

10/1/2014

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM
UW-Stevens Point, Dreyfus University Center, 1015 Reserve Street, Stevens Point, WI 54481
Friday, October 10, 2014

II.

9:00 a.m. All Regents -- Room 350 - Alumni Room

1. Calling of the roll
2. Approval of the minutes of the August 21-22, 2014 meeting
3. Report of the President of the Board
 - a. Hospital Authority Board and Wisconsin Technical College System Board reports
 - b. Status update – chancellor searches
 - c. Additional items that the President may report to the Board
4. Report of the President of the System
 - a. News from around the UW System
 - b. Other updates
 - c. Student spotlight
5. Report and approval of actions taken by the Research, Economic Development, and Innovation Committee
6. Report and approval of actions taken by the Business and Finance Committee
7. Report and approval of actions taken by the Capital Planning and Budget Committee
8. Report and approval of actions taken by the Education Committee
9. Inclusive Excellence - 2014 Status Update, with presentations by UW-La Crosse, UW-Parkside, UW-Platteville, and UW-Whitewater
10. Conversation with Great Lakes Inter-Tribal Council Members -- Native American Student Success: Promoting Enrollment, Retention and Graduation
11. Resolution of Appreciation to UW-Stevens Point as host of the October meeting
12. Regent communications, petitions, and memorials

Thursday's closed session agenda item may be considered during any recess in the regular meeting agenda on either Thursday or Friday.

INCLUSIVE EXCELLENCE: 2014 STATUS UPDATE

BACKGROUND

Since 2009, the UW System has demonstrated its commitment to diversity and equity through *Inclusive Excellence (IE)*, a strategic framework designed to help colleges and universities leverage diversity as a way to enhance learning, teaching, and overall institutional excellence. Within the context of the UW System, *Inclusive Excellence* focuses on three core aims: 1) increasing the compositional diversity of UW institutions; 2) creating inclusive campus climates; and 3) closing equity gaps in critical areas such as student access, retention, and degree completion. At its core, *Inclusive Excellence* is a model for intentionally educating the *whole* student in a way that takes into consideration the critical aspects of identity and culture, life experience, and the basic human need to belong, in addition to a student's intellectual growth.

In March 2014, the Board of Regents directed the UW System Administration to provide a status report on the System's efforts since *Inclusive Excellence* was first adopted. At its August 2014 meeting, the Board of Regents heard the first of a two-part update on *Inclusive Excellence*, which provided a historical context of the UW System's past efforts to diversify its institutions and highlighted the progress made to date on critical UW System metrics such as access and degree completion. At its October 2014 meeting, the Board of Regents will hear about progress on Inclusive Excellence efforts from the Chancellors of UW-La Crosse, UW-Parkside, UW-Platteville, and UW-Whitewater. The Board of Regents also will be provided with the companion report, *Inclusive Excellence: 2014 Status Update*.

REQUESTED ACTION

No action requested; for information only.

DISCUSSION

In July 2014, President Cross requested that the chancellors provide to UW System Administration information regarding the nature and scope of the diversity efforts in which their institutions have been since the adoption of *Inclusive Excellence* in 2009. Specifically, institutions were asked to submit the following: a) their top three *Inclusive Excellence* goals; b) the key strategies being implemented to achieve their goals; c) evidence of results or impact; d) the barriers and challenges affecting implementation efforts and or progress; and e) their intended next steps over the course of the next three to six months. President Cross charged Associate Vice President Vicki Washington, in the UW System Office of Inclusivity, Diversity, Equity and Student Success (IDEASS), with providing leadership and coordination for the *Inclusive Excellence* status update.

The October report will provide a summary of how UW institutions have taken up the work of *Inclusive Excellence* within their specific contexts. *Inclusive Excellence* goals to be discussed in the report include: retention, degree completion, compositional diversity, campus

climate, excellence in teaching & learning, and institutional alignment. Also highlighted in the report are the core institutional strategies currently being used to drive progress on *Inclusive Excellence* goals including:

- Ensuring high-quality teaching and learning;
- Providing tailored, timely student support;
- Monitoring and assessing progress;
- (Re)structuring institutional operations and practices;
- Creating welcoming and inclusive campus climates;
- Increasing the participation of the underserved and underrepresented; and
- Building partnerships.

RELATED REGENT POLICIES

Regent Resolution 4041, adopted 5/6/88.

Regent Resolution 7692, adopted 5/8/98.

Regent Resolution 8850, adopted 6/10/04.

Regent Resolution 8970, adopted 2/11/05.

University of Wisconsin System Administration
Office of Inclusivity, Diversity, Equity, and Student Success (IDEASS)

Inclusive Excellence

2014 Status Update

October 10, 2014

Presented to the UW Board of Regents

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INTRODUCTION

For the third time in its 43-year history, the University of Wisconsin System finds itself at a critical juncture in the pursuit of diversifying its campuses. Two master plans, Design for Diversity and Plan 2008, reached their endpoints, drawing the curtain on nearly twenty years of intentional efforts to foster greater access, equity, and inclusion across the UW System's 26 colleges and universities. The degree to which the UW System has been successful in achieving these important aims is uneven, at best. Analyses indicate that the gains made under both plans have been modest but inconsistent; success on the scale articulated in Design for Diversity and Plan 2008 remains frustratingly out of reach.

The end of Plan 2008, in particular, has left a significant void in the UW System. Though UW institutions have been operating under the diversity model known as Inclusive Excellence, there has been no formal, systemwide plan in place to support institutional efforts over the course of the last six years. The UW institutions have dutifully carried on with their diversity efforts in the interim, much to their credit; yet, they have done so without the benefit of a blueprint ensuring that their varied, individualized efforts would result in real systemic change.

The lack of a systemwide plan might not be so problematic except for the critical challenges that face both the UW System and the state of Wisconsin. Persistent gaps in retention and graduation rates among Wisconsin's fast-growing populations--underrepresented and underserved students--seriously compromises the System's ability to produce the talent needed to ensure the economic viability of the state. As workforce projections have made clear, a significant shortage in the numbers of skilled workers required for some of the most vital professions in the state, including manufacturing, technology, education, and healthcare threatens not only the economy but the quality of life in Wisconsin overall.

To be clear, these are not problems that can be readily solved by implementing small-scale changes in practice or policy. They reflect larger social inequities, often rooted in complex issues that defy the ready identification and implementation of simple, straightforward solutions. Because the challenges that must be faced are also highly interdependent in nature, they cannot be solved through the efforts of a lone strategy. They require a collective approach, whereby all invested stakeholders work together in a flexible but coordinated fashion to create full-scale change.

How does the University of Wisconsin System collectively move forward in the creation of learning environments that are more accessible, equitable, and inclusive than they are now? What should the next phases of work in this arena look like, in the short-term and over the long run? Most importantly, how will the best resources of the UW System--human, financial, and otherwise--be harnessed in the name of creating transformative change?

This status report represents the first step in renewing a dialogue about the pursuit of diversity within the UW System, a dialogue President Cross formally initiated in a request for information sent to all UW System Chancellors on July 9, 2014. The request asked the institutions to provide basic details regarding the nature and scope of the diversity efforts they have been engaged in since the conclusion of Plan 2008. Specifically, institutions were asked to submit the following:

- Their top three Inclusive Excellence goals;
- The key strategies being implemented to achieve their goals;
- Evidence of results or impact of their efforts;
- The barriers and challenges affecting their implementation and or progress; and
- Their intended next steps over the course of the next three to six months.

As this status report will show, there is much good work being done across the UW System. UW institutions remain committed to the long-standing System goals of improving retention and graduation rates among underrepresented minority and low-income students. They have also become increasingly attentive to their campus climates, establishing goals that aim to ensure that every student--regardless of race, sex, sexual orientation, gender identity and expression or socioeconomic status--is able to forge the sense of belonging so critical to greater engagement and persistence.

The sustained engagement in this field of work is also evident in the myriad strategies that are currently being implemented across the UW System. Strategies in the name of improving retention, for example, now encompass a much broader array of efforts than we have seen before, including: the establishment of academic success and tutoring centers; intrusive advising programs; the implementation of policies that facilitate greater student access to high-impact practices (HIPs); and the development of early warning systems that can identify students experiencing academic difficulties before they reach a crisis point.

In order to place these efforts in their proper context, this status report will begin by providing a brief discussion of Inclusive Excellence, the core framework that UW System Administration adopted to guide the next iteration of diversity work within the UW System in the years after Plan 2008.

INCLUSIVE EXCELLENCE

In 2005, the Association of American Colleges and Universities (AAC&U) launched a major initiative entitled “Making Excellence Inclusive.” Informed by a rich blend of research and practice, Making Excellence Inclusive--or Inclusive Excellence as it came to be known--was designed to help colleges and universities leverage diversity as a way to enhance learning, teaching, and overall institutional excellence. According to AAC&U, efforts carried out in the name of Inclusive Excellence could be distinguished in four key ways:

- 1) A focus on student intellectual and social development;
- 2) A purposeful development and utilization of organizational resources to enhance student learning;
- 3) Attention to the cultural differences learners bring to the educational experience; and
- 4) A welcoming community that engages all of its diversity in the service of student and organizational learning (Milem, Chang, & Antonio, 2005).

Essentially, Inclusive Excellence was introduced as a model for intentionally educating the *whole* student in a way that took into consideration the critical aspects of identity and culture,

and one's life experience, in order to enhance a student's intellectual growth. While AAC&U did not provide specific instructions for how to effectively implement Inclusive Excellence, it did suggest that diversity efforts would produce limited gains if institutions did not intentionally integrate their diversity efforts into the core aspects of their institutions, including: academic priorities, leadership, quality improvement initiatives, decision-making, day-to-day operations, and organizational cultures.

In many respects, Inclusive Excellence represented a very different way of thinking about diversity at the time. AAC&U's conceptualization of diversity no longer cast it as a "numbers game" where its overall value was defined primarily by increases in headcounts or enrollments. Instead, the value of diversity was also tied to learning outcomes, individual growth, and preparation for life after college. Perhaps most importantly, the model explicitly linked diversity to the all-important notion of institutional excellence. For far too long, diversity had been viewed primarily as a problem to be fixed or solved. Under Inclusive Excellence, diversity was redefined as an institutional asset to be carefully managed because of its positive impact on teaching and learning processes.

This recasting of diversity resonated with institutions and systems of higher education across the country, including the UW System Administration which had been gathering evidence that strongly suggested a new approach to diversity was needed. This evidence included disappointing mid-point review results for Plan 2008, campus feedback, emerging results from institutional participation in the Equity Scorecard and the Campus Climate Study, and the steady accumulation of lessons learned over the course of two decades, all of which indicated that the current operating model of a ten-year diversity plan was no longer a viable way to move the needle when it came to the critical task of diversifying UW institutions.

Change was needed. The work occurred too frequently in silos, institutional representatives said, with just a few individuals shouldering the responsibility for diversity on behalf of an entire institution. While there was more student programming occurring, little of it was formally assessed and evaluated for impact. Interventions specifically designed to assist students of color tended to treat them on a one-size-fits-all basis rather than based on what they needed as individuals. Above all, campus feedback indicated that there was not enough shared accountability, giving rise to a persistent question as to whether or not diversity was truly a genuine priority for the UW System.

These reported challenges would later help inform the construction of an Inclusive Excellence framework for the entire UW System which would be endorsed by the UW System Board of Regents in March 2009. To launch the framework, personnel from the Office of Equity, Diversity, and Inclusion (now known as the Office of Inclusion, Diversity, Equity, and Student Success) traveled to each UW institution over the course of a year, engaging in dialogue with various campus constituencies as to how their diversity efforts might be reshaped or reformulated under this new model.

The framework put forth was focused on three core areas: 1) increasing the compositional diversity of UW institutions; 2) creating inclusive campus climates; and 3) closing equity gaps in critical areas such as student retention, persistence, and degree completion. UW institutions

were strongly encouraged to define other diversity goals as well as their key strategies based on what made the most sense for their students and their organizations as a whole.

If there was a significant point of departure that distinguished the Inclusive Excellence framework from its predecessors, it was defining who could be served by a UW institution's diversity efforts. Previously, the primary groups that UW institutions focused on serving were low-income and underrepresented students. Under Inclusive Excellence, an institution's diversity efforts could also focus on other identity-based student groups, in particular LGBTQ students. The move to broaden the reach of an institution's diversity efforts reflected a growing recognition that students often brought multiple identities to the learning process, identities which were not easily disentangled. To fairly and fully serve students in the ways they most needed, diversity initiatives had to take into account the other ways that they defined themselves, in addition to race, ethnicity, or socioeconomic status.

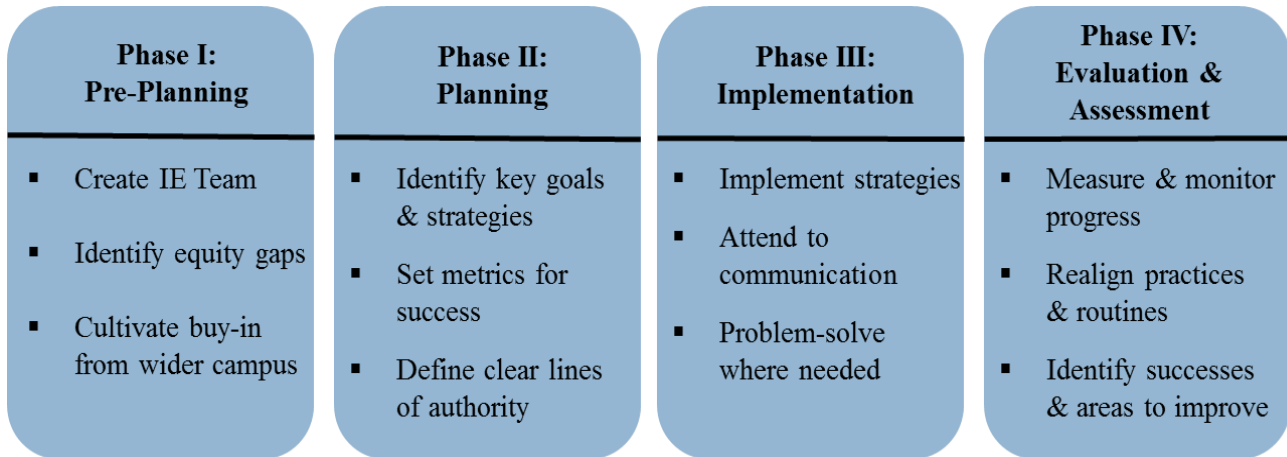
To help UW institutions in the shaping of their future diversity efforts under Inclusive Excellence, the UW System Administration offered a set of guiding principles for consideration. UW institutions that undertook Inclusive Excellence efforts would:

- Employ a **dual focus**, concentrating on both increasing the representation of underrepresented and underserved students while also creating inclusive environments in which students of all backgrounds could thrive;
- Require a more comprehensive, **widespread level of engagement** and commitment from all levels of the institution, including academic leadership, administrators, faculty, staff, and students;
- **Treat diversity as a fundamental value** of institutional life, using it to guide institutional priorities and decision-making processes;
- Exhibit a **close attentiveness to students and their needs**; and
- Pursue **diversity and excellence as interconnected and interdependent goals** rather than distinct, unrelated aspirations.

In essence, UW institutions were asked to think of the organizational conditions that would enable more robust results when it came to their diversity efforts such as, fuller integration, stronger coordination, a continued focus on quality, and a sustained commitment to equity.

The UW System Administration also provided UW institutions with a four-phased planning outline to help inform the development and implementation of an overall campus Inclusive Excellence plan. Illustrated in Figure 1 below, the outline defined the basic steps needed to lay a foundation for the planning process, devise a strategic plan, implement strategies, and measure progress. Institutions were encouraged to start at whatever phase seemed most appropriate to them given where they were in their diversity efforts at the time. They were also encouraged to remember that the work of Inclusive Excellence was highly iterative in nature and would require a sustained commitment to the continuous appraisal and refinement of their efforts.

Figure 1: IE Four-Phased Planning Process



From the discussions that accompanied their status reports, it is clear that UW institutions have been engaged in a host of critical planning and implementation efforts since Inclusive Excellence was first introduced in 2009. These efforts include thoroughly examining institutional and UW System data to identify equity gaps; establishing Inclusive Excellence committees to help provide direction for the work; defining appropriate metrics to measure progress and success; and strengthening the coordination of programs and support to reduce unnecessary duplication of activities.

