

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

## Executive Summary

### BACKGROUND

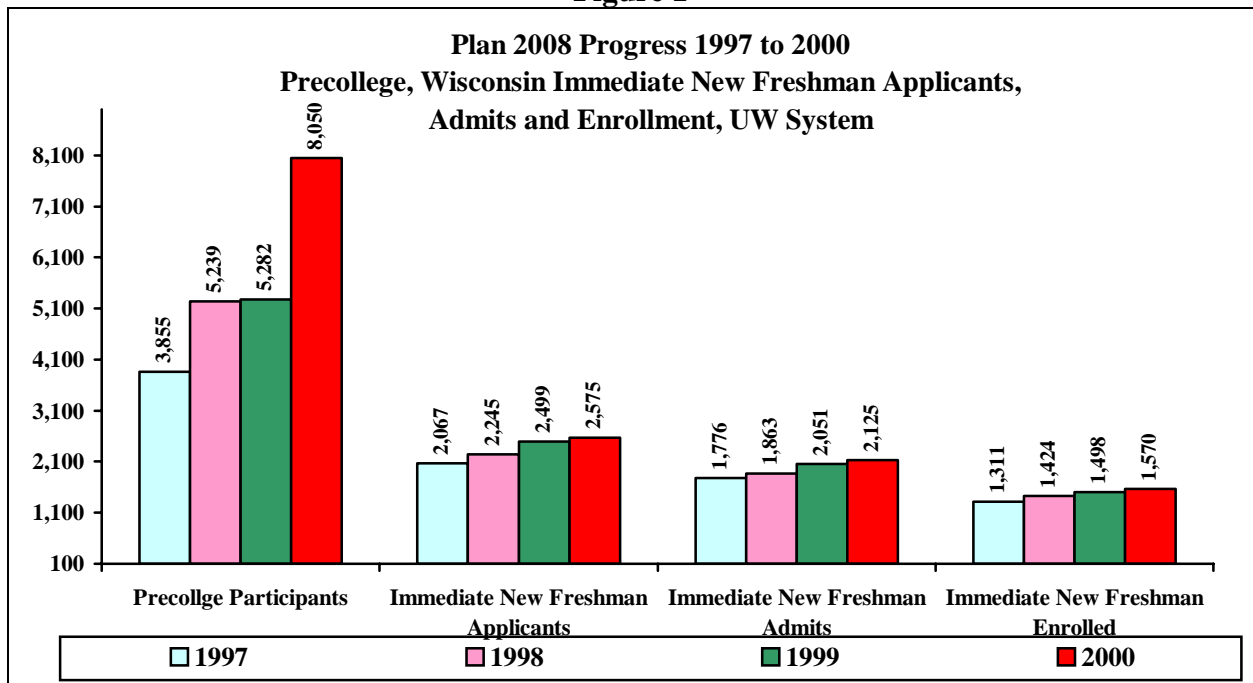
The UW System's *Plan 2008: Educational Quality Through Racial and Ethnic Diversity* calls for a biennial progress report in Fall 2001. This report responds to the Board of Regents request for information on the progress of *Plan 2008*. Between June 1998 and May 1999, each UW institution developed its own Institutional Plan to implement the seven strategic goals of UW System's *Plan 2008*. The data presented in this report pertain to the years 1997, the benchmark for *Design for Diversity*; 1998, the year UW System's *Plan 2008* was adopted, through 2000, two years after the implementation of *Plan 2008*. Therefore, this report reflects the impact of *Design for Diversity*, as well as early *Plan 2008* efforts.

### DISCUSSION ITEMS

Overall, the news is very good. Indicators are up in nearly all areas; student precollege participation, admissions, new freshman and undergraduate enrollment, and faculty and staff recruitment. Graduation rates and enrollment at the post-baccalaureate level (Masters, Ph.D and professional) need improvement.

Precollege participation continues to grow. Between 1996-97 and 1999-00, the number of precollege students attending UW System precollege programs increased 109% from 3,855 to 8,050, surpassing the *Plan 2008* goal in two years rather than ten years. (Figure 1)

Figure 1



During the biennium, 1999-01, UW System raised \$3.2 million in state and private dollars for precollege activities; \$732,600 in state (Fund 402) dollars for precollege programs have been matched by \$2.5 million in private support (\$1.5 million from Ameritech: "UW System/ Ameritech Minority Precollege Initiative" and \$1 million from the U.S. Department of Education, Learning Anywhere Anytime Partnerships (LAAP): "Reach Out" program).

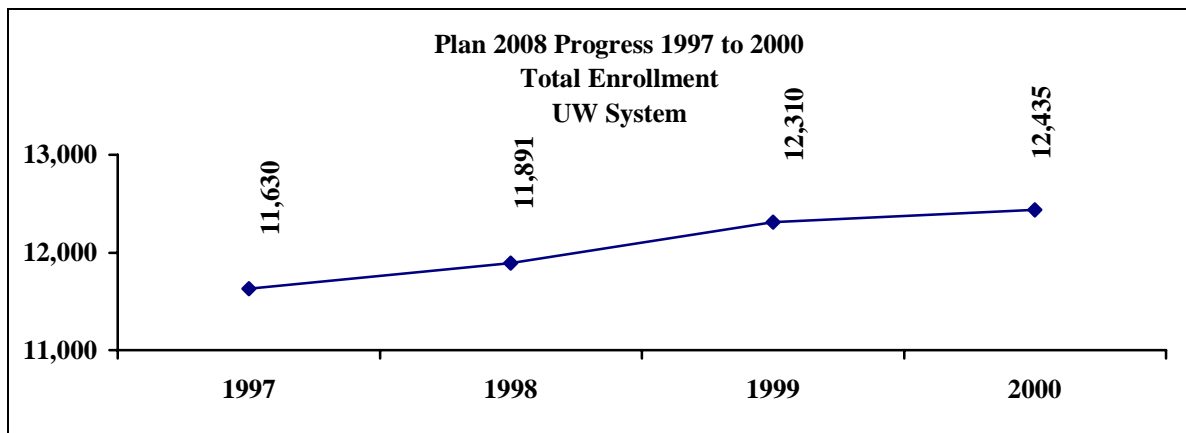
Between Fall 1997 and Fall 2000, Wisconsin immediate new freshmen applicants of color to the UW System increased 25% from 2,067 to 2,575. A slight gender gap was evident. The number of women of color applicants increased 26% while men of color applicants increased 23%.

Wisconsin immediate new freshmen admits of color to the UW System increased 20% to 2,125. The gender gap continues to appear in admissions. Women of color admits increased 21% while men of color admits increased 17%. The gender disparity in applicants and admits of color suggests more targeted recruitment and services for men of color are needed.

The gender gap is reversed when yield rates are examined. In Fall 2000, the yield rate for women admits of color was 71% while the yield rate for men of color was 77%. However, overall, Wisconsin admits of color enroll at lower rates than whites. In Fall 2000, 74% of admits of color enrolled; 79% of white admits enrolled.

Between Fall 1997 and Fall 2000, the total enrollment of students of color (undergraduates and graduates) increased 6.9% from 11,630 to 12,435 or 7.9 % of total enrollment. Over the same period, white student enrollment increased 4%. The largest increase occurred at the undergraduate level; enrollment rose 9% from 9,757 to 10,614. (Figure 2).

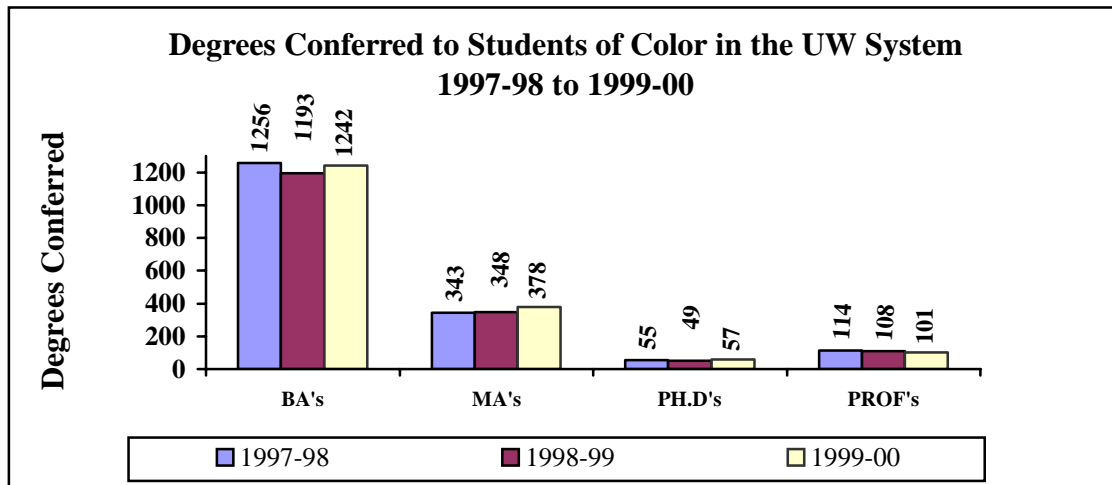
**Figure 2**



During this same period, the number of Wisconsin immediate new freshmen of color has increased 20% from 1,311 to 1,570. Service rates, the proportion of Wisconsin high school graduates who enroll somewhere in the UW System, have remained stable at 23% for high school students of color and relatively unchanged at 33% for white high school students. Wider disparities exist among specific race/ethnic groups.

Six-year graduation rates for students of color remain below the average for white students. For the 1994 cohort, 40% of students of color graduated within six years, compared to 61% of white students. The number of degrees conferred to students of color between 1997-98 and 1999-00 increased 0.9% from 1,797 to 1,813. (Figure 3 excludes Associate Degrees)

**Figure 3**



- *Figure 3 excludes Associate Degrees.*

Grants remain a vital component of financial aid packages for students of color. Reflecting a higher financial need, 43% to 62% (depending on specific race/ethnicity) of aid dollars for students of color are grants; 25% of aid dollars for white students are grants.

Progress appears in increasing diversity of faculty, academic staff, and classified staff. Between 1997-98 and 2000-01, faculty and staff of color increased 17% from 2,090 to 2,453 and now comprise 9% of total faculty and staff. Faculty of color grew from 622 to 718, or from 9.9% to 11.6% of all faculty. Academic staff of color fell slightly from 9.1% to 9.0%. However, actual numbers increased from 909 to 1,020. Classified staff increased from 5.9% to 7.3%, 559 to 715. Unclassified administrators of color (i.e., Chancellors, Vice Chancellors, Deans and Directors) comprise 7.9% (91) of all administrators.

### **REQUESTED ACTION**

Information item only. No action requested at this time.

### **RELATED REGENT POLICIES**

University of Wisconsin Board of Regents, *Design for Diversity*, 1988.

University of Wisconsin Board of Regents, *Plan 2008: Educational Quality Through Racial and Ethnic Diversity*, May 1998.

University of Wisconsin Board of Regents, *Institutional Plans 2008*, June 1999.

University of Wisconsin Board of Regents, *Plan 2008 Interim Report*, March 2001.

# Plan 2008: Educational Quality Through Racial and Ethnic Diversity

## Report Summary

<b>GOAL 1: INCREASE THE NUMBER OF WISCONSIN HIGH SCHOOL GRADUATES OF COLOR WHO APPLY, ARE ACCEPTED, AND ENROLL AT UW SYSTEM INSTITUTIONS.</b>		
<b>Indicators/Initiative</b>	<b>Status: 1997 - 2000</b>	<b>Page number</b>
Precollege	All UW institutions are offering precollege programs. The number of precollege students attending a UW System precollege program <b>increased</b> 109% to 8,050.	2
Wisconsin ACT Test Takers	The number of students of color taking the ACT exam <b>increased</b> 22%, from 2,849 to 3,470.	4
UW System Service Rates	The number of high school <b>graduates of color</b> who enrolled <b>increased</b> 20% from 1,311 to 1,570. However the service rate has remained relatively <b>unchanged</b> at 23%. In comparison, the service rate for <b>white students</b> has remained <b>relatively unchanged</b> from 32.4% to 33.1%. Service rates vary considerably among race/ethnic groups.	5
Applicants	Wisconsin immediate new freshmen of color applicants <b>increased</b> 25% to 2,575.	6
Admits	Number of Wisconsin immediate new freshmen of color admits <b>increased</b> 20% to 2,125. Except for Hispanic/Latinos, a greater percentage of women than men are admitted for every race/ethnic group.	6
Admission Rates	Admission rates of Wisconsin immediate new freshmen of color <b>remained stable</b> . Immediate new freshmen of color are admitted at slightly lower rates than white students, although both groups have admission rates above 90%.	7
Total Enrollment	Total enrollment of students of color <b>increased</b> by 6.9% to 12,435.	8
Yield Rates	Yield rates of Wisconsin immediate new freshmen of color have <b>remained relatively unchanged at 74%</b> . Once admitted, students of color enroll at lower rates than white students.	11
<b>Goal II: ENCOURAGE PARTNERSHIPS THAT BUILD THE EDUCATIONAL PIPELINE BY REACHING CHILDREN AND THEIR PARENTS AT AN EARLIER AGE.</b>		
Partnerships	A total of 50 new partnerships have formed between UW institutions and community, business, community-based organizations, and public schools.	Sec. II & Sec. III
<b>Goal III: CLOSE THE GAP IN EDUCATIONAL ACHIEVEMENT, BY BRINGING RETENTION AND GRADUATE RATES FOR STUDENTS OF COLOR IN LINE WITH THOSE OF THE STUDENT BODY AS A WHOLE.</b>		
Graduation Rates	Forty percent of new freshmen of color graduated within six years compared to 61% of white new freshmen for the same period.	12, Sec. II & Sec. III
Degrees Conferred	Total number of degrees conferred to students of color <b>increased</b> 0.9% from 1,797 to 1,813.	15
<b>Goal IV: INCREASE THE AMOUNT OF FINANCIAL AID AVAILABLE TO NEEDY STUDENTS AND REDUCE THEIR RELIANCE ON LOANS.</b>		
Financial Aid	Among students of color, depending on race/ethnicity groups who received financial aid, grants make up 43% to 62% of aid dollars.  Institutions have made significant achievements in raising external funds for multicultural and disadvantaged students.	17, Sec. II & Sec. III
<b>Goal V: INCREASE THE NUMBER OF FACULTY, ACADEMIC STAFF, CLASSIFIED STAFF AND ADMINISTRATORS OF COLOR, SO THAT THEY ARE REPRESENTED IN THE UW SYSTEM WORKFORCE IN PROPORTION TO THEIR CURRENT AVAILABILITY IN RELEVANT JOB POOLS. IN ADDITION, WORK TO INCREASE THEIR FUTURE AVAILABILITY AS POTENTIAL EMPLOYEES.</b>		
Faculty, Academic Staff and Classified Staff.	The total number of staff of color <b>increased</b> 17% to 2,453. Staff includes faculty, academic staff and classified staff. As a percent of total, faculty of color <b>increased</b> from 9.9% to 11.6% of all faculty or 622 to 718.	18, Sec. II & Sec. III
Administrators of Color	Administrators of color with limited term appointments (i.e., Chancellors, Vice Chancellors, Deans, and Directors) increased to 102 or 8.1% of all limited term appointments.	

<b>Goal VI: FOSTER INSTITUTIONAL ENVIRONMENTS AND COURSE DEVELOPMENT THAT ENHANCE LEARNING AND A RESPECT FOR RACIAL AND ETHNIC DIVERSITY.</b>		
Teaching/Learning	All institutions have implemented initiatives under this goal and UW System units have created funding opportunities.	Sec. II & Sec. III
<b>Goal VII: IMPROVE ACCOUNTABILITY OF THE UW SYSTEM AND ITS INSTITUTIONS.</b>		
Accountability Methods	All institutions have addressed this goal. For example, merit review, department progress review, and a new level of chancellor accountability and oversight exists at all campuses.	Sec. II & Sec. III

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

**BIENNIAL REPORT**

**FALL, 2001**



University of Wisconsin System  
Office of Multicultural Affairs  
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Madison, WI 53715

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## Introduction

The UW System's *Plan 2008: Educational Quality Through Racial and Ethnic Diversity* calls for a biennial progress report in fall 2001.

In addition to this report, prepared by the UW System Office of Multicultural Affairs, UW System institutions are also held accountable for their diversity efforts in the Annual Accountability Report and the Multicultural/Disadvantaged Student Annual Report. It is important to note the initial impact of *Plan 2008* will not be fully evident until 2005 and beyond, particularly in the areas of student retention and graduation. The data presented in this report pertain to the years 1997, the benchmark for *Design for Diversity*; 1998, the year the UW System *Plan 2008* was adopted, through 2000, two years after the implementation of *Plan 2008*. Therefore, this report reflects the impact of *Design for Diversity*, as well as early *Plan 2008* efforts.

## Background

In May 1998, the UW System Board of Regents adopted the UW System *Plan 2008: Educational Quality Through Racial and Ethnic Diversity*. Between June 1998 and May 1999, each UW System institution developed its institutional plan to implement the seven strategic goals of the UW System *Plan 2008*. In June 1999, the UW System Board of Regents adopted the institutional plans 2008. Since June 1999, all UW System institutions have been engaged in implementing their institutional plans 2008.

*Plan 2008* is the successor to *Design for Diversity*; it builds upon the experience gained in the past decade and offers a vision of a better, more diverse UW System for the decade ahead. Despite the success enjoyed during the ten-year life span of *Design for Diversity*, projections on the changing demographics in Wisconsin indicate that by 2025, people of color will increase from 9.9% to 16.9% of Wisconsin's population. The number of people of color of traditional college age, 18-24, will increase from 12.9% to 21.7% and the largest growth will occur among school age children of color, ages 5-17, with an increase from 14.6% to 24.4%.<sup>1</sup>

*Plan 2008: Educational Quality Through Racial and Ethnic Diversity* was developed collaboratively from the bottom up, through 110 different listening sessions held statewide with students, faculty, staff, community members, regents, legislators, Department of Public Instruction (DPI) representatives and others. The philosophical foundations of *Plan 2008* are:

- ◆ educational excellence;
- ◆ opportunity and democracy;
- ◆ student expectations and needs; and
- ◆ institutional accountability.

The four pillars of the foundation mean the objectives of *Plan 2008* will be met without compromising standards while ensuring opportunity to all state student populations and fulfilling the needs and expectations of our student body. Accountability measures are listed in the plan at both the institutional and System levels.

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<sup>1</sup> Source: U.S. Census Bureau Population projections, 1995.

## SECTION I

### Race/Ethnicity in the UW System

This section presents data on precollege participation; UW System statistics on students, faculty, and staff; and financial aid.

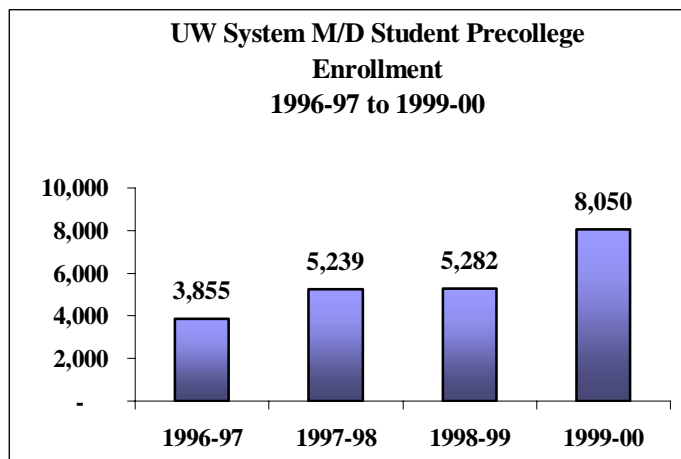
#### Precollege Participation

Effective precollege programs expand the pool of high school graduates who apply to UW institutions. Participation in precollege programs increases the probability of students of color graduating from high school and being competitively prepared for college.

UW System institutions and the Multicultural Center for Educational Excellence (MCEE), (formerly the Multicultural Information Center (MIC), work vigorously to provide youth of color with the necessary prerequisites, information and academic skills for higher education. In 1999-01, UW System institutions budgeted an additional \$732,600<sup>1</sup> for precollege activities and raised another \$2.5 million in corporate and federal support for these efforts. The campuses fund precollege programs through GPR, federal and private dollars. In 1999-00, DPI awarded scholarships to 2,900 students who attended UW System precollege programs statewide.<sup>2</sup>

Figure 1 displays the total number of students that have participated in multicultural and disadvantaged (M/D) precollege programs during a four-year period between 1996 and 2000.<sup>3</sup> Since 1996-97, participation in UW System multicultural and disadvantaged precollege programs has increased 109% from 3,855 to 8,050. The goal of *Plan 2008* was to reach 7,200 K-12 students in ten-years. We have met that goal in *two years* rather than ten years. However, this increase in the number of students of color served by precollege programs still represents only 10.5% of the students of color in grades 6-12 in Wisconsin.<sup>4</sup>

Figure 1



<sup>1</sup>1999 Multicultural/Disadvantaged Annual Report.

<sup>2</sup> DPI funded precollege students may receive up to three scholarships per year.

<sup>3</sup> Students of color comprise 66% and white students 34% of precollege program participants.

<sup>4</sup> 163,072 students of color enrolled in public schools in the state of Wisconsin in 1999-00 according to the Wisconsin Department of Public Instruction.

## **The Multicultural Center for Educational Excellence**

The Multicultural Center for Educational Excellence (MCEE) serves as a precollege informational resource and referral center and works in collaboration with the UW System institutions and the Wisconsin Department of Public Instruction to increase precollege participation. MCEE maintains a statewide database of precollege participants. Thirty-nine MCEE outreach consultants conduct workshops for students, parents, and school personnel throughout the state. MCEE serves approximately 1,800 students, their parents and caregivers per year.<sup>5</sup> Recently MCEE received \$300,000 from Ameritech over four years for developing web-based applications for their outreach programs. This on-line initiative, known as Linking Youth For Excellence (LYFE), will significantly expand the number of contacts throughout the state.

## **Migrant Community Precollege Programs (Reach Out-U.S. Department of Education Grant)**

A new \$1 million grant was given to the UW System Office of Multicultural Affairs from the U.S. Department of Education, Learning Anytime Anywhere Partnership (LAAP). This initiative will expand the number of precollege opportunities for Wisconsin's migrant youth, their parents and caregivers. Five UW institutions (UW-Stevens Point, UW-Oshkosh, UW-La Crosse, UW Colleges and UW-Extension), United Migrant Opportunity Services, the Wisconsin Food Growers Association, the Wisconsin Department of Public Instruction and the Texas Department of Education are partners in the program.

## **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)**

UW-Milwaukee and UW-Eau Claire received in total \$6.9 million (UW-Milwaukee received \$5.5 million over five years and UW-Eau Claire received \$1.4 million for five years). The grants target low-income middle school students to help them prepare for college.

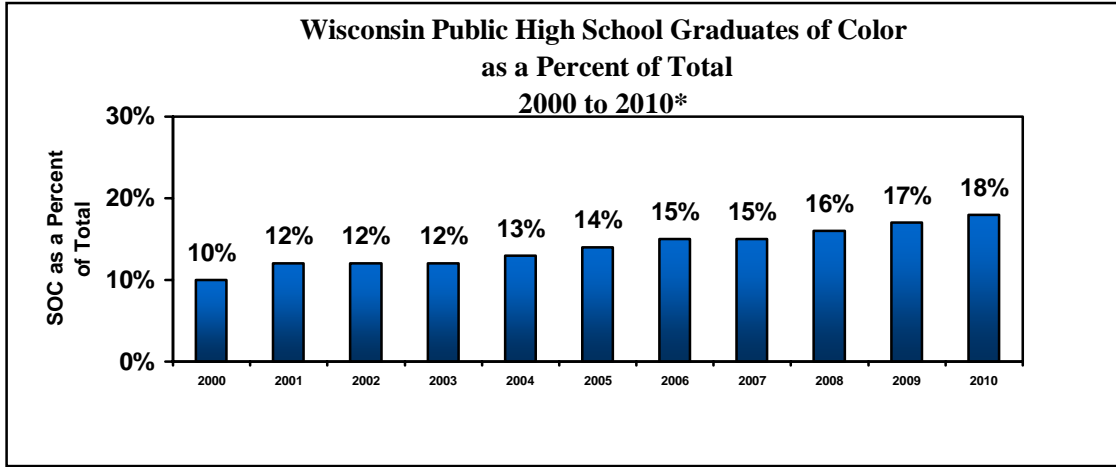
## **High School Graduate Projections by Race/Ethnicity**

As the number of people of color in Wisconsin grows, this is reflected in higher numbers of projected high school graduates of color. Between 1999 and 2010, public high school graduates of color are expected to increase from 10% (5,897) to 18% (10,421) of the total public high school graduate population; representing a 77% increase (Figure 2). White public high school graduates are expected to decrease 8% during the same time period.

