



Forward Together

UNIVERSITY OF WISCONSIN-MADISON

A Framework for Diversity and Inclusive Excellence

A Draft by the

Ad Hoc Diversity Planning Committee

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I. INTRODUCTION

For more than 30 years, the University of Wisconsin-Madison has made issues of diversity, equity and inclusion a high-level priority of institutional life. While much work remains to create an environment that is inclusive and excellent for all, progress toward this goal is happening daily. This report by the Ad Hoc Diversity Planning Committee (AHDPC) gives a history of diversity efforts at UW-Madison and outlines our recommendations for actions to continue and strengthen our efforts to make UW-Madison a leader among universities in fostering a diverse and inclusive community.

Acronyms Used Throughout This Draft

AAC&U – American Association of Colleges and Universities
AHDPC – Ad Hoc Diversity Planning Committee
ASEC – Academic Staff Executive Committee
ASM – Associated Students of Madison
CDCC – Campus Climate and Diversity Committee
CfLI – Center for Leadership and Involvement
CFYE – Center for the First Year Experience
CURAFA – Committee on Undergraduate Recruitment, Admissions, and Financial Aid
DoIT – Department of Information Technology
DDEEA – Division of Diversity, Equity, and Educational Achievement
EDC – Equity and Diversity Committee
ITA – Information Technology Academy
ISS – International Student Services
MDC – Multicultural/Disadvantaged Coordinator
OHR – Office of Human Resources
OVPCDO – Office of the Vice Provost and Chief Diversity Officer
PEOPLE – Pre-College Enrichment Opportunity Program for Learning Excellence
REI – Race, Ethnicity, and Indigeneity
SOAR – Student Orientation, Advising, and Registration
UC – University Committee
VCFA – Vice Chancellor for Finance and Administration
WARF – Wisconsin Alumni Research Foundation
WISELI – Women in Science and Engineering Leadership Institute

II. EXECUTIVE SUMMARY

A. Background

In November 2012, the University of Wisconsin-Madison launched a renewed effort to achieve its goals of institutional diversity and a welcoming campus climate. Building on its decades-long experience of formal strategic diversity planning that resulted in the ground-breaking Madison Plan of 1988, the university leadership created the Ad Hoc Diversity Planning Committee (AHDPC), comprising representatives from campus governance groups of faculty, students, academic staff, and classified staff, campus leadership, as well as from the greater Madison community.

B. Vision

The AHDPC is guided by the university's vision in the 2009-2014 Strategic Framework, which states that "the University of Wisconsin-Madison will be a model public university in the 21st century, serving as a resource to the public and working to enhance the quality of life in the state, the nation, and the world... remain[ing] a preeminent center for discovery, learning, and engagement by opening new forms of access to people from every background; creating a welcoming, empowered, and inclusive community; and preparing current and future generations to live satisfying, useful, and ethical lives." This vision is steeped in the long and deeply held tradition of service as articulated in the Wisconsin Idea.

C. The Case for Diversity

Three powerful arguments drive the university's diversity and climate efforts:

- 1) The educational rationale based on empirical evidence suggesting a strong correlation between diverse student populations and the development of critical thinking skills and global/cultural competence.
- 2) The business case rationale based on the knowledge that a diverse workforce enhances worker productivity, the ability of an organization to be adaptable, and overall worker and consumer satisfaction, all of which leads to competitive advantage in innovation, visibility, and revenue.
- 3) The social justice rationale which recognizes that the need to increase higher educational opportunity for groups historically underrepresented in, or excluded from, colleges and universities is not only ethical and moral, but also necessary for broadening societal returns on higher educational investment.

D. Diversity Defined

The AHDPC is convinced that the outcomes articulated in each of these arguments are attainable through [Inclusive Excellence](#), a strategic framework that builds upon a broadened and encompassing definition of diversity. This framework defines **MULTIPLE DIMENSIONS OF DIVERSITY AS:** race and ethnicity; sex; gender, and gender identity or expression; marital status; sexual orientation; country of origin; language; physical and intellectual ability; socio-economic status; and affiliations that are based on cultural, political, religious, or other identities.

E. Timeline

The working schedule summarizes the AHDPC's actions and products leading to a completion date of Spring 2014, as shown below:

- Summer/fall 2013: Engage with UW Foundation, community leaders and partners.
- Fall 2013: Report to faculty senate, ASEC, ASM
- November 2013: Conduct campus and community engagement sessions
- January/February 2014: Draft the framework
- Spring 2014: Conduct second round of campus and community engagement sessions
- Spring 2014: Write second draft of the framework
- Summer 2014: Adopt framework

F. A Framework for Action

The AHDPC framework is driven by dynamic, iterative work, for the purpose of embedding inclusivity and diversity into the fabric of campus culture. It is a “living document” that will be regularly examined, to ensure that recommended action steps are adaptable and adapted to changing environments and needs. Therefore, diversity and climate initiatives are considered within a typology of “low hanging fruit,” (i.e., on-going initiatives that can be ramped up immediately or in the short-term), as well as longer-term initiatives that require further planning and organization.

III. DIVERSITY PLANNING AT UW-MADISON IN THE 21ST CENTURY

A. Vision of the Ad Hoc Diversity Planning Committee

The vision is drawn on the 2009-2014 Campus Strategic Framework, which states: “The University of Wisconsin–Madison will be a model public university in the 21st century, serving as a resource to the public and working to enhance the quality of life in the state, the nation, and the world.”

Therefore, the university will remain a preeminent center for discovery, learning, and engagement by opening new forms of access to people from every background; creating a welcoming, empowered, and inclusive community; and preparing current and future generations to live satisfying, useful, and ethical lives. In partnership with state, and with colleagues around the nation and globe, the university’s faculty, staff, and students will identify and address many of the state’s and the world’s most urgent and complex problems.

B. Mission of the Ad Hoc Diversity Planning Committee

Given the size and history of diversity work on our campus, we aim to sustain the currently thriving programs on our campus that stem from prior diversity initiatives. At the same time, our mission is to:

- Expand UW-Madison’s currently robust and existing diversity efforts, and fully realize our potential for excellence through a more inclusive definition of diversity;
- Work towards a more strategic and integrated infrastructure within campus to connect the activities of students, faculty, staff, alumni and the community;
- Engage in an ongoing iterative process that examines our current strengths and opportunities for improvement, and;
- Build on a process of engagement, opening our diversity planning as a process for the campus as well as the community in which we live.

C. Motivation - The Case for Diversity

Diversity-related institutional policies and practices have long been part of the larger higher education landscape and at UW-Madison. Expansion of higher educational opportunity for historically underrepresented and minority groups has long played a large role in national, state, and institution-level policy practices, and has centered primarily on ethical or social justice arguments and later, on the educational imperative of campus diversification. More recently, a business case for diversity has arisen which argues that diversity is central to institutional excellence because currently and increasingly, the demographics of the United States can no longer ignore the need to include many different historically underrepresented groups. The Ad Hoc Diversity Planning Committee has found each of these arguments, and extremely powerful when considered collectively.

