

University of Wisconsin-Madison

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

Number of Applicants and Total Served	<p>Between 1997 and 2002, the number of minority students admitted to UW-Madison increased by approximately 16 percent, with the largest increases achieved among the Hispanic/Latino groups at 25 percent, and the Southeast Asian American targeted population at more than 58 percent. Enrollment numbers show a modest increase of 18 percent, with the largest increase noted for the targeted Southeast Asian Americans.</p> <p>As a result of the transfer agreement with the Miami-Dade County Community College, 6 transfer students are now enrolled at UW-Madison.</p>
Timeline	Continuing
Duration of Program	Continuing
Program Cost and Funding Sources (external and internal)	
Need for Initiative/Program	Continuing under-representation of minority students whose enrollments—particularly African American and American Indian students—have remained flat over time. Student of color enrollments in 2002 comprise approximately: 9.1% of all undergraduates within an overall percent minority of 9.1% of all UW-Madison students.
Actual Outcomes or Effectiveness of Implementation Activities	<p>In 1997, new undergraduates of color—including entering first-years and transfers—comprised only slightly over 9 percent of domestic new undergraduates. For Fall 2002, the new undergraduates of color comprised approximately 13 percent of the domestic new undergraduates.</p> <p>A total of 88 transfer students of color, or approximately 8 percent of all domestic new transfers, enrolled in the Fall Semester, 1997. In the Fall Semester 2002, the number of transfer students of color was 105 or approximately 12 percent of domestic transfer students.</p>
Factors Influencing Program Outcomes <ul style="list-style-type: none"> • Internal Factors • External Factors 	Funding and increased effectiveness of Admissions efforts through coordination and collaboration across units on campus Pool of high school graduates of color who qualify for admission to UW-Madison

University of Wisconsin-Madison

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

Related Institutional Plan 2008 Goal: Continuous improvement of undergraduate recruitment, admissions and increasing yield rates
Priority Rank - 1

INITIATIVES/PROGRAMS New	Independent review of undergraduate admissions processes by external consultant Dr. John Odom of Odom & Associates, Madison, WI
Name of Department and Names of Partners	Vice Chancellor for Student Affairs and Office of Undergraduate Admissions
Outcome	Recommendations will be incorporated in the continuing effort to strengthen Admissions processes to increase applications and enrollment yields for students from under-represented groups
Key Element/Best Practice	The principles of strategic planning and continuous improvement are embedded in the institutional efforts to increase the access, participation and success of under-represented groups at UW-Madison.

University of Wisconsin-Madison

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

Related Institutional Plan 2008 Goal: Increased recruitment of students from under-represented groups into graduate and professional programs
Priority Rank - 1

INITIATIVES/PROGRAMS Continuing	Professional students: Law School and Medical School recruitment and admission practices have resulted in significant increases in the percentages of under-represented students.
Name of Department and Names of Partners	The Law School and Medical School each have an Assistant Dean in charge of recruitment and admissions; the Graduate School works with academic departments and faculty
Target Group	Qualified students who are of African American, Asian American, especially targeted Southeast Asian American, Hispanic/Latino, American Indian and disadvantaged backgrounds
Timeline	Continuing
Duration of Program	Continuing
Need for Initiative/Program	Continuing under-representation of minority students whose enrollments—particularly African American and American Indian students—have remained flat over time. Student of color enrollments in 2002 comprise approximately: 8.2% of all University Specials, 8.0% of all Graduate students, 14.0% of all students in the Professional schools, and an overall percent of 9.1% of all UW-Madison students.
Actual Outcomes or Effectiveness of Implementation Activities	In Fall 1997, the Law School enrolled 44 entering students of color or approximately 18 percent of the first-year Law class. In Fall 2002, Law School enrollments showed a total of 78 students of color or approximately 26 percent of the entering class. Medical School enrollments in the Fall Semester 1997 included 23 students of color or 18 percent of the entering class. In Fall 2002, there were 37 entering students of color or approximately 27 percent of the Med-1 class.
Factors Influencing Program Outcomes <ul style="list-style-type: none"> • Internal Factors • External Factors 	Funding and increased effectiveness of Professional School recruitment efforts Pool of undergraduates of color who qualify for admission to UW-Madison professional programs

University of Wisconsin-Madison

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

Related Institutional Plan 2008 Goal: Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions, and increase the retention and academic success of under-represented students at UW-Madison.