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<sup>5</sup> Additional information may be found in the *Multicultural Information Center Annual Report: An Overview of Progress*, July 1, 1999 - June 30, 2000.

**Figure 2**



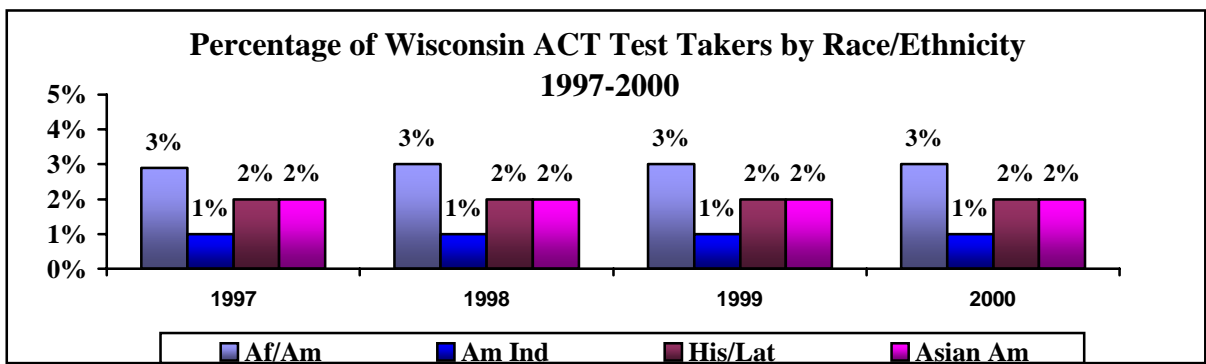
\*2001-2010 data are projected. Source: *Western Interstate Commission for Higher Education, 1998.*

### Wisconsin ACT Test Takers

For the three-year period from 1997 through 2000, the number of Wisconsin high school graduates taking the ACT test increased from 39,266 to 43,494. The percentage of students of color taking the ACT has remained unchanged (Figure 3). However, the number has increased 22% from 2,849 to 3,470. The percentage of Wisconsin ACT test takers who are students of color is 10%<sup>6</sup>, the same as their percentage of all public school graduates.

Between Fall 1997 and 2000, the number of African American high school graduates who took the ACT test increased from 1,142 to 1,257; American Indian high school graduates taking the test decreased from 260 to 248; Hispanic/Latino high school graduates taking the test increased from 679 to 821; and Asian high school graduates taking the test increased from 768 to 1,144 (data not shown).

**Figure 3**



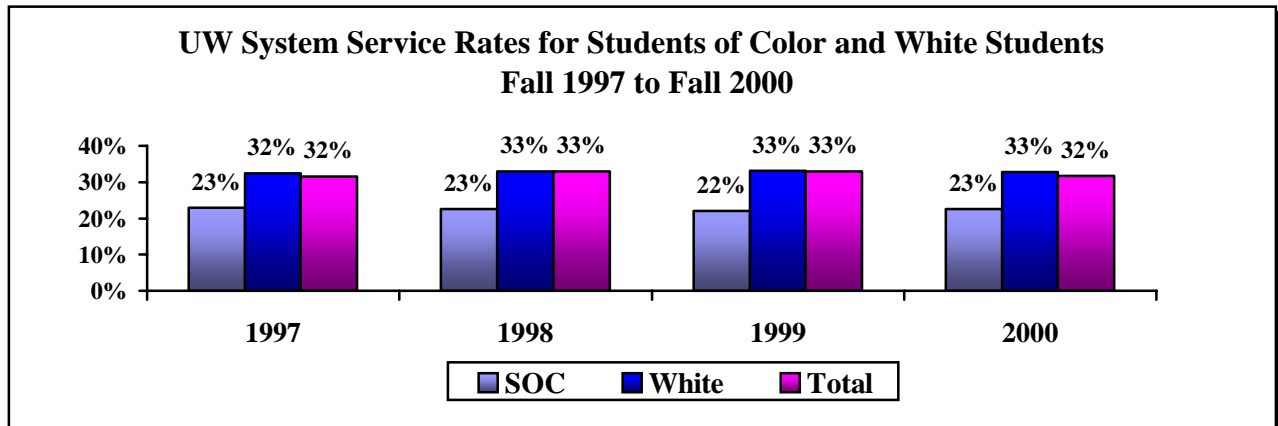
Source: *ACT Assessment, Summary Report Wisconsin.*

<sup>6</sup> Includes students who identify themselves as multiracial.

## UW System Service Rates by Race/Ethnicity

Between 1997 and 2000, the total number of high school graduates of color from Wisconsin public and private high schools enrolling at UW System institutions has increased from 1,311 to 1,570. However, the service rate for students of color has remained relatively unchanged at 22%. In comparison, the service rate for white students has increased from 32.4% (16,267 of 50,187) to 33.1% (17,346 of 52,415). The service rate for all students has remained stable at 33% (Figure 4).

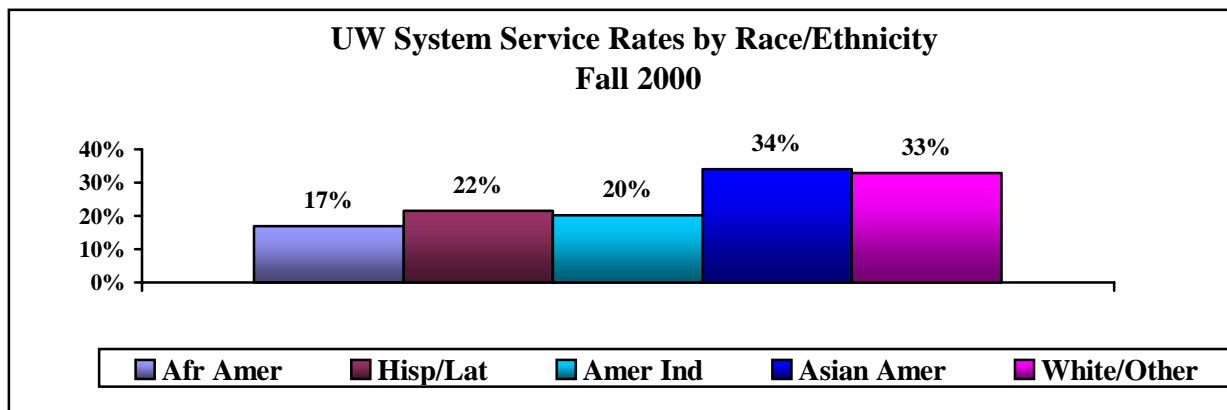
Figure 4



Source: Occasional Research Brief (ORB), Access to the UW System for Wisconsin High School Graduates, Vol. 00, No. 2, October 2000. Note: Service rates are the proportion of Wisconsin high school graduates who enroll the following fall. Service rates for students of color and white students are based on public high school graduates only.

Service rates vary considerably by race/ethnic groups (Figure 5). In Fall 2000, 17% (436) of Wisconsin immediate African American high school graduates enrolled in the UW System; 22% (312) of Hispanics/Latinos, 20% (107) of American Indians, 34% (518) of Asian Americans and 33% (17,222) of white high school graduates enrolled immediately in the UW System.

Figure 5



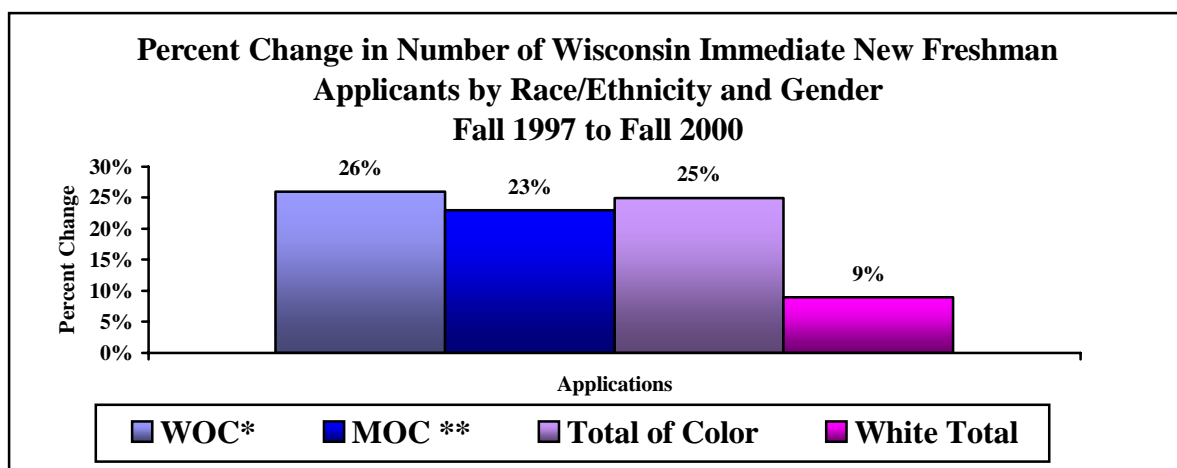
## UW System Applicants, Admits and Enrollment Statistics

### Applicants

One of the goals of *Plan 2008* is to increase the number of Wisconsin high school graduates of color who apply to UW System institutions. Between Fall 1997 and 2000, the number of Wisconsin immediate new freshmen of color applicants increased 25%, from 2,067 to 2,575. White student applicants increased 9% from 24,154 to 26,212 (Figure 6). Applicants increased for all groups, including a 10% increase for African American students from 861 to 944, a 31% increase for Hispanic/Latino students from 452 to 590, a 19% increase for American Indian students from 158 to 188, and a 43% increase for Asian American students from 596 to 853 (See Appendix, Table 1).

Data also indicate a gender gap between men and women applicants for every race/ethnic student group. Women of color (WOC) applicants increased 26% from 1,166 to 1,468, while men of color (MOC) applicants increased 23% from 901 to 1,107 (Figure 6). Within some subgroups, the rate of increase for women is more than ten-fold that of men (e.g., American Indians). For example, between 1997 and 2000, applications from American Indian women applicants increased from 81 to 114; a 41% increase compared to American Indian male applicants who fell 4%, from 77 to 74 during the same period (See Appendix, Table 1). Currently, the reasons for gender differences in applicant rates are not fully understood and need to be studied further. Also, because base numbers for some groups are so small, percentage changes may be misleading.

Figure 6



\*WOC = Women of Color.

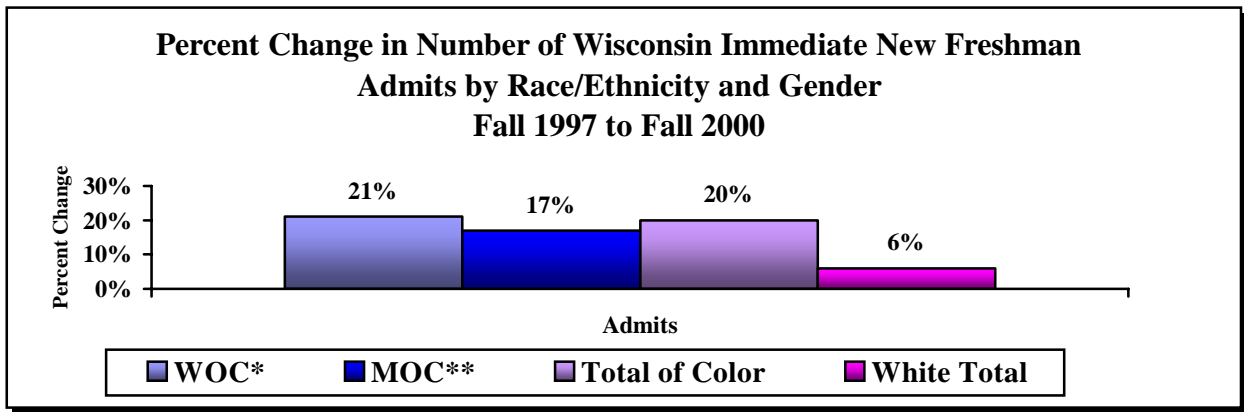
\*\*MOC = Men of Color.

Source: ORB, *Access to the UW System for Wisconsin High School Graduates*, Vol. 00, No. 2, October 2000 (updated).

### Admits

Between Fall 1997 and Fall 2000, Wisconsin immediate new freshmen of color admits increased 20%, from 1,776 to 2,125 (Figure 7). Women of color admits increased 21%; men of color admits increased 17%. African American admits increased 6%, from 677 to 716; Hispanic/Latinos, 19%, from 414 to 494; American Indians, 10%, from 142 to 156; and Asian American 40%, from 543 to 759 (See Appendix, Table 2).

**Figure 7**



\*WOC - Women of Color.

\*\*MOC - Men of Color.

Source: ORB, Access to the UW System for Wisconsin High School Graduates, Vol. 00, No. 2, October 2000

Breakouts by gender show a greater percentage increase in women admits than men for every race/ethnic group, except for Hispanic/Latinos. Women of color admits increased 21%, while men of color admits increased 17% (Figure 7). Hispanic/Latino female admits increased 17%, from 236 to 275 during the same time period while Hispanic/Latino male admits increased 23%, from 178 to 219 during the same period. Differences by gender are especially notable for American Indians, where women had a 37% increase from 71 to 97, while men decreased 17% from 71 to 59. African American women admits increased 8%, from 427 to 463, while African American men admits increased 1%, from 250 to 253. This gender gap is also present among Asian students where Asian women admits increased 42%, from 269 to 382, and Asian men increased 38%, from 274 to 377 (See Appendix, Table 2). Again, small absolute base numbers can create misleadingly large percentage changes.

### Admission and Yield Rates by Race/Ethnicity and Gender

#### Admission Rates

Wisconsin immediate new freshmen of color are admitted at lower rates than white students, although both groups have admission rates above 90% (Table 1).

**Table 1**

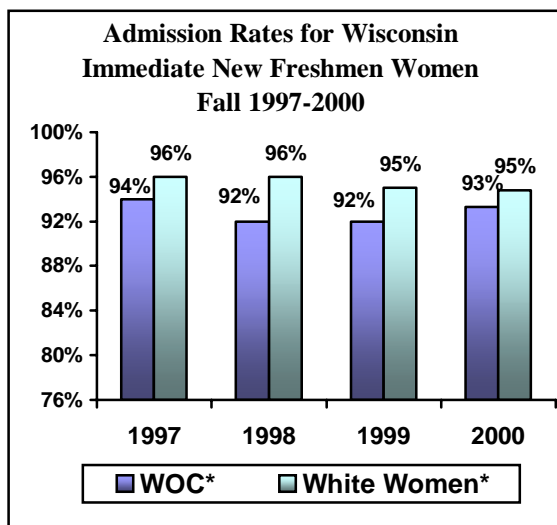
Fall	Students of Color	White Students
1997	93.3%	95.2%
1998	90.8%	94.6%
1999	91.4%	94.5%
2000	92.2%	94.0%

\*Admission rates are the proportion of applicants with complete applications who were admitted.

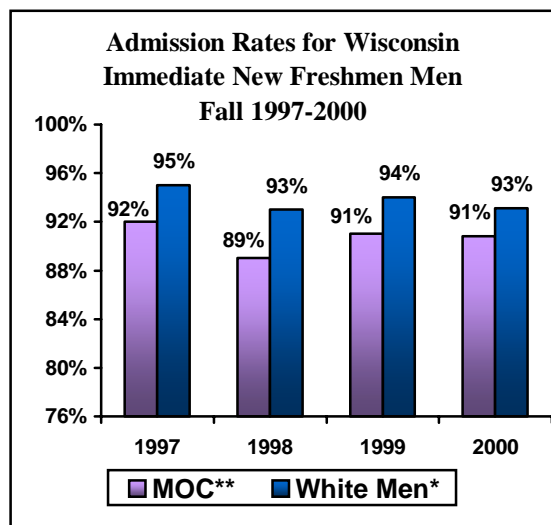
Source: ORB, Access to the UW System for Wisconsin High School Graduates, Vol. 00, No. 2, October 2000

Between 1997 and 2000, admission rates for Wisconsin immediate new freshmen applicants of color varied by gender. In Fall 2000, 93% of women of color applicants were admitted; 91% of men of color applicants were admitted. During this same time period, admission rates for white women remained stable at approximately 95% and for white men, approximately 93% (Figures 8 & 9).

**Figure 8**



**Figure 9**



\*WOC - Women of Color.

\*\*MOC - Men of Color.

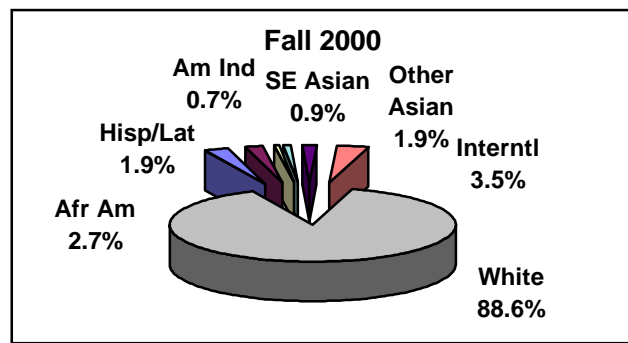
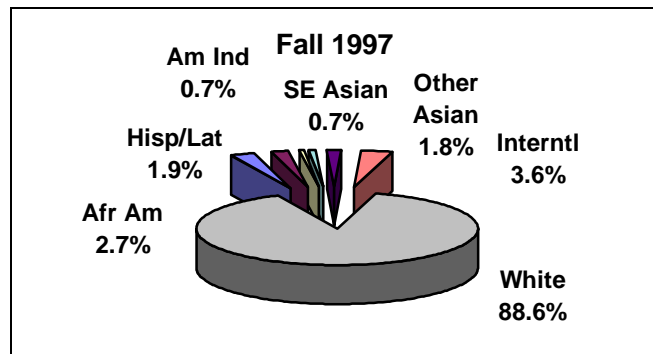
Source: ORB, Access to the UW System for Wisconsin High School Graduates, Vol. 00, No. 2, October 2000.

### Total Enrollment by Race/Ethnicity

Between Fall 1997 and Fall 2000, the total number of students of color increased 6.9% from 11,630 to 12,435, or 7.9% of total enrollment. By comparison, the total number of white students increased by 4%, from 133,482 to 139,055. Students of color in the UW System as a percent of total have remained relatively unchanged (Figure 10).

**Figure 10**

### UW System Total Enrollment By Race/Ethnicity, Fall 1997 and Fall 2000



Source: UW System Office of Policy Analysis and Research.

## **Total Enrollment by Level and Race/Ethnicity**

Between Fall 1997 and Fall 2000, student of color enrollment at Masters, Ph.D and professional levels declined while Ph.D of color enrollment increased marginally (Table 2). Variations in declines and increases occurred within specific race/ethnic groups. African American student enrollment declined by 4.1% (390 to 374) at the Masters level and by 28.3% (113 to 81) at the professional level. Enrollment of American Indian students decreased 37.9%, from 29 to 18 at the Doctoral level and 9.5% from 41 to 33 at the professional level. Hispanic professional student enrollment decreased 17.3% (104 to 86). Enrollment of non-targeted Asian Americans decreased 19.2% (229 to 185) at the Masters level and 8.8% percent (160 to 146) at the Doctoral level. Increases occurred among Southeast Asian Ph.D students enrollment--up 143.8% (16 to 39) and among Southeast Asian professional students--up 200% (4 to 12).

Despite the overall declines at the Master and professional student levels, undergraduate student of color enrollment increased 9% (9,757 to 10,614). African American undergraduates increased 8% (3,369 to 3,638), American Indians increased 4.5% (864 to 903), Hispanic/Latino enrollment increased 9.4% (2,346 to 2,566), and Southeast Asians increased 32.9% (1,011 to 1,344). (For details on institutional enrollments, see Appendix Table 20).

**Table 2**

**UW System Total Enrollment by Level and Race/Ethnicity  
Fall 1997 and Fall 2000**

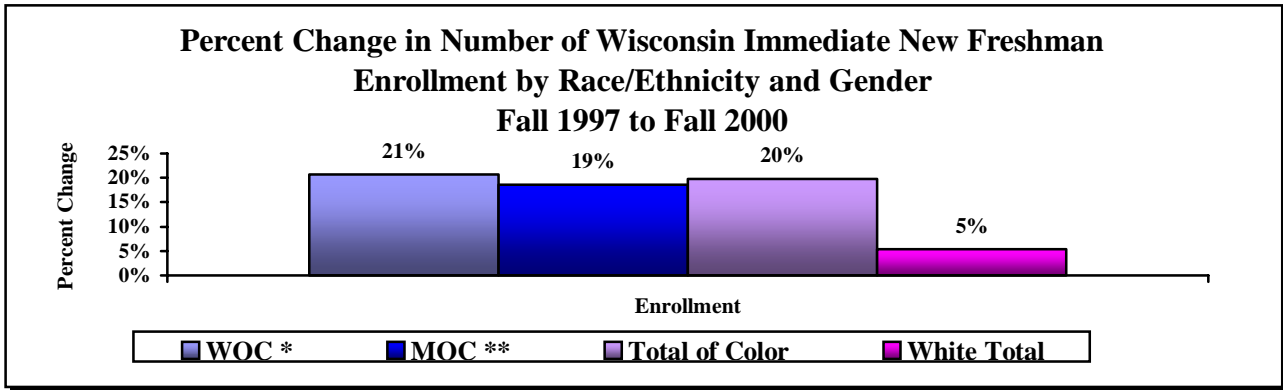
		1997	2000		1997	2000		1997	2000		1997	2000		1997	2000	
		U-grad	U-grad	% Change	Master Grad	Master Grad	% Change	PhD	PhD	% Change	Prof	Prof	% Change	Total	Total	% Change
<b>Afr. Amer.</b>	<b>#</b>	3,369	3,638	8.0%	390	374	-4.1%	132	139	5.3%	113	81	-28.3%	4,004	4,232	5.7%
	<b>% of Level</b>	3%	3%		3%	3%		2%	2%		6%	3%		3%	3%	
<b>Amer. Ind.</b>	<b>#</b>	864	903	4.5%	84	87	3.6%	29	18	-37.9%	41	33	-19.5%	1,018	1,041	2.3%
	<b>% of Level</b>	1%	1%		1%	1%		0%	0%		2%	1%		1%	1%	
<b>Hisp./Lat.</b>	<b>#</b>	2,346	2,566	9.4%	239	237	-0.8%	167	169	1.2%	104	86	-17.3%	2,856	3,058	7.1%
	<b>% of Level</b>	2%	2%		2%	2%		3%	3%		5%	4%		2%	2%	
<b>SE Asian</b>	<b>#</b>	1,011	1,344	32.9%	64	72	12.5%	16	39	143.8%	4	12	200.0%	1,095	1,467	34.0%
	<b>% of Level</b>	1%	1%		0%	1%		0%	1%		0%	1%		1%	1%	
<b>Other Asian</b>	<b>#</b>	2,167	2,163	-0.2%	229	185	-19.2%	160	146	-8.8%	101	143	41.6%	2,657	2,637	-0.8%
	<b>% of Level</b>	2%	2%		2%	1%		3%	3%		5%	6%		2%	2%	
<b>Subtotal</b>	<b>#</b>	9,757	10,614	8.8%	1,006	955	-5.1%	504	511	1.4%	363	355	-2.2%	11,630	12,435	6.9%
	<b>% of Level</b>	8%	8%		7%	7%		9%	9%		19%	15%		8%	8%	
<b>White/Un.</b>	<b>#</b>	116,666	122,818	5.3%	11,475	10,810	-5.8%	3,833	3,451	-10.0%	1,508	1,976	31.0%	133,482	139,055	4.2%
	<b>% of Level</b>	90%	90%		84%	83%		65%	62%		79%	83%		89%	89%	
<b>Internt'l</b>	<b>#</b>	2,684	2,570	-4.2%	1,196	1,226	2.5%	1,550	1,641	5.9%	32	49	53.1%	5,462	5,486	0.4%
	<b>% of Level</b>	2%	2%		9%	9%		26%	29%		2%	2%		4%	3%	
<b>Grand Total</b>	<b>#</b>	129,107	136,002	5.3%	13,677	12,991	-5.0%	5,887	5,603	-4.8%	1,903	2,380	25.1%	150,574	156,976	4.3%
		100%	100%		100%	100%		100%	100%		100%	100%		100%	100%	

**New Freshman Enrollment**

Between 1997 and 2000, enrollment of Wisconsin immediate new freshmen of color increased 20%, from 1,311 to 1,570 (Figure 11). Enrollment for every race/ethnic group increased, e.g., 7% for African Americans, from 467 to 501, 17% for Hispanic/ Latinos, from 322 to 378, 10% for American Indians from 116 to 128, and 39% for Asian Americans, from 406 to 563 (See Appendix, Table 3).\*

\*The Multicultural/Disadvantaged Student Annual Report shows a slightly different population of undergraduates that includes new freshman, new specials, and new transfers.