1. Educational Rationale. During the 1990s, higher education researchers began to focus on the relationship between diverse student bodies and learning outcomes. Nearly a quarter century of empirical evidence suggests a strong relationship between desired educational and developmental outcomes and diverse student populations. This evidence was presented to the Supreme Court and was considered critical to the Court's 2003 ruling upholding the consideration of race as one of many equal factors in the holistic admissions practices of the University of Michigan Law School in the *Grutter v. Bollinger* case. In their ruling, the Supreme Court held that post-secondary institutions can voluntarily consider race to achieve the compelling interest of a diverse student body. Last year, the Supreme Court reiterated in *Fisher v. UT-Austin* that fostering diversity continues to be a compelling interest for post-secondary institutions as long as those efforts actually create diversity and those goals could not be reached via race-neutral alternatives.

Recent research has added to the evidence that different perspectives, tools, interpretive (or cognitive) styles emanating from groups comprised of individuals from a diversity of identity and experiential backgrounds contribute to better complex problem solving outcomes. An institution of higher education in the 21st century must prepare its students and society to collaborate and communicate with others from diverse backgrounds in order to effectively address rapidly changing challenges. We must create an eco-system where learning from our differences is the expectation. Only in this way can our university "enhance the quality of life in the state, the nation, and the world" and be a "pre-eminent center for discovery, learning, and engagement", as stated our strategic mission.

2. Business Case Rationale. Diversity has long been a foundational component of private-sector advantage, and businesses frequently refer to diversity policies as key to their ability to be industry leaders. Research on workplace diversity consistently demonstrates a strong relationship between diverse workforces and greater worker productivity, creativity, innovation, greater organizational adaptability, and increased worker and consumer satisfaction. Moreover, as national and global demographics continue to evolve, homogenous businesses are at a strategic disadvantage. A diverse workforce provides a competitive advantage that drives innovation, visibility, and revenue. In higher educational and other non-profit sectors, the business case rationale is similarly strong, with evidence demonstrating diverse institutions to be more innovative and able to meet the challenges and needs of a rapidly changing world.

3. Social Justice Rationale. Higher education provides the single best pathway to a number of positive personal and societal benefits including: decreased rates of crime, increased civic engagement, improved health and income outcomes, and overall social well being. The social justice rationale for increasing diversity argues that providing pathways and opportunities for groups historically underrepresented, or excluded from higher education, is not only ethical and moral, but also increases the broader societal returns on investment in higher education.

Historically, the social justice rationale has undergirded efforts to increase the number of historically underrepresented populations on college and university campuses through a variety of means, most famously through affirmative action policies prevalent in the 1960s and 70s. Following challenges brought before the Supreme Court, such as in *University of California v. Bakke*, affirmative action policies that imposed quotas on the number of underrepresented and

minority students admitted to an institution were ruled unconstitutional. While affirmative action quotas have long been abolished, efforts to expand higher educational opportunity for these groups did not stop, but rather refocused on creating an academic climate in which diversity of identity was seen as a core component of higher education's educational mission.

Taken together, the educational, business and social justice case rationales undergird the need for an institutional diversity framework. Steeped in the University of Wisconsin's cherished tradition and deeply held value of service – articulated through the Wisconsin Idea — the expanded opportunity for *all* citizens of the state of Wisconsin to benefit from the world-class research and teaching university that is UW-Madison is at the heart of the social justice case for diversity. Additionally, and understood by the educational rationale preparing future leaders, remaining a global innovation leader, and maintaining the economic engine of the state requires the University of Wisconsin-Madison to provide a quality education that exposes all members of the campus community to the rich diversity of “the marketplace of ideas” underscored by the educational rationale. Meeting these challenges and seizing these opportunities in the creative and innovative ways outlined in the business case rationale requires the university to draw upon and expand the diversity of its students and workforce in the pursuit of excellence.

IV. HISTORY OF DIVERSITY PLANNING AT UW-MADISON

A. Early Diversity Efforts at UW-Madison.

Following the World War II and passage of the 1944 Serviceman's Readjustment Act, commonly known as the first G.I. Bill, American colleges and universities underwent the largest expansion of student populations since our nation's founding¹. The University of Wisconsin-Madison was no exception; within one year of the end of hostilities, the university saw its enrollment swell to 18,598 students, with more than an increase of 40 percent of its 1944 enrollment due in large part to the influx of returning veterans². Although the G.I. Bill's overall positive impact on veterans of color nationally has recently been called into question (e.g., Turner & Bound, 2003), minority veterans in Midwest and northern U.S. enrolled in larger numbers than at any other time in the nation's history, including at the University of Wisconsin-Madison³.

As early as 1949, UW-Madison's Dean of Students Paul Trump called for increased awareness and institutional commitment to the needs of minority and other underrepresented populations. In the "Report and Recommendations Concerning University Policies on Human Rights of Students," Dean Trump called upon the faculty to "combat racial discrimination in the campus community (p. 386)"⁴. Responding to a formal complaint filed in 1948 by a student committee, the Dean of Students' report (known as Faculty Document 914) filed on behalf of the Committee on Student Life and Interests (SLIC) called for the "...ameliorat[ion] [of] ethnic relations..." and for the "...[elimination] of discrimination problems" (p. 386)⁵. Combined with public statements issued by then-President E. B. Fred calling for the elimination of racial and religious discrimination in housing, diversity first entered the broader campus conversation. By the 1960s and end of the G.I. population boom, a new normal began to arise on campus following again wider social and higher educational trend – the rise of the civil rights era. Later in the 1960s, the university began to implement recruitment efforts aimed at increasing the number of African-American students.

B. [The Holley Report](#).

By 1987, in response to increasing racial tensions and racially biased campus incidents, a coalition of student groups called for the university administration to address the concerns of underrepresented groups. In June of that year, a Steering Committee was convened, comprising thirteen students and ten faculty and staff members. In an unprecedented move, student Charles Holley, a leader of the Black Student Union, was named Committee chair. Charged with identifying institutional barriers to recruitment and retention of minority undergraduate and graduate students, exploring the development of diversity infrastructures including a multicultural center and student-faculty committees, and reviewing of the university's curricular and extra-curricular offerings, the resultant Holley Report is widely viewed as the university's first-ever campus diversity plan.

C. [The Madison Plan](#).

Shortly thereafter, in 1988, the campus developed and enacted the Madison Plan, which noted: “UW-Madison enjoys a proud history of educating many struggling first-generation Wisconsin college students who went on to lead this state and nation. The keys to the university’s success have been its accessibility and educational excellence.” Continuing, the Madison Plan stated, “Today both elements are in jeopardy. Although it is an educational bargain in many respects, UW-Madison remains out of reach to the high school students with the fewest resources. And the quality of the educational experience is seriously compromised by the limited ethnic and cultural diversity of the faculty, staff and students.” In addition to its focus on first-generation students the Madison Plan included the following among its recommendations:

- Double the number of under-represented minority students enrolled at UW-Madison.
- Increase the number of faculty, academic staff, classified staff and administrators of color.
- Establish an Ethnic Studies requirement for all undergraduate students, so that they may be able to recognize, understand and appreciate cultural differences and learn about the contributions of the many ethnic and racial groups in our society.