Priority Rank 1

<p>INITIATIVE/PROGRAM New</p>	<p>Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE) http://www.wisc.edu/studentaffairs/people/people.html</p>
<p>Name of Department and Names of Partners</p>	<p>PEOPLE was initiated by the offices of the Chancellor, Provost, Vice Chancellor for Student Affairs and Undergraduate Admissions with broad buy-in and support across campus from faculty and staff in academic and administrative units—especially the School of Education, the Center for Biology Education and the College of Agricultural and Life Sciences, the School of Human Ecology, the Medical School, the Division of University Housing and the Wisconsin Union.</p> <p>PEOPLE is founded on a strong partnership with the Milwaukee Public Schools (MPS) and the Madison Metropolitan School District (MMSD), the students, their parents, teachers and administrators.</p> <p>The PEOPLE Program has expanded with the participation of the College of Engineering, the Division of Information Technology and its Information Technology Academy (ITA), College of Letters and Science and the Summer Collegiate Experience (SCE), the Law School through its 3rd Yr PEOPLE internships, and the School of Nursing.</p> <p>Development and funding are coordinated with the UW Foundation and the Wisconsin Alumni Association.</p>
<p>Target Group</p>	<p>Milwaukee: Rising 10th Grade High School students of African American, targeted Southeast Asian, Hispanic/Latino, American Indian and disadvantaged backgrounds; Madison PEOPLE: Rising 7th Grade Middle School students of African American, targeted Southeast Asian, Hispanic/Latino, American Indian and disadvantaged backgrounds</p>
<p>Key Element/Best Practice</p>	<p>PEOPLE pipeline programming is designed to serve the pre-college students, their parents and teachers, and send a clear message of UW-Madison’s enduring commitment to their success in higher education.</p>

University of Wisconsin-Madison

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

Number of Applicants and Total Served	<p>Summer 2002: Number of High School Students: 240 (African American: 133; American Indian: 2; Hispanic: 69; Asian/Pacific Islander: 22; Biracial: 18); Number of Middle School Students: 294 (African American: 125; American Indian: 6; Hispanic: 59; Asian/Pacific Islander: 51; Biracial: 51; White: 2)</p> <p>Projected participation for Summer 2003: over 700 in three High School cohorts and three Middle School cohorts, including the cohort entering the Summer bridge as “newly admitted” UW-Madison undergraduates</p>
Timeline	Milwaukee High School PEOPLE began in 1999; Madison Middle School PEOPLE began in 2000
Duration of Program	Continuing
Program Cost and Funding Sources (external and internal)	Expenditures reported for FY 01-02 amount to \$1.5M from a combination of internal and external funding sources
Need for Initiative/Program	See attachment
Actual Outcomes or Effectiveness of Implementation Activities	In June 2003, the first group of 24 Milwaukee Public Schools (MPS) PEOPLE students who were admitted to UW-Madison’s undergraduate program enrolled in the eight-week Summer Bridge courses for college credit. The outcomes for this first PEOPLE Cohort show that of the 66 students who were accepted into the program in 1999, 60 stayed in the Milwaukee Public Schools. Of these 60 retained students, 59 or 98 percent graduated from MPS schools in June 2002. Fifty-five or 92 percent enrolled in higher education: 24 or 40 percent were admitted to UW-Madison, 6 or 10 percent in one of the UW System institutions, 6 or 10 percent at Milwaukee Area Technical College, 7 or 12 percent enrolled in a Wisconsin private college or school, and 12 or 20 percent enrolled in an out-of-state college or university.
Factors Influencing Program Outcomes	The great enthusiasm for PEOPLE is reflected in the high retention rates in both the HS and MS programs. Continued funding is a critical factor for PEOPLE success.

University of Wisconsin-Madison

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.

Related Institutional Plan 2008 Goal: Enhanced services and support to all students, with particular attention to those with special needs or identified as academically at risk.