**Figure 11**



\*WOC = Women of Color.

\*\* MOC = Men of Color.

Source: ORB, Access to the UW System for Wisconsin High School Graduates, Vol. 00, No. 2, October 2000.

As in the earlier application and admission data, a modest gender gap exists in enrollment of immediate new freshmen of color. Enrollment of immediate new freshmen women of color increased 21%, from 720 to 869, compared to an enrollment increase of 19% for immediate new freshman men of color, from 591 to 701 (Figure 11). The rate of increase for Hispanic/Latino women was 15%, from 140 to 169; American Indian women was 35%, from 58 to 78; and Asian women was 40%, from 192 to 269. This tracks a similar trend for white enrollees. Hispanic men increased from 140 to 169 or 21%; Asian men increased from 214 to 294 or 37%, and American Indian men had a negative percentage change in enrollment during the same three-year period (14%) from 58 to 50. African American men and women had relatively low percentage increases in enrollment at 5%, from 179 to 188 and 9%, from 288 to 313, respectively for the same three-year period (See Appendix, Table 3).

### Yield Rates

Wisconsin immediate new freshmen admits of color enroll at lower rates than white admits. In Fall 2000, 74% of admits of color enrolled in the UW System; 79% of white admitted students enrolled (Table 3).

**Table 3**

Fall	Students of Color	White
1997	73.8%	79.9%
1998	76.4%	80.3%
1999	73.0%	79.6%
2000	73.9%	79.2%

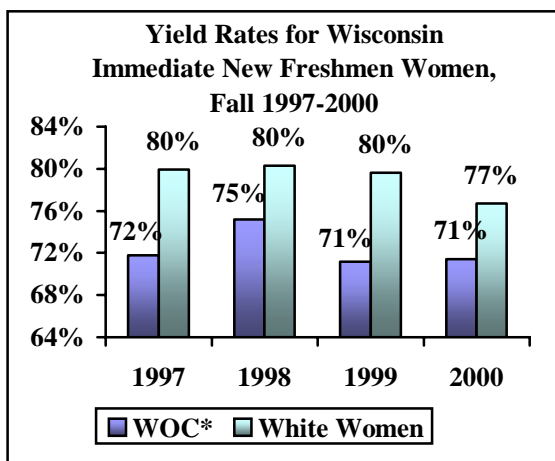
Source: ORB, Access to the UW System for Wisconsin High School Graduates, Vol. 00, No. 2, October 2000.

\*Yield rates are the proportion of Wisconsin high school graduates who were admitted and enrolled the following fall.

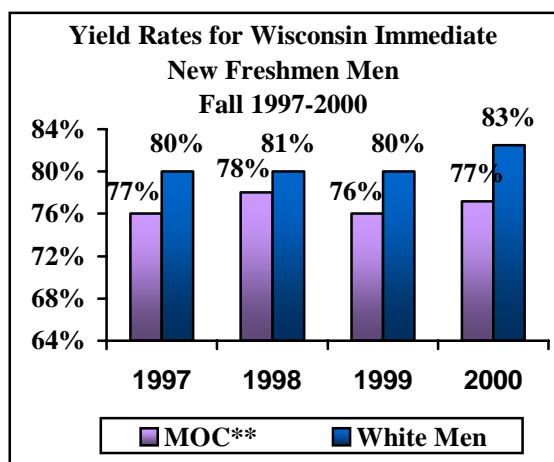
Students of color may enroll at lower rates for several reasons: financial aid is insufficient; students perceive a negative climate on the campuses; students choose to attend a vocational or private college or an historically Black or Hispanic college, or a Tribal college; or enter the workforce. The yield rate gap between students of color and white students needs further study.

While overall student of color yield rates are lower than that of white students, rates vary by gender as well. In Fall 2000, 77% of white female admits and 83% of white male admits enrolled. During the same period, 71% of women of color admits and 77% of men of color admits enrolled. Overall, men of color tend to enroll at higher rates than do women of color (Figures 12 and 13).

**Figure 12**



**Figure 13**



\*WOC = Women of Color.

\*\* MOC = Men of Color

Source: ORB: Access to the UW System. Volume 00, No. 2. October, 2000 (updated).

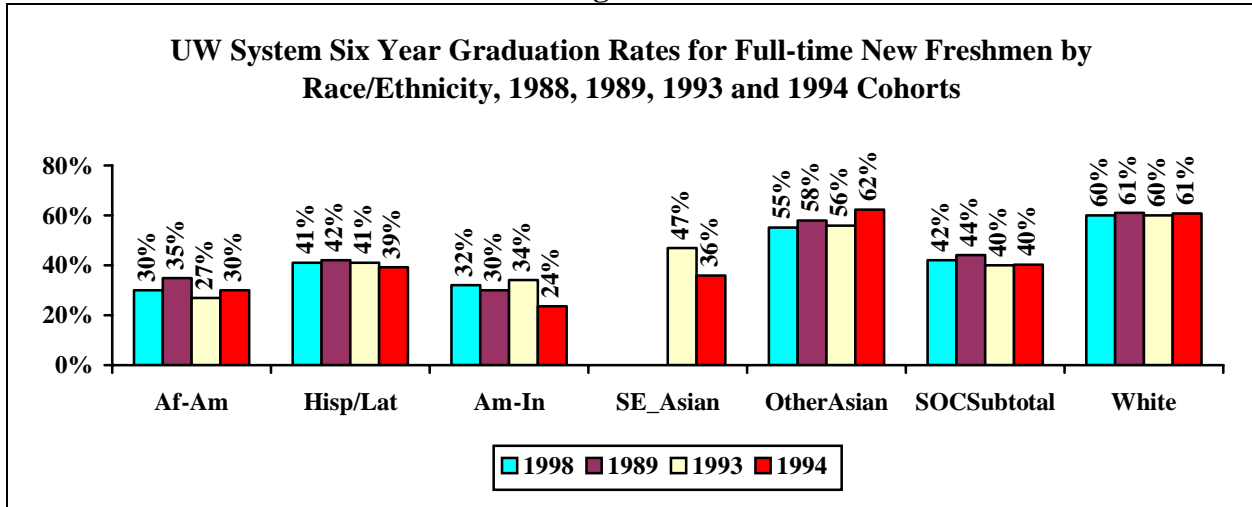
### Graduation Rates by Race/Ethnicity

Figure 14 shows six-year graduation rates for full-time new freshmen for the 1988, 1989, 1993 and 1994 cohorts, who entered under the *Design for Diversity* plan. Graduation rates are based on the number of full-time new freshman in a selected year that graduate within six years. Six-year graduation rates under *Plan 2008* will not be available until 2005. For the 1994 cohort, 40% of new freshmen of color graduated within six years compared to 61% of white/other new freshmen for the same period.

Between 1988 and 1994, while under *Design for Diversity*, six-year graduation rates for African American students remained unchanged, Hispanic/Latino rates declined two percentage points, American Indian graduation rates declined eight percentage points, and rates for Other Asians increased seven percentage points. Southeast Asian rates fell eleven points. Data for Southeast Asians were only available for the 1993 and 1994 cohorts (UW System did not collect Southeast Asian data before 1993).\*

\*For information on retention rates, see the UW System Multicultural/Disadvantaged Student Annual Report, April 2001.

Figure 14



Source: ORB: New Freshmen Outcomes: Retention and Graduation. Volume 00, No. 1, June 2000. Data 1994

### Graduation Rates by High School Quartile and Race/Ethnicity

Whites and Other Asians in the first (top) and 2<sup>nd</sup> quartiles graduate at higher rates than students of color (Table 4). Among 3<sup>rd</sup> quartile students, Southeast Asians and Whites have the highest graduation rate. However, in general, a higher percentage of students of color than white students are retained to the 7<sup>th</sup> year, independent of high school quartile, suggesting students of color take longer to graduate. Interestingly, 6-year graduation rates and 7<sup>th</sup> year retention rates for African Americans, Hispanic/Latinos, and American Indians in the 4<sup>th</sup> (bottom) quartile are higher than that for Whites and All Asians.

**Table 4**  
**University of Wisconsin System 6<sup>th</sup> Year Graduation Rates and 7<sup>th</sup> Year Retention Rates**  
**Full-Time New Freshman Cohort 1994**  
**Graduated or Retained at Any UW Institution**

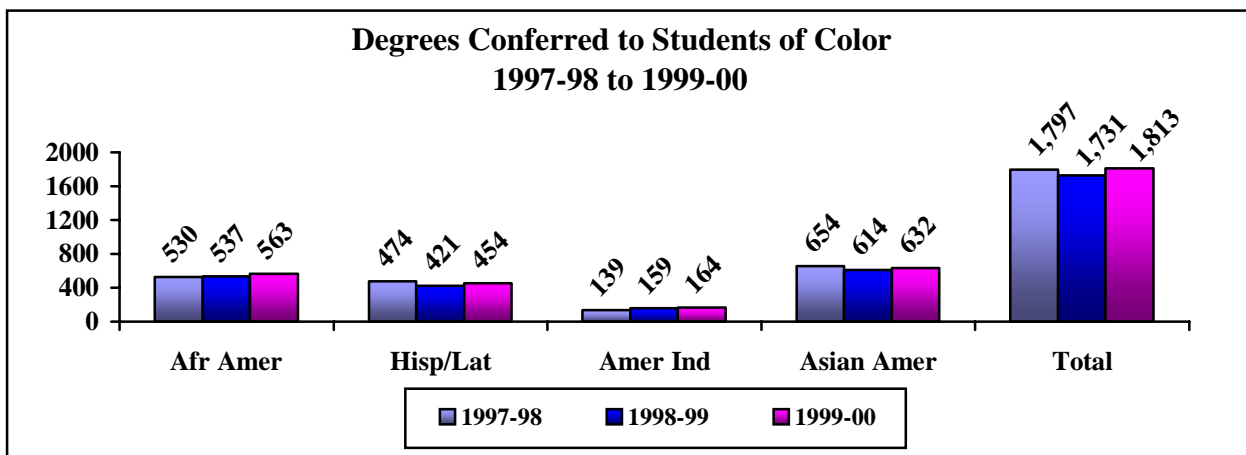
	African Americans	Hispanic Americans	American Indians	SE Asian Americans	Other Asian Americans	Total Students of Color	Whites	Subtotal Students of Color and Whites	International Students	Grand Total
<b>First Quartile</b>										
<b>Cohort Size</b>	92	112	39	69	198	510	8768	9278	48	9326
<b>Six Year Graduation</b>	41.3%	55.3%	30.7%	47.8%	74.2%	57.2%	73.9%	73.0%	68.7%	73.0%
<b>Retained to 7th Year</b>	7.6%	4.4%	15.3%	7.2%	3.0%	5.6%	4.1%	4.2%	0.0%	4.1%
<b>Second Quartile</b>										
<b>Cohort Size</b>	133	109	50	60	66	418	5801	6219	1	6220
<b>Six Year Graduation</b>	33.0%	40.3%	24.0%	26.6%	54.5%	36.3%	51.9%	50.9%	0.0%	50.8%
<b>Retained to 7th Year</b>	12.7%	15.5%	10.0%	6.6%	3.0%	10.7%	6.6%	9.3%	0.0%	6.9%
<b>Third Quartile</b>										
<b>Cohort Size</b>	97	77	24	12	32	242	1634	1876	1	1877
<b>Six Year Graduation</b>	20.6%	22.0%	12.5%	25.0%	21.8%	20.6%	31.9%	30.4%	0.0%	30.5%
<b>Retained to 7th Year</b>	11.3%	11.6%	16.6%	25.0%	9.3%	12.3%	9.2%	9.6%	0.0%	9.6%
<b>Fourth Quartile</b>										
<b>Cohort Size</b>	32	14	7	3	4	60	225	285	1	286
<b>Six Year Graduation</b>	15.6%	21.4%	14.2%	0.00%	0.0%	15.0%	12.8%	13.3%	0.0%	13.2%
<b>Retained to 7th Year</b>	21.8%	28.5%	14.2%	0.0%	25.0%	21.6%	9.70%	12.2%	0.0%	12.2%
<b>Not Ranked</b>										
<b>Cohort Size</b>	45	31	18	4	38	136	869	1005	163	1168
<b>Six Year Graduation</b>	28.8%	29.0%	25.0%	0.0%	55.2%	35.8%	55.3%	52.5%	47.8%	52.0%
<b>Retained to 7th Year</b>	0.0%	0.0%	12.5%	0.0%	5.2%	2.9%	4.4%	4.2%	3.0%	4.1%
<b>Total</b>										
<b>Cohort Size</b>	399	343	136	148	338	1364	17297	18661	214	18875
<b>Six Year Graduation</b>	30.0%	39.3%	23.5%	35.8%	62.4%	40.3%	60.8%	59.3%	52.3%	59.3%
<b>Retained to 7th Year</b>	10.5%	10.2%	13.2%	8.1%	4.1%	8.8%	5.5%	5.7%	2.3%	5.7%

Source: Office of Policy Analysis and Research.

## Degrees Conferred

Data shown below (Figure 15), represent degrees conferred to students who entered under the *Design for Diversity* plan. Degrees conferred are based on the degrees awarded to any student in a selected year. Between 1997-98 and 1999-00, the total number of degrees conferred to students of color increased 0.9% from 1,797 to 1,813. Degrees conferred to African Americans increased by 6%, from 530 to 563, Hispanic/Latinos decreased 4% from 474 to 454, American Indians increased 18% from 139 to 164, and Asian American decreased 3% from 654 to 632 (Table 5). Degrees include associate, bachelors, masters, doctoral, and advanced professional. Because base numbers for some groups are so small, percentage changes may be misleading.

Figure 15



Source: Office of Policy Analysis and Research, Informational Memorandum: Degrees Conferred: 1999-00 (Updated).

## Degrees by Level and Race/Ethnicity

Between 1997-98 and 1999-00, the number of Associate degrees earned by students of color increased 20.7 % from 29 to 35; Bachelors degrees earned by students of color declined by 1.1% from 1,256 to 1,242; Masters degrees earned by students of color increased 10.2% from 343 to 378; Doctoral degrees earned by students of color increased 3.6% from 55 to 57; Advanced professional degrees earned by students of color decreased 11.4% from 114 to 101 (Table 5).

**Table 5**  
**Degrees Conferred by Race/Ethnicity and Degree Level: 1997-98, 1999-00**

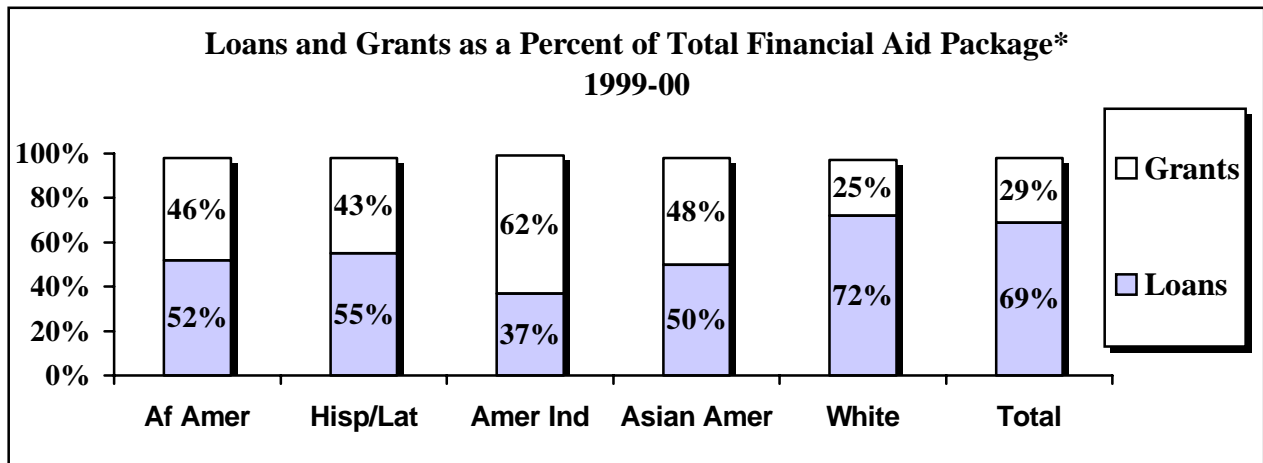
ASSOCIATES	1997-98		1999-00		% Change
	Number	Percent	Number	Percent	1997-98/ 1999-00
African American	4	0.5%	6	0.6%	50.0%
Hispanic/Latino	8	1.0%	13	1.3%	62.5%
American Indian	7	0.9%	5	0.5%	-28.6%
Asian American	10	1.3%	11	1.1%	10.0%
Subtotal	29	3.7%	35	3.4%	20.7%
International	8	1.0%	13	1.3%	62.5%
White/Other	753	95.3%	981	95.3%	30.3%
<b>Total</b>	<b>790</b>	<b>100.0%</b>	<b>1,029</b>	<b>100.0%</b>	<b>30.3%</b>
<b>BACHELORS</b>					
African American	360	1.8%	361	1.8%	0.3%
Hispanic/Latino	317	1.6%	302	1.5%	-4.7%
American Indian	98	0.5%	115	0.6%	17.3%
Asian American	481	2.4%	464	2.3%	-3.5%
Subtotal	1,256	6.4%	1,242	6.2%	-1.1%
International	527	2.7%	487	2.4%	-7.6%
White/Other	17,851	90.9%	18,272	91.4%	2.4%
<b>Total</b>	<b>19,634</b>	<b>100.0%</b>	<b>20,001</b>	<b>100.0%</b>	<b>1.9%</b>
<b>MASTERS</b>					
African American	113	2.4%	153	3.3%	35.4%
Hispanic/Latino	96	2.0%	94	2.0%	-2.1%
American Indian	22	0.5%	24	0.5%	9.1%
Asian American	112	2.4%	107	2.3%	-4.5%
Subtotal	343	7.3%	378	8.1%	10.2%
International	654	13.9%	609	13.0%	-6.9%
White/Other	3,703	78.8%	3,692	78.9%	-0.3%
<b>Total</b>	<b>4,700</b>	<b>100.0%</b>	<b>4,679</b>	<b>100.0%</b>	<b>-0.4%</b>
<b>DOCTORAL</b>					
African American	12	1.4%	11	1.4%	-8.3%
Hispanic/Latino	18	2.1%	21	2.6%	16.7%
American Indian	3	0.3%	6	0.7%	100.0%
Asian American	22	2.6%	19	2.4%	-13.6%
Subtotal	55	6.4%	57	7.1%	3.6%
International	247	28.8%	225	27.9%	-8.9%
White/Other	557	64.8%	525	65.1%	-5.7%
<b>Total</b>	<b>859</b>	<b>100.0%</b>	<b>807</b>	<b>100.0%</b>	<b>-6.1%</b>
<b>ADV. PROFESSIONAL</b>					
African American	41	7.4%	32	6.3%	-22.0%
Hispanic/Latino	35	6.3%	24	4.7%	-31.4%
American Indian	9	1.6%	14	2.7%	55.6%
Asian American	29	5.2%	31	6.1%	6.9%
Subtotal	114	20.6%	101	19.8%	-11.4%
International	14	2.5%	17	3.3%	21.4%
White/Other	426	76.9%	392	76.9%	-8.0%
<b>Total</b>	<b>554</b>	<b>100.0%</b>	<b>510</b>	<b>100.0%</b>	<b>-7.9%</b>
<b>GRAND TOTALS</b>					
African American	530	2.0%	563	2.1%	6.2%
Hispanic/Latino	474	1.8%	454	1.7%	-4.2%
American Indian	139	0.5%	164	0.6%	18.0%
Asian American	654	2.5%	632	2.3%	-3.4%
Subtotal	1,797	6.8%	1,813	6.7%	0.9%
International	1,450	5.5%	1,351	5.0%	-6.8%
White/Other	23,290	87.8%	23,862	88.3%	2.5%
<b>Total</b>	<b>26,537</b>	<b>100.0%</b>	<b>27,026</b>	<b>100.0%</b>	<b>1.8%</b>

Source: Multicultural/Disadvantaged Annual Report, April 2001

## Financial Aid

Among students of color, grants make up 43% to 62% of aid dollars, compared to white students at 25% (Figure 16). Students of color tend to come from lower income families and are therefore eligible for larger need-based grants than most white students.

Figure 16



Source: UW System Office Policy Analysis and Research.

\* Work aid comprised the remaining percentage of financial aid.

## Income by Race/Ethnicity

U.S. Census data show wide income disparities for people of color in the United States. Based on a 1998 estimate from the U.S. Census, the median income for African American households were \$25,351, 35% lower than the national median. Hispanic households earned \$28,330 or 28% lower than the national median. In contrast, white households earned \$40,912 or 5% above the national median (Table 6). In addition, nearly one-half of the working African American population in Wisconsin held poverty level wage jobs. This compares to about 30% of white workers in Wisconsin.<sup>7</sup>

<sup>7</sup> Barely Getting By: Wisconsin's Working Poor. Center for Wisconsin Strategy Institute for Wisconsin Future, and Wisconsin Council on Children and Families, July 2000.

**Table 6**  
**U.S. Median Income of Households by Race/Ethnicity**  
**1998**

	National Median Income	Percent Difference from U.S. Median Income	Dollar Difference from U.S. Median Income
White	\$40,912	+5%	+ \$2,027
African American	\$25,351	-35%	-\$13,534
Hispanic (a)	\$28,330	-28%	-\$10,555
U.S. Median (b)	\$38,885	-0-	-0-

*Source: U.S. Census Bureau, Historical Income Tables-Households.*

*(a) Persons of Hispanic origin may be of any race.*

*(b) Includes other races not shown separately.*

### **Parental Income**

In 1999, the median range of parental income for Wisconsin ACT test takers for African-Americans was \$24,000 to \$30,000, for American Indians was \$36,000 to \$42,000, for Hispanic/Latino was \$36,000-\$42,000, and for Asian-American was \$30,000 to \$36,000.<sup>8</sup> White students report a higher range of parental income, between \$50,000 to \$60,000. The gap in parental income of white students and students of color impacts the amount of support parents of color can contribute towards their children's higher education. Studies have shown that students of color rate financial aid as very important when considering their college future.

### **Recruitment Program Funding**

Fund 402 appropriation is dedicated to multicultural and disadvantaged programs in the UW System.<sup>9</sup> In 1999-00, 17% of Fund 402 was expended on institutional recruitment activities. In addition, in the 1999-01 biennium, UW institutions each received an additional \$22,000 to improve recruitment efforts for students of color. Also, all 15 institutions have established performance measures to assess the effectiveness of their student of color recruitment activities. The most common measures used by institutions include the number of student of color contacts, participation in recruitment programs, and retention rates for students of color. Individual contact is the most effective means of recruitment. Additionally, each institution has a distinct way of measuring student of color recruitment success in meeting *Plan 2008* goals. However, not all have implemented consistent measures that allow cross-institutional comparisons. A standard measure of assessing recruitment success will be adopted. Monitoring the number of applications and applicants might be one such consistent measure.