At its 5-year conclusion, the Madison Plan was viewed as having largely achieved its goals, with its success attributed to the significant commitment and involvement of the chancellor and senior leadership. The gains arising from the Madison Plan included a substantial increase in the number of women faculty (whose proportional representation increased from sixteen percent in 1988 to twenty-two percent by 1997); and the increased proportion of faculty of color (representation rose from six percent to ten percent over the same timeframe). At the same time however, the campus experienced a number of challenges related to the recruitment of minority students, particularly African- American and Native American students. This resulted from continually small pools of prospective students from which to draw and increased competition from other large, selective institutions.

D. [The Madison Commitment](#).

The original five-year timeframe for the Madison Plan expired in the middle of the 1990s, prompting the university’s governance and administrative bodies to renew the campus’s commitment to diversity and to better align UW-Madison’s diversity policies and efforts with those outlined in the UW System’s 1988 ten-year Design for Diversity initiative. In 1997, as both UW-Madison and the UW System’s diversity planning efforts were drawing to a close, the UW System began laying the groundwork for the next ten-year diversity plan by holding public hearings on diversity across the state and via the Board of Regent’s’ directive to each UW campus institution to develop its own campus-wide diversity plan.

E. [Plan 2008](#).

Building on the momentum of these broader UW System efforts to develop a new System-wide plan for diversity, and charged with the creation of a UW-Madison-specific diversity plan, in 1998 the campus began a major diversity planning process by conducting an institutional scan and assessment of the outcomes and lessons from the previous decade’s diversity efforts.

Simultaneously, the UW System assessed and evaluated the outcomes of the System-wide Design for Diversity and, based on that assessment identified seven goals to serve as the basis for campus-wide discussions and guidelines for each UW institution's campus Plan 2008.

The seven goals outlined by the UW-System's Plan 2008 were:

1. Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions.
2. Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age.
3. Close the gap in educational achievement, by bringing retention and graduation rates for students of color in line with those of the student body as a whole.
4. Increase the amount of financial aid available to needy students and reduce their reliance on loans.
5. Increase the number of faculty, academic staff, classified staff and administrators of color, so that they are represented in the UW System workforce in proportion to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees.
6. Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.
7. Improve accountability of the UW System and its institutions.

A mid-point external review of UW-Madison's progress toward meeting its Plan 2008 goals highlighted some significant progress, particularly the college pipeline program for Wisconsin high school students known as PEOPLE (Pre-college Enrichment Opportunity Program for Learning Excellence), and underscored a few challenges for example, urging the campus community and its leadership to tell the full story of our diversity efforts more effectively.

F. After Plan 2008.

The decade-long Plan 2008 culminated in a [close-out report](#) issued by the Office of the Vice Provost and Chief Diversity Officer in February 2009. 2008 the UW System introduced "Inclusive Excellence" as a successor to Plan 2008. However, instead of calling for another ten-year plan, Inclusive Excellence is meant to guide the day-to-day work and policy of each campus through an iterative process responsive to each institution's individual "mission, culture, identity, and demographics." According to the UW System, Inclusive Excellence is intended to be "incorporate[d]... into the larger institutional culture [so that] inclusive excellence and diversity more generally will simply become integrated into the larger fabric of the institution."

V. BACKGROUND OF THE AD HOC DIVERSITY PLANNING COMMITTEE

A. Organization

On November 14, 2012, the University Committee (UC), with the advice and consent of the Provost, charged the Campus Diversity & Climate Committee (CDCC) to create the [Ad Hoc Diversity Planning Committee](#) (AHDPC) as a shared governance committee of 30 members⁶ and a shared leadership structure – a faculty co-chair designated by the UC, and a student co-chair elected by the Associated Students of Madison (ASM). The charge to the AHDPC was to draft and complete the new campus diversity plan by April 1st, 2013 (see Appendix A). At the first meeting of the AHDPC on Monday, February 25, 2013, concerns were raised about the short time-line for the completion of AHDPC's work. Consequently, with approval from the Provost and the UC, the AHDPC's completion date was moved to the end of the academic year 2013-14.

Continuity of membership has been among the AHDPC's major challenges, with vacancies not only among committee members but also in the lead position of student co-chair. Unavoidable turnover came as a result of changes in job responsibilities, personal circumstances and schedules, as well as the happy circumstance of student graduation.

B. Timeline

The working schedule reflects the AHDPC's discussions and concerns about an open process of engagement and campus/community input. The dateline of actions and the production of deliverables, have led to a projected completion date of spring 2014, as shown below:

- Summer/Fall 2013: Engage with UW Foundation, community leaders and partners.
- Fall 2013: Report to Faculty Senate, ASEC, ASM
- November 2013: Conduct campus and community engagement sessions
- January/February 2014: Draft the framework
- Spring 2014: Conduct second round of campus and community engagement sessions
- Spring 2014: Deliver second Deliver second draft of framework
- Summer 2014: Adopt the framework

C. An Expanded Definition of Diversity

Our commitment is to create an environment that engages “the whole person” in the service of learning, recognizing that individual differences should be considered foundational to our strength as a community, and at the core of our ability to be an innovative, creative, and adaptable institution preparing leaders for the 21st century. . As such, this framework acknowledges areas of individual difference in personality; learning styles; life experiences; and group or social differences that may manifest through personality, learning styles, life experiences, and group or social differences. Our definition of diversity also incorporates differences of race and ethnicity; sex; gender, and gender identity or expression; sexual

orientation; country of origin; language; physical and intellectual ability; socio-economic status; and affiliations that are based on cultural, political, religious, or other identities.

D. Inclusive Excellence

Inclusive Excellence offers an approach for organizing our work in a deliberate, intentional and coordinated manner. This approach:

- Employs a dual focus in diversity efforts, concentrating on both increasing compositional diversity, and creating learning environments in which students of all backgrounds can thrive;
- Requires a more comprehensive, widespread level of engagement and commitment ensuring that every student fulfills her/his educational potential;
- Places the mission of diversity at the center of institutional life so that it becomes a core organizing principle, around which institutional decisions are made;
- Calls for a close attentiveness to the student experience itself, including the impact of, (among other qualities), race and ethnicity; and the influence of physical ability, sexual orientation, gender expression, socioeconomic background, and first-generation status on their learning experiences; and
- Demands that the ideals of diversity and excellence be pursued as the interconnected and interdependent goals they are.

Moreover, Inclusive Excellence provides a framework for approaching the work of fostering a diverse and inclusive campus through a sense of shared responsibility; that is, ensuring the University of Wisconsin-Madison lives up to its fullest potential requires diversity and inclusion of all members of the university community to be central to the strategic priorities of every part of the institution, and for each and every person on campus to fully engage in realizing those priorities.

Throughout our history, our university has addressed the specific needs of particular groups and communities while simultaneously recognizing and highlighting the importance of change for the entire campus community. Among a few significant examples was the university's extension of domestic partner benefits to members of the LGBTQ community; the increased attention focused on gender equity issues for women faculty and staff; the creation of the Lubar Institute for the Study of Abrahamic Religions and the Religious Studies Program; or the establishment of the McBurney Disability Resource Center. In each of these examples, calls for change from specific communities were taken up by the campus recognizing the importance of creating an inclusive environment not only for some, but for *all* members of the university community. As a result of these changes, domestic partner benefits are now available to all members of the UW-Madison campus community, greater numbers of women comprise our teaching, administrative, and support staff, the Lubar Institute and Religious Studies Programs increased the visibility of religious acceptance on campus while increasing the number of available Ethnic Studies Requirement courses, and the McBurney center continues to provide the campus with resources that drive innovative teaching. As the Ad Hoc Diversity Planning Committee reconsidered the Wisconsin Idea as a means by which the university not only benefits the citizens of the state of Wisconsin, but how the citizens of the state of Wisconsin benefit the university, so too have we considered how the university – and those who live, learn, and work here – can mutually support

and benefit one another. These considerations we believe, are essential to addressing the needs of a changing society and world as a world-class public university in the 21st century.