Priority Rank 1

<p>INITIATIVE/PROGRAM</p> <p>Continuing</p>	<p><u>Chancellor’s Scholars</u></p> <p>The Chancellor’s Scholars Program met its first goal of enrolling 25 scholars annually in 1995. Its second goal—to have at least 100 scholars on campus—was achieved in 1998. That year 107 Chancellor's Scholars attended classes at UW- Madison.</p> <p>The scholarships are awarded to historically under-represented minorities—African-Americans, Asian Americans, Native Americans and Hispanic/Latinos—and are based on merit, not need. A faculty and staff selection committee examines the class ranks, grade point averages, leadership qualities, letters of recommendation, test scores and personal essays of each applicant in deciding whom to select as Chancellor's Scholars.</p>
<p>Name of Department and Names of Partners</p>	<p>The offices of the Chancellor, the Provost and faculty and staff across UW-Madison, with support from the UW Foundation and friends of the Chancellor’s Scholars</p>
<p>Target Group</p>	<p>African-Americans, Asian Americans, Native Americans and Hispanic/Latinos</p>
<p>Key Element/Best Practice</p>	<p>To bolster their undergraduate experience, Chancellor's Scholars take part in a variety of academic and co-curricular activities and meet monthly as a group to discuss campus resources, opportunities and current issues with faculty and staff. They are encouraged to volunteer their time in a variety of service opportunities, including tutoring and planning activities for children. And they are paired with a professor or staff member who serves as a "mentor-friend." The program sends a clear message of the enduring commitment of UW-Madison administration, faculty and staff and friends of the program to the success of each Chancellor’s Scholar, and the importance his or her contribution to the life of the university community.</p>

University of Wisconsin-Madison

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.

Number of Applicants and Total Served	There are 148 Chancellor’s Scholars enrolled as of Spring 2003. A grand total of 408 Chancellor’s Scholars have been in the program since its inception in 1984.
Timeline	Continuing
Duration of Program	Started in 1984
Program Cost and Funding Sources (external and internal)	Financial support comes from the contributions of alumni, faculty, staff, student organizations, corporations, foundations and friends of the program. There is currently the potential to endow the program.
Need for Initiative/Program	Program founder Assistant Vice Chancellor Mercile Lee: “I knew that something had to be done to increase the number and retention of ethnic minority students on campus. The university needed to reflect the diversity of talents, abilities and backgrounds within and among ethnic minority groups that occurred quite naturally with the majority student population.”
Actual Outcomes or Effectiveness of Implementation Activities	Retention and graduation among Chancellor’s Scholars exceed institutional rates.
Factors Influencing Program Outcomes <ul style="list-style-type: none"> • Internal Factors • External Factors 	Continued institutional support Continued external funding support

University of Wisconsin-Madison

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.

Related Institutional Plan 2008 Goal: Improved tracking of student academic progress and connections between students, faculty and staff, for early warning and strategic intervention to address student needs

Priority Rank 1

INITIATIVE/PROGRAM	Connecting for Academic Success (CAS) is an effort to ensure that each student has early and continuing connections to key support services, and that these services provide timely response particularly during the first year of transition to university life.
New	
Name of Department and Names of Partners	Office of the Vice Chancellor for Student Affairs, with the Chemistry Learning Center, Math Tutorial Program, Physics Learning Program, the Business Learning Center, Division of University Housing, Academic Affairs/Pathways to Excellence in the College of Letters and Science, academic advisers and the Cross-College Advising Service, the Learning through Evaluation, Adaptation and Dissemination (LEAD) Center, M/D Coordinators in schools and colleges, the Registrar's Office, Undergraduate Admissions, and Deans offices in all schools and colleges
Target Group	All students, especially first-year students and students of color, who may be academically at-risk
Key Element/Best Practice	CAS builds on staff expertise and existing services and resources to create a "wrap-around" system and enhance the effectiveness of campus retention efforts.

University of Wisconsin-Madison

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.

Number of Applicants and Total Served	(in process)
Timeline	Beginning Fall 2002-03
Duration of Program	Continuing
Program Cost and Funding Sources (external and internal)	None—CAS is an effort to maximize the use of resources and student access to existing services.
Need for Initiative/Program	Retention rates for all UW-Madison undergraduates are relatively high. For example, our second-year retention rate for all new freshmen in 1998 is 90.6 percent, compared to 84 percent for UW System. Nonetheless, increased student retention remains among our major objectives. Moreover, there is particular concern over the differential in UW-Madison's majority and minority retention rates: 90 per cent of freshmen overall re-enroll for their sophomore year, but only a little more than 80 per cent of targeted students of color return. Hence the configuration of retention and academic support programs on this campus. Designed generally to support all students at UW-Madison, programs and activities that are not specific to minority/disadvantaged (M/D) target groups are also geared to respond to special needs and concerns.
Actual Outcomes or Effectiveness of Implementation Activities	Improved retention and graduation rates for all students and particularly for under-represented students
Factors Influencing Program Outcomes <ul style="list-style-type: none"> • Internal Factors • External Factors 	Institutional support and the commitment of students, staff and faculty across campus

University of Wisconsin-Madison

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.