### **Faculty, Academic Staff, and Classified Staff**

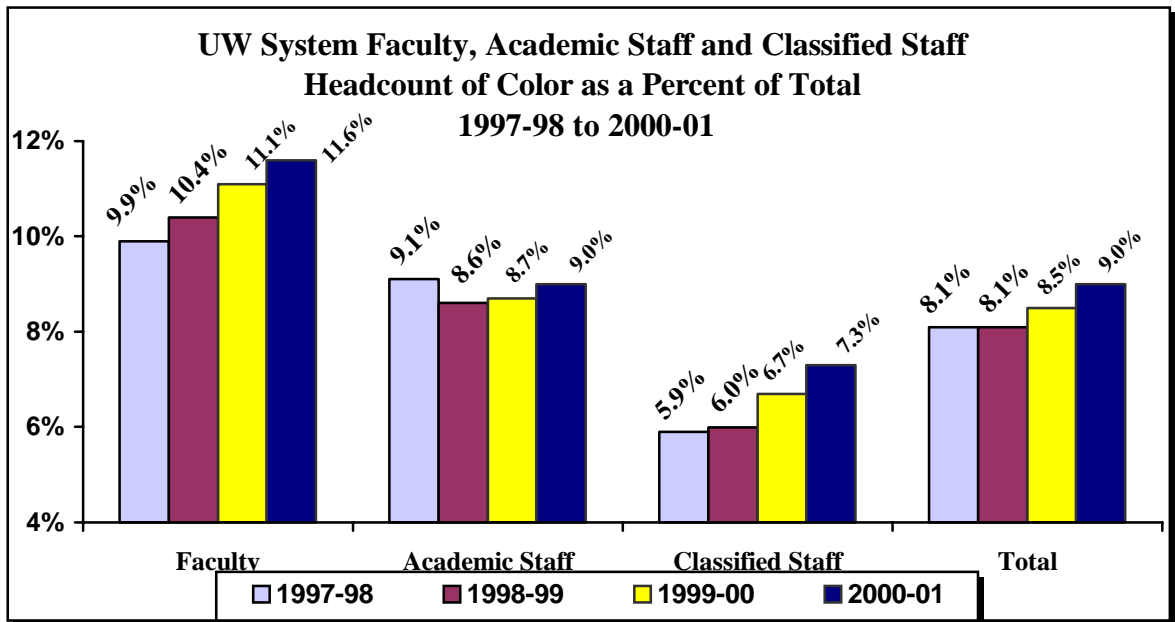
Between 1997-98 and 2000-01, the total number of staff of color increased 363 from 2,090 to 2,453 or 17%. Staff of color comprises 9.0% of total UW System staff (Figure 17). Staff includes faculty, academic staff, and classified staff. As a percent of the total, faculty of color

<sup>8</sup> *ACT 1999-2000 High School Graduates. Prepared by UW System Market Research, July 2001.*

<sup>9</sup> *For additional information on multicultural/disadvantaged expenditures, see the UW System Multicultural/Disadvantaged Student Annual Report, April 2001.*

increased from 9.9% to 11.6% (622 to 718). Academic staff of color fell slightly from 9.1% to 9.0% of total academic staff, actual total numbers increased from 909 to 1,020. Classified staff of color increased from 5.9% to 7.3% of total classified staff (559 to 715). Total staff, including whites, increased 1,111 or 5%. (For institutional detail, see Appendices Tables 10-17.)

**Figure 17**

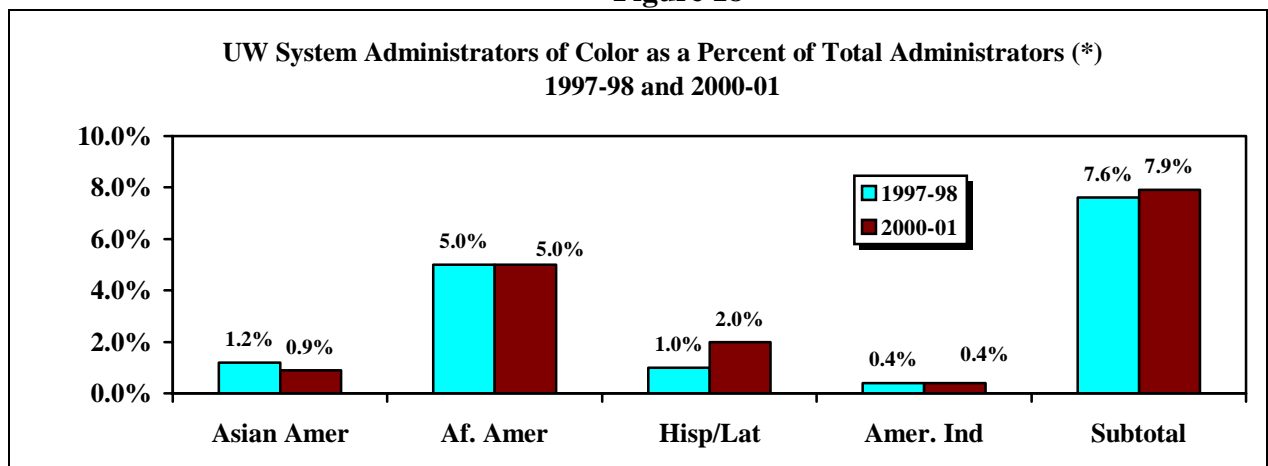


Source: UW System Office of Human Resources, HRIS October Payroll database.

### Administrators of Color

As a percent of total, administrators of color in UW System increased 7.6% (81) to 7.9% in (91) between 1997 and 2000. The greatest increase occurred amongst Hispanic/Latinos from 1% (11) to 2% (21). Asian Americans declined 23%, from 1.2% (13) to 0.9% (10). As a percent of total, African Americans remained unchanged, at 5.0%, although, the actual numbers increased from 53 to 56. American Indians remained relatively unchanged (Figure 18). (For institutional detail on administrators, see Appendix Table 19.)

**Figure 18**



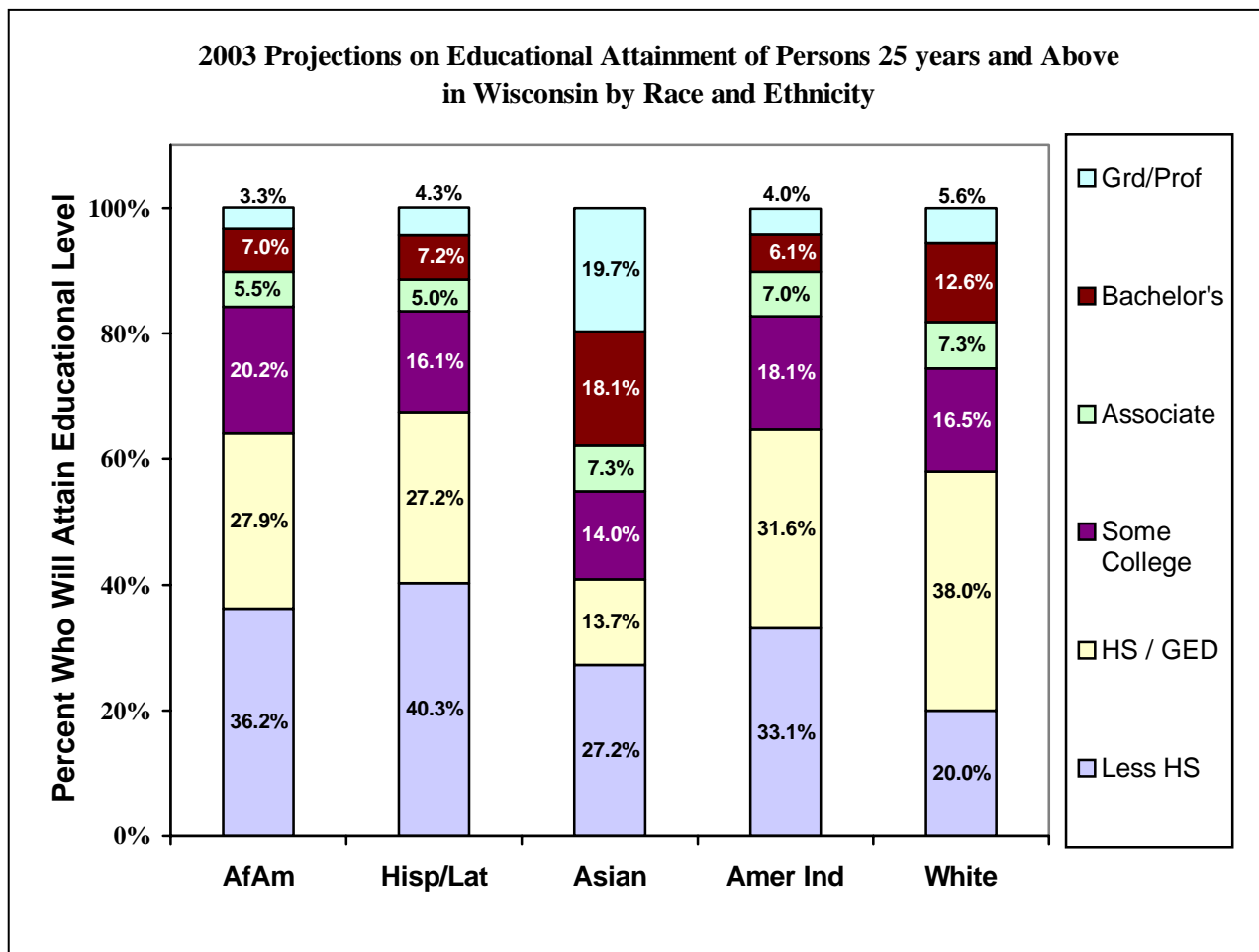
(\*) Unclassified staff with limited appointments include Chancellors, Vice Chancellors, Deans, Directors and other senior level administrative positions.

## Adults of Color

As the UW System strives to meet Wisconsin's and the nation's workforce needs, renewed efforts to reach adults of color must be made. Projections show that Wisconsin residents of color over age 25 have not attained the same educational levels as whites (Figure 19). Large numbers of adults of color have not completed a high school degree, still fewer complete some college. New opportunities for adult of color precollege programs are evident. The 2003 projections indicate 27% to 40% of Wisconsin adults of color over the age of 25 will have less than a high school diploma. The equivalent rate for white adults is 20%.

Only between 14% and 20% of adults of color have completed some college courses indicating a need for post high school precollege programs. For those adults seeking a bachelor's degree, 7% of African Americans, 7% of Hispanic/Latinos, 6% of American Indians, and 18% of Asians will have earned a bachelor's degree in the Year 2003; compared to 13% for white adults. The adult of color constituency provides new opportunities for UW System to provide needed educational services.

**Figure 19**

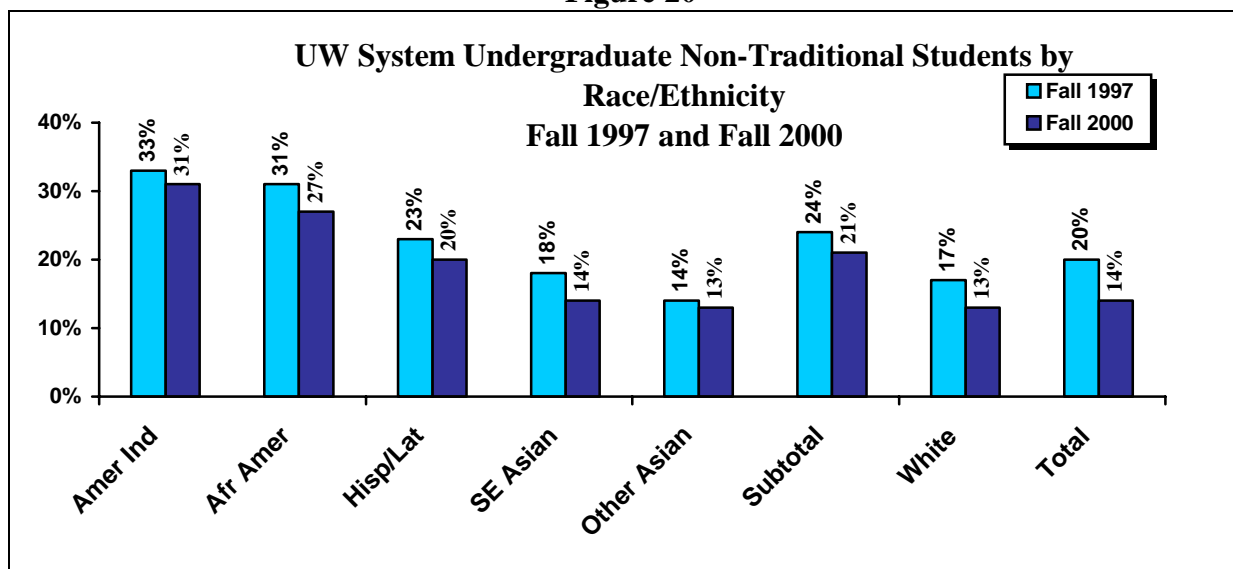


Source: Claritas, Inc., San Diego, California, July 2000.

## Non-Traditional Students of Color

Except for Other Asians, undergraduate students of color are older than white undergraduates. The percentage of undergraduates of color of non-traditional age (25 years and older) has dropped slightly between Fall 1997 and Fall 2000. It is important to note, in Fall 2000, 21% of undergraduates of color and 13% of white undergraduates were non-traditional. Wider disparities appear within specific race/ethnic groups. African American and American Indian undergraduates are generally older; 27% and 31% are older than 25 years. Twenty percent of Hispanic undergraduates are older than 25 years. Southeast Asian undergraduates are closest in age to white undergraduates (Figure 20). The difference in ages between student of color and white undergraduates indicates that students of color postpone higher education after high school graduation for a variety of reasons and suggests a clear need for adult of color outreach. (For detail on institutional level non-traditional undergraduates, see Appendix Table 18.)

Figure 20



## Summary

Precollege participation, undergraduate enrollment, new freshmen applications, admissions, and enrollment have increased. Other areas, such as graduation rates and enrollments at the post-baccalaureate level, will require a longer period before conclusive results can be seen.

Changing demographics in populations of color, specifically the adult segment, offer new opportunities to provide higher education to meet the needs of all citizens of Wisconsin. The population of people of color is projected to increase from 9.9% to 16.9% of the state's population by the year 2025. At present, adults of color age 24 years and older represent nearly a quarter million adults in Wisconsin. The older undergraduate is already seen in UW System enrollment numbers. UW System undergraduates of color tend to be older than white undergraduates.

A steady increase in precollege student participation in UW System institutions is expected to continue as institutions further develop these programs. The Multicultural Center for

Educational Excellence received funding from Ameritech to create the web-based precollege outreach program "LYFE." The UW System Office of Multicultural Affairs received a grant to create the Reach Out Program. UW-Madison's PEOPLE program, UW-Milwaukee's general precollege programs, and the GEAR-UP precollege programs at UW-Milwaukee and UW-Eau Claire will, all, reach more students each year.

Data show a gender gap, suggesting the need for new approaches to the recruitment of men of color. Women of color are outpacing men of color in applications and admissions. Despite advances made by women of color, the service rate for all students of color remains well below that of white students. While 33% of Wisconsin white high school graduates enroll in the UW System, only 22% of Wisconsin high school graduates of color do so. Wider disparities exist among specific race/ethnic groups. Fortunately, all UW institutions have precollege programs that should produce continued improvement in service rates.

Obstacles still remain. The cost of higher education remains a deterrent for some people of color who desire a higher education because people of color are disproportionately represented in the lower income brackets. Financial aid remains a high priority for students of color considering higher education.

## SECTION II

### Overview of Institutional Plans

To implement the UW System Plan 2008, all UW System institutions were required to develop a strategic action plan; their own Institutional Plan 2008. In developing their plans, each institution:

- ◆ identified strategic linkages between the goals of UW System Plan 2008 and their specific institutional mission.
- ◆ prioritized the seven strategic goals of Plan 2008 based on their institutional needs.
- ◆ identified initiatives and strategies they would use to achieve the goals of Plan 2008.
- ◆ set timelines for implementing their plans.
- ◆ identified outcomes of accountability measures.

The goal is to ensure that Plan 2008 is built into the infrastructure of each institution and is tailored to specific local conditions.

A summary of the 15 institutional plans follows.<sup>10</sup> More detailed information may be found in the plan developed by each institution for the first five years of Plan 2008. Shifting priorities, resources, and demographics may influence changes during the second half of Plan 2008. Thus, a midpoint review will be conducted after the first five-year period to identify any midcourse corrections for the next five years.

### Analysis of Institutional Plans

Institutional plans address all seven goals of Plan 2008, including initiatives in precollege, partnerships, recruitment and retention, financial aid, faculty and staff recruitment, and curriculum reform at all 15 institutions in the UW System. Initiatives in leadership/administrative institutes, research support for race and ethnic studies, and teacher preparation are being implemented by nine institutions in the system.

### Precollege

All UW institutions are offering precollege programs, more than half of the institutions are targeting these programs to special populations such as K-12 student populations or adult students.

- ◆ 4 UW institutions focus on preschool/early childhood.
- ◆ 15 UW institutions have K-12 precollege initiatives.
- ◆ 12 UW institutions target adult students.

### Partnerships

Partnerships are forming with community organizations and with public schools to build the educational pipeline.

- ◆ 15 UW institutions partner with community based organizations.
- ◆ 15 UW institutions partner with the public school systems.
- ◆ 12 UW institutions partner with business organizations.

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<sup>10</sup> UW-Extension is included.

### **Student Recruitment and Retention**

- ◆ 15 UW institutions have initiatives targeting recruitment and retention of undergraduate and graduate multicultural and disadvantaged (M/D) students.

### **Financial Aid/Scholarships/Internships**

- ◆ 15 UW institutions are using state, federal and private funds to increase the amount of financial aid and scholarship money available to students of color and disadvantaged students.
- ◆ 7 UW institutions are developing undergraduate and graduate internships.

### **Faculty/Staff Recruitment**

- ◆ 15 UW institutions focus on the recruitment and retention of faculty, staff and administrators of color.
- ◆ 2 UW institutions will create endowed chairs as a part of their Plan 2008.

### **Curriculum Reform and Development**

- ◆ 15 UW institutions are developing a curriculum that fosters institutional environments to enhance learning and a respect for racial and ethnic diversity.

### **Leadership Programs/Institutes/Administrative Internships**

- ◆ 10 UW institutions focus on the development of administrative leadership for faculty and staff of color.

### **Race/Ethnic Studies**

- ◆ 9 UW institutions support race/ethnic studies and research as a part of their Plan 2008. In addition, other UW institutions have initiatives in these areas which are outside of their Plan 2008.

### **Teacher Preparation Initiatives**

- ◆ 9 UW institutions are developing teacher preparation initiatives as a part of their Plan 2008 activities.

### SECTION III

Interim Plan 2008 progress briefs provided by UW System institutions suggest that all UW institutions are actively engaged in implementing their action plans. Below each goal are examples of new initiatives executed under Plan 2008.

#### **Goal #1: Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions.**

All institutions have strategic initiatives to encourage enrollment of students of color and economically disadvantaged students at their campuses. The range and depth of outreach to these targeted student groups varies from institution to institution. A number of institutions are developing comprehensive student recruitment plans that address precollege programs, transition from K-12 to institutions, applications to the institutions, and facilitate interdepartmental collaboration. For example:

- ◆ UW-Stout's Recruitment Plan is a cooperative effort by the Admissions Office and Multicultural Student Services. Staff members of both departments share calendars, information on college fairs and recruitment events, resources and expenses. The two offices collaborate to increase the number of applications for admission from students of color.

Precollege programs are the most effective means of contacting, encouraging and preparing Wisconsin's "children of promise" and returning adults to apply to UW System institutions. All UW institutions recognize the importance of precollege initiatives. Plan 2008 activities include:

- ◆ UW Colleges campuses, under Plan 2008 have expanded the number of precollege programs from three to ten, including:
  - ◆ UW-Richland's precollege partnership with Grand Avenue Middle School in Milwaukee. This partnership grew out of a campus cultural audit conducted by the UW System Office of Multicultural Affairs. This comprehensive program offers both academic skill building and enrichment activities; it consists of a summer residential component at UW-Richland area and an academic year component, which is delivered at Grand Avenue School. Eligible students from schools in the Richland Center area also participate, thus enabling urban students of color to interact with students from a rural setting, to the mutual benefit of both. The program has now expanded to include high school students who have graduated from the middle school program.
  - ◆ UW-Rock County's project AHEAD is a community-based precollege outreach program for adults in the Beloit-Janesville area. The program's mission is to assist Rock County adults in developing and achieving educational goals for themselves and their families. Project AHEAD addresses the educational, health, material and emotional needs of its participants. Services include college preparation and planning assistance, campus visits to provide exposure to the culture of higher education, home visits, assistance with the admissions and financial aid process and referrals to community resources. For the Fall 2000 semester, forty-two Project AHEAD participants were registered at the Rock County campus.

- ◆ UW-Waukesha's College for Bilingual Students helps bilingual high school students improve their English while being introduced to higher education. This three-week program is offered in August and is focused on helping students improve reading, writing and speaking English through content courses.
- ◆ UW-Marathon County's High School Leadership Program teaches sophomores and juniors effective leadership skills that students can employ in their schools and communities. A total of six full-day workshops are held in the service area of Marathon County.
- ◆ UW-Marinette's Full Circle Precollege Program is offered jointly with the College of the Menominee Nation and serves Native American students. The program, which has both a summer and an academic year component, is intended for students in the eighth grade. The academic year component consists of nine meetings that address topics in math, science, writing, native culture and language and preparation for high school and college. The summer camp is held at UW-Marinette and includes a day trip to UW-Green Bay.
- ◆ UW-Eau Claire has received a federal Gear Up grant for \$750,000 over five years to expand precollege instruction to Wisconsin American Indians.
- ◆ UW-Eau Claire precollege camps have enrolled over 45 multicultural students since fall 1991. Of those students, ten have graduated with a college degree; two have transferred; and twenty-three are currently enrolled at UW-Eau Claire as undergraduates.
- ◆ UW-Extension is in the second year of a new precollege program: Menomonee River Valley Learning Lab (MRVLL). MRVLL is a successful partnership between UW-Extension (Continuing Education Extension and Cooperative Extension), UW-Milwaukee, Milwaukee Public Schools (MPS), Milwaukee Private Industry Council, and the Great Lakes Water Institute. The program aims to strengthen math and science skills for 140 MPS middle school students through environmental education using laboratory and fieldwork.
- ◆ UW-Green Bay increased the number of inquiries (3%), applications (4%) and enrollment (5%) of new freshmen students of color; resulting in a 7% increase in the total undergraduate enrollment of students of color.
- ◆ UW-La Crosse has received two grants: \$1.25 million from the Federal Department of Education for the Hmong Teacher Preparation Program in Summer 1999 and an additional \$1.3 million for further expansion in June 2000.
- ◆ UW-La Crosse initiated its second annual Culture Day. Over 750 fourth graders spent the day at UW-La Crosse learning about Native American Culture. This precollege experience ended with a mini pow-wow.

- ◆ UW-La Crosse's College of Science and Allied Health, and Office of Continuing Education have created a "Community Outreach in Science" summer program for students of color and/or for students from a family with financial need. The program is for students who will have finished grades 6, 7, or 8. The goals of the program are to increase the student's academic ability, social skills, and self respect; to motivate the students to continue to take science courses in high school; to introduce students to the university; and to inspire the students to pursue a college education.
- ◆ UW-La Crosse's Office of Multicultural Student Services (OMSS) will host the first all campus pre-college workshop. This workshop will bring precollege coordinators from across the campus and community to compare and contrast programs, address staffing and facility issues and develop a shared database of information on precollege participants.
- ◆ UW-Madison is continuing their highly successful program SOAR (Student Orientation, Advising and Registration). SOAR offers students early information on multi-cultural activities and provides mentoring contacts with UW students of similar backgrounds and interests.
- ◆ UW-Madison has provided permanent funding for a Southeast Asian recruiting position and has funded four new student positions to assist with recruiting; one of these positions has been allotted to the UW-Madison Multicultural Student Center to assist with recruitment efforts.
- ◆ UW-Madison has established a highly successful pipeline known as PEOPLE (Pre-college Enrichment Opportunity Program for Learning Excellence) for highly motivated African American, American Indian, Asian American (with an emphasis on Southeast Asian American), Hispanic/Latino/a American and disadvantaged students who are considering a college education. PEOPLE provides challenging academic year and summer skills development activities to a new cohort of Madison middle school students and inner-city Milwaukee high school students every year, seeing each cohort through rigorous preparation for admission to an undergraduate program at the UW-Madison or any other college or university.
- ◆ UW-Madison Law School continues to stay committed to identifying and recruiting talented students of color. Enrollment of multicultural students has grown steadily in the past ten years. This fact is particularly noteworthy given the national trend shows a decline in enrollment to graduate and professional schools.
- ◆ UW-Milwaukee offered two sessions in 2000-01 to bring Middle School and High School students to the School of Architecture and Urban Planning (SARUP) on a visit. The program targets students interested in pursuing careers in Architecture and Urban Planning. SARUP sponsored a Career Day in Chicago with the objective of encouraging students of color from the Chicago area high schools, to participate in a career opportunities program in Architecture and Design at UW-Milwaukee.