E. The Ad Hoc Diversity Planning Committee Process

The work of the AHDPC has proceeded in phases. For each phase, there has been an effort through a continuing feedback loop to align the AHDPC's actions with its stated goals and objectives. In phases 3 and 4 – design and implementation – the AHDPC formed the work groups listed below with their specific areas of focus:

1. Access:

Promote access to the University of Wisconsin-Madison and its resources for students, faculty, staff, and the broader UW-Madison community. Cultivate a diverse and inclusive community in which all of its members feel supported, valued, and productive. Support the retention and graduation of students. Provide opportunities for employees to grow and succeed in UW-Madison careers.

2. Inclusive Climate and Culture:

Recommend practices and values that enhance existing diversity and inclusion efforts, while building upon the university's diversity infrastructure to promote the myriad ways intersectional identities contribute to enhancing inclusivity and excellence. Establish a set of recommendations aimed at enhancing common and mutual respect for others within the living, learning, and working environment of the university.

3. Creativity and Innovation:

Develop recommendations that identify strategies for promoting environments and practices which recognize diversity and inclusion as a source of creative and innovative teaching, learning, research, workforce and administrative excellence.

4. The Wisconsin Idea:

Put forth recommendations placing diversity and a commitment to inclusivity at the heart of the Wisconsin Idea, and as a foundational component of the university's animating mission of achieving excellence.

5. Accountability:

Guide the development of best practices aimed at achieving overarching goals related to diversity, equity, and inclusion for all members of the university community and aimed at engendering a culture of mutual responsibility for integrating and embodying inclusive excellence.

F. Institutional Scan of Data and Existing Campus Programs/Initiatives

This section outlines the data analyzed by the Ad Hoc Diversity Planning Committee and integrated into this framework and its recommendations. Supplemental appendices present the collected and analyzed data in full, along with an executive summary of the 2013 Strategic

Diversity Update, the University of Wisconsin-Madison's effort aimed at documenting the breadth of the institution's diversity infrastructure and activities.

1. [Strategic Diversity Update \(SDU\)](#):

In June 2013, the Office of the Vice Provost and Chief Diversity Officer (OVPCDO) and the Division of Diversity, Equity, and Educational Achievement (DDEEA) published a report aimed at comprehensively cataloguing diversity-related programs and infrastructures campus-wide. The resultant document, nearly 200 pages long, presents eight sections documenting the broad and robust institutional efforts aimed at promoting the university's central missions related to diversity, inclusion, and equity along with three core recommendations for enhancing current efforts:

- a) Establish an institutional diversity reporting framework, timeline, and process;
- b) Strengthen our ability to report the qualitative and/or quantitative impact of our diversity, equity, and inclusion efforts institutionally; and
- c) Create a centralized hub of campus climate reports, instruments, and best practices to strengthen and guide implementation.

2. Initiatives from units across campus (e.g., VCFA and similar units).

3. Data and reports related to diversity based on work of partners (e.g., WISELI).

VI. GOALS AND RECOMMENDATIONS

Overall Recommendation: Enhance the capacity of the Office of the Vice Provost and Chief Diversity Officer (OVPCDO) to support central coordination and local implementation of the *Framework for Diversity and Inclusive Excellence*. Strengthen the constituted and charged shared governance committee (currently the CDCC). The OVPCDO will help to support the implementation of these institution-wide recommendations at the local level by working with and enhancing the efforts and infrastructure of each school, college, and administrative unit. Together they will:

(a) Develop unit-specific and institutionally-aligned priorities and goals to which units and institutions will be held accountable; (b) Develop appropriate benchmarks and quantitative, qualitative, or mixed methodology data collection schemas; and (c) Provide coordinated assistance, advice, and expertise to guide the implementation of unit-developed strategic diversity plans.

By increasing the increased capacity of the OVPCDO and divisions to implement the recommendations of the *Framework for Diversity and Inclusive Excellence*, will help coordinate unit-specific needs with broader institutional priorities and strategies related to diversity and inclusive excellence. Lastly, these enhanced efforts of the OVPCDO will draw upon the extensive scholarly and practitioner expertise existent at UW-Madison to drive evidence-based policies, strategies, and measurement activities.

Summary of Goals

Goal 1: Promote Shared Values of Diversity and Inclusion

Goal 2: Improve Coordination of Campus Diversity Planning

Goal 3: Engage the Campus Leadership for Diversity and Inclusion

Goal 4: Develop and Apply Scholarly Expertise to Issues of Inclusion and Diversity at UW-Madison

Goal 5: Improve institutional access through effective recruitment of diverse faculty, staff, and students

Goal 6: Improve Institutional Success through Improved Retention

Goal 7: Develop or Increase Support for Existing Campus Leadership Development and Mentoring Programs for Faculty, Staff, Postdocs and Graduate Students

Goal 1: Promote Shared Values of Diversity and Inclusion

Harness the energy of our existing campus community to promote shared institutional values of diversity and inclusion to exemplify the university's mission to become a model public university for the 21st century. Integrate the principles of inclusive excellence into the fabric of university life for all through a number of methods:

Recommendation 1.1: Develop and support, with both financial and infrastructural resources, a first-year experience for incoming students to encourage exploration of difference.

- **Stakeholders:** Students
- **Implementation:** General Education Committee, Division of Diversity, Equity, and Educational Achievement, Office of the Vice Provost and Chief Diversity Officer, Sociology Department (Intercultural Dialogues), Counseling Psychology Department, researchers whose expertise is decreasing stereotypes.
- **Short-term Indicators of Success:**
 - Establishment of a committee that would develop curriculum, identify and recruit facilitators.
- **Long-term Indicators of Success:**
 - Students can more comfortably acknowledge and recognize different abilities, perspectives, and cultural practices;
 - Students express greater interest in learning from and with others with dissimilar experiences;
 - Students can better identify and understand stereotypes and prejudices they hold; and
 - Students build relationships and friendship with others from dissimilar backgrounds and cultures.
- **Rationale:** A student's first year is a highly formative period, and the first year greatly shapes a student's personal trajectory through college. In the absence of a shared first-year experience regarding diversity and identity, many students do not see it as their educational mission to learn to live and work together with people with diverse backgrounds.

Recommendation 1.2: Building on the work of ISS, CFYE, and other groups, develop greater opportunities for international students to interact with domestic students early in their experience at UW-Madison.

- **Stakeholders:** Students
- **Implementation:** International Student Services; Center for First Year Experience; SOAR; Dean of Students; UW Housing
- **Short-term Indicators of Success:** Develop programs and activities that will enhance multicultural interaction.
- **Long-term Indicators of Success:** International students and scholars report greater sense of belonging. Both domestic and international students express greater comfort interacting across linguistic and cultural differences.
- **Rationale:** Many international students find it difficult to feel that they belong and that they can build relationships with students who are not from their own country. Also, many domestic students have no experience welcoming others into their own cultural context.