Related Institutional Plan 2008 Goal: Develop an integrated database to track students from pre-college through graduate levels.
Priority Rank 1

INITIATIVE/PROGRAM New	Data Enhancements including: Minority Data Cube; Query Library; Exit Interviews conducted by the Academic Affairs Subcommittee of the Plan 2008 Oversight Committee; and a revised Undergraduate Satisfaction Survey
Description of Initiatives	<p>We have made significant progress in our data capability and student monitoring procedures. The work of the data needs planning group, the Learning through Evaluation, Adaptation and Dissemination (LEAD) Center, and a group of concerned staff has resulted in the creation of a “data cube” that allows easy access to standardized student retention data. The campus has also developed a shared query library that allows for a coordinated retention data system shared among the many retention programs and agents who support students of color, as well as programs serving the entire student body on this campus.</p> <p>The Provost and the Vice Chancellor for Student Affairs have jointly convened an ad hoc group to identify causes of student drop-out. In particular, the Plan 2008 Academic Affairs Subcommittee has been charged with the responsibility to conduct exit interviews with students who did not re-enroll in the Fall 2002. Subcommittee chair Professor Mary Louise Gomez will use this as a pilot study to look at how we can construct an exit interview process for all students. Further, the UW-Madison Survey Research Center is working with the institutional research office to determine what else we can glean about student retention from taking a closer look at the respondents to “Student Satisfaction Surveys” conducted by the Survey Research Center over a period of 5 years. The Associate Vice Chancellor for Teaching and Learning is revising the next Student Satisfaction Survey to reflect the longstanding question, “Why do students leave.” We would like to gather information responding to this and its corollary question, “Why do students stay” in order more effectively to strengthen our retention efforts.</p>
Target Group	Students, especially students of color, because of the differential in retention and graduation rates of majority and minority students
Key Element/Best Practice	Electronic and information technology tools combined with staff expertise enable staff and faculty to connect effectively with students and provide information and support services .

University of Wisconsin-Madison

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.

Number of Applicants and Total Served	All undergraduate students, particularly first-year students
Timeline	Began Fall 2001-02
Duration of Program	Continuing
Program Cost and Funding Sources (external and internal)	Reallocation
Need for Initiative/Program	Same as previous
Actual Outcomes or Effectiveness of Implementation Activities	Improved retention and graduation rates for all students and particularly for under-represented students
Factors Influencing Program Outcomes <ul style="list-style-type: none"> • Internal Factors • External Factors 	Institutional support and the commitment of students, staff and faculty across campus

University of Wisconsin-Madison

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

Related Institutional Plan 2008 Goal:
Priority Rank 1

INITIATIVE/PROGRAM New Continuing	Need-Based Financial Aid: UW-Madison’s leadership was critical in securing the “indexing” of the Wisconsin Higher Education Grant (WHEG) and the Lawton Undergraduate Grant to tuition increase. <u>FASTrack (Financial Aid Security Track) Program:</u> FASTrack assists low-income Wisconsin undergraduates in paying for college through a combination of grants, work, and small loans (with no loan the freshman year). The program assures that a student's financial need will be met each year for four years. Single, financially dependent students are considered for the program based on family income and need for assistance.
Name of Department and Names of Partners	Plan 2008 Co-chairs and the Fundraising Subcommittee in partnership with the Associated Students of Madison and Generation 2008 Office of Student Financial Services (OSFS), with the collaboration of Minority/Disadvantaged program coordinators in the schools and colleges
Target Group	Students of color and students from disadvantaged backgrounds
Key Element/Best Practice	All students who apply for aid are considered for FASTrack--there is no special application. Financial Aid counselors advise students to ensure that work and borrowing are controlled to minimize the student's financial burden. The commitment of the Director and staff of OSFS ensures that students receive adequate and timely financial aid and advice.

