gave leadership and focus to our efforts to diversify our institution. Many new and important initiatives were established that diversified the curriculum, increased the enrollment of undergraduate, graduate and professional students, and increased the hiring of faculty. While the scope of initiatives and accomplishments undertaken during that first decade is impressive, what remains to be done is daunting.

For the next 10-year period, under Plan 2008, we must work harder to meet challenges in public education in Wisconsin and across the nation to build the pool of qualified students who will be successful at this university. We continue to fall short in closing the gaps in the retention and graduation rates between majority students and students of color. But we are doing better than the national average, are situated near the top of our peer group in the Committee on Institutional Cooperation,⁵ and we are leading the rest of the UW System. We have spent portions of two academic years assessing what we have and have not accomplished in the past ten years.⁶ Many of the recommendations in this plan are already underway because of that process, including the PEOPLE program. With everyone pitching in, we can continue to make good progress in providing a diversity of individuals, perspectives and experiences that will enrich the quality of education and the educational experience for everyone on this campus.

Paul W. Barrows, Associate Vice Chancellor for Academic Services and Campus Diversity, Co-Chair of Steering Committee for Madison Plan 2008

Successful diversity programs in universities and corporations have in common a sustained involvement by all of their people, not only their leaders. The success of Plan 2008 hinges on investing major additional resources in pre-college and bridge programs, scholarships and fellowships, curriculum development, and faculty and staff positions. It also is dependent on every faculty member, staff member and student devoting significant time and effort to help with some part of the plan—by building friendships among people of different ethnic backgrounds, helping parents and teachers prepare children for college, engaging together in cooperative classroom or extra-curricular projects.

UW-Madison has a foundation of legislation⁷ and programs devoted to increasing diversity. To make this plan succeed better than previous plans, we believed it was critical to have extensive and broad input. The constructive nature of our meetings and forums was essential to our process, and a pleasure to participate in. We owe much to the many students, members of the faculty and staff, and the Madison and alumni communities for the time and thought they put into this plan. The sifting and winnowing eventually fell to the three editors, and I shall be forever thankful that Dr. Paul W. Barrows and Dr. Ruby Paredes worked as many hours as it took, while maintaining patience and humor. It has been a rewarding experience.

Bernice Durand, Professor of Physics, Co-Chair of Steering Committee for Madison Plan 2008

⁵ Member institutions of the Committee on Institutional Cooperation are Chicago, Iowa, Illinois, Indiana, Michigan, Michigan State, Minnesota, Northwestern, Ohio State, Penn State, Purdue, UW-Madison.

⁶ See the *Diversity Update* and the Recruiting and Retention Strategic Plans, available from the office of the Associate Vice Chancellor for Academic Services and Campus Diversity.

⁷ See Appendix J.

THE SEVEN GOALS OF UW-SYSTEM'S PLAN 2008

The umbrella Plan 2008⁸ was unanimously adopted by the Board of Regents of the University of Wisconsin System in May, 1998. Throughout this document recommendations are preceded by reference to which goal(s) they address.

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.

⁸ Plan 2008, May 1998, may be obtained from the UW System's Office of Multicultural Affairs, 780 Regent Street, Suite 137, Madison, WI 53715.

SUMMARY OF RECOMMENDATIONS IN MADISON PLAN 2008

In this summary we only list the recommendations. For further information, see the Implementation Table (Appendix A) where we also list the point person/s, the participants, the cost, the outcome, and the time frame, where we indicate whether the recommendation is on-going or new.

- ***TAKING LEADERSHIP and RESPONSIBILITY (Goal 7)*** (1) Every person on campus is invited to be involved. (2) Every unit, including department, will develop by May 2000 a plan for how it will contribute to achieving the goals of Plan 2008, with both benchmarks and incentives for progress. These goals should be integrated into the units' strategic plans. Best practices will be identified from these plans and forwarded to the chancellor. (3) The appropriate governance committees and associate vice chancellor will work to implement, monitor, and assess the plan's progress. (4) A Student Advisory Committee to the Associate Vice Chancellor for Academic Services and Campus Diversity will assure the continuing involvement of students. Students will be appointed to serve in advisory capacities on committees in Undergraduate Admissions, and in the Graduate and Professional Schools. (5) A national UW-Madison Diversity Board of Visitors will be appointed by May 2000 to provide advice, leadership, visibility and support for our diversity efforts. (6) A standing oversight committee of administration, faculty, staff, students, alumni, and community representatives will meet at least once per semester and discuss with the Chancellor the progress of the plan. (7) Each semester, the oversight committee will host one or more open forums, with the Chancellor, Provost, Associate Vice Chancellor for Academic Services and Campus Diversity each participating in at least one of them, to exchange information on the progress of the plan. (8) The Chancellor will include a progress "report card" on the implementation of Plan 2008 in the annual report to the UW System President and campus shared governance bodies, including best practices. The biennial *Diversity Update* will serve as a report from the administration. (9) Campus point people and an external review team will complete a thorough evaluative four-year review by no later than June 2003, after which the oversight committee and administration will make modifications to the second five-year period of the plan.
- ***PRE-COLLEGE PREPARATION AND PROGRAMS (Goals 2, 1, 3)*** (1) All units of the campus will enhance and strengthen the many existing linkages that connect the University to K-12 education in Wisconsin. (2) With successful fundraising the offices of the Chancellor and Provost will establish PEOPLE (Pre-College Enrollment Opportunity Program for Learning Excellence) to provide 3 years of summer enrichment for a new cohort of 100 inner-city Milwaukee high school students every year, starting summer 1999.
- ***UNDERGRADUATE STUDENTS***

Recruiting and Financial Aid (Goals 1, 2, 4) (1) Continue to improve recruitment of both new freshmen and transfer or re-entering students of color qualified for admission to UW-Madison, until the proportions of entering in-state students of color *minimally* equal the corresponding racial/ethnic proportions of the Wisconsin high school graduation class qualified for admission. We will use our ability to recruit out of state to further enhance the racial/ethnic diversity of the campus. Details are in the *Recruitment Strategic Plan*.⁹ At the same time, work to bring the pool of qualified high school graduates of color in Wisconsin up to the state proportions of all high school graduates. (2) Continue to bring recruiting procedures up to the highest level of involvement possible, including individual meetings with students and/or their parents, paid visits to UW-Madison, participation in pre-college programs when possible, and consistent follow-up calls from recruiters, area alumni, faculty, staff, and students. Alumni and student participation is critical, for example, student visits to their high schools. (3) Students continue to host prospective students and work with them through SOAR (Student Orientation, Advising and Registration), providing them with early information on multi-cultural activities and with contacts to UW students with similar backgrounds and interests. (4) Raise the entry-level status of recruiting officers, and fill vacant recruitment staff positions promptly with at least a temporary appointment. (5) Provide permanent funding for a Southeast Asian recruiting position. (6) Fund four new paid positions for UW students to help with recruiting, with one slot assigned to Multicultural Student Center recruitment efforts. (7) Over 3 biennial budget cycles, seek an additional \$3.4 million for undergraduate scholarships and financial aid for minority and disadvantaged students participating in the Chancellor's Scholars, Powers-Knapp, FASTrack and PEOPLE (starting in 2003) programs. (8) Consider the establishment of tuition scholarships for American Indian students. (9) Build the pool of pre-science majors through pre-college programs.

Retention, Climate, the Freshman Experience, and Curriculum (Goals 3, 6) (1) Continue to determine and use successful strategies for improving the retention and graduation rates for each of the targeted groups to reduce the gap in the retention and graduation rates between majority and targeted students by 50 percent by 2008. (2) Provide \$1.3

⁹ The Recruitment Strategic Plan and the 1998 Update are available from the Office of the Provost.

million to expand the (pre-freshman) Summer Collegiate Experience bridge program in Letters and Science to serve 100 students by 2001 and to start the PEOPLE summer bridge program in 2002. (3) Develop an integrated database to track students from pre-college through graduate levels. (4) Appoint a committee to fast-track researching and planning for a freshman seminar experience as a way to improve academic performance, retention, and multi-cultural understanding for all students. (5) Enhance the effectiveness of mentor programs. (6) Evaluate the Speak-Up program in the Dean of Students office to determine ways it can be more effective in meeting needs of students who suffer from discrimination. (7) Appoint a committee to discuss the establishment of a residential college with an international, multi-cultural living/learning focus and report by May 2000. (8) Encourage faculty, staff, and students to join Music Professor Richard Davis' R.A.P. (Retention Action Project) discussions on creating a welcoming campus and classroom environment. (9) Expand informal and formal programs for developing student leadership in the improvement of the campus climate. Coordinate with students in all aspects of student life to use their enthusiasm to draw in students of color to full participation. (10) Review the learning outcomes of ethnic studies requirement along with all other courses during the 1999-2000 academic year. (11) Schools and colleges other than Letters and Science develop ethnic studies courses where appropriate. (12) Incorporate diversity-related content into courses where appropriate.

- **GRADUATE AND PROFESSIONAL STUDENTS**

Recruiting and Financial Aid (Goals 3, 4) (1) Continue inter-institutional linkage programs. (2) Seek additional funding from extramural sources to expand undergraduate research programs. (3) Secure \$3.7 million in new funding for Advanced Opportunity Fellowships (AOF) over the next 3 biennial budgets, and use these funds to leverage other institutional funds. (4) Enhance existing and develop new recruitment initiatives which focus on the biological and physical sciences.

Retention and Financial Aid (Goals 3, 4) (1) Address the \$3.7 million dollars unmet need in graduate and professional student fellowships by seeking funds from the state (AOP funding), federal (minority supplements, for example from NIH and NSF) and private sources (Graduate School \$100 Million Dollar Fellowships Endowment Initiative) over the next three biennial budget cycles. (2) Establish a mentor program for graduate students. (3) Continue to combine (leverage) fellowships with assistantships. (4) Increase funding for research and professional development, for example travel support, for graduate and professional students of color. (5) Strengthen graduate and professional student of color organizations.

- **FACULTY AND STAFF**

Ethnic Studies Department and Programs (Goals 5, 6) (1) Increase the faculty in the three Ethnic Studies programs—American Indian Studies, Asian American Studies and Chicano Studies—by at least one position apiece, plus fund long-term one shared visiting position by Spring 2003. The three positions will have 100-percent tenure home in the hiring program if requirements for that rule waiver are met. (2) Ethnic Studies programs and collaborating departments should continue to develop joint recruiting strategies. (3) The three ethnic studies programs should continue to collaborate to strengthen their scholarly reputation. The programs are encouraged to take advantage of the cluster hiring initiative. (4) Provide guidance to Ethnic Studies faculty applying for grants to do scholarly work. (5) Ethnic Studies programs should strengthen and enhance the status of instructional academic staff in their programs. (6) The campus and the College of Letters and Science will provide adequate staffing and support for preservation of languages, especially the American Indian Language Preservation Pilot Project, and will explore the writing and teaching of the Hmong language. (7) Form a committee to focus on Puerto Rican student, faculty, staff issues.

Recruiting Faculty and Staff (Goal 5) (1) Continue diversity-related strategic hiring of faculty and Anna-Julie Cooper postdoctoral positions, and use positions available from faculty turnover to promote hiring faculty of color. (2) Strategically recruit faculty by several means, including CIC cooperation, a possible "Dissertator-in-Residence" program, a seminar fund for early identification of promising graduate students from CIC institutions and elsewhere for possible faculty positions, and possible funding for visiting faculty/scholars positions who may be attracted to faculty positions at UW-Madison. (3) Seek funding to broaden the strategic hiring program to target academic staff of color. (4) Focus on the recruitment of classified staff of color for University-specific vacancies, including developing materials and working with community organizations to improve their recruitment and status. (5) Appoint a committee that will look at the status of people of color in limited term employee appointments (LTE), and consider ways to help them move to permanent positions. (6) Continue to monitor departments to ensure they are using targeted advertising of positions.

Retaining Faculty and Staff (Goal 5) (1) Continue orientation and guidance for new faculty, and expand orientation and guidance for staff. (2) Encourage mentor relationships. (3) Increase professional development for academic staff. (4) Incorporate a Diversity Training Institute in human resource development. (5) Plan an administrative internship program and expand the Leadership Institute for faculty and academic staff. (6) Monitor equity for classified staff. (7) Recognize success in diversity initiatives.

- **COMMUNITY AND ALUMNI COOPERATION (Goal 2)** (1) Strengthen partnerships with K-12 schools in key communities throughout Wisconsin, including more involvement of students, faculty and staff. (2) Continue the Chancellor's outreach to communities, with the help of alumni. (3) Students will coordinate their Madison school involvement and prepare documents for local children and their parents. (4) Establish a campus celebration of Martin Luther King Jr. Day as a national Day of Diversity in coordination with the City of Madison. The University of Michigan is a good model. (5) Increase amount of contracts with and purchasing from minority and women vendors. (6) Work with the UW Foundation and the Wisconsin Alumni Association (WAA) to raise funds for scholarships. (7) Work with the WAA to recruit students, which the WAA is already making a high priority. (8) Work closely with the UW Foundation, the Wisconsin Alumni Association and the Madison community to establish a national UW-Madison Diversity Board of Visitors to provide advice, leadership, visibility and support for our diversity efforts.

- **OPPORTUNITIES TO BE INVOLVED**

Students (1) Be a friend to a student of diverse color and ethnic background. (2) Volunteer to help recruit students of color and/or to work at SOAR. (3) Be a friend and/or tutor to a local student of color and the student's family. Bring them as welcome guests to the University. (4) Volunteer to work in the community, and ask a fellow student of a different ethnic background to join you. (5) Take a service-learning course. (6) Read this plan thoughtfully, and creatively find other ways and places to help.

Faculty and Staff (1) Get involved with a local family as a friend. Bring them as welcome guests to the University. (2) Volunteer to work in the community, and ask someone of a different ethnic background to join you. (3) Donate a year's tuition (about \$3200) to the Chancellor's Scholarship Fund. Recruit 20 other people for similar donations, and provide the endowment for one student-year. There are about 6500 faculty and staff, with the potential for supporting 325 student-years, or about 80 students. (4) Incorporate diversity into your curriculum, if it is suitable in your discipline. (5) Join Music Professor Richard Davis' R.A.P. (Retention Action Project) discussions and activities to create a welcoming campus and classroom. (6) Be a mentor to an undergraduate or graduate student of color through the student's whole career. Become familiar with that student's cultural background. (7) Get connected to a residential community. (8) Read this plan thoughtfully, particularly Appendix I, and creatively find other ways and places to help.

Alumni (1) Continue local recruiting efforts. (2) Donate to scholarships. (3) Speak up about the need for graduates who have experience living and working in a diverse environment. (4) Get involved with a local family as a friend. Tell them about the University.

- **IDEAS TO CONSIDER**

(1) Student advisory committees to the director of admissions and the deans of the graduate and professional schools will assure the continuing involvement of students. (2) Provide funding for a Puerto Rican recruiting position. (3) Hire a Puerto Rican faculty or academic staff member who can be an informal adviser to the Puerto Rican students. (4) Expand student leadership training. (5) Sponsor days other than Martin Luther King Day dedicated to programs highlighting ethnic groups. This has been successful at increasing retention at the University of Illinois. (6) Pay graduate students a stipend to be mentors to undergraduate students. (7) The campus and UW Foundation could undertake targeted fund-raising for eventual endowed chairs and visiting professorships in ethnic studies fields. (8) Institute a CIC (Committee on Institutional Cooperation, consisting of the Big Eleven plus the University of Chicago) "virtual department" of one or more ethnic studies disciplines. (9) Provide dedicated space for students in an informal academic rather than social setting, so they can be near professors, for example within the Ethnic Studies programs' homes. (10) Continue to work on providing more space for the ethnic studies programs. (11) Recruit out of state with the aim of raising the percentage entering out-of-state students of color until their proportions minimally equal the corresponding racial/ethnic proportions of the national high school graduation class qualified for admission. (12) Have receptions for each minority group early in the semester. (13) Establish a standing Committee on Diversity Planning and Review.

COMMENTARY AND RECOMMENDATIONS

Existing Foundation for Plan 2008

Administration and Governance Committees

Under the 10-year UW System Design for Diversity and the 1989 5-year Madison Plan and 1994 Madison Commitment, the UW-Madison has made progress toward being a more diverse institution. Through administrative re-structuring we have clarified lines of authority and accountability in our campus diversity efforts. Given the decentralized nature of this campus, Minority/Disadvantaged Coordinators have been appointed in every school and college to take a lead role in the programs and delivery of student services. In addition, within UW-Madison's strong shared governance system are campus-wide committees whose charge is partly or totally to track undergraduate diversity issues. Equity and Diversity committees have now been organized in all schools, colleges and administrative divisions to identify, track and lead diversity efforts particularly for faculty and staff. These institutional structures continue to evolve as a flexible framework that allows us to see what has worked best, and how we can improve what is not working as well as desired.

The University has developed an ongoing annual assessment process, resulting in an annual Minority and Disadvantaged report to UW System. The biennial Diversity Update publication profiles all of our diversity initiatives and our infrastructure for implementing them. The LEAD Center has assessed Summer Research Opportunities Programs across campus for the Graduate School assisted with researching and writing the Retention Strategic Plan. Current funding of diversity programs is approximately \$6 million.

Taking Leadership and Responsibility for Plan 2008 (Goal 7)

While it is clear that we need to have these campus-wide centers of responsibility, everyone has to share in that responsibility. Developing diversity and a universal respect for difference is not a responsibility which can be easily delegated. Plan 2008 requires the sustained attention of every dean, director and supervisor. To achieve the diverse community our students deserve, the entire university community must work toward supporting the institutional changes envisioned in on-going UW System and Regent edicts, UW-Madison campus initiatives, and grassroots actions by faculty, students and staff. We must direct the efforts of the whole campus to wherever we have failed to achieve what we want. The following recommendations focus on who will lead, who is responsible, and how the inter-connectedness of our campus community can be strengthened to achieve diversity.

Recommendations

1. Every one of our faculty, students, academic and classified staff is invited to take responsibility for building a community that truly welcomes and values diversity. To achieve a campus respectful of difference, no person can "pass the buck." Every person on campus should be involved. Students will work to recruit students, faculty and staff will work to recruit faculty and staff. Many academics will take the initiative to visit schools, or be a mentor to a colleague or student, or work with a student. Opportunities to contribute are outlined at the end of this section.
2. Every unit, including departments, will develop by May 2000 a plan for how it will contribute to achieving the goals of Plan 2008, with both benchmarks and incentives for progress. These goals should be integrated into the units' strategic plans. Best practices will be identified from these plans and forwarded to the chancellor. We recommend that incentives include some portion of merit allocations being based on success in implementing their plans. Every dean, director, and chair will take steps to encourage grassroots initiatives among faculty, staff and students, and to identify and disseminate "best practices" within the unit as well as forwarding them to the chancellor.
3. The appropriate shared governance committees¹⁰ and the Associate Vice Chancellor for Academic Services and Campus Diversity will continue to be actively involved in the implementation, monitoring and outcomes evaluation of UW-Madison's Plan 2008.
4. A Student Advisory Committee will be appointed to assist the Associate Vice Chancellor for Academic Services and Campus Diversity in the implementation, monitoring and evaluation of Plan 2008. Students will be appointed to serve in advisory capacities on committees in Undergraduate Admissions, and in the Graduate and Professional Schools. A

¹⁰ These are the University Committee, the Academic Staff Executive Committee, the Associated Students of Madison, the Committee on Academic Affairs of Minority/Disadvantaged Students, the Committee on Student Policies and Non-Academic Programs, the Advisory Committee to the Equity and Diversity Resource Center, the Committee on Undergraduate Recruitment, Admissions, and Financial Aid, and the Committee on Undergraduate Education.

national UW-Madison Diversity Board of Visitors will be appointed by May 2000 to provide advice, leadership, visibility and support for our diversity efforts.

5. A standing oversight committee of administration, faculty, staff, students, alumni, and community representatives will meet at least once per semester and discuss with the Chancellor the progress of the plan.
6. Each semester, the oversight committee will host one or more open forums, with the Chancellor, Provost, Associate Vice Chancellor for Academic Services and Campus Diversity each participating in at least one of them, to exchange information on the progress of the plan.
7. The Chancellor will include a progress report on the implementation of Plan 2008 in his/her annual report to the UW System President and the Board of Regents, the Faculty Senate and other shared governance bodies on campus. The "report card" will summarize campus efforts and identify the "best practices" across departments and divisions of the University. The biennial *Diversity Update* will continue to serve as a detailed summary report from the administration.
8. Campus point people and an external review team will complete a thorough evaluative four-year review of Plan 2008 results by no later than June 2003. The four-year review will serve as the basis for charting the following 5 years of UW-Madison Plan 2008, with the directives to be modified by the oversight committee and administration according to the outcomes of the review.

Pre-college Preparation and Programs (Goals 2, 1, 3)

The University has an extensive array of pre-college programs ranging from college preparation to sports camps. We are aware that these programs provide unique opportunities for preparing and identifying prospective students. A recent report called for strengthening the connections between pre-college programs and undergraduate admissions, to increase enrollment of students of color and other students, through effective tracking mechanisms, closer working partnerships between pre-college programs and the Admissions' Minority Applicant Services and the Office of Student Financial Services. The most comprehensive initiative in Plan 2008 is the PEOPLE program, a partnership with Milwaukee schools to build the pool of qualified students. This initiative will be built into the existing pre-college programs infrastructure.

Recommendations

1. All units of the campus will enhance and strengthen the many existing linkages that connect the University faculty, staff and students to K-12 education in Wisconsin.
2. The offices of the Chancellor and Provost will seek to provide an additional \$1.2 million funding by the summer of 2001 to support the establishment of the PEOPLE (Pre-College Enrollment Opportunity Program for Learning Excellence) program in Milwaukee. With successful fundraising, the PEOPLE Program will provide three years of summer enrichment and year-round study skills development a new cohort of 100 inner-city Milwaukee high school students every year, then a bridge program for newly matriculating freshmen, followed by a commitment of up to five years' tuition scholarship. The first of successive cohorts will start in summer 1999 (see Appendix B). This program is in partnership with the Milwaukee Public Schools (MPS).