Recommendation 1.3: Building on the work of CFLI, identify and enhance or create new student leadership, and professional development opportunities aimed toward increasing inclusive leadership practices.

- **Stakeholders:** Students
- **Implementation:** Center for Leadership and Involvement (CfLI)
- **Short-term Indicators of Success:**
 - Curriculum developed for students for inclusive leadership practices
- **Long-term Indicators of Success:**
 - Students organizations become more diverse within individual organizations
 - Students express the ability to join any group
 - Students less frequently leave student organizations due to feelings of alienation or isolation
- **Rationale:** The climate in social and extracurricular activities greatly determines the overall climate for students. Student leaders greatly influence this climate, but few have had experience or training in setting up safe, inclusive spaces for all students.

Recommendation 1.4: Further integrate diversity and inclusive excellence into the university curriculum. Provide incentives to faculty to adopt inclusive pedagogical approaches and incorporate issues reflecting diverse cultures and development of personal and social responsibility. Continue to review and improve the current ethnic studies general education requirement for undergraduates to ensure Global competence. Examine the feasibility and need for an optional undergraduate academic certificate related to the academic study and practical application of inclusive local and global citizenship.

- **Stakeholders:** Students
- **Implementation:** The Chancellor; Provost; University, school and college curriculum committees; Teaching Academy, Curriculum-focused shared governance committees
- **Short-term Indicators of Success:**
 - Ethnic Studies review by the General Education committee will be completed, and a committee will be appointed to review models at other universities to develop a curriculum for an undergraduate certificate program in global and local citizenship. Incentives will be developed for faculty and instructional staff to revise curriculum and pedagogy to be more inclusive.
- **Long-term Indicators of Success:**
 - Students will earn an undergraduate certificate program in inclusive global and local citizenship. More students will complete the Ethnic Studies requirement within 30 credits of first enrolling at UW-Madison. More instructors will revise pedagogical approaches to be more inclusive.
- **Rationale:** The AAC&U identifies several challenges facing our graduates: “The challenges our graduates will face with growing urgency are increasingly defined as

The AHDPC defines multiple dimensions of diversity such as: race and ethnicity; sex; gender, and gender identity or expression; marital status; sexual orientation; country of origin; language; physical and intellectual ability; socio-economic status; and affiliations that are based on cultural, political, religious, or other identities.

global problems: environment and technology, health and disease, conflict and insecurity, poverty and development. Similarly, the goals of democracy, equity, justice, and peace encompass the globe and demand deep understanding from multiple perspectives.”

Recommendation 1.5: Create and sustain faculty and staff participation in opportunities levels for learning, reflection, and practice related to inclusivity. Develop and support, with both financial and infrastructural resources, a first-year experience for all incoming members of the faculty/staff to encourage exploration of difference. Foster local discussions about issues of inclusion and diversity that are framed in their specific context (disciplines, departments, units, groups, etc.) to develop shared meaning.

- **Stakeholders:** Faculty and Staff
- **Implementation:** Deans; Department chairs; Institute and Center Directors; Directors of service units; employees; Office of Human Resources (OHR).
- **Short-term Indicators of Success:** OHR will provide guidelines, committees will be formed to brainstorm ideas for the experience, and these ideas will be shared across campus for input from other committees. Pilot “experiences” will be conducted and assessed by local committees.
- **Long-term Indicators of Success:** New employees will be able to articulate the ways that difference enhances the experience at UW-Madison and promotes better outcomes, with examples relevant to their own context. More employees will be able to articulate the ways that diversity enhances the experience at UW-Madison and promotes better outcomes, with examples relevant to their own context.
- **Long-term Indicators of Success:** Faculty/staff will be able to promote better outcomes, with examples relevant to their own context. Measures of bias will decrease and faculty/staff will report greater wellbeing in groups. Inviting input, independent of hierarchical position, will become part of common practice of decision-making.
- **Rationale:** Because the situations of employment and the background of individuals differ, methods for fostering skills and security should be developed locally. They may take the form of discussion groups, courses, roundtables, etc.

Recommendation 1.6: Increase and support the institutional capacities for diversity and inclusive experiential learning opportunities (e.g., Theater for Cultural and Social Awareness, Inter-Cultural Dialogues, Diversity Talks, and Leadership Institute Learning Communities).

- **Stakeholders:** All members of the campus community
- **Implementation:** Oversight by Office of the Chief Diversity Officer, Provost’s Office
- **Short-term Indicators of Success:** The individual programs for diversity and inclusive experience will create documentation and provide materials that can be used in the local groups. Collaborations will form, and the groups already experienced in delivering programs will provide consulting to groups with less experience.
- **Long-term Indicators of Success:** Employees who have participated in local diversity-promoting activities will wish to participate in cross-institutional programs, and these programs will continue to grow and develop a leadership community in all parts of the campus.

- **Rationale:** Local opportunities for learning, practicing, and reflecting on inclusive practice are important for institutional transformation toward inclusive excellence (B2). However, a menu of cross-institutional experiences will reinforce and serve as models for the local implementation as well as provide advanced skills. The groups supported should foster new groups and not compete with them.

Recommendation 1.7: Integrate the principles of inclusive excellence into the fabric of university life for all constituents. The rationales for diversity and inclusion will be made transparent and communicated to all members and partners of the university community. This will be achieved through aligning our mission statements, strategic plans, advertising, promotional materials, and new student and staff orientations.

- **Stakeholders:** All members of the campus community
- **Implementation:** University Communications; Cultural Linguistic Services; McBurney Center.
- **Short-term Indicators of Success:** Formation of a baseline of campus climate for courses offered at UW and a starting point for improvement of course and laboratory climate.
- **Long-term Indicators of Success:** Creation of a task force to connect stakeholders and to investigate and encourage best practices across campus.
- **Rationale:** Mission statements, strategic plans, policy statements, advertising and promotional materials will be communicated in multiple languages and formats.

Recommendation 1.8: Develop informal and non-confrontational environments for members of the university from different backgrounds, experiences, and cultures, to engage and build relationships. (For example, cross-unit visits to learn more about the campus as a whole, integrating domestic and international students in intramural sports.)

- **Stakeholders:** All members of the campus community
- **Implementation:** Center for Leadership and Involvement, Recreational Sports
- **Short-term Indicators of Success:** A committee will consider suggestions made in the Accreditation Self Study, Chapter “Building a welcoming, respectful, and empowered UW-Madison Community” such as, social networking opportunities (interest groups that are not job-related, Bucky Book for campus for new employees with coupons for investigating other parts of the campus.)
- **Long-term Indicators of Success:** Stronger relationships between individuals belonging to different groups
- **Rationale:** Learning from and building relationships with others who have different cultures and backgrounds need not be only in structured environments. Much of this mutual understanding is best developed in social and informal environments. The Accreditation Self-Study contains a number of recommendations for developing a diverse UW-Madison community.