University of Wisconsin-Madison

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

Related Institutional Plan 2008 Goal:
Priority Rank 1

<p>INITIATIVE/PROGRAM</p> <p>New and Continuing</p>	<p>Merit and Need-based Scholarships:</p> <ul style="list-style-type: none"> • Posse: For the first time, two teams comprising 18 students from the Chicago area are enrolled at UW-Madison under a unique national recruitment effort, called the Posse Program. The Posse Program identifies high-school students with extraordinary academic leadership potential and forms multicultural teams, or posses. In addition to four-year scholarships, the Posse scholars have a built-in support system when they begin college: peers from their own city. Next year the program will expand with 10 Posse students coming from Los Angeles, CA, and another 10-member Posse from Chicago. UW-Madison is one of the Posse Foundation’s “partner institutions” along with Bowdoin, Illinois, DePauw, Brandeis, Bryn Mawr and others. • Chancellor’s Scholars and the Powers-Knapp Scholarships • African American Alumni Scholarship • American Indian Alumni Scholarship • Hispanic/Latino Alumni Scholarship
<p>Name of Department and Names of Partners</p>	<p>The Vice Chancellor for Student Affairs and the Office of Student Financial Services maintain close collaborative relationships with the UW Foundation and the Wisconsin Alumni Association, to reach potential donors and encourage gifts to augment need-based and merit scholarships.</p>
<p>Target Group</p>	<p>Students of color and students from disadvantaged backgrounds</p>
<p>Key Element/Best Practice</p>	<p>The university has on-going efforts to connect to loyal alumni and friends of the UW-Madison who have the vision and commitment to support the university in its mission to educate youth from the under-represented groups of Wisconsin and the US.</p>

University of Wisconsin-Madison

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

Number of Applicants and Total Served	
Timeline	Continuing
Duration of Program	Continuing
Program Cost and Funding Sources (external and internal)	
Need for Initiative/Program	Ensuring access for students from under-represented groups requires increased financial aid particularly need-based grants rather than loans.
Actual Outcomes or Effectiveness of Implementation Activities	In 1997 the total amount of M/D scholarships was \$1,813,201. In 2001, that amount had increased by over 65 percent to \$2,999,914. (See attached)
Factors Influencing Program Outcomes <ul style="list-style-type: none"> • Internal Factors • External Factors 	

University of Wisconsin-Madison

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.

Related Institutional Plan 2008 Goal: Increase the faculty in the three Ethnic Studies programs—American Indian Studies, Asian American Studies and Chicano Studies—by at least one position apiece, plus fund long-term one shared visiting position by Spring 2003. The three positions will have 100-percent tenure home in the hiring program if requirements for that rule waiver are met.

Priority Rank 1

INITIATIVE/PROGRAM New	Ethnic Studies and Cluster Hiring
Name of Department and Names of Partners	Ethnic Studies programs, including American Indian Studies, Asian American Studies and Chicano Studies
Target Group	Faculty and new PhDs in the areas of American Indian, Asian-American and Chicano history and culture

University of Wisconsin-Madison

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.

Number of Applicants and Total Served	Through the Ethnic Studies Cluster Hire, three positions in three programs were filled and a fourth, visiting position was created.
Timeline	
Duration of Program	On-going
Program Cost and Funding Sources (external and internal)	
Need for Initiative/Program	<p>In many ways the campus has surpassed the scope of recommendations in the original 1999 plan in the area of faculty recruitment. Concerted efforts are now directed toward educating deans, chairs, directors and search committees on best practices in promoting diversity in search and screen processes. In most cases, proof of the ability to attract a diverse pool of applicants is a criterion for gaining approval to conduct a search. Two years ago, diversity was made a strategic goal of the Cluster Hiring Initiative. Diversity was a major agenda item for at least two meetings between deans and the provost over the past year. Both 2000 and 2001 set records for diversity hires. People of color constituted 27.4 per cent of new faculty hires in 2000 and 25 per cent in 2001.</p> <p>Yet, faculty hiring was a major focus of concern in the Oversight Committee and the Campus Climate Subcommittee during 2001-02. Representatives of the committee presented concerns at a meeting with the chancellor, provost and deans in late spring of 2002. In part the purpose was to put recent gains into the following context: Between Fall 1999 and Spring 2002, 446 new faculty members were hired. A total of 341 (76.5 per cent) were white/other. A total of 13 (2.9 per cent) were Black; 69 (15.5 per cent) were Asian; 4 (.9 per cent) were Native American; and 11 (3.4 per cent) were Hispanic. We looked especially at the Cluster Hire Initiative, 1999-2002. A total of 66 new faculty were hired in the clusters. A total of 49 (74.2 per cent) were white/other. A total of 4 (6 per cent) were Black; 12 (18 per cent) were Asian; 1 (1.5 per cent) was Native American and 2 (3 per cent) were Hispanic. In 1999, people of color made up about 11 per cent of the faculty. In 2001, their representation had risen to 13 per cent of the faculty. In 2001, in a faculty of 2,213, there were 60 Black (2.7 per cent); 60 Hispanics (2.7 per cent); 162 Asians (7.3 per cent) and 8 Native Americans (0.3 per cent).</p>

University of Wisconsin-Madison

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.

Related Institutional Plan 2008 Goal: Continue diversity-related strategic hiring of faculty and Anna Julia Cooper postdoctoral positions, and use positions available from faculty turnover to promote hiring faculty of color.