- ◆ UW-Milwaukee has a Middle School precollege advising program for Native American students in the Milwaukee area. Seventy-eight students in Walker, Sholes and Audubon Middle Schools were contacted last year. UW-Milwaukee also participates in Tribal Career and College fairs with the Menominee Reservation and the Ho-Chunk and Oneida Tribes.
- ◆ UW-Milwaukee's Southeast Asian Student Academic Services staff visits Wisconsin high schools and recruits Southeast Asian students. The initiatives were effective in increasing the enrollment of Southeast Asian students at UW-Milwaukee.
- ◆ UW-Milwaukee's GEAR UP project serves grades 6-8 cohort students at Edison, Kosciuszko and Milwaukee Village Middle Schools; over 1,700 students participated. The project's goal is to increase the number of students in the GEAR UP cohort who are reading at or above grade level. GEAR UP students were tested on the Gates-Maginitie, STAR and Brigance Reading tests in September 2000. Current data indicates that 75% of the participating 6<sup>th</sup>-8<sup>th</sup> graders improved their grades in reading and language arts communication.
- ◆ UW-Oshkosh hired a new full-time recruiter to improve students of color recruitment. They also hired four community liaisons, one for each targeted ethnic/racial group and hosted 225 campus visits for students of color, with a goal of recruiting them to their campus.
- ◆ UW-Oshkosh added two new precollege programs under Plan 2008 that enroll a total of 173 students. UW-Oshkosh's Young Entrepreneurial Scholars (YES) Program and the College of Business Administration's (COBA) Business Simulation Competition invited 30 plus Hispanic students from Sunset High School in Dallas, Texas to participate in their precollege program; one student from this group plans to enroll at UW-Oshkosh in 2001 and another in 2002.
- ◆ UW-Parkside's precollege program "Stepping Stones" created a scholarship in honor of a precollege student that died in 1999. Two of the graduating high school seniors attending UW-Parkside were given scholarships. UW-Parkside also hired a new Director of Minority Programs, hosted an African-American career fair on campus and co-sponsored a Hispanic Youth Career Fair.
- ◆ UW-Parkside created an Alumni of Color Association. The institution initiated on-site admissions programs at area high schools in Racine, Kenosha and Milwaukee. UW-Parkside also hosted an Academically Talented Minority Night to acknowledge academically talented high school students of color and their parents.
- ◆ UW-River Falls now has a total of seven precollege initiatives. New precollege programs were established in the schools of Business, Food Science, and Journalism. UW-River Falls allocated an additional \$7,300 for recruitment of students of color.
- ◆ UW-River Falls has admissions materials available in six languages. The institution also secured a \$205,400 grant for their Upward Bound program.

- ◆ UW-River Falls has expanded their adult recruitment program to target non-traditional students: over the age of twenty-five. The admissions office at UW-River Falls has developed contacts with Ho Chunk and St. Croix Indian tribes for future student recruitment to their campus. The admissions office has also added PSAT and ACT data to their admissions database.
- ◆ UW-Stevens Point established three new precollege initiatives: Teacher 2010 Program served 12 students; the LEAP Leadership Program, in collaboration with the communication department served 100 students; and the Explore program served 14 students. The institution also hired a new multicultural recruiter who is housed in the Admissions Office.
- ◆ UW-Stout's STEPS (Summer Technology and Engineering Program at Stout) is a program to promote interest and help prepare middle school girls for careers in science, technology and engineering. The program has received national awards for its approach in providing hands on experience with a project to manufacture radio-controlled airplanes through Computer Assisted Design (CAD) designs and molding plastics.
- ◆ UW-Stout received \$22,000 from the Wisconsin Department of Public Instruction to fund precollege programs.
- ◆ UW-Stout continues to maintain and enhance relations with Wisconsin Native American communities through its ongoing programming with Native American home/school coordinators throughout Wisconsin.
- ◆ UW-Superior's Precollege Programming is currently provided in four major areas, Youth Summer, American Indian Youth Summer, Cyber Summer and Upward Bound:
  - ◆ In Youth Summer, fifteen classes are offered to 13-17 year old students in several areas of career exploration. Approximately 20% of all students enrolled in the program are students of color.
  - ◆ American Indian Youth Summer is designed for students in the Bad River, Lac Courtes Oreilles and Red Cliff Reservations. It is also designed around career exploration opportunities and enrolls an average of 15 students in 6th to 10th grade.
  - ◆ Cyber Summer is designed for a maximum of 20 junior high students who are inner city youth.
  - ◆ Upward Bound serves an average of 23 students per year. Approximately 35% of these students are students of color.

- ◆ UW-Superior developed a high contact recruitment model for reaching students of color. To achieve this goal the campus hired a new student of color recruitment coordinator. After students are contacted through mail and phone calls, they are invited for an expense paid campus visit to experience campus life for a day. Examples of this program are the new "College Student for a Day" programs established in Spring of 2000. The program matches American Indian students from the Twin Ports with UW-Superior students. Family and extended family are invited to the end of the program reception. In summer of 2001, the program was expanded to include a "Hmong College Student for a Day," an "African American College Student for a Day," and a "Hispanic/Latino College Student for a Day," program.
- ◆ UW-Superior's Southeast Asian Student Services office is partnering with UW-Marathon County to create recruitment partnerships with Hmong communities.
- ◆ UW-Superior has an adult recruitment program in place with two tribal colleges, the Lac Courte Oreille-Ojibwa and the Fond du Lac Tribal Community College. Students majoring in mathematics and computer sciences take the first two years of college at the tribal colleges and then transfer to UW-Superior.
- ◆ UW-Whitewater is continuing their highly successful precollege program "Wheels to Whitewater." This precollege program brings approximately 500 Multicultural students to their campus each year.
- ◆ UW-Whitewater has created a new precollege program: project SWEETT (Southeastern, Wisconsin Excellence in Education through Teacher Training). Project SWEETT aims to encourage multicultural youth to pursue a teaching career and enroll in a teacher education program.
- ◆ UW System Office of Multicultural Affairs obtained \$1.5 million from Ameritech to fund three precollege initiatives.
- ◆ UW System Office of Multicultural Affairs successfully obtained \$1 million in GPR for new precollege programs in fiscal year 1999-2000.
- ◆ UW System Office of Multicultural Affairs now convenes regular meetings with all UW System precollege directors on a quarterly basis to share strategies and plan precollege services.
- ◆ The UW System Offices of Policy and Research and Multicultural Affairs have collaboratively created a position and hired a new precollege analyst to work with campuses to assess successful models of precollege programs that can be replicated at UW System institutions.

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

All UW institutions recognize the importance of partnering with other organizations involved with the education of Wisconsin's children and youth. Each institution has developed strategic partnerships with K-12 schools, community-based organizations, and businesses and corporations to expand the educational and economic opportunities for students of color and economically disadvantaged students of Wisconsin. For example:

- ◆ UW-Barron County is expanding its partnership with the Lac Courte Oreilles Ojibwa Community College to serve more Wisconsin Native American students. A math and science learning community will be created to serve additional students and to involve students from additional grade levels.
- ◆ UW-Eau Claire established the Commanding English Language Program (CEP) collaborative effort among the department of Foreign Languages, the Academic Skills Center, Admissions Office and Academic Services. CEP is supported partially with TRIO dollars. The program works with new undergraduate students for whom English is a second language and helps them develop academic and language skills required for success at UW-Eau Claire. In Fall 2000, 15 candidates completed the program with an average GPA of 2.85; seven of the 15 students had GPA's of 3.0 or higher. Retention efforts have developed a particularly successful niche with Hmong students and as a result has become an effective recruitment tool for Hmong students and their families.
- ◆ UW-Eau Claire administration, in partnership with the Eau Claire Hmong Mutual Assistance Association and UW-Eau Claire's Continuing Education Program, continues to sponsor the Hmong New Year Celebration. The event serves over 2,400 participants annually.
- ◆ UW-Eau Claire endeavors to bridge the communication and cultural gap between health care providers and the Hmong community through a joint initiative sponsored by the department of Family Health Nursing and the Hmong Mutual Assistance Association. The program serves over 3,000 Southeast Asian Americans in the Eau Claire area.
- ◆ UW-Eau Claire has enhanced mutual partnerships with American Indian Communities. For example: UW-Eau Claire serves as the lead educational and fiscal agency in a federally funded GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) partnership with the Lac du Flambeau Public schools and the Lac du Flambeau Tribal Council and Tribal Education Offices, Lakeland Union High School and Nicolet Area Technical College. The Gear-Up program serves grades three through high school graduation and works with parents, students, faculty and school administrators to increase post secondary enrollment for students in low-income elementary and middle schools.
- ◆ UW-Eau Claire was awarded an American Indian teacher-training grant through the Title IX Indian Education Professional Development Program. The grant is administered by the College of the Menominee Nation in partnership with UW-Eau Claire, the Lac du Flambeau School District, the Wisconsin Indian Education Association and the Wisconsin Department of Public Instruction.

- ◆ UW-Eau Claire has collaborated since January, 2001, with the Eau Claire City Council, on the Community Task Force on Racial Justice to assess the extent of racism in Eau Claire. The task force made recommendations and mapped strategies to implement their recommendations.
- ◆ UW-Extension's Small Business Development Center and the Small Business Development Center at UW-Madison have a partnership (Youth Entrepreneurship Camps) designed to cultivate student participants' interests in entrepreneurship and business education. Students of color comprised approximately half of the participants in this one-week summer day camp. The students received 40 hours of classroom instruction in business skills, leadership, financial management, negotiations, and communication and business etiquette.
- ◆ UW-Green Bay created a new precollege program, "Stars of the Future," targeting Hispanic middle school youth. They initiated a partnership with the state Department of Public Instruction GEAR UP program to provide precollege opportunities to GEAR UP participants and formalized partnerships with the Messmer High School and Beloit Memorial High School honors program for students of color. UW-Green Bay has also strengthened its partnership with the College of Menominee Nation.
- ◆ UW-La Crosse, in partnership with the UW System Reach Out Program (LAPP Grant), the United Migrant Opportunity Services, Inc. (UMOS), and UW-Extension expanded the Norwalk precollege program to meet the educational and career needs of the migrant Hispanic population.
- ◆ UW-La Crosse is a regular and active contributor to the City of La Crosse's Chamber of Commerce's Council of Racial and Ethnic Justice.
- ◆ UW-La Crosse continues to maintain partnerships with La Crosse, Madison Milwaukee and Chicago high schools and technical colleges. Associate Dean of the School of Education has networked with the Milwaukee Public School System. He will serve on a board at UW-Milwaukee, which has the charge of developing partnerships with school and community groups
- ◆ UW-Madison Summer Research Opportunity Program (SROP) is a collaborative endeavor amongst the various schools and colleges on campus to provide multicultural undergraduates a summer experience in conducting research at UW-Madison. In a recent study that compared SROP with graduate recruitment programs nationwide, SROP was found to be the most effective in motivating and recruiting multicultural undergraduates to pursue graduate studies.
- ◆ UW-Madison Graduate School, in partnership with the Black Graduate Students Association, hosted the National Black Graduates and Professional Conference in March 2000. The conference brought over 500 students of color to the campus.
- ◆ UW-Madison Partners for Success is a collaborative program with the Graduate School and the Wisconsin Alumni Association. It attempts to strengthen the community for multicultural students and encourage new graduate students to connect with the campus and the Madison community. Currently there are 87 participants in the program.

- ◆ UW-Milwaukee's Urban Day Math Initiative targets fourth and fifth graders at the Urban Day School to improve math skills.
- ◆ UW-Milwaukee's new IT2000/MITECH program trains Milwaukee public school sophomore and junior students to use PC technology and lifetime skills which prepare them to join the workforce. One of the purposes of this program is to encourage the participating students to stay in school and graduate. Graduates of this program are hired by companies on a part-time basis to work with technology.
- ◆ UW-Milwaukee's Career in Law & Justice program targets 8<sup>th</sup> to 12<sup>th</sup> grade youth. Youth participate in a 5-week program, including a visit to the UWM campus where they gain knowledge of available career opportunities. Also, they are matched with mentors in law or criminal justice, participate in an essay competition, visit Marquette Law School, visit a criminal justice institution, and take part in an awards ceremony. In 2000, thirty-two students of color participated in the program.
- ◆ UW-Milwaukee's Mentoring Institute: "Mentoring Boys to Men," matches 1000 multicultural/disadvantaged youth with 1000 men who provide a positive male role model for the students.
- ◆ UW-Milwaukee's Hmong Interpreter Training is a partnership with the Milwaukee judicial system to improve the quality of interpretation at hearings and trials. Approximately 20 court staff per semester participated in 2000-01.
- ◆ UW-Milwaukee's Kellogg project aims to assist W2 participants in communities of color transition into the workforce. The institution is partnering with community organizations to develop small business ventures to improve employment skills and opportunities for women of color. Over 50 individuals participated in 2000-01.
- ◆ UW-Oshkosh is partnering with UW System's Office of Multicultural Affairs, the United Migrant Opportunity Services, Inc. (UMOS), the Midwest Food Processor's Association, the Wisconsin Department of Instruction, the Texas Department of Instruction and the Minnesota Department of Instruction on the Reach Out Program funded through the U.S. Department of Education Learning Anywhere, Anytime Partnerships Project grant. UW-Oshkosh has developed the "Distance Education for Summer Enrichment Opportunities" (DESEO) program.
- ◆ UW-River Falls has a partnership with the Metropolitan Association of Black School Educators to develop a teacher education program.
- ◆ UW-River Falls has partnered with the St. Paul companies (who provided the program funding) to offer sample college classes to parents of students of color at an adult learning center.

- ◆ UW-Stevens Point, in partnership with the UW System Reach Out program (LAAP Grant), the United Migrant Opportunity Services, Inc. (UMOS), and UW-Extension, expanded the Explore precollege program to meet the educational and career development needs of the migrant Hispanic population in Portage, Waupaca, and Waushara counties. Currently Explore has segments, which run for 6 weeks, "Explore Your World," an existing segment offers enrichment programs for 25 students in grades 5-7. The "Explore Your Mind" segment was added under the LAAP grant, it offers academic enhancement for youth in grades 8-9, with an estimated enrollment of 15 students.
- ◆ UW System Office of Multicultural Affairs received a \$1 million Learning Anywhere Anytime Partnerships (LAAP) grant from the U.S. Department of Education for a new program: Reach Out. Reach Out will partner with state agencies of Wisconsin, Texas and Minnesota, the United Migrant Opportunity Services, Inc. (UMOS), the Midwest Food Processors Association, and five UW System institutions to expand precollege opportunities for Wisconsin migrant youth, their parents and their extended families.
- ◆ UW System's Multicultural Center for Educational Excellence (MCEE), formerly Multicultural Information Center (MIC) and the Wisconsin Center for Academically Talented Youth have partnered to provide information on gifted and talented programs to academically accelerated youth of color in Wisconsin.

**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.**

All institutions have programs and activities for student retention. The type of programs and the groups of students they are aimed at depend on institutions and the community.

- ◆ UW-Green Bay allocated an additional .6 FTE in the American Intercultural Center (AIC) to expand diversity programming for students (bringing the position to full time).
- ◆ UW-La Crosse has expanded its Academic Success Institute to a year round program. The Academic Success Institute includes a Summer Bridge Program, intensive academic advising, mentoring, tutoring and social enrichment programs.
- ◆ UW-La Crosse developed a scholarship/retention program for students of color. The objectives of the program are to promote retention and success in science by: (a) connecting students with a mentor and a peer group, and (b) preparing the students for their undergraduate experience.
- ◆ UW-Madison established a new Faculty Senate standing committee, the Diversity Oversight Committee. The campus Academic Affairs Subcommittee (formerly the CAAMDS) (responsible for improving campus climate, and increasing retention and graduation rates of multicultural and disadvantaged students) has now been incorporated into the Diversity Oversight.

- ◆ UW-Milwaukee has established targeted academic advising for students of color with the purpose of increasing student of color retention and graduation rates. This includes UW-Milwaukee's African American Student Academic Services, the American Indian Student Services, the Roberto Hernandez Center for Hispanic/Latino students and the Southeast Asian Student Academic Services.
- ◆ UW-Oshkosh, as part of a campus-wide orientation, will offer in 2001, a two-day orientation program for new admits of color. Sessions will include Odyssey activities, informational workshops, peer mentoring and an overnight stay at a residence hall. This will provide a positive first-year experience for students.
- ◆ UW-Parkside focuses heavily on improving the institutional climate by providing faculty and staff development programs. The institution successfully formed and implemented a Plan 2008 Diversity Monitoring and Assessment Committee and an initiative to orient new employees on diversity issues through training videos and modules. In addition, the chemistry and physics departments developed tutoring and research opportunities to improve retention.
- ◆ UW-Platteville developed a program to increase positive interaction between groups of students of color and area law enforcement agencies by facilitating face-to-face meetings. The program has had a positive impact on the relationships between city officers and university students of color. The program has also increased the number of students of color employed by the city police department.
- ◆ UW-River Falls administers a College Student Inventory each fall to new, incoming students to assess student needs and assist them in developing a personal plan to meet their goals. Students who meet the federal guidelines for the Student Support Services (TRIO) program are encouraged to enroll.
- ◆ UW-Stevens Point's Noel Compass Scholars Program, designed for freshman students of color, provides scholarships of full tuition and room and board for up to four years at UW-Stevens Point as well as part-time employment with the Noel Group.
- ◆ UW-Stevens Point created a new student orientation program: "Survivor One." Students attend over a weekend and participate in workshops, listen to speakers, and receive orientation on tutoring services, educational support programs, and student involvement. It is also a bonding activity and supplements existing general orientation programs.
- ◆ UW-Stevens Point created a new program "success contract" to promote student performance and retention. It provides for closer communication and support between UW-Stevens Point faculty, staff, parents, and students. UW-Stevens Point has expanded its peer-mentoring program; new freshmen and new transfers receive mentor support from upper-class students.
- ◆ UW-Superior has hired a new Student of Color Recruitment Specialist who is responsible for tracking and supporting retention and graduation efforts for students of color.

- ◆ UW-Superior's Administrative Library at Old Main has been converted into a Multicultural Center with the help of two grants, one from "The Knight Foundation," and the other from "Minnesota Power." The center is open to all students and community members.
- ◆ UW-Superior has sponsored diversity training sessions for every administrator, faculty and staff person at the university. In addition, there are seminars planned for the purpose of teaching, learning styles, and communication styles of ethnic/racial groups represented on campus.
- ◆ UW-Superior is networking with area community colleges, technical schools and four-year institutions for the purpose of developing a leadership conference for students of color in the Twin Ports area. This conference would serve as a warm-up for the statewide American Multicultural Student Leadership Conference (AMSLC) and encourage more students to participate every year. An important aspect in the retention of students of color at UW-Superior is their annual participation in the AMSLC.
- ◆ UW-Whitewater has developed a Multicultural/Disadvantaged student retention database; it is used to track multicultural and disadvantaged students from enrollment to graduation.
- ◆ The UW System Office of Multicultural Affairs hired a Business Council Liaison and is currently developing a strategic plan to establish and work with a new UW System Diversity Business Council, as well to identify internship opportunities for current UW System undergraduate and graduate students.

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

To meet the financial aid needs of students of color and economically disadvantaged students, many institutions are establishing endowments.

- ◆ UW-Marathon County received a \$104,340 matching grant from the Judd S. Alexander Foundation to support campus efforts to improve enrollment and retention of multicultural and disadvantaged students through scholarships, internships, work/study assignments, youth mentoring, a summer precollege program and a part-time Multicultural Affairs Coordinator.
- ◆ UW-Eau Claire is creating endowments for the Diversity Scholars Award, the Diversity Achievement Scholarship, the Diversity Incentive Scholarship, and is creating additional endowed scholarships to attract high achieving Multicultural/Disadvantaged students to UW-Eau Claire. The UW-Eau Claire Foundation Inc., has made a long-term commitment of \$156,000 to fund this priority and the College of Business has submitted a request to two corporations to fund six \$1,000 scholarships.
- ◆ UW-Extension's Division of Continuing Education has allocated \$50,000 per year from their Continuing Education base budget. The DPDI (Diversity Program Development Initiative) grants are awarded on a competitive basis for continuing education programs sponsored by the campuses.

- ◆ UW-Green Bay conducted a study of Lawton grant recipients. It indicated higher retention and graduation of Lawton grant recipients compared to students of color who did not receive Lawton money.
- ◆ UW-La Crosse's Office of Multicultural Student Services was awarded an \$8,000 grant from the Fleckenstein Foundation. This grant will allow expanded participation in the academic year and summer precollege programs.
- ◆ UW-Madison's Office of the Vice Chancellor for Student Affairs has obtained and filled a full-time Grant Writer and Coordinator position. This position is charged primarily with developing federal grant funding and collaborating with the UW Foundation to generate private support for PEOPLE, and scholarship and financial aid funding for the 2002 cohort of PEOPLE undergraduates at UW-Madison.
- ◆ UW-Madison views fundraising for its diversity initiatives as an institutional responsibility. Consequently, the campus Diversity Oversight Committee has created a Fundraising Subcommittee. The Fundraising Subcommittee, in partnership with the university's external relations team of faculty, staff, and students ensures adequate funding support to implement Plan 2008.
- ◆ UW-Milwaukee's Minority and Disadvantaged student scholarships are awarded every year from \$7,000 in annual private contributions. In 2000-01 they were awarded to three students of color, three women and one disabled student.
- ◆ UW-Milwaukee's School of Information Studies awards several scholarships to students every year. Most are for graduate students; several of these students also receive partial AOP grants to supplement their financial aid packages.
- ◆ UW-Milwaukee has established a gift campaign that includes a \$20 million endowment fund to be used for undergraduate Multicultural/Disadvantaged scholarships, and a \$5 million endowment fund for graduate scholarships. Monies to support the gift campaign will be reallocated from schools/colleges/divisions beginning in 2000-2001.
- ◆ UW-Oshkosh created a new endowed Max Bouma Science Scholarship that is available to underrepresented students in the sciences, effective fiscal year 1999/2000. Preferences given to African American, American Indian, Hispanic American and female candidates with declared majors in science, psychology, or closely related fields.
- ◆ UW-Oshkosh awards ESL/Bilingual Teacher Grants to students training to be ESL/Bilingual education teachers. The grant covers the cost of tuition and books. Thirty-three students of color and forty-four white students received an average of \$857 in 2000-2001.
- ◆ UW-Oshkosh received a Refugee Teacher Training Grant that supports Southeast Asian students with funds for tuition and fees.
- ◆ UW-Parkside obtained private funding for Plan 2008 Spring and Summer Interns.
- ◆ UW-Platteville raised \$3.5 million to fund scholarships for high achieving students.

- ◆ UW-River Falls received a \$190,000 McNair Grant. The Ronald E. McNair Post Baccalaureate Achievement Program at UW-River Falls prepares twenty low-income (income below 150% of the poverty level), first-generation undergraduates and/or college students from groups under-represented in doctoral studies for successful completion of Ph.Ds. The McNair Scholars Program goals include development of research skills, participation in guided teaching activities, increased knowledge of the range and scope of graduate programs, and an introduction to doctoral and professional culture.
- ◆ UW-Superior has received a McNair Scholars grant. In 1999-00, McNair served 18 students; in 2000-01 it served 20 students. Half of all students served are students of color and the others are majority-disadvantaged students.
- ◆ UW-Whitewater received \$27,000 from the UW-Whitewater Foundation to fund King/Chavez scholars; established 11 new scholarships for multicultural/disadvantaged students; and received a \$160,000 endowment to fund additional scholarships for multicultural/disadvantaged students.