Goal 2: Improve Coordination of Campus Diversity Planning

To increase the development and coordination of strategic diversity planning and management across the institution, every unit will include in its strategic plan a section on diversity and climate initiatives.

Recommendation 2.1: Strengthen the existing diversity infrastructure by reviewing the role of the Multicultural/Disadvantaged Coordinator (MDC) and the Equity and Diversity Committee (EDC) in each unit, to determine the best way to fully integrate the MDC and/or EDC into the daily practices and broader planning for diversity and climate activities.

Each unit will prepare an annual report of progress made toward achieving its stated diversity and climate goals. Drawing on the best practices of some divisions, it is recommended that a regular cycle of divisional reviews be established for the evaluation of progress toward diversity and climate goals.

- **Stakeholders:** MDCs, EDCs, and Associate Vice Chancellor for Diversity.
- **Implementation:** University senior leadership (Chancellor, Provost, Vice Provosts, Deans, Directors and other governing boards that may be established.)
- **Short-term Indicators of Success:** Each academic and administrative unit will actively engage in developing its diversity goals and mechanisms for achieving those goals, and will provide a transparent, publically available accounting of their progress toward those goals.
- **Long-term Indicators of Success:** In addition to an accounting of progress toward its stated diversity goals, Deans and Directors will be evaluated based on their unit's progress toward achieving its stated diversity goals.
- **Rationale:** As a large and administratively distributed campus, diversity efforts must be intentionally coordinated. As such, each academic and administrative unit on campus needs its own coordinated diversity plan.

Goal 3: Engage the Campus Leadership for Diversity and Inclusion

While all on campus are responsible for creating inclusive excellence, we look to the campus leadership to provide models of inclusive behavior, to exemplify rhetoric in practice, and to demonstrate their sincerity in the belief that inclusive diversity is our path to excellence.

Recommendation 3.1: Annual Chancellor's Excellence Award related to diversity and inclusion within the following domains: Teaching, Research, Service and Outreach.

- **Stakeholders:** Faculty and Staff
- **Implementation:** Office of the Chief Diversity Officer, Provost, Chancellor
- **Short-term Indicators of Success:** We will study the feasibility as well as desirability of this award, and consider alternatives. In consultation with shared governance groups, the chancellor will call for the creation of an awards committee to develop the eligibility, nominations, reviews, and decision processes. The accomplishments of Chancellor's Excellence Award nominees and awardees will be celebrated by the University as exemplars.
- **Long-term Indicators of Success:** Increased recognition of expertise in promoting diversity and inclusion. Increased efforts and number of leaders in inclusive diversity.
- **Rationale:** Chancellor's Excellence Awards, monetary awards, identify what is valued at the University, and creating a new award on work in diversity and inclusion demonstrates its value to the faculty and administration.

Recommendation 3.2: Conduct regular surveys of climate, engagement and inclusion for all members of the campus community and use the longitudinal results to drive current and future

policies, planning and practices.

- **Stakeholders:** All members of the campus community
- **Involved Groups:** OHR, WISELI, the Survey Center, VCFA, deans and directors, all students, faculty and staff.
- **Short-term Indicators of Success:** Design surveys and assign them to an administrative home, and design a communication plan.
- **Long-term Indicators of Success:** Collect and analyze survey data is collected periodically and share summaries with the campus community. Deans and directors would use the survey results to evaluate diversity and inclusive excellence initiatives in their units to address their diversity and climate issues.
- **Rationale:** In order to evaluate our climate initiatives, we need data that allows us to measure their effectiveness. Surveys would allow us to measure an individual's understanding of diversity and inclusion and tell us about his/her experiences with diversity on campus. This would build on current efforts by WISELI's survey of faculty workplace climate and surveys in the units under the Vice Chancellor for Finance and Administration.

Recommendation 3.3: Chairs and directors will discuss assessment of climate by students and employees, as part of annual reviews, and encourage and support improvements.

- **Stakeholders:** Faculty and Staff.
- **Implementation:** Deans and Departmental Chairs.
- **Short-term Indicators of Success:** Formation of a baseline of campus climate for courses offered at UW and a starting point for improvement of course and laboratory climate.
- **Long-term Indicators of Success:** Departmental and faculty/staff ownership and responsibility for improving climate and culture.
- **Rationale:** Improving climate on campus requires an assessment of the presence of the value placed on diversity in the University's established measures of excellence.

Recommendation 3.4: Enhance and expand the internal "Diversity Fellowship" program, based on the [Race, Ethnicity, and Indigeneity \(REI\)](#) Fellowships currently housed within the Institute for Research in the Humanities, to be institution-wide and interdisciplinary.

- **Stakeholders:** Faculty and Staff.
- **Implementation:** Chancellor; Provost; Vice Provost and Chief Diversity Officer; Vice Provost for Teaching and Learning; Vice Provost for Faculty and Staff; Vice Chancellor for Research; Deans and Directors; (the proposed) Research Institute for Transformational Change (see below # 4.1)
- **Short-term Indicators of Success:** A newly-created, interdisciplinary Diversity Fellowship, coordinated by the Provost, Vice Provost and Chief Diversity Officer, Vice Provost for Teaching and Learning, Vice Provost for Faculty and Staff, Deans and Academic Unit Directors, and the proposed Research Institute for Transformational Change (see below # 4.1) will highlight diversity and inclusion-related. Supported both institutionally and through extramural fundraising efforts, interdisciplinary Diversity Fellows will contribute to the continuing enrichment of the campus and beyond through increased exposure to existing and newly created diversity and inclusion related research activities.

- **Long-term Indicators of Success:** UW-Madison will be viewed as a national leader in diversity and inclusion research. Interdisciplinary Diversity Fellows will contribute to fostering greater knowledge and understanding of difference, diversity, and inclusion topics, contributing not only to the development and improvement of diversity and inclusion-related institutional standards, policies, and practices, but will also contribute to the success of the Research Institute for Transformational Change (see below #4.1) by helping to identify, attract, and secure external funding to help sustain the program.
- **Rationale:** Cultivating and enhancing the knowledge and skills of UW-Madison's faculty and staff by recognizing excellence through the Interdisciplinary Diversity Fellowship. This commitment will underscore the University's commitment to achieving excellence through inclusion. Further, by providing fellowship opportunities for UW-Madison scholars, the university will enhance its standing as a nationally-recognized leader in diversity and inclusion research. The University will thus be able to contribute to the development of locally grown diversity and inclusion scholarship beneficial to both the campus and to broader society.

Recommendation 3.5: Create, expand, and incentivize the professional development of campus leaders, managers and supervisors related to equitable and inclusive leadership and supervisory practices by standardizing diversity training for all supervisors beginning during their first year in the role.

- **Stakeholders:** All employees
- **Implementation:** Vice Chancellor for Finance and Administration; Provost; Vice Provost for Faculty and Staff; Vice Provost and Chief Diversity Officer
- **Short-term Indicators of Success:** Existing professional development opportunities will be evaluated to determine their efficacy for meeting the intended outcomes of increasing inclusive and equitable leadership capacities, and suitability of these opportunities to be "scaled up" to meet the professional developmental needs of campus leaders, managers, and supervisors. Additional opportunities to develop equitable and inclusive leadership capacities will be created and offered.
- **Long-term Indicators of Success:** Workplace climate will improve, and equitable and inclusive leadership, supervision, and management will be recognized as "how we lead, supervise, and manage" at UW-Madison.
- **Rationale:** In recent years significant and commendable efforts geared toward improving workplace climate have been, and continue to be made. During the *Ad Hoc Diversity Planning Committee's* fall 2013 engagement sessions on campus, many members of the UW-Madison workforce indicated that workplace climate would greatly benefit from developing skills and practices in inclusive and equitable leadership in our supervisors and managers.