Undergraduate Students

Recruiting and Financial Aid (Goals 1, 2, 4)

The Associate Vice Chancellor for Academic Affairs and Campus Diversity will continue to implement the 1997 Minority Undergraduate Recruitment Strategic Plan and 1998 Update in developing an integrated recruitment strategy across campus involving students, and coordinated and led by the Office of Undergraduate Admissions. The Office of Undergraduate Admissions and other offices will coordinate with students at all stages of recruiting, using enthusiastic students to help recruit new in-coming students. Each of the positions responsible for ethnic focussed recruitment efforts will establish a student advisory committee to assist with the refining and implementation of the Recruitment Strategic Plan. The Office of Undergraduate Admissions will continue to develop a comprehensive program for the recruitment of transfer students, including from 2-year and technical/vocational colleges.

Recommendations

1. The campus will continue to improve recruitment of both new freshmen and transfer or re-entering students of color qualified for admission to UW-Madison, until the proportions of entering in-state students of color *minimally* equal the corresponding racial/ethnic proportions of the Wisconsin high school graduation class qualified for admission. We will use our ability to recruit out of state to further enhance the racial/ethnic diversity of the campus. Details are in the

*Recruitment Strategic Plan.*¹¹ This is a long-term and complex endeavor, with the out-of-state recruiting the most costly and difficult. See Appendix C for undergraduate enrollment, retention, and graduation profiles. At the same time, we will work to bring the pool of qualified high school graduates of color in Wisconsin up to the state proportions of all high school graduates of color.

2. Continue to bring recruiting procedures up to the highest level of involvement possible, including individual meetings with students and/or their parents, paid visits to UW-Madison, participation in pre-college programs when possible, and consistent follow-up calls from recruiters, area alumni, faculty, staff, and students. Alumni and student participation is critical, for example, student visits to their high schools.
3. Students continue to host prospective students and work with them through SOAR (Student Orientation, Advising and Registration), providing them with early information on multi-cultural activities and with contacts to UW students with similar backgrounds and interests.
4. Raise the entry-level status of recruiting officers, and fill vacant recruitment staff positions promptly with at least a temporary appointment.
5. The Office of Undergraduate Admissions will seek permanent funding for a Southeast Asian Student Recruiter position.
6. Fund four new paid positions for UW students to help with recruiting, with one slot assigned to Multicultural Student Center recruitment efforts.
7. Over the next three biennial budget cycles, the offices of the Provost and Chancellor will seek an additional \$3.4 million to provide undergraduate scholarships and financial aid for minority and disadvantaged students participating in the Chancellor's Scholars, Powers-Knapp, FASTrack and PEOPLE (starting in 2003) programs.
8. Consider the establishment of tuition scholarships for American Indian students.
9. Build the pool of pre-science majors through pre-college programs.

Retention, Climate, the Freshman Experience, and Curriculum (Goals 3, 6)

The University has invested a significant amount of resources toward excellence in the quality of undergraduate education for all students. Funding from the university established the SOAR program and Welcome Week, which has a strong multi-cultural focus. The campus has made substantial investment in improving academic advising particularly through the establishment of the Cross College Advising Service. The Madison Plan provided funding to establish an Interim Multi-Cultural Center as a social and cultural resource center, where students of color could gather and interact with all students on campus. In early 1999, the Multi-Cultural Student Center (MSC) opened the doors to its new and permanent home in the Red Gym, which was recently renovated after a successful fundraising initiative led by the Dean of Students. Resources have also been provided to expand the Multi-Cultural Fund, which provides speakers, lectures and performances to enrich life for everyone on campus.

Most effective in enhancing the retention and graduation rates of students of color are the Chancellors Scholars and Powers Knapp Programs which provide participating students with scholarships and strong and positive mentoring relationships. The Wisconsin Emerging Scholars (WES) Program is another successful effort which has helped many students of color attain strong skills in their calculus courses. The University has also been successful in obtaining millions of dollars in external funding for many important programs which contribute to the identification and retention of students of color such as the TRIO Program, Upward Bound, and the Ronald E. McNair Scholars Program, and several Research Experience for Undergraduates (REU) programs funded by the National Science Foundation.

While it is clear that these initiatives have raised the University's retention rate for students of color above all UW System institutions and the national average¹², retention rates for students of color continue to lag behind that of majority students on this campus. For the 1997-98 academic year, the administration established a campus-wide planning effort which documented how well we are doing in the retention and graduation of students of color, and developed a strategic plan for improving efforts in this area. The most significant finding from this process is the fact that students of color—in particular, African-American and American Indian—feel less safe and less welcome on our campus than majority students.

The high school students we recruit, both students of color and majority students, expect to find the diversity to which we say we are committed when they come to this campus. The keys to recruiting students of color lie in establishing

¹¹ The Recruitment Strategic Plan and the 1998 Update are available from the Office of the Provost.

¹² For the 1992 cohort, the overall 6th year retention rate for targeted minorities at UW-Madison is approximately 50 percent. The 6th year rate for all UW-Madison students is approximately 72 percent and white non-resident female students achieve the highest 6th year graduation rate (75.8 percent) of all students (Source: *1998-99 Data Digest*, published by OBPA). According to the 1997-98 American Committee on Education *Status Report on Minorities in Higher Education*, the national 6th year retention rates are 38 percent for African-American students, 45 percent for Hispanics; and 37 percent for American Indians.

meaningful contact with them well before or as soon as they apply to the university, and making our campus so attractive to them that a large fraction of those offered positions will be eager to come here. The key to ensuring the success of the students, faculty, and staff of color we bring to this campus is to follow through by going out of our way to make them feel welcome and valued.

With its vision of invigorating and transforming the learning experience, UW-Madison seeks to “help students to develop an understanding and appreciation for the complex cultural and physical worlds in which they live... embody[ing] through its policies and programs respect for, and commitment to, the ideals of a pluralistic, multi-racial, open and democratic society.”¹³ Our students’ educational experience is enhanced when our curriculum includes the rich diversity of experiences offered by all cultures, and when there are ample opportunities to interact with a diverse community of faculty, staff and students. Plan 2008 provides the clarity and focus to set strategic directives and generate the actions that will bring substance to our Campus Vision for the Future.

The University should implement the recommendations in the Minority Retention Strategic Plan with the goal of reducing the gap in retention and graduation rates between students of color and majority students by 50 percent by 2008.

The University will initiate broader efforts to develop a respect for and appreciation of diversity, focusing on everyone in this community. Faculty in every discipline—not just Ethnic Studies—need to be given support and encouragement to consider ways to incorporate diversity in their curricula where appropriate, and in their teaching styles. Nationally and in the CIC (see Appendix D), an increasing number of institutions have developed freshmen seminars or orientation courses to help students adjust to life on campus, including such important topics as teaching diversity and intercultural communication. We recommend consideration of freshman seminars to determine whether we have, or can develop, the base of freshman courses to provide the benefits of this experience to all freshmen.

Now in our tenth year of the Ethnic Studies Requirement, it is time for us to step back and evaluate how well we have done, and to determine what needs to be changed to achieve its purpose more effectively. The criteria for defining which courses adequately fulfill the Ethnic Studies Requirement need to be reviewed. The responsibility for developing and offering courses meeting the Ethnic Studies Requirement needs to be spread out more evenly across Letters and Science and extended to other Schools and Colleges as well. The following recommendations will enhance efforts to build diversity in our learning environment.

Recommendations

1. Continue to determine and use successful strategies for improving the retention and graduation rates from the Minority Retention Strategic Plan, to reduce the gap in retention and graduation rates by 50 percent by 2008. Benchmark with other universities that have very high levels of success to learn from their programs.
2. Provide \$1.3 million to expand the (pre-freshman) Summer Collegiate Experience bridge program in Letters and Science to serve 100 students by 2001 and to start the PEOPLE summer bridge program in 2002.
3. Develop an integrated database for tracking students from pre-college through undergraduate and graduate and professional school.
4. Appoint a committee from among the Undergraduate Education Committee, the Curriculum Committee of Letters and Science, other curriculum committees, and others, to fast-track researching and if appropriate planning for a freshman seminar experience as a way to improve academic performance, retention, and multi-cultural understanding for all students. This is the first recommendation of the 1998 Minority Undergraduate Retention Strategic Plan. Other universities are finding that such seminars help all students in their transition to university life and improve freshman retention. We suggest that at least one component should address issues of race and diversity.
5. It is intended that each student of color be assigned a mentor who can be a “lead resource contact” person, from among faculty, staff, or student peers. The mentor should be knowledgeable about student services and resources on campus and be responsible for referring the student to others for assistance and support.
6. Evaluate the Speak-Up program in the Dean of Students office to determine ways it can be more effective in meeting needs of students who suffer from discrimination.
7. Appoint a committee to discuss the establishment of a residential college with an international, multi-cultural living/learning focus and report by May 2000. This is intended to provide students with an opportunity to live in an environment which fosters respect and appreciation for students from different national and cultural backgrounds.
8. Encourage faculty, staff, and students to join Music Professor Richard Davis’ R.A.P. (Retention Action Project) discussions on creating a welcoming campus and classroom environment.

¹³Quoted from David Ward, Chancellor, in *A Vision for the Future*, 1995.

9. Try to provide dedicated space for students in an informal academic rather than social setting, so they can be near professors, for example within the Ethnic Studies programs' homes.
10. Expand informal and formal programs for developing student leadership in the improvement of the campus climate. Coordinate with students in all aspects of student life to use their enthusiasm to draw in students of color to full participation.
11. The committees on Undergraduate Education and the Letters and Science Curriculum are requested to review the learning outcomes of the Ethnic Studies Requirement along with all other courses during the 1999-2000 academic year. We recommend that the LEAD Center will be involved in assessing the requirement, if funding can be obtained. There is need for more courses that reflect the histories and cultures of our fastest growing communities of color in the United States. We strongly recommend that such strengthening in those areas be accomplished through a phased process of curricular development linked to faculty and instructional staff expansion and development. In addition, consideration should be given to the purpose of including those courses now part of the "e" ethnic studies category that deal with religion and other cultures. The committees will conduct a regular review of the approved "e" courses, to ensure that these fulfill the purpose of the Ethnic Studies Requirement.
12. Schools and colleges other than the College of Letters and Science are strongly urged to develop ethnic studies courses for their majors, where appropriate.
13. All faculty and instructional staff are encouraged to develop creative and challenging ways to incorporate diversity-related content into their courses and disciplines, where appropriate. A previous grant from the Ford Foundation provided seed money for development of ethnic studies courses. With more resources needed in this area, the deans of the colleges, particularly Letters and Science, are strongly urged to initiate and coordinate application for faculty development funding.

Graduate and Professional Students

Recruiting and Financial Aids (Goals 3, 4)

During the first ten years of the Madison Plan, our progress in the recruitment of graduate and professional students of color has been uneven. The enrollment of students of color in the Graduate School has increased from 5.8 percent (545) in 1988 to 8.6 percent (760) in 1997 with Hispanic students representing the most significant increase of all targeted groups. Significant progress has been achieved in increasing the percentage of students of color in the professional schools—particularly in law and medicine. Currently, the enrollment of students of color in the professional schools is 19%, an 11 percent increase from 1988. For the period 1988-1998, the number of African American increased from 53 to 144; Asian American from 44 to 105; American Indian from 15 to 45; and Hispanic/Latinos from 40 to 105 (see *Diversity Update*). Efforts that have aided in our progress are the commitment of additional funds for fellowships by the Graduate School, funding which allowed for the expansion of the inter-institutional linkages program with Black, Hispanic and American Indian colleges, the C.I.C. Summer Research Opportunity Program, the provision of more non-resident tuition remissions and funding for recruitment travel and publications. However, we note with concern that some Graduate School programs, particularly in the biological and physical sciences, have made little or no progress.

Recommendations

1. The offices of the Provost and Graduate School will continue to develop and enhance inter-institutional linkage programs with Historically Black Colleges and Universities, Hispanic Serving Institutions and American Indian Colleges and Universities within and outside the State of Wisconsin. These linkages include collaborative research initiatives, faculty development, and recruitment of transfer, graduate and professional students of color.
2. We will work to raise additional funding from extramural sources to expand undergraduate research programs for students of color to attract more promising prospective graduate and professional students to the University.
3. We will work to provide \$3.7 million in new funding over the next 3 biennial budgets to support Advanced Opportunity Fellowships (AOF) for graduate and professional students, and use these funds to leverage other institutional funds (teaching assistantships, research assistantships, project assistantships and training grant awards). The AOF program has been very successful in recruiting, and there is a large unmet demand for these fellowships.
4. We will enhance existing and develop new recruitment initiatives which focus on the biological and physical sciences.

Retention and Financial Aid (Goals 3, 4)

Over the life of the Madison Plan, the retention and graduation rates of students of color in graduate and professional schools have risen to parallel those of majority students. For most years during the decade 1982-1992, the percentage of targeted students of color who completed their masters degree was actually higher than that for white students (Graduate

School Cohort Study, August 1998, Appendix E). Major efforts undertaken in the Graduate School have reduced time-to-degree, and more effectively defined satisfactory progress criteria for all graduate programs. There is also an administrative reorganization taking place to broaden accountability for diversity. The College of Engineering, with funding from NSF, has developed the Minority Graduate Education program, which is run by Professor Doug Henderson.

Additional fellowships support has been instrumental in assisting with the retention and graduation rates of students of color in graduate and professional programs but a gap still exists in the amount of funds available and the need for such funds (\$3.7 million in unmet need in the AOF program for 1998, see Appendix F). A major challenge is in establishing a better mix of fellowships and assistantships for graduate students of color. A disproportionate number of these graduate students are funded exclusively by the Advanced Opportunity Fellowship, which constitutes less than five percent of the funding available for student support. In addition to providing financial support, an AOF should be coupled assistantships for access to teaching, research, project assistantships or traineeships. In this way, the AOF will provide for the recipients' full integration into the academic life of their graduate programs, ensuring them a competitive edge in applying for jobs upon graduation.

To enhance retention, efforts need to be undertaken to better connect graduate students to faculty mentors and to promote the development and healthy interaction of graduate student organizations (i.e., the Black Graduate and Professional Student Organization, the Latino Graduate and Professional Student Association, and the American Indian Graduate and Professional Student Association).

There is a critical need for funds to assist graduate students of color with travel for research, professional meetings, and to deliver papers at conferences. The Summer Institute at the University of Michigan is a model program which the university will study, to determine the feasibility of adopting it on this campus. The program invites all new graduate students of color to arrive at campus the summer before they begin their graduate work. These students are given a stipend on top of the fellowship they have already been awarded and are allowed to design a summer academic program tailored to meet their needs (some take refresher courses in calculus or statistics, some take language study, others elect to start work early in their professors' labs). The bonding that takes place between these students is just as important as the academic enrichment they receive.

Recommendations

1. We will address the \$3.7 million dollars in unmet need to assist with the retention and support of graduate and professional students by seeking Advanced Opportunity Program (AOP) funds from the state, federal (minority supplements, for example from NIH and NSF) and private sources (Graduate School \$100 Million Dollar Fellowships Endowment Initiative) over the next three biennial budget cycles.
2. We will develop a mentor program that links all new graduate and professional students of color to a faculty or staff member at the University to help in their adjustment to the University and their academic program.
3. We will continue to leverage for mixed funding packages combining fellowships with assistantships, which serve to give students broader experiences, mentoring and integration into the academic life of their departments.
4. Increase funding for research and professional development, for example travel support, for graduate and professional students of color.
5. We will work to provide funding to strengthen graduate and professional student of color organizations.

Faculty and Staff

Ethnic Studies Department and Programs (Goals 5 and 6)

The one ethnic studies department and three programs, through their scholarly and curricular offerings, and particularly their contributions in the service area, have played a central role in the evolution of diversity initiatives on our campus. Despite this, their development has been uneven. Our Afro-American Studies Department is one of the nation's first such departments to be established, and its growth in the number of distinguished faculty and curricular offerings has been notable. Our programs in American Indian Studies, Chicano Studies, and Asian-American Studies were established at different periods and, unlike the Afro-American Studies Department, have not been able to enjoy a similar level of growth and maturity.

Although these Programs do not have dedicated faculty lines, distinguished and committed faculty from other departments have contributed to strengthening their curricular offerings. But their efforts to recruit faculty jointly with contributing departments have by and large been unsuccessful. Given this, it is clear that other new and creative strategies must be

considered and undertaken if we are to have more success in strengthening the scholarship and faculty of these Programs. Internal discussions and external review would help to highlight these programs' needs.

These academic units have also been instrumental in servicing the campus need for courses that fulfill the Ethnic Studies Requirement, which was incorporated into the curriculum at UW-Madison even before the Design for Diversity was established by UW System Administration. Efforts to provide these service courses have been important to the campus but they have often had the consequence of limiting faculty time needed to focus on curricular and academic needs of majors and minors.

Recommendations

1. Increase the faculty in the three Ethnic Studies programs—American Indian Studies, Asian American Studies and Chicano Studies—by at least one position apiece, plus fund long-term one shared visiting position by Spring 2003. The three positions will have 100-percent tenure home in the hiring program if requirements for that rule waiver are met.
2. Ethnic Studies programs and collaborating departments should continue to develop joint recruiting strategies to bring about better coordination of priorities for hiring and developing faculty and staff.
3. The three ethnic studies programs should continue to collaborate to strengthen their scholarly reputation. The programs are encouraged to take advantage of the cluster hiring initiative. The campus and UW Foundation will undertake targeted fund-raising for eventual endowed chairs in ethnic studies fields and for visiting professorships.
4. Each dean, program or department chair with faculty in ethnic studies fields will take the initiative to provide guidance to these faculty in finding and applying for grants to do scholarly work.
5. Ethnic Studies programs will work with the Academic Staff Executive Committee and the Dean of Letters and Science to strengthen and enhance the status of instructional academic staff in the programs.
6. The campus and the College of Letters and Science will provide adequate staffing and support for preservation of languages of targeted ethnic minorities. UW-Madison has been awarded the American Indian Language Preservation Pilot Project, which needs additional staff support. The campus should explore the development of the writing and teaching of the Hmong language.
7. Form a committee to focus on Puerto Rican student, faculty, staff issues, such as whether there is enough basis for a Puerto Rican Studies Program.

Recruiting Faculty and Staff (Goal 5)

The University continues to face major challenges in the recruitment and hiring of faculty of color. For Fall 1997, faculty of color (all ranks) constituted only 10 percent (220) of the legal faculty (2171)—(nationally, faculty of color constitute an average of 12.9 percent of the faculty on campus; source: ACE 1997-8 Status Report). When Asian-American faculty are left out of our count, the number drops to 4 percent (100). In almost every category, the University ranks near the bottom of its CIC peer group in the employment of faculty of color.

We received a boost in our efforts to hire a diverse faculty during the five year Madison Plan period, reaching our goal of recruiting 75 new faculty of color between 1988 and 1993. But, although elated that these 75 hires comprised more than the university had hired during the previous ten year period, we found that the number of new faculty of color hires again decreased during the next three year period. This was in part due to several years of funding cuts, resulting in the loss of 200 faculty positions and \$20 million in base budget cuts.

The Strategic Hiring Initiative (SHI, 1996-1999, see Appendix G) has been instrumental in providing a boost to campus hiring efforts. The SHI provided funding which so far has aided in the hiring of 21 targeted faculty of color and the retention of two more. The administration no longer assigns permanent funding and positions as per the Madison Plan hires. Transitional funding is provided for up to three years after which the department/school or college is required to commit the funding and the FTE for the position.

The Anna Julia Cooper Post-Doctoral Fellowship has been useful in attracting talented junior faculty of color and getting them off to a strong start. A new pilot initiative to “buy-out the dissertation year” of talented scholars for early identification and consideration for possible future faculty hires is very promising.

Modest progress has been made in the recruitment of academic staff of color; and very little progress has been made in the recruitment of classified staff of color.

Recommendations

1. To promote hiring of faculty of color, we will continue the diversity-related component of the Chancellor's Strategic Hiring Initiative and the Anna Julia-Cooper Post Doctoral Fellowship (see Appendix G) as an incentive while encouraging the utilization of positions available through normal attrition and turnover processes for the hiring of faculty of color.
2. We will strategically recruit faculty by several means, which include cooperative hiring of CIC institution PhDs and postdoctoral scholars, considering the establishment of a "Dissertator-in-Residence" program and a seminar fund for early identification of promising graduate students from CIC institutions and elsewhere for possible faculty positions, and seeking funding for visiting faculty/scholars positions who may be attracted to faculty positions at UW-Madison.
3. We will seek funding to broaden the strategic hiring program to target academic staff of color.
4. We will focus on the recruitment of classified staff of color for University-specific vacancies, including developing materials and working with community organizations to improve their recruitment and status.
5. We will conduct a review of the Limited Term Employee (LTE) system on campus to determine how employees of color are faring in these positions, and to determine if and how they can be moved to permanent positions (see Appendix H).
6. To increase the recruitment of faculty, academic and classified staff of color, we will broaden the pool of potential hires by encouraging schools and colleges to have their departments and units exercise targeted advertising in published materials and professional organizations specific to professionals of diverse racial and ethnic background, and develop such strategies as increasing and strengthening the role of Equity and Diversity committees in monitoring the hiring process.

Retaining Faculty and Staff (Goal 5)

Most critical to our campus diversity effort is the health and well-being of those faculty and staff of color that we employ on our campus. Over the past ten years the University has undertaken a number of efforts to review the status of faculty of color and academic staff. The University Committee in cooperation with ASEC appointed the Ad Hoc Committee on the Status of Minority Faculty and Academic Staff which met, held focus groups for faculty and academic staff of color and issued a report. A study was conducted on the retention rates of women faculty and faculty of color. Several faculty, academic and classified staff of color gave input on their issues and concerns at the hearings held as part of the development of Plan 2008 by UW System Administration, as well as during the NCA Reaccreditation study conducted recently. A study of the retention rates of the seventy-five faculty hired during the five year period of the Madison Plan indicates that the retention and promotion rates are comparable to those of the majority faculty (source: OBPA).

In assessing the issues and needs related to the retention and satisfaction of faculty and academic staff of color, The Human Resources Working Group has developed a number of new initiatives in the training area which are incorporated in its recommendations to expand faculty and staff development opportunities. The increase in tenure rates for women faculty has shown that the Mentor Program for Women Faculty has been very successful in assisting women faculty in getting connected, but no concrete steps have been undertaken to develop a similar mentor program targeted to faculty of color.