**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.**

All UW System institutions presented initiatives under Goal #5 as a part of their initial presentation of Plan 2008. In the most recent progress reports, nearly all institutions and System Administration units reported progress on these initiatives. For example:

- ◆ UW-Eau Claire's Visiting Minority Scholars/Artist in Residence (VMSA) initiative coordinated by the Affirmative Action Office provides unique opportunities for various units to bring minority scholars and artists to campus. The program introduces the campus and community to diverse cultures and expertise and serves as an excellent faculty recruitment tool. To date, five former visiting scholars have joined UW-Eau Claire as tenure-track faculty or probationary academic staff.
- ◆ UW-Eau Claire's English Department's enhanced recruitment initiative led to two new faculty hires in the last two years. The department has become increasingly multicultural, not only in numbers but also in emphasizing multicultural and diversity issues in the curriculum.
- ◆ UW-Extension regularly participates in the Wisconsin Department of Employee Relations Summer Affirmative Action Intern Program (SAAIP). Twenty SAAIP interns were hired at various units of UW-Extension with the purpose of exposing students to employment opportunities at UW-Extension.
- ◆ UW-Green Bay increased the representation of persons of color in the faculty ranks by eight between 1997-98 and 2000-01. Representation of persons of color in the total campus workforce has increased by nearly 25% in the past three years. Faculty of color attrition rates are comparable to the attrition rates for all faculty.
- ◆ UW-La Crosse created a web-based diversity directory with diversity recruitment resources available on the Internet and through professional associations.

- ◆ UW-La Crosse has expanded its Academic Success Institute to a year round program. The Academic Success Institute includes a Summer Bridge Program, intensive academic advising, mentoring, tutoring, and social enrichment programs.
- ◆ UW-Madison held workshops for new deans, department chairs and center directors to discuss strategies for recruiting and hiring excellent and diverse faculty in all fields.
- ◆ UW-Madison's Equity and Diversity Committee and the Office of Human Resources training department collaborate in improving the workplace and campus climate for all members of the university community. The Intercultural Communication Seminars are now offered regularly to enhance intercultural communication skills.
- ◆ UW-Madison's Manager/Supervisor Development Series is offered several times a year to classified and academic staff managers and supervisors. The professional development series incorporates intercultural communications, sexual harassment and disability-related employment matters.
- ◆ UW-Milwaukee created a "Committee to Diversify Searches." The committee has identified new recruitment sources for women and people of color. It also reviewed the search and screen process to identify committee members who could provide positive and committed input; answer questions regarding legalities in hiring processes; and provide a clear overview of equities in retention and promotion efforts.
- ◆ UW-Milwaukee's School of Information Studies hired two new staff of color; one African American and one Hispanic/Latino.
- ◆ UW-Milwaukee's Golda Meir Library Advisory Committee on Diversity supports UW-Milwaukee's strategic plan for racial and ethnic diversity and the UW System Plan 2008 by ensuring the recruitment, hiring, and retention of a multicultural workforce at all levels of employment. All 100 FTE in the library system participate.
- ◆ UW-Oshkosh's Director of Equity and Affirmative Action position was converted from a .25 FTE to a full 1.0 FTE position, a total commitment of \$78,082. The Affirmative Action Office has now trained 80 faculty and staff regarding Affirmative Action laws and guidelines. Twenty-five of those trained are now representative members of search and screen committees; there were 5 new faculty of color hired: Dean of COEHS, Provost and 3 academic staff.
- ◆ UW-Parkside received two awards for diversity efforts. The 2000 Diversity Award from the Wisconsin Department of Employee Relations Affirmative Action Council and the Urban League of Kenosha/Racine 2001 Equity in Employment Award. They successfully hired 6 new faculty/academic staff of color during the two-year period.
- ◆ UW-Stevens Point hired 2 new faculty and 2 new academic staff of color; all faculty and staff of color were retained.
- ◆ UW-Stevens Point established a formal mentoring program for classified staff. The Classified Staff Advisory Committee (CSAC) is carrying out this program. UW-Stevens Point also surveyed all second-year faculty and staff, including faculty and staff of color, to explore the possibility of a similar program for faculty/unclassified staff as needed.

- ◆ UW-Superior's chancellor met with faculty/staff of color in fall 2000, to discuss the strengths and weaknesses of UW-Superior's diversity climate. Creative ways to improve the climate were discussed; the information received will be incorporated into current and future programs.
- ◆ UW-Superior had every department submit a plan for diversity. Each plan included three areas: a) Increasing the number of faculty and staff of color, b) diversifying the curriculum, and c) creating a culturally sensitive environment for all students.
- ◆ UW-Superior currently has two committees working on issues of recruitment and retention of faculty and staff of color. These two committees are in the process of creating a recruitment/retention strategic plan for the university.
- ◆ UW-Superior position vacancies are sent via e-mail to as many diversity networking listserves as possible. Vacancy announcements are sent to universities with high numbers of graduates and faculty/staff of color. Letters are sent to high caliber faculty candidates whose names appear in the "Minority and Women Doctoral Directory." Of the sixteen (16) searches for open positions finished at UW-Superior since July of 2000, six (6) interviewed candidates of color and three (3) were offered positions. One accepted. The remaining two opted to decline due to offers at other institutions.
- ◆ UW-Whitewater views faculty and staff retention as a collaborative, institutional endeavor, in which all units and departments are involved. For example, each department starting a search for new faculty or staff is presented with information about the available pool and suggested target makeup of employees.
- ◆ UW-Whitewater's LEARN Center has established a mentoring program for new faculty. Success in increasing diversity within units is considered as a merit factor for administrators, and they mentor participants of McNair, King/Chavez Scholars and Latino Studies Programs to spark their students' interest to seek future faculty and staff positions at UW System institutions.
- ◆ UW System Office of General Counsel has regularly offered programs related to Affirmative Action and non-discrimination in employment to UW Chancellors, Provosts, Affirmative Action Officers, UW System Multicultural/Disadvantaged Coordinators and others.
- ◆ UW System Office of Multicultural Affairs, in partnership with UW System Offices of General Counsel and Human Resources, held a faculty/staff recruitment and retention conference in January 2001 for Chancellors and Provosts to share effective recruitment and retention strategies. One hundred and fifty UW System members participated in the conference and rated the event excellent or very good. The conference was co-sponsored by the UW System Institute on Race and Ethnicity and Ameritech.
- ◆ UW-System Offices of General Counsel, Human Resources, and Multicultural Affairs now meet quarterly to discuss services they will offer to assist chancellors and other upper level administrators in conducting search and screen processes.

- ◆ UW System Office of Multicultural Affairs and the UW System Institute on Race and Ethnicity offered a Professional Development Leadership Institute in Spring 2001. This highly commended event was attended by tenured UW System faculty and staff of color.
- ◆ UW System Offices of Multicultural Affairs, Women's Issues and Women's Studies Consortium collaborate in honoring the contribution of Women of Color at the annual Women's Studies Conference.
- ◆ UW System Office of Human Resources annually offers a series of brown bag reading seminars to discuss issues related to recruitment and retention of faculty and staff of color at UW System institutions. The activity is supported through a grant from the UW-System Institute on Race and Ethnicity.
- ◆ UW System Institute on Race and Ethnicity continues to sponsor the annual Reading Seminars at all UW System institutions. Each year, over 200 UW System members participate in the readings.

**Goal #6: Foster institutional environments and course development that enhance learning and respect for racial and ethnic diversity.**

All UW System institutions presented initiatives under Goal #6 as a part of their initial presentation of Plan 2008. In the most recent progress reports, nearly all institutions and System Administration units reported progress on these initiatives. For example:

- ◆ UW Colleges has endeavored to foster institutional climate and curricula that enhance learning and respect for racial and ethnic diversity. With funds from a UW System Undergraduate Teaching and Learning grant, UW Colleges has been working with Dr. James Anderson to develop teaching strategies that recognize and accommodate diverse learning styles in various subject areas.
- ◆ UW-Fond du Lac placed special emphasis on issues relating to Native American Students. They have developed an agreement with UW-Eau Claire providing for the transfer of American Indian Studies courses to the major in that subject at UW-Eau Claire. UW-Fond du Lac, hosted the UW System Symposium on American Indian Studies and ACT 31. UW-Fond du Lac faculty have developed a website which provides information about Wisconsin Indians.
- ◆ UW-Eau Claire's departments of Affirmative Action, Art, Philosophy and Religious Studies, English and the Center for American Indian Studies have partnered together to create an American Indian cultural curriculum focusing on American Indian art. The departments of Affirmative Action, Psychology, Adult Health, Nursing and the Center for American Indian Studies have developed an initiative to provide instruction and classes regarding American Indian health issues. Also, the departments of English and Political Science have created a new course focusing on American Indian tribal politics and American Indian biography.
- ◆ UW-Eau Claire's Cultural Transitions and Educational Frontiers of Hmong in the United States initiative provides workshops for pre-service K-12 teachers and administrators to help them understand the educational needs of Hmong students in area schools.

- ◆ UW-Eau Claire, in its efforts to improve curriculum campus-wide, has revised and created new courses for classroom instruction. These courses include ECON 330, The Economics of American Minorities; HUMS 110, Hmong Civilization and Culture; HUMS 210, Voices of Color; FLTR 392, Film as Cultural Expression; MATH 491, and Special Topics: Ethnomathematics from an American Perspective.
- ◆ UW-Eau Claire's Department of social work, in an effort to create out-of-class experiences for students, provides "Urban Plunges" to cities such as Minneapolis, Milwaukee, and Chicago. This is an experience where students visit volunteer agencies serving communities of color. To promote research and scholarly activities, the English Department paid for travel and course-related support for faculty to strengthen ties to tribal communities.
- ◆ UW-Extension is partnering with UW-Madison to provide "Professional Enrichment and Leadership Development Programs" to meet the immediate needs of the staff of Centro Hispano. The participants are human service professionals who are on the frontline, providing direct services to the rapidly growing Dane County Latino community.
- ◆ UW-Extension held a Hispanic Needs Assessment Conference to learn about the specific needs of the Hispanic/Latino communities in Wisconsin. The one-day conference brought together members from United Migrant Opportunity Services, Inc. (UMOS), all UW System institutions and other community-based organizations to deliberate over ways to improve service to the Hispanic/Latino community.
- ◆ UW-Green Bay initiated a diversity grants program to fund diversity training and enhancement projects across campus; added four new ethnic studies courses to the curriculum; added student learning outcomes that specifically relate to multicultural knowledge and skills in three academic programs; and conducted 14 social/educational programs related to diversity.
- ◆ UW-La Crosse has developed an Ethnic Studies minor and has proposed giving its Institute on Ethnic and Racial Studies department status. The College of Liberal Studies is recruiting another faculty member to teach in the Institute of Ethnic and Racial Studies in order to meet the needs of the new minor.
- ◆ UW-La Crosse's English Department is organizing a conference entitled "Race in the Humanities." This conference will be interdisciplinary, bringing together faculty, staff and students for discussions about how racial/ethnic diversity has contributed to the humanities.
- ◆ UW-La Crosse has hired a Coordinator for Graduate Student Recruitment and Diversity Development for reaching out to graduate students of color and offer training opportunities for the campus.
- ◆ UW-La Crosse developed the Visiting Diversity Scholar Program. The scholar will be in residence for the spring 2002 semester and will teach one course in the History Department that examines sports in America and in particular, the role of ethnicity in sports.

- ◆ UW-Madison's Diversity Oversight Committee established a Campus Climate Subcommittee that is responsible for evaluating and finding solutions and resources to improve the climate within the classroom, outside the classroom, and in all work environments.
- ◆ UW-Madison Professor Richard Davis, offers a series of university sponsored “Retention Action Project” (RAP) sessions every academic semester. These sessions bring 50 to 100 students, staff, and faculty together to discuss provocative issues concerning the campus environment.
- ◆ UW-Madison is working to strengthen its Ethnic Studies programs through cluster hiring of faculty and providing tenure to faculty in Ethnic Studies programs.
- ◆ UW-Milwaukee's new General Education Requirements course "Cultures and Communities” (one of the First Ideas of the Milwaukee Idea), focuses on the ethnic cultures in the United States and in Milwaukee. Several courses have been approved and a number of new senior level interdisciplinary faculty positions have been created.
- ◆ UW-Milwaukee's Interracial Communications Project (ICP) enrolls about 20-25 students per semester. It is an annual program started in Spring of 2000. UWM was selected, along with three other urban universities, to participate in the Interracial Communications Project (ICP) in January 2000 with a grant from the C.S. Mott Foundation. The ICP is an innovative method of bringing student leaders together to participate in substantive, intensive conversations on race and racism. The most recent grant from the Helen Bader Foundation allowed the students to visit Memphis, Tennessee as part of the course curriculum. Students visited schools to talk about race and racism, were involved in community projects, and presented their projects at the end-of-semester ICP panel discussion.
- ◆ UW-Milwaukee’s Mexico Studio of the School of Architecture provides an opportunity for UW-Milwaukee architecture students to work in a Latino cultural context in Mexico, learn about Mexican culture, and share architectural skills and perspectives with Mexican faculty and students.
- ◆ UW-Milwaukee's Nurse's Response to the Health Needs of the Hmong community is aimed at professional nurses and student nurses in the La Crosse area. The six-month program allows nurses and nursing students to discuss the similarities and differences between Western and Hmong health-care beliefs and practices, and utilizes cultural knowledge in developing relevant nursing care for Hmong Americans. In 2000-01, ten nurses participated in the program.
- ◆ UW-Oshkosh's College of Letters & Science (COLS) and College of Education and Human Services (COEHS) organized three faculty/staff seminars funded by the UW System Institute on Race and Ethnicity, focused on language retention, Afrocentrism and intersections of race and gender. In Spring 2000, 22 faculty and staff members attended a program called "Creating a Diversity Affirming Campus Environment," featuring Dr. Jihad Azis; the provost's office sponsored a team of seven faculty and staff to attend a week-long, and American Indian Summer Institute. In 2001, Australian experts were invited to talk about teaching strategies that have been found effective with indigenous people.

- ◆ UW-Oshkosh's chancellor reallocated \$100,000 for renovation of the Multicultural Education Center (MEC), which UW-Oshkosh students of color regard as their home away from home. A bequest from the Jeanette Elmer Trust provided \$5,000 to purchase library materials about American Indians. The College of Letters & Science (COLS) hosted a Tribal Elder in Residence and a Writer of Color in Residence effectively introducing students to new and diverse types of insight and wisdom.
- ◆ UW-Oshkosh received a five-year, \$1.2 million, Title VII Bilingual Education Personnel Training Grant that will greatly enhance existing Bilingual Education programs at UW-Oshkosh, as well as improve linkages with local communities and schools.
- ◆ UW-Parkside established an ongoing project called the Campus Climate Assessment Project involving anthropology and sociology students and faculty. Over 149 diversity and multicultural events took place on campus. Lois Vander Waerd, the author of "Affirmative Action in Higher Education," conducted workshops on affirmative action and related topics. All supervisors have been trained on "Avoiding Litigation Landmines, ADA and other affirmative action issues." They have conducted 31 study circles on race and race relations, 26 of which were in the Racine/Kenosha communities. Several task forces have been created to address community issues.
- ◆ UW-Platteville students developed and presented an interactive tolerance museum. Two hundred and seventy-five students and community members attended the museum.
- ◆ UW-Platteville developed new certificate programs in Ethnic Studies in African American and Indigenous Studies. Six new courses on ethnic studies topics were approved and implemented.
- ◆ UW-River Falls added \$950 to the library's base budget to increase their library ethnic studies holdings.
- ◆ UW-Stevens Point has developed a new course: "Anthropology of Multiculturalism in Central Wisconsin," which also aired on Community Access Television.
- ◆ UW-Stevens Point's continuing activities are: African Children's Choir; Festival of India; Hmong 101 - Hmong Language Course; Hmong Student Group Fall Dance; Soul Food Dinner; Gospel Choir; Native American Awareness Week, including AIRO Powwow; International Dinner; Ballet Folklorico de Mexico; Brown Bags on Equality of Academic Affairs; Reverend Charles Edwards (Blues Singer); Diversity Awareness Week and Peace March for Unity.
- ◆ UW-Stevens Point's Equity and Affirmative Action Office had several Brown Bag lunches on diversity issues, including: Myths vs. Facts about Affirmative Action, A taste of Diversity, What's really equal?
- ◆ UW-Stevens Point published an informational pamphlet on ethnic courses offered at the institution for distribution to all UW-Stevens Point students attending orientation programs.

- ◆ UW-Stout, in collaboration with Cerritos College, California and Xavier University, Louisiana, has established a learning community connection. Faculty teach collaboratively, using distance-learning technology.
- ◆ UW-Stout now offers two courses in Hmong language, every semester.
- ◆ UW-Stout developed several strategies that acknowledge, support and strengthen campus ties with the Hmong community in Wisconsin:
  - ◆ Development of the Center for the Preservation of Hmong Language and Culture has resulted in a more diversified curriculum.
  - ◆ Work on Career Ladder and Refugee Teacher Improvement grants.
  - ◆ Research on digital archives for the Center for the Preservation of Hmong Language and Culture has involved non-student adults from the Hmong community.
  - ◆ A Hmong history course is being developed.
- ◆ UW-Superior, through its Center for American Indian Studies, is offering a summer course designed for both practicing teachers and teacher education majors. The course centers on the infusion of American Indian History into the general curriculum to meet the requirements and intent of Act 31.
- ◆ UW-Superior's Vice Chancellor/Dean Colloquia sponsored a debate on social justice issues and diversity as an asset to the community.
- ◆ UW-Superior's director of the Center for American Indian Studies was granted a sabbatical leave to research issues and develop contacts and networks with public schools to better prepare pre-service teachers for classroom teaching techniques in the implementation of Act 31 (American Indian Treaty and Sovereignty Rights). Enacted in the 1989-91 biennial budget bill, Act 31 addresses the study of the history, culture, and tribal sovereignty of federally recognized Native American tribes and bands in Wisconsin. As part of this effort, the Center will offer an annual seminar/workshop for ongoing teacher training on Act 31 issues. American Indian Studies staff continues to provide leadership by holding "Talking Circles," teaching conflict resolution and cultural pride to students and staff of all ethnicities.
- ◆ UW-Superior offered several cultural/ethnic events during the year:
  - ◆ The Black History Month celebration included a Soul Food Dinner, a series of movies about important African American events in history, and a presentation by Joseph Gomer, a WWII Tuskegee airman.
  - ◆ Various Native American events, including programs on American Indian Treaty Rights, American Indian Women's issues and American Indian Spirituality. The most unique event was the Feather Pole Ceremony and feast. The "Feather Pole" is a traditional American Indian structure. It serves as a place of gathering and reflection for American Indians, as well as non-Indians on campus and in the surrounding community.

- ◆ The Diversity Awareness Week lecture series that included The "Hmong Experience in America," "Hispanic/Latinos in the Twin Ports," "Getting to Know you," faculty/staff/student of color reception, and the Campus Community Togetherness Barbecue.
- ◆ UW-Superior established a fund to give each department the necessary resources to purchase books, periodicals, and multi-media materials focusing on racial and ethnic diversity. The library holdings are increasing significantly due to this effort. The Library Science Department annually reviews their curriculum to ensure cultural diversity issues are addressed within the program.
- ◆ UW-Superior's Visual Arts Department is adding slides of artwork, by artists of color, to the Visual Arts department's ample slide collection. They include slides from Fritz-Scholder, an American Indian painter/printmaker and a UW-Superior graduate and African American artists Jean Michael Basquiat, Kara Walker, Alison Saar and Martin Puryear.
- ◆ UW System's Institute on Race and Ethnicity convened the first statewide Asian American Studies Conference at UW-La Crosse in 1999. This conference sparked discussion on the possibilities of developing a collaborative Asian American Studies degree program through distributive learning technology.
- ◆ UW System's Institute on Race and Ethnicity received an additional \$100,000 in GPR in the 1999-01 biennial budget to be used for faculty and staff research and curriculum development grants.
- ◆ UW System's Office of Professional and Instructional Development (OPID) funded grants from three UW System Institutions and a workshop to improve teaching and learning in a diverse classroom during 1999-2000. OPID also organized a film series focusing on the experiences of people of color, in particular in higher education settings.

**Goal #7: Improve accountability of the UW System and its institutions.**

All UW System institutions addressed Goal #7 in their institutional Plan 2008. Accountability processes at each institution vary based on the characteristics of each institution. For example:

- ◆ UW-Eau Claire established institutional accountability procedures including the reporting of initiatives and outcomes for each goal during yearly departmental and unit visits by the Chancellor and Vice Chancellor for Academic Affairs. Additionally, there is a yearly report of initiatives and outcomes in the annual department or unit review.

- ◆ UW-Green Bay clarified the M/D Coordinator's role in data collection, monitoring, and reporting with subsequent adjustments to job description and workload. Plan 2008 oversight responsibility has been assigned to the Provost and Vice Chancellor for Academic Affairs. Regular reporting mechanisms were established whereby all areas with Plan 2008 reporting responsibilities submit reports to the Provost by January of each academic year. An annual report on Plan 2008 progress and outcomes was delivered to the Campus Leadership Council and the Student Government Association. UW-Green Bay also charged the Chancellors Advisory Council on Diversity to conduct research and report on selected aspects of Plan 2008 implementation.
- ◆ UW-La Crosse's Joint Minority Affairs Committee developed an assessment form for Plan 2008 and is currently developing a web response to this form. Responses will be directly incorporated into a database for rapid retrieval and analysis. The Office of Multicultural Student Services hired a new director, has created a new mission statement, set new unit goals, and is in the process of developing a five-year strategic plan. The Chancellor's staff has been evaluated directly by the Chancellor, using the "Administrative Performance Evaluation Process." This form contains a section on affirmative action and diversity. A formal annual report was drafted from the Joint Minority Affairs Committee to the Chancellor regarding the campus' progress on Plan 2008.
- ◆ UW-Madison established a campus Diversity Oversight committee is responsible for monitoring and assessing the implementation of Plan 2008. In order to increase collaboration amongst the Schools, Colleges, Departments, and Administrative units, UW-Madison now hosts annual Plan 2008 Campus Forums. The Chancellor, Provost and the Vice Chancellors of Student Affairs, all exchange information on the progress of the plan.
- ◆ UW-Milwaukee created the Milwaukee Commitment Advisory Panel (MCAP) that met for the first time on May 8, 2000. The Panel is comprised of representatives from the University Committee, Academic Staff Committee, Classified Unions, Student Association, Board of Visitors, and Academic Deans Council. UW-Milwaukee's Chancellor also established a Latino Community Advisory Council in Fall 1999 to discuss issues and concerns (recruitment, retention, graduation/promotion of Latino students and staff) raised by the Latino community. Additionally, the Chancellor has recently created an African American Community Advisory Council. The MCAP is charged with monitoring and evaluating the progress of the Milwaukee Commitment with representation from the campus governance groups and the community.
- ◆ UW-Oshkosh's Chancellor appointed the University Diversity Council in Spring 2000 to monitor and energize Plan 2008 initiatives. The council provided \$27,443 in Diversity Innovation grants for faculty and staff to promote diversity on campus; twelve grants were awarded.
- ◆ UW-Parkside's co-chairs of the Plan 2008 Diversity Monitoring and Assessment Committee (PDMAC) established two major systems for reporting regularly to the Chancellor on the institutional progress on Plan 2008 initiatives.

- ◆ UW-Stevens Point established a Plan 2008 Oversight Committee made up of faculty, staff and students, to closely monitor the Plans progress. The committee requests reports from responsible units for each institutional goal and reports annually to the Office of the Chancellor.
- ◆ The Stout University Foundation and the Chancellor have pledged \$400,000 over the next ten years to fund new initiatives on campus. To leverage the University's and the Foundation's \$400,000 diversity support, UW-Stout has also developed a plan: "Diversity Innovations," to be implemented in 2001-02.
- ◆ UW-Superior's Chancellor, networks with the Multicultural Affairs Coordinator, the Director of Indian Studies, multicultural student organizations and faculty and staff of color to form a creative think tank with the purpose of developing ways to improve on Plan 2008 outcomes.
- ◆ UW System Administration units developed implementation plans and have submitted their first outcomes report along with their unit plans to the Office of Multicultural Affairs.
- ◆ UW System Office of Multicultural Affairs completely revised and streamlined the Plan 2008 Biennial Reporting format. In keeping with the spirit of Continuous Quality Improvement, campuses are now required to report progress under each goal.