Strategically recruit faculty by several means, including CIC cooperation, a possible “Dissertator-in-Residence” program, a seminar fund for early identification of promising graduate students from CIC institutions and elsewhere for possible faculty positions, and possible funding for visiting faculty/scholars positions who may be attracted to faculty positions at UW-Madison.

Priority Rank 1

INITIATIVE/PROGRAM	Strategic Hiring and the Anna Julia Cooper Fellowships Program
Continuing	
Name of Department and Names of Partners	Graduate School and Academic Departments
Target Group	Faculty of color

University of Wisconsin-Madison

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.

Number of Applicants and Total Served	
Timeline	
Duration of Program	
Program Cost and Funding Sources (external and internal)	In all about \$923,000 was appropriated for diversity-related strategic initiatives. The strategic hiring initiative is funded at the level of \$1M for the 2002-03 academic year.
Need for Initiative/Program	In 3 of 4 opportunities to hire, the interests of racial diversity are not advanced. The numbers of faculty of color remain small. Hiring in most of the targeted areas remain in the single digits and in most years are indistinguishable from hiring that occurred 25 or 30 years ago.
Actual Outcomes or Effectiveness of Implementation Activities	Between 1997 and 2001, 16 Anna Julia Cooper Post-Doctoral Fellowships were awarded. During the same time period, 23 faculty members were hired and two were retained through the Strategic Hiring Initiative.
Factors Influencing Program Outcomes <ul style="list-style-type: none"> • Internal Factors • External Factors 	Participation and commitment of Department Chairs, Deans and Search Committees

University of Wisconsin-Madison

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.

Related Institutional Plan 2008 Goal: Recruiting Staff, and Retaining Faculty and Staff

Priority Rank 1

<p>INITIATIVE/PROGRAM New</p>	<p>Provost's initiatives for campus climate and diversity, including the creation of the Campus Climate Networking Group and an Advisory Committee chaired by Associate Vice Chancellor Linda S. Greene to prioritize a campus-wide plan to incorporate best practices for recruiting, hiring and retaining women faculty and faculty of color</p>
<p>Name of Department and Names of Partners</p>	<p>Office of the Provost, faculty and staff from departments and units across campus</p>
<p>Target Group</p>	<p>UW-Madison faculty, staff and students, with particular focus on women and people of color</p>
<p>Key Element/Best Practice</p>	<p>The effort is broad-based and inclusive, with representation from all sectors of the campus and a clear message about campus climate and diversity as high priorities in the university's action plan.</p>

University of Wisconsin-Madison

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.

Number of Applicants and Total Served	
Timeline	Started in 2002
Duration of Program	Continuing
Program Cost and Funding Sources (external and internal)	None
Expected Outcomes or Need for Initiative/Program	
Actual Outcomes or Effectiveness of Implementation Activities	
Factors Influencing Program Outcomes <ul style="list-style-type: none"> • Internal Factors • External Factors 	

University of Wisconsin-Madison

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

Related Institutional Plan 2008 Goal: Incorporate diversity-related content into courses where appropriate.
Priority Rank 1

<p>INITIATIVE/PROGRAM</p> <p>New</p>	<p>Environmental Chemistry and Ethnicity (Chem 201) is the first Chemistry course to qualify for the Ethnic Studies Requirement. Billed as the first ethnic studies course to “break the science barrier,” Chem 201 studies uranium mining and its effects on the Navajo community. The course was designed, developed and team-taught by Catherine Middlecamp, Distinguished Faculty Associate and Director of the Chemistry Learning Center, and Omie Baldwin, Senior Student Services Program Manager and Counselor in University Health Services.</p>
<p>Name of Department and Names of Partners</p>	<p>Department of Chemistry, University Health Services and Plan 2008/ Vice Chancellor for Student Affairs, and the UW System Institute for Race and Ethnicity</p>
<p>Target Group</p>	
<p>Key Element/Best Practice</p>	<p>Visionary and committed individuals who deal creatively with the barriers and challenges to including diversity in the curriculum, and are able to generate enthusiasm and support from crucial departments and units.</p>

University of Wisconsin-Madison

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

Number of Applicants and Total Served	24 students enrolled and attending, Spring Semester 2003
Timeline	
Duration of Program	
Program Cost and Funding Sources (external and internal)	Release time for Omie Baldwin
Expected Outcomes or Need for Initiative/Program	
Actual Outcomes or Effectiveness of Implementation Activities	
Factors Influencing Program Outcomes <ul style="list-style-type: none"> • Internal Factors • External Factors 	

University of Wisconsin-Madison

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

Related Institutional Plan 2008 Goal: Retention, Climate, the Freshman Experience, and Curriculum: Continue to determine and use successful strategies for improving the retention and graduation rates for each of the targeted groups to reduce the gap in the retention and graduation rates between majority and targeted students by 50 percent by 2008, including a freshman seminar experience as a way to improve academic performance, retention, and multi-cultural understanding for all students, and the establishment of a residential community with a multi-cultural living/learning focus. Priority Rank 1

<p>INITIATIVE/PROGRAM New</p>	<p>Programs to enhance the First-Year Experience, including Freshman Interest Groups (FIGs), the pilot SuperSOAR Program, the Multicultural Learning Community (MLC) and the creation of the new Office of Orientation and New Student Programs.</p> <p>A FIG is a cluster of three (3) courses taken together by groups of 20 students. Anchored by a small, faculty-led seminar that helps to integrate learning in all three courses, most UW-Madison FIGs include an ethnic studies course, and are meant to encourage students to complete their ethnic studies requirement early in their undergraduate careers. Ideally, students in a FIG have the opportunity to address race matters in a climate of diversity and trust. Because our FIGs initiative came directly out of a Plan 2008 recommendation, the Diversity Oversight Committee for Plan 2008 will continue to monitor the funding levels and sources of this program. In addition, we continue to build residential learning communities. The pilot SuperSoar is designed to make early connections for entering students of color to academic advisers and CAS staff.</p> <p>The Multicultural Learning Community (MLC) in Witte Hall is envisioned as residential community with an international, multi-cultural living/learning focus. It is co-sponsored by the School of Education, College of Letters and Science, and University Housing, with a Faculty Director from the School of Education and a Staff Director from University Housing.</p> <p>http://www.housing.wisc.edu/diversity/diversity/multicultural_learning_community.html</p>
<p>Name of Department and Names of Partners</p>	<p>Provost, Vice Chancellor for Student Affairs, Associate Vice Chancellor for Teaching and Learning, College of Letters and Science, Division of University Housing, Academic Advising units</p>
<p>Target Group</p>	<p>First-Year students, especially students from under-represented groups</p>
<p>Key Element/Best Practice</p>	<p>Collaboration by academic affairs and student affairs to integrate the students' in-class and outside-the-classroom learning experience</p>

University of Wisconsin-Madison

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

Number of Applicants and Total Served	In Fall 2001, a pilot comprising 4 FIGs was launched. With a new assistant dean hired to lead FIGs development, the number of FIGs increased to 13 with a enrollment of 257 first-year students in Fall 2002.
Timeline	The pilot Multicultural Learning Community (MLC) in Witte Hall will be launched in the Fall Semester 2003.
Program Cost and Funding Sources (external and internal)	
Expected Outcomes or Need for Initiative/Program	
Actual Outcomes or Effectiveness of Implementation Activities	
Factors Influencing Program Outcomes <ul style="list-style-type: none"> • Internal Factors • External Factors 	

University of Wisconsin-Madison

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

Related Institutional Plan 2008 Goals: Expand informal and formal programs for developing student leadership in the improvement of the campus climate; Continue orientation and guidance for new faculty, and expand orientation and guidance for staff; Increase professional development for academic staff; Incorporate a Diversity Training Institute in human resource development; Plan an administrative internship program and expand the Leadership Institute for faculty and academic staff.

Priority Rank 1

<p>INITIATIVE/PROGRAM</p> <p>New & Continuing</p>	<p>Initiatives to improve campus climate through interactive education and training activities provided by external consultants e.g., J. Howard Associates</p> <p>In-house capacity building by campus resource persons through the Leadership Institute and the Seeking Educational Equity and Diversity programs: S.E.E.D., S.E.E.D.E.D and the new Student S.E.E.D.</p>
<p>Name of Department and Names of Partners</p>	<p>Provost's Office, Office of the Vice Chancellor for Student Affairs, the Equity and Diversity Resource Center, University Health Services, the Office of Human Resource Development, faculty, staff and students across campus</p>
<p>Target Group</p>	<p>the university community</p>
<p>Key Element/Best Practice</p>	<p>Constructive and positive learning activities and self-exploration that help participants develop tools for dealing with their living and working situations</p>

University of Wisconsin-Madison

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Number of Applicants and Total Served	S.E.E.D. seminars regularly have 30 to 35 participants drawn from across campus and the Madison community
Timeline	
Duration of Program	S.E.E.D. seminars and the Leadership Institute are held each semester; the new Student S.E.E.D. started this Spring Semester
Program Cost and Funding Sources (external and internal)	The three S.E.E.D. seminars have a budget of \$6,500
Expected Outcomes or Need for Initiative/Program	See attached
Actual Outcomes or Effectiveness of Implementation Activities	S.E.E.D. arrived at UW-Madison through the initiative of vice chancellor Paul Barrows and faculty member Richard Davis. The first trained facilitators are Seema Kapani in the Equity and Diversity Resource Center, Hazel Symonette in Student Affairs and Academic Services and faculty member Lydia Zepeda. Kapani describes what happens in the seminars as a yearlong “learning journey.” The enrolled academic and classified staff, faculty, administrators and teaching assistants will meet about once a month. Kapani says this seminar's direction will be articulated and pursued entirely by the participants themselves
Factors Influencing Program Outcomes <ul style="list-style-type: none"> • Internal Factors • External Factors 	

University of Wisconsin-Madison

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

Related Institutional Plan 2008 Goal: Taking responsibility and leadership
Priority Rank 1

<p>INITIATIVE/PROGRAM</p> <p>New & Continuing</p>	<p>The Diversity Oversight Committee was created in Spring 2001 as a standing committee of the Faculty Senate. As such it ensures institutional commitment to diversity beyond the lifetime of Plan 2008. It is a shared governance committee composed of members of the administration, faculty, staff, students, alumni, and community representatives and has a Subcommittee structure made up of Academic Affairs, Campus Climate, Campus Forum, Annual Report and Fundraising. Among its most important functions are:</p> <ul style="list-style-type: none"> • The Annual Campus Forum attended by the Chancellor, Provost, Vice Chancellor for Student Affairs, Deans and Directors of academic and administrative units, faculty, staff and students, to exchange information on the progress of the plan • A mid-point external review team of university executives from peer institutions who will complete a thorough evaluative four-year review by no later than June 2003, after which the oversight committee and administration will make modifications to the second five-year period of the plan. • Regular consultation by Plan 2008 Committees with the Chancellor and Provost regarding the status of diversity initiatives • Plan 2008 Committee meetings with each Dean and Director, to discuss the status of diversity initiatives at the unit/school/college level
<p>Name of Department and Names of Partners</p>	<p>Vice Chancellor for Student Affairs, faculty, staff and students across campus representing the Faculty Senate, the Academic Staff Executive Committee (ASEC), Classified Staff and the Associated Students of Madison (ASM), Alumni and community groups</p>
<p>Key Element/Best Practice</p>	<p>A shared governance body provides the infrastructure for implementing Plan 2008 initiatives and ensuring accountability. Representatives from alumni and community groups provide valuable input from external constituents.</p>

University of Wisconsin-Madison

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

Number of Applicants and Total Served	
Timeline	on-going
Duration of Program	
Program Cost and Funding Sources (external and internal)	Funds 101 and Fund 402 expenditures for salaries and supplies and services in 2001-02 were : \$142,688.99
Expected Outcomes or Need for Initiative/Program	
Actual Outcomes or Effectiveness of Implementation Activities	
Factors Influencing Program Outcomes <ul style="list-style-type: none"> • Internal Factors • External Factors 	

University of Wisconsin-Madison

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

Related Institutional Plan 2008 Goal: Taking Leadership and Responsibility

Priority Rank

<p>INITIATIVE/PROGRAM</p> <p>New</p>	<p>The position of Associate Vice Chancellor for Diversity and Climate within the Office of the Provost has been created. The new AVC-DC is Professor Bernice Durand, who was co-chair with Vice Chancellor Paul W. Barrows of the Steering Committee which drafted UW-Madison's Plan 2008 and put in place its structure and process for implementation.</p>
<p>Name of Department and Names of Partners</p>	<p>Provost's Office and Vice Chancellor for Student Affairs/co-chair of the Diversity Oversight Committee</p>
<p>Key Element/Best Practice</p>	<p>The creation of a highly visible position of responsibility ensures the university's continuing strong commitment to diversity. The appointment of Professor Bernice Durand to this position ensures strong leadership in the implementation of Plan 2008 at UW-Madison. She is widely known and respected for her work in advancing diversity in her own Department of Physics, in the curriculum through the Ethnic Studies requirement, campus-wide through drafting a robust campus Plan 2008 and laying the groundwork for its implementation, and most recently in the Division of Intercollegiate Athletics as chair of the Athletics Board.</p>