Recommendations

1. We will continue orientation on the culture of the university to offer introduction and guidance to new and continuing faculty, and expand orientation and guidance for staff.
2. We will encourage faculty, academic staff and classified staff representative of the diverse racial and ethnic minority groups to establish mentor relationships with university colleagues to guide and promote their professional growth.
3. We will work to provide funding and promote broader participation in professional development programs for academic staff, including for-credit and non-credit courses, by making sure that the information and encouragement to take advantage of these programs are provided to all employees.
4. We will incorporate a Diversity Training Institute in the Human Resources Development training series as a collaborative effort by the Human Resources Development office and the EDRC.
5. We will foster the development of new administrators among faculty and staff of color by recruiting them as interns for future administrative and executive leadership posts at both college and central administrative levels, and expand the Leadership Institute to increase opportunities for more employees.
6. We will monitor pay, race equity and job security provisions including Limited Term appointment, Rolling Horizon and similar personnel actions.
7. We will develop ways to recognize faculty and staff for their service in diversity-related initiatives, and develop ways to reward supervisory staff for their success in diversity recruitment and retention.

Community and Alumni Cooperation (Goal 2)

The citizens of Wisconsin and the world are benefactors of the continued advancement and updating of the Wisconsin Idea. Through research, teaching and service, our faculty members are engaged with community leaders and practitioners in the critical issues that face Wisconsin today. From criminal justice to health care delivery, from arts development to technology transfer, from global competition to welfare reform, we are partners in building for the 21st century.

Chancellor David Ward, "A Progress Report on Our Priorities," A Vision for the Future 1/99

The University has a long history of outreach and service to all communities across the state (see Appendix I). Wisconsin was one of the first institutions to admit students of color in its undergraduate and graduate programs for many decades before the beginning of the Civil Rights Movement.

University faculty, students and staff have developed strong partnerships with the Madison Metropolitan School District, the city and county through the START SMART Program and through the Schools of Hope Project to improve the health and well being, and academic performance of students of color. The PEOPLE Program—one of a variety of pre-college programs--represents a very comprehensive outreach effort to young people in the Milwaukee Metropolitan School District. The Wisconsin Alumni Association has been instrumental in assisting with outreach efforts through sponsoring Alumni recruitment programs in Milwaukee, Chicago, New York and California.

The Inter-institutional Linkages Program has helped to promote outreach to the Lac Courte Oreille Community College and the College of the Menominee Nation in Wisconsin. Nationally, the Linkages Program has conducted outreach initiatives to Spelman College assisting with the design of their new science building and with joint visiting professorships; and with countless seminars and joint research projects with Clark Atlanta University, Prairie View A&M University, and with several of the institutions that comprise the University of Puerto Rico.

Recommendations

1. The University's partnerships with K-12 schools, especially with key "feeder" schools and communities, will be expanded in various ways, including more involvement of students, faculty and staff.
2. The Chancellor will continue visits to schools and communities. This outreach involves programs and receptions with alumni and targeted community organizations and agencies to seek their support.
3. Students will coordinate their Madison school involvement and prepare documents for local children and their parents.
4. Establish a campus celebration of Martin Luther King Jr. Day as a national Day of Diversity in coordination with the City of Madison. The University of Michigan is a good model.
5. The University will continue efforts to increase the amount of contracts with and purchasing from minority and women vendors.
6. Work with the UW Foundation and the Wisconsin Alumni Association (WAA) to raise funds for scholarships.
7. Work with the WAA to recruit students, which the WAA is already making a high priority.
8. The University will work closely with the UW Foundation, the Wisconsin Alumni Association and the Madison community to establish a national UW-Madison Diversity Board of Visitors to provide advice, leadership, visibility and support for our diversity efforts.

Opportunities to be Involved

Students (1) Be a friend to a student of diverse color and ethnic background. (2) Volunteer to help recruit students of color and/or to work at SOAR. (3) Be a friend and/or tutor to a local student of color and the student's family. Bring them as welcome guests to the University. (4) Volunteer to work in the community, and ask a fellow student of a different ethnic background to join you. (5) Take a service-learning course. (6) Read this plan thoughtfully, and creatively find other ways and places to help. (7) Join SHAPE, Students Helping Advance Public Education.

Faculty and Staff (1) Get involved with a local family as a friend. Bring them as welcome guests to the University. (2) Volunteer to work in the community, and ask someone of a different ethnic background to join you. (3) Donate a year's tuition (about \$3200) to the Chancellor's Scholarship Fund. Recruit 20 other people for similar donations, and provide the endowment for one student-year. There are about 6500 faculty and staff, with the potential for supporting 325

student-years, or about 80 students. (4) Incorporate diversity into your curriculum, if it is suitable in your discipline. (5) Join Music Professor Richard Davis's R.A.P. (Retention Action Project) discussions and activities to create a welcoming campus and classroom. (6) Be a mentor to an undergraduate or graduate student of color through the student's whole career. Become familiar with that student's cultural background. (7) Get connected to a residential community. (8) Read this plan thoughtfully, particularly Appendix I, and creatively find other ways and places to help.

Alumni (1) Continue local recruiting efforts. (2) Donate to scholarships. (3) Speak up about the need for graduates who have experience living and working in a diverse environment. (4) Get involved with a local family as a friend. Tell them about the University.

Ideas to Consider

This is a list of suggestions to consider, written into the University's Plan 2008 to ensure that they are not lost.

1. Student advisory committees to the director of admissions and the deans of the graduate and professional schools will assure the continuing involvement of students.
2. Provide funding for a Puerto Rican recruiting position.
3. Hire a Puerto Rican faculty or academic staff member who can be an informal adviser and provide support to the Puerto Rican students.
4. Expand student leadership training.
5. Sponsor days other than Martin Luther King Jr. Day dedicated to programs highlighting ethnic groups.
6. Pay graduate students a stipend to be mentors to undergraduate students. This has been successful at increasing retention at the University of Illinois.
7. The campus and UW Foundation could undertake targeted fund-raising for eventual endowed chairs and visiting professorships in ethnic studies fields.
8. Institute a CIC (Committee on Institutional Cooperation, consisting of the Big Eleven plus the University of Chicago) "virtual department" of one or more ethnic studies disciplines.
9. Work to provide dedicated space for students in an informal academic rather than social setting, so they can be near professors, for example within the Ethnic Studies programs' homes.
10. The ethnic studies programs have only marginally adequate space and should be provided more as feasible.
11. Recruit out of state with the aim of raising the percentage entering out-of-state students of color until their proportions minimally equal the corresponding racial/ethnic proportions of the national high school graduation class qualified for admission
12. Have receptions for each minority group early in the semester.
13. Establish a standing Committee on Diversity Planning and Review, with the oversight committee recommended in this plan as a first step. This committee would work systematically and thoughtfully to address the opportunities created by a diverse University and the challenges to creating such a University. It would have three major functions, to review, plan, coordinate the University's efforts to achieve the Regents' goals.
 - A. Review: The first function of the committee will be to review each department, school, and administrative unit's plans to address the Regents goals. This will be the committee that will develop and implement a system for giving feedback to these plans, monitor their implementation, and evaluate their effectiveness.
 - B. Plan: The second function of the committee will be to systematically plan ways to increase the presence and improve the experience of individuals from historically disadvantaged groups on this campus.
 - C. Coordinate: The third function will be to coordinate efforts across the University to attain the Regents' 7 goals

BUDGET COMMENTARY

The possible sources for funding for the implementation of Plan 2008 are new general-purpose revenue (GPR) from the State, reallocated funds from campus, extramural grants from the federal government and the private sector, and funds raised from the private sector in cooperation with the University of Wisconsin Foundation. The University faces big challenges in finding ample funds required for Plan 2008 to be a success. The University of Wisconsin System Administration has requested approximately \$17.5 million in new funding for the 1999-2001 biennial budget cycle on behalf of the 13 institutions in the System. These funds were requested to support pre-college and undergraduate scholarships, fellowships and other important diversity initiatives. As of mid-April, the Governor's version of the budget recommended only \$732,000 earmarked for pre-college programs and only for the second year of the biennial budget cycle. As of the printing of this report, efforts are being undertaken by System Administration in cooperation with all of the campuses to secure as much of the requested funding as possible.

The University already has a substantial investment of public and private funds for its diversity initiatives. The total expenditures for a wide array of undergraduate programs for the 1998-99 academic year is approximately \$6 million dollars. We will work cooperatively with System Administration and the State on a budget strategy centered around requesting and hopefully obtaining substantial increases in funding primarily for pre-college programs, the Lawton Retention Grant and the Advanced Opportunity Fellowships Program to support graduate and professional students. We will attempt to cover costs for increasing participation in pre-college programs with additional scholarships from the Department of Public Instruction, funds raised from the private sector, federal grants such as TRIO (Talent Search and Upward Bound), and the new "Gear-Up" program funded by the U.S. Department of Education. The University will also be more focused and efficient in requesting and obtaining Minority Supplement to Grant funds from the National Institutes of Health, the National Science Foundation and the Department of Energy to support high school students to work in labs and research apprenticeship programs, for stipends to support undergraduate research assistants, graduate research assistants, and for visiting faculty positions in the sciences.

The University will continue to work closely with the University of Wisconsin Foundation to advance fund raising strategies to support Plan 2008 initiatives. A total of approximately \$4 million has already been raised towards a \$10 million endowment for the Chancellor's Scholars program. The Foundation is close to meeting its goal of raising \$100,000 for the PEOPLE program for the summer of 1999. Some of the funding raised by the Foundation and the Wisconsin Alumni Research Foundation (WARF) towards the Graduate School's \$100 million endowment will be used to support graduate students of color. The Graduate School will work to encourage graduate programs to get a better distribution of funds (research, project and teaching assistantships and traineeships) used for supporting students of color all of which will help greatly in addressing unmet need.

ESTIMATED BUDGET FOR PLAN 2008

| RECOMMENDATION | PROJECTED ADDITIONAL COST/S |
|--|--|
| Pre-college programs Existing PEOPLE | \$1,219,719, pre-college track only, assumes 300 students at steady state by summer 2001 (preliminary figure) |
| Bridge programs Existing (Summer Collegiate Exp.) PEOPLE | Total annual increase \$1.3M by AY2002, assumes 100 SCE students & 100 PEOPLE graduates, for tuition & housing/meal service only (preliminary figure) |
| Undergraduate recruiting Existing (American Indian, African American, Latino/a) Southeast Asian Student help | 1 FTE: \$35,000 \$5,000 |
| Freshman seminar Residential College | \$0 first year; phased-in costs for course development and teaching \$ 300-\$400 per student |
| Undergraduate scholarships Existing PEOPLE program students Graduate/professional fellowships Advanced Opportunity Program | Estimated unmet need \$3.4M to expand existing scholarship programs and for the addition of PEOPLE students starting in 2003 \$3.7M estimated unmet need |
| Strategic recruitment & hiring program Faculty Academic Staff | \$135K for recruiting strategies 10 hires annually \$1.25M 2 hires annually \$80, 000 |
| Ethnic Studies faculty hiring | \$300K for 3 positions by 2003, \$100K for shared visiting professor |
| American Indian Language Preservation project | 1 FTE: \$80,000 if faculty, could be staff |
| Staff development | \$232,000 estimated |
| Community involvement Martin Luther King Day | Speaker, program development |
| Assessment of programs | To be determined |

APPENDIX A: PLANNING GUIDE FOR IMPLEMENTATION

| <i>Recommendation</i> | <i>Point Person/s</i> | <i>Participants</i> | <i>Cost</i> | <i>Outcome</i> | <i>Time Frame</i> |
|---|--|--|------------------------------------|--|---|
| <u>TAKING LEADERSHIP and RESPONSIBILITY (Goal 7)</u> | | | | | |
| 1. Campus commitment | <i>Chancellor</i> | Faculty, staff, students | <i>Time commitment</i> | Improved campus climate | Immediate, and on-going |
| 2. Develop plans at college and department level | <i>Deans, Directors, Chairs</i> | School/college faculty, staff, students, Equity & Diversity committees | <i>Variable, according to plan</i> | Accomplished goals of Plan 2008 | Plans in place by May 2000 |
| 3. Governance & Administrative responsibility | <i>Governance Committees, Associate Vice Chancellor</i> | Faculty, Staff, Students & Administrative Staff | <i>No new cost</i> | Annual reports | On-going |
| 4. Student Advisory Committees | <i>Associate Vice Chancellor, Director of Admissions, Deans of Graduate and Professional schools</i> | Students | <i>No new cost</i> | Input into Plan 2008 implementation | AVC Fall 1999 Admissions, deans consider during Fall 1999 |
| 5. Diversity Board of Visitors | <i>Chancellor, Associate Vice Chancellor</i> | UW Foundation, WAA, community | <i>To be determined</i> | Support for Plan 2008 | May 2000 |
| 6. Oversight Committee | <i>Chancellor, Associate Vice Chancellor, governance executive committees</i> | Students, faculty, staff, alumni, community | <i>No new cost</i> | Oversight of Plan 2008 | Fall 1999 |
| 7. Open forums | <i>Chancellor, Provost, Associate Vice Chancellor, Chair of Oversight Committee</i> | Campus, alumni, community | <i>No new cost</i> | Feedback for assessment and revision of Plan 2008 | Spring 2000 |
| 8. Chancellor responsibility | <i>Chancellor</i> | University administration | <i>No new cost</i> | Annual Report, identify best practices, renew commitment | On-going, with annual report plus <i>Diversity Update</i> biennial report |
| 9. Four-year review | <i>Associate Vice Chancellor, Chair of Oversight Committee</i> | External review team, campus assessment | <i>\$5000</i> | Independent review of diversity programs | Review to be done by May 2003 |

| <i>Recommendation</i> | <i>Point Person/s</i> | <i>Participants</i> | <i>Cost</i> | <i>Outcome</i> | <i>Time Frame</i> |
|--|--|---|---|--|---------------------------|
| <u>PRE-COLLEGE PREPARATION AND PROGRAMS (GOALS 2, 1, 3)</u> | | | | | |
| 1. Strengthen linkages with K-12 education | <i>Associate Vice Chancellor</i> | Campus, K-12 schools | <i>To be determined</i> | Increased college preparation | On-going |
| 2. New PEOPLE program & strengthen pre-college programs | <i>Assistant Vice Chancellor</i> | Faculty, Staff, Students | <i>\$1.2 M for PEOPLE pre-college program when it reaches full strength in 2001, less cost savings from using existing programs</i> | Increased college preparation & matriculation | Summer 1999, and on-going |
| <u>UNDERGRADUATE STUDENTS</u> | | | | | |
| <i>Recruiting and Financial Aid (Goals 1, 2, 4)</i> | | | | | |
| 1. Raise percentages to minimally equal qualified WI HS graduate percentages | <i>Director of Undergraduate Admissions</i> | Campus recruiters, students, faculty, staff | <i>To be determined</i> | More students of color applying and being admitted | On-going |
| 2. Continue to involve campus and alumni in recruitment | <i>Directors of WAA, Undergraduate Admissions</i> | Campus community, alumni | <i>No new cost</i> | More students of color applying and being admitted | On-going |
| 3. Students host recruits, work in SOAR | <i>Student leaders, Director of Undergraduate Admissions</i> | Students of color and other students | <i>No new cost</i> | More students of color applying and being admitted | Summer 2000 |
| 4. Raise entry level of recruiters, fill vacancies promptly | <i>Admissions Director</i> | Recruiters | <i>To be determined</i> | Less turnover, more experienced staff | Fall 1999 |
| 5. Southeast Asian student recruiter | <i>Admissions Director</i> | Recruiter | <i>One staff position, approximately \$35K</i> | More Southeast Asian students | Fall 1999 |
| 6. Student recruiting positions | <i>Admissions Director</i> | Students | <i>4 student positions, approximately \$5K</i> | More students of color applying and being admitted | Fall 1999 |

| <i>Recommendation</i> | <i>Point Person/s</i> | <i>Participants</i> | <i>Cost</i> | <i>Outcome</i> | <i>Time Frame</i> |
|---|---|--|---|--|--|
| <u>UNDERGRADUATE STUDENTS, CONTINUED</u> | | | | | |
| <i>Recruiting and Financial Aid (Goals 1, 2, 4), continued</i> | | | | | |
| 7. Increased undergraduate scholarships and financial aid, including for PEOPLE program | <i>Associate Vice Chancellor & Director of Student Financial Services</i> | Provost's staff | <i>\$3.4 million</i> | Increased support for students | Through 3 biennial budget cycles, up through 2006-07 |
| 8. Consider American Indian tuition scholarships | <i>Provost, Associate Vice Chancellor</i> | American Indian Faculty and Staff | <i>\$3200 per student</i> | Increased support for students | May 2000 |
| 9. Build pool of pre-science majors through pre-college programs | <i>Assistant Vice Chancellor</i> | Pre-college program directors, science faculty and staff | <i>No new costs</i> | More scientists of color | On-going |
| <i>Retention, Climate, the Freshman Experience, and Curriculum (Goals 3, 6)</i> | | | | | |
| 1. Reduce retention and graduation gap by 50 percent by 2008 | <i>Associate Vice Chancellor</i> | Students, faculty, staff | <i>Detailed elsewhere under retention initiatives</i> | More college graduates of color | 2008 |
| 2. Expand summer bridge programs to start PEOPLE in 2002 | <i>Associate Vice Chancellor, L&S Dean</i> | SCE Director & M/D coordinators, faculty, graduate students | <i>1.3M</i> | Enhanced academic performance | Through 2001 |
| 3. Improve tracking of students with integrated database | <i>Associate Vice Chancellor</i> | Student Academic Services, EDRC, M/D coordinators, DoIT | <i>No new cost</i> | Monitoring of student progress, program evaluation | Immediate, and on-going |
| 4. Consider Freshman Seminar | <i>Chancellor</i> | Undergraduate Education Committee, Curriculum committees, others | <i>To be determined</i> | Improved retention & campus climate | Immediate |

| <i>Recommendation</i> | <i>Point Person/s</i> | <i>Participants</i> | <i>Cost</i> | <i>Outcome</i> | <i>Time Frame</i> |
|--|---|--|--|--|----------------------------------|
| <u>UNDERGRADUATE STUDENTS, CONTINUED</u> | | | | | |
| <i>Retention, Climate, the Freshman Experience, and Curriculum (Goals 3, 6), continued</i> | | | | | |
| 5. Mentor programs more effective | <i>Assistant Vice Chancellors</i> | Directors of mentoring programs, faculty, staff & students | <i>No new cost</i> | Early integration into campus life | Immediate, and on-going |
| 6. Evaluate SpeakUp, be sure it meets needs | <i>Dean of Students</i> | Dean of Students staff | <i>Probably no new cost</i> | Complete response to students | Recommendations by December 1999 |
| 7. Discuss international multi-cultural residential college | <i>Chancellor</i> | Dir. of Univ Housing, Ad hoc committee | <i>To be determined</i> | Early integration into campus life | Report by May 2000 |
| 8. Retention Action Program | <i>Prof. Richard Davis</i> | Faculty, students, staff | <i>Unknown</i> | More welcoming campus climate, especially in the classroom, to improve retention | On-going |
| 9. Expand student leadership training | <i>Dean of Students, Director of Housing</i> | Community and campus leaders | <i>No new cost</i> | Unified approach to addressing campus needs | On-going |
| 10. Review of the approved Ethnic Studies Req. courses | <i>L&S Dean</i> | L&S Curriculum Committee | <i>No new cost</i> | Possibly revised criteria for 'e' courses | By May 2000 |
| 11. Ethnic Studies 'e' courses where appropriate in schools other than L&S | <i>Deans, Directors & Curriculum Committees</i> | Faculty & instructional academic staff | <i>Possible release time, & funding for course development</i> | Broader array of courses | Fall 1999, and on-going |
| 12. Incorporation of more diversity-related content in appropriate courses | <i>Deans, Directors, Chairs</i> | Faculty & instructional academic staff | <i>Course development funding, external grants</i> | Enhanced multi-cultural learning | Fall 1999, and ongoing |

| <i>Recommendation</i> | <i>Point Person/s</i> | <i>Participants</i> | <i>Cost</i> | <i>Outcome</i> | <i>Time Frame</i> |
|--|--|---|---|--|--|
| <u>GRADUATE AND PROFESSIONAL STUDENTS</u> | | | | | |
| <i>Recruiting and Financial Aid (Goals 3, 4)</i> | | | | | |
| 1. Continue and enhance inter-institutional linkage programs | <i>Assistant Vice Chancellor</i> | Deans, Faculty, Staff | <i>Potential costs for new partnerships</i> | Expanded faculty collaborations, and increased graduate/prof student recruitment | On-going |
| 2. Expand undergraduate research programs | <i>Deans & Directors</i> | Faculty & undergraduate students | <i>\$0.5 M estimated goal, extramural funding</i> | Better student preparation & increased enrollments | Fall 1999, ongoing |
| 3. New fellowships | <i>Deans of Graduate & Professional Schools</i> | Department chairs & students | <i>\$3.7 M</i> | More support for students | Over 3 biennial budgets, through 2006-07 |
| 4. Recruit in the sciences | <i>Provost & Graduate Dean & Science Deans</i> | Faculty, staff & students of science departments | <i>No new cost</i> | Increased pool of scientists | Fall 1999, ongoing |
| <i>Retention and Financial Aid (Goals 3, 4)</i> | | | | | |
| 1. Fill unmet fellowship need | <i>Graduate & Professional Schools Deans</i> | Faculty | <i>\$3.7 million state, federal, private</i> | Adequate levels of support for enrolled students | Over 3 biennial budgets as above |
| 2. Establish mentor program | <i>Graduate & Professional Schools Deans</i> | Faculty | <i>No new cost</i> | Earlier integration into department & profession | Immediate, ongoing |
| 3. Combine (leverage) fellowships with assistantships | <i>Graduate & Professional Schools Deans</i> | Department Chairs & Principal Investigators | <i>No new cost</i> | Better integration into department & profession | Immediate, ongoing |
| 4. Student of color professional development | <i>Dean of the Graduate School</i> | Department chairs, faculty advisers | <i>Some travel funds</i> | Earlier professional involvement | Fall 1999, ongoing |
| 5. Strengthen student of color organizations | <i>All Deans</i> | Graduate & professional students, department chairs | <i>Modest program costs</i> | Earlier professional involvement | Immediate, ongoing |

| <i>Recommendation</i> | <i>Point Person/s</i> | <i>Participants</i> | <i>Cost</i> | <i>Outcome</i> | <i>Time Frame</i> |
|--|---|---|--|---|--|
| <u>FACULTY AND STAFF</u> | | | | | |
| <i>Ethnic Studies Department and Programs (Goals 5, 6)</i> | | | | | |
| 1. Ethnic Studies programs positions, possible tenure home | <i>Dean of L&S with Chair, Directors of Ethnic Studies</i> | Ethnic Studies Faculty & Instructional Academic Staff | <i>3 (or more) faculty positions at \$300K, one shared visiting position at \$100K</i> | Enhanced academic integrity, course offerings | Recruit Fall 2000-Fall 2002, in place by Spring 2003 |
| 2. Continued joint recruiting of Ethnic Studies faculty and staff | <i>Dean of L&S</i> | Chair, Directors of Ethnic Studies Dept/Progs with collaborating Department Chairs | <i>Faculty positions</i> | Enhanced quality of multi-cultural curriculum & scholarship | Fall 2000-Spring 2003 |
| 3. Collaborate to strengthen scholarly reputation and try for cluster hiring | <i>Chairs of Ethnic Studies programs</i> | Ethnic Studies Faculty & Instructional Academic Staff | <i>3-4 positions</i> | Strengthen programs | Fall 1999-Spring 2003 |
| 4. Provide guidance for Ethnic Studies grants, scholarly development | <i>Dean of L&S & Chair, Dirs of Ethnic Studies Department/ Programs</i> | Faculty & instructional academic staff | <i>Internal & extramural funding</i> | Enhanced teaching and scholarly productivity | Immediate, and on-going |
| 5. More recognition of instructional academic staff in the Ethnic Studies programs | <i>Dean of L&S & Chair/Directors of Ethnic Studies Dept/Progs</i> | Faculty & instructional academic staff | <i>Academic staff merit incentives & recognition awards</i> | Professional status & development | Spring 2000, and on-going |
| 6. Support AI language preservation & explore Hmong language writing, instruction | <i>Dean of L&S</i> | Directors, American Indian Studies & Center for Southeast Asian Studies; Chair, Lang & Cultures of Asia | <i>Possible academic staff position for AI Lang. Presrv Proj, possible position to teach Hmong; at \$80,000 if faculty; could be staff</i> | UW-Madison leadership role, enhanced scholarship & teaching | Immediate, and on-going |
| 7. Committee to focus on Puerto Rican issues | <i>Puerto Rican faculty, Dean of L&S</i> | Puerto Rican faculty, staff, students and other key faculty | <i>No immediate cost</i> | Coordinated plan for advancement of PR programs | 1999-2000 academic year |

| <i>Recommendation</i> | <i>Point Person/s</i> | <i>Participants</i> | <i>Cost</i> | <i>Outcome</i> | <i>Time Frame</i> |
|---|--|---|---|---|------------------------------|
| <u>FACULTY AND STAFF, CONTINUED</u> | | | | | |
| <i>Recruiting Faculty and Staff (Goal 5)</i> | | | | | |
| 1. Strategic hiring initiative, Anna-Julia Cooper positions | <i>Provost & Associate Vice Chancellors</i> | Deans, Directors, Graduate School, Department Chairs | <i>10-15 faculty and postdoctoral positions annually at approximately \$1.25M</i> | More diverse faculty | Fall 1999 –2002, with review |
| 2. Strategic recruitment of faculty | <i>CIC Liaison, Provost</i> | Deans, Directors, Graduate School, Department Chairs, Faculty | <i>\$135K for visitors and seminars, Federal grant supplements</i> | More diverse candidates for faculty positions | Fall 1999 and on-going |
| 3. Broaden strategic hiring to include academic staff | <i>Provost, Associate Vice Chancellor, Assistant Vice Chancellor/Dir EDRC</i> | Deans, Directors & Department Chairs, & other hiring authorities | <i>2 positions annually at \$80K</i> | More diverse academic staff | Fall 1999 –2002, with review |
| 4. Increase number and status of classified staff of color | <i>Assistant Vice Chancellor/Dir EDRC; Classified Personnel Office</i> | Supervisors, Union representatives, Equity & Diversity Committees | <i>No new cost</i> | More diverse classified staff | Immediate, and on-going |
| 5. Help LTEs attain permanent positions | <i>Assistant Vice Chancellor/Dir EDRC; Classified Personnel Office</i> | Supervisors, Union representatives, Equity & Diversity Committees, Personnel reps | <i>No new cost</i> | Increased opportunities for employees | Immediate, and on-going |
| 6. Ensure targeted advertising of positions | <i>Assistant Vice Chancellor /Dir EDRC, Deans/Directors including Graduate School</i> | Governance committees, department chairs, Deans, Directors & other hiring authorities | <i>No new cost</i> | Increased diversity among faculty & staff | Immediate, and on-going |

| <u>FACULTY AND STAFF, CONTINUED</u> | | | | | |
|---|---|---|---|---|--------------------------|
| <i>Retaining Faculty and Staff (Goal 5)</i> | | | | | |
| <i>Recommendation</i> | <i>Point Person/s</i> | <i>Participants</i> | <i>Cost</i> | <i>Outcome</i> | <i>Time Frame</i> |
| 1. Plan continuing orientation & guidance for new faculty & expanded orientation & guidance for staff | <i>Associate Vice Chancellors, HR Dir, Sec of the Faculty, Sec of the Acad Staff</i> | Faculty, Staff | <i>No new cost</i> | Early integration into campus life | Immediate, and on-going |
| 2. Encourage mentor relationships | <i>Associate Vice Chancellors, HR Dir, Sec of Faculty, Sec of Acad Staff</i> | Faculty, Staff, Deans & Directors | <i>Possible program costs</i> | Better integration into department | Immediate, and on-going |
| 3. Increase professional development for academic staff | <i>Associate Vice Chancellors, HR Dev.Dir, Sec of Faculty, Sec of Acad Staff</i> | Staff, Faculty, Deans & Directors | <i>Increase professional development fund</i> | Professional skills & institutional loyalty | Immediate, and on-going |
| 4. Incorporate Diversity Training Institute in human resource development | <i>HR Dev.Dir, Asst Vice Chancellor/ EDRC</i> | Faculty, Staff | <i>Possible program costs</i> | Improved campus climate | Fall 2000 |
| 5. Plan an administrative internship program for faculty & academic staff | <i>Provost, Assistant Vice Chancellor/ EDRC Dir, Deans & Directors</i> | Faculty & Staff | <i>\$232K estimated</i> | Develop future administrators | Fall 1999 |
| 6. Monitor equity for classified staff | <i>Assistant Vice Chancellor/EDRC, HR Dev.Dir, Classified Personnel Office</i> | Equity & Diversity Committees, Department Chairs, Union representatives | <i>Possible equity adjustment</i> | Fair treatment of classified staff | Fall 2000 |
| 7. Provide for recognition of success in diversity initiatives | <i>Chancellor</i> | Deans, Directors, Department Chairs | <i>Incentives to be determined</i> | Positive atmosphere for diversity efforts | Fall 2000 |

| <i>Recommendation</i> | <i>Point Person/s</i> | <i>Participants</i> | <i>Cost</i> | <i>Outcome</i> | <i>Time Frame</i> |
|---|--|--|------------------|---|---------------------|
| <u>COMMUNITY AND ALUMNI COOPERATION (Goal 2)</u> | | | | | |
| 1. Expand outreach to key schools and communities | <i>Chancellor, Chancellor's staff</i> | Students, faculty, staff, school and community leaders | No new cost | Awareness of University | <i>On-going</i> |
| 2. Chancellor's outreach | <i>Chancellor, Chancellor's staff, WAA</i> | Students, faculty, staff, school and community leaders | No new cost | Awareness of University | <i>On-going</i> |
| 3. University students work in Madison schools, community | <i>Student leaders, School of Education</i> | Students, parents, teachers | To be determined | Student connections to community, improve K-12 retention and graduation rates | <i>On-going</i> |
| 4. Martin Luther King Day campus celebration | <i>Special Assistant to the Chancellor for Community Relations</i> | City of Madison, campus | To be determined | Build campus/community relations | <i>January 2000</i> |
| 5. Minority and women vendors | <i>Special Assistant to the Chancellor for Community Relations</i> | Purchasing and Business Services | No new cost | Increase contracting for minority businesses | <i>On-going</i> |
| 6. Work with UWF & WAA to raise funds | <i>Assoc Vice Chan, WAA, UW Fndn directors, Academic Deans</i> | UW Foundation and WAA | No new cost | Raise money | <i>On-going</i> |
| 7. Work with WAA to recruit students | <i>Directors of Admissions and WAA</i> | Wisconsin Alumni Association | No new cost | Recruit students | <i>On-going</i> |
| 8. National Diversity Board of Visitors | <i>Chancellor, Provost, Associate Vice Chancellor</i> | UW Foundation, WAA, community, others | No new cost | Fundraising and enhanced visibility for diversity efforts | <i>May 2000</i> |

APPENDIX B: PEOPLE PROPOSED BUDGET
Pre-College Enrollment Opportunity Program for Learning Excellence

Estimated Cost for Pre-College, Summer Bridge and Undergraduate Component

| | <u>June 1999</u> | <u>June 2000</u> | <u>June 2001</u> | <u>2002</u> | <u>2003</u> | <u>2004</u> | <u>2005</u> | <u>2006</u> |
|---|-------------------------|-------------------------|----------------------------|----------------------------|----------------------------|---------------------------|---------------------------|---------------------------|
| <u>Years 1-3 Pre-College Program</u> | | | | | | | | |
| Yr 1: 3 wk Madison Program | \$198,645 | 210,564 | 223,198 | 236,589 | 250,785 | 265,832 | 281,782 | 298,689 |
| Yr 2: 4 wk Milwaukee Program | | 84,903 | 89,997 | 95,091 | 100,797 | 106,845 | 113,255 | 120,051 |
| 3 wk Madison Program | | 210,564 | 223,198 | 236,589 | 250,785 | 265,832 | 281,782 | 298,689 |
| Yr 3: Research Skills and Values Program (RSVP) | | | 683,326 | 724,326 | 767,785 | 813,852 | 862,684 | 914,445 |
| <u>Year 4 Summer Bridge</u> | | | | 234,696 | 248,778 | 263,705 | 279,527 | 296,298 |
| Includes only tuition & housing/meal service | | | | | | | | |
| Subtotal | \$198,645 | 506,030 | 1,219,719 | | | | | |
| <u>Undergraduate Component</u> | | | | | | | | |
| Yr 1: Tuition, 1 cohort | | | | 576,571 | | | | |
| Yr 2: Tuition, 2 cohorts | | | | | 1,221,178 | | | |
| Yr 3: Tuition, 3 cohorts | | | | | | 1,939,841 | | |
| Yr 4: Tuition, 4 cohorts | | | | | | | 2,739,056 | |
| Yr 5: Tuition, 4.5 cohorts | | | | | | | | 3,263,243 |
| <u>TOTAL ANNUAL COST</u> | <u>\$198,645</u> | <u>\$506,030</u> | <u>\$ 1,219,719</u> | <u>\$ 2,103,863</u> | <u>\$ 2,840,108</u> | <u>\$3,655,907</u> | <u>\$4,558,085</u> | <u>\$5,191,414</u> |

APPENDIX C: UNDERGRADUATE ENROLLMENT, RETENTION, AND GRADUATION PROFILES

MINORITY RECRUITMENT: FRESHMAN CLASS, FALL 1998

A look at YIELD RATES by “Feeder” State & Groups of States

| State | CAUCASIAN | | | | | TARGETED MINORITY | | | | |
|------------------------------------|------------|-----------------------|--------|--------------------|-----------|-------------------|-----------------------|--------|---------------------------|-----------|
| | Applicants | % of Total Applicants | Admits | Admits as % of App | Enrollees | Applicants | % of Total Applicants | Admits | Admits as % of Applicants | Enrollees |
| WISCONSIN | 7,276 | 51.2% | 5,277 | 72.5% | 3,272 | 429 | 50.4% | 345 | 80.4% | 213 |
| Yield Rate | | | | | 62.0% | | | | | 61.7% |
| California | 253 | 1.8% | 208 | 82.2% | 54 | 31 | 3.6% | 20 | 64.5% | 8 |
| Yield Rate | | | | | 26.0% | | | | | 40.0% |
| Illinois | 2,140 | 15.1% | 1,626 | 76.0% | 423 | 116 | 13.6% | 96 | 82.8% | 20 |
| Yield Rate | | | | | 26.0% | | | | | 20.8% |
| Minnesota | 1,809 | 12.7% | 1,121 | 62.0% | 515 | 56 | 6.6% | 48 | 85.7% | 24 |
| Yield Rate | | | | | 45.9% | | | | | 50.0% |
| New York | 605 | 4.3% | 516 | 85.3% | 144 | 34 | 4.0% | 30 | 88.2% | 5 |
| Yield Rate | | | | | 27.9% | | | | | 16.7% |
| Texas | 50 | 0.4% | 42 | 84.0% | 11 | 82 | 9.6% | 73 | 89.0% | 25 |
| Yield Rate | | | | | 26.2% | | | | | 34.2% |
| AL, AK, AZ, AR | 43 | 0.3% | 28 | 65.1% | 9 | 4 | 0.5% | 4 | 100.0% | 1 |
| Yield Rate | | | | | 32.1% | | | | | 25.0% |
| CO, CT, DC, DE, FL, GA, HI, ID | 310 | 2.2% | 252 | 81.3% | 64 | 20 | 2.4% | 17 | 85.0% | 4 |
| Yield Rate | | | | | 25.4% | | | | | 23.5% |
| IN, IO, KS, KY, LA, ME, MD, MA, MI | 794 | 5.6% | 647 | 81.5% | 178 | 40 | 4.7% | 31 | 77.5% | 9 |
| Yield Rate | | | | | 27.5% | | | | | 29.0% |
| MI, MT, NE, NV, NH, NM | 452 | 3.2% | 363 | 80.3% | 111 | 18 | 2.1% | 16 | 88.9% | 5 |
| Yield Rate | | | | | 30.6% | | | | | 31.3% |
| OH, OK, OR, PA, RI, SC, SD, TN | 372 | 2.6% | 284 | 76.3% | 93 | 12 | 1.4% | 11 | 91.7% | 4 |
| Yield Rate | | | | | 32.7% | | | | | 36.4% |
| UT, VT, VA, WV, WA, WY | 126 | 0.9% | 106 | 84.1% | 29 | 9 | 1.1% | 8 | 88.9% | 4 |
| Yield Rate | | | | | 27.4% | | | | | 50.0% |
| TOTAL OUT OF STATE | 6,922 | 48.8% | 5,193 | 75.0% | 1,631 | 422 | 49.6% | 354 | 83.9% | 109 |
| Yield Rate | | | | | 31.4% | | | | | 30.8% |
| GRAND TOTAL | 14,198 | 100.0% | 10,470 | 73.7% | 4,903 | 851 | 100.0% | 699 | 82.1% | 322 |
| Yield Rate | | | | | 46.8% | | | | | 46.1% |

Undergraduate Student Enrollment by Heritage Code, 1988-89 - 1998-99

| Fall Sem | African Amer | Asian Amer | American Indian | Hispanic/Latino | All Minorities | Index - All Minorities | White/ Other | Index - White/Other | All UG | Index All UG | Inter-national |
|------------------------------------|--------------|------------|-----------------|-----------------|----------------|------------------------|--------------|---------------------|--------|--------------|----------------|
| 1988-89 | 520 | 828 | 114 | 375 | 1,837 | 100.00 | 27,317 | 100.00 | 29,727 | 100.00 | 573 |
| 1989-90 | 543 | 930 | 114 | 389 | 1,976 | 107.57 | 26,991 | 98.81 | 29,625 | 99.66 | 658 |
| 1990-91 | 550 | 975 | 124 | 420 | 2,069 | 112.63 | 26,355 | 96.48 | 29,248 | 98.39 | 824 |
| 1991-92 | 526 | 1,020 | 113 | 451 | 2,110 | 114.86 | 25,828 | 94.55 | 28,900 | 97.22 | 962 |
| 1992-93 | 495 | 1,049 | 112 | 525 | 2,181 | 118.73 | 24,235 | 88.72 | 27,464 | 92.39 | 1,048 |
| 1993-94 | 492 | 1,053 | 114 | 568 | 2,227 | 121.23 | 23,282 | 85.23 | 26,638 | 89.61 | 1,129 |
| 1994-95 | 509 | 1,106 | 115 | 578 | 2,308 | 125.64 | 22,751 | 83.29 | 26,207 | 88.16 | 1,148 |
| 1995-96 | 491 | 1,128 | 119 | 616 | 2,354 | 128.14 | 22,927 | 83.93 | 26,361 | 88.68 | 1,080 |
| 1996-97 | 513 | 1,199 | 133 | 576 | 2,421 | 131.79 | 23,417 | 85.72 | 26,910 | 90.52 | 1,072 |
| 1997-98 | 512 | 1,212 | 118 | 589 | 2,431 | 132.34 | 24,015 | 87.91 | 27,533 | 92.62 | 1,087 |
| 1998-99 | 539 | 1,167 | 131 | 632 | 2,469 | 134.40 | 24,261 | 88.81 | 27,808 | 93.54 | 1,078 |
| As Percent of Total Undergraduates | | | | | | | | | | | |
| 1988-89 | 1.7% | 2.8% | 0.4% | 1.3% | 6.2% | | 91.9% | | 100.0% | | 1.9% |
| 1989-90 | 1.8% | 3.1% | 0.4% | 1.3% | 6.7% | | 91.1% | | 100.0% | | 2.2% |
| 1990-91 | 1.9% | 3.3% | 0.4% | 1.4% | 7.1% | | 90.1% | | 100.0% | | 2.8% |
| 1991-92 | 1.8% | 3.5% | 0.4% | 1.6% | 7.3% | | 89.4% | | 100.0% | | 3.3% |
| 1992-93 | 1.8% | 3.8% | 0.4% | 1.9% | 7.9% | | 88.2% | | 100.0% | | 3.8% |
| 1993-94 | 1.8% | 4.0% | 0.4% | 2.1% | 8.4% | | 87.4% | | 100.0% | | 4.2% |
| 1994-95 | 1.9% | 4.2% | 0.4% | 2.2% | 8.8% | | 86.8% | | 100.0% | | 4.4% |
| 1995-96 | 1.9% | 4.3% | 0.5% | 2.3% | 8.9% | | 87.0% | | 100.0% | | 4.1% |
| 1996-97 | 1.9% | 4.5% | 0.5% | 2.1% | 9.0% | | 87.0% | | 100.0% | | 4.0% |
| 1997-98 | 1.9% | 4.4% | 0.4% | 2.1% | 8.8% | | 87.2% | | 100.0% | | 3.9% |
| 1998-99 | 1.9% | 4.2% | 0.5% | 2.3% | 8.9% | | 87.2% | | 100.0% | | 3.9% |

Source: UW-Madison Ethnic Enrollment Reports

| Minorities Qualified to Attend UW-Madison, Wisconsin Data* | | | | | | |
|---|---------------|-----------------|---------------|--------------------|---------------------|--------|
| Top Half of HS Class | Afro-Am/Black | Am Ind/Alsk Ntv | Cauc Am/White | Hispanic + Chicano | Asian/Am Pac Islldr | Total |
| Top Quarter | 307 | 71 | 16,614 | 208 | 320 | 17,520 |
| % | 1.8% | 0.4% | 94.8% | 1.2% | 1.8% | 100.0% |
| 2 nd Quarter | 449 | 93 | 11,867 | 257 | 296 | 12,962 |
| % | 3.5% | 0.7% | 91.6% | 2.0% | 2.3% | 100.0% |
| Top Half | 756 | 164 | 28,481 | 465 | 616 | 30,482 |
| % | 2.5% | 0.5% | 93.4% | 1.5% | 2.0% | 100.0% |

| Core Courses or More** | Afro-Am/Black | Am Ind/Alsk Ntv | Cauc Am/White | Hispanic + Chicano | Asian/Am Pac Islldr | Total |
|-------------------------------|---------------|-----------------|---------------|--------------------|---------------------|--------|
| Number | 639 | 121 | 22,301 | 339 | 505 | 23,905 |
| % | 2.7% | 0.5% | 93.3% | 1.4% | 2.1% | 100.0% |

| Total taking ACT | Afro-Am/Black | Am Ind/Alsk Ntv | Cauc Am/White | Hispanic + Chicano | Asian/Am Pac Islldr | Total |
|-------------------------|---------------|-----------------|---------------|--------------------|---------------------|--------|
| Number | 1,275 | 224 | 35,169 | 676 | 865 | 38,229 |
| % | 3.3% | 0.6% | 92.0% | 1.8% | 2.3% | 100.0% |

| Minorities Qualified to Attend UW-Madison, National Data* | | | | | | |
|--|---------------|-----------------|---------------|--------------------|---------------------|---------|
| Top Half of HS Class | Afro-Am/Black | Am Ind/Alsk Ntv | Cauc Am/White | Hispanic + Chicano | Asian/Am Pac Islldr | Total |
| Top Quarter | 24,657 | 3,971 | 316,591 | 17,961 | 15,644 | 378,824 |
| % | 6.5% | 1.0% | 83.6% | 4.7% | 4.1% | 100.0% |
| 2 nd Quarter | 36,084 | 3,790 | 232,035 | 18,014 | 8,791 | 298,714 |
| % | 12.1% | 1.3% | 77.7% | 6.0% | 2.9% | 100.0% |
| Top Half | 60,741 | 7,761 | 548,626 | 35,975 | 24,435 | 677,538 |
| % | 9.0% | 1.1% | 81.0% | 5.3% | 3.6% | 100.0% |

| Core Courses or More** | Afro-Am/Black | Am Ind/Alsk Ntv | Cauc Am/White | Hispanic + Chicano | Asian/Am Pac Islldr | Total |
|-------------------------------|---------------|-----------------|---------------|--------------------|---------------------|---------|
| Number | 56,544 | 5,587 | 444,461 | 29,760 | 22,074 | 558,426 |
| % | 10.1% | 1.0% | 79.6% | 5.3% | 4.0% | 100.0% |

| Total taking ACT | Afro-Am/Black | Am Ind/Alsk Ntv | Cauc Am/White | Hispanic + Chicano | Asian/Am Pac Islldr | Total |
|-------------------------|---------------|-----------------|---------------|--------------------|---------------------|---------|
| Number | 100,537 | 11,132 | 707,496 | 52,117 | 30,988 | 902,270 |
| % | 11.1% | 1.2% | 78.4% | 5.8% | 3.4% | 100.0% |

* From ACT HIGH SCHOOL PROFILE REPORT H S GRADUATING CLASS 1998 STATE COMPOSITE FOR WISCONSIN

** Note ACT has a slightly different definition of core units from UW-Madison.

APPENDIX D: CIC FRESHMAN SEMINAR SURVEY

Responses as of March 4, 1999

| Question | Michigan State | Iowa | Illinois | Indiana | Minnesota | Pur- due | OSU | MI | PSU | NW | WI | CH |
|---------------------|-----------------------------------|-----------------------|---|--------------------|------------|-------------|-----|----|-----|----|----|----|
| Status of Idea | Doing it | Planning | Doing it | Considering | Doing it | no | | | | | | |
| Credit | 0 or 1 | 1 | 1 to 3 | 3 | 3? | | | | | | | |
| Content | Primarily academic | Academic | Academic | Primarily academic | Academic | | | | | | | |
| Who teaches | Fac + staff | Fac | Fac | Fac | Fac | | | | | | | |
| Incentive or reward | Reported, acknowledged by provost | Stipend for schol res | In place of a course, 9K or overload comp | No | Fac slots | | | | | | | |
| Contact person | Barbara Steidel | Alice Fulton | Susan Gonzo | Ted Miller | Chancellor | Stan Hem | | | | | | |

Professor Bernice Durand, UW-Madison

APPENDIX E: GRADUATE AND PROFESSIONAL ENROLLMENT AND GRADUATION PROFILES

GRADUATE DEGREE COMPLETIONS

Minority Cohort Degree Completion, as of August, 1998

| Year | Total Entering Cohort | Completed PhD | Completed Master's | % of Cohort Completing PhD | % of Cohort Completing Master's | Completed Master's and/or PhD | % of Cohort Completing Master's and/or PhD |
|------|-----------------------|---------------|--------------------|----------------------------|---------------------------------|-------------------------------|--|
| 1992 | 130 | 15 | 105 | 11.54% | 80.77% | 110 | 84.62% |
| 1991 | 148 | 33 | 108 | 22.30% | 72.97% | 125 | 84.46% |
| 1990 | 145 | 30 | 116 | 20.69% | 80.00% | 126 | 86.90% |
| 1989 | 352 | 131 | 263 | 37.22% | 74.72% | 314 | 89.20% |
| 1988 | 307 | 115 | 218 | 37.46% | 71.01% | 272 | 88.60% |
| 1987 | 338 | 118 | 242 | 34.91% | 71.60% | 296 | 87.57% |
| 1986 | 332 | 126 | 225 | 37.95% | 67.77% | 288 | 86.75% |
| 1985 | 336 | 126 | 219 | 37.50% | 65.18% | 293 | 87.20% |
| 1984 | 343 | 123 | 236 | 35.86% | 68.80% | 306 | 89.21% |
| 1983 | 402 | 139 | 269 | 34.58% | 66.92% | 342 | 85.07% |
| 1982 | 368 | 112 | 247 | 30.43% | 67.12% | 312 | 84.78% |

Non-Minority Student Cohort Degree Completion as of August, 1998

| Year | Total Entering Cohort | Completed PhD | Completed Master's | % of Cohort Completing PhD | % of Cohort Completing Master's | Completed Master's and/or PhD | % of Cohort Completing Master's and/or PhD |
|------|-----------------------|---------------|--------------------|----------------------------|---------------------------------|-------------------------------|--|
| 1992 | 1123 | 167 | 867 | 14.87% | 77.20% | 942 | 83.88% |
| 1991 | 1096 | 219 | 843 | 19.98% | 76.92% | 926 | 84.49% |
| 1990 | 1121 | 264 | 854 | 23.55% | 76.18% | 960 | 85.64% |
| 1989 | 1278 | 341 | 965 | 26.68% | 75.51% | 1103 | 86.31% |
| 1988 | 1264 | 335 | 971 | 25.08% | 73.34% | 1081 | 85.52% |
| 1987 | 1325 | 332 | 923 | 25.28% | 69.66% | 1065 | 80.38% |
| 1986 | 1324 | 348 | 912 | 27.53% | 72.15% | 1100 | 83.08% |
| 1985 | 1359 | 327 | 937 | 25.59% | 73.32% | 1110 | 81.68% |
| 1984 | 1359 | 343 | 913 | 30.60% | 81.45% | 1098 | 80.79% |
| 1983 | 1406 | 396 | 958 | 36.13% | 87.41% | 1184 | 84.21% |
| 1982 | 1373 | 355 | 934 | 31.61% | 83.17% | 1108 | 80.70% |

Minority Cohort Degree Completion Excluding Asians as of August, 1998

| Year | Total Entering Cohort | Completed PhD | Completed Master's | % of Cohort Completing PhD | % of Cohort Completing Master's | Completed Master's and/or PhD | % of Cohort Completing Master's and/or PhD |
|------|-----------------------|---------------|--------------------|----------------------------|---------------------------------|-------------------------------|--|
| 1992 | 72 | 7 | 57 | 9.72% | 79.17% | 59 | 81.94% |
| 1991 | 79 | 18 | 53 | 22.78% | 67.09% | 63 | 79.75% |
| 1990 | 79 | 13 | 64 | 16.46% | 81.01% | 66 | 83.54% |
| 1989 | 99 | 29 | 75 | 29.29% | 75.76% | 85 | 85.86% |
| 1988 | 79 | 21 | 53 | 26.58% | 67.09% | 66 | 83.54% |
| 1987 | 96 | 24 | 73 | 25.00% | 76.04% | 82 | 85.42% |
| 1986 | 89 | 26 | 59 | 29.21% | 66.29% | 74 | 83.15% |
| 1985 | 99 | 25 | 77 | 25.25% | 77.78% | 88 | 88.89% |
| 1984 | 117 | 29 | 84 | 24.79% | 71.79% | 99 | 84.62% |
| 1983 | 132 | 36 | 91 | 27.27% | 68.94% | 112 | 84.85% |
| 1982 | 124 | 31 | 85 | 25.00% | 68.55% | 105 | 84.68% |

From UW-Madison Graduate Programs

Graduate Student Enrollment by Heritage Code, 1988-89 - 1998-99 Source: UW-Madison Ethnic Enrollment Reports

| Fall Sem | African Amer | Asian Amer | Amer Indian | Hisp/Latino | All Minorities | INDEX- All Min | White/Other | INDEX White/Oth | All Grad | INDEX All Grad | Inter-national |
|----------|--------------|------------|-------------|-------------|----------------|----------------|-------------|-----------------|----------|----------------|----------------|
| 1988-89 | 132 | 200 | 35 | 178 | 545 | 100.00 | 6,806 | 100.00 | 9,401 | 100.00 | 2,050 |
| 1989-90 | 160 | 194 | 34 | 187 | 575 | 105.50 | 6,821 | 100.22 | 9,653 | 102.68 | 2,257 |
| 1990-91 | 153 | 209 | 39 | 187 | 588 | 107.89 | 6,932 | 101.85 | 9,848 | 104.75 | 2,328 |
| 1991-92 | 140 | 222 | 45 | 193 | 600 | 110.09 | 7,147 | 105.01 | 10,145 | 107.91 | 2,398 |
| 1992-93 | 157 | 232 | 42 | 214 | 645 | 118.35 | 7,283 | 107.01 | 10,414 | 110.78 | 2,486 |
| 1993-94 | 182 | 257 | 55 | 244 | 738 | 135.41 | 7,234 | 106.29 | 10,372 | 110.33 | 2,400 |
| 1994-95 | 171 | 291 | 53 | 262 | 777 | 142.57 | 7,018 | 103.11 | 10,065 | 107.06 | 2,270 |
| 1995-96 | 180 | 288 | 48 | 253 | 769 | 141.10 | 6,717 | 98.69 | 9,684 | 103.01 | 2,198 |
| 1996-97 | 185 | 285 | 46 | 244 | 760 | 139.45 | 6,207 | 91.20 | 9,112 | 96.93 | 2,145 |
| 1997-98 | 181 | 275 | 46 | 258 | 760 | 139.45 | 5,934 | 87.19 | 8,811 | 93.72 | 2,117 |
| 1998-99 | 179 | 289 | 49 | 251 | 768 | 140.92 | 5,745 | 84.41 | 8,524 | 90.67 | 2,011 |

As Percent of All Graduate Students

| | | | | | | | | | | | |
|---------|------|------|------|------|------|--|-------|--|--------|--|-------|
| 1988-89 | 1.4% | 2.1% | 0.4% | 1.9% | 5.8% | | 72.4% | | 100.0% | | 21.8% |
| 1989-90 | 1.7% | 2.0% | 0.4% | 1.9% | 6.0% | | 70.7% | | 100.0% | | 23.4% |
| 1990-91 | 1.6% | 2.1% | 0.4% | 1.9% | 6.0% | | 70.4% | | 100.0% | | 23.6% |
| 1991-92 | 1.4% | 2.2% | 0.4% | 1.9% | 5.9% | | 70.4% | | 100.0% | | 23.6% |
| 1992-93 | 1.5% | 2.2% | 0.4% | 2.1% | 6.2% | | 69.9% | | 100.0% | | 23.9% |
| 1993-94 | 1.8% | 2.5% | 0.5% | 2.4% | 7.1% | | 69.7% | | 100.0% | | 23.1% |
| 1994-95 | 1.7% | 2.9% | 0.5% | 2.6% | 7.7% | | 69.7% | | 100.0% | | 22.6% |
| 1995-96 | 1.9% | 3.0% | 0.5% | 2.6% | 7.9% | | 69.4% | | 100.0% | | 22.7% |
| 1996-97 | 2.0% | 3.1% | 0.5% | 2.7% | 8.3% | | 68.1% | | 100.0% | | 23.5% |
| 1997-98 | 2.1% | 3.1% | 0.5% | 2.9% | 8.6% | | 67.3% | | 100.0% | | 24.0% |
| 1998-99 | 2.1% | 3.4% | 0.6% | 2.9% | 9.0% | | 67.4% | | 100.0% | | 23.6% |

Professional* Student Enrollment by Heritage Code, 1988-89 - 1998-99

Includes students in the Law School, Medical School, schools of Pharmacy and Veterinary Medicine.

| Fall Sem | African Amer | Asian Amer | Amer Indian | Hisp/Latino | All Minorities | INDEX - All Min | White/Other | INDEX - White/Oth | All Prof | INDEX - All Prof | Inter-national |
|----------|--------------|------------|-------------|-------------|----------------|-----------------|-------------|-------------------|----------|------------------|----------------|
| 1988-89 | 53 | 44 | 15 | 40 | 152 | 100.00 | 1,650 | 100.00 | 1,821 | 100.00 | 19 |
| 1989-90 | 48 | 49 | 19 | 54 | 170 | 111.84 | 1,637 | 99.21 | 1,822 | 100.05 | 15 |
| 1990-91 | 53 | 55 | 24 | 56 | 188 | 123.68 | 1,607 | 97.39 | 1,809 | 99.34 | 14 |
| 1991-92 | 53 | 76 | 25 | 65 | 219 | 144.08 | 1,548 | 93.82 | 1,789 | 98.24 | 22 |
| 1992-93 | 73 | 76 | 29 | 79 | 257 | 169.08 | 1,561 | 94.61 | 1,836 | 100.82 | 18 |
| 1993-94 | 93 | 93 | 26 | 92 | 304 | 200.00 | 1,530 | 92.73 | 1,852 | 101.70 | 18 |
| 1994-95 | 113 | 98 | 37 | 91 | 339 | 223.03 | 1,510 | 91.52 | 1,867 | 102.53 | 18 |
| 1995-96 | 128 | 92 | 35 | 107 | 362 | 238.16 | 1,467 | 88.91 | 1,845 | 101.32 | 16 |
| 1996-97 | 137 | 104 | 38 | 113 | 392 | 257.89 | 1,435 | 86.97 | 1,848 | 101.48 | 21 |
| 1997-98 | 114 | 105 | 41 | 105 | 365 | 240.13 | 1,513 | 91.70 | 1,910 | 104.89 | 32 |
| 1998-99 | 111 | 126 | 45 | 92 | 374 | 246.05 | 1,653 | 100.18 | 2,069 | 113.62 | 42 |

As Percent of All Students in Professional Schools

| | | | | | | | | | | | |
|---------|------|------|------|------|-------|--|-------|--|--------|--|------|
| 1988-89 | 2.9% | 2.4% | 0.8% | 2.2% | 8.3% | | 90.6% | | 100.0% | | 1.0% |
| 1989-90 | 2.6% | 2.7% | 1.0% | 3.0% | 9.3% | | 89.8% | | 100.0% | | 0.8% |
| 1990-91 | 2.9% | 3.0% | 1.3% | 3.1% | 10.4% | | 88.8% | | 100.0% | | 0.8% |
| 1991-92 | 3.0% | 4.2% | 1.4% | 3.6% | 12.2% | | 86.5% | | 100.0% | | 1.2% |
| 1992-93 | 4.0% | 4.1% | 1.6% | 4.3% | 14.0% | | 85.0% | | 100.0% | | 1.0% |
| 1993-94 | 5.0% | 5.0% | 1.4% | 5.0% | 16.4% | | 82.6% | | 100.0% | | 1.0% |
| 1994-95 | 6.1% | 5.2% | 2.0% | 4.9% | 18.2% | | 80.9% | | 100.0% | | 1.0% |
| 1995-96 | 6.9% | 5.0% | 1.9% | 5.8% | 19.6% | | 79.5% | | 100.0% | | 0.9% |
| 1996-97 | 7.4% | 5.6% | 2.1% | 6.1% | 21.2% | | 77.7% | | 100.0% | | 1.1% |
| 1997-98 | 6.0% | 5.5% | 2.1% | 5.5% | 19.1% | | 79.2% | | 100.0% | | 1.7% |
| 1998-99 | 5.4% | 6.1% | 2.2% | 4.4% | 18.1% | | 79.9% | | 100.0% | | 2.0% |

Current Best Practices and Challenges in Professional and Graduate Schools
 Successes and Challenges in the Recruitment and Retention of Students in the Professional Schools
 (School of Pharmacy, Medical School, and the School of Veterinary Medicine)

DOCUMENTATION ON GRADUATE/PROFESSIONAL STUDENT ISSUES

Successes in Recruitment

1. Pre-college enrichment opportunities and other pipeline programs have been moderately successful. The Schools of Nursing and Pharmacy, Medical School and School of Veterinary Medicine have all sponsored research opportunities for high school students that involved both faculty and research staff. The Medical School, for example, has sponsored the High School Research Apprentice Program for 18 years. While a comprehensive study to track those participants is underway, preliminary findings indicate that many of those participants have majored in the sciences. Additionally, a sizeable number have matriculated and graduated from medical school or graduate school. The other schools have not been as successful in attracting their former participants into careers in the health sciences or biomedical research.
2. Identification of target recruitment areas (i.e., geographical areas, school districts, inter-institutional linkage colleges). The Medical School makes a special effort to recruit students from colleges that the University has an ongoing relationship with and a long standing reputation in the recruitment of minority students for graduate and professional programs.
3. The development of partnerships with K-12 schools and colleges. The School of Pharmacy has a special outreach to students (K-12 plus community college level) at four of the Wisconsin Native American reservations. Also, the Medical School and School of Nursing have developed a "Health Professions Partnership Initiative" with the Milwaukee Public Schools. Both academic year and summer programs have been developed for middle school and high school students. Additionally, professional development activities have been provided for some of the science teachers.
4. Outreach to minority students who have indicated an interest in the field. Letters and e-mail messages are sent to prospective students from all three schools. Also, follow-up phone calls are made to them. Additionally, outreach is made to students through special student organizations such as AHANA Pre-Health Professions organization, the Pre-School of Pharmacy Club, and the Pre-Veterinary Association.
5. Campus visits for prospective students. The School of Veterinary Medicine has an open house in the spring for prospective students. This activity has been very successful in introducing out of state students to the campus. The Medical School has a 2 day campus visit/interview program that has been successful in recruiting minority students. Also, the Medical School has a "second campus visit program" for applicants who have received an offer of acceptance. A number of activities are planned for the students including a breakfast with the Dean.
6. Faculty and student involvement. Faculty and students have played critical roles in the recruitment of minority students.
7. Participation in recruitment fairs. The Medical School has been successful in identifying competitive students at recruitment fairs that have a medical and/or health professions focus. Each year the Medical School participates in recruitment fairs sponsored by the National Association of Minority Medical Educators (NAMME) and the national meeting of the Association of American Medical Colleges (AAMC).
8. Financial aid has been used as a recruitment tool. The School of Veterinary Medicine and the Medical School have been moderately successful in using financial aid to attract students.

Challenges of Recruitment

1. Small minority applicant pool. For example, in the 1996-97 academic school year there were only 111 (8%) minority applicants in the pool of 1,303 applications to the School of Veterinary Medicine. Of the 111 applicants, only 25 were eligible to be reviewed. Ten minority applicants were invited to the School and 9 were placed on the alternate list. Three students accepted the School of Veterinary Medicine's offer and matriculated in the fall of 1997. Likewise, the Medical School and School of Pharmacy have limited students in the applicant pool. In 1997-98, only 9 percent (211) of the 2,381 Medical School applicants were minority. One hundred and nine of the minority applicants were competitive, but 73 of the applicants withdrew before they were made an offer of acceptance. In the end, 24 of the competitive minority applicants were made offers, but only 14 matriculated this fall.
2. Inadequate of preparation in the sciences yields a limited pool of students. All three schools are faced with a limited pool of students.
3. Limited financial aid resources put the Schools at a disadvantage in trying to recruit the limited pool of students. Some of our peer institutions are able to offer students a very good financial aid (scholarship) package.

2. Research Training Fellowships This program would prepare first- and second-year minority graduate students for a career that emphasizes educational research. It will provide students with rigorous training in theory and research methods, early independent research, mentoring by a faculty committee, and opportunities to present research findings to multiple audiences. Budget: 7 students at \$16,000 per student per year, for 3 years, \$336,000 total.

The Graduate School

Advanced Opportunity Fellowship (AOF)

The State, the University, and the Graduate School share the goal of increasing participation in higher education of under-represented and educationally disadvantaged groups. For many years, the State and the Graduate School have provided funds, reaching over \$2 million in 1997-98, to help support students in these categories.

This year (1998-99), the Graduate School began a new initiative to increase the following:

1. Stipend level of awards to incoming students
2. Flexibility of departments to recruit
3. Mix of other dollars (TAs, PAs, RAs) supporting under-represented and educationally disadvantaged students.

In order to do this, the Graduate School increased its contributions. Because of this, the number of incoming students supported on AOF went up from 79 supported in 1997-98 to 107 in 1998-99 (a 35.4 percent increase). The Graduate School is also pleased to report that the number of total new minority student enrollment also increased this year. The overall new minority student gain is 10 percent (18 new minority students).

The Graduate School anticipates year two of this initiative (1999-2000), which has potential of multi-year/multi-package AOF distribution, to target incoming Ph.D. students. The departments, however, will have to commit to provide one year of funding from their sources for the two years that the GS promises. In other words, in order for departments to secure a second year of AOF funding for a student, departmental funds will have to be committed.

Summer Research Opportunity Programs (SROP)

Since 1986, the University of Wisconsin-Madison has provided summer research opportunities to under-represented groups not only on campus but to students from other universities. In 1997, the LEAD Center Report (June 30, 1997), entitled "Final Report: Integrated Analysis of Program Outcome Data, Student Surveys, and Student and Mentor Interviews," established that the summer programs at UW-Madison and those offered at other CIC institutions were successful in attracting minority students to graduate and professional programs. In 1997, the Graduate School began providing application fee grants for admission to any UW-Madison SROP student who applies for graduate study at UW-Madison. Additionally, the Graduate School solidified its commitment by offering a guaranteed one-year fellowship for all AOF eligible students from SROPs.

The SROP operates from an annual budget of \$125,000. The major source of these dollars is state funds. These funds match existing grants and college/faculty and Foundation support. The SROP budget matches dollar support for summer programs such as Summer Undergraduate Research Experience - Engineering (SURE), Summer Research Program for Undergraduates in Biology (CBE), etc., as well as it provides a summer research opportunity for McNair Scholars. Nine programs at UW-Madison (see brochure), plus 1 in the Forest Products Laboratory, serve approximately 98 students per year. The number of students impacted in the last five years range from 83-107. The potential for other SROP program start-ups is good.

McNair Scholars Program (McNair)

The Graduate School submitted a proposal for a grant to start-up a McNair Scholars Program at UW-Madison in February, 1995. The grant targeted students who have interests in the science, psychology, and business fields. The purpose of the McNair Scholars Program is to prepare low-income/first generation and targeted minority students for graduate education, particularly the Ph.D. program and then into the teaching fields. A four-year McNair Grant was awarded to the Graduate School in October 1, 1995. The Annual Grant Award is \$199,000. The attached copy of the 1997-98 budget reflects the GS actual and in-kind dollar matches.

The number of McNair students served per year at UW-Madison is 30. Twenty of these students will be funded for and will participate in summer research programs (SROP). In 1998, the number of students served by McNair across the United States is approximately 2500.

Other Initiatives (Works in Progress)

These are other Graduate School initiatives to recruit and advance minority students:

1. Inter-institutional Linkages (Note: Dollars do not currently reside in the Graduate School)
2. Clark-Atlanta University/UW-Madison Linkage Initiative
3. NSF Minority Graduate Student Participation Initiative (joined with Rice University)
4. Wisconsin Tribal College Initiative
5. Streamlined Recruitment Plan
6. Marketing: Advertising in select minority publications
7. Improved Publications
8. Proposal for National Black Graduate Student Association Conference in 2000 (title)
9. Graduate School Student Council to increase community within student body
10. Recruitment Workshops for departments
11. Individual and group training for recruiters

Policy and Procedures for Identifying Best Practices in the Graduate and Professionals Schools

Best Practices are initiatives which have resulted in tangible improvements in managing and delivering graduate education at UW-Madison. Best Practices serve to strengthen our learning experience, learning community and our learning environment. Best Practices do not depend on scale of activity or the level of authority charged with implementation. A Best Practice might be a scheme that provides multi-year funding to a majority of graduate students in a department. It might be a way a department secretary tracks alumni. It might also be a process for reviewing application files.

The process for identifying and selecting Best Practices will provide an opportunity to define and clarify our priorities in meeting the needs of the graduate school community at UW-Madison. Departments and Programs at UW-Madison will be able to use Best Practices to study how each other are meeting the challenges of graduate education today. Learning from each other's Best Practices can promote productive partnerships between disciplines, departments & programs, business & industry, government, and the full range of groups interested in improving the process of graduate education.

Suggested format for collecting best practices:

1. Category (e.g., recruiting minority students, programs for mentoring minority students, etc.)
2. Office/department/program submitting:
3. Title of "practice"
4. Summary (one descriptive paragraph) of practice.
5. What process(es) have improved since refining this practice?
6. Do you have any data to show the fact that the process is sustainable? Please elaborate.
7. Are there any other applications you can foresee or suggest for this practice?
8. Are there specific departments/programs on campus you think could use this practice successfully?
9. Did this change/practice have any impact on time, budget, or efficiency in your department? Please elaborate.

Upon receipt and review of above information, the committee would invite several individuals to be part of a panel discussion/workshop on promoting & sharing best practices within a particular category (again, e.g., recruiting minority students, or mentoring activities). Campus community would be invited to listen/participate. Draft agenda of this activity:

1. Introduction of "category"/purpose of session.
2. Presenters would each give brief overview of practice and then demonstrate how it has impacted department & on the sustainability. Presenters would be encouraged to bring data to support their comments.
Or, we thought about designing these workshops along more specific questions, for example: Describe an instance in which you recruited a particular graduate student of color to your department and you felt everything really worked. What made this instance special/different? Did funding play a part in this success story? How? More broadly, what did you do this past year that worked? How do you track your applicants? Do you ask students why they came here? How do you communicate with your minority applicants/students? What do you do differently for minority applicants?
3. General Q&A for all presenters.
4. Facilitator would ask audience to give in writing or, if time, to discuss one thing that they learned that they could take back and use. These would be recorded for the best practices "document." by key words

Questions/Issues that we've raised include:

1. How can we capture the ongoing process, or things that people just do, that they don't think of as special - or as "best practices?"
2. How can we ask people about sustainability if we want to capture new initiatives (experiments) that may not be tested, or easily assessed yet?

APPENDIX F: ADVANCED OPPORTUNITY FELLOWSHIPS

FUNDING 1994-95 TO 1996-97

| UNIT | AWARDED | | | | UNMET NEED, 1997 | |
|-------------------------------------|----------------|----------------|----------------|----------------|------------------|-----------------------------|
| | 1994-95 | 1995-96 | 1996-97 | 1997 avg award | No. of Students | Additional Funding required |
| Graduate School | \$1,449,485.55 | \$1,475,575.68 | \$1,727,798.90 | \$ 9,390.21 | 181 | \$2,552,622.00 |
| Law | \$ 448,770.00 | \$ 448,770.00 | \$ 438,392.00 | \$ 8,595.92 | 30 | \$ 300,240.00 |
| Medical School | \$ 276,172.00 | \$ 276,170.00 | \$ 271,656.00 | \$ 9,702.00 | 54 | \$ 540,432.00 |
| Veterinary Medicine | \$ 54,000.00 | \$ 54,000.00 | \$ 54,000.00 | \$ 2,454.55 | 19 | \$ 305,000.00 |
| Total | | | \$2,491,846.90 | | | \$3,698,294.00 |
| PERCENT INCREASE OVER PREVIOUS YEAR | | | | | | |
| Graduate School | | 1.80% | 17.09% | | | |
| Law | | 0.00% | -2.31% | | | |
| Medical School | | 0.00% | -1.63% | | | |
| Veterinary Medicine | | 0.00% | 0.00% | | | |

Notes re UNMET NEED data:

Included in the counts for Law, Medical School and the Graduate School are students who were eligible but did not receive any AOF funding awards.

The amount indicated for the School of Veterinary Medicine is an estimate of the additional funding required to provide full AOF awards to the 19 eligible students.

Source: Data provided by the AOF administrators in the UW-Madison professional schools: Law, Medical, Veterinary Medicine and Graduate.

APPENDIX G: STRATEGIC HIRE INITIATIVE PROGRAM

SUMMARY 1996-1999

| Category | Offers | Accepted | Overview |
|------------------------------------|---------------|-----------------|----------------------------|
| Diversity | 18 | 13 | |
| Diversity/Anna Julia Cooper Fellow | 9 | 8 | |
| Diversity Retention | 2 | 2 | 23 Diversity |
| Spousal/New | 20 | 13 | |
| Spousal/Retention | 10 | 8 | 21 Spousal |
| Vision | 9 | 1 | 1 Vision |
| Women in Science | 31 | 21 | 21 Women in Science |
| Totals | 99 | 66 | |

*From: Graduate School Accounting
21-Jan-99*

APPENDIX H: FACULTY AND STAFF PROFILES

| FACULTY AND STAFF PROFILES, OCTOBER DATA, 1989-1998 | | | | | | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <u>Heritage Group</u> | <u>1989</u> | <u>1990</u> | <u>1991</u> | <u>1992</u> | <u>1993</u> | <u>1994</u> | <u>1995</u> | <u>1996</u> | <u>1997</u> | <u>1998</u> |
| <u>FACULTY</u> | | | | | | | | | | |
| Black | 31 | 36 | 40 | 42 | 39 | 38 | 40 | 40 | 40 | 46 |
| Asian | 94 | 101 | 105 | 110 | 116 | 115 | 114 | 114 | 120 | 120 |
| American Indian | 7 | 6 | 6 | 8 | 8 | 7 | 8 | 7 | 6 | 4 |
| Hispanic | 46 | 47 | 55 | 54 | 51 | 51 | 51 | 51 | 54 | 53 |
| White/Other | 2,257 | 2,254 | 2,215 | 2,216 | 2,205 | 2,160 | 2,072 | 1,998 | 1,951 | 1,912 |
| Total | 2,435 | 2,444 | 2,421 | 2,430 | 2,419 | 2,371 | 2,285 | 2,210 | 2,171 | 2,135 |
| As Percent of Total Faculty | | | | | | | | | | |
| Black | 1.3 | 1.5 | 1.7 | 1.7 | 1.6 | 1.6 | 1.8 | 1.8 | 1.8 | 2.2 |
| Asian | 3.9 | 4.1 | 4.3 | 4.5 | 4.8 | 4.9 | 5.0 | 5.2 | 5.5 | 5.6 |
| American Indian | 0.3 | 0.2 | 0.2 | 0.3 | 0.3 | 0.3 | 0.4 | 0.3 | 0.3 | 0.2 |
| Hispanic | 1.9 | 1.9 | 2.3 | 2.2 | 2.1 | 2.2 | 2.2 | 2.3 | 2.5 | 2.5 |
| White/Other | 92.7 | 92.2 | 91.5 | 91.2 | 91.2 | 91.1 | 90.7 | 90.4 | 89.9 | 89.6 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| <u>EXECUTIVE/DIRECTOR/ADMINISTRATOR</u> | | | | | | | | | | |
| Black | 18 | 17 | 18 | 19 | 20 | 20 | 21 | 22 | 23 | 25 |
| Asian | 2 | 2 | 3 | 3 | 1 | 1 | - | 1 | - | - |
| American Indian | - | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 1 |
| Hispanic | 7 | 9 | 9 | 9 | 12 | 10 | 11 | 12 | 10 | 11 |
| White/Other | 291 | 298 | 312 | 319 | 320 | 314 | 320 | 306 | 316 | 321 |
| Total | 318 | 327 | 343 | 351 | 354 | 347 | 354 | 342 | 350 | 358 |
| As Percent of Total Executive/Director/Administrator | | | | | | | | | | |
| Black | 5.7 | 5.2 | 5.2 | 5.4 | 5.6 | 5.8 | 5.9 | 6.4 | 6.6 | 7.0 |
| Asian | 0.6 | 0.6 | 0.9 | 0.9 | 0.3 | 0.3 | 0.0 | 0.3 | 0.0 | 0.0 |
| American Indian | 0.0 | 0.3 | 0.3 | 0.3 | 0.3 | 0.6 | 0.6 | 0.3 | 0.3 | 0.3 |
| Hispanic | 2.2 | 2.8 | 2.6 | 2.6 | 3.4 | 2.9 | 3.1 | 3.5 | 2.9 | 3.1 |
| White/Other | 91.5 | 91.1 | 91.0 | 90.9 | 90.4 | 90.5 | 90.4 | 89.5 | 90.3 | 89.7 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

| FACULTY AND STAFF PROFILES, OCTOBER DATA, 1989-1998 | | | | | | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <u>Heritage Group</u> | <u>1989</u> | <u>1990</u> | <u>1991</u> | <u>1992</u> | <u>1993</u> | <u>1994</u> | <u>1995</u> | <u>1996</u> | <u>1997</u> | <u>1998</u> |
| <u>ACADEMIC STAFF</u> | | | | | | | | | | |
| Black | 62 | 59 | 68 | 72 | 79 | 74 | 67 | 81 | 77 | 81 |
| Asian | 161 | 179 | 182 | 191 | 219 | 221 | 224 | 254 | 260 | 265 |
| American Indian | 14 | 14 | 13 | 18 | 21 | 20 | 18 | 19 | 21 | 19 |
| Hispanic | 49 | 52 | 66 | 60 | 66 | 76 | 86 | 91 | 92 | 94 |
| White/Other | 3,636 | 3,804 | 39,936 | 4,086 | 4,245 | 4,401 | 4,448 | 4,577 | 4,715 | 5,102 |
| Total | 3,922 | 4,108 | 40,265 | 4,427 | 4,630 | 4,792 | 4,843 | 5,022 | 5,165 | 5,561 |
| As Percent of Total Academic Staff | | | | | | | | | | |
| Black | 1.6 | 1.4 | 0.2 | 1.6 | 1.7 | 1.5 | 1.4 | 1.6 | 1.5 | 1.5 |
| Asian | 4.1 | 4.4 | 0.5 | 4.3 | 4.7 | 4.6 | 4.6 | 5.1 | 5.0 | 4.8 |
| American Indian | 0.4 | 0.3 | 0.0 | 0.4 | 0.5 | 0.4 | 0.4 | 0.4 | 0.4 | 0.3 |
| Hispanic | 1.2 | 1.3 | 0.2 | 1.4 | 1.4 | 1.6 | 1.8 | 1.8 | 1.8 | 1.7 |
| White/Other | 92.7 | 92.6 | 99.2 | 92.3 | 91.7 | 91.8 | 91.8 | 91.1 | 91.3 | 91.7 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| <u>CLASSIFIED STAFF</u> | | | | | | | | | | |
| Black | 90 | 85 | 84 | 79 | 83 | 90 | 84 | 91 | 104 | 114 |
| Asian | 40 | 36 | 39 | 38 | 48 | 52 | 55 | 52 | 54 | 64 |
| American Indian | 15 | 18 | 24 | 22 | 18 | 21 | 19 | 16 | 19 | 21 |
| Hispanic | 40 | 41 | 44 | 46 | 47 | 47 | 43 | 44 | 55 | 58 |
| White/Other | 4,655 | 4,711 | 4,652 | 4,681 | 4,712 | 4,754 | 4,663 | 4,589 | 4,600 | 4,618 |
| Total | 4,840 | 4,891 | 4,843 | 4,866 | 4,908 | 4,964 | 4,864 | 4,792 | 4,832 | 4,875 |
| As Percent of Total Classified Staff | | | | | | | | | | |
| Black | 1.9 | 1.7 | 1.7 | 1.6 | 1.7 | 1.8 | 1.7 | 1.9 | 2.2 | 2.3 |
| Asian | 0.8 | 0.7 | 0.8 | 0.8 | 1.0 | 1.0 | 1.1 | 1.1 | 1.1 | 1.3 |
| American Indian | 0.3 | 0.4 | 0.5 | 0.5 | 0.4 | 0.4 | 0.4 | 0.3 | 0.4 | 0.4 |
| Hispanic | 0.8 | 0.8 | 0.9 | 0.9 | 1.0 | 0.9 | 0.9 | 0.9 | 1.1 | 1.2 |
| White/Other | 96.2 | 96.3 | 96.1 | 96.2 | 96.0 | 95.8 | 95.9 | 95.8 | 95.2 | 94.7 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

**CLASSIFIED STAFF
By HERITAGE CODE, as of 10 February 1999**

FEMALE

| Appointment Type | BLACK | ASIAN | AMER INDIAN | LATINO/ A | ALL MINORITY | WHITE | NOT INDICATED | TOTAL |
|----------------------|-------|-------|----------------|--------------|-----------------|-------|------------------|-------|
| Classified Project | 4 | 3 | 1 | 3 | 11 | 144 | 3 | 158 |
| Classified LTE | 66 | 44 | 3 | 41 | 154 | 1,337 | 45 | 1,536 |
| Classified Permanent | 55 | 34 | 10 | 20 | 119 | 2,487 | 16 | 2,622 |
| Grand Total | 125 | 81 | 14 | 64 | 284 | 3,968 | 64 | 4,316 |

MALE

GENDER NOT INDICATED

| | BLACK | ASIAN | AMER INDIAN | LATINO /A | ALL MINORITY | WHITE | NOT INDICATED | TOTAL | WHITE | NOT INDICATED | TOTAL |
|----------------------|-------|-------|----------------|--------------|-----------------|-------|------------------|-------|-------|------------------|-------|
| Classified Project | 5 | 2 | | 2 | 9 | 90 | 3 | 102 | | | |
| Classified LTE | 75 | 43 | 10 | 34 | 162 | 1,183 | 52 | 1,397 | 6 | 3 | 9 |
| Classified Permanent | 55 | 33 | 7 | 31 | 126 | 1,902 | 18 | 2,046 | | | |
| Grand Total | 135 | 78 | 17 | 67 | 297 | 3,175 | 73 | 3,545 | 6 | 3 | 9 |

FEMALE AND MALE CLASSIFIED EMPLOYEES

GENDER NOT INDICATED

**GRAND
TOTAL**

| | BLACK | ASIAN | AMER INDIAN | LATINO /A | ALL MINORITY | WHITE | NOT INDICATED | TOTAL | WHITE | NOT INDICATED | TOTAL | GRAND TOTAL |
|----------------------|-------|-------|----------------|--------------|-----------------|-------|------------------|-------|-------|------------------|-------|----------------|
| Classified Project | 9 | 5 | 1 | 5 | 20 | 234 | 6 | 260 | 0 | 0 | 0 | 260 |
| Classified LTE | 141 | 87 | 13 | 75 | 316 | 2,520 | 97 | 2,933 | 6 | 3 | 9 | 2,942 |
| Classified Permanent | 110 | 67 | 17 | 51 | 245 | 4,389 | 34 | 4,668 | 0 | 0 | 0 | 4,668 |
| Grand Total | 260 | 159 | 31 | 131 | 581 | 7,143 | 137 | 7,861 | 6 | 3 | 9 | 7,870 |

PERCENT by TYPE OF APPOINTMENT in ETHNIC GROUP

| | BLACK | ASIAN | AMER INDIAN | LATINO /A | ALL MINORITY | WHITE | NOT INDICATED | TOTAL |
|-----------------------|---------------------|---------------------|----------------|---------------------|---------------------|---------------------|------------------|-------|
| Classified Project | 3.5% | 3.1% | 3.2% | 3.8% | 3.4% | 3.3% | 4.4% | 3.3% |
| Classified LTE | <u>54.2%</u> | <u>54.7%</u> | 41.9% | <u>57.3%</u> | <u>54.4%</u> | 35.3% | 70.8% | 37.3% |
| Classified Permanent | 42.3% | 42.1% | 54.8% | 38.9% | 42.2% | <u>61.4%</u> | 24.8% | 59.4% |

APPENDIX I: UW-MADISON and COMMUNITY PARTNERSHIPS

The University's outreach efforts are extensive and already making a difference in helping to prepare students and connect our faculty and staff to the outside community. Collaborations between UW-Madison and local communities have given rise to educational, community service, scientific, business, and civil partnerships which are mutually beneficial. Individuals with a key role in these collaborative efforts are recognized for their contributions at an annual Chancellor's reception. The community partnerships named below were selected from those honored at the 1997 and 1998 Chancellor's receptions, and other lists of campus-community partnerships. The tradition of university-community partnerships dates back to the beginnings of this institution. This brief summary does not include many outstanding past and current projects, but is presented only as a sample of the variety of university-community partnerships.

COLLEGE OF AGRICULTURAL AND LIFE SCIENCES

1. WISCONSIN TEACHER ENHANCEMENT PROGRAMS IN BIOLOGY - professional development opportunities for K-12 teachers throughout Wisconsin.
University contact:
James Will, Professor, Dairy Science, 608-262-1203
Robert Bohanan, Assistant Researcher, Agricultural and Life Sciences, 608-265-2125
2. ECO TREK ENVIRONMENTAL FIELD DAYS FOR MIDDLE SCHOOLS - features a science field day with hands-on station stops involving the students in a variety of activities from measuring soil losses to collecting insects.
University contact:
Darrel Covell, Associate Outreach Specialist, Department of Wildlife Ecology, 608-265-8264

SCHOOL OF BUSINESS

1. FAMILY BUSINESS CENTER - examines the challenges family businesses face to achieve continued business success.
University contact:
Joan Gillman, Director, 608-262-9982

DIVISION OF CONTINUING STUDIES

1. PARTICIPATORY LEARNING AND TEACHING ORGANIZATION-PLATO - is a group of older learners dedicated to providing intellectual stimulation, cultural enrichment and lifelong learning in a peer-led environment.
University contact:
Harv Thompson, Professor, Continuing Studies, 608-263-7787
Mary Jo Biechler, Advisor, Continuing Studies, 608-262-5825
2. A+ PROGRAM (ACADEMICS PLUS ATHLETICS) - an effort designed to acquaint low income students aged 12 to 14 with the resources of the UW-Madison campus.
University contact:
Roger Maclean, Division of Continuing Studies, 608-265-8457

SCHOOL OF EDUCATION

1. SCHOOLS OF HOPE - a civic journalism project of the Wisconsin State Journal, WISC Channel 3, and the United Way of Dane County, which focuses on the need for school improvement and achievements for minority students in the Madison Public Schools.
University contact:
Gloria Ladson-Billings, Associate Professor, Curriculum and Instruction, 608-263-1006
Linda Shriberg, Outreach Program Manager, Educational Outreach, 608-262-4477

ELVEJHEM MUSEUM OF ART

1. EDUCATIONAL TOURS (CONDUCTED BY VOLUNTEER DOCENTS) - for middle and high school students, the program features pre tour materials and a guided tour of the Elvehjem.
University contact:
Anne Lambert, Curator of Education, 608-263-4421

COLLEGE OF ENGINEERING

1. WISCONSIN MANUFACTURING EXTENSION PARTNERSHIP - industry, labor, education and government dedicated to promoting the competitiveness, strength, productivity, growth and innovative capabilities of companies. Agents help clients diagnose and better understand problems and needs, and then identify appropriate technical/business solutions using higher education resources.

University contact:

Lawrence Casper, Assistant Dean, Engineering Experimental Station, 608-262-5215

INSTITUTE FOR ENVIRONMENTAL STUDIES

1. ENVIRONMENTAL STUDIES WORKSHOP FOR NATIVE AMERICAN STUDENTS - an intensive exploration of nature and the environment, and combines field and laboratory studies on reservations and in Madison.

University contact:

Barbara Borns, Senior Student Services Coordinator, 608-263-4373

GRADUATE SCHOOL WAISMAN CENTER

1. AVENUES TO COMMUNITY - residential and case management support to persons living in adult family homes and community-based residential settings, with an emphasis on consumer choices, normalization and community integration.

University contact:

Donald Anderson, Lecturer, Social Work, 608-263-0271

2. CHANNELS TO EMPLOYMENT PROGRAM - services to individuals with disabilities in integrated community work sites, including functional vocational assessment, job development, job placement, on-the-job training and assistance with the social skills required in the workplace.

University contact:

Donald Anderson, Lecturer, Social Work, 608-263-0271

3. COMMUNITY TIES PROGRAM - services to children, adolescents and adults with developmental disabilities who present challenging behaviors, including training seminars that focus on crisis prevention and intervention in a variety of community, school, residential, vocational, and home settings.

University contact:

Donald Anderson, Lecturer, Social Work, 608-263-0271

SCHOOL OF HUMAN ECOLOGY

1. TEEN ASSESSMENT PROJECT - a collaborative research and dissemination project that helps communities assess the needs, concerns and behaviors of adolescents regarding such issues as alcohol and other drug use, sexuality, mental health, peer and family relationships, school and future aspirations.

University contact:

Steve Small, Professor, School of Human Ecology, 608-263-5688

2. PARTNERSHIP WITH UNIVERSITY OF WISCONSIN CREDIT UNION AND THE WILLIAMSON STREET COOPERATIVE – a commitment to community development focusing on the Williamson Street neighborhood.

University contact:

Ann Hoyt, Professor, Consumer Science, School of Human Ecology, 608-262-7390

LAW SCHOOL

1. FAMILY LAW CLINIC - legal advice and representation for indigent parents in cases involving claims of abuse or neglect. The Dane County courts rely on this program to provide counsel.

University contact:

Nina Camic, Clinical Professor, 608-263-5623

2. CENTER FOR PUBLIC REPRESENTATION – access to law and legal information, with a web site in which legal information about issues of interest to the elderly will be provided.

University contact:

Louise Trubek, Clinical Professor, Law School, 608-262-1679

UW-MADISON PLAN 2008

3. REMINGTON CENTER—VICTIM OFFENDER MEDIATION PROGRAM - works with juvenile offenders in Dane County and their victims through a mediation process to educate offenders on the harm they have done.
University contact:
Bruce Kittle, Clinical Professor, Law School, 608-262-1002

COLLEGE OF LETTERS AND SCIENCE

1. YAHARA WATERSHED PROJECT - a cooperative effort to reduce pollution of Lake Mendota and thereby improve the water quality, restoring wetlands and riparian vegetation, stabilizing upland soils, reducing erosion from construction sites, runoff from urban lands, and phosphorus levels to reduce levels of toxic algae and lead to ecosystem improvements.
University contact:
Steve Carpenter, Professor, Center for Limnology, Zoology, 608-262-8690
2. DOMESTIC VIOLENCE TRAINING PROJECT - train health professionals and school personnel about battered women's issues, the interrelationship of woman abuse and child abuse, and the unique roles health care providers and educators can play in recognizing, responding to, and preventing domestic violence and its impact on children.
University contact:
Nancy Worcester, Associate Professor, Liberal Studies, 608-262-3635
3. TELLURIAN UCAN - Twenty-five undergraduates work with community agencies to place homeless people in homes, and in some cases, get treatment for addictions and other mental health problems.
University contact:
Mona Wasow, Professor, Social Work, 608-263-6335
4. SPRITE PROGRAM (SUPPORT, PERSEVERANCE, RESPECT, INITIATIVE, TEAMWORK AND EDUCATION) - identifies juvenile offenders who have career interests that require a college education and sends them to the university to meet with an adviser in a specific area of interest, involving the Law School, Medical School and Counseling Psychology Program.
University contact:
Judy Switzky, Adviser, 608-263-3660
5. CRIMINAL JUSTICE CERTIFICATE PROGRAM – a summer internship placing some 58 interns in three criminal justice agencies in Dane County: State Probation and Parole for community supervision for all state probationers and parolees; State Public Defender providing criminal defense services for indigent defendants and auxiliary services concerning jobs and assistance to families; and the Dane County Juvenile Reception Detention Program for the secure detention of youthful offenders.
University contact:
Jack Ladinsky, Professor, Sociology, 608-262-9588

COLLEGE OF LETTERS AND SCIENCE - LA FOLLETTE INSTITUTE

1. GANGS AND YOUTH VIOLENCE (TEAMING UP ON GANGS) - leaders from government agencies, schools, police departments, businesses, and churches from select communities are invited to participate in weekend seminars held on campus, designed to share research on gangs and youth violence, and to provide a forum in which community leaders and gang members exchange views.
University contact:
Dennis Dresang, Professor, Political Science, 608-263-0446

SCHOOL OF MUSIC

1. MADISON SYMPHONY ORCHESTRA – includes faculty and students, who make up approximately one-third of the orchestra with students comprising nearly half the cello section.
University contact:
Beverly Taylor; Assistant Professor, School of Music, 608-263-1934

SCHOOL OF NURSING

1. SOUTH MADISON FAMILY AND HEALTH CENTER -provides primary health care to children and adults from the South Madison area, including the uninsured, clientele from diverse ethnic and cultural backgrounds with limited English-speaking skills.
University contact:
Patricia Becker, Professor, Outreach and Continuing Education, 608-263-5194
2. OPERATION FRESH START, INC.- services to assist high-risk youth and adults to obtain skills and perspective so they can integrate into the community in productive ways, through health screenings, health education, referrals for medical care and immunizations to high-risk area youth and supervision of senior nursing students in community health clinical learning experiences.
University contact:
Bernice Owen, Professor, History of Nursing, Academic Affairs, 608-263-5311

SCHOOL OF PHARMACY

1. CORNER DRUG STORE AND MADISON PHARMACY ASSOCIATES - provide experimental training for pharmacy students.
University contact:
Judy Thompson, Associate Dean, History of Pharmacy, 608-262-6233

UNIVERSITY RESEARCH PARK

1. GENIVA – research to produce a genetic hepatitis B vaccine, test a cancer-fighting gene gun through collaboration between the Oxford BioSciences Ltd., of Oxford England and the university.
University contact:
Paul Sondel, Professor, Medical.School, 608-263-9069

SCHOOL OF VETERINARY MEDICINE

1. PET PALS - brings dogs to visit pediatric patients at UW Children’s Hospital and aims to help the children and their families minimize the pain and emotional trauma associated with hospitalization.
University contact:
Dr. Christopher Olsen, Assistant Professor, Public Health, 608-265-8681
2. PROMEGA - instrumental in developing investigations of the role of cytokines in cystitis.
University contact:
Dr. Dale Bjorling, Professor, Department of Surgical Sciences, 608-263-4808

THE WISCONSIN UNION

1. MORGRIDGE CENTER FOR PUBLIC SERVICE (MCPS) - As the focal point for information on local, national, and international service opportunities at UW-Madison, the MCPS supports and enhances the learning environment by assisting faculty and students in creating partnerships that link academic study with community service, serving as a clearinghouse of information; and supporting student initiatives and leadership by facilitating participation in service activities.
University contact:
Susan Dibbell, Director, MCPS, 608-263-4009

EDUCATION: YOUTH DEVELOPMENT

1. Early Intervention Program - The Waisman Early Intervention Program (WEIP) consists of a series of federal, state and locally funded programs joined together by a common mission: to enhance the health, development and well-being of young children with special needs and their families in a manner that is respectful of, and responsive to, diverse families.
University contact:
Terrence R. Dolan, Director, Waisman Center, 608-263-5940
2. Science Education and Employment Development (SEED) - links the Madison Metropolitan School District with UW-Madison, private industries and government agencies in an effort to improve science education in the K- 12 system, and to encourage unde-rserved youth to enter science-oriented educational programs and pursue science-based careers.
University contact:
Kevin Niemi, Outreach Coordinator, Center for Biology Education, 608-262-5480
3. Lilith Computer Club - a joint effort among the Madison Metropolitan School District (MMSD), the UW College of Engineering and the UW Law School designed to broaden the pool of computer-competent middle school girls.
University contact:
Vicki Bier, College of Engineering, 608-262-2064
4. Community Adolescent Programs, Inc. Youth Job Center - The UW General Library System provides employment for teenagers 15 to 18 years old, providing learning experiences and job skills, while the libraries benefit from the young, energetic and enthusiastic staff.
University contact:
Sandra Guthrie, Personnel Director, UW General Library System, 608-262-8190
5. Madison JASON Project - designed to excite and engage middle school students in science and technology, and to provide professional development for their teachers, through the collaboration of the UW Sea Grant, the Madison Metropolitan School District, EDS Corporation, the BioPharmaceutical Technology Center Institute and the Promega Corporation, and 12 local public, private and non-profit organizations.
University contact:
Mary Lou Reeb, Education Coordinator, Sea Grant Institute, 608-263-3296
6. Council on University and School Partnerships (CUSP) - a coordinating committee to identify new needs or ways to strengthen existing university-school partnership programs; suggest ways for additional student, staff, faculty and community members to participate in university-school partnerships; propose ways to increase awareness of partnerships among the university, Madison Metropolitan School District (MMSD) and area school staff; and help area schools by serving as a contact and referral point for school personnel who might seek university assistance in addressing school issues.
University contact:
LaMarr Billups, Office of the Chancellor, 608-263-5510
7. Professional Development School-Holmes Unite Urban Network - the partnership focuses on aligning teacher education and school renewal in urban contexts.
University contact:
W. Charles Read, Dean, School of Education, 608-262-6137

COMMUNITY DEVELOPMENT

1. Communication Aids & System Clinic (CASC) and Communication Development Prouam (CDP) CASC is a University of Wisconsin Hospital clinic managed by the Trace Center, functioning as a regional assistive technology center, with CASC as a fee-for-service program, and CDP is funded by the Dane County Human Services Department for community based services, serving clients in homes, vocational settings and in the community.
University contact:
Terrence Dolan, Director, Waisman Center, 608-263-5940

UW-MADISON PLAN 2008

2. Robert Woods Johnson Project - to effect measurable change in serious alcohol-related problems at UW-Madison and in the students' and community's response to second-hand effects of high-risk drinking, as well as to effect positive, measurable change in campus and community cultural messages regarding high-risk drinking and campus life.
University contact:
Richard Keeling, Director, University Health Services
3. Restorative Justice Project - seeks to introduce the Restorative Justice model to targeted neighborhoods in Madison, to law enforcement officials and to criminal justice agencies "restore" the harm caused by the offense; enhance the participants' understanding of each other; and restore the relationships between the victims, the community and the offender
University contact:
Bruce Kittle, Director, Restorative Justice Project, 608-262-1002
4. Goodwill Industries Employment Project – a referral system the General Library System provides employment, training and support to people referred by Goodwill Industries of South Central Wisconsin, Inc.
University contact:
Sandra Guthrie, Personnel Director, UW General Library System, 608-262-8190
5. Madison Food Systems Madison Food Systems (MFS) – seeks to 1) to provide a better understanding of how the Madison/Dane County food system works; 2) to develop strategies for improving food security for low-income residents; and 3) to establish partnerships between Madison-area community groups and university faculty and students, developing a collaborative "urban agro-environmental center" featuring community gardens, and affordable and sustainable community housing, as well as a community center.
University contact:
Jerome Kaufman, Professor, Urban and Regional Planning, 608-262-3769
6. Southwest Wisconsin Area Health Education Center, Inc. – seeks to: 1) improve the supply, distribution and quality of health care professionals through community-academic partnerships, 2) enhance the knowledge and skills of health professions students relevant to the needs of medically under-served populations, and 3) improving access in the state's rural and under-served populations.
University contact:
Susan Skochelak, M.D., Senior Associate Dean for Academic Affairs, UW Medical School, 608-265-6127
7. Madison Metropolitan School District (MMSD) and South Madison Community Health Center Project - a partnership to establish a linkage between a community-based primary health care clinic and neighborhood schools, for an innovative approach to increase health care access for the increasing number of children living in impoverished social conditions noted by the MMSD.
University contact:
Patricia Lasky, Professor and Associate Dean, School of Nursing, 608-263-5171

ECONOMIC DEVELOPMENT

1. Small Business Partners Program - enhances the success of small business owners and managers in Dane, Sank and Columbia counties and encourages growth in our economy, by providing practical, customer-focused management education, training, counseling and networking through excellent non-credit outreach programs, in-person business counseling and telephone counseling.
University contact:
Neil Lerner, SBDC Director, School of Business,
2. Lands' End - UW-Madison Partnership – a university outreach effort to enhance professional development opportunities for the Lands' End staff as a model for the university's outreach mission in providing continuing educational opportunities for major Wisconsin employers.
University contact:
Majid Sarmadi, Professor, Department of Environment, Textiles, and Design, 608-262-7492

3. The South Madison and Family Health Center-Harambee - provides community-based culturally sensitive, comprehensive and coordinated health services and educational information.

University contact:

Ileana Rodriguez, Outreach Specialist, Division of Continuing Studies, 608-263-6787

4. Partnership and Innovation in Commercial Applications of Satellite Remote Sensing and Related Geospatial Technologies - a unique partnership exploring the commercial application of present and future land-oriented satellite remote sensing technology.

University contact:

Thomas M. Lillesand, Director, Environmental Remote Sensing Center, 608-263-3251

5. Assisting a Changing Wisconsin Dairy Industry - Wisconsin veterinarians participating in a continuing education program called the Dairy Health Management Certificate Program have been paired with Farm Credit Services loan officers in a training program to assist dairy farmers as they restructure the Wisconsin dairy industry.

University contact:

Ken Nordlund, DVM, Clinical Associate Professor, Department of Medical Sciences, 608-263-681

APPENDIX J: FACULTY SENATE ON DIVERSITY

Summary of Faculty Senate Documents Addressing Diversity (Reprinted from *Diversity Update*, 1998)

Student Recruitment Policies

- The University of Wisconsin-Madison should strive to achieve, in its undergraduate student body, a level of minority group representation that is at least proportional to the population served” (*Faculty Document 20*, December 7, 1970).
- In accordance with the mandate of the Board of Regents, to increase the racial and ethnic diversity of the UW-Madison in order to improve the quality of education for all students attending the University, and to insure that the future leaders of our state and nation, regardless of their race or ethnicity, are prepared for leadership in our increasingly diverse society (*Faculty Document 202*, February 3, 1975; *Faculty Document 1064*, April 4, 1994).
- The Senate reaffirms its policy adopted January 11, 1971, that the University of Wisconsin-Madison “should strive to achieve in its undergraduate student body, a level of minority group representation that is at least proportional to the population served,” this goal of proportional representation shall also be applied to graduate/professional school enrollments (*Faculty Document 267*, December 6, 1976).
- The Senate Admission Policy, effective Spring 1991, states: “New Freshmen applicants must satisfy the following minimum requirements to be considered: Graduation in the upper half of their high school class from a recognized high school or equivalent. They must also have a minimum of 16 high school credits in specified courses. And must submit an ACT or SAT score. When restrictions on the size of the freshman class make it necessary to select from among qualified applicants, the following criteria and priorities shall be used: Membership in a minority, disadvantaged, or other group for which the University faculty has authorized special outreach efforts. Qualified applicants in these special outreach groups shall normally be admitted.” (*Faculty Document 843-5*, March 5, 1990).

Student Retention Policies

- The University shall seek to increase academic retention rates among minority students to a level equal to that of other students as soon as possible and at the latest by the year 1981 (*Faculty Document 267*, December 6, 1976).
- The Faculty Senate goal is to “increase academic retention rates among minority students to a level equal to that of other students as soon as possible and at the latest by the year 1981” (*Faculty Document 319A*, September, 1978, p. 4).

Environment

- Develop a climate on campus that is supportive of all students from all racial and ethnic groups (*Faculty Document 355*, May 7, 1979; *Faculty Document 1064*, April 4, 1994).
- Provide a community in which all students, academic and classified staff, and faculty are accepted and judged as individuals, independent of ancestry, social background, physical characteristics, or personal beliefs (*Faculty Document 255*: May 7, 1979).

Faculty and Staff Recruitment and Retention

- Continued progress in increasing the number of minority faculty and academic staff at the University of Wisconsin-Madison. The ultimate goal is to have a faculty and academic staff that reflects the diversity of our society (*Faculty Document 202*: February 3, 1976; *Faculty Document 1064*, April 4, 1994).

Curriculum and Research

- Continue to provide courses and other programming that prepare all students for life in an increasingly diverse society, and continue to carry out research on racial and ethnic minority groups (*Faculty Document 255*: May 7, 1979; *Faculty Document 1064*, April 4, 1994).

Outreach

- Continue to provide services and programs and to increase interactions with members of minority communities outside the University (*Faculty Document 355*: May 7, 1979; *Faculty Document 1064*, April 4, 1994).

Admissions

APPLYING THE POLICY

Policy I.C.

C. When restrictions on the size of the freshman class make it necessary to select from among qualified applicants, the following criteria and priorities shall be used in order to implement the University's goals of maximizing the success of students who are admitted to UW-Madison and of achieving a heterogeneous and ethnically diverse student body.

1. The primary criteria for admission shall be:

- a. Membership in a minority, disadvantaged, or other group for which the University faculty has authorized special outreach efforts. Qualified applicants in these special outreach groups shall normally be admitted.
- b. Likelihood of graduation as determined in the following manner.
 - 1) The primary criterion for admitting the majority of qualified applicants will be high school rank. (Standards applied to nonresidents may be equal to or higher than resident standards.)
 - 2) Resident and nonresident qualified applicants with a test score at the 90th percentile (college bound norms) or greater who meet all criteria for admission except high school rank shall be admitted unless other data provide an academic reason for non-admission.
 - 3) Up to one-fifth of the qualified applicants not meeting either the high school or test score thresholds may be considered for admission based on a factor of combined high school rank and test score. (Standards applied to nonresidents may be equal to or higher than resident standards.)

(Faculty Document 843, March 5, 1990, effective Spring 1991)

APPENDIX K: GOVERNANCE LEADERS' DIVERSITY STATEMENTS, 1997-98

**Statements of Support from Academic Year 1997-98 Chairs (the year UW System's Plan 2008 was written)
(Reprinted from *Diversity Update*, 1998)**

By Brent H. McCown, Professor of Horticulture

Chair, University Committee

Since the early 1960s, the faculty of the University of Wisconsin-Madison have demonstrated their commitment to non-discrimination and increased diversity of faculty, staff and students. Over the past three decades, the Faculty Senate as the University's governance body has discussed and debated these issues, and adopted legislation that clearly express this commitment and support the administration diversity initiatives. In the 1970s, the focus was on increasing the diversity of students, removing discrimination in athletics and encouraging the hiring of women and minorities in the workforce. These initiatives were affirmed in the 1980s, and expanded to include non-discrimination based on sexual preference and age, and the prevention of sexual harassment. The 1990s have seen additional emphasis on increasing diversity on the campus.

The UW-Madison faculty recognize that diversity of background and viewpoint are critical to this institution's academic programs, and enrich its cultural environment. Thus, the university's intellectual horizons and rewards expand when we, as a diverse community, encourage and welcome the contributions and participation of all students, faculty or staff-independent of their origins, physical characteristics and personal beliefs. In providing our students with a superbly diverse and rigorous intellectual life, we are preparing UW-Madison graduates for leadership in our nation and in the world today, where they will be called upon to maximize the ability and potential of their associates in professional, personal and public endeavors. Only when we have achieved this goal can we claim that our educational efforts have been truly successful.

Bill Steffenhagen

Chair, Academic Staff Executive Committee

Representing more than 5,000 members at the University of Wisconsin-Madison, the Academic Staff Assembly and the Academic Staff Executive Committee strongly support efforts to achieve an academic staff workforce whose diversity reflects that of the state and the nation. The recruitment and retention into the academic staff of women and people of color are focal points of these efforts.

In May 1997, the Academic Staff Assembly voted, as did the Faculty Senate, to require that schools, colleges, and divisions establish Equity and Diversity committees. Intended to assist the unit clarify equity issues, these committees will help develop recruitment practices aimed at increasing the numbers of qualified women and minorities applying for faculty and academic staff positions. Because more academic staff than faculty are recruited each year, academic staff employment provides an excellent opportunity for increasing the representation of women and minorities on this campus.

In addition, the Academic Staff Executive Committee established the Ad Hoc Academic Staff Diversity Committee, and charged it to recommend practices and procedures that departments and units may best use to encourage the recruitment and retention of a diverse academic staff at all employment levels and in all title series. We look forward to working with the chancellor, faculty, staff and students, to continue building a diverse and multicultural campus community at UW-Madison.

Stacey Hafner

Chair, Associated Students of Madison

The Associated Students of Madison (ASM) places high value on the importance of diversity in molding a multicultural and global institution, and in preserving many student voices. The ASM Diversity Committee works to increase the diversity in the student body as well as the participation of traditionally underrepresented students within student government. ASM's Diversity Committee also enhances the University's minority recruitment, policies, and retention efforts, and provides a medium for exchanging ideas pertaining to diversity and multicultural issues.

Larry Bumpass, Professor of Sociology

Chair, Committee on Undergraduate Recruitment, Admissions, and Financial Aid

The Committee on Undergraduate Recruitment, Admissions and Financial Aid concurs with view in the Chancellor's vision statement that diversity is important to the academic vitality of the campus. Consequently, the Committee supports the goal of increasing diversity through student recruitment and admissions. The Minority Undergraduate Recruitment Strategic Plan, presented for implementation in May 1997, identifies well articulated and feasible steps that can materially increase success at each step in identifying, recruiting, and retaining minority students. We strongly support the implementation of this strategic plan.

Theresa Duello, Associate Professor of Obstetrics and Gynecology

Chair, Committee on the Academic Affairs of Minority and Disadvantaged Students

The Committee is a shared governance committee, consisting of faculty members, staff members, and student representatives of the Associated Students of Madison (ASM). The Committee serves several roles. It reviews and makes recommendations regarding University policy and programs affecting educational opportunities for minority/disadvantaged students. It monitors the academic progress of these students and the programs and services designed for them. It provides annual reports to the Faculty Senate and to the Chancellor concerning the recruitment, admission, retention, progress, and graduation of undergraduate, professional, and graduate minority/disadvantaged students. This past year the Committee has focused on determining how best to protect our good work in the face of a changing political environment. Input from the entire campus community has been sought, because our people—all of our people—are our greatest resource. Working together, we are confident that the Madison campus community is up to the challenges the future holds.

Peg Barratt, Professor of Child and Family Studies

Chair, Committee of Women in the University

Women's Issues at the UW-Madison

The Committee on Women in the University is a standing committee of the Faculty Senate, charged to evaluate, monitor and, where appropriate, recommend steps to improve the status of women faculty and academic staff of the University of Wisconsin-Madison. In its 1996-97 report to the Faculty Senate's University Committee and the Academic Staff Executive Committee, the Committee focused on issues in the recruitment and retention of women faculty, considering:

- How many women faculty do we have?
- How good a job has the University of Wisconsin done at retaining women faculty?
- What about the salary of women faculty?
- Is this a campus where women want to work? Do women faculty experience this as a supportive work environment?

The findings and recommendations of the Committee on Women in the University are summarized in the workforce section of this publication. In 1998, we will continue to build links with other committees and programs on campus to keep women's issues on the table. The agenda for this year will continue to address issues related to recruitment and retention of women faculty and academic staff, gender equity in pay as well as gender equity in type, length, and security of academic staff appointments. Climate issues including safety, and the handling of sexual harassment complaints will also be addressed. As we build our 1998 agenda, we welcome your suggestions as to where on campus our input as the Committee on Women would be most effective.

Evelyn Howell, Professor of Natural Resources and Landscape Architecture

Chair, Advisory Committee of the Equity and Diversity Resource Center, 1996-1997

Focusing upon campus issues relating to diversity initiatives and governance, and the university's need for effective monitoring and data gathering for federal contract compliance, the Equity and Diversity Resource Center (EDRC) Advisory Committee proceeded over the past year and a half to focus upon studying policy structures to address these concerns. In an effort to identify fully operational equity and diversity committees on campus, the Advisory Committee found that only approximately twenty-five percent of the units canvassed had equity and diversity committees, functioning at levels of effectiveness that appeared to vary widely. Using the committees in the School of Education and the School of Library and Information Studies as models, the Advisory Committee proceeded to develop guidelines along which similar Equity and Diversity committees would be organized in each school, college and administrative units throughout the UW-Madison campus. Faculty and staff input was made possible through public hearings organized by the Advisory Committee. Information relating to the drafts of the guidelines was also shared with Deans, Directors, the Administrative Legal Office, the University Committee and the Academic Staff Executive Committee. Designed along the School of Education and Library Science models, the Equity and Diversity committees will operate on the principle of shared governance to create a hospitable climate for underrepresented groups within their respective units.

The EDRC Advisory Committee held four public hearings during the year at which faculty and staff were invited to share their thoughts relating to the various drafts of the Guidelines for Equity and Diversity Committees. It was from the input of these units that the committee further honed the document that was presented for consideration to the Faculty Senate and the Academic Staff Assembly. Both governing bodies unanimously passed the document in May of 1997.

The Equity and Diversity Resource Center will pursue a consistent plan of operation across all schools, colleges and units for the recruitment and employment and retention of minorities and underrepresented groups. It is the opinion of the current committee that issues of importance should be identified and dealt with in a timely fashion and shall include all persons concerned with equity.

APPENDIX L: PLAN 2008 GOVERNANCE RESOLUTIONS, 1999

FACULTY GOVERNANCE

1. The *Faculty Senate* of the University of Wisconsin-Madison endorses the principles set forth in the campus diversity Plan 2008 of the University of Wisconsin-Madison, which is drafted in accordance with the goals defined in the UW System's Plan 2008, and will be presented to the UW System Administration on April 15, 1999. The actions set forth in the UW-Madison Plan 2008 are to achieve the goals of significantly improving the representation and academic success of members of four targeted ethnic groups, namely, American Indian, African-American, Latino/a, and Southeast Asian-American, among not only the student body but also the faculty and staff; the social climate of this campus for those groups; and the depth of understanding by the large fraction of our population not in those groups for the values, customs, and experiences of those groups.
2. The *Faculty Senate* of the University of Wisconsin-Madison urges the administration to pursue opportunities for full funding of programs to achieve the goals of Plan 2008 on our campus.
3. The *Faculty Senate* of the University of Wisconsin-Madison encourages the university's administration and the shared governance standing committees to continue their development of directed plans that deal with other groups in our society who have experienced discrimination based on gender, sexual orientation, and disability, and whose full participation in educational or other campus activities is limited as a result of such discrimination. We urge action on these plans and similar calls for an improved campus climate and a deeper understanding of the situations of those groups.

The above resolutions were overwhelmingly adopted by the Faculty Senate on April 5, 1999.

ACADEMIC STAFF GOVERNANCE

1. The *Academic Staff Assembly* of the University of Wisconsin-Madison endorses the principles set forth in the campus diversity Plan 2008 of the University of Wisconsin-Madison, which is drafted in accordance with the goals defined in the UW System's Plan 2008, and will be presented to the UW System Administration on April 15, 1999. The actions set forth in the UW-Madison Plan 2008 are to achieve the goals of significantly improving the representation and academic success of members of four targeted ethnic groups, namely, American Indian, African-American, Latino/a, and Southeast Asian-American, among not only the student body but also the faculty and staff; the social climate of this campus for those groups; and the depth of understanding by the large fraction of our population not in those groups for the values, customs, and experiences of those groups.
2. The *Academic Staff Assembly* of the University of Wisconsin-Madison urges the administration to pursue opportunities for full funding of programs to achieve the goals of Plan 2008 on our campus.
3. The *Academic Staff Assembly* of the University of Wisconsin-Madison encourages the university's administration and the shared governance standing committees to continue their development of directed plans that deal with other groups in our society who have experienced discrimination based on gender, sexual orientation, and disability, and whose full participation in educational or other campus activities is limited as a result of such discrimination. We urge action on these plans and similar calls for an improved campus climate and a deeper understanding of the situations of those groups. We urge the administration to endorse and implement the resolutions of the 1997 report of the Faculty Senate Committee on Gay, Lesbian, Bisexual and Transgendered Issues.

The above resolutions were unanimously adopted by the Academic Staff Assembly on March 15, 1999. The correct name of the committee does not include transgendered.

STUDENT GOVERNANCE

Resolutions adopted by the Council of the Associated Students of Madison on April 1, 1999, were not available at the time this document was finished.

APPENDIX M: LETTER OF SUPPORT FROM WISCONSIN ALUMNI ASSOCIATION

March, 1999

Dear Members of the Faculty Senate:

On behalf of the Executive Committee of the Wisconsin Alumni Association, we are writing to express our support for the UW Board of Regents Plan 2008 and for the UW-Madison plan for implementation of 2008. From our perspective as former students of UW-Madison and now residents of Wisconsin and, indeed, the world, Plan 2008 represents sound policy in the best interests of both higher education around Wisconsin and the future economic growth, prosperity, and quality of life of our great State, as well as the global community. Clearly, the issues raised by the Regents' Plan and Madison's implementation plan are relevant to the State and Nation as well.

As UW-Madison alumni, we are particularly proud of the response of this campus and the comprehensiveness of its plan. It is creative and bold, yet realistic and outcomes-oriented. We support the Guiding Principles and the action plans for achieving the goals of the Plan 2008. We support each of the three Resolutions before you today and urge your passage of the resolutions.

Just as diversity is tied to the vision and mission of UW, so it has been, and will continue to be, part of the vision and strategic goals of the Wisconsin Alumni Association. As a partner in advancing the institution and its alumni and as a link back to the University for our alumni, WAA can be of assistance in implementing and achieving the campus's recommendations in the following areas: **pre-college programs** via involvement of local alumni and chapters with diverse populations in their communities; **student recruitment** through continued sponsorship of the Prospective Student Weekends in cooperation with campus units and via off campus alumni student recruitment programs in partnership with the Office of Admissions; **scholarships** at the undergraduate, graduate, and professional levels via local alumni chapter and affinity group participation the the Matching Dollar Scholarship program and development of sources of financial support for local youth to participate in Pre-College programs; **campus climate** through special events for students and faculty of color, mentoring and career resources, and showcasing UW faculty, academic staff, students and alumni of color as well as other diverse populations within our extended community throughout the broad array of programs and services of the Alumni Association.

We think the potential of our alumni to contribute to the campus is proven in many areas, yet still largely untapped in others. WAA looks forward to working with the faculty, students, and staff here on campus to help make Plan 2008 a success.

Sincerely,

Susan M. Schaffer
President of the Board

Gayle M. Langer
Executive Director

Presented to the UW Faculty Senate April 5, 1999, by Charles McDowell, Officer and member of the Executive Committee of WAA

cc: Katharine Lyall
San Orr, Jr.
David Ward
Paul Barrows
Bernice Durand

APPENDIX N: PROCESS

In the fall of 1997, the University of Wisconsin System (UWS) Administration began a planning process involving all UW System institutions, to develop a sequel to the UWS Design for Diversity (1988-1998). At their May 1998 meeting, the University of Wisconsin Board of Regents gave formal approval to Plan 2008 as a blueprint to achieve racial and ethnic diversity throughout the UW System, and instructed the System Administration to ask each campus to develop its own Plan 2008. Following the release of the UWS planning guidelines, the Provost and the Chair of the University Committee, with the cooperation of the Associated Students of Madison (ASM), the Academic Staff Executive Committee (ASEC) and the University Committee (UC), appointed the UW Madison Plan 2008 Steering Committee, co-chaired by Paul W. Barrows and Bernice Durand. To ensure extensive input, the Steering Committee formed four Working Groups for Undergraduate Student Issues, co-chaired by Nelson Balke and Mary K. Rouse; Graduate and Professional Student Issues, co-chaired by Edward Allen and Hardin Coleman; Faculty and Staff Issues, co-chaired by Evelyn Howell and Greg Vincent; and Curriculum Issues, co-chaired by Richard Davis and Karen Steudel. The working groups had expanded membership beyond Steering Committee members, see Appendix O. At the first Steering Committee meeting on September 27, 1998, Provost John D. Wiley and UC Chair Professor Stephen Robinson charged the committee and working groups to draft the UW-Madison Plan 2008.

Among the Steering Committee and working group members were representatives of shared governance committees³ and key administrative divisions who ensured that our process and recommendations would be aligned with institutional policy and procedures. In addition, the co-chairs presented the draft report to the Deans’ Council, various groups of faculty, staff and students, and to college and school committees¹⁴ for comment and suggestions. Three public hearings for the entire university community were held in January and February, 1999, and two Madison community meetings in mid-February. During late January through early April, formal review of Plan 2008 was conducted by ASM, ASA and the Faculty Senate. The final version of the report was issued to the campus administration in the first week of April, and presented to the University of Wisconsin System Administration on April 15, 1999.

Guided by the seven goals in UW-System’s Plan 2008 and the principles at the beginning of this document, and reorganized from working group reports and much other faculty, staff and student feedback, these recommendations are consistent with the strategic directives for maximizing our human resources found in the 1997 UW-Madison Chancellor’s Vision for the Future and the 1999 reaccreditation self-study. The visions and directions set forth in the Future Directions report of 1988 were a guide in establishing our current diversity structure. Plan 2008 therefore fits seamlessly into the enduring commitment of the UW-Madison to “providing all students, faculty and staff with a welcoming, rich and diverse environment for their learning and work.”

| STEERING COMMITTEE | | |
|---------------------------|--------------|---|
| Tuesday | 22 September | Organize into 4 working groups, which met weekly after this |
| Tuesday | 20 October | Hear working groups’ first interim reports |
| Tuesday | 17 November | Hear working groups’ second interim reports |
| Tuesday | 1 December | Working groups’ final reports due |
| Tuesday | 8 December | Go over first draft of report |
| Tuesday | 16 March | Go over March draft of report |
| Wednesday | 24 March | Plan 2008 Coalition of students presented list of requests |

| HEARINGS | | |
|-----------------|-------------|--|
| Tuesday | 26 January | Memorial Union |
| Tuesday | 2 February | Bascom Rm. 165 |
| Wednesday | 3 February | Union South |
| Tuesday | 9 February | Madison Civic Center, 211 State St., Madison |
| Wednesday | 10 February | Boys and Girls Club of Dane County, 2001 Taft St., Madison |

¹⁴ Included are the Provost’s Office, offices of Undergraduate Admissions, Student Financial Services, University Housing, Dean of Students, Human Resources and Academic Personnel, student services and the school and college Dean’s Offices.

OTHER

| | | |
|--|-------------|---|
| Thursday | 8 October | School of Pharmacy Faculty and Staff |
| Tuesday | 20 October | 2 meetings with Tess Arenas: E/D directors, open forum |
| Tuesday | 1 December | Student Services Directors |
| Tuesday | 8 December | School of Veterinary Medicine Faculty and Staff |
| Thursday | 21 January | Academic Staff Executive Committee |
| Wednesday | 27 January | Deans' Council |
| Thursday | 4 February | Union Puertorriqueña |
| Wednesday | 10 February | Medical Students for Minority Concerns |
| Tuesday | 16 February | Chadbourne Residential Community |
| Wednesday | 3 March | Southeast Asian Student Association |
| Thursday | 11 March | Wisconsin Alumni Association |
| Monday | 15 March | Family and Community Supper, presentations by Associate Vice Chancellor Paul W. Barrows and Emeritus Professor Lee Hansen |
| Wednesday | 17 March | Wunk Sheek |
| Wednesday | 24 March | American Indian Students |
| Wednesday | 24 March | Black Law Students |
| Wednesday | 24 March | Chicano Students |
| Friday | 26 March | Association of Black Public Employees |
| Wednesday | 31 March | Asian American Students |
| Thursday | 1 April | School of Social Work |
| Monday | 5 April | University Committee |
| All 2 nd semester many emails and meetings with administration and governance individuals, interested parties | | |

GOVERNANCE

| | | |
|----------|------------|--|
| Monday | 1 February | Present to Faculty Senate |
| Thursday | 4 February | Present to Associated Students of Madison |
| Monday | 8 February | Present to Academic Staff Assembly |
| Monday | 1 March | Report to Faculty Senate |
| Monday | 15 March | Resolutions passed by Academic Staff Assembly |
| Thursday | 1 April | Resolutions passed by Associated Students of Madison |
| Monday | 5 April | Resolutions passed by Faculty Senate |

APPENDIX O: PARTICIPANTS

These lists include our best reconstruction of the participants from the fall semester’s committees only. They do not include the many people who came to hearings, the dozens of students who became involved through their student organizations, nor the Plan 2008 Coalition of students. Emeritus Professor Lee Hansen released an alternate plan on March 29, 1999, which inspired the addition of more data to the appendices.

Steering Committee, Plan 2008

| | | |
|----------------------------------|--|-------------|
| Edward Allen | Associated Students of Madison | Student |
| Aaron Bishop | Associated Students of Madison | Student |
| John Ehlert | Associated Students of Madison | Student |
| Barbara Golden | Associated Students of Madison | Student |
| David Muhammad | Associated Students of Madison | Student |
| Matt Nelson | Associated Students of Madison | Student |
| Ben Roussel | Associated Students of Madison | Student |
| Noah Stein | Associated Students of Madison | Student |
| Amber Yancey | Associated Students of Madison | Student |
| Paul W. Barrows, CO-CHAIR | Associate Vice Chancellor for Academic Affairs | Staff |
| Ernesto Monge | Office of Student Financial Services | Staff |
| Mary Rouse | Dean of Students | Staff |
| Deborah Rusy | CHS Faculty, Anesthesiology | Staff |
| Rob Seltzer | Director of Admissions | Staff |
| Gail Snowden | Assistant Dean, CALS | Staff |
| Consuelo Springfield | Assistant Dean, Letters and Science | Staff |
| Belinda Velazquez | Advisor, Cross-College Advising Service | Staff |
| Greg Vincent | Assistant Vice Chancellor and Director, Equity and Diversity Resource Center | Staff |
| Nelson Balke | Professor of Agronomy & Chair, Faculty Senate Committee on the Academic Affairs of Minority/Disadvantaged Students | Faculty |
| Hardin Coleman | Professor of Education, Counseling Psychology | Faculty |
| Richard Davis | Professor of Music | Faculty |
| Bernice Durand, CO-CHAIR | Professor of Physics, Member, University Committee (Executive Committee of the Faculty Senate) | Faculty |
| Evelyn Howell | Professor of Natural Resources and Landscape Architecture; Chair of the Advisory Committee to the Equity and Diversity Resource Center | Faculty |
| Hamilton McCubbin | Dean of the School of Human Ecology | Faculty |
| Prospero Saiz | Professor and Chair, Chicano Studies | Faculty |
| George Shook | Professor and Chair, Committee on Undergraduate Recruitment, Admissions, and Financial Aid | Faculty |
| Karen Steudel | Professor and Chair, Committee on Undergraduate Education | Faculty |
| Russell Betts | Wisconsin Alumni Association | Alumni |
| DJ Whitehorse Klauser | Law Office | Alumni |
| Susanna Valtierra | Madison Area Technical College (MATC) | Alumni |
| Akbar Ally | Assistant Vice Chancellor | EX OFFICIO: |
| Betsy Draine | Associate Vice Chancellor | EX OFFICIO: |
| Mercile Lee | Assistant Vice Chancellor | EX OFFICIO: |
| Ruby Paredes | Data Manager and Institutional Planner, Equity and Diversity Resource Center | EX OFFICIO: |

Working Groups, Plan 2008

Undergraduate Student Issues Working Group:

Co-Chairs:

- Nelson Balke, Professor, Dept. of Agronomy, CALS; Chair, Faculty Senate Committee on Academic Affairs of Minority/Disadvantaged Students
- Mary Rouse, Dean of Students

Members:

- Alem Asres, Asst. Dean, Diversity Affairs Program, M/D Coordinator, College of Engineering
- Paul W. Barrows, Assoc. Vice Chancellor
- Eric Brakken, UW Student, Senior, L&S (Sociology/English); Chair, Associated Students of Madison
- Kshinte Brathwaite, UW Student, Junior, L&S (Social Welfare); Wisconsin Black Student Union
- Keylon Braxton, Asst. Dean, Academic Student Affairs, M/D Coordinator, CALS
- Ruttanatip Chonwerawong, Student Services Coordinator, Counselor, TRIO Program, School of Education
- L. Keith Cohen, Professor, Dept. of Comparative Literature, L&S
- Jackie Cook, UW Student, Junior, L&S
- Margaret Elowson, Asst. Dean, Student Academic Affairs, L&S
- Paul Evans, Director, University Housing
- Roger Howard, Assoc. Dean, Office of the Dean of Students
- Akiko Ikeno, UW Student, Sophomore, L&S; Associated Students of Madison
- Cleveland James, Assoc. Director, Minority Applicant Services, Office of Undergraduate Admissions
- Melba Jesudason, Sr. Academic Librarian, College Library; Council for Pre-college Programs
- Mike Jin, UW Student, Sophomore, L&S
- Rich Keeling, Director, University Health Services
- Mercile Lee, Asst. Vice Chancellor; Director Chancellor's Scholars and Powers-Knapp Scholarship Programs
- Theo Lesczynski, UW Student, Senior, L&S (History); Chair, ASM Diversity Committee
- Candace McDowell, Director, Multicultural Student Center, M/D Coordinator
- Peter Moran, UW Student, Freshman, L&S; Wisconsin Black Student Union, ASM Diversity Committee
- Michael Moss, Assoc. Director, Dept. of Athletics
- Tim Moye, UW Graduate Student, Dept. of Sociology
- David Muhammad, UW Student, Sophomore ; Vice Chair, Associated Students of Madison
- Carlos Reyes, Student Services Specialist, Chicano Studies, L&S
- Ben Roussel, UW Student, Senior, L&S; Associated Students of Madison
- Robert Seltzer, Director, Office of Undergraduate Admissions
- George Shook, Professor, Dept. of Dairy Science, CALS; Chair, Faculty Senate Committee on Undergraduate Recruitment, Admissions, and Financial Aid
- Kathryn Simmons, Asst. Dean, Student Academic Affairs, L&S
- Noah Stein, UW Student, Junior, L&S; Associated Students of Madison
- Steven Van Ess, Director, Student Financial Services
- Janet Vandevender, Assoc. Dean, Student Academic Affairs, L&S
- Amber Yancey, UW Student, Junior, L&S; Associated Students of Madison

Graduate and Professional Student Issues Working Group:

Co-Chairs:

- Hardin Coleman, Professor, School of Education; Chair, Student Policies and Non-Academic Program Committee
- Edward O. Allen, Graduate Student, School of Business, President, Black Graduate and Professional Student Organization

Members:

- Akbar Ally, Assistant Vice Chancellor, Academic Affairs
- Kathy Angell, Graduate Student, Psychology
- Leah Arndt, Graduate Student, Counseling Psychology
- Paul W. Barrows, Associate Vice Chancellor for Academic Affairs
- Kathleen M. Cantu, School of Nursing Student Services Program Manager
- Michael Corradini, Associate Dean, College of Engineering, Professor, Nuclear Engineering and Engineering Physics

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- Jane-Lorelie Cueto, MD-2, Medical School
- Timothy Donohue, Professor of Bacteriology, College of Agricultural and Life Sciences
- Meg Gaines, Assistant Dean, Law School
- Gloria Hawkins, Assistant Dean, Medical School
- Walter Lane, Assistant Dean, School of Education
- Joanne Nagy, Associate Dean, Graduate School
- John Peck, Graduate Student, College of Agricultural and Life Sciences
- Joann Pritchett, School of Pharmacy Student Services Program Manager
- Carmen Reamer, School of Veterinary Medicine Student Services Program Manager
- Bill Reznikoff, Professor of Biochemistry, College of Agricultural and Life Sciences
- Catherine Reznikoff, Professor of Medicine
- Dorothy Ann Sanchez, Assistant Dean, Graduate School
- Jan Sternbach, Division of University Housing Student Services Program Manager
- Janet Tom, Graduate Student, Library and Information Studies
- Lisa Urban, School of Business Student Services Coordinator
- Manuel X. Zamarrippa, Graduate Student, Counseling Psychology

Diversity in the Curriculum Working Group:

Co-Chairs:

- Richard Davis, co-chair of the Working Group, Professor of Music; Convenor, Retention Action Project R.A.P.
- Karen Steudel, co-chair of the Working Group, Professor of Zoology, Chair, Faculty Senate Committee on Undergraduate Education

Members:

- Brad Barham, Associate Professor of Agricultural and Applied Economics
- Eric Brakken, Student, Letters and Science, Chair, Associated Students of Madison
- Richard Brualdi, Professor and Chair, Department of Mathematics; Chair, Letters and Science Curriculum Committee
- Peggy Choy, Assoc. Lecturer, Dance Program; Outreach Director, Center for Southeast Asian Studies
- Keith Cohen, Professor of Comparative Literature
- Jackie Cook, Associated Students of Madison
- Henry Drewal, Professor of Art History and Afro-American Studies
- Bernice Durand, Professor of Physics, University Committee; co-chair of the UW-Madison Plan 2008 Steering Committee
- Roberta Hill, Associate Professor of English; Chair, American Indian Studies
- Kalpana Krishnamurthy, Student Services Specialist, Office of the Dean of Students; Associated Students of Madison
- Benjamin Marquez, Associate Professor of Political Science; Chicano Studies
- Cathy Middlecamp, Faculty Associate in Chemistry, Director, Chemistry Learning Center
- Matt D. Nelson, Student, School of Education, Associated Students of Madison
- Ruby Paredes, Data Manager and Institutional Planner, Equity and Diversity Resource Center; Associate, Center for Southeast Asian Studies
- Richard Ralston, Professor and Chair of the Department of Afro-American Studies
- Ben Roussel, Associated Students of Madison
- Prospero Saiz, Professor of Comparative Literature; Chair, Chicano Studies
- Hemant Shah, Associate Professor of Journalism and Asian American Studies
- Consuelo Lopez Springfield, Assistant Dean, Letters and Science; Women's Studies
- Noah Stein, Associated Students of Madison
- Shanna Tallarico, Associated Students of Madison
- Michael Thornton, Professor of Afro-American Studies and Asian American Studies

Human Resources Issues: Faculty and Staff Working Group:

Co-Chairs:

- Evelyn Howell, Professor of Landscape Architecture, Chair, Advisory Committee to the EDRC
- Greg Vincent, Assistant Vice Chancellor and Director, Equity and Diversity Resource Center (EDRC).

Members:

- Diana Allaby, Human Resources Manager, Letters and Science, Classified System;
- Molly Deugaw, Residence Hall Manager, Division of University Housing;
- Betsy Draine, Professor of English/Associate Vice Chancellor;

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- Yolanda Garza, Assistant Dean of Students;
- Alice Gustafson, Associate Director, Division of University Housing;
- Ernesto Monge, Sr Student Services Coordinator, Office of Student Financial Services;
- James S. Moy, Professor of Theatre and Drama;
- Carla Raatz, Director, Office of Human Resources;
- Deborah Rusy, Assistant Professor (CHS), Medical School;
- Gail Snowden, Assistant Dean, College of Agricultural and Life Sciences;
- Belinda Velazquez, Adviser, Cross-college Advising Service;
- Mariamne Whatley, Professor of curriculum and Instruction/Associate Dean, School of Education;