## **Conclusion**

As we reflect on the first two years of the systemwide *Plan 2008*, there have been a number of unmistakable achievements from which we can derive satisfaction. Other areas, such as graduation rates, will require a longer period before conclusive evidence can be gathered.

UW System institutions have had about a year to begin to implement their Institutional Plan 2008s. Encouraging results show all institutions have a precollege component; partnerships with community based organizations and public school systems; recruitment and retention programs for students and faculty; plans to increase financial aid; and curricular innovations to foster a warmer institutional environment. The range and depth of the initiatives contained in each plan will serve as models for peer institutions and demonstrate that UW System institutions are committed to providing equal opportunity to all residents of Wisconsin.

# Appendix

Appendix-Table 1

UW System Wisconsin Immediate New Freshman Applicants						
by Race/Ethnicity and Gender						
Fall 1997-2000						
	Gender	1997	1998	1999	2000	% Change 1997-2000
<b>African American</b>	Women	547	551	596	598	9%
	Men	314	368	347	346	10%
	Total	861	919	943	944	10%
<b>Hispanic/Latino</b>	Women	250	290	339	329	32%
	Men	202	205	229	261	29%
	Total	452	495	568	590	31%
<b>American Indian</b>	Women	81	88	114	114	41%
	Men	77	73	80	74	-4%
	Total	158	161	194	188	19%
<b>Asian</b>	Women	288	340	448	427	48%
	Men	308	330	346	426	38%
	Total	596	670	794	853	43%
<b>Student of Color Subtotal</b>	Women	1,166	1,269	1,497	1,468	26%
	Men	901	976	1,002	1,107	23%
	Total	2,067	2,245	2,499	2,575	25%
<b>White/Other</b>	Women	13,271	14,221	14,503	14,684	11%
	Men	10,883	11,392	11,591	11,528	6%
	Total	24,154	25,613	26,094	26,212	9%
<b>Total</b>	Women	14,437	15,490	16,000	16,152	12%
	Men	11,784	12,368	12,593	12,635	7%
	Total	26,221	27,858	28,593	28,787	10%

Source: Occasional Research Brief (ORB), Access to the UW System for Wisconsin High School Graduates, Vol. 00, No. 2, October 2000 (updated).

**Appendix-Table 2**

<b>UW System Wisconsin Immediate New Freshman Admissions</b>						
<b>By Race/Ethnicity and Gender</b>						
<b>Fall 1997-2000</b>						
	<b>Gender</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>% Change 1997-2000</b>
<b>African American</b>	Women	427	429	449	463	8%
	Men	250	274	244	253	1%
	Total	677	703	693	716	6%
<b>Hispanic/Latino</b>	Women	236	255	293	275	17%
	Men	178	181	193	219	23%
	Total	414	436	486	494	19%
<b>American Indian</b>	Women	71	72	101	97	37%
	Men	71	61	70	59	-17%
	Total	142	133	171	156	10%
<b>Asian</b>	Women	269	301	402	382	42%
	Men	274	290	299	377	38%
	Total	543	591	701	759	40%
<b>Student of Color Subtotal</b>	Women	1,003	1,057	1,245	1,217	21%
	Men	773	806	806	908	17%
	Total	1,776	1,863	2,051	2,125	20%
<b>White/Other</b>	Women	12,529	13,359	13,566	13,654	9%
	Men	10,153	10,434	10,654	10,472	3%
	Total	22,682	23,793	24,220	24,126	6%
<b>Total</b>	Women	13,532	14,416	14,811	14,871	10%
	Men	10,926	11,240	11,460	11,380	4%
	Total	24,458	25,656	26,271	26,251	7%

Source: ORB, Access to the UW System for Wisconsin High School Graduates, Vol. 00, No. 2, October 2000 (updated).

**Appendix-Table 3**

<b>UW System Wisconsin Immediate New Freshman Enrollments</b>						
<b>by Race/Ethnicity and Gender</b>						
<b>Fall 1997-2000</b>						
	<b>Gender</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>% Change 1997-2000</b>
<b>African American</b>	Women	288	301	291	313	8.7%
	Men	179	206	187	188	5.0%
	Total	467	507	478	501	7.3%
<b>Hispanic/Latino</b>	Women	182	185	220	209	14.8%
	Men	140	142	150	169	20.7%
	Total	322	327	370	378	17.4%
<b>American Indian</b>	Women	58	63	76	78	34.5%
	Men	58	50	55	50	-13.8%
	Total	116	113	131	128	10.3%
<b>Asian</b>	Women	192	246	300	269	40.1%
	Men	214	231	219	294	37.4%
	Total	406	477	519	563	38.7%
<b>Students of Color Total</b>	Women	720	795	887	869	20.7%
	Men	591	629	611	701	18.6%
	Total	1,311	1,424	1,498	1,570	19.8%
<b>White/Other</b>	Women	10,018	10,654	10,781	10,473	4.5%
	Men	8,107	8,442	8,488	8,638	6.5%
	Total	18,125	19,096	19,269	19,111	5.4%
<b>Total</b>	Women	10,738	11,449	11,668	11,342	5.6%
	Men	8,698	9,071	9,099	9,339	7.4%
	Total	19,436	20,520	20,767	20,681	6.4%

\*Includes Wisconsin immediate new freshmen from both public and private high schools.

Source: ORB, Access to the UW System for Wisconsin High School Graduates, Vol. 00, No. 2, October 2000 (updated).

**Appendix-Table 4**

Fall 2000 UW System Wisconsin Immediate New Freshman Applicants													
by Race/Ethnicity, Gender and Institution													
	African American		Hispanic Latino		Amer. Indian		Asian		White/Other		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b>MSN</b>	81	127	74	84	18	19	166	169	3,369	3,934	3,708	4,333	8,041
<b>MIL</b>	165	365	99	144	13	39	145	134	2,093	2,522	2,515	3,204	5,719
<b>EAU</b>	14	19	13	19	10	15	48	43	1,529	2,416	1,614	2,512	4,126
<b>GBY</b>	9	16	8	15	11	18	37	32	732	1,357	797	1,438	2,235
<b>LAC</b>	22	17	25	37	7	9	35	36	1,478	2,327	1,567	2,426	3,993
<b>OSH</b>	27	30	27	29	9	15	44	32	1,486	2,257	1,593	2,363	3,956
<b>PKS</b>	65	126	34	53	3	8	12	19	392	491	506	697	1,203
<b>PLT</b>	19	6	11	7	4	1	25	8	1,095	610	1,154	632	1,786
<b>RVF</b>	2	1	3	4	6	7	10	18	497	724	518	754	1,272
<b>STP</b>	19	23	17	23	14	10	36	41	1,393	2,029	1,479	2,126	3,605
<b>STO</b>	9	1	10	2	4	6	19	18	815	825	857	852	1,709
<b>SUP</b>	1	2	0	1	3	4	2	5	189	253	195	265	460
<b>WTW</b>	87	115	55	47	7	13	48	54	1,666	1,847	1,863	2,076	3,939
<b>UWC</b>	20	21	16	29	5	12	54	36	1,815	2,174	1,910	2,272	4,182
<b>Total</b>	540	869	392	494	114	176	681	645	18,549	23,766	20,276	25,950	46,226

**Appendix-Table 5**

Fall 2000 UW System Wisconsin Immediate New Freshman Admissions													
by Race/Ethnicity, Gender and Institution													
	African American		Hispanic Latino		Amer. Indian		Asian		White /Other		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b>MSN</b>	45	83	55	67	14	18	117	133	2,327	3,075	2,558	3,376	5,934
<b>MIL</b>	121	269	76	118	9	34	122	113	1,778	2,178	2,106	2,712	4,818
<b>EAU</b>	4	11	8	13	7	14	32	36	1,134	1,931	1,185	2,005	3,190
<b>GBY</b>	3	11	5	12	6	11	24	24	564	1,188	602	1,246	1,848
<b>LAC</b>	10	13	18	33	4	8	28	31	890	1,633	950	1,718	2,668
<b>OSH</b>	17	19	18	22	6	9	33	23	1,166	1,937	1,240	2,010	3,250
<b>PKS</b>	34	83	27	38	3	8	10	16	353	433	427	578	1,005
<b>PLT</b>	11	5	11	6	4	1	22	7	994	559	1,042	578	1,620
<b>RVF</b>	1	1	3	4	6	6	9	16	398	601	417	628	1,045
<b>STP</b>	5	14	11	16	8	8	26	25	986	1,650	1,036	1,713	2,749
<b>STO</b>	4	1	9	2	3	5	16	15	680	708	712	731	1,443
<b>SUP</b>	0	1	0	0	3	2	1	3	149	211	153	217	370
<b>WTW</b>	61	87	44	38	6	10	40	45	1,362	1,578	1,513	1,758	3,271
<b>UWC</b>	14	14	14	25	4	9	49	34	1,615	1,948	1,696	2,030	3,726
<b>Total</b>	330	612	299	394	83	143	529	521	14,396	19,630	15,637	21,300	36,937

Source: ORB, Access to the UW System for Wisconsin High School Graduates, Vol. 00, No. 2, October 2000 (updated).

**Appendix-Table 6**

Fall 2000 UW System Wisconsin Immediate New Freshman Enrollment													
by Race/Ethnicity, Gender and Institution													
	African American		Hispanic Latino		Amer. Indian		Asian		White/ Other		Total	Grand Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b>MSN</b>	29	47	37	41	10	11	69	80	1,448	1,828	1,593	2,007	3,600
<b>MIL</b>	64	145	41	64	4	19	67	53	977	1,170	1,153	1,451	2,604
<b>EAU</b>	1	2	4	3	4	5	18	14	556	889	583	913	1,496
<b>GBY</b>	2	3	2	2	5	6	11	11	253	590	273	612	885
<b>LAC</b>	6	4	9	14	3	5	21	12	753	465	792	500	1,292
<b>OSH</b>	5	5	7	12	4	4	12	9	571	876	599	906	1,505
<b>PKS</b>	18	42	17	19	1	6	7	10	224	274	267	351	618
<b>PLT</b>	4	2	4	2	1	0	7	3	507	294	523	301	824
<b>RVF</b>	1	0	2	2	3	2	2	8	219	334	227	346	573
<b>STP</b>	3	4	6	8	6	1	9	12	473	803	497	828	1,325
<b>STO</b>	4	0	4	0	3	3	6	5	412	413	429	421	850
<b>SUP</b>	0	0	0	0	1	2	0	2	81	124	82	128	210
<b>WTW</b>	40	52	24	23	2	7	27	25	817	849	910	956	1,866
<b>UWC</b>	11	7	12	19	3	7	38	25	1,347	1,564	1,411	1,622	3,033
<b>Total</b>	188	313	169	209	50	78	294	269	8,638	10,473	9,339	11,342	20,681

Source: ORB, Access to the UW System for Wisconsin High School Graduates, Vol. 00, No. 2, October 2000 (updated).

**Appendix-Table 7**

UW System Wisconsin Immediate New Freshman Applications							
by Students of Color and Institution							
Fall 1997 to Fall 2000							
	Fall 1997			Fall 2000			1997 to 2000
	White	SOC	Grand Total	White	SOC	Grand Total	SOC Percent Change 1997 to 2000
<b>MSN</b>	7,132	610	7,742	7,303	738	8,041	21%
<b>MIL</b>	3,512	811	4,323	4,615	1,104	5,719	36%
<b>EAU</b>	3,511	147	3,658	3,945	181	4,126	23%
<b>GBY</b>	2,004	96	2,100	2,089	146	2,235	52%
<b>LAC</b>	3,530	139	3,669	3,805	188	3,993	35%
<b>OSH</b>	3,084	151	3,235	3,743	213	3,956	41%
<b>PKS</b>	840	234	1,074	883	320	1,203	37%
<b>PLT</b>	1,691	74	1,765	1,705	81	1,786	9%
<b>RVF</b>	1,218	42	1,260	1,221	51	1,272	21%
<b>STP</b>	2,844	117	2,961	3,422	183	3,605	56%
<b>STO</b>	1,367	54	1,421	1,640	69	1,709	28%
<b>SUP</b>	298	15	313	442	18	460	20%
<b>WTW</b>	3,209	303	3,512	3,513	426	3,939	41%
<b>UWC</b>	2,836	115	2,951	3,989	193	4,182	68%
<b>Total</b>	37,076	2,908	39,984	42,315	3,911	46,226	34%

Note: Institutional applications are duplicate. A student may apply to more than one campus.

Source: Office of Policy Analysis and Research

**Appendix- Table 8**

<b>UW System Wisconsin Immediate New Freshman Admissions</b>							
<b>By Students of Color and Institution</b>							
<b>Fall 1997 to 2000</b>							
	<b>Fall 1997</b>			<b>Fall 2000</b>			<b>1997 to 2000</b>
	<b>White</b>	<b>SOC</b>	<b>Grand Total</b>	<b>White</b>	<b>SOC</b>	<b>Grand Total</b>	<b>SOC Percent Change 1997 to 2000</b>
<b>MSN</b>	5,605	488	6,093	5,402	532	5,934	9%
<b>MIL</b>	3,174	654	3,828	3,956	862	4,818	32%
<b>EAU</b>	3,178	141	3,319	3,065	125	3,190	-11%
<b>GBY</b>	1,773	66	1,839	1,752	96	1,848	45%
<b>LAC</b>	2,711	110	2,821	2,523	145	2,668	32%
<b>OSH</b>	2,809	112	2,921	3,103	147	3,250	31%
<b>PKS</b>	777	180	957	786	219	1,005	22%
<b>PLT</b>	1,584	59	1,643	1,553	67	1,620	14%
<b>RVF</b>	1,033	36	1,069	999	46	1,045	28%
<b>STP</b>	2,490	93	2,583	2,636	113	2,749	22%
<b>STO</b>	1,215	38	1,253	1,388	55	1,443	45%
<b>SUP</b>	281	14	295	360	10	370	-29%
<b>WTW</b>	2,767	234	3,001	2,940	331	3,271	41%
<b>UWC</b>	2,475	96	2,571	3,563	163	3,726	70%
<b>Total</b>	31,872	2,321	34,193	34,026	2,911	36,937	25%

Note: Institutional admissions duplicate. A student may apply to more than one campus.

Source: Office of Policy Analysis and Research

**Appendix - Table 9**

<b>UW System Wisconsin Immediate New Freshman Enrollment</b>							
<b>By Students of Color and Institution</b>							
<b>Fall 1997 to 2000</b>							
	<b>Fall 1997</b>			<b>Fall 2000</b>			<b>1997 to 2000</b>
	<b>White</b>	<b>SOC</b>	<b>Grand Total</b>	<b>White</b>	<b>SOC</b>	<b>Grand Total</b>	<b>SOC Percent Change 1997 to 2000</b>
<b>MSN</b>	3,469	301	3,770	3,276	324	3,600	8%
<b>MIL</b>	1,722	381	2,103	2,147	457	2,604	20%
<b>EAU</b>	1,541	82	1,623	1,445	51	1,496	-38%
<b>GBY</b>	801	34	835	843	42	885	24%
<b>LAC</b>	1,288	53	1,341	1,218	74	1,292	40%
<b>OSH</b>	1,517	42	1,559	1,447	58	1,505	38%
<b>PKS</b>	530	119	649	498	120	618	1%
<b>PLT</b>	852	31	883	801	23	824	-26%
<b>RVF</b>	574	18	592	553	20	573	11%
<b>STP</b>	1,309	41	1,350	1,276	49	1,325	20%
<b>STO</b>	746	25	771	825	25	850	0%
<b>SUP</b>	163	9	172	205	5	210	-44%
<b>WTW</b>	1,559	98	1,657	1,666	200	1,866	104%
<b>UWC</b>	2,054	77	2,131	2,911	122	3,033	58%
<b>Total</b>	18,125	1,311	19,436	19,111	1,570	20,681	20%

Source: Office of Policy Analysis and Research

**Appendix - Table 10**

<b>UW System Faculty of Color by UW Institution</b>							
<b>1997-98 to 2000-01</b>							
	<b>1997</b>			<b>2000</b>			
	<b>White</b>	<b>FOC</b>	<b>Grand Total</b>	<b>White</b>	<b>FOC</b>	<b>Grand Total</b>	<b>Percent Change</b>
<b>MSN</b>	1,854	205	2,059	1,819	253	2,072	23%
<b>MIL</b>	594	116	710	569	139	708	20%
<b>EAU</b>	377	34	411	374	34	408	0%
<b>GBY</b>	132	16	148	131	24	155	50%
<b>LAC</b>	284	32	316	282	38	320	19%
<b>OSH</b>	321	38	359	305	40	345	5%
<b>PKS</b>	113	16	129	105	23	128	44%
<b>PLT</b>	195	22	217	181	27	208	23%
<b>RVF</b>	203	18	221	201	13	214	-28%
<b>STP</b>	327	21	348	319	23	342	10%
<b>STO</b>	258	25	283	256	23	279	-8%
<b>SUP</b>	101	5	106	98	6	104	20%
<b>WHT</b>	299	40	339	276	46	322	15%
<b>COLL</b>	269	28	297	257	25	282	-11%
<b>EXT</b>	303	6	309	291	4	295	-33%
<b>SYS</b>	0	0	0	0	0	0	0%
<b>TOTAL</b>	5,630	622	6,252	5,464	718	6,182	15%

Source: Faculty, Academic Staff and Classified Staff data from UW System Office of Human Resources.

**Appendix- Table 11**

<b>UW System Academic Staff of Color by UW Institution</b>							
<b>1997-98 to 2000-01</b>							
	<b>1997</b>			<b>2000</b>			
	<b>White</b>	<b>Acad Staff of Color</b>	<b>Grand Total</b>	<b>White</b>	<b>Acad Staff of Color</b>	<b>Grand Total</b>	<b>Percent Change</b>
<b>MSN</b>	5,028	474	5,502	5,778	570	6,348	20%
<b>MIL</b>	1,152	200	1,352	1,141	186	1,327	-7%
<b>EAU</b>	332	26	358	328	24	352	-8%
<b>GBY</b>	249	15	264	257	19	276	26%
<b>LAC</b>	325	27	352	355	31	386	15%
<b>OSH</b>	438	39	477	528	38	566	-3%
<b>PKS</b>	218	28	246	250	38	288	36%
<b>PLT</b>	190	14	204	218	15	233	7%
<b>RVF</b>	188	12	200	219	6	225	-50%
<b>STP</b>	268	14	282	322	16	338	14%
<b>STO</b>	293	20	313	320	20	337	0%
<b>SUP</b>	148	8	156	153	12	165	50%
<b>WHT</b>	304	37	341	344	40	384	8%
<b>COLL</b>	361	13	374	466	23	489	78%
<b>EXT</b>	479	50	529	560	52	612	4%
<b>SYS</b>	66	13	79	84	21	105	62%
<b>TOTAL</b>	10,039	990	11,029	11,323	1,111	12,431	12%

Source: Faculty, Academic Staff and Classified Staff data from UW System Office of Human Resources.

Academic Staff Includes Administrators. For Details see Appendix Table 19.

**Appendix-Table 12**

<b>UW System Classified Staff of Color by UW Institution</b>							
<b>1997-98 to 2000-01</b>							
	<b>1997</b>			<b>2000</b>			
	<b>White</b>	<b>Classified Staff of Color</b>	<b>Grand Total</b>	<b>White</b>	<b>Classified Staff of Color</b>	<b>Grand Total</b>	<b>Percent Change 1997 to 2000</b>
<b>MSN</b>	4,598	223	4,821	4,587	334	4,921	50%
<b>MIL</b>	739	209	948	695	243	938	16%
<b>EAU</b>	414	8	422	420	9	429	13%
<b>GBY</b>	175	7	182	182	6	188	-14%
<b>LAC</b>	292	14	306	309	14	323	0%
<b>OSH</b>	404	15	419	401	15	416	0%
<b>PKS</b>	150	20	170	161	22	183	10%
<b>PLT</b>	218	1	219	220	3	223	200%
<b>RVF</b>	191	5	196	206	5	211	0%
<b>STP</b>	367	16	383	371	16	387	0%
<b>STO</b>	376	4	380	387	6	393	50%
<b>SUP</b>	120	5	125	140	6	146	20%
<b>WHT</b>	339	6	345	363	7	370	17%
<b>COLL</b>	207	4	211	221	8	229	100%
<b>EXT</b>	249	13	262	247	15	262	15%
<b>SYS</b>	105	9	114	115	6	121	-33%
<b>TOTAL</b>	8,944	559	9,503	9,025	715	9,740	28%

Source: Faculty, Academic Staff and Classified Staff data from UW System Office of Human Resources.

**Appendix-Table 13**

<b>UW System Total Staff of Color by UW Institution</b>							
<b>1997-98 to 2000-01</b>							
	<b>1997</b>			<b>2000</b>			
	<b>White</b>	<b>Total Staff of Color</b>	<b>Grand Total</b>	<b>White</b>	<b>Total Staff of Color</b>	<b>Grand Total</b>	<b>Percent Change 1997 to 2000</b>
<b>MSN</b>	11,480	902	12,382	12,184	1,157	13,341	28%
<b>MIL</b>	2,485	525	3,010	2,405	568	2,973	8%
<b>EAU</b>	1,123	68	1,191	1,122	67	1,189	-1%
<b>GBY</b>	556	38	594	570	49	619	29%
<b>LAC</b>	901	73	974	946	83	1,029	14%
<b>OSH</b>	1,163	92	1,255	1,234	93	1,327	1%
<b>PKS</b>	481	64	545	516	83	599	30%
<b>PLT</b>	603	37	640	619	45	664	22%
<b>RVF</b>	582	35	617	626	24	650	-31%
<b>STP</b>	962	51	1,013	1,012	55	1,067	8%
<b>STO</b>	927	49	976	963	49	1,012	0%
<b>SUP</b>	369	18	387	391	24	415	33%
<b>WHT</b>	942	83	1,025	983	93	1,076	12%
<b>COLL</b>	837	45	882	944	56	1,000	24%
<b>EXT</b>	1,031	69	1,100	1,098	71	1,169	3%
<b>SYS</b>	171	22	193	199	27	226	23%
<b>TOTAL</b>	24,613	2,171	26,784	25,812	2,544	28,356	17%

Source: Faculty, Academic Staff and Classified Staff data from UW System Office of Human Resources. Academic Staff includes administrators. For details on administrators see Appendix Table 19.

**Appendix - Table 14**

UW System Faculty by Race/Ethnicity and UW Institution												
2000-01												
	ASIAN		BLACK NON-HISP.		HISP.		NATIVE AM		WHITE NON-HISP.		TOTAL	
	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total
MSN	141	6.8%	48	2.3%	58	2.8%	6	0.3%	1,819	87.8%	2,072	100%
MIL	83	11.7%	31	4.4%	16	2.3%	9	1.3%	569	80.4%	708	100%
EAU	17	4.2%	8	2.0%	4	1.0%	5	1.2%	374	91.7%	408	100%
GBY	12	7.7%	1	0.6%	8	5.2%	3	1.9%	131	84.5%	155	100%
LAC	19	5.9%	6	1.9%	10	3.1%	3	0.9%	282	88.1%	320	100%
OSH	30	8.7%	4	1.2%	5	1.4%	1	0.3%	305	88.4%	345	100%
PKS	12	9.4%	8	6.3%	3	2.3%		0.0%	105	82.0%	128	100%
PLT	14	6.7%	8	3.8%	4	1.9%	1	0.5%	181	87.0%	208	100%
RVF	7	3.3%	2	0.9%	4	1.9%		0.0%	201	93.9%	214	100%
STP	15	4.4%	4	1.2%	3	0.9%	1	0.3%	319	93.3%	342	100%
STO	13	4.7%	6	2.2%	3	1.1%	1	0.4%	256	91.8%	279	100%
SUP		0.0%	2	1.9%		0.0%	4	3.8%	98	94.2%	104	100%
WHT	26	8.1%	9	2.8%	9	2.8%	2	0.6%	276	85.7%	322	100%
COLL	15	5.3%	5	1.8%	4	1.4%	1	0.4%	257	91.1%	282	100%
EXT	1	0.3%	2	0.7%		0.0%	1	0.3%	291	98.6%	295	100%
<b>TOTAL</b>	<b>405</b>	<b>6.6%</b>	<b>144</b>	<b>2.3%</b>	<b>131</b>	<b>2.1%</b>	<b>38</b>	<b>0.6%</b>	<b>5,464</b>	<b>88.4%</b>	<b>6,182</b>	<b>100%</b>

Source: Faculty, Academic Staff and Classified Staff data from UW System Office of Human Resources.