Recommendation 3.6: Increase opportunities for department chairs, faculty and instructional staff to develop leadership competencies (e.g., communication skills, cultural competencies), to foster a more welcoming environment through incorporating values committed to diversity, fairness, equal treatment, and open-mindedness. The results of which will be reflected in practical outcomes, (e.g. participatory decision-making, management practices, and improved climate.)

- **Stakeholders:** Faculty and Instructional Staff.
- **Implementation:** Provost; Deans; Chairs; Curriculum Committees.
- **Short-term Indicators of Success:** A new fellows program for faculty and chairs with teaching buy-outs to engage in new initiatives related to diversity and inclusion, and diversity and inclusion training will be integrated into new chair training.
- **Long-term Indicators of Success:** An enhanced program for fellowships that creatively consider buy-outs for faculty who are not normally able to obtain buy-outs (e.g. clinical faculty.)
- **Rationale:** Faculty and academic leaders who are interested and committed to diversity do not have the time and resources to engage in this work. By providing the resources for these expanded opportunities, the campus will benefit through the ripple effects.

Recommendation 3.7: Charge administrators to take responsibility for their unit's strategic diversity priorities and to take action in an evidence-based manner.

- **Stakeholders:** Faculty and Staff
- **Implementation:** Vice Chancellor for Finance and Administration; Provost; Vice Provost and Chief Diversity Officer
- **Short-term Indicators of Success:** Existing unit strategic diversity plans will be re-evaluated to ensure the plan is aligned with the *Forward Together – UW-Madison's Framework for Diversity and Inclusive Excellence* goals and strategic priorities. Units' Multicultural and Diversity Coordinators and Equity and Diversity Committees will work with the Office of the Vice Provost and Chief Diversity Officer to develop strategies for developing unit-specific diversity and inclusion-related priorities and goals, and for developing appropriate benchmarks and assessment activities to track progress.
- **Long-term Indicators of Success:** Each unit on campus will have a strategic diversity plan that is both aligned with the overarching institutional *Framework for Diversity and Inclusive Excellence*, and is aligned with unit-specific strengths, challenges, priorities, and goals. Further, each unit's strategic diversity plan will include a robust measurement plan to adequately track and report progress toward the unit's stated priorities and goals. Assistance in developing and deploying these measurement plans will be provided by the proposed Research Institute for Transformational Change (see below #4.1), and the Office of the Vice Provost and Chief Diversity Officer.
- **Rationale:** Strategic plans for diversity require achievement measures. Developing goals and a robust measurement strategy require both significant resource investments and expertise. In order to create diversity and inclusivity strategic plans, as well as goal achievement measurement protocols, the institution must invest in developing and providing adequate support for these activities.

Goal 4: Develop and Apply Scholarly Expertise to Issues of Inclusion and Diversity at UW-Madison

As a preeminent research institution and originators of the Wisconsin Idea, UW-Madison has both the expertise and the cultural heritage necessary for our research to inform our practice and our practice to inform our research. Some of our faculty and staff can provide evidence-based approaches to diversity and inclusion to our collective research, teaching, and service practices.

Recommendation 4.1: Support the establishment of a Research Institute for Transformational Change that will harness and coordinate the expertise of the university's scholars, practitioners, as well as other experts to serve both the university's strategic diversity and inclusion priorities. It will serve to generate a solid foundation for attracting talent and funding.

The Research Institute for Transformational Change will bring together researchers and practitioners across disciplines to plan and conduct research relevant to UW Madison's inclusive excellence in research, teaching and service missions, and share that knowledge to inform practice. The institute will serve as a clearinghouse for nationally and locally identified best-practice models for bringing about change. The institute will organize relevant research literature, materials for workshops and discussions to support the work of local discussions on inclusion.

The Institute will help colleagues understand the issues and the importance of diversity and inclusion to the mission of the University.

- **Stakeholders:** All members of the campus community
- **Implementation:** Faculty; Staff; Provost; Office of the Vice Provost and Chief Diversity Officer; Vice Provost for Teaching and Learning; Vice Provost for Faculty and Staff; Deans and Unit Directors
- **Short-term Indicators of Success:** A task force is appointed, examines national models and develops a structure and budget for the institute.
- **Long-term Indicators of Success:** Institute becomes self-sustaining and contributes to knowledge of diversity and inclusion.
- **Rationale:** As a preeminent research institution and originators of the Wisconsin Idea, UW-Madison has both the expertise and the cultural heritage necessary for our research to inform our practice and our practice to inform our research. The relevant expertise of our faculty and staff can inform the institution of evidence-based approaches to diversity and inclusion through our research, teaching, and service missions.

Goal 5: Improve institutional access through effective recruitment of diverse faculty, staff, and students.

Recommendation 5.1: Continue the university's holistic admissions policy and considerations of the whole individual.

- **Stakeholders:** Undergraduates, graduate students, and special students.
- **Implementation:** Office of Undergraduate Admissions; Graduate Programs; Division of Continuing Studies.
- **Short-term Indicators of Success:** The composition of newly enrolled student population is diverse across multiple dimensions in terms of gender, ethnicity, nationality, income and so on.
- **Long-term Indicators of Success:** The composition of student population who successfully graduate from UW-Madison is diverse in multiple dimensions in terms of gender, ethnicity, nationality, income and so on.
- **Rationale:** A balanced and holistic admission procedure is an essential guarantee to achieve a certain degree of diversity of the university's student population (undergraduate, graduate and professional students) in terms of academic ability, special talents and community involvement. It also ensures that students from

background will have equal chance to receive top-notch tertiary education at UW-Madison.

Recommendation 5.2: All recruitment activities must be linguistically, culturally and physically accessible. Campus tours will provide physically accessible tours to potential students and their families. New buildings and renovations of older buildings will incorporate universal design principles. Evaluate and update university websites, publications, and promotional materials to be accessible to patrons requiring translation or visual or auditory accommodation.

- **Stakeholders:** All members of the campus community
- **Implementation:** Admissions Programs, Search committees, Campus and Visitor Relations, Community Outreach Programs and precollege programs; UW-Madison Shanghai Innovation Office
- **Short-term Indicators of Success:** A more diverse pool of candidates (e.g., students, faculty and staff) will be the result of more inclusive recruitment efforts. Elements of universal design will be incorporated in more building and remodeling plans.
- **Long-term Indicators of Success:** A more diverse group of students will be applying and enrolling at the university. A more diverse group of faculty and staff will choose to work here and remain. More buildings, websites and publications will be accessible.
- **Rationale:** In order to ensure equitable access to the university's many resources, and to effectively recruit a more diverse pool of student, faculty, and staff candidates for employment, the university's public relations materials, physical presence (e.g. buildings,) and learning and working environments and resources must be broadly accessible to All members of the campus community. We consider "broad accessibility" to include not only physically accessible, but also accessible in terms of the materials and resources necessary to ensure a excellence in teaching, learning, research, and work.

