

Board of Regents of The University of Wisconsin System

Office of the Secretary
1860 Van Hise Hall, 1220 Linden Drive
Madison, Wisconsin 53706
(608) 262-2324

March 25, 1998

TO: Each Regent
FROM: Judith A. Temby [Signature]
RE: Agendas and supporting documents for meetings of the Board and Committees to be held in Van Hise Hall, 1220 Linden Drive, Madison, Wisconsin and the State Historical Society on April 2 and 3, 1998.

Thursday, April 2, 1998

9:30 a.m. - 11:30 a.m.: Notice of Public Hearing
Quality Through Diversity - Plan 2008: Educational
Quality through Racial and Ethic Diversity
State Historical Society Auditorium
816 State St., 1st Floor

11:45 a.m. - 1:00 p.m.: Strategic Planning Program
Topic "The University of Wisconsin Approaches
the Knowledge Age"
1820 Van Hise Hall

1:15 p.m.: Committee meetings as follow:

Education Committee
1820 Van Hise Hall

.. Business and Finance Committee reconvened
1920 Van Hise Hall

Physical Planning and Funding Committee reconvened
1511 Van Hise Hall

Friday, April 3, 1998

9:00 a.m.: Board of Regents
1820 Van Hise Hall

Persons wishing to comment on specific agenda items may request permission to speak at Regent Committee meetings. Requests to speak at the full Board meeting are granted only on a selective basis. Requests to speak should be made in advance of the meeting and should be communicated to the Secretary of the Board at the above address.

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BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

EDUCATION COMMITTEE AND ALL REGENTS

NOTICE OF PUBLIC HEARING

*QUALITY THROUGH DIVERSITY - Plan 2008: Educational Quality
through Racial and Ethnic Diversity*

Thursday, April 2, 1998
9:30 - 11:30 a.m.
State Historical Society Auditorium
816 State St., 1st Floor
Madison, Wisconsin

The purpose of the hearing is to receive public testimony on the *QUALITY THROUGH DIVERSITY* plan. Interested persons from across the UW System and the general public are invited to participate. Copies of the plan are available from the office of the secretary of the Board, 1860 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706; telephone 608-262-2324.

Those wishing to speak at the hearing are invited to register with the office of the secretary prior to the hearing. Registration forms will be available at the hearing as well. Written testimony also is welcome.

Speakers are asked to limit their oral testimony to three minutes so that others who wish to speak will have an opportunity to be heard. Longer testimony may be submitted in written form.

D R A F T

Draft Date: February 3, 1998

Revised Feb. 11, 1998

Print date 02/17/98

2:01 PM

UNIVERSITY OF WISCONSIN SYSTEM

QUALITY THROUGH DIVERSITY

Plan 2008:

Educational Quality Through Racial and Ethnic Diversity

UW SYSTEM BOARD OF REGENTS

April 1998

This is an exposure draft for comment. Comments may be communicated to the UW System Board of Regents by any of the following means:

Write to: Board of Regents
University of Wisconsin System
1820 Van Hise Hall, 1220 Linden Drive
Madison, Wisconsin 53706-1559

E-mail to: uwsstratplan@ccmail.uwsa.edu
Web page: <http://www.uwsa.edu/multcult/>

Fax: 608.263.4400

Telephone: Dr. Andrea-Teresa "Tess" Arenas (608) 262-8636

Attend one of our public hearings: (times and places to be announced)

More detailed backup information is available
in an appendix volume to this document.

PLAN 2008:
EDUCATIONAL QUALITY THROUGH RACIAL AND ETHNIC DIVERSITY

[This is an exposure draft for comment.
More detailed information will be available in a backup volume.]

I. Introduction

Education is not a trivial business, a private good,
or a discretionary expenditure. It is a deeply ethical
undertaking at which we must succeed if we are to survive
as a free people. - Gordon Davies

The University of Wisconsin System has been a pioneer in the pursuit of educational excellence through the expansion of educational opportunity and diversity. In 1988, we were the first university system in the nation to adopt a long-term plan for race/ethnic diversity. That plan was established on the basic belief that a public university has a responsibility to serve all the people of the state and to lead the way in increasing educational opportunity for underrepresented race/ethnic groups.¹ Our 1988 *Design for Diversity* established goals to increase enrollments of targeted students of color throughout the UW System by 100% in 10 years and to increase the numbers of faculty and staff of color by 75% in the first five years.

The record shows that we achieved the faculty/staff goal--faculty and staff of color increased by 77% between 1987-1992, but we fell short of our student goal--students of color enrolled throughout the System grew by 48.5% over the ten-year period. Students of color now comprise 7.7% of total UW System enrollments, while faculty and staff of color comprise 8.4%. (Appendix A summarizes outcomes on the seven goals of *Design for Diversity*.)

UW institutions have developed and implemented numerous programs to address precollege partnerships, recruitment and retention, community outreach and curriculum transformation for historically underrepresented race/ethnic and economically disadvantaged groups. It is important to note that in the first *Design for Diversity*, the position of Minority/Disadvantaged (M/D) Coordinator was created at each institution. (The name was later changed to Multicultural/Disadvantaged Coordinator.) The M/D Coordinators have been critical in the advancement of *Design for Diversity* over the past ten years. Their role will be vital in the new plan. For other successful diversity initiatives, see Appendix B.

As the decade closes on Design for Diversity, it is appropriate to pause and consider what we have learned from these efforts, how the nature of the challenge may be changing, and what goals and initiatives we might pursue as we enter the 21st century. Goals designed to assist in our transition to the 21st century are contained in this Plan 2008 as follows:

1. Increase the number of well prepared high school graduates of color who apply to the UW System in order to bring enrollment, retention, and graduation rates for underrepresented students of color into alignment with those of the student body as a whole.
2. Increase the size and shift the composition of financial aid packages for students in compliance with federal statutes: reduce unmet need and growing reliance on loans.
3. Increase the number of fully credentialed faculty, academic and classified staff, and administrators of color so that they are represented in the UW workforce in numbers reflecting their current availability in relevant job pools and, in addition, work to increase their future availability.
4. Foster campus and classroom environments that enhance learning and respect for diversity in intellectual viewpoints, cultural heritage, gender, religious and sexual preferences, and other human differences.

The University of Wisconsin System remains steadfast in its commitment to serve all the people of the state and to lead in increasing educational preparation and opportunity for underserved race/ethnic groups. Our statutory mission states:

The mission of this system is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and human sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose. Inherent in this mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth. (Emphasis added)

Our goal is to focus on initiatives to expand educational opportunity for Wisconsin citizens that transcend existing affirmative action laws, efforts we can pursue with or without the current affirmative action laws. To achieve this, we must increase the number of Wisconsin historically underrepresented

students of color who are prepared to succeed in post-secondary education and, equally important, who aspire to continue their education beyond high school. Our efforts must begin much earlier in the lives and educational careers of these young people and continue to support them through successful completion of college. Our goal for the next decade is to erase the gap in educational achievement by bringing participation and graduation rates for underrepresented people of color in the UW System to the levels of the student body as a whole. Our ultimate purpose is to foster academic--and subsequently, lifetime--success for all students. We believe that the quality of our university and the future of our state depend upon this commitment that we have entitled *Plan 2008*.

A. Why Focus on Race/Ethnic Diversity?

College enrollment and graduation remain out of reach for disproportionately large numbers of youth of color in Wisconsin, as well across the nation. Substantial numbers leave high school without important prerequisites for post secondary education and career success. The reasons are many and varied, and the challenges are great. It requires the partnership of many institutions, in education, business, and the community, as well as the hard work of each individual campus to meet these challenges. UW System continues to move forward in educational excellence through expanded educational opportunity and diversity. Educational excellence, educational opportunity, and student expectations are the foundations of our diversity strategic plan.

Educational Excellence

We are preparing our graduates to live, work, and succeed in a multicultural society, and to manage and work in diverse teams. This is important to all members of the university community as well as society at large. We do our students and our state a disservice if we fail to recognize and meet this challenge straightforwardly, with sensitivity and common sense.

In a March 1993 Board of Regents presentation, President Katharine Lyall also highlighted the need for continued interest in diversity initiatives:

Design for Diversity articulated our commitment to significantly increase the number of minority students served by the UW System and to increase representation of qualified minorities among our faculty and staff. This commitment is based on the conviction that we must prepare our students through education and by experience to live and work effectively in a far more multicultural society and economy than any of us has experienced in our lifetimes. To do otherwise would be an educational malpractice

equivalent to failing to teach foreign language or to provide exposure to computers.

Educational Opportunity and Democracy

We cannot hope to sustain our democracy unless all our citizens have the opportunity to acquire the educational competencies to succeed in the larger society. These competencies are not solely job-related; they encompass understanding of self and the human condition, and the tools of citizenship. We recognize that "fairness" is a matter of perception as well as reality. Racial discrimination, impoverished early childhood and poor nutrition all stack the odds against some children even before life's competition begins. The Board of Regents believes that these are "children of promise." To ensure the future of our democracy, we must work to ensure the perception and the reality of fairness in educational and employment opportunity. As Gandhi said, "we must live what we want the world to become." The university must model the democracy we hope to build and sustain for our state and the nation.

Student Expectations

Students themselves tell us that they expect their college experience to help them appreciate and learn to live and work successfully in a multicultural environment. Astin's 1997 survey² of more than a quarter million in-coming college freshmen across the nation reports that: 80% believe that racial discrimination remains a major problem in America.

A 1996 UW System Alumni survey showed:

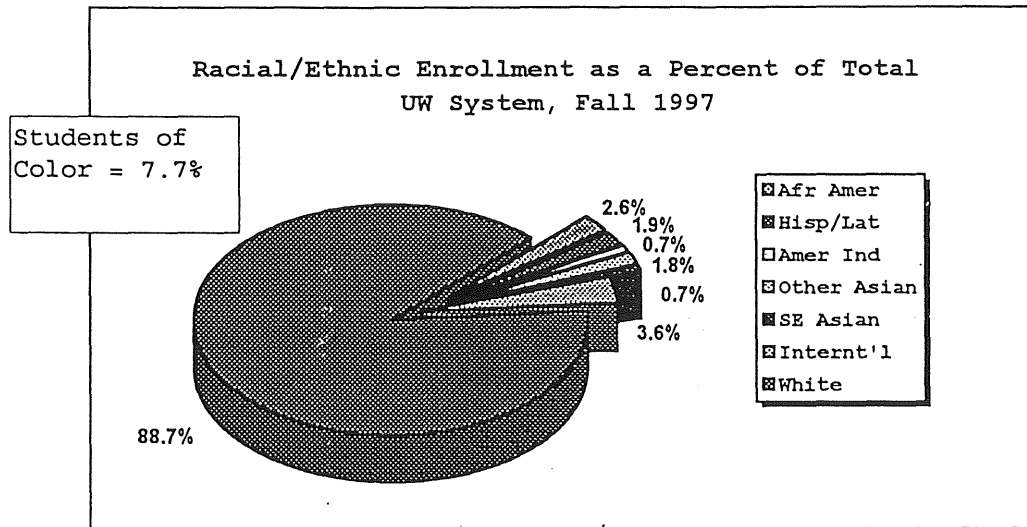
- 71% of UW alumni rate their undergraduate education as "very important" or "important" in contributing to their understanding of diverse cultures.³
- 71% of UW System alumni rate their education as "very important" or "important" to their appreciation of the need for racial equality;⁴

Our environments, ethics, and expectations throughout the university help to set the standards and shape the larger society in which we will all live--the breadth of its vision, the depth and civility of our civic debates, and our very humanity. A UW systemwide commitment to racial/ethnic diversity is therefore essential to maintain educational excellence, to meet the expectations of our students, and to sustain our democracy. We have made a good start--our challenge is to revitalize and sustain our efforts into the 21st century.

B. Current State of the University of Wisconsin System

Over the past decade, students of color have grown from 4.7% to 7.7% of the total UW System enrollments, an increase of 4,078 (Figure 1).

Figure 1



These increases have not been uniform across all race/ethnic groups (Table 1).

Table 1

UW System Total Enrollment by Race/Ethnicity
Fall 1987 and Fall 1997

	Fall 1987		Fall 1997	
	Number	Percent of Total	Number	Percent of Total
African American	3,190	2.0%	4,004	2.6%
Hispanic/Latino	1,620	1.0%	2,857	1.9%
American Indian	770	0.5%	1,021	0.7%
All Asian	1,982	1.2%	3,758	2.5%
Other Asian	na	na	2,662	1.8%
SE Asian	na	na	1,096	0.7%
Subtotal	7,562	4.7%	11,640	7.7%
International	4,480	2.8%	5,462	3.6%
White	149,845	92.6%	133,999	88.7%
UW System Total	161,887	100.0%	151,101	100.0%

Revised Feb 12, 1998

In 1988, Design for Diversity established ten-year enrollment targets for new undergraduates of color. In 1997, UW System met only 74% of enrollment targets. (See Table 2)

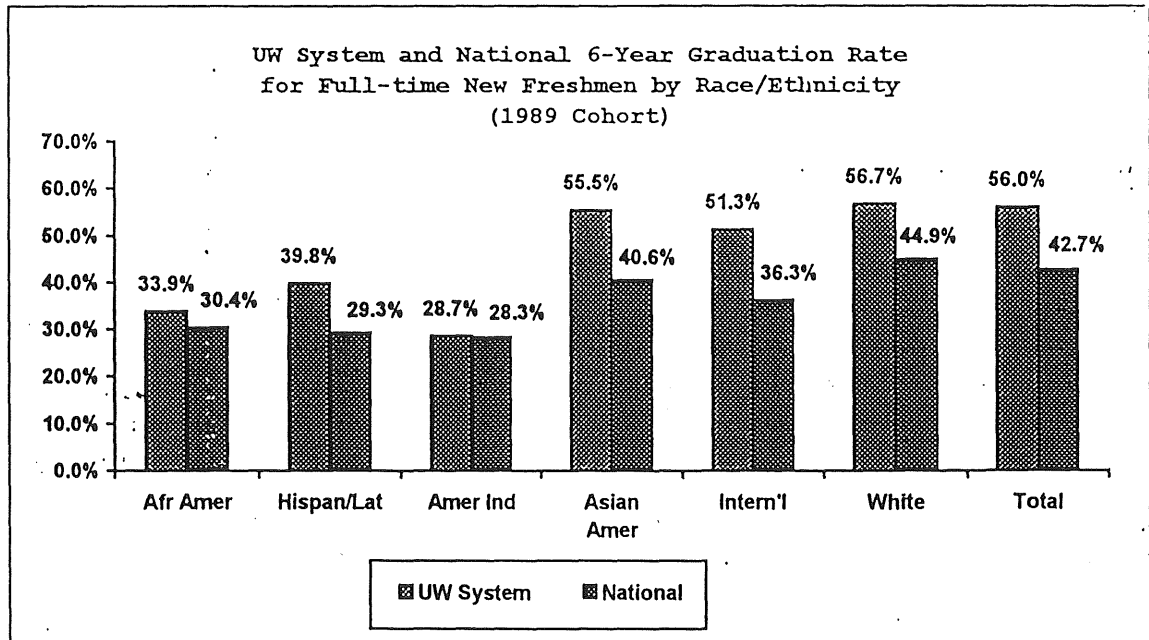
Table 2
 Design for Diversity New Undergraduates of Color*
 Fall 1987 and Fall 1997 with Targets

Headcount	Fall 1987	Fall 1997	Fall 1997 Target	Number from 1997 Target	Percent from 1997 Target
New Undergrads of Color	1,270	1,886	2,540	654	74.3%

* New Freshmen, New Transfer, New Special African American, American Indian and Hispanic/Latino. Excludes Southeast Asian because data unavailable until 1990.

Retention and graduation rates for UW students of color exceed national rates, but lag behind those for UW student body as a whole (Figure 2).

Figure 2



Students of color have greater financial need and some also have greater unmet need, even after financial assistance is provided (Table 3).

Table 3
University of Wisconsin System
Financial Aid Recipients Need Profile for All Students, 1996-97

	Fin Need Avg	Total Aid Recipients	Total Aid Avg	Grants %	Loans %	Unmet Need %
African American	\$ 9,609	3,147	\$ 7,652	44%	54%	27%
American Indian	\$ 8,455	821	\$ 6,944	56%	43%	18%
Hispanic	\$ 9,553	1,850	\$ 7,061	39%	58%	33%
Asian	\$ 9,039	2,253	\$ 6,656	46%	51%	31%
Subtotal	\$ 9,326	8,071	\$ 7,167	44%	53%	28%
White	\$ 6,493	65,266	\$ 5,221	24%	73%	23%
Unknown	\$ 6,830	2,329	\$ 2,676	36%	63%	24%
All	\$ 6,831	75,666	\$ 5,351	27%	70%	24%

Faculty and Staff

The number of FTE employees of color have increased 772.8 since 1987. As a proportion of total employees, employees of color have increased from 5.3% to 8.4% (Table 4).

Table 4
UW System Employees: Faculty, Academic Staff and Classified Staff FTE**

	1987-88				1996-97				% Change	% Change
	# Of Color	% of Total	# Other	% of Total	# Of Color	% of Total	# Other	% of Total	Of Color	Other
Faculty	416.5	1.7%	6,344.2	25.4%	626.6	2.5%	5,666.6	21.0%	50.5%	-10.4%
Academic Staff	468.4	1.9%	6,449.7	25.9%	853.9	3.4%	8,311.0	30.8%	82.3%	29.3%
Classified	427.8	1.7%	10,822.6	43.4%	605.1	2.4%	10,955.4	40.5%	41.4%	1.2%
Total	1,312.7	5.3%	23,616.5	94.7%	2,085.6	8.4%	24,985.0	92.3%	58.9%	5.8%

* Latest available data. 1997-98 will be available in April 1998.

** Includes international employees.

*** Forthcoming

C. A Changing Environment is Re-forming the Nature of our Challenge

Demographic and Economic Changes

Both the demographic and economic dimensions of our future are changing. By the year 2025 in Wisconsin, people of color will increase from 9.9% to 16.8% (Figure 3). People of color of traditional college age, 18-24, will

increase from 12.9% to 21.7% of the total state population (Figure 4). During this period, the largest growth will occur among school age children, age 5-17. School age children of color will increase from 14.6% to 24.3% (Figure 5). Consequently, they will comprise an even larger share of the working age population over this period.⁵ We need the creativity and contributions of all citizens as never before.

Figure 3
Wisconsin Population Projections by Race and Ethnicity
Total
Year 1995 to 2025

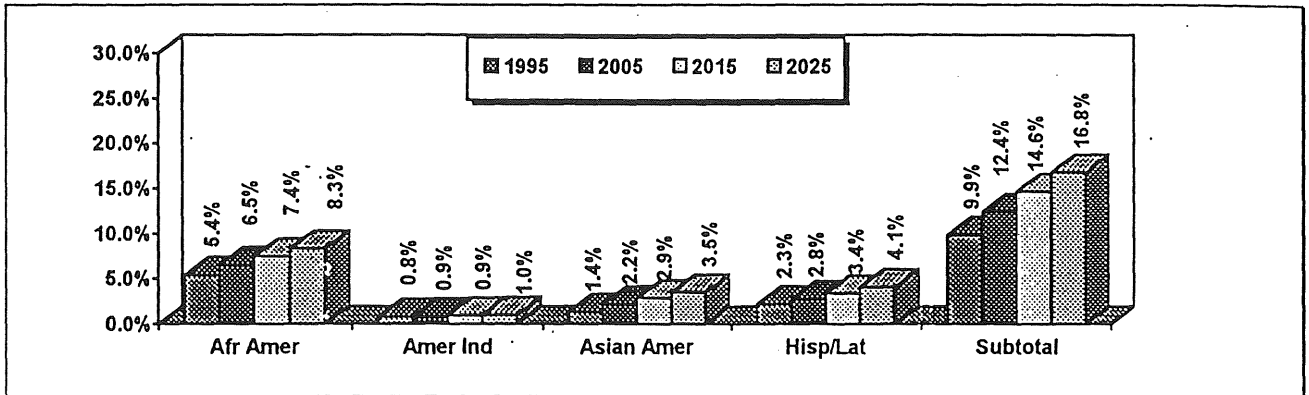


Figure 4
Wisconsin Population Projections by Race and Ethnicity
18-24 Year Olds
Year 1995 to 2025

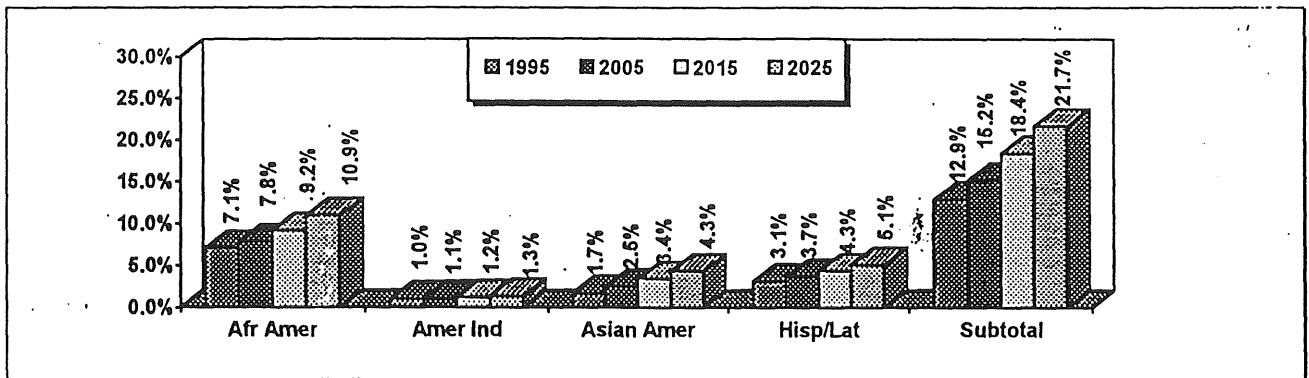
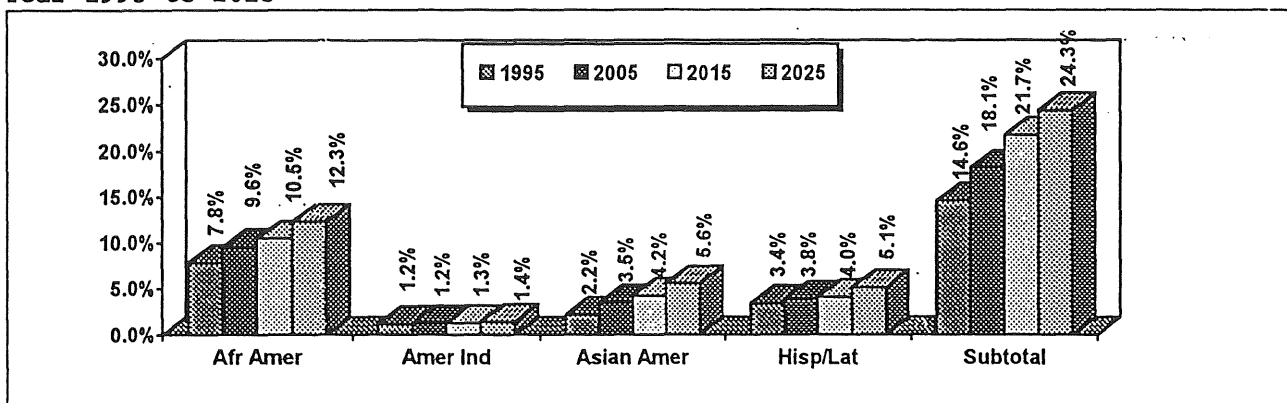


Figure 5
 Wisconsin Population Projections by Race and Ethnicity
 5-17 Year Olds
 Year 1995 to 2025



It is apparent that we must strive to increase higher educational attainment among the faster growing portions of our population if our state and nation are to remain competitive and productive in a global economy.

In Wisconsin, the Governor's 21st Century Jobs Commission, whose charge was to assess the fit between jobs and the workforce, concluded that Wisconsin must become an "innovative learning state" if it is to maintain its economic vitality in a labor-shortage economy. This requires closing the gap in educational opportunity and attainment for all people including historically underrepresented groups.

Current Legal Environment

As we look to the next century, the legal environment is also evolving.

The UW System is accountable for compliance with federal and state AA/EEO requirements in education and employment, including:

- Federal and state employment statutes mandating equal opportunity, and requiring affirmative action reporting on the race, ethnic and gender composition of all staff;
- State set-aside programs for multicultural and women-owned businesses;
- Federal and state statutes requiring equal educational opportunities in all educational programs, and related regulations defining acceptable affirmative action efforts.

In recent years, however, certain affirmative action practices in admissions and financial aid programs have been challenged as violating the constitution's guarantee of equal protection of the law. Similar challenges have been initiated at other colleges and universities, and the state of California has implemented a broad ban on affirmative action programs. The United States Supreme Court has not issued a definitive ruling on affirmative action in education since *Regents of the University of California v. Bakke*, in 1978, leaving the legal environment uncertain. As a result, higher education institutions have, in many cases, become battlegrounds in the struggle over the constitutionality of affirmative action, to the detriment of learning and scholarship.

In this unsettled legal environment, the UW System has consistently reaffirmed its strong commitment to expanding educational opportunities for all citizens and to achieving educational excellence through encouraging and supporting diversity. We must remain clear in our commitment.

II. Current UW System Minority/Disadvantaged Initiatives

UW institutions developed a wide array of precollege, recruitment and retention, and financial aid programs as part of *Design for Diversity*. Altogether, the UW System invested \$18.6 million in total multicultural and disadvantaged student programs and scholarships--half of this total (\$9.1 million) is raised annually by the institutions from private contributions (see Appendix C, Table 3).

Financial Aid

In 1996-7 8,071 UW multicultural undergraduates and graduate students received an average award of \$7,167, including grants and loans.

Financial need of students of color in the UW System averages \$8,400-\$9,600 compared to \$6,800 for the student body as a whole. Overall, UW institutions are able to meet 76% of need for all students with financial aid packages, but only 72% of need targeted students of color. State-funded financial aid programs have been reduced from five to two; two by legislative action and the Minority Teacher Forgivable Loan was transferred to the Higher Education Aids Board.

Lawton Undergraduate Multicultural Retention Grants (1986)--provides up to \$2,500 a year for four years (1,628 recipients got an average grant of \$1,211).

Advanced Opportunity Program (1973)--for graduate and professional students of color (570 fellowships--average \$5,964) (Appendix C, Table 2).⁶

Over the past decade, specially targeted financial aid programs have enabled us to hold down unmet need for students of color and disadvantaged students, and this has certainly been a factor in the growth of multicultural enrollments. However, we are keenly aware that other states and universities have been able to offer significantly better financial aid packages to high achieving historically underrepresented students of color, often meeting full need with grants. For example, the University of Illinois "Presidential Awards" cover full tuition and fees and provide \$3,000 a year for four years to students of color applying with ACT scores of 24+ and graduating in the top half of their high school class. In the decade the program has been in effect, enrollment of new multicultural freshmen has risen to 12% of the entering class. About 500 Presidential Awards are given annually. Private colleges and universities often provide fully funded financial aid packages for high achieving students of color, regardless of need.

Precollege Programs

In 1996, UW institutions offered 88 precollege programs serving 4,700 students of color and economically disadvantaged participants.

Both the precollege and financial aid initiatives have proved effective in increasing multicultural opportunities over the past decade. Follow-up studies show that 50% of Wisconsin high school students who participated in precollege programs go on to post secondary education (at a UW, WTCS, or private institutions) and 61% of these enroll in the UW System.

Recruitment Programs

Over the past ten years there have been numerous programs and strategies to improve recruitment.

UW institutions and the UW System Multicultural Information Center have targeted fourteen school districts in the state with the largest multicultural enrollments; some institutions have formed campus recruitment committees, and

the MIC precollege participant recruitment list is now a resource for the institutions.

Retention Programs

Each campus is keenly aware of the need to increase retention of students of color. Institutional efforts currently include students/faculty/staff serving as mentors to students of color; peer advising; social action theater groups, articulation with tribal colleges, and early warning systems.

III. Strategic Planning Process

This systemwide plan for *Plan 2008* is designed to be an "umbrella" that identifies certain systemwide goals and initiatives for the next decade. In 1998-99, each UW institution will be asked to adopt its own set of initiatives consistent with these systemwide goals but responsive to its own particular history and environment. Campus plans are an opportunity to deepen the commitment to diversity within each college and department. Institutional plans will be filed with the Board of Regents no later than June 1, 1999. Together, the systemwide and individual institutional plans constitute a strategic plan for the beginning of the 21st century.

As with the previous Plan: *Design for Diversity*, achievement of these goals will require a sustained effort of many partners--the Board of Regents, System Administration, each institution, Wisconsin Technical College System, the K-12 schools, parents, the Department of Public Instruction, business leaders, the Governor, and the legislature. We recognize that some institutions have already begun this dialogue and others will soon do so.

A. How has this draft plan been developed? In drafting the systemwide goals for 1998-2008 outlined below, we have sought the ideas and advice of many constituencies. Public listening sessions were held with faculty, staff, and students at each UW campus during the fall semester; we heard from more than 600 individuals in those sessions. Group and individual interviews were also conducted with nearly 300 other individuals from state government, national higher education organizations, Regents, legislators, and others.

A Web page has been established to keep interested individuals apprised of progress, timetables, and related matters. The Web page also contains an

e-mail address for comments on this draft document, which appears on the cover page.

These broad-ranging discussions noted many strengths of the *Design for Diversity* efforts:

- ◆ the establishment of precollege and TRIO programs at every campus, multicultural centers on many campuses, expanded curricula that incorporate multicultural viewpoints, greater awareness of diversity on campuses, and the increased presence of multicultural faculty, staff, and students of color.

They also identified areas of weakness where we need to focus and renew our efforts:

- ◆ low retention and graduation rates for students of color, unmet financial needs that deter students from aspiring to college, precollege programming that reaches too few K-12 students and is not sustained throughout the school year, and concerns about campus climates that are sometimes cold and hostile and inadequately prepared graduates to succeed in a multicultural world.

IV. Recommended Goals and Initiatives for 1998-2008

Plan 2008 provides a broad framework for statewide strategic planning for race/ethnic diversity in public higher education. Each UW institution will have a year to discuss, debate, and develop the particulars of their own campus diversity strategic plan. To address these challenges, we propose the following strategic goals and initiatives for the next decade, 1998-2008. Within these, each institution will establish its own particular approaches.

1. Increase the number of well prepared high school graduates of color who apply to the UW System in order to bring enrollment, retention, and graduation rates for underrepresented students of color into alignment with those of the student body as a whole:

- Increase precollege programming. Work to increase the number of K-12 students reached by these programs beyond 4,600 and extend these programs throughout the school year to maintain continuous year-round contact with these students. Each institution will establish its own

numerical goals for enrollment in precollege, undergraduate, graduate, and professional programs.

Experience of the past ten years shows that students who participate in precollege programs do significantly better in school and are prepared to enter post-secondary education in significantly larger numbers than those who do not benefit from precollege contacts.

The Department of Public Instruction has been a valuable partner in our current precollege efforts. We need to continue and extend this partnership by seeking funding in the 1999-01 state biennial budget and private funding to expand precollege programming throughout the state.

UW institutions, in concert with their regional feeder schools, should examine their current precollege programs and consider ways these students of color can be increased and perhaps participate throughout the school year and made more effective in preparing students for post-secondary opportunities.

UW institutions should work in partnership with WTCS to increase the number of students of color graduating from their College Parallel programs.

- Build the educational pipeline. Educators understand the critical need to reach children early to begin preparing for college. To reach students and parents early, we encourage partnerships between UW institutions, especially the Schools of Education, and K-12 schools and students to promote curricular and pedagogical exchanges between UW faculty and K-12 teachers and to explore other methods of collaboration among teachers, students, guidance counselors, parents and guardians using technology and other instructional methods. Special efforts should focus on collaboration with the Milwaukee Metropolitan Association of Black School Educators to increase the pool of African American K-12 teachers and to work with Milwaukee Public Schools to promote the "Grown Your Own" teacher program.
- Work with the Wisconsin Center for Academically Talented Youth to identify gifted and talented students of color in Wisconsin and

encourage them to participate in Advanced Placement and other accelerated programs.

- Review and restructure recruitment efforts.

Contact students of color earlier in the college decision making process to provide them with accurate information on financial costs and the availability of financial aid. Consider ways to assist parents and students in filing financial need information and to help establish eligibility for scholarships and other forms of financial assistance.⁷

- Review support services for students of color and economically disadvantaged students to ensure the best possible match to student needs.

Our listening sessions reaffirmed that student support needs vary significantly by race and ethnicity. For example, some students may not need academic assistance, but may need assistance in learning to manage their time/money. Other students may need a different mix of services in order to succeed at college. Providing the right mix of services can be an important determinant of retention and graduation rates of these students.

- Develop adult recruitment programs targeted specifically to multicultural students (age 25+) who have completed an associate degree or started a university education but stopped out. Facilitate their continuing education through collaboration with WTCS, through programs like UW-Rock County's Pre-College for Returning Adults, and through special attention to the support needs of single parents.

- Work towards a better balance of enrollment of students of color across academic disciplines.

While the UW System follows a philosophy of student choice, the relative underrepresentation of some race/ethnic groups in the quantitative and lab oriented fields of engineering, physics/math/computer science, and biological sciences reduces their access to careers in these fast-growing fields. On the other hand, other race/ethnic groups are underrepresented in humanities, and social science. (See Appendix F)

- Improve retention rates for students of color through a two-prong approach:

(1) Create at each institution organized opportunities for administrators, faculty, and staff to learn about intercultural differences in communication and learning styles that can help improve learning outcomes for students of color.

(2) Bolster academic and personal advising, through such actions as required meetings with a faculty advisor each semester, advisor signoff on each semester's course registration, and campus initiatives to ensure summer employment/earnings to help meet college costs.

UW institutions are urged to consider models used successfully at other institutions across the country and at UW institutions including: mandatory summer orientation programs, summer "leg up" courses in especially difficult freshman areas such as mathematics, use of the UW Early Math Placement Test, and encouragement of multicultural high school students to take Advanced Placement courses which can relieve the course load required to maintain full-time progress at the university, and special programs that help students make the connection between their academic studies and particular occupational and professional ambitions. (See Appendix E for successful programs at other state universities and Appendix B for UW institution models)

- Establish a UW Business Advisory Council on Diversity

The Council will develop an extensive network of student internships, scholarships, and work-study opportunities to attract, retain, and graduate underserved students of color. The council will be comprised of senior officers of the university, public service organizations, and Wisconsin businesses. Applied work experience encourages retention and increased graduation rates by giving focus and relevant work experience to students during their college careers. The council will seek private sector funding to match requested state appropriations for this purpose.

- Determine a home campus for the pilot UW System Native American Language Preservation

This project has strengthened collaboration and increased opportunities for UW System to respond to the needs of Native American communities.

We will build upon these efforts to increase knowledge and access to UW institutions by Native American students and their families.

2. Increase the size and shift the composition of financial aid packages for needy students to reduce unmet need and the share of financial aid coming from loans.

Over the past decade, federal financial aid (which provides 85% of all financial aid dollars received by UW students) has shifted from a majority of grants to a majority of loans. In Wisconsin, on average, among financial aid recipients, loans now constitute 70% of financial aid packages (see Appendix C, Table 1). Needy students and parents may be particularly reluctant to incur educational debt burdens. In our current robust job market, students are more likely to forego further educational opportunities for the certainty of immediate employment. UW institutions currently raise about \$9 million in private gifts annually for multicultural scholarships and grants.

To lower financial barriers, UW System will:

- Seek an additional \$1 million in private support to match a similar amount to be requested in the Regents 1999-01 biennial budget from the state. These additional funds will be used to reduce unmet need for students and to slow the growth in student debt burdens..
- UW System will encourage families to plan early for college. Information on college costs and financial aid programs will be provided through HELP On-Line, institutions' printed materials, and the UW System Multicultural Information Center. Conduct active outreach informational campaigns regarding college opportunities, costs, and financial aid.

3. Increase the number of fully credentialed faculty, academic and classified staff, and administrators of color so that they are represented in the UW workforce in numbers reflecting their current availability in relevant job pools, and in addition work to increase their future availability.

- Continue to monitor institutional progress through annual EEO reporting. Pay special attention to replacement appointments for retiring faculty

and administrators in fields/disciplines that are currently underrepresented in multicultural professionals.

- Continue to monitor promotion and tenure rates for women and multicultural faculty and report these annually in the UW System's public accountability report.
 - Create a systemwide academic staff professional development fund to assist academic staff of color who wish to prepare for faculty careers by acquiring or finishing a terminal degree.
 - Encourage professional development/upward mobility opportunities for classified staff and LTE's of color.
 - Regularly seek information on ways to improve campus climate from AA/EEOC protected faculty and staff. The purpose is to improve retention by identifying and addressing problems early in an individual's university career. Continue current exit surveys with those leaving the UW System.
4. Foster campus and classroom environments that enhance learning and respect for diversity in race/ethnic/cultural heritage, intellectual viewpoints, gender, religious and sexual preferences, differently abled, and other human differences. The university aims to model the kind of open democracy that we all envision for our nation. We believe in the university as a place for vigorous debate and civil discourse; an institution where we can argue about ideas without attacking persons. Indeed, true learning cannot go on in any other environment. As the UW System mission statement says: our charge is "to educate people and improve the human condition."
- Increase instructional resources for courses that develop multicultural understanding including: improved library holdings, in-service seminars for teachers on ACT 31 (American Indian treaty and sovereignty), publishing a web page of examples of syllabi that are creatively addressing the existing undergraduate three credit diversity requirement, encourage institutions to consider how the new distance technologies can be used to collaborate and enrich such courses

throughout the UW System; and UW System Administration will seek external support for instructional resources and scholarship.

- Continue to measure and report student opinion, in our periodic accountability surveys of students, about the climate on our campuses and ways in which it can be improved.

Every UW faculty and staff member, administrator, and student is an ambassador of the university in our daily interactions with each other. The care we take in our interrelationships conveys our values and our respect for differences more surely than any set of goals and initiatives. Those who teach, research, and lead the university must model thoughtful, civil discourse and insist on the same from all members of the university community.

- Encourage every UW faculty, staff, and student governance organization to set aside an early meeting in fall 1998, to discuss and reflect on how it might advance this goal as a tribute to our history and our future as a world-class university system.

IV. Accountability and Assessment

The initiatives and goals outlined above require sustained effort, commitment, and leadership. The following summary table summarizes where responsibility for each of these initiatives lies and the timeline anticipated for completion. We recognize that many factors external to the university will affect the ability to achieve our goals. We solicit assistance and partnership of the legislature, Governor, business leaders, private institutions, and private citizens as well as university faculty, staff, and students in striving to meet these goals.

The UW System Administration staff should join staff designated by the chancellor of each institution to review and streamline the assessment of its multicultural/disadvantaged programs in order to improve programming and move the Diversity initiative forward. Regularly measuring our progress will help us stay focused on our goals over the decade. Therefore:

- The Board of Regents directs the UW System President to make a report once each biennium on progress in achieving these goals.

- The UW System will continue to monitor multicultural faculty, staff, and students and report to the Board of Regents in the Multicultural/Disadvantaged Annual Report, (as per Chapter 36.25 Wisconsin Statutes), and the annual Accountability for Achievement Report.
- In 1998-99, the indicators in the Accountability for Achievement Report will be modified to better reflect the challenges before the University of Wisconsin System. These documents should continue to report on the graduation and retention of multicultural students and the hiring, renewal, and tenure of multicultural faculty and staff.

Plan 2008

Summary of Recommended Initiatives, 1998-2008

Initiative/Goal

Responsibility

Timing

Appendix A

Description of Outcomes of Design for Diversity, 1988-1997

UW System Diversity Goals	Need Additional Attention	Making Satisfactory Progress - Continue Work	Goal Met	Comments
Goal One: Recognize the need to eliminate the underrepresentation of minority and economically disadvantaged people in the UW System.			<input checked="" type="checkbox"/>	After ten years of Design for Diversity, each UW institution is keenly aware of the repercussions of low students of color and economically disadvantaged people in the UW System.
Goal Two: Educate all students for an increasingly multicultural society in Wisconsin, our nation and the world.		<input checked="" type="checkbox"/>		All institutions have 3-credit undergraduate requirement. Additional course infusion and faculty involvement is required.
Goal Three: Improve recruiting and retention efforts to better enable targeted minority students to enroll more easily and function more effectively at our universities.	<input checked="" type="checkbox"/> African American and American Indian	<input checked="" type="checkbox"/> Asian American and Hispanic		
Goal Four: Improve evaluation efforts in the areas of minority student enrollment/retention and faculty/staff recruitment and retention.		<input checked="" type="checkbox"/>		All institutions currently use TQM to evaluate M/D program efficiency and work with MIC to track precollege students.
Goal Five: Remove financial barriers that prevent minorities and economically disadvantaged people from viewing college as a realistic option.	<input checked="" type="checkbox"/>			Students of color receive more grants than whites, but unmet need is high and funds are insufficient. (Had MTF, PMTA, and MDS. Now have only AOP and Lawton)
Goal Six: Increase number of minority faculty and staff of the UW System.			<input checked="" type="checkbox"/>	Met 100% of hiring goals, but need to 'continue the course.'
Goal Seven: Establish effective partnership with the public schools, the VTAE System, state government, the community and the private sector to assist the UW System's efforts to improve minority education.		<input checked="" type="checkbox"/> Need to accelerate.		The working relationship with DPI has improved significantly. Joint lobbying efforts are by DPI and UWSA to ensure precollege funding. Each institution has a 'Town Gown' committee, but these have varying success. Several campuses are working with businesses to fund M/D programs, activities, and scholarships.

Appendix B

UW System Successful Diversity Initiatives
(Campuses have been invited to submit their top 3 diversity initiatives.)

UW-Madison	Chancellors Scholars Program Advanced Opportunity Program (Graduate School) Medical School's Diversity Plan; a comprehensive efforts to increase the school's diversity by strategic faculty hiring, faculty retention efforts, curricular and pedagogical initiatives and a welcoming environment for students, faculty, and staff of color.
UW-Milwaukee	Academic Opportunity Center Theatre of Color Scholars for Math, Science and Language Program
UW-Eau Claire	Project PACE (Preparing Actively for Career Experiences) Commanding English Language Program Tutoring and Mentoring
UW-Green Bay	American Intercultural Center Campus TRIO Programs Mentoring Program
UW-La Crosse	United We Learn Social Action Theatre Academic Summer Institute Multicultural Student Center Partnership between The College of Science and Allied health and Lac Courte Oreilles Ojibwa Community
UW-Oshkosh	Oshkosh Human Relations Council Early Warning Intervention Program Heritage Month Celebrations Precollege Programs
UW-Parkside	Recruitment and Retention Programs for Minority and Female Faculty and Staff Mentorship Programs Ethnic Studies Center
UW-Platteville	Boxes and Walls: an exhibit on oppression to train resident assistants. The College of Business, Industry, Life Science and Agriculture's Mentoring Program for students of color. Student of Color Handbook: a listing of Multicultural Services available in the tri-state area.
UW-River Falls	Academic Success Program Student/Faculty Mentoring Program Diversity Awareness Committee Partnership with St. Paul School' Minority Encouragement Program
UW-Stevens Point	Native American Center Multicultural Resource Center Chancellor's Diversity Think Tank
UW-Stout	Expansion of Ethnic Studies courses Provision of scholarships for students of color Multicultural Student Services Project Entry
UW-Superior	'Two plus two" articulation agreements with Tribal and Community Colleges Cultural Awareness activities by the American Indian Studies Program Multicultural Student Specialist-recruitment and retention focus
UW-Whitewater	(forthcoming)
UW Colleges	UW Rock: Project AHEAD

	<p>UW Richland: Precollege program, a partnership with Grand Avenue Middle School, Milwaukee.</p> <p>UW Barron: Precollege program, a partnership with Lac Courtes Oreilles Ojibwa Community College.</p>
UW- Extension	<p>Metropolitan Multicultural Teacher Education Program, a partnership between the Milwaukee Public Schools, the teacher's union, UW-Milwaukee's School of Education and UW Extension Diversity Training Leadership training (Visions, Inc)</p>
UW System Administration	<p>Office of Multicultural Affairs</p> <p>Institute on Race and Ethnicity</p> <p>Multicultural Information Center</p>

Appendix C

Table 1
University of Wisconsin System
Financial Aid Recipients Need Profile for All Students, 1996-97

	Fin Need Avg	Total Aid Recipients	Total Aid Avg	Grants %	Loans %	Unmet Need %
African American	\$ 9,609	3,147	\$ 7,652	44%	54%	27%
American Indian	\$ 8,455	821	\$ 6,944	56%	43%	18%
Hispanic	\$ 9,553	1,850	\$ 7,061	39%	58%	33%
Asian	\$ 9,039	2,253	\$ 6,656	46%	51%	31%
Subtotal	\$ 9,326	8,071	\$ 7,167	44%	53%	28%
White	\$ 6,493	65,266	\$ 5,221	24%	73%	23%
Unknown	\$ 6,830	2,329	\$ 2,676	36%	63%	24%
All	\$ 6,831	75,666	\$ 5,351	27%	70%	24%

Table 2
University of Wisconsin System
Student of Color and Disadvantaged Student Financial Aid Programs
1995-96

Recipients							
	Afr. Amer.	Hisp./ Latino	Amer. Indian	Asian Amer.	N/A	Total	Average Award
Lawton Undergraduate Minority Retention Grant	626	386	168	437	11	1,628	\$1,211
Advanced Opportunity Program	266	137	62	52	53	570	\$5,964

Table 3
UW System
Minority and Disadvantaged Program Funding
1995-96 All Fund Expenditures

	1994-95	1995-96					
Total Program Funds & Scholar- ships	Total Program Funds & Scholar- ships	M/D Appropri- ation 20.285 (4) [a] Expend- itures	Other State Funds Reallocated to M/D Programs	Extra-mural Funds	Total M/D Program Funds [b]	Institutional Scholar- ships [c]	
Total	\$18,389,650	\$18,657,077	\$5,617,212	\$3,869,103	\$6,672,881	\$16,159,196	\$2,497,881

Appendix D

Recent Changes in Federal Financial Aid Programs

GRANTS

Type of Aid	Value/Eligibility Requirements
Pell Grants	Up to \$2,700 per year, based on financial need.
Supplemental Educational Opportunity Grants	\$100-\$4,000 per year, based on need and campus policy.
Bureau of Indian Affairs Grants	Grants of \$1,800 or higher, depending on tribal policy.

LOANS

(Repayable With Interest As Noted)

Type of Aid	Value/Eligibility Requirements
Perkins Loans	Up to \$3,000 annually, with a maximum total of \$15,000 for all undergraduate years (interest rate currently 5%). Based on financial need and campus policy.
Stafford/Direct Student Loan	Subsidized, need-based loan available through private lenders. Amounts vary, up to maximum of \$2,625 for first year, \$3,500 for second year, and \$5,500 for subsequent years, up to maximum of \$23,000 for dependent students.
Unsubsidized Stafford/Direct Loan	Unsubsidized loan available regardless of need. Maximum loan amounts, interest rate, repayment terms may vary.
PLUS (Parents' Loans for Undergraduate Students)	Amounts equal to or less than cost of attendance minus all other aid received. No need requirement, but repayment begins immediately.

OTHER AID PROGRAMS

Type of Aid	Value/Eligibility Requirements
College Work-Study Program	Subsidized part-time employment, based on financial need and campus policy.
Federal-State Funds for Vocational Rehabilitation	Limited to students enrolling for undergraduate study who qualify for disability consideration. Varies according to individual circumstances.
ROTC Scholarship	Pays \$150 per month, plus tuition and \$225 per semester for 2-4 years of college. Requires four years of active duty and four years of inactive duty military service as repayment. Awarded on competitive basis to students between ages of 17 and 21 who are enrolling as freshmen.
Reserve/National Guard Educational Assistance	Provides \$198 per month for up to 36 months, usable for any for of post-secondary education, to those who join Wisconsin National Guard or U.S. Armed Forces Reserves.
Student Loan Repayment Program (SLRP)	Repays a portion of outstanding student loans for those who join the Wisconsin National Guard or U.W. Armed Forces Reserves.
Hope Scholarship	Nonrefundable tax credit available to eligible taxpayers during their first two years of postsecondary education. Credit pays 100% of first \$1,000 of tuition and fees, and 50% percent of second \$1,000 during the qualified period. Must be enrolled at least half-time.

Appendix E

Successful Programs in Use Nationally

Program Name	Location	Description
Peer Tutoring In Basic Courses	Brooklyn College	A Retention program that proactively draws Freshmen into in-class and out-of class tutoring.
The Office of AHANA Student Programs	Boston College	Focuses on increasing recruitment and retention rates of African American, Hispanic, Asian and Native American students.
Developmental Mathematics Program	California State University-Northridge	A highly structured yet flexible program that prepares students for passing the required Mathematics courses.
The Comprehensive Studies Program	University of Michigan, Ann Arbor	Academic Advising. Provides remedial instruction in Mathematics and English Language.
The Comprehensive Studies Program	The Pennsylvania State University	Same as above.
The Bridge	Georgia State University, Atlanta	A four week non-residential, summer enrichment program established explicitly to retain African American Students.
Undergraduate Research Opportunity Program	University of Michigan, Ann Arbor	Retention and Financial Aid. Provides undergraduate students with opportunities to research and learn research methodology, hands on.
Intergroup Relations Conflict & Community Program (IGRCC)	University Of Michigan, Ann Arbor	Improving Campus climate. A series of Coordinated seminars that teach about diversity, intergroup relationship, intergroup conflict, conflict resolution and community building.
Division of Developmental Studies	University of Georgia System	Recruitment, retention of students of color who have narrowly missed the admission criteria. Provides them with an academic environment that encourages learning and developing effective study strategies necessary for continued academic success.
Summer Incentive Program	Eastern Michigan University	Recruitment, Retention and Financial Aid. Provides graduating students of color who have been denied admission at the university the foundations necessary to complete the four year college work. Students work 20 hours a week in an academic department or support services office. They use the earnings to pay for tuition, room and board for the summer.
Comprehensive Freshman Retention Program	Kean College	Retention of students of color who are at a high risk of attrition.
Coordinated Studies Program	Seattle Central Community College, Washington	Pedagogy.
Leadership Ladder Program	Texas A&I University	Promote achievement and retention of Hispanic students. Uses "role model students" to assist in the development of freshmen through mentoring and counseling.

Suspension Waiver Program	Central Missouri State University	A retention program for probation and suspension students. Highly intrusive, closely monitored plan for students who have been suspended for low grades.
Promoting Persistence and Excellence in the Sciences: the Office of Minority Undergraduate Science Programs	Rutgers-The State University of New Jersey	Retention of Students of Color in the sciences, primarily African-American and Latino students.
Black/Hispanic Student Opportunity Program	Miami-Dade Community College	Increase retention and graduation of African American and Hispanic students from high school as well as college.
Partnership in Learning for Utmost Success (PLUS)	Saint Xavier University	Increase Retention, Performance and Graduation of Nurses.
Student Services, Catalyst for a Comprehensive College-Wide Retention Program	Saint Xavier University	Retention Program.
Freshman Retention Program	Xavier University	Retention Program.
Project Teach	Kean College, (Department of Education Funded)	Expanding the pool of teachers of color by using paraprofessionals to create a diverse pool of teachers.
Pathways	Kean College, (Dewitt-Wallace Reader's Digest funded)	
Latino Teacher Project	University of Southern California, California State University, Loyola Marymount	Same as above. Aims to expand the pool of bilingual teachers.
Urban Partnership Intern Program	University of California, Berkley	To help reduce the high attrition rate of new teachers in urban elementary schools through training and support.
4-H After School Activity Program (ASAP)	University of California Cooperative Extension	Community outreach, Preparing the pipeline. Elementary school students get help with homework, tutoring to help them develop sense of mastery as it relates to academics and strengthening critical thinking skills.
Faculty Awards Program	University of Michigan, Ann Arbor	Offers grants, programs and advocacy for infusion of multiculturalism into university life.
Multicultural learning and teaching	University of Michigan, Ann Arbor	Faculty development, Curriculum Transformation. Initiatives Fund, Center of Research on Learning and Teaching.
Project BEAM - Being Excited About Me	West Virginia University	Recruitment, Retention, Graduation.
Patricia Roberts Harris Fellowship Program	University of Georgia-Athens	Secures Fellowships from U.S. Department of Education for students of color who are pursuing masters and doctoral level study in academic fields where they are underrepresented.
Black Ombudsman Program (BOP)	California State University at Fullerton	Retention and graduation of African American student athletes.
I'M READY Project (Increasing Minority Representation through Educating and Developing Youth)	Being Implemented at the University of Illinois, Chicago	A Recruitment and retention program aimed at students from 7 th grade through the senior year of the College of Nursing BSN Program.

The Graduate Scholars Program	Indiana University Of Pennsylvania	Recruitment, retention and graduation of graduate students of color.
Penn State's Center for Minority Graduate Opportunities and Faculty Development	Penn State University	Retention of faculty of color as well as recruitment and retention of graduate students of color.
Director, Instructional Development and Diversity Services	North Seattle Community College, Washington	To provide leadership for the development and implementation of programs and services that enhance teaching and learning. Serve as a "bridge" between instruction and student services.

Source: Collected from publications, journals, and web college web sites, January, 1998.

Appendix F

Figure 1
UW System
Undergraduate Majors by
Fall 1996

	Afr Amer		Hisp/Lat		Am Ind		Asian		Internt'l		White/Other		Total	
	Number	% of Race	Number	% of Race	Number	% of Race	Number	% of Race	Number	% of Race	Number	% of Race	Number	% of Race
Business	189	16.9%	123	13.4%	63	14.6%	256	17.8%	497	36.2%	12,620	19.6%	13,749	19.7%
Ed & Lib Sci	185	16.5%	136	14.8%	51	11.8%	153	10.6%	39	2.8%	9,518	14.8%	10,083	14.5%
Soc Sci	200	17.8%	146	15.9%	84	19.5%	166	11.5%	151	11.0%	7,585	11.8%	8,333	12.0%
Comm	113	10.1%	64	7.0%	29	6.7%	72	5.0%	65	4.7%	5,096	7.9%	5,439	7.8%
Eng & Tech	57	5.1%	46	5.0%	21	4.9%	180	12.5%	258	18.8%	4,341	6.7%	4,903	7.0%
Fine & App Arts	47	4.2%	55	6.0%	23	5.3%	86	6.0%	51	3.7%	3,834	6.0%	4,096	5.9%
Health Sci	55	4.9%	48	5.2%	19	4.4%	106	7.4%	39	2.8%	3,644	5.7%	3,911	5.6%
Phys/Math/Comp Sci	34	3.0%	38	4.1%	14	3.2%	103	7.1%	107	7.8%	3,606	5.6%	3,902	5.6%
Biol/ Life Std	46	4.1%	58	6.3%	29	6.7%	138	9.6%	52	3.8%	3,499	5.4%	3,822	5.5%
Public Aff	99	8.8%	52	5.7%	43	10.0%	63	4.4%	10	0.7%	3,183	4.9%	3,450	5.0%
Agr & Nat Res	13	1.2%	23	2.5%	12	2.8%	18	1.2%	30	2.2%	3,323	5.2%	3,419	4.9%
Interdisc Sci	26	2.3%	29	3.2%	36	8.4%	24	1.7%	19	1.4%	1,597	2.5%	1,731	2.5%
Home Econ	14	1.2%	12	1.3%	4	0.9%	51	3.5%	41	3.0%	1,281	2.0%	1,403	2.0%
For Lang	13	1.2%	79	8.6%	1	0.2%	20	1.4%	9	0.7%	900	1.4%	1,022	1.5%
Arch/Env Design	3	0.3%	5	0.5%	2	0.5%	5	0.3%	4	0.3%	284	0.4%	303	0.4%
Area/Ethnic Std	27	2.4%	2	0.2%	-	0.0%	1	0.0%	-	0.0%	42	0.0%	72	0.1%
<u>Subtotal</u>	<u>1,121</u>	<u>100.0</u>	<u>916</u>	<u>100.0</u>	<u>431</u>	<u>100.0%</u>	<u>1,442</u>	<u>100.0</u>	<u>1,372</u>	<u>100.0</u>	<u>64,353</u>	<u>100.0</u>		<u>100.0</u>
<u>Declared</u>		%		%		%		%		%		%	<u>69,640</u>	%
Undeclared	2,158		1,327		438		1,703		1,236		51,021		57,883	
Total	3,279		2,243		869		3,145		2,608		115,374		127,523	

Endnotes

¹ This plan, like the *Design for Diversity* which preceded it, is directed to improving educational opportunity and success for currently underrepresented racial/ethnic populations including: African American, Latino, Asian--especially Southeast Asian, American Indian, and economically disadvantaged populations. We recognize that all people of whatever race, gender, religious, or sexual orientation deserve to be treated respectfully and to enjoy a learning environment that fosters their individual academic and personal growth. This principle is articulated in Recommendation #4.

² Astin, Alexander, "The American Freshman: National Norms, 1997" (Higher Education Research Institute, UCLA, December 1997)

³ December 1996 Alumni Student Survey completed by Grant Thornton, Accountants and Management Consultants.

⁴ December 1996 Alumni Student Survey completed by Grant Thornton, Accountants and Management Consultants.

⁵ U.S. Census Bureau, 1995, State Demographic Projections provided by UW-Madison Applied Population Laboratory.

⁶ The Multicultural Teacher Forgivable Loan Program was discontinued in 1995 because most recipients did not teach in Wisconsin long enough to eliminate their debt (four years). (THIS FOOTNOTE WILL BE CHANGED)

⁷ See Appendix D for a description of recent changes in federal college aid programs. Those that entail tax credits/deductions are especially complex, requiring us to step up financial aid advising for all students.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

STRATEGIC PLANNING PROGRAM

Thursday, April 2, 1998
11:45 a.m. - 1:00 p.m.
1820 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

Topic: The University of Wisconsin Approaches the Knowledge Age
Presenter: Dr. Donald Norris
Participants: Regents, Chancellors, Vice Chancellors System President
and Vice Presidents

Interested persons are welcome to attend the program as observers.

Box lunches will be served. Observers may make luncheon reservations by sending a check for \$8.00, made out to University Housing, to Room 1866 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706. Reservations are due by 4:30 p.m., Monday, March 30. No reservations are needed for participants in the program.