**Appendix-Table 15**

UW System Academic Staff by Race/Ethnicity and UW Institution												
2000-01												
	ASIAN		BLACK NON-HISP.		HISP.		NATIVE AM		WHITE NON-HISP.		TOTAL	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
MSN	312	4.9%	114	1.8%	121	1.9%	23	0.4%	5,778	91.0%	6,348	100%
MIL	33	2.5%	104	7.8%	40	3%	9	0.7%	1,141	86.0%	1,327	100%
EAU	8	2.3%	7	2%	6	1.7%	3	.8%	328	93.2%	352	100%
GBY	5	1.8%	10	3.6%	2	0.7%	2	0.7%	257	93.1%	276	100%
LAC	12	3.1%	10	2.6%	4	1%	5	1.3%	355	92.0%	386	100%
OSH	17	3.0%	8	1.4%	9	1.6%	4	0.7%	528	93.3%	566	100%
PKS	7	2.4%	21	7.3%	9	3.1%	1	0.4%	250	86.8%	288	100%
PLT	5	2.2%	7	3%	3	1.3%	0	0.0%	218	93.6%	233	100%
RVF	2	.9%	3	1.3%	1	0.4%	0	0.0%	219	97.3%	225	100%
STP	6	1.8%	4	1.9%	2	0.6%	4	1.9%	322	95.6%	338	100%
STO	8	2.4%	5	1.8%	4	1.2%	3	.9%	320	94.1%	340	100%
SUP	2	1.2%	4	2.4%	3	1.8%	3	1.8%	153	92.7%	165	100%
WHT	9	2.3%	22	5.7%	8	2%	1	0.3%	344	89.6%	384	100%
COLL	9	1.8%	4	0.8%	4	0.8%	6	1.2%	466	95.3%	489	100%
EXT	5	0.8%	22	3.6%	18	2.9%	7	1.4%	560	91.5%	612	100%
SYS	5	4.8%	9	8.6%	6	5.7%	1	1.0%	84	80.0%	105	100%
<b>TOTAL</b>	<b>445</b>	<b>3.9%</b>	<b>354</b>	<b>2.9%</b>	<b>240</b>	<b>1.9%</b>	<b>72</b>	<b>0.6%</b>	<b>11,323</b>	<b>91.1%</b>	<b>12,434</b>	<b>100%</b>

Source: Faculty, Academic Staff and Classified Staff data from UW System Office of Human Resources.

**Appendix-Table 16**

UW System Classified Staff by Race/Ethnicity and UW Institution												
2000-01												
	ASIAN		BLACK NON-HISP.		HISP.		NATIVE AM		WHITE NON-HISP.		TOTAL	
	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total
MSN	110	2.2%	107	2.2%	98	2.0%	19	0.4%	4,587	93.2%	4,921	100%
MIL	8	0.9%	200	21.3%	22	2.3%	13	1.4%	695	74.1%	938	100%
EAU	5	1.2%	1	0.2%	1	0.2%	2	0.5%	420	97.9%	429	100%
GBY	3	1.6%		0.0%		0.0%	3	1.6%	182	96.8%	188	100%
LAC	4	1.2%	2	0.6%	1	0.3%	7	2.2%	309	95.7%	323	100%
OSH	7	1.7%	3	0.7%	5	1.2%		0.0%	401	96.4%	416	100%
PKS	2	1.1%	12	6.6%	8	4.4%		0.0%	161	88.0%	183	100%
PLT		0.0%	1	0.4%	1	0.4%	1	0.4%	220	98.7%	223	100%
RVF	3	1.4%		0.0%	1	0.5%	1	0.5%	206	97.6%	211	100%
STP	1	0.3%	3	0.8%	11	2.8%	1	0.3%	371	95.9%	387	100%
STO	2	0.5%	1	0.3%	1	0.3%	2	0.5%	387	98.5%	393	100%
SUP		0.0%	1	0.7%		0.0%	5	3.4%	140	95.9%	146	100%
WHT	1	0.3%	2	0.5%	4	1.1%		0.0%	363	98.1%	370	100%
COLL	2	0.9%	3	1.3%	2	0.9%	1	0.4%	221	96.5%	229	100%
EXT	5	1.9%	9	3.4%		0.0%	1	0.4%	247	94.3%	262	100%
SYS	2	1.7%	3	2.5%	1	0.8%		0.0%	115	95.0%	121	100%
<b>TOTAL</b>	<b>155</b>	<b>1.6%</b>	<b>348</b>	<b>3.6%</b>	<b>156</b>	<b>1.6%</b>	<b>56</b>	<b>0.6%</b>	<b>9,025</b>	<b>92.7%</b>	<b>9,740</b>	<b>100%</b>

Source: Faculty, Academic Staff and Classified Staff data from UW System Office of Human Resources.

**Appendix-Table 17**

UW System Total Staff by Race/Ethnicity and UW Institution												
2000-01												
	ASIAN		BLACK NON-HISP.		HISP.		NATIVE AM		WHITE NON-HISP.		TOTAL	
	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total
MSN	563	4.2%	269	2.0%	277	2.1%	48	.4%	12,184	91.3%	13,341	100%
MIL	124	4.2%	335	11.3%	78	2.6%	31	1.0%	2,405	80.9%	2,973	100%
EAU	30	2.5%	16	1.4%	11	.9%	10	.8%	1,122	94.4%	1,189	100%
GBY	20	3.2%	11	1.8%	10	1.6%	8	1.3%	570	92.1%	619	100%
LAC	35	3.4%	18	1.7%	15	1.5%	15	1.5%	946	91.9%	1,029	100%
OSH	54	4.1%	15	1.1%	19	1.4%	5	.4%	1,234	93.0%	1,327	100%
PKS	21	3.5%	41	6.9%	20	3.3%	1	.2%	516	86.1%	599	100%
PLT	19	2.9%	16	2.4%	8	1.2%	2	.3%	619	93.2%	664	100%
RVF	12	1.8%	5	.8%	6	.9%	1	.2%	626	96.3%	650	100%
STP	22	2.1%	11	1.1%	16	1.5%	6	.6%	1,012	94.7%	1,069	100%
STO	23	2.3%	12	1.2%	8	.8%	6	.6%	963	95.1%	1,012	100%
SUP	2	.5%	7	1.7%	3	.7%	12	2.9%	391	94.2%	415	100%
WHT	36	3.3%	33	3.1%	21	1.9%	3	.3%	983	91.4%	1,076	100%
COLL	26	2.6%	12	1.2%	10	1%	8	.8%	944	94.4%	1,000	100%
EXT	11	.9%	33	2.8%	18	1.5%	9	.8%	1,098	94.0%	1,167	100%
SYS	7	3.1%	12	5.3%	7	3.1%	1	.4%	199	88.1%	226	100%
<b>TOTAL</b>	<b>1,005</b>	<b>3.5%</b>	<b>846</b>	<b>3.0%</b>	<b>527</b>	<b>1.9%</b>	<b>166</b>	<b>.6%</b>	<b>25,812</b>	<b>91.0%</b>	<b>28,356</b>	<b>100%</b>

Source: Faculty, Academic Staff and Classified Staff data from UW System Office of Human Resources.

Appendix Table 18

Headcount of Undergraduate Traditional and Non-Traditional Students by Race/Ethnicity, Fall 2000

	MSN	% MSN	MIL	% MIL	EAU	% EAU	GBY	% GBY	LAC	% LAC	OSH	% OSH	PKS	% PKS	PLT	% PLT	RVF	% RVF	STP	% STP	STO	% STO	SUP	% SUP	WTW	% WTW	UWC	% UWC	Total	% Total
<b>African-American</b>																														
Traditional	536	88%	1,037	63%	61	85%	24	69%	75	86%	68	75%	320	79%	43	81%	30	81%	34	92%	43	74%	16	64%	310	91%	60	43%	2,657	73%
Non-Traditional	73	12%	611	37%	11	15%	11	31%	12	14%	23	25%	86	21%	10	19%	7	19%	3	8%	15	26%	9	36%	30	9%	80	57%	981	27%
Total	609		1,648		72		35		87		91		406		53		37		37		58		25		340		140		3,638	
<b>Hispanic/Latino</b>																														
Traditional	570	88%	548	71%	87	92%	24	73%	89	92%	82	79%	227	75%	27	87%	53	84%	41	80%	48	84%	3	27%	149	93%	100	71%	2,048	80%
Non-Traditional	76	12%	226	29%	8	8%	9	27%	8	8%	22	21%	75	25%	4	13%	10	16%	10	20%	9	16%	8	73%	12	7%	41	29%	518	20%
Total	646		774		95		33		97		104		302		31		63		51		57		11		161		141		2,566	
<b>American Indian</b>																														
Traditional	121	87%	104	65%	49	72%	54	49%	48	84%	33	72%	21	81%	11	92%	22	88%	42	65%	23	74%	17	50%	26	74%	51	54%	622	69%
Non-Traditional	18	13%	56	35%	19	28%	56	51%	9	16%	13	28%	5	19%	1	8%	3	12%	23	35%	8	26%	17	50%	9	26%	44	46%	281	31%
Total	139		160		68		110		57		46		26		12		25		65		31		34		35		95		903	
<b>SE Asian American</b>																														
Traditional	215	92%	315	83%	127	95%	58	82%	73	86%	43	77%	13	76%	5	100%	51	93%	42	79%	37	69%	-	0%	58	91%	118	87%	1,155	86%
Non-Traditional	19	8%	65	17%	6	5%	13	18%	12	14%	13	23%	4	24%	-	0%	4	7%	11	21%	17	31%	1	100%	6	9%	18	13%	189	14%
Total	234		380		133		71		85		56		17		5		55		53		54		1		64		136		1,344	
<b>Other Asian American</b>																														
Traditional	921	93%	300	74%	78	91%	29	83%	85	92%	50	83%	72	78%	50	81%	52	87%	43	84%	59	94%	8	80%	71	87%	56	78%	1,874	87%
Non-Traditional	69	7%	108	26%	8	9%	6	17%	7	8%	10	17%	20	22%	12	19%	8	13%	8	16%	4	6%	2	20%	11	13%	16	22%	289	13%
Total	990		408		86		35		92		60		92		62		60		51		63		10		82		72		2,163	
<b>International</b>																														
Traditional	1,045	86%	178	74%	128	85%	58	82%	71	62%	54	78%	41	73%	29	74%	45	88%	122	73%	53	69%	94	85%	73	80%	106	88%	2,097	82%
Non-Traditional	168	14%	63	26%	22	15%	13	18%	43	38%	15	22%	15	27%	10	26%	6	12%	45	27%	24	31%	17	15%	18	20%	14	12%	473	18%
Total	1,213		241		150		71		114		69		56		39		51		167		77		111		91		120		2,570	
<b>White/Unknown</b>																														
Traditional	23,751	92%	12,041	78%	8,820	93%	3,931	79%	7,427	93%	7,442	85%	2,818	72%	4,517	89%	4,705	91%	6,975	89%	6,133	90%	1,634	71%	7,766	90%	8,521	80%	106,481	87%
Non-Traditional	2,061	8%	3,451	22%	681	7%	1,021	21%	518	7%	1,268	15%	1,099	28%	539	11%	450	9%	863	11%	685	10%	663	29%	881	10%	2,157	20%	16,337	13%
Total	25,812		15,492		9,501		4,952		7,945		8,710		3,917		5,056		5,155		7,838		6,818		2,297		8,647		10,678		122,818	
<b>Total</b>																														
Traditional	7,159	92%	14,523	76%	9,350	93%	4,178	79%	7,868	93%	7,772	85%	3,512	73%	4,682	89%	4,958	91%	7,299	88%	6,396	89%	1,772	71%	8,453	90%	9,012	79%	116,934	86%
Non-Traditional	2,484	8%	4,580	24%	755	7%	1,129	21%	609	7%	1,364	15%	1,304	27%	576	11%	488	9%	963	12%	762	11%	717	29%	967	10%	2,370	21%	19,068	14%
Total	29,643		19,103		10,105		5,307		8,477		9,136		4,816		5,258		5,446		8,262		7,158		2,489		9,420		11,382		136,002	

Source: Office of Policy Analysis and Research. Traditional students are 24 years and younger; Non-traditional students are older than 24 years.

**Appendix Table 19  
UW System Administrators by Race/Ethnicity and Institution  
November 2000**

Campus	Asian/ Pacific Islander	Percent of Campus Total	Black Non- Hispanic	Percent of Campus Total	Hispanic	Percent of Campus Total	Native American	Percent of Campus Total	Sub-total of color	Percent of Campus Total	White non- Hispanic	Percent of Campus Total	Unknown	Percent of Campus Total	Total
Madison	2	0.5%	27	6.1%	11	2.5%	1	0.2%	41	9.2%	399	89.9%	4	0.9%	444
Milwaukee	4	2.0%	12	6.1%	2	1.0%	1	0.5%	19	9.7%	177	90.3%		0.0%	196
Eau Claire		0.0%		0.0%	1	2.4%		0.0%	1	2.4%	41	97.6%		0.0%	42
Green Bay		0.0%	2	3.5%	1	1.8%		0.0%	3	5.3%	52	91.2%	2	3.5%	57
La Crosse	1	2.5%	3	7.5%		0.0%	1	2.5%	5	12.5%	35	87.5%		0.0%	40
Oshkosh		0.0%	1	5.9%	1	5.9%		0.0%	2	11.8%	15	88.2%		0.0%	17
Parkside		0.0%	3	11.1%		0.0%		0.0%	3	11.1%	24	88.9%		0.0%	27
Platteville		0.0%		0.0%		0.0%		0.0%	0	0.0%	28	100.0%		0.0%	28
River Falls		0.0%		0.0%		0.0%		0.0%	0	0.0%	23	100.0%		0.0%	23
Stevens Point		0.0%		0.0%		0.0%		0.0%	0	0.0%	23	100.0%		0.0%	23
Stout		0.0%		0.0%		0.0%		0.0%	0	0.0%	44	100.0%		0.0%	44
Superior		0.0%		0.0%		0.0%		0.0%	0	0.0%	22	100.0%		0.0%	22
System	2	4.9%	1	2.4%	1	2.4%		0.0%	4	9.8%	37	90.2%		0.0%	41
Whitewater	1	1.9%	4	7.5%		0.0%		0.0%	5	9.4%	48	90.6%		0.0%	53
Colleges		0.0%		0.0%	2	5.0%	1	2.5%	3	7.5%	36	90.0%	1	2.5%	40
Extension		0.0%	3	4.8%	2	3.2%		0.0%	5	8.1%	57	91.9%		0.0%	62
Total	10	0.9%	56	4.8%	21	1.8%	4	0.3%	91	7.9%	1061	91.5%	7	0.6%	1,159

*Source: Faculty, Academic Staff and Classified Staff data from UW System Office of Human Resources. Administrators include Chancellors, Vice Chancellors, Deans and Directors and other senior level positions.*

**Appendix Table 20**  
**University of Wisconsin System Total Headcount by Level,**  
**Race/Ethnicity and Institution**  
**Fall 2000**

		Undergrad.	Masters	PhD	Professional	Total
<b>MSN</b>	<b>African American</b>	609	83	88	81	861
	<b>American Indian</b>	139	13	16	33	201
	<b>Hispanic/Latino</b>	646	81	151	86	964
	<b>Southeast Asian</b>	234	26	31	12	303
	<b>Other Asian</b>	990	70	133	143	1,336
	<b>White/Unknown</b>	25,812	2,470	3,031	1,976	33,289
	<b>International</b>	1,213	799	1,455	49	3,516
	<b>Total</b>	29,643	3,542	4,905	2,380	40,470
		Undergrad.	Masters	PhD	Professional	Total
<b>MIL</b>	<b>African American</b>	1,648	195	51	0	1,894
	<b>American Indian</b>	160	29	2	0	191
	<b>Hispanic/Latino</b>	774	104	18	0	896
	<b>Southeast Asian</b>	380	26	8	0	414
	<b>Other Asian</b>	408	48	13	0	469
	<b>White/Unknown</b>	15,492	2,761	420	0	18,673
	<b>International</b>	241	237	186	0	664
	<b>Total</b>	19,103	3,400	698	0	23,201
		Undergrad.	Masters	PhD	Professional	Total
<b>EAU</b>	<b>African American</b>	72	5	0	0	77
	<b>American Indian</b>	68	6	0	0	74
	<b>Hispanic/Latino</b>	95	3	0	0	98
	<b>Southeast Asian</b>	133	0	0	0	133
	<b>Other Asian</b>	86	2	0	0	88
	<b>White/Unknown</b>	9,501	420	0	0	9,921
	<b>International</b>	150	12	0	0	162
	<b>Total</b>	10,105	448	0	0	10,553
		Undergrad.	Masters	PhD	Professional	Total
<b>GBY</b>	<b>African American</b>	35	1	0	0	36
	<b>American Indian</b>	110	4	0	0	114
	<b>Hispanic/Latino</b>	33	0	0	0	33
	<b>Southeast Asian</b>	71	0	0	0	71
	<b>Other Asian</b>	35	3	0	0	38
	<b>White/Unknown</b>	4,952	158	0	0	5,110
	<b>International</b>	71	6	0	0	77
	<b>Total</b>	5,307	172	0	0	5,479

**Appendix Table 20**  
**University of Wisconsin System Total Headcount by Level,**  
**Race/Ethnicity and Institution**  
**Fall 2000**

		Undergrad.	Masters	PhD	Professional	Total
<b>LAC</b>	<b>African American</b>	87	12	0	0	99
	<b>American Indian</b>	57	2	0	0	59
	<b>Hispanic/Latino</b>	97	4	0	0	101
	<b>Southeast Asian</b>	85	3	0	0	88
	<b>Other Asian</b>	92	12	0	0	104
	<b>White/Unknown</b>	7,945	589	0	0	8,534
	<b>International</b>	114	34	0	0	148
	<b>Total</b>	8,477	656	0	0	9,133
		Undergrad.	Masters	PhD	Professional	Total
<b>OSH</b>	<b>African American</b>	91	12	0	0	103
	<b>American Indian</b>	46	6	0	0	52
	<b>Hispanic/Latino</b>	104	9	0	0	113
	<b>Southeast Asian</b>	56	6	0	0	62
	<b>Other Asian</b>	60	24	0	0	84
	<b>White/Unknown</b>	8,710	1,565	0	0	10,275
	<b>International</b>	69	19	0	0	88
	<b>Total</b>	9,136	1,641	0	0	10,777
		Undergrad.	Masters	PhD	Professional	Total
<b>PKS</b>	<b>African American</b>	406	7	0	0	413
	<b>American Indian</b>	26	1	0	0	27
	<b>Hispanic/Latino</b>	302	3	0	0	305
	<b>Southeast Asian</b>	17	1	0	0	18
	<b>Other Asian</b>	92	1	0	0	93
	<b>White/Unknown</b>	3,917	131	0	0	4,048
	<b>International</b>	56	5	0	0	61
	<b>Total</b>	4,816	149	0	0	4,965
		Undergrad.	Masters	PhD	Professional	Total
<b>PLT</b>	<b>African American</b>	53	6	0	0	59
	<b>American Indian</b>	12	0	0	0	12
	<b>Hispanic/Latino</b>	31	3	0	0	34
	<b>Southeast Asian</b>	5	1	0	0	6
	<b>Other Asian</b>	62	4	0	0	66
	<b>White/Unknown</b>	5,056	210	0	0	5,266
	<b>International</b>	39	12	0	0	51
	<b>Total</b>	5,258	236	0	0	5,494

**Appendix Table 20**  
**University of Wisconsin System Total Headcount by Level,**  
**Race/Ethnicity and Institution**  
**Fall 2000**

		Undergrad.	Masters	PhD	Professional	Total
<b>RVF</b>	<b>African American</b>	37	4	0	0	41
	<b>American Indian</b>	25	1	0	0	26
	<b>Hispanic/Latino</b>	63	1	0	0	64
	<b>Southeast Asian</b>	55	1	0	0	56
	<b>Other Asian</b>	60	2	0	0	62
	<b>White/Unknown</b>	5,155	377	0	0	5,532
	<b>International</b>	51	3	0	0	54
	<b>Total</b>	5,446	389	0	0	5,835
		Undergrad.	Masters	PhD	Professional	Total
<b>STP</b>	<b>African American</b>	37	0	0	0	37
	<b>American Indian</b>	65	3	0	0	68
	<b>Hispanic/Latino</b>	51	2	0	0	53
	<b>Southeast Asian</b>	53	2	0	0	55
	<b>Other Asian</b>	51	0	0	0	51
	<b>White/Unknown</b>	7,838	336	0	0	8,174
	<b>International</b>	167	3	0	0	170
	<b>Total</b>	8,262	346	0	0	8,608
		Undergrad.	Masters	PhD	Professional	Total
<b>STO</b>	<b>African American</b>	58	11	0	0	69
	<b>American Indian</b>	31	4	0	0	35
	<b>Hispanic/Latino</b>	57	4	0	0	61
	<b>Southeast Asian</b>	54	3	0	0	57
	<b>Other Asian</b>	63	5	0	0	68
	<b>White/Unknown</b>	6,818	464	0	0	7,282
	<b>International</b>	77	47	0	0	124
	<b>Total</b>	7,158	538	0	0	7,696
		Undergrad.	Masters	PhD	Professional	Total
<b>SUP</b>	<b>African American</b>	25	1	0	0	26
	<b>American Indian</b>	34	10	0	0	44
	<b>Hispanic/Latino</b>	11	1	0	0	12
	<b>Southeast Asian</b>	1	1	0	0	2
	<b>Other Asian</b>	10	3	0	0	13
	<b>White/Unknown</b>	2,297	333	0	0	2,630
	<b>International</b>	111	5	0	0	116
	<b>Total</b>	2,489	354	0	0	2,843

<b>Appendix Table 20</b>						
<b>University of Wisconsin System Total Headcount by Level, Race/Ethnicity and Institution</b>						
<b>Fall 2000</b>						
		Undergrad.	Masters	PhD	Professional	Total
<b>WTW</b>	<b>African American</b>	340	37	0	0	377
	<b>American Indian</b>	35	8	0	0	43
	<b>Hispanic/Latino</b>	161	22	0	0	183
	<b>Southeast Asian</b>	64	2	0	0	66
	<b>Other Asian</b>	82	11	0	0	93
	<b>White/Unknown</b>	8,647	996	0	0	9,643
	<b>International</b>	91	44	0	0	135
	<b>Total</b>	9,420	1,120	0	0	10,540
		Undergrad.	Masters	PhD	Professional	Total
<b>UWC</b>	<b>African American</b>	140	0	0	0	140
	<b>American Indian</b>	95	0	0	0	95
	<b>Hispanic/Latino</b>	141	0	0	0	141
	<b>Southeast Asian</b>	136	0	0	0	136
	<b>Other Asian</b>	72	0	0	0	72
	<b>White/Unknown</b>	10,678	0	0	0	10,678
	<b>International</b>	120	0	0	0	120
	<b>Total</b>	11,382	0	0	0	11,382
		Undergrad.	Masters	PhD	Professional	Total
<b>UWS</b>	<b>African American</b>	3,638	374	139	81	4,232
	<b>American Indian</b>	903	87	18	33	1,041
	<b>Hispanic/Latino</b>	2,566	237	169	86	3,058
	<b>Southeast Asian</b>	1,344	72	39	12	1,467
	<b>Other Asian</b>	2,163	185	146	143	2,637
	<b>White/Unknown</b>	122,818	10,810	3,451	1,976	139,055
	<b>International</b>	2,570	1,226	1,641	49	5,486
	<b>Grand Total</b>	136,002	12,991	5,603	2,380	156,976

Source: Office of Policy Analysis and Research