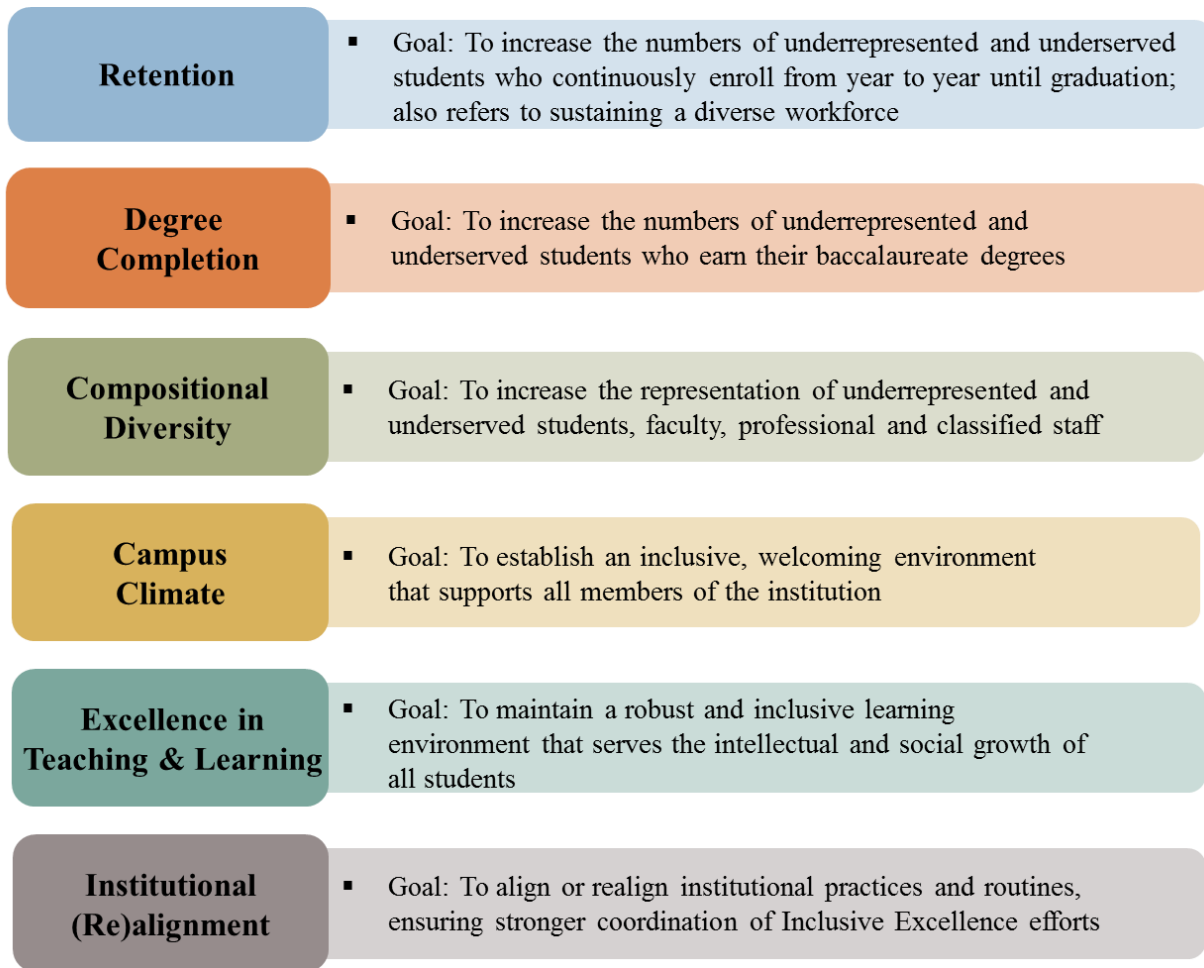
Guiding all of these efforts is a series of larger goals that UW institutions have established based on the aims of the Inclusive Excellence framework as well as their respective contexts and purposes. The nature and scope of these goals will be discussed in the next section of this status report. It is important to keep in mind that the discussion of goals to be presented does not reflect the whole of any UW institution’s approach to Inclusive Excellence. The goals detailed in the pages ahead are only the most current aspirations that UW institutions are currently working to fulfill.

DISCUSSION OF TOP THREE IE INSTITUTIONAL GOALS

One of the central pieces of information President Cross requested from UW Chancellors was how they had defined their most current and primary Inclusive Excellence goals. What were the top three goals institutions were working on around Inclusive Excellence? UW institutions answered by submitting over 40 goal statements which aimed to not only foster change for the benefit of their students but for the advancement of their organizations as a whole.

For the purposes of this status report, the numerous institutional goal submissions have been synthesized and sorted into six basic categories: 1) retention; 2) degree completion; 3) compositional diversity; 4) campus climate; 5) excellence in teaching and learning; and 6) institutional (re)alignment. Each goal category is briefly defined in Figure 2.

Figure 2: Inclusive Excellence Goal Categories



These goals have been developed by a variety of means including the following:

- Campus-wide dialogues that solicited the opinions and recommendations of the broader community as to the work that needed to be taken up by the institution (UW-Eau Claire, UW-Milwaukee; UW-Oshkosh);
- The recommendations of institutional Inclusive Excellence committees that have been formally charged with providing direction for the work (UW-Colleges, UW-Extension, UW-Green Bay, UW-La Crosse, UW-Parkside, UW-Stevens Point, UW-Superior, UW-Whitewater);
- Institutional strategic planning and enrollment management processes (UW-Platteville, UW-River Falls, UW-Stout); and
- The creation of new institutional diversity plans (UW-Madison).

Data has also played a significant role in the development of institutional Inclusive Excellence goals. UW institutions reported drawing from a variety of sources to identify equity gaps; to

ascertain where more support for students was needed; and to gather perspectives on how diverse students, faculty, and staff experience life both in the classroom and outside of it. The sources of data consulted were numerous. UW institutions reviewed their own internal data on retention and graduation rates, for example, as well as findings and recommendations from UW System-sponsored initiatives such as the Equity Scorecard and the Campus Climate survey. Other sources included workforce diversity data; student recruitment reports; feedback from employers and community partners; student feedback; findings from national surveys such as the National Survey for Student Engagement; new employee surveys; and knowledge gained firsthand by university and college personnel working directly with students.

Perhaps the most important aspect of the various goal-setting approaches UW institutions have engaged in to define their Inclusive Excellence aims is the intentional effort that has been made to ensure that their aims are aligned with their overall educational missions. Every institutional status update included a discussion of the steps taken by System colleges and universities to integrate Inclusive Excellence goals and strategies within their larger strategic planning processes or plans. A more complete summary of institutional goals follows.

Retention

One of the core goals that many UW institutions have established as part of their overall Inclusive Excellence efforts is to retain more underrepresented¹ and underserved² students who successfully persist and enroll from one year to the next until they graduate. Not all UW institutions have defined their goals in exactly the same way. Some institutions such as UW-Whitewater, UW-Stevens Point, and UW-River Falls, are focusing specifically on closing equity gaps associated with first-to-second year retention rates. The overall aim behind this particular goal is to bring the retention rates of underrepresented and underserved students in line with those of the rest of the student body.

UW-Oshkosh and UW-La Crosse also set goals pertaining to the increased retention of underrepresented students but have been more specific in determining which students to target for support and when. One of UW-Oshkosh's signature Inclusive Excellence initiatives, the Multicultural Retention Program Tracker (MRP Tracker), is focused on increasing the retention of students of color who have been identified as "at-risk" and hold a grade point average of 2.3 or below. In the case of UW-La Crosse, internal measures have shown that they tend to lose students of color at much higher rates beyond the second year of college rather than during the first year. Increasing retention among the undergraduates of color attending their institution means focusing their efforts beyond the typical first-to-second year timeframe.

One institution, UW-Platteville, has taken a multifaceted approach to defining its retention goals by establishing a series of significant sub-goals to be achieved in the course of the next four years. These sub-goals include:

- Developing strategies for decreasing the numbers of D/F/withdraws/incompletes;

¹ In Wisconsin, historically underrepresented racial/ethnic minority students include African American, American Indian, Latino/Hispanic and Southeast Asian students. In this report, these groups are sometimes referred to as URMs.

² Historically underserved students typically refer to low-income, first-generation, LGBTQ, racial minority, and nontraditional students

- Increasing the number of students engaged in HIPs, especially underrepresented students; and
- Developing financial literacy programs to help students more clearly understand the financial aid process.

In crafting these sub-goals, UW-Platteville intends to create a broad base of indicators that can be used to assess progress on student retention in a more comprehensive manner.

Additionally, some UW institutions have established goals that specifically address the retention of diverse faculty and staff. UW-Eau Claire, as well as UW-Colleges and UW-Extension, aims to sustain a diverse workforce through the development of a more inclusive and welcoming work environment. UW-Madison has defined a similar goal as well. It seeks to retain a talented and diverse workforce at every level of the institution, not only including students, faculty, and professional staff but also classified staff. In doing so, UW-Madison intends to foster what it has referred to as a “grow your own mentality” that would help identify people of color with the talent and skills to take on greater roles and responsibilities within the institution early on in their institutional careers.

Degree Completion

Every UW institution has established degree completion goals as part of UW System’s Knowledge Powers Wisconsin’s Future effort. However, not every institution identified degree completion as one of its top three Inclusive Excellence goals. Among those who did, there is again some variability in the ways that they defined their overall aspirations. For UW-Whitewater, the aim of generating more baccalaureate degree holders is tied closely to eliminating the equity gap in graduation rates between students of color and the rest of the student body. For UW-Stevens Point, increased degree completion is not only dependent on getting more students of color to the finish line but also working with low-income, first-generation, underprepared students, and students who hold probationary status. Finally, UW-Platteville is using a series of sub-goals to inform its overall graduation goal. These sub-goals include decreasing time to graduation and establishing accountability metrics at the division, college, department, and program levels to ensure progress toward graduation.

Compositional Diversity

Another key goal that UW institutions set for themselves centers on increasing the representation of historically underserved and underrepresented racial/ethnic minority groups among their faculty, student, and staff ranks. UW-Whitewater, UW-La Crosse, UW-Colleges and UW-Extension, UW-Green Bay, UW-Stout, UW-Milwaukee, and UW-Stevens Point have all made it a goal to focus on the recruitment of more underrepresented students, as well as students who are low-income and first generation.

Some institutions have established more specific goals for recruitment. By fall 2020, UW-River Falls intends to increase the overall headcount of underrepresented students by 20%, a goal that would result in an increase of almost 90 more students on campus. Drawing on its classification as a premier research university, UW-Madison aims to increase, in particular, the participation of

women and underrepresented students in Science, Technology, Engineering, and Mathematics (STEM) fields.

Other UW institutions such as UW-Eau Claire and UW-Superior have taken a more generalized approach to setting recruitment and enrollment goals. These institutions are focusing on strategic planning for enrollment, aiming to develop concrete plans to guide their efforts in the coming years. Currently, UW-Eau Claire is convening a Chancellor-led task force to explore strategies for increasing access to the institution among the broader student populations who live near campus.

UW institutions also established aims for the recruitment of a diverse workforce. UW-Madison, UW-Eau Claire, UW-Colleges, UW-Extension, UW-Whitewater, and UW-Milwaukee all intend to focus on recruitment which would result in greater diversity among faculty, professional staff and classified staff. UW-River Falls has set the specific goal of increasing the percentage of faculty and staff of color from the current 6.6 percent to 8 percent by the fall of 2020. Similarly, UW-Parkside has established a goal for aligning the diversity of their workforce so that it more closely matches the diversity of its student body.

Campus Climate

Every UW institution has set as one of its top three Inclusive Excellence goals improving the campus climate. The common rationale given for this goal was based on the critical role climate plays in a host of other important institutional processes, including the recruitment, retention, and overall engagement of students and employees in the life of the university. Some institutions, such as UW-Madison and UW-Milwaukee, have set goals aimed at creating climates that were more inclusive and welcoming of diversity. Other institutions, such as UW-Eau Claire and UW-Platteville have also set goals specifically related to the reduction of bias incidents on campus. UW-Stout's campus climate goal focuses on the provision of greater support and engagement with students from the LGBTQ community. UW-Superior intends to focus, in particular, on creating an intercultural competency training program as a way to increase the cultural awareness and sensitivity of its faculty, staff, and students.

In addition to these aspirations, there are several other UW institutions focusing on the evaluation and assessment of campus climate data in order to determine progress and next steps. UW-Parkside, for example, will continue to address the implementation of recommendations that came out of a 2010 campus climate survey as well as assess current practices being utilized to create a more inclusive campus. UW-La Crosse intends to continue assessing the results associated with their 2013 campus climate survey which has been used consistently to identify the actions needed to improve students' experiences of classrooms, residence halls, university offices, and the larger community. Similarly, UW-Green Bay will evaluate student data from a 2013-2014 classroom climate survey and then disseminate the findings to appropriate committees and groups for action, including: faculty, academic departments, and planning committees.

Excellence in Teaching & Learning

Many UW institutions submitted goals that they categorized in their status reports as critical to maintaining excellence in teaching and learning. These goals represent efforts to: 1) ensure that all students have access to the best educational experiences a UW institution can provide; and 2) help leadership, faculty, and staff develop the knowledge and skills needed to sustain inclusive classroom and campus climates.

Several institutions including UW-Green Bay and UW-Stevens Point, for example, have set goals to provide professional development for their leadership, faculty, and staff that expands their knowledge base of critical topics, including: federal policies and regulations such as the Americans with Disabilities Act and Title IX; Inclusive Excellence; effective hiring and recruitment practices that support diversity and equity; and culturally inclusive teaching methods that can be used in the classroom.

UW-Colleges, UW-Extension, and UW-River Falls will be focusing specifically on leadership development as part of their Inclusive Excellence goals. UW-Colleges and UW-Extension, in particular, have developed a Core Competencies Professional Development Program aimed at helping managers, supervisors, and administrators develop greater cultural competency and “soft” skills needed to communicate, interact, and supervise a diverse workforce.

Other institutions have established goals focused on broadening student access to high-impact practices (HIPs) as a means of ensuring excellence in student learning. UW-Eau Claire and UW-Whitewater, for example, will continue to make concerted efforts to ensure that their underrepresented and underserved student populations can participate in living-learning communities, intercultural immersion experiences, study abroad programs, undergraduate research projects, honors programs, and international internships.

Additionally, UW-Eau Claire and UW-Stout have set specific goals for faculty development. In the case of UW-Eau Claire, part of their aim is to develop what they have referred to as “faculty communities of practice,” where professional development opportunities are made available to help faculty revise their teaching methods so they can more effectively address issues of identity and social justice. As part of a larger institutional goal to infuse diversity into the university curriculum, UW-Stout will continue to convene groups of faculty who collaborate in the development of course content that is more inclusive of diverse perspectives and experiences. Similar faculty development efforts are also being carried out at UW-La Crosse through its Center for Advancing Teaching and Learning (CATL).

Institutional Realignment

A small subset of UW institutions also set goals related to the alignment or realignment of internal practices and routines that would enhance the coordination of their Inclusive Excellence efforts. UW-Madison, for example, intends to create an internal communications infrastructure that clearly outlines for the rest of campus the roles and responsibilities various offices and units will play when it comes to diversity planning and implementation efforts, including central administration, academic units, and administrative offices. Similarly, UW-Superior intends to

revise its organizational structure so that diversity and inclusion efforts are better coordinated across the campus.

As described above, UW institutions have ambitiously set the top three Inclusive Excellence goals that will benefit the campuses themselves, students and workforce, and the state at large. The nature and the scope of the top three Inclusive Excellence goals submitted by UW institutions reflect just a snapshot of the institutions' overall approach to Inclusive Excellence. In the next section, the strategies campuses employ to actualize their top three IE goals will be detailed. As will be shown, campuses are using similar overall categories (types) of strategies, tailored to their unique campus context and populations, to deliver on their top three IE goals.

KEY INSTITUTIONAL IE STRATEGIES

In response to the UW System Board of Regents' request for information about UW institutions' efforts in the area of Inclusive Excellence (IE) -- in particular, information about the key questions, "what are we doing?" and "what are the results?" -- UW institutions reported on their top three IE goals and the strategies, activities, and interventions used in the pursuit of achieving the goals. In the following section of the report highlights these strategies. They are organized into seven broad categories, noted in Figure 3.

Figure 3: Key Institutional IE Strategies

<p>Ensuring High-Quality Teaching & Learning</p>	<ul style="list-style-type: none"> ▪ Concerted efforts where faculty and staff work together to better support student learning in four key areas: 1) curriculum (<i>what</i> is taught), 2) pedagogy (<i>how</i> it is taught); 3) the learning space (<i>where</i> it is taught); and 4) the overall educational experience offered to students (<i>integrating</i> curricular and co-curricular experiences). ▪ <i>Examples: High-impact practices (HIPs); Restructuring general education programs; Diversifying the workforce</i>
<p>Providing Tailored, Timely Student Support</p>	<ul style="list-style-type: none"> ▪ Intentional actions that provide comprehensive and individualized approaches to identify and offer interventions for students in academic jeopardy and/or students in underrepresented and underserved populations. ▪ <i>Examples: Early alert systems and interventions; High-touch advising and mentoring; Mentoring; Supplemental Instruction</i>
<p>Monitoring & Assessing Progress</p>	<ul style="list-style-type: none"> ▪ Routines that involve the systematic collection, review, and use of information to evaluate and improve student learning and institutional performance. ▪ <i>Examples: Regular collection and analysis of department/unit level progress on IE goals; Evaluating programs for equitable impacts; Improvements in data collection and analysis</i>
<p>(Re)Structuring Institutional Operations & Practices</p>	<ul style="list-style-type: none"> ▪ Student-centered operations, policies, and procedures that are responsive to the changing needs of students, workforce, and the state. ▪ <i>Examples: Collaborations between departments/units in advising underrepresented students; Revising hiring practices to ensure equity; Realigning work responsibilities</i>
<p>Creating Welcoming & Inclusive Environments</p>	<ul style="list-style-type: none"> ▪ Deliberate efforts to enhance the capacity of individuals within institutions to constructively engage across difference in order to transform campus culture. ▪ <i>Examples: Creation of positions and centers; Professional development and training; Assessing campus climate; Conferences and Symposiums; Residential life programming</i>
<p>Increasing Participation of the Underserved & Underrepresented</p>	<ul style="list-style-type: none"> ▪ Focused endeavors that address both access <i>to</i> the institution, as well as access <i>within</i> the institution to the full array of programs, benefits, and opportunities. ▪ <i>Examples: Pipeline and precollege programs, high-touch recruitment efforts; Self-paced, competency-based degree and certification program; Broadening access to high-demand majors</i>
<p>Building Partnerships</p>	<ul style="list-style-type: none"> ▪ Strategies that cultivate external connections and partnerships to increase the college-going population, the number of college graduates in Wisconsin, and enrich the state of Wisconsin. ▪ <i>Examples: K-12 partnerships; Creating relationships with businesses; Nurturing community relationships</i>

Ensuring High-Quality Teaching and Learning

The first category of strategies employed by UW System institutions in furthering their top three IE institutional goals are interventions aimed at ensuring high-quality teaching and learning while also focusing on increasing student success and narrowing equity gaps. Borrowing from definitions articulated by colleagues at UW-Stevens Point, ensuring high-quality teaching and learning involves collaborative efforts from faculty and staff in four key areas:

- Curriculum (*what* is taught);
- Pedagogy (*how* it is taught);
- The learning space (*where* it is taught); and
- The overall educational experience offered to students (*integrating* curricular and co-curricular experiences).

The University Studies Program (USP) at UW-Oshkosh is an example of a restructured general education program aimed at increasing retention and graduation rates of all students, especially underrepresented minority students. The curriculum reform initiative was guided by principles of Inclusive Excellence and engages the entire university community. The University Studies Program is infused with high-impact practices (HIPs)³ aimed at boosting student engagement. Guided by institutional data, USP engages the entire campus community in the general education themes of civic learning, sustainability, and intercultural learning. Foundational to the 41-credit program are: smaller class sizes in first year courses; learning communities; peer mentors; diverse learning experiences (including community based learning); writing intensive courses; and capstone courses, combined with the systematic monitoring of student success.

A critical element in UW-Oshkosh's general education restructuring efforts is the inclusion of HIPs. High-impact practices are more effective when students engage in a collection of sequential learning experiences rather than in isolated educational experiences. In fact, AAC&U recently assessed the collective impacts of participation in multiple HIPs for underserved and underrepresented students and found significant positive impact on those students' perceptions of learning (Finley & McNair, 2014).

As part of the Pathway to Distinction strategic plan, UW-River Falls is working to become a national leader by emphasizing student participation in select high-impact practices, such as undergraduate research, learning communities, and study abroad. Also using undergraduate research as high-impact practice is the UW-Eau Claire Diversity Mentoring Program, instituted in 2006 as a mechanism to increase participation of underrepresented students in faculty-student collaborative research efforts. The program is designed to facilitate the initiation and development of student research projects mentored by faculty or academic staff, providing students with 'hands-on' experience in the research process.

³ High-Impact Practices (HIPs) are teaching and learning practices which have been widely tested and shown to be beneficial for college students from many backgrounds, especially for underrepresented minority (URM) and first-generation students. High-Impact Practices include: first-years seminars and experiences; common intellectual experiences; learning communities; writing-intensive courses; collaborative assignments and projects; undergraduate research; diversity and global learning; service learning, community-based learning; internships; and capstone courses and projects. For more information about HIPs, see <http://www.aacu.org/leap/hip.cfm>.

Ensuring high-quality teaching and learning in the areas of *what* is taught and *how* it is taught also requires the diversification of *who* is teaching the material. Research on the educational benefits of diversity indicate that a diverse workforce, in terms of race, gender, or sexual orientation, serve and enhance the core institutional missions of teaching, learning, research, and service in the following ways:

- More inclusive and diverse course offerings;
- Greater use of student-centered teaching and learning approaches; and
- More student-centered organizational cultures.

These benefits translate into a more welcoming and inclusive climate, broader perspectives and new ways of thinking, and higher levels of creativity and problem-solving abilities. A more diverse workforce facilitates the critical mass of people from underrepresented and underserved backgrounds needed to promote long-term positive engagement across difference. Further, increased faculty diversity in institutions serves as a model, to both students of color and White students, that the professorate is an attainable career for people from underrepresented and underserved backgrounds.

UW-Whitewater recognized that diversifying faculty and staff aids in the retention of URM students and developed the “Grow our Own Forum” and the IE Fellows Program to assist with this effort. In addition, a campus Liberal Education and America’s Promise (LEAP) team is addressing workforce diversity as an enhancement of existing initiatives to diversify faculty/staff hiring pools. UW-Madison also is fostering a “Grow Your Own” mentality for identifying talented faculty, staff and classified staff of color in the early stages of their careers, giving particular attention to disciplines and areas that have historically struggled with retention. Additionally, UW-Madison has a Faculty Diversification Project under the leadership of the Chancellor and Provost and partners with the Women in Science & Engineering Leadership Institute (WISELI), which studies gender equity for women in science and engineering and disseminates “best practices” in gender equity programming and measurement.

UW-Eau Claire is using recruitment and retention efforts to increase workforce diversity, aiming at fostering an inclusive and welcoming climate and aid in building caring connections that translate into work and life satisfaction for URM faculty and staff. Further, UW-Eau Claire is working to ensure that the merits of faculty and staff’s equity, diversity, and inclusion work is considered seriously in promotion decisions. In addition, the institution is using different models to recognize and support faculty who work on diversity-related issues. For example, the EDI Fellow Initiative has established a structure to connect faculty and staff of color with allies to support equity, diversity, and inclusion efforts and expand work into more campus departments and units.

UW-Platteville has worked on diversifying the professorate through its University Fellows Program, with one recent Fellow placed in the new Center for Gender and Sexuality. UW-Milwaukee’s Inclusive Excellence Center is working with its Provost’s office to expand targeted faculty and staff hiring. UW-Milwaukee has also instituted the Chancellor’s Award for Excellence in Community Engagement to provide recognition and support for faculty and staff that have shown excellence in engaged teaching and scholarship.

UW-La Crosse, with the tuition differential authorized by its students, had funds to support positions for additional faculty; this allowed for both a reduction in student-faculty ratio and the further diversification of the faculty. The reduction in the student-faculty ratio facilitated increased opportunities for academic mentoring relationships that engage, inspire and motivate student learning.

National literature shows that reductions in student-faculty ratios lead to the following outcomes:

- Students have more opportunities to get involved in class discussions;
- Students get more individual attention;
- Students have easier access to professors outside of the classroom;
- Students are better able to connect directly with faculty; and
- Faculty have more manageable workloads, allowing them to better connect with students.

Overall, the cumulative benefits of these outcomes have been shown to reduce retention and graduation equity gaps.

Research demonstrates that students who are more engaged on campus report higher satisfaction with their college life, have better grades, are retained at higher rates, and complete their degree more quickly than students who are not as engaged. UW-Whitewater engages their students in HIPs in a variety of locations or learning spaces. For example, during the fall of 2013, UW-Whitewater offered 26 learning community options, with nearly 25% of the first year class participating. Other HIPs offered at UW-Whitewater include global education and on-campus employment. Over 300 students participated in Global education opportunities which span over 50 countries and include: study abroad and exchange programs; faculty-led travel study programs; international internships; and international student teaching programs. Additionally, each year, approximately 1,500 students are employed on campus at UW-Whitewater in jobs ranging from office and clerical positions to student management positions and peer educators. The HIPs offered at UW-Whitewater all work to increase student engagement.

Integrating the curricular and co-curricular aids in educating the *whole* student to be a productive member of society, acknowledging that students bring their past experiences and identities into the learning environment. HIPs that integrate the curricular and co-curricular include community-based learning experiences and living/learning communities in residential halls, student leadership opportunities, on-campus employment, and awards and recognition.

UW-Stevens Point's Center for Inclusive Learning (CIL) integrates the curricular and co-curricular. The CIL has two noteworthy points: 1) it relies on an expanded definition of diversity that includes race, ethnicity, gender, sexuality, religion, political ideology, etc.; and, 2) it relies on a broadened understanding of the teaching community that includes not only faculty and instructional staff, but advisors, tutors, residence hall directors, facilities managers, and the entire campus community.

The University of Wisconsin-Green Bay's Inclusivity and Equity Certificate Program aims to foster leadership in campus inclusivity and equity initiatives amongst faculty, staff, student employees, and students who wish to complete the program as an internship. The certificate program is designed to: 1) increase growth of knowledge and experience with inclusivity and equity; 2) allow hands-on service and enriched experience with inclusivity and equity; and 3)

achieve leadership in inclusivity and equity initiatives on campus. Prototype courses offered in the spring of 2014 included topics on transgender identity, multicultural mental health, and millennial employees. UW-Green Bay reports that data gathered from three prototype courses indicates strong employee interest in inclusivity and equity professional development programs. The fall 2014 certificate program topic schedule includes lectures about Native Americans, veterans, and disabilities.

UW System institutions are working to ensure high-quality teaching and learning by intentionally focusing on curriculum (*what* is taught), pedagogy (*how* it is taught), the learning space (*where* it is taught), and the overall educational experience offered to students (*integrating* curricular and co-curricular experiences).

Providing Tailored, Timely Student Support

The second broad category of strategies employed by UW System institutions in furthering their top three IE campus goals are interventions designed to provide tailored, timely student support. Strategies within this broad category are intentional actions employed to identify and intervene where preliminary indicators suggest students may be in academic jeopardy. The timing of the interventions is critically important to get the students back on track early in the semester when corrective measures will be the most effective for both the student and the institution.

Early warning systems serve as an example of an institutional mechanism designed to alert faculty and staff of threats to students' academic progress and help connect students with the necessary support services. Like UW-La Crosse's campus-wide Eagle Alert system, UW-Oshkosh has put in place an early warning system called the Multicultural Retention Program Tracker (MRP Tracker). Piloted in the spring of 2011, the goal of the MRP Tracker is to close the achievement gap and raise the level of academic performance of underrepresented students with a GPA of 2.3 or below. It identifies URM students who are experiencing academic difficulties, schedules and begins interventions, and aids in formulating strategies to increase their progress through the academic year.

Radar on Retention, a program implemented at UW-River Falls provides another example of an early warning system. Radar on Retention deploys a number of resources, including two retention specialists, to support students who are at the highest risk of not graduating from college: URM students, and students in science, technology engineering, and mathematics (STEM) disciplines. Using a MAP-Works Retention software program to assist in identifying students in crisis, Radar on Retention specialists monitor and coach students to provide critical assistance and connections with current successful programs and resources. Students involved in Radar on Retention receive additional support from retention specialists during and after their first year of college, as the first year of college is a critical time for students in crisis to consider dropping out.

Alerting students, faculty, and staff to academic threats to student success is only part of what UW institutions are doing to provide tailored, timely support for students. Many UW institutions have developed programs which contain elements of high-touch advising and mentoring meant to increase student interaction with faculty and staff who can provide needed guidance and support. For example, UW-Green Bay's year-long program, Phoenix Gateways to Phirst Year Success (Phoenix GPS), is designed to help students succeed academically and facilitates

students' transition from high school to the university. Cohorts of students move through the Phoenix GPS program; and together and receive faculty and staff mentoring as well as participate in first year seminars.

Other forms of tailored student support include UW-Stout's English as a Second Language (ESL) Institute. The ESL institute offers year-round English immersion courses to non-native English speakers who wish to improve their communication and performance in their professional, academic, and personal lives. UW-Oshkosh's Gateway Success Initiative provides additional academic support (Supplemental Instruction (SI) or Peer Educator Review Session (PERS) sections) for students in gateway courses with high numbers of grades of Ds, Fs, and withdrawals (DFW). Supplemental instruction leaders are trained in student learning styles, understanding and accepting cultural differences, and culturally responsive pedagogies which enable them to provide more tailored support for students.

Monitoring and Assessing Progress

The third broad category of strategies employed by UW System institutions in furthering their top three IE campus goals are interventions aimed at monitoring and assessing progress towards these goals. Included in this category are routines which involve the systematic collection, review, and use of information to evaluate and improve student learning and institutional performance on Inclusive Excellence.

Several campuses have instituted routines requiring annual reports from all departments and divisions; this demonstrates to their campus community the importance of accountability in the widespread campus engagement of IE efforts. For instance, the Inclusive Excellence Committee (IEC) at UW-Platteville is working to establish accountability metrics at the division, college, department, and program levels to ensure progress toward graduation for all students. By focusing on monitoring and assessing progress towards graduation, the IEC believes it will have the longest-lasting and most meaningful impact on campus. The IEC is working to align diversity efforts with the campus's strategic plan, championing a culture of progress in setting and assessing measurable diversity goals and objectives, and serving as a resource regarding best practices with the college and division diversity committees and campus at large.

One of UW-Milwaukee's key strategic IE efforts is to assess the Year 1 activities of the Mosaic Initiative, a faculty recruitment and retention model, specifically targeting faculty of color. UW-Milwaukee has also included in its IE goals that it will develop or utilize existing assessment tools and metrics to monitor progress on campus climate. UW-La Crosse had a similar goal to improve data collection and analysis, specifically aimed at identifying and closing equity gaps. One of UW-Green Bay's strategic efforts at increasing equity for URM students is increasing collaboration between departments that provide multicultural advising.

The UW-Eau Claire's Honors Program is a good example of how institutions are evaluating programs for equitable impacts, and adjusting their practices. The Honors Program, prompted by Equity Scorecard findings demonstrating that students of color were underrepresented in the program, changed policies and practices for how students were initially admitted. Rather than relying solely on GPAs at the time of admission, subsequent student success data was used to enable entry to the program in later semesters, after being admitted to the institution. Evaluating the Honors Program for equitable impacts dramatically increased participation rates for students

of color in the program and earned systemwide recognition with the 2012 Board of Regents Diversity Award.

Another example of an institution monitoring programs for equitable impacts comes from UW-Whitewater where the Provost formed an Academic Affairs and Student Affairs Campus Retention Committee to track student outcomes, focusing on retention and graduation rates, and progress in narrowing equity gaps. Annual IE reports are also required from each college, department, division and sub-unit. The campus tracks the level of participation and effectiveness of HIPs for different student populations, as well.

(Re)structuring Institutional Operations and Practices

The fourth broad category of strategies employed by UW System institutions in furthering their top three IE campus goals are efforts at restructuring institutional operations and practices. By design, and when done correctly, student-centered operations, policies, and procedures are responsive to both the changing needs of students and the workforce.

UW System institutions have responded to the changing needs of students by working collaboratively in new or enhanced ways, including: sharing data and expertise across campus departments/units; nurturing cross-campus integrated advising efforts for underrepresented minority (URM) students; and bridging perceived divides between Academic Affairs units and Student Affairs units. For example, at UW-Madison, one of the campus IE goals includes improving campus-wide coordination of diversity planning. This will be achieved through aligning relationships and resources between the Office of the Vice Provost & Chief Diversity Officer, shared governance committees, the Equity and Diversity Committee, and the Multicultural/Disadvantaged Coordinators.

Recognizing that recruiting a diverse student body takes much more than just the efforts of the Office of Admissions staff, UW-La Crosse has enhanced URM student recruitment and retention through cross-campus collaborations. For example, once students are on campus, UW-La Crosse's offices in Campus Climate and Diversity have developed a closely-connected and highly collaborative network of student support services for historically underserved students. To further student success, UW-La Crosse instituted a campus-wide early alert system, Eagle Alert, designed to notify both the student and the support offices that have connections with that student to flag potential problems within the first four weeks of each semester. Their efforts were recognized with the 2013 Higher Education Excellence in Diversity (HEED) award from *INSIGHT Into Diversity* magazine.

UW-Platteville is focusing on equitable access to a quality education for all students through new collaborations and a redesigned admissions process. The Offices of Admission, First Year Experience, Multicultural Student Affairs, and Student Support Services (TRIO) are piloting a new comprehensive group application review process. The admissions procedure has altered workflow and adapted processes, such as using an interview. This new routine is opening up access to UW-Platteville, by embedding an intentional focus to ensure students who have high student support services needs are matched with those services and a structured relationship to those support mechanisms. Additionally, this process allows the institution to assess talent through multiple lenses, as ACT scores and high school GPA are not proven indicators of future academic success. This collaboration allows for the admission process to recognize students'

self-appraisal, ability to adapt and deal with adversity, positive self-concept, goal commitment, leadership, community service, and ability to handle systemic changes and mentorship.

In order to be responsive to the needs of students and the workforce, institutions have revised hiring processes to ensure equity. For example, a yearlong review of UW-Stevens Point human resource functions by a consulting firm revealed significant institutional barriers to effective recruitment of faculty and staff. To address these barriers, a realignment of human resources and affirmative action functions is currently in progress, as is the search process for a new Director of Human Resources, a position which also serves as the university's Affirmative Action Officer. As UW-Stevens Point notes, a streamlined human resources function will improve the effectiveness and efficiency of the hiring process and provide search committees with more training to recruit and hire diverse faculty and staff. UW-Milwaukee is also restructuring operations, including: adding a diverse lens and messaging to marketing plans; realigning work responsibilities to retain students, faculty, and staff; working with Student Affairs to realign and readjust recruitment activities; and revamping of the Ombuds program.

Another example of how campuses are working towards a student-centered approach to operations, policies, and procedures is restructuring the way students access higher education and earn degrees. UW-Eau Claire is enhancing the accessibility of its programs and resources for commuters and non-traditional students by offering weekend and evening hours. In addition, the Blugold Commitment has a differential tuition program and partnership of students, faculty, staff, alumni and friends designed to enhance the undergraduate experience at UW-Eau Claire. It allows the campus to increase investments in more high-impact educational experiences. It also creates a means for faculty and staff to commit to providing an integrated curriculum and more experiential learning. Alumni and friends are asked to commit to raising more scholarship funds to keep the UW-Eau Claire degree accessible and affordable for qualified students, through increasing need-based aid for students.

Creating Welcoming and Inclusive Environments

The fifth broad category of strategies employed by UW System institutions in furthering their top three IE campus goals are interventions aimed at creating inclusive and welcoming environments. Efforts in this category include deliberate endeavors to enhance the capacity of individuals within institutions to constructively engage across difference in order to positively transform the campus culture.

Research shows that universities and colleges must be intentional about leveraging diverse learning environments to reap the educational benefits of diversity (Hurtado & Guillermo-Wann, 2013). The educational benefits of diversity accrued by individuals are the critical ways in which college students grow and mature cognitively, affectively, and interpersonally as result of living and learning in campus environments that have been constructed to include some measure of racial, ethnic, gender, and sexual identity diversity. Examples of such growth includes enhanced critical and complex thinking skills, stronger leadership skills, greater racial and cultural awareness, a keener ability to understand diverse perspectives, a heightened openness to diversity, higher rates of educational persistence, and greater satisfaction with the overall college experience. Research also demonstrates that perceived hostile campus climates negatively impact students' transition to college and attachment to an institution, lowers the sense of belonging among students of color and white students, and informs how successful students of

color feel in navigating the academic environment during their first year (Hurtado & Guillermo-Wann, 2013).

The mere presence of a diverse student body does not ensure students are benefitting from diversity; students must *engage* with diverse peers to reap the benefits associated with diversity. So while the presence of a diverse student body increases the likelihood that students will have more contact opportunities, it is the institution that plays a critical role in fostering inclusive and welcoming learning environments and constructively engaging their students and workforce across difference. This is a role that UW System institutions have taken on through a variety of endeavors.

For example, many UW System institutions have created positions and centers to support their diverse student population and workforce. UW-Stout established an LGBTQ Coordinator position in 2008 to provide service, support and advocacy to LGBTQ students, and to develop campus-wide programming to promote ally development and understanding of the LGBTQ community. The position has helped hundreds of LGBTQ students and allies find success at UW-Stout. In 2013, the Qube was created, which is UW-Stout's LGBTQ Resource Center and headquarters for LGBTQ students and allies.

There are two examples of centers established to support specific populations from UW-Platteville. The first is a new Center for Gender and Sexuality, launched in August of 2014. The second is the Center for Non-Traditional and Veteran Students, established to enhance the educational and interpersonal experiences of veteran and non-traditional students while promoting degree attainment. The center currently serves over 450 non-traditional students and over 200 veterans and their dependents. UW-River Falls has created a University Fellow for Diversity and Inclusivity, who will have a special focus on workforce diversity, workforce campus climate and leadership development, and new faculty and staff orientation training.

UW System institutions acknowledge the role that both students and employees play in fostering welcoming and inclusive climates through a variety of professional development and training offered on topics such as:

- IE and/or inclusivity capacity building (e.g. intercultural competency training, inclusive teaching practices, inclusivity for LGBTQ populations, etc.);
- Title IX training;
- Conflict and bias training;
- Bystander intervention training; and
- Violence prevention training.

Finally, UW-Platteville has been working with data sets from the Collaborative on Academic Careers in Higher Education (COACHE) out of the Harvard Graduate School of Education. UW-Platteville specifically sought out the use of the COACHE tool after faculty dissatisfaction metrics scored high on the 2010-2011 Campus Climate survey.

Acknowledging the vital role faculty play in achieving IE campus goals, the Center for Advancing Teaching and Learning (CATL) at UW-La Crosse offers faculty development opportunities for multiple teaching and learning topics, including:

- Workshops focused on specific populations (e.g. English language learners) or topics (e.g. designing effective group learning experiences, backwards design);
- IE grant program for diversity-related curricular implementation and assessment;
- Stereotype threat⁴ initiative (expert presentation, book discussion sections); and
- Web-based resources (e.g. electronic versions of IE-relevant resources for instructors).

An example of capacity building for inclusion comes from UW-Madison, where department chairs, managers, and supervisors are offered training opportunities to foster inclusive, respectful, and supportive campus climate. UW-Madison's Ad Hoc Diversity Planning Committee will conduct campus engagement sessions which will include 2nd and 3rd shift staff in an effort to foster a campus climate that is inclusive, respectful, and supportive of the achievement and success of all constituents.

The University of Wisconsin-Oshkosh Gateway Success Faculty Development Dialogues provides faculty with a year-long professional development opportunity by engaging with institutional data to further student success for URM populations. The UW-Colleges' Multicultural Awareness Program (MAP) is developing a more inclusive climate and diverse workforce through trained peer educators. UW-Superior analyzed climate study data and found the ongoing need across campus for cultural sensitivity dialogues for faculty, staff, and students and plans to pilot trainings in the near future. Lastly, UW-Platteville utilizes its annual conference, the Midwest Culturally Inclusive Conference, which boasted over 1,000 attendees in 2013, to draw campus and regional attention to issues of equity, diversity, and inclusion.

UWS institutions also employ residential life programming to enable equitable and welcoming campus climates. For instance, UW-Stevens Point's Diversity Ambassador (DA) Program⁵ promotes diversity by recruiting students to plan and implement diversity-related events and programs in residence halls and to the broader campus.

Awards and recognition serve to reward the positive contributions of individuals, departments, and units towards making campuses more inclusive and equitable. For instance, UW-Parkside employs the Ranger in Action: I.D.E.A. (Inclusion, Diversity, Equity, and Accountability) Award to recognize individuals who cultivate and build an inclusive community. The University of Wisconsin-Whitewater uses funding incentives in its IE and Strategic Grant Program to promote inclusive campus climates.

Institutions assess campus climates through climate surveys; the data is then used to create programs that facilitate more inclusive and welcoming environments. For instance, using climate survey and other institutional data, UW-Madison expanded its culturally relevant peer-led learning experiences for faculty, staff and students. The diversity-themed learning communities, including the Leadership Institute, the Seeking Educational Equity & Diversity (SEED) and the Seeking Educational Equity & Diversity for Experienced Doers (SEEDD)

⁴ Stereotype threat is the risk of confirming negative stereotypes about an individual's social group.

⁵ The Diversity Ambassadors (DA) Program, as currently assembled, consists of 22 students, eleven as first-year DAs and eleven as second-year DAs. Each year, eleven incoming first-year students are hired as First-year Diversity Ambassadors. Upon successful completion of the first-year program, DAs are invited to become Second-year Diversity Ambassadors. DAs are not required to continue onto the second-year portion of the program, but all second-year DAs must have completed the first-year portion of the program to be eligible for a second year.

seminars for students, faculty and staff had 148 participants in the fall of 2013; a total of 2,472 have participated in the diversity learning communities. In response to the growing need for these kinds of experiential learning processes, the learning communities program in the Office for Equity & Diversity is now a separate unit called Learning Communities for Institutional Change & Excellence (LCICE).

Increasing the Participation of Underrepresented and Underserved Students

The sixth broad category of strategies employed by UW System institutions in furthering their top three IE campus goals are interventions aimed at increasing participation for underrepresented and underserved populations. Included are focused endeavors which address both *access to* the institution, as well as *access within* the institution to the full array of its programs, benefits, and opportunities.

Many UW System institutions are utilizing pipeline, pre-college, and bridge programs as a means to foster greater of keeping students on track for college and boost *access to* the university for historically underrepresented and underserved populations. UW institutions are working to increase *access within* their campuses to the full array of benefits, programs, and opportunities in order to increase the retention of underrepresented students, in a variety of ways, including the national programs POSSE,⁶ TRIO,⁷ and McNair Scholars Programs,⁸ and teacher preparatory programming.

Bridge programs, which prepare students to make successful social and academic transitions to the first year of college, are examples of pipeline programming. An example of a bridge program is the UW-Stout Stoutward Bound Program, a living and learning community that serves 40 URM students. Two weeks prior to the start of their first semester, Stoutward Bound students receive intrusive advising, peer mentoring, participate in experiential leadership development and other activities to enhance academic, personal, cultural, financial, and career development, accelerating a successful transition to college.

Another pipeline program that is facilitating s access to higher education for URMs is the UW-Madison's Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE), which aims to help students successfully make the transition from middle school to high school and then from high school to college. Approximately 1,300 students currently participate in the

⁶ A "posse" is a small, diverse group of talented students, carefully selected and trained, to serve as a catalyst for increased individual and community development. In 2002, the University of Wisconsin-Madison was the first major public research institution to launch this unique program which has a national reach. Approximately 155 merit scholarships have been awarded thus far. Posse identifies leadership talent, ability to work in a team with people from diverse backgrounds and a desire to succeed. Once selected, Posse Scholars enroll in a 32-week training program during their senior high school year with the purpose of arriving on campus academically prepared and motivated to foster positive social change.

⁷ The Federal TRIO Programs (TRIO) are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds to progress through the academic pipeline from middle school to post baccalaureate degree programs.

⁸ The McNair Scholars Program, part of the Federal TRIO Programs, prepares eligible participants for doctoral studies programs through involvement in research and other scholarly activities, with the goal of increasing the number of Ph.D. degrees granted to first-generation, low-income individuals and members from racial and ethnic groups historically underrepresented in higher education.

PEOPLE beginning in the second grade and continuing all the way through the undergraduate college level in the UW-Madison College Scholars Program, which furthers *access within* the full array of the institutions programs and benefits. UW-Madison is expanding the PEOPLE to further progress on its IE campus goal of enhancing recruitment and retention efforts to ensure a diverse campus population.

UW-Madison has also renewed the Wisconsin Institute for Science Education and Community Engagement (WISCIENCE) initiative in order to address the need to broaden access to STEM degrees and careers for all students, especially for students from traditionally underrepresented groups. WISCIENCE will provide educators and learners at UW-Madison, in the state of Wisconsin, and across the nation with opportunities to engage, discover, innovate and advance the teaching and learning of science for all.

In order for the institution to serve the growing immigrant populations in Wisconsin and Minnesota, UW-River Falls is offering a bridge program for “domestic ESL” students and an increase in bilingual web content. UW-Platteville launched a new “English as a Second Language” Program in the summer of 2014. Additionally, UW-La Crosse has made excellent progress on LGBTQ recruiting and retention, led by the Pride Center.

UW-La Crosse is also deploying its Multicultural Recruiter/Advisor to identify and recruit middle and high schools students who are interested in teaching and to support and foster a culturally inclusive environment for underrepresented students once they are in the School of Education. UW-Madison is also doing targeted recruitment through its partnership with the POSSE Foundation, particularly in STEM fields. UW-Madison is the POSSE Foundation’s largest institutional partner and works with students from Chicago, Los Angeles, Washington, D.C., and New York City.

UW-Stevens Point notes that increased diversity within the student population will help to increase the civil discourse between diverse perspectives and viewpoints, leading to students who are better prepared to enter the workforce. The campus, in effort to enhance their recruitment efforts targeting students of color, has engaged in a multifaceted approach to recruitment, including the following activities:

- Annual summer five-day leadership camp for 50-75 high school juniors, followed by yearlong personal contact from UW-Stevens Point;
- High school visits/recruitment at targeted cities across state;
- Out of state recruitment efforts in Washington D.C., Maryland, and southern California;
- Campus visit days for targeted groups (e.g. Gear-Up, AVID/TOPS, Upward Bound); and
- High-touch recruitment efforts (e.g. personal contact, travel assistance).

In addition, UW-Whitewater has several programs to increase the participation of underrepresented students including: Wheels to Whitewater, Pathways for Success, King-Chavez Scholars Program, New Student Seminar, Summer Business Institute, Future Teacher Program, Biology Boot Camp, and McNair Scholars Program.

The UW Flexible Option program at UW-Extension and UW-Colleges offers non-traditional learners a different way to earn a college degree, distinct from both the traditional classroom environment and online learning. The UW Flexible Option is a self-paced, competency-based

degree and certification program which recognizes cost and structure as two barriers for students to access existing higher education programs. Many students cannot manage four years of tuition and living expenses without outside financial support, and they may have existing responsibilities that prevent them from pursuing a traditional academic program. The program accommodates the needs of students with work, family, or other responsibilities by allowing them to earn credit for what they already know, and by providing them with a flexible timeline to progress through the required content.

Recognizing the connection between diverse faculty and staff and diverse student populations, UW-Madison is partnering with Women in Engineering and Science Leadership Institute (WISELI) to further their IE goal of increased participation of women and underrepresented students in STEM. WISELI, as a visible campus-wide entity endorsed by top-level administrators, uses UW-Madison as a "living laboratory" to study gender equity for women in STEM, implement solutions, and provide methods and analyses to measure indicators of success. WISELI also disseminates best practices in gender equity programming and measurement, as well as workshops and materials that are in demand by colleges and universities nationally.

Building Partnerships

The seventh broad category of strategies employed by UW System institutions in furthering their top three IE campus goals are interventions aimed at cultivating external connections and partnerships to increase the college-going population and ultimately, the number of graduates in Wisconsin.

UW institutions recognize that furthering the economic prosperity of the state by increasing access to college, especially for underrepresented and underserved populations, requires the strategic development of partnerships with a variety of stakeholders. In developing relationships with both middle and high schools, some UW institutions nurture relationships with high school counselors, or host campus visit days, inviting students of color to tour campus and learn more about going to college.

UW-Milwaukee, in an effort to progress on its top three IE campus goals related to recruitment and retention, is in the process of formulating new partnerships and enhancing existing ones. For example, the campus is realigning and readjusting recruitment activities, conducting regional talent searches, and looking to new groups with which to partner, such as churches, community centers, clubs and organizations. UW-Milwaukee is engaging with alumni, highlighting those alums that can inspire, energize, and work with potential students, faculty, and staff. Finally, UW-Milwaukee has offered incentives to all departments that engage in community based learning opportunities and that hire faculty and teaching staff with associated research interests.

Another example of cultivating partnerships comes from UW Colleges and UW-Extension, who work with the State of Wisconsin Department of Vocational Rehabilitation (DVR) and related veterans associations to provide access to DVR-supported internships and direct hire program for veterans. This program allows the institutions to advertise positions with veterans and disabled populations in order to identify strong candidates and increase diversity in recruitment pools. The program also coordinates direct-hires of qualified individuals with salary support for a six month limited term employment position, which is a cost effective way of providing on-the-job experience.

UW-Eau Claire has built productive relationships with local entities -- including businesses, the school district, the technical college, and government -- and is expanding those efforts to make the Eau Claire community a more welcoming place, aiding in the recruitment and retention of students and employees. UW-Eau Claire also noted that stronger relationships with diverse communities in their service area and region will be essential for student recruitment in the future, especially because the Eau Claire Area School District enrolls twice as many multicultural students than are enrolled at UW-Eau Claire.

UW-Eau Claire has also engaged various partners for its Domestic Intercultural Immersions program which engages students firsthand with various cultures, populations, and environments within the United States. Faculty and staff from a range of academic fields and departments have developed partnerships with external communities and organizations in Wisconsin and beyond to create meaningful opportunities for student interaction. Some of signature programs include a Civil Rights Pilgrimage, an immersion in the Louisiana Cajun Watershed, and interactions with diverse populations in California, Appalachia, and Milwaukee.

The strategies discussed above show the breadth and depth of the strategies UW System campuses are employing to progress forward on their top three IE institutional goals. There is much good work happening at all of the UWS institutions, demonstrated by the programs, staff, and resources that have been dedicated to making UWS institutions more accessible, equitable, and inclusive.

RESULTS AND IMPACTS

In addition to their primary Inclusive Excellence goals and strategies, UW institutions were asked to provide results or evidence that highlighted the impact of their efforts. Colleges and universities in the System responded by providing institutional data and programmatic outcomes, intended to focus on how their Inclusive Excellence efforts were driving greater student success.

For the purposes of this section, the discussion of selected institutional results have been organized according to the central Inclusive Excellence goals of retention, compositional diversity, campus climate, and excellence in teaching and learning. It is important to note here that the results and impacts to be discussed are not only representative of efforts currently underway but reflect the impact of previous efforts undertaken in the name of Inclusive Excellence as well. The campuses provided all data reported in this section.

Retention

As evidence of their progress in increasing the numbers of students who enroll from year to year, UW System institutions submitted data related to increased retention⁹ rates, the closing of equity

⁹ Retention data tracks student performance from year-to-year.

gaps and programmatic assessments that were showing a positive impact on student persistence.¹⁰

Overall, System progress related to improving retention among UW undergraduates remains somewhat mixed. Though first- to second-year retention rates for all UW students are fairly high, there remain inequities among differing student groups. As the most recent data available (Fall 2012) shows, White students and international students continue to be retained at higher rates than their underrepresented and underserved peers. The retention rate for White students in Fall 2012 was 81.3 percent as compared to 92 percent for international students, 71.6 percent for underrepresented minority students, and 74.3 for Pell recipients. Compared to Fall 2008 data, this gap in retention has widened by 3 percent.

Highlighted in the remaining portion of this sub-section are selected retention results reported by UW System institutions.

- **UW-La Crosse:** As a way to increase student retention, UW-La Crosse has worked to reduce the student to faculty ratio. In 2009, the student to faculty ratio was 24:1; in 2013, the student to faculty ratio decreased to 20:1.
- **UW-La Crosse:** The Eagle Mentoring Program (EMP), a sophomore retention program, has served a total of 54 historically underrepresented minority students in five annual cohorts of twelve protégés since it was developed in 2007-08. EMP boasts a 92% success rate with 21 students who have graduated and nine enrolled in advanced/professional degree programs. Student participants also saw an average GPA increase of 0.2 to 0.3 after their first year in the program; 14 student participants were accepted into the Ronald McNair Post Baccalaureate Achievement Program.
- **UW-Oshkosh:** Performance in gateway courses greatly influences a student's chances of being able to persist both in a timely way and in high-demand majors. From the institutional drop/fail/withdrawal (DFW) report, underrepresented students are making some gains towards closing the achievement gap in gateway courses, with the percentage of students receiving DFWs decreasing in some gateway courses from 2009-10 to 2013-14. For example, in the *Calculus I* course, the number of DFWs dropped from 37.8% in 2009-10 to 35.1% in 2013-14. Additionally, UW-Oshkosh reports that the data analysis of gateway courses supported by the Supplemental Instruction and Peer Educator Review Sessions courses indicate that overall students are experiencing more success in gateway courses which have the additional learning support component.
- **UW-Oshkosh:** Since its pilot in the spring of 2011, the Multicultural Retention Program Tracker (MRP Tracker) data helped the institution determine the leading indicator of a GPA of 2.3 or less as a signal of academic jeopardy for students (originally it was set at a GPA of 2.2 or less). The MRP Tracker is helping students in possible academic jeopardy connect with support services to address specific needs in effort to increase students' success. For example, at the end of the spring semester 2014, of the 216 MRP Tracker students, 142

¹⁰ Persistence data tracks student performance from semester to semester.

(65.74%) had a 2.0 GPA or greater, 51 (23.61%) had a 2.3 GPA and above and 74 (34.26%) had below a 2.0 GPA. The MRP Tracker has also helped to identify subject areas (mathematics, biology, and academic skills) where its students experience academic difficulty, assisting departments to identify students' needs and formulate interventions.

- **UW-Platteville:** There has been a sizeable increase in fall-to-fall student retention rates; between Fall 2012 and Fall 2013, retention rates rose from approximately 63 percent to 72%.
- **UW-Platteville:** Equity gaps in the retention of students from year two to year three have greatly diminished since Fall 2009. At that time, the gap between underrepresented students and all other students attending UW-Platteville stood at 24%; White students were retained in the third year at 87% while underrepresented students were retained at 74 percent. Data for Fall 2011 shows the gap being reduced to 5% with White students being retained in the third year at 87% while underrepresented students were retained at 79 percent.
- **UW-River Falls:** First to second year retention rates for underrepresented students have fluctuated greatly from year to year. In the past three years, first to second year retention rates have been as high as 61% and as low as 45%; in averaging these three years, UW-River Falls reports a baseline retention rate of 52% for underrepresented students. The baseline retention rate for all UW-River Falls students within this same time period is 71 percent.
- **UW-Stevens Point:** The gap in retention rates between underrepresented minority (URM) students and non-URM students was seven percentage points for 2012-13, compared to the UW-SP baseline gap of 15 percentage points (from years 1998-2000 combined). This represents a reduction in the retention gap of eight percentage points.
- **UW-Stevens Point:** The gap in six-year graduation rates between URM and non-URM students was 12 percentage points in 2012-13. This is the lowest reported gap over the last five years, and a ten percentage point improvement in graduation rates over last year.
- **UW-Stout:** The institution has made substantial progress in closing equity gaps in student retention rates. In 1998 the retention rate gap was 13%. For the Fall 2012 cohort, 72% of underrepresented students were retained compared to 73% of their peers; the retention rate gap now stands at a single percentage point.
- **UW-Stout:** Recipients of UW-Stout's Multicultural Student Scholarship are consistently retained at a higher rate (87.5%) than all other students attending the university (73%). The graduation rate is 100% for the first cohort of 8 recipients awarded scholarships in 2008-2009. Within the 2009-2010 cohort, 75% have graduated with one student still enrolled and one non-retained.
- **UW-Whitewater:** First to second year retention rates for the first four student cohorts participating in the Pathways to Success program have seen an improvement from 61% to 71%.

Compositional Diversity

UW institutions also submitted data and programmatic outcomes to show the ways in which they were making progress in increasing the representation of underrepresented and underserved groups among their student, faculty, and staff ranks. Institutional reports included results in three core areas: access, workforce diversity, and precollege programs.

In general, the numbers of new students entering the UW System has declined slightly due to decreases in institutional enrollments and the number of high school graduates in the State. Data show that from Fall 2008 to Fall 2012, the overall numbers of immediate new freshmen in the UW System fell slightly from 20,891 students to 19,439 students which translates into a modest decrease in the UW System participation rate for all students from 32% to 31% over the same time period.

Inequities persist here too, however. The participation rate for underrepresented students has increased only slightly from 21% in 2008 to 22% in 2012. Further, not all underrepresented groups have enjoyed the same level of access to a UW System education. Though participation among Latino/Hispanic students has increased from 19% in 2008 to 21% in 2012, participation among American Indian students and African American students has actually decreased from 29% to 10% and 14% to 11% respectively over the same timeframe.

The remaining portion of this sub-section highlights selected results from institutional efforts to increase the compositional diversity of their colleges and universities.

Access

- **UW-La Crosse:** The institution has seen an increase in overall undergraduate student of color enrollment from 672 in 2009 to 875 in 2013. The largest growth has occurred among Latino/Hispanic students whose numbers have increased from 163 students in 2009 to 262 students in 2013.
- **UW-Parkside:** Since 2008, the percentage of underrepresented students on campus has increased from 26% in 2008 to 30% in 2013; the greatest growth has occurred among Hispanic/Latinos who presence on campus has increased from 8% to 11 percent.
- **UW-Platteville:** Between Fall 2010 and Fall 2013, the numbers of applications submitted by underrepresented students to the university have increased by 23%, from 392 to 483. Fall 2013 has seen a record high in terms of underrepresented enrollments at the university as well; underrepresented enrollments outpaced White enrollments by eight percent. The overall representation of underrepresented students in fall term, new freshman classes for 2013 increased from 6 % to 8 percent of the class. In terms of the total numbers of students, this represents an increase from 88 students to 125 students.
- **UW-River Falls:** The number of underrepresented students attending UW-River Falls continues to steadily increase. Between 2009 and 2013, enrollments rose from 309 students to 437 students.

- **UW-Stevens Point:** The percentage of students of color in the incoming freshman class increased from 128 (7.8%) in 2009 to 216 (13.2%) in 2013. Notably within this increase, first-year African American student enrollment rose by 31(194%).
- **UW-Stout:** The representation of underrepresented students has increased from 517 students in 2008 to 821 in 2013. The representation of international students has also increased during this same time period from 160 to 295 students.
- **UW-Superior:** In Fall 2013, UW-Superior recruited an all-time high of 272 students of color, an increase of 19 students over the previous year. This fall UW-Superior expects to welcome 56 international students from 25 countries; a 27% increase from the Fall 2013 incoming class.
- **UW-Whitewater:** Underrepresented minority (URM) student enrollment has increased from 8.9% (1,032 students) in 2010-11 to 9.7% (1,171 students) in 2013-14. The biggest growth to be found is among Latino/Hispanic student enrollments which grew from 3.2% (371 students) to 4.1% (490 students).

Workforce Diversity

- **UW-Green Bay:** Since 2008, the gender and racial/ethnic composition of UW-Green Bay's workforce has steadily increased. According to 2013 data, the representation of women within the university now stands at 55 %, an increase of 2 % from 2008. Nine % of UW-Green Bay's workforce now consists of racial/ethnic minorities; in total numbers, there are now 66 classified and unclassified employees who are racial/ethnic minorities, an increase of 15 new employees since 2008.
- **UW-La Crosse:** A more diverse faculty can contribute to enrolling a more diverse student body. In 2006, of the 306 total faculty at UW-La Crosse, 36.6% were women and 14.6% were faculty of color. In 2014, of the 375 total faculty at UW-La Crosse, 45.9% are women and 17.3% are faculty of color. This represents an increase of 9.3% more faculty who are women and 2.7% more faculty of color during this timeframe.
- **UW-Parkside:** The diversity of instructional staff has increased from roughly 13% in 2011 to almost 15% in 2013. The diversity of non-instructional staff has also grown during this same timeframe, from 18% to 20 percent.
- **UW-Parkside:** The representation of faculty of color overall at UW-Parkside has increased from 21 % in 2002 to almost 28 % in 2013.
- **UW-River Falls:** The diversity of faculty and staff ranks has steadily increased from 5.6% in 2011 to 6.6 % in 2013.
- **UW-Stout:** From 2008 to 2013, the racial/ethnic composition of UW-Stout's faculty has grown more diverse; there are now 115 faculty of color on campus, up from 100 faculty of color in 2008.

Precollege Programs

- **UW-Eau Claire:** The Blugold Beginnings is a K-12 through college program devoted to promoting college-going, particularly among unrepresented, low-income and first generation students. Over the course of the last year, 400 underrepresented students in grades 5-12 participated in one-on-one mentoring services; 3,000 students received one-on-one mentoring services, participated in summer camps, and 5th and 8th grade campus tour day events. Over 200 UW-Eau Claire students serve as mentors each semester.
- **UW-Stout:** In 2014 UW-Stout's Multicultural Student Services Office served 102 high school students in three, summer, weekly, residential programs to prepare high school students from economically disadvantaged environments for post-secondary education. 94% of the participants reported that the precollege program was a good experience and 88% of students reported that their participation increased their desire to attend college.

Campus Climate

Creating an inclusive and welcoming campus environment contributes to and maintains the quality of education that UW System institutions provide for students and employees. The remaining portion of this sub-section will highlight selected campus climate results presented by UW System institutions as indicators of progress on overall Inclusive Excellence (IE) efforts.

- **UW-Eau Claire:** Starting in 2010-2011 and now in its fifth year, the Domestic Intercultural Immersions program provides undergraduates with direct exposure to various cultures and diverse populations within the United States. Of the 207 students who have participated in the program since its pilot year in 2009, 34 % have graduated within four years, a significantly higher rate than the university average.
- **UW-La Crosse:** The Disability Resource Services (DRS) Office served a total of 323 students during the 2013-14 academic year. The number of students served by the DRS Office has remained static over the past three years.
- **UW-Stout:** A survey of the climate on campus revealed no statistical difference between any of the student demographic groups (underrepresented students compared to White students; LGBTQ students compared to heterosexual students; or males compared to females). Overall, 73% of student respondents indicated being "comfortable" or "very comfortable" with UW-Stout's climate.

Excellence in Teaching and Learning

Excellence in teaching and learning results detailed by UW System institutions address the ways institutions ensure that all students have access to the best educational experiences campuses can provide and help leadership, faculty, and staff develop the knowledge and skills needed to sustain inclusive classroom and campus climates. The remaining portion of this sub-section highlights selected excellence in teaching and learning results reported by UW System institutions as indicators of progress on overall Inclusive Excellence (IE) efforts.

- **UW-Eau Claire:** After a concerted effort to provide equitable access to the university's

Honors Program, students of color now comprise 6% of its total enrollment which is nearly equitable with their overall representation on campus. In terms of retention rates, 88% of students participating in the Honors Program were retained from first to the second year in 2013. In terms of graduation rates, 58% graduated from the Honors Program in four years in 2009-2010 academic year.

- **UW-Eau Claire:** Instituted in 2006, the Diversity Mentoring Program aims to increase the participation of underrepresented students in faculty-student collaborative research efforts. Efforts to cultivate equitable access to this program have resulted in students of color participating in numbers commensurate with their enrollment share across campus. Between 2011 and 2013, the number of students of color participating in undergraduate research rose from 45 to 71 students. As a whole, students of color represent 7.7 % of UW-Eau-Claire's student body; they now represent 10.7 % of all students taking part in the Diversity Mentoring Program.
- **UW-Madison:** Student, faculty, and staff participation in key diversity-themed learning communities (such as the Leadership Institute and the Seeking Educational Equity and Diversity (SEED) program) has grown from an initial 47 participants to a total of 148 in Fall 2013. Overall, a total of 2,472 community members have taken part in these programs since 1996.
- **UW-Oshkosh:** Initial data from the first year of the University Studies Program (USP) indicates that the number of students who have GPAs of 2.0 or less after the first year has dropped significantly, most notably among underrepresented students. For example, 40.2% of students of color had a GPA of 2.0 or less in 2012, whereas only 14.2% of students of color had a GPA of 2.0 or less in 2013 during the first year of USP implementation. Subsequently, the number of students who received early alerts for potential academic jeopardy has also decreased during the initial year of USP. In addition, the number of students who drop a course has decreased from 4.56% in 2012-13 to 3.98% in 2013-14, which represents a decrease in the overall drop rate of 12.7%.
- **UW-Platteville:** The equity gap in the average number of cumulative credits earned by students in their second fall term on campus has been reduced from 12 points in Fall 2008 to 3 points in Fall 2012. In Fall 2008, White students earned an average of 42 credits while underrepresented students earned an average of 30 credits; in Fall 2012, White students earned an average of 46 credits while underrepresented students earned an average of 44 credits.
- **UW-Platteville:** Over the past four years, the equity gap in students declaring majors in science, technology, engineering, and mathematics (STEM) fields has diminished greatly. Fall 2009 data showed a gap of 16 % with 55 % of White students declaring a STEM major while only 39 % of underrepresented students declaring a STEM major. Fall 2013 data now shows a gap of just 9 %, the smallest gap in over nine years, with 59 % of White students declaring a STEM major and 50 % of underrepresented students declaring a STEM major.

- **UW-Stout:** First to second year retention rates are higher for underrepresented students participating in Stoutward Bound (a living learning community tailored specifically for underrepresented, first-time freshmen) than all other new underrepresented students and all other new freshmen as a whole. As the most recent data for 2011 to 2012 reveals, Stoutward Bound participants were retained at 84 % and 76 % from 2011 to 2012. All other new underrepresented students were retained from 66 % and 70 % during the same time period while the first to second year retention rates for all other new freshman attending UW-Stout stood at 69 % and 73 % respectively.
- **UW-Stout:** In terms of academic achievement, Stoutward Bound participants earned higher cumulative grade point averages in Fall/Fall 2013 than other underrepresented students and nearly as high all other new freshman. Respectively, the cumulative grade point averages were 2.8, 2.53, and 2.83. A very similar pattern can be found in the average credits earned by each of these three groups. Stoutward Bound participants averaged 14.5 credits earned in comparison to the 14.3 credits earned by other underrepresented students and 14.2 credits earned by all other new freshman.
- **UW-Whitewater:** The institution is finding success in its efforts to engage students in high-impact practices (HIPs) to increase underrepresented minority (URM) student retention and graduation. For example, in the fall of 2013, nearly 25% of the incoming freshman class (542 students) participated in the 26 learning community options. UW-Whitewater students who participated in learning communities have higher first to second year retention rates, ranging from 3% (2010) to 7% (2008, 2012) higher than first to second year retention rates of students who did not participate in the learning community. Additionally, for the fall 2006-fall 2013 cohort, URM students who participated in the learning communities were retained at a rate of 5% more from first to second year than URM students who did not participate in the learning communities.
- **UW-Whitewater:** URM students participating in global education opportunities for the fall 2006-fall 2007 cohorts realized a six-year graduation rate of 77% as compared to a 30% six-year graduation rate for URM students who did not participate in global education opportunities. For the same cohort year, Pell eligible students who participated in global education realized a six-year graduation rate of 84%, as compared with 51% six-year graduation rate for Pell eligible students who did not participate in global education opportunities.
- **UW-Whitewater:** URM students participating in on-campus employment opportunities for the fall 2006-fall 2007 cohorts realized a six-year graduation rate of 57% as compared to a 25% six-year graduation rate for URM students who did not participate in on-campus employment opportunities. For the same cohort year, Pell eligible students who participated in on-campus employment realized a six-year graduation rate of 74%, as compared with 43% six-year graduation rate for Pell eligible students who did not participate in on-campus employment opportunities.

- **UW-Whitewater:** King/Chavez Scholars Program’s 2008-2013 entering cohorts evidenced a first to second year retention rate of 82%. The participants from the 1997-2006 cohorts had an average graduation rate of 60%.
- **UW-Whitewater:** Over 80% of the McNair Scholars Program participants have gone on to graduate school, approximately 55% of graduates have earned Master’s degrees, and over 10% of graduates have earned terminal degrees.

UW System institutions are making gains in some areas of their Inclusive Excellence work, and there is more work to be done. The following section will describe the barriers and challenges UW institutions encountered in their implementation of key IE strategies.

BARRIERS AND CHALLENGES

Many of the University of Wisconsin System campuses share broad Inclusive Excellence (IE) goals, including: access, recruitment, and retention of underrepresented minority (URM) employees and students; support for URM students; education that enhances IE knowledge and practice, both inside and outside of the classroom; improving campus climate; and better campus coordination and communication on IE efforts.

Campuses share similar barriers to achieving the goals of IE while also facing unique institutional challenges. For example, UW-Milwaukee, UW-Eau Claire, UW-Madison, UW-Oshkosh, UW-Platteville, UW-River Falls, UW-Stevens Point, UW-Stout, and UW-Whitewater all discussed a *lack of resources* as a barrier to making progress on their Inclusive Excellence goals. Funds were lacking to support programs, pay employees competitive salaries, and recruit and retain employees and students. UW-Eau Claire specifically discussed a lack of staff support to sustain IE initiatives without straining personnel capacity and budgets while also pointing out that programs which have been given start-up funds subsequently struggle to remain viable, even if successful. UW-Madison pointed out that recruitment may be hindered by a constrained fiscal environment. UW-Milwaukee discussed how both a lack of a continuous funding stream and dedicated staff in supporting IE initiatives presents a challenge in furthering IE goals. UW-River Falls’ geographic location places it in competition with neighboring Minnesota campuses that can provide more robust scholarships to URM students and employment packages for employees.

A second barrier that several campuses shared revolves around *inclusive climate*. That is, how to train students and employees around diversity and inclusion in such a way that people will be recognized as valuable contributors to the institution instead of problem populations to be accommodated. UW-Colleges, UW-Extension, UW-Eau Claire, UW-Madison and UW-Platteville discussed the time and resources needed to engage employees and students in cultural competency training while acknowledging and addressing the discomfort, fear, and resistance that need to be faced when initiating such educational trainings to facilitate a more inclusive campus climate. Recognizing that campus culture and climate changes may face resistance, takes time, and is difficult can prove to be frustrating to those who desire more immediate results, which can also have an impact on retention of employees and students.

UW-La Crosse discussed some of its barriers in the context of what they learned through trial and error. For example, UW-La Crosse found through a survey that IE goals need to be more narrowly focused or faculty may not have buy in. As a result, it is important to identify intermediate-level goals that are more specific and measurable that would better lend themselves to engaging faculty. UW-La Crosse also stated that once faculty had data that showed inequities they had no concrete ideas on how to go about addressing them. Faculty needed to discern how to fix these inequities which requires time, training, and support.

A third barrier that was discussed by UW-La Crosse, UW-Eau Claire, UW-Parkside, and UW-Platteville was the challenge of good *data collection and analysis* to track progress on IE goals, including: campus climate, access, recruitment, retention of employees and students, and completion of degrees. Several institutions noted the challenges of collecting data and analyzing it longitudinally in order to track changes over time. Changes in measures, categories, definitions, and leadership adversely affect how institutions may collect, analyze, and put data results into programmatic practice at institutions.

As was alluded to in the section above, *leadership* on individual campuses can either help or hinder institutional progress towards achieving IE goals. UW-Oshkosh, in its campus IE report, discussed how key stakeholders need to do the heavy lifting in conveying that IE is central to institutional missions. Chancellors, Provosts, Deans, and other campus leaders need to communicate IE's importance to both the campus and external communities. UW-Stevens Point discussed how the Chancellor's address at the beginning of the academic year signaled the value of IE to the campus community. This message was then reiterated at programs throughout the year and was echoed in the Provost's campus addresses.

The struggles campuses faced with *coordination and communication* across departments on furthering IE goals was a barrier that several campuses shared. In fact, UW-Madison made improving campus-wide diversity planning one of their three campus IE goals. In order to help with this goal, the report stated that the Multicultural/Disadvantaged Coordinators in schools and colleges should have consistent reporting lines. UW-Stevens Point discussed how they have made progress in overcoming a lack of coordinated IE efforts, particularly through their Chief Diversity Officer providing leadership on a more centralized approach to IE initiatives.

A few campuses wrote about how the *UW System Administration* may act as either a barrier to success or a possible aid in coordinating IE efforts. UW-La Crosse would like to see a system-wide conversation that includes IE leaders, university assessment coordinators, and institutional researchers in order to set specific goals, raise the profile of IE initiatives, and share best practices. UW-Stout stated that one of their barriers on IE progress is that the UW System provided support for an initial period and then expected campuses to continue work on their own. The System may be caught in a double-bind here: being asked by some campuses for support and guidance, while being told by others to respect campus autonomy and being directed to be hands-off in IE work.

Finally, UW-Platteville made the suggestion that there needs to be a public forum to *celebrate* the good work of campus IE efforts, rather than only focusing on negative outcomes. This is an important suggestion for all UW campuses: there is much work - broad and specific efforts - to make UW System campuses more diverse and inclusive and it needs to be recognized and celebrated while continuing to move forward on achieving campus IE goals.

NEXT STEPS

One of the central purposes in requesting information about UW institutions' primary Inclusive Excellence efforts was to renew a much-needed dialogue about the pursuit of diversity within the UW System, a dialogue that has not consistently taken place since the initial introduction of Inclusive Excellence in late 2009. Outlined in this final section are some of the critical areas that will require more in-depth conversations and planning between UW System institutions and UW System Administration to ensure that Inclusive Excellence takes root throughout the organization as a whole.

Also to be presented in this final section are concrete next steps that UW System Administration's Office of Inclusivity, Diversity, Equity, and Student Success (IDEASS) intends to take in the next three to six months to gain a clearer understanding of how System colleges and universities have approached the goal-setting and planning behind their Inclusive Excellence efforts; how they have organized the work internally; the kinds of support they require; and most importantly, the concrete ways in which their Inclusive Excellence efforts might be strengthened.

Critical Work to be Addressed

Based on the interim reports submitted by UW institutions, the most critical areas that need to be addressed, first and foremost, focus on the following: equity gaps; climate; workforce diversity; resources; sharing of best practices; leadership; and the potential development of a systemwide Inclusive Excellence plan. In all instances, there are important conversations to be had between and among UW institutions and UW System Administration as to what might be done to further the work in each of these areas.

Equity Gaps: Though progress has been made in closing equity gaps for underrepresented and underserved students in the UW System, there remains much work to be done to close gaps more quickly and permanently. Data provided by the colleges and universities reveal that some student groups are doing worse than others, particularly Native Americans but also African Americans whose representation on certain campuses is declining. What remains unclear is why these gaps persist year after year; what contributes to their persistence; and what exactly is needed to close them. Because closing equity gaps are a critical part of increasing the overall numbers of degree holders in the state, it will be important to focus more intensively on how to improve institutional performance in this area over the coming months.

Climate: Many institutions referenced the need to assess the state of their campus climates more consistently and thoroughly in order to ensure the safety and well-being of their students. The importance of assessing the campus climate is also made evident by the fact that every institution in the System defined improving the campus climate as one of its main IE goals. However, there has been no systemwide assessment of climate conducted since 2011. Some institutions have done assessments on their own while many others have not. One of the critical issues that will need to be addressed moving forward is what should be done to ensure that the appropriate assessments are made on a routine basis through a Systemwide process that serves all of its institutions.

Workforce Diversity: The number of underrepresented and underserved employees in the UW System continues to gradually increase. The most recent data, for example, shows a slight uptick

in the racial/ethnic diversity of faculty and instructional staff from 12.1 % in 2011 to 13.3 % in 2013. Yet, it is also clear from System data that growth is not consistent across all institutions or positions; among administrators and academic leaders, the representation of racial/ethnic faculty has remained at 10.3 % for the last three years. The recruitment and retention of a diverse workforce has been a long-term issue for the UW System. It is unlikely that this situation will change unless the System and its institutions engage in an intensive assessment of recruitment, hiring practices, retention, and upward mobility as well as the establishment of plans and strategies to increase the overall diversity of the UW System workforce.

Resources: UW institutions referenced an insufficient pool of resources as one of the key reasons they were concerned about sustaining their Inclusive Excellence efforts over the long run. A lack of sufficient resources can also stifle growth and innovation. Without the proper resources, there is no support to scale effective efforts to include a wider number of students or to experiment and try new approaches. There are ways, however, to mobilize funding that is not drawn primarily from state funds. One of the critical steps to be taken in relation to resources is to develop concrete plans to identify and engage other partners (such as foundations or businesses) that are willing to support various student success efforts across the System. This will require cooperation and collaboration between and among the UW institutions as well as the UW System.

Sharing of Best Practices: UW institutions have developed a number of effective strategies and approaches for fostering greater equity, inclusion, and academic success for students. There have not been, however, enough opportunities for institutions to come together and share their expertise and knowledge with one another. In order to build upon the good learning and expertise that has been cultivated throughout the System, it will be important to establish formal venues where institutions can learn from one another, provide thought partnership to each other, and in general, develop stronger relationships around the work of Inclusive Excellence.

Leadership: Many institutions discussed the importance of strong, supportive leadership when it came to their Inclusive Excellence efforts. Cultivating this kind of support is necessary to obtaining resources and authority. Perhaps more importantly, supportive leadership also validates efforts that are not often embraced or well understood by others within the institution. Enabling this support across the broader spectrum of institutional leadership including deans and department chairs has proven to be more difficult for some UW institutions. Moving forward, one of the critical areas that will require more attention is how to cultivate buy-in and engagement from these important stakeholders.

Systemwide IE Plan: One of the difficulties in not having a formal, systemwide Inclusive Excellence plan in place is that without one, there is no substantial way to measure the overall collective impact of the System. As the review of the interim reports submitted for this status update has revealed, UW institutions not rely on variety of goals and strategies to define their efforts but they use an array of differing measures to define their outcomes, many of which are not consistent with one another. Moving forward, the UW System and its institutions will need to consider what it would take to establish a plan that allows for institutional differences and flexibilities while also providing a common frame for how the work of Inclusive Excellence is measured and evaluated.

Addressing these critical areas fully and effectively depends on how the UW System as a whole leverages its leadership commitment; the ways it engages stakeholders and builds partnerships with important external constituencies, how financial and human resources are utilized; and how it effectively uses data to inform decision-making and measure the efficacy of its overall efforts.

More specific actions that might be taken include:

- Negotiating numerical targets and establishing trajectories for Inclusive Excellence goals related to closing equity gaps and increasing workforce diversity;
- Instituting periodic climate assessment surveys and defining clear benchmarks for progress;
- Implementing reward systems to provide incentives for inclusive teaching and learning practices and supporting success for underrepresented and underserved faculty members;
- Enhancing institutional research and related functions to support good data practices institution-wide, including the utilization of equity-minded approaches to assessment and evaluation; and
- Clear accountability measures for student success goals, workforce diversity, and establishing inclusive climates.

The Next Three to Six Months

As a starting point for renewing a systemwide dialogue on Inclusive Excellence, UW System Administration's Office of Inclusivity, Equity, and Student Success (IDEASS) intends to make visits to each of the institutions, beginning in the next three months. The purpose of the visits is to develop a better understanding of how UW institutions have taken up the work of Inclusive Excellence and what that work looks like from the vantage point of various institutional constituencies including Inclusive Excellence teams, faculty, students, and staff. Each visit would be planned in collaboration with a UW institution and its designated liaison.

Conclusion

Two emerging realities, demographics and global competition, have converged to make clear that the United States has to leverage all of its talent if it is to remain competitive and increase its current status in the world. Continuing to stand idly by, watching the devastating effects of extreme poverty, and widening inequities in education is to our social peril and threatens the economic prosperity of the state and nation.

The UW System is at a critical juncture in its thirty year quest to achieve a diverse student population and workforce, close equity and attainment gaps, and dramatically improve student outcomes. After two iterations of ten-year strategic plans for diversity and now with Inclusive Excellence, the pace of progress still lags when examined in the context of rapidly changing demographics and the world's economies. Despite initial success in broadening and increasing shares of underrepresented racial/ethnic minorities in the higher education pipeline, the UW System has not performed as well as hoped for since the conclusion of Plan 2008.

President Cross has outlined his goals to build the talent path in Wisconsin by working to ensure the UW System supports efforts to move more of Wisconsin's children from K-12 to college.

Producing more qualified graduates and moving them more quickly into businesses, high-paying jobs and careers is the only path to sustained economic growth for this state. Increasing the numbers of highly skilled, qualified workers is a prerequisite to increased economic and job growth, social stability. Education offers virtually the only pathway to a middle-class income in a knowledge-driven economy. The degree of success this state achieves in closing equity and opportunity gaps for its diverse populations is a role the UW System is best equipped to fulfill for Wisconsin.

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APPENDIX: INCLUSIVE EXCELLENCE STATUS REPORT SUMMARIES FROM INSTITUTIONS

University of Wisconsin Colleges and Extension

Key Goals	
▪	Goal 1: Develop faculty and staff inclusivity and cultural competencies
▪	Goal 2: Enhance faculty/staff recruitment and retention
▪	Goal 3: Implement programs that support historically underserved, non-traditional, and disadvantaged students and community members
Key Strategies	
Develop faculty and staff inclusivity and cultural competencies	
▪	The Multicultural Awareness Program (MAP) and other professional development content is developed and coordinated by the Program Coordinator position in the Office of Equity, Diversity and Inclusion. Using trained peer educators, MAP strives to enhance our ability to retain a diverse workforce through the development of more inclusive and welcoming working and learning environments; to increase the efficacy of programs and services by recognizing and addressing the needs of diverse groups of students and program participants; and to improve communication between faculty, staff, students, program participants, and other stakeholders.
▪	The Rights and Responsibilities workshop series reviews employees' legal rights and responsibilities in creating a productive and professional work environment. This program is offered annually to all faculty and staff, with rotating, equal opportunity-related topics such as federal and state employment laws or policy and complaint procedures for UW Colleges.
▪	The Core Competencies Professional Development initiative is a new program that helps institutional leaders identify and develop core competencies. The program recognizes that many supervisors, managers, and administrators are initially promoted because of their success in technical skills or intellectual expertise. However, once placed into a leadership role, many of the most time-consuming and pressing concerns are instead related to “softer” skills, such as personnel issues, conflict management, or group facilitation.
Goal 2: Enhance faculty/staff recruitment and retention	
▪	The updated Search and Screen process to include legal responsibilities, Affirmative Action implications, and research relating to unconscious bias and related topics. This was done, as a well-developed and thoughtful search and screen process is essential to identifying highly qualified teacher-scholars and staff who are enthusiastic about UW Colleges and its mission.
▪	Working with other UW System campuses on shared needs relating to advertising and recruiting.
▪	Working with the State of Wisconsin Department of Vocational Rehabilitation (DVR) and related veterans associations, providing access to DVR supported internships and direct hire programs for veterans.
▪	<i>UW-Extension only:</i> The Core Competencies Professional Development initiative mentioned in Goal 1 is another example of an educational strategy to address recruitment and retention goals, as it enables employees to gain skills and knowledge in areas required for internal promotion.

<ul style="list-style-type: none"> ▪ <i>UW-Extension only:</i> The search and screen orientation was updated to include legal responsibilities, Affirmative Action implications, and research relating to unconscious bias and related topics.
<ul style="list-style-type: none"> ▪ <i>UW-Extension only:</i> The Summer Affirmative Action Internship program is another collaborative effort that addresses recruitment issues. This program allows qualified applicants to receive on-the-job experience and become more familiar with the mission and activity of UW-Extension.
<p>Goal 3: Implement programs that support historically underserved, non-traditional, and disadvantaged students and community members</p>
<ul style="list-style-type: none"> ▪ The UW Flexible Option is a self-paced, competency-based degree and certification program. The program recognizes that two of the main barriers to existing higher education programs are cost and structure. Therefore, it offers a new way to earn a degree, distinct from both the traditional classroom and online learning, by allowing students to earn credit for what they already know, and by providing them with a flexible timeline to progress through the required content.
<ul style="list-style-type: none"> ▪ <i>UW-Colleges only:</i> The Bachelor of Applied Arts and Sciences is a collaborative effort between UW Colleges campuses and the comprehensive universities. The degree is aimed at adults who already have an Associate of Arts and Science degree from UW Colleges or equivalent liberal arts associated degree.
<ul style="list-style-type: none"> ▪ <i>UW-Colleges only:</i> Concurrent Enrollment offers high school students access to college credits while they are still enrolled in high school.
<ul style="list-style-type: none"> ▪ <i>UW-Colleges only:</i> Student services, organizations, and programs, such as the Multicultural Student Union, Multicultural Resource Center, Multicultural Student Services, TRIO Student Support Program, OASIS (Opportunities for Adult Students to Interact Successfully), Returning Adult student advisors, Veterans Clubs, and related activities are provided to students across the UW Colleges campuses.
<ul style="list-style-type: none"> ▪ <i>UW-Extension only:</i> UW-Extension divisionally-based programming includes targeted outreach and educational efforts to community members throughout Wisconsin, including historically underserved or disadvantaged populations. For example, the division of Cooperative Extension works to strengthen families and communities through its 4-H and Youth Development and Family Living programs.
<p>Results/Impact</p>
<ul style="list-style-type: none"> ▪ The Multicultural Awareness Program has received approval for a new contract, which includes the development of a new facilitator cohort. This provides faculty and staff with an opportunity to participate in 20 days of rigorous training as peer facilitators, and ensures the workshop content will be available to colleagues.
<ul style="list-style-type: none"> ▪ The Rights and Responsibilities workshops are in their 3rd year, and are being expanded to include online content in order to reach a broader audience and provide content on an “as needed” basis.
<ul style="list-style-type: none"> ▪ Faculty and staff recruitment and retention efforts are being conducted in a collaborative effort between institutional leaders; the Office of Equity, Diversity and Inclusion; the Office of Human Resources; governance bodies; and search and screen committees. The search and screen content has been updated and is being incorporated into existing processes.
<p>Barriers & Challenges</p>
<ul style="list-style-type: none"> ▪ The varying levels of interest and background in topics related to equity, diversity and

	inclusion. Faculty and staff with less knowledge in these areas who could most benefit from the information are often those who are least likely to participate.
▪	The ongoing confusion and tension related to Affirmative Action. Although Affirmative Action efforts have been in place across the United States for over 30 years, misunderstandings continue to exist, the most prevalent misunderstanding being that Affirmative Action is based entirely on quotas and leads to the hiring of unqualified candidates.
▪	The strongest recruitment and retention efforts are based upon relationships and incremental cultural change within an institution. These efforts require ongoing commitment and experimentation, which can lead some to question their effectiveness if results are not immediately apparent.
▪	To move a large institution, with multiple and competing interests, in a new direction.
Next Steps	
▪	The Provost's office, the Office of Equity, Diversity, and Inclusion, and Human Resources staff are currently developing the Core Competencies Professional Development content, which includes allocating a budget allowance to the project. A supporting website is in development and expected to be completed within the next academic year.
▪	The Office of Equity, Diversity and Inclusion is currently engaged in the Search and Screen process for the Program Coordinator position. Once this search is concluded, UW Colleges will again have staff to coordinate these activities across both institutions.

University of Wisconsin-Eau Claire

Key Goals	
▪	Goal 1: Provide equitable access to the UW-Eau Claire experience
▪	Goal 2: Create an inclusive and welcoming climate
▪	Goal 3: Promote inclusive excellence in teaching, learning, and advising
▪	Goal 4: Use assessment to fuel improvement
Key Strategies	
Goal 1: Provide equitable access to the UW-Eau Claire experience	
▪	Equitable and holistic policies for admission to the institution, colleges, and programs.
▪	Partnerships with K-12 institutions, precollege access programs, and equitable transfer policies.
▪	Accessibility of a broad range of experiential learning opportunities and other high-impact practices for students.
▪	Accessibility of leadership opportunities (student government and organizations, residence halls, etc.) for students.
▪	Workforce equity in the distribution of resources and ability to participate in campus life and service.
▪	A campus accessible to those with disabilities.
▪	Accessibility of programs and resources for commuters and non-traditional students, including weekend and evening hours.
▪	On- and off- campus employee professional development opportunities.
▪	Affordable tuition, fees, books, technological resources, and high-impact learning opportunities.
▪	Accessible grants, fellowships, scholarships, and financial aid.
Goal 2: Create an inclusive and welcoming climate	
▪	Recruitment and retention of a diverse workforce (faculty and staff) and student body.
▪	Campus-wide participation in training and development to raise awareness and promote critical analysis of oppression, privilege, and the effects of “isms. ”
▪	Student life organization, governance, programming, and events that recognize complexity within communities and encourage critical analyses of difference.
▪	Work with off-campus community to promote governmental, consumer, and community services that welcome all students and employees.
▪	Student and employee services that emphasize inclusive and welcoming attitudes.
▪	Institutional structures committees, offices, trainings, and processes that address conflict and bias.
▪	Recognition of Inclusive Excellence goals and of work supporting them in Department Evaluation Plans and other employee evaluation instruments.
Goal 3: Promote inclusive excellence in teaching, learning, and advising	
▪	Inclusive teaching and advising that challenges assumptions on experiential or learning differences among students, avoids unconscious stereotyping, facilitates peer learning without discrimination, and examines the ways in which systems and institutions can create and maintain equity.
▪	Career and academic advising tailored to the needs of individual students.
▪	Academic planning and professional development that prioritize Inclusive Excellence and empower employees to lead by example.

<ul style="list-style-type: none"> ▪ Curriculum and pedagogy rooted in a strong liberal education foundation and infused with concepts of equity, inclusion, and universal design.
<ul style="list-style-type: none"> ▪ Strong programs and courses across disciplines focused on various aspects of diversity, including area, ethnic, gender, and global studies.
<ul style="list-style-type: none"> ▪ Heterogeneous living/learning communities that promote learning in an environment that fosters mutual respect and civility.
<p>Goal 4: Use assessment to fuel improvement</p>
<ul style="list-style-type: none"> ▪ Student and employee compositional diversity and retention.
<ul style="list-style-type: none"> ▪ Institutional funding and other support for programs supporting inclusive excellence (e. g. , availability, quality, and relevance of professional development initiatives).
<ul style="list-style-type: none"> ▪ Representation of students from various demographics in academic programs and co-curricular activities that are indices of excellence.
<ul style="list-style-type: none"> ▪ Campus Climate Survey, LGBTQ Campus Climate Index, National Survey of Student Engagement.
<ul style="list-style-type: none"> ▪ Interviews of those who decline employment or enrollment and exit interviews.
<ul style="list-style-type: none"> ▪ Gathering information from campus and dissemination of assessment results to campus in order to improve practices.
<p>Results/Impact</p>
<ul style="list-style-type: none"> ▪ Blugold Beginnings- Approximately 400 underrepresented students grades 5-12 are served annually with one-on-one mentoring services; approximately 3,000 students are served annually through one-on-one mentoring, summer camps, and 5th and 8th grade campus tour day events; and over 200 UWEC college students are engaged in this work, serving as mentors through the program each semester.
<ul style="list-style-type: none"> ▪ Office of Research and Sponsored Programs (ORSP) Diversity Mentoring Program- in FY 2013, students of color participated in undergraduate research through ORSP in numbers that are commensurate with their enrollment share across campus.
<ul style="list-style-type: none"> ▪ Sonia Kovalsky Day - “DI-versity in Math: Gaming to Promote Exposure!”— This year, 64 participants attended the annual conference to increase interest in math among female middle and high school students (50 students/6 teachers/8 parents), increasing from 12 participants (8 students/4 teachers/0 parents) the previous year.
<ul style="list-style-type: none"> ▪ Veteran’s Center - Approximately 325 veteran are on campus each semester (with an additional 100 dependents), with approximately 50-75 veterans using the space regularly throughout the year.
<ul style="list-style-type: none"> ▪ Domestic Intercultural Immersions (DII) - Out of a total of 207 DII participants who have graduated since its pilot year in 2009-2010, 34% graduated within 4 years, a significantly higher rate than the university average.
<ul style="list-style-type: none"> ▪ Honors Program- In 2012, the Honors program received a UW-System Diversity Award, which recognized the significance of its results in improving student diversity within the program; measured in terms of compositional diversity, students of color in the Honors program now comprise more than 6% of total enrollment, having increased more than 300% within the first three years of reform efforts.
<ul style="list-style-type: none"> ▪ STEM Transfer/EDI research projects supported by the UWS Growth Agenda grant- Outcomes include a revised biology curriculum and the development of a STEM career internship to be offered at UW-Barron.
<ul style="list-style-type: none"> ▪ EDI Fellow Initiatives- The EDI Fellows have established a structure to connect faculty and staff of color and allies to support EDI efforts and expand work into more campus

	<p>departments and units. The EDI Fellows participated extensively in the culmination of the liberal education reform process, contributing to the final design of the liberal education core and providing professional development for faculty in implementing coursework and experiences to enable students to “use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity. ” Due to the importance of this academic preparation to work and to living successfully in a diverse world, the new educational model expands beyond the UW System Design for Diversity requirement for 3 credits of coursework by requiring students to complete two experiences related to human diversity and social responsibility.</p>
<p>Barriers & Challenges</p>	
<ul style="list-style-type: none"> ▪ 	<p>Resources: Ensuring sustained financial support for successful initiatives and practices has been challenging.</p>
<ul style="list-style-type: none"> ▪ 	<p>Communication/Retention: While highly capable faculty and staff are practicing in quite diverse fields at UW-Eau Claire, sustained improvements in practices, pedagogy, and curriculum require concerted effort, careful communication, and continuing success in recruitment and retention of faculty and staff.</p>
<ul style="list-style-type: none"> ▪ 	<p>Community Interactions: By and large, UW-Eau Claire has sustained productive relationships with local entities including the business community, the school district, technical college, and local governments. UWEC would like to expand efforts with these partners to make the Eau Claire community a more welcoming place, attractive for recruitment and retention of students and employees.</p>
<p>Next Steps</p>	
<ul style="list-style-type: none"> ▪ 	<p>Bias Incident Response Team- Support the work of the Bias Incident Response Team (BIRT) in preparing campus response protocols for bias incidents. In order to be more proactive, BIRT will meet regularly during the academic year and summer, as well as on an as needed basis. Efforts will include increasing visibility of BIRT campus-wide and streamlining reporting efforts.</p>
<ul style="list-style-type: none"> ▪ 	<p>Data/Assessment- Gather locally collected data on the success of underrepresented students and the integration of global and multicultural curriculum/experiences, from the following data sources: underrepresented student participation in ORSP, final reports for immersion experiences, annual reports from OMA, International Education, CETL, climate survey and NSSE results, and updated Equity Scorecard model data. Gathering and reporting of these data could be completed as a student undergraduate research experience. Complete campus-specific climate survey to continue to monitor and improve the experience and success of UW-Eau Claire students and employees.</p>
<ul style="list-style-type: none"> ▪ 	<p>IE Planning- Campus leadership will work with the Chancellor’s Diversity Advisory Commission, Inclusivity Team, Strategic Planning Office, and University Planning Committee to ensure that we integrate effective Inclusive Excellence practices centrally in our campus planning efforts moving forward.</p>
<ul style="list-style-type: none"> ▪ 	<p>Enrollment Task Force- This Task Force will announce a set of recommendations to be pursued over a 10-year period to help shape UW-Eau Claire’s student body in future years through recruitment, retention, and full engagement in campus life.</p>

University of Wisconsin-Green Bay

Key Goals	
▪	Goal 1: Strategically plan and implement comprehensive UWGB employee professional development and programs to increase employee engagement and student retention
▪	Goal 2: Evaluate data from 2013-2014 classroom climate survey completed by students for Best Practices for Diverse Environment subcommittee and implement strategic change
▪	Goal 3: Increase Equity for students concerning multicultural advising for academic, financial and personal assistance
Key Strategies	
Goal 1: Strategically plan and implement comprehensive UWGB employee professional development and programs to increase employee engagement and student retention	
▪	Implement the Inclusivity and Equity Certificate Program.
▪	UWGB departmental training- Continue IE training/discussion meetings within departments.
▪	New employee welcome get-together in August to assist with new employees meeting others to aid in furthering UWGB community integration and engagement.
Goal 2: Evaluate data from 2013-2014 classroom climate survey completed by students for Best Practices for Diverse Environment subcommittee and implement strategic change	
▪	Results of climate study completed by over 500 students will be posted on Inclusive Excellence website.
▪	Roll out FUSION model that is used in First Nations Studies and Social Work Program- interdisciplinary team that discusses best practices and issues concerning cultural inclusivity and teaching in the classroom.
Goal 3: Increase Equity for students concerning multicultural advising for academic, financial and personal assistance	
▪	Implement training between departments about multicultural advising needs.
▪	Increase collaboration between departments that provide multicultural advising to increase effectiveness and empowerment for students.
▪	Best Practices for Diverse Student Academic Advising subcommittee will set protocol to accomplish effort #1 and #2.
Results/Impact	
▪	Overall, UWGB data indicates that the 2012-13 freshman retention rates of UWGB underrepresented minority (URM) students is 71. 7% (n=66) and non-URM students is 71. 4% (n=559).
▪	Phoenix Gateways to Phirst Year Success (Phoenix GPS), a program that provides specific mentoring and programming for first year underrepresented minority students, 2013 data suggests that the retention for the students in the program is greater by 2% than underrepresented students who are not enrolled in the Phoenix GPS program.
Next Steps	
▪	Currently gathering 2013-2014 retention data on UWGB freshmen, underrepresented minority students.

University of Wisconsin-La Crosse

Key Goals	
▪	Goal 1: Improved access to UW-La Crosse for underrepresented students
▪	Goal 2: Increased retention of underrepresented students
▪	Goal 3: Continued assessment of and focus on improving the campus climate at UW-La Crosse
Key Strategies	
▪	Recruiting: While Admissions is a key unit in student recruiting, the university as a whole has responded, including the UW-L Foundation.
▪	Growth, Quality, and Access/Faculty Recruitment: UW-L, with the support of UW-L students, was permitted to raise tuition in order to fund positions for additional faculty; the immediate goal was to reduce UW-L student-faculty ratio in order to be more in line with System norms.
▪	Accountability/reporting process: IE is a required category for reporting in IDPs for staff.
▪	Improved collaboration, particularly in the areas of student recruitment, a particular retention intervention called Eagle Alert, and data collection and analysis. The UW-L Campus Climate Council has long served (well prior to even Plan 2008) as a clearinghouse of information and a source of collaboration across institutional divides. In addition, key leaders of the many components of UW-L's diversity work meet regularly.
▪	Improvements in data collection and analysis: Institutional data and campus climate surveys, used to inform and assess IE and IE initiatives, including those aimed at identifying and closing equity gaps. This also includes the work of the Campus IE Assessment Team.
▪	Campus-wide Early Alert Warning System, Eagle Alert, is part of UW-L's Higher Learning Commission Quality Initiative, and is designed to alert both the student and the support offices that have connections with that student to potential problems within the first 4 weeks of each semester. It also encourages instructors to recommend high-impact learning opportunities to individual students that our NSSE data indicate are historically underserved and who may not otherwise consider programs such as undergraduate research, international study, or internships.
▪	Faculty development through the Center for Advancing Teaching and Learning (CATL)
▪	The Office of Graduate Studies funded 2.5 FTE diversity graduate assistantships to the College of Science and Health and College of Liberal Studies. These assistantships are intended to help Departments recruit and reward qualified students from underrepresented groups.
Results/Impact	
▪	Increase in the percentage of students of color.
▪	Reduction in student-faculty ratio and increased diversity of the faculty, from 24:1 in 2004 to 20:1 in 2013.
▪	Restructuring of several student services offices for increased collaboration.
▪	Strong faculty participation in faculty development of teaching and learning.
▪	Three populations (students of color, students with disabilities, and students identifying as other than heterosexual) consistently more likely to experience negative interactions because of their identity. As a result, UW-L campus climate activities have focused very directly on these three groups, with consistent and visible support from across the campus, including senior leadership despite their tight schedules. What UW-L does not know is whether the

	campus climate has improved or not for these groups because of differences in the ways these questions were asked and differences in which statistics were produced. While every survey team has intended that their work would be the definitive survey for all subsequent climate surveys that has clearly not been the case. This is the nature of research and also reflects the disciplinary differences of the researchers. UW-L recognizes the need for comparable data. Recent UW-L climate effort outcomes include outstanding and highly collaborative student support offices, with visible new space; increased training and educational opportunities; increased and well-organized website; and special-interest libraries with student-centered space.
▪	Access: Improved recruiting strategies and targeted events; broad and sustained commitment to collaborative approaches to recruiting students; increase in scholarships
▪	Retention: Eagle Alert, a new technological tool, provides early warning to students and connects faculty with student support services; UW-L now has better, consistently comparable, and disaggregated metrics to inform assessment and planning; new support services for military veterans
Barriers & Challenges	
▪	Faculty engagement: UW-L states their goals seem too distant from the classroom to most faculty, who therefore do not see an obvious pathway to engagement; new strategic plan with sub-goals should reduce this problem.
▪	UW System has asked campuses to set their own goals. While this has many benefits, we believe that a Systemwide focus on a specific set of goals would raise the profile of IE initiatives and lead to a sharing of best practices, to the benefit of all campuses and the System as a whole.
▪	Time and support, especially for faculty to innovate and conduct research on solving complex problems such as equity gaps.
▪	Reporting and data comparability: In complex institutions like universities, it can be difficult for leadership and implementation teams to know what every unit is doing. UW-L may then reinvent the wheel, fail to replicate good ideas, or wind up with multiple groups working on the same problem without collaboration. UW-L has eliminated most of those problems through restructuring of unit reporting lines, centralizing committees, and revisions to current reporting structures. UW-L still needs one more step- a mechanism to get all that information to the planning groups, report writers, and assessment teams for IE and then make it accessible to the campus.
▪	Comparability of data: UW-L needs measures that are constructed in such a way as to permit us to determine the direction of change over time. For example, while at least some of the questions in our three campus climate surveys have been the same, the response scales are not always the same, and the statistics that our survey researchers produce are not the same. The UW-L IE Assessment Task Force will be discussing this issue, but a systemwide conversation that includes IE leaders, university assessment coordinators, and institutional researchers might be useful.
Next Steps	
▪	New IE strategic plan for the next four years (2014-2018), to be finalized in fall 2014.
▪	Increase instructor use of our early alert system, Eagle Alert.
▪	Stereotype Threat initiative, Phase II- Implementing interventions from research campus-wide, on multiple populations. We plan to test one or more interventions to determine their efficacy for multiple populations over the next year.

▪	Additional online self-study opportunities focused on cultural dexterity.
▪	Continued improvement of data collection and analysis.

University of Wisconsin-Madison

Key Goals	
▪	Goal 1: Increased participation of women and underrepresented students in science, technology, engineering, and mathematics (STEM) fields
▪	Goal 2: Foster a campus climate that is inclusive, respectful and supportive of the achievement and success of all constituents—in particular, underrepresented students and 2nd and 3rd shift employees. This will require strengthening the institutional capacity-building infrastructure around issues of cultural competency; diversity and inclusion for faculty, staff and students; and coordinated through earnest efforts to engage all campus constituents purposefully around these issues.
▪	Goal 3a: Enhance recruitment and retention efforts to ensure a campus population of diverse faculty, staff and students
▪	Goal 3b: Promote widespread engagement by improving the campus-wide coordination of diversity planning, implementation and accountability. This includes creating a strong communication and feedback loop and an infrastructure in which roles and responsibilities of central administration and the local autonomous academic and administrative units are clearly understood and supported.
Key Strategies	
Goal 1: Increased participation of women and underrepresented students in science, technology, engineering, and mathematics (STEM) fields	
▪	STEM Posse – As the Posse Foundation’s largest institutional partner, UW-Madison entered into an agreement in 2011 to accept New York City as the university’s 4th partner city (Chicago, Los Angeles and Washington DC), with NYC Posse scholars to be chosen on the basis of their interest in science, technology, engineering and math.
▪	WISCIENCE – A renewed initiative, the Wisconsin Institute for Science Education and Community Engagement (WISCIENCE) expanded upon the mission and scope of UW-Madison’s Institute for Biology Education beyond the biological sciences in order to address the need to broaden access to STEM degrees and careers for all students, especially for students from traditionally underrepresented groups. WISCIENCE, which includes science, technology, engineering and math, will provide educators and learners at UW-Madison, in the state of Wisconsin and across the nation with opportunities to engage, discover, innovate and advance the teaching and learning of science for all.
▪	Diversity Research – There is recognition of the value of conducting research and evaluation of program interventions related to diversity. At the outset, a primary partner will be Women in Science & Engineering Leadership Institute (WISELI), a research center formed in 2002 with funding from the National Science Foundation’s ADVANCE: Institutional Transformation program. WISELI, as a visible campus-wide entity endorsed by top-level administrators, uses UW-Madison as a "living laboratory" to study gender equity for women in science and engineering, implement solutions, and provide methods and analyses to measure indicators of success.
Goal 1: Goal 2: Foster a campus climate that is inclusive, respectful and supportive of the achievement and success of all constituents—in particular, underrepresented students and 2nd and 3rd shift employees. This will require strengthening the institutional capacity-building infrastructure around issues of cultural competency; diversity and inclusion for faculty, staff and students; and coordinated through earnest efforts to engage all campus constituents purposefully	

around these issues.	
▪	Training and capacity building for new Department Chairs, Supervisors and Managers.
▪	Expanded culturally relevant peer-led learning experiences for faculty, staff and students.
▪	An expanded Diversity Fellowship Program based on the existing Race, Ethnicity & Indigeneity (REI) Fellowships, for faculty who have sponsored research that will allow their areas of expertise to impact issues of diversity and inclusivity on campus and throughout the state.
Goal 3a: Enhance recruitment and retention efforts to ensure a campus population of diverse faculty, staff and students	
▪	The Faculty Diversification Project under the leadership of the Chancellor and the Provost, through the Vice Provost for Faculty & Staff with limited participation of the Vice Provost & Chief Diversity Officer.
▪	Foster a “Grow Your Own” mentality for identifying talented faculty, staff and classified staff of color in the early stages of their careers, giving particular attention to disciplines and areas that have historically struggled with retention.
▪	Professional development opportunities for 2nd and 3rd shift employees, including improved language acquisition and management training.
▪	The expansion of successful pipeline programs like the Pre-college Enrichment Opportunity Program for Learning Excellence (PEOPLE) and the Information Technology Academy (ITA) in its partnership with the Oneida Tribe and the Lac du Flambeau Band of Lake Superior Chippewa Indians; continuing effort on behalf of low-income, first-generation college and students with disabilities through the Center for Educational Opportunity.
Goal 3b: Promote widespread engagement by improving the campus-wide coordination of diversity planning, implementation and accountability. This includes creating a strong communication and feedback loop and an infrastructure in which roles and responsibilities of central administration and the local autonomous academic and administrative units are clearly understood and supported.	
▪	Each unit will prepare an annual report of progress made toward achieving its stated diversity and climate goals.
▪	Further aligning and, through appropriate resources, strengthening the capacity of, and relationships between, the Office of the Vice Provost and Chief Diversity Officer, shared governance committees (in particular the Campus Diversity and Climate Committee), and the existing network of Multicultural/Disadvantaged Coordinators (MDC) and Equity and Diversity Committees (EDC) housed within each academic and major administrative unit.
▪	Determine the best way to fully integrate the MDC and/or EDC into the daily practices and broader planning for diversity and inclusion and establish equitable budgets to ensure initiatives, priorities, and initiatives are sustainable and responsive to the needs of each unit.
▪	Establish a regular cycle of divisional reviews for the evaluation of progress toward diversity and climate goals.
Results/Impact	
Goal 1: Increased participation of women and underrepresented students in science, technology, engineering, and mathematics (STEM) fields	
▪	The New Freshmen Targeted Minority 1 st year retention rate increased from 89. 9% in 2003 to 93. 6% in 2012 (approximately a 4. 12 percentage increase).
▪	Growing numbers of STEM majors, e. g. , approximately 71 % of Chancellor's Scholars

	and over 62% of Powers-Knapp Scholars are pursuing STEM majors.
▪	The percentages of women faculty in the biological sciences (BS) and physical sciences (PS) have generally been increasing since 2000, as has the proportion of women in all divisions.
Foster a campus climate that is inclusive, respectful and supportive of the achievement and success of all constituents—in particular, underrepresented students and 2nd and 3rd shift employees. This will require strengthening the institutional capacity-building infrastructure around issues of cultural competency; diversity and inclusion for faculty, staff and students; and coordinated through earnest efforts to engage all campus constituents purposefully around these issues.	
▪	Responses to Appreciative Inquiry session on diversity at the 2012 Campus Diversity Forum identified campus and workplace climate as priority areas for institution-wide effort.
▪	Participation in the diversity-themed learning communities, including the Leadership Institute, the Seeking Educational Equity & Diversity (SEED) and the Seeking Educational Equity & Diversity for Experienced Doers (SEED) seminars for students, faculty & staff have grown from an initial 47 participants in 1996 to a total of 148 in the fall of 2013. A total of 2,472 have participated in the diversity learning communities.
Goal 3a: Enhance recruitment and retention efforts to ensure a campus population of diverse faculty, staff and students	
▪	Ninety-two % of tenure track jobs offered to minority candidates in 2012-13 were accepted (total of 26 offers extended). The average for the prior three years was 71% of tenure track jobs offered to minority candidates were accepted (an average of 27 total offers extended).
▪	Diversity Data Resources, APIR, Presentation to the Diversity Ad Hoc Committee and the Campus Diversity and Climate Committee, Spring 2013.
Goal 3b: Promote widespread engagement by improving the campus-wide coordination of diversity planning, implementation and accountability. This includes creating a strong communication and feedback loop and an infrastructure in which roles and responsibilities of central administration and the local autonomous academic and administrative units are clearly understood and supported.	
▪	The current capacity of Multicultural/Disadvantaged Coordinators (MDCs) in each school and college, and of unit based Equity and Diversity Committees are being evaluated to assess their efficacy and capacity to enhance existing strategic diversity and inclusion planning efforts, and to develop new processes for creating unit specific diversity and inclusion planning initiatives where necessary.
Barriers & Challenges	
Goal 1: Increased participation of women and underrepresented students in science, technology, engineering, and mathematics (STEM) fields	
▪	Limited new funding.
Goal 2: Foster a campus climate that is inclusive, respectful and supportive of the achievement and success of all constituents—in particular, underrepresented students and 2nd and 3rd shift employees. This will require strengthening the institutional capacity-building infrastructure around issues of cultural competency; diversity and inclusion for faculty, staff and students; and coordinated through earnest efforts to engage all campus constituents purposefully around these issues.	
▪	Areas considered more as challenges and opportunities, not as barriers, include increasing collaboration and coordination among separate administrative and academic units to

	maximize resources and ensure that the services reach the largest number for the broadest impact.
Goal 3a: Enhance recruitment and retention efforts to ensure a campus population of diverse faculty, staff and students	
▪	Robust pipeline programs that connect with, develop and prepare potential faculty, staff and students for entry into UW-Madison are essential. Funding for startup costs and coordination among deans and directors who recruit and admit/hire may present a challenge in a constrained fiscal environment.
Goal 3b: Promote widespread engagement by improving the campus-wide coordination of diversity planning, implementation and accountability. This includes creating a strong communication and feedback loop and an infrastructure in which roles and responsibilities of central administration and the local autonomous academic and administrative units are clearly understood and supported.	
▪	MDCs in the schools and colleges are differentially located within their leadership and policy-making structures. It is recommended that to be effective the MDC role, at the very least, be at the level of an assistant dean with a direct reporting line to the dean/director. Currently, this is not the case for all school and colleges.
▪	MDCs are critical for connectivity and support services to underrepresented students who are not participants in a student diversity program like PEOPLE, Posse, Chancellor's Scholars and others.
Next Steps	
Goal 1: Increased participation of women and underrepresented students in science, technology, engineering, and mathematics (STEM) fields	
▪	Increase coordination of new initiatives with on-going programs across campus for support and encouragement to STEM majors and intending majors, e. g. , WiscAMP Excel; McNair Scholars Program; the Center for Academic Excellence Science Scholars Program; and multicultural student organizations in STEM like African, Hispanic, Asian, Native American (AHANA) Pre-Health Society and Multicultural Affairs Program in Pharmacy (MAPP).
Goal 2: Foster a campus climate that is inclusive, respectful and supportive of the achievement and success of all constituents—in particular, underrepresented students and 2nd and 3rd shift employees. This will require strengthening the institutional capacity-building infrastructure around issues of cultural competency; diversity and inclusion for faculty, staff and students; and coordinated through earnest efforts to engage all campus constituents purposefully around these issues.	
▪	To build ownership of these efforts, we will convene small working groups, including faculty and departmental chairs, to ask for their ideas and be informed from their experience of capacity-building and training sessions about effective approaches and program content.
▪	Continue to expand learning communities for faculty and students by integrating LCICE and TCSA programming.
Goal 3a: Enhance recruitment and retention efforts to ensure a campus population of diverse faculty, staff and students	
▪	Explore the expansion of pipeline student programs and faculty efforts under the combined leadership of the Vice Provost for Faculty & Staff and the Vice Provosts for Enrollment Management, and Chief Diversity Officer.

<p>Goal 3b: Promote widespread engagement by improving the campus-wide coordination of diversity planning, implementation and accountability. This includes creating a strong communication and feedback loop and an infrastructure in which roles and responsibilities of central administration and the local autonomous academic and administrative units are clearly understood and supported.</p>	
▪	<p>Continue the process of discussions among MDCs and EDCs to identify their strategic roles within their respective units and how energy from these roles and responsibilities can transform into campus-wide synergy for advancing successful initiatives.</p>
▪	<p>Launch the discussion of how to develop unit-based strategic diversity plans or frameworks and their implementation, and the support necessary—from the unit leadership as well as from central administration—for these planning and implementation efforts to succeed.</p>
▪	<p>Increase the coordination between MDCs and diversity program directors and staff, to ensure that all students are connected to the resources and staff support necessary for their retention and academic success.</p>

University of Wisconsin-Milwaukee

Key Goals	
▪	Goal 1: Diversity and Inclusive Excellence as an Institutional Value - Our People (Recruitment and Retention)
▪	Goal 2: Diversity and Inclusive Excellence as an Institutional Value – Our Foundation (Excellence in Teaching and Learning)
▪	Goal 3: Diversity and Inclusive Excellence as an Institutional Value – Our Climate (Best Place to Learn and to Work)
Key Strategies	
Goal 1: Diversity and Inclusive Excellence as an Institutional Value - Our People (Recruitment and Retention)	
▪	Develop and implement a strategic “parents” program.
▪	Developed a more intimate relationship with high school counselors to better educate students on college success.
▪	Hire and realign