Recommendation 5.3: Increase the availability and awareness of scholarships and other financial aid opportunities for underrepresented groups, including needs based, first generation, and underrepresented minority groups.

- **Stakeholders:** Undergraduates, graduate students, and special students.
- **Implementation:** Chancellor; UW Foundation; Committee on Undergraduate; Division of Continuing Studies. Recruitment and Financial Aid (CURAFA); Office of Student Financial Aid, Office of Undergraduate Admissions and Recruitment.
- **Short-term Indicators of Success:** Offices that provide information on financial aid to prospective applicants review and develop additional strategies for increasing awareness of financial aid opportunities. Initiate fundraising efforts targeted at greater levels of financial aid, and the reallocation of current financial aid towards need-based aid.
- **Long-term Indicators of Success:** A greater number of needs based, first generation, and underrepresented minority students apply and enroll at UW-Madison.
- **Rationale:** Students whose families are unfamiliar with the college admissions process often do not know the opportunities available for financial aid, significantly impacting the rates of application and acceptance. The rising cost of attendance is an increasingly large barrier to institutional access, through the channels of enrollment,

retention, and debt-loads after graduation.

Recommendation 5.4: Increase awareness and capacity of student services (e.g. the McBurney Disability Resource Center, University Health Services, and Counseling Services, etc.) among prospective students, including international students.

- **Stakeholders:** Students
- **Implementation:** Campus and Visitor Relations, McBurney Disability Resource Center, University Health Services, and Counseling Services.
- **Short-term Indicators of Success:** A more diverse group of prospective students participating in campus tours, and a more diverse group of students applying to attend UW-Madison.
- **Long-term Indicators of Success:** A more diverse student body.
- **Rationale:** Recruiting a diverse population requires ensuring people believe they can successfully attend regardless of physical or mental state.

Recommendation 5.5: Evaluate and assess current pipeline programs aimed at increasing the pool of qualified applicants for university employment and educational opportunities. Appropriately support and enhance existing best practice models, and identify promising new programs for implementation.

- **Stakeholders:** Students, Staff, Community
- **Implementation:** Vice Provost and Chief Diversity Officer, Pipeline Programs, DoIT, School of Education, WARF, Institute for Biology Education, Odyssey Program, etc.
- **Short-term Indicators of Success.** A review of current student pipeline programs (including Posse, PEOPLE, and ITA) is completed. A review of pipeline programs for employees is conducted.
- **Long-term Indicators of Success:** Current programs are enhanced and strengthened and new programs developed where needed.
- **Rationale:** Given Wisconsin's demographic constraints, UW-Madison must take proactive steps toward bridging the achievement gap and ameliorating other barriers to the university.

Goal 6: Improve Retention of Students and Employees

Creating an inclusive, diverse, and innovative campus community requires continually assessing the challenges facing the university, and identifying best retention practices and successful programs for broader implementation across campus.

Recommendation 6.1: Systematically identify who is leaving and why – including attrition rates of members of underrepresented groups by requiring exit interviews and surveys to be centrally administered and analyzed for improvement strategies.

- **Stakeholders:** All members of the campus community
- **Implementation:** Office of Human Resources; deans and directors; individual units
- **Short-term Indicators of Success:** A process is developed to identify students and employees who leave. Interview or survey protocol is developed and standardized across all units.
- **Long-term Indicators of Success:** Information is available to identify why students

and employees leave. The proportion of students who leave without graduating for reasons relating to a negative climate declines. The proportion of faculty and staff who report leaving for reasons relating to a negative climate declines.

- **Rationale:** Students, faculty and staff leave the institution for many reasons, both positive (graduation, retirement) and negative (feeling isolated or excluded, unable to afford tuition). By systematically studying and understanding the myriad reasons behind attrition, especially climate-related attrition issues, we hope to inform the development of best practice models aimed at improving retention rates among historically underrepresented groups.

Recommendation 6.2: Continue to integrate student academic advising services, and fully educate and support academic advisors on existing campus resources to assist students struggling to adjust to college life not only academically, but also socially.

- **Stakeholders:** Students, Faculty and Staff
- **Implementation:** Office of Undergraduate Advising, departments and programs across campus.
- **Short-term Indicators of Success:** Increased advising resources, every new advisor undergoes “New Advisor Training” and continued opportunities for advisor professional development are provided.
- **Long-term Indicators of Success:** All advisors across campus have participated in New Advisor Training; all advisors/deans/etc., utilize Advisor Notes System
- **Rationale:** Decentralized campus and advising hubs is difficult for students and advisors to navigate.

Recommendation 6.3: Implement an early-warning system to identify academically at-risk students. This system will allow the university to support students who are struggling. At the same time consider other best practice models for achieving this goal.

- **Stakeholders:** Students, Faculty and Staff
- **Implementation:** Academic Advisors, Program Advisors, Office of Undergraduate Advising, Division of Diversity, Equity, and Educational Achievement
- **Short-term Indicators of Success:** Development of an early warning system for academically at-risk students. Development of interventions to quickly connect at-risk students with resources to help them succeed.
- **Long-term Indicators of Success:** Decreased number of students who are academically at risk when using early warning indicators, increased retention of students who were traditionally considered at risk.
- **Rationale:** Earlier identification and intervention earlier will improve success rates for students at risk.

Recommendation 6.4: Support nontraditional students (e.g., single parents, returning adult students, student veterans, multiple-transfer students, etc.)

- **Stakeholders:** Students,
- **Implementation:** Division of Student Life, UW Housing, Division of Diversity Equity and Educational Achievement, LGBT Campus Center, Division of Continuing Studies.
- **Short-term Indicators of Success:** A support system is in place that will welcome and provide resources to maximize the likelihood of success for nontraditional

students.

- **Long-term Indicators of Success:** More non-traditional student will enroll in, and graduate from UW-Madison.
- **Rationale:** Nontraditional students bring a wealth of knowledge and experience that enhances the learning and social environments for all members of the campus community.

Goal 7: Develop or Increase Support for Existing Campus Leadership Development and Mentoring Programs for Faculty, Staff, Postdocs and Graduate Students.

Creating an inclusive, diverse, and innovative campus community requires: (a) continual assessment of challenges facing the university; and (b) identification and dissemination of awareness about successful campus programs and best retention practices

Recommendation 7.1: Support departments, schools, colleges, and administrative units to form mentoring committees that better meet the continuing needs of new faculty and staff members by effectively pairing each new hire with a mentor (or group of mentors). This recognizes the variety of mentoring styles and needs of different communities and individuals, particularly members of underrepresented groups. .

- **Stakeholders:** Faculty and Staff.
- **Implementation:** Vice Provost for Faculty and Staff; Deans and Directors, Department Chairs
- **Short-term Indicators of Success:** Appropriate Mentor(s) both formal and informal.
- **Long-term Indicators of Success:** Increase retention and satisfaction rates.
- **Rationale:** In order to support the diverse needs of incoming faculty and staff in leadership positions, new hires need to be capable of engaging across difference. Preparing new faculty and staff to be successful and well-rounded may require multiple mentors with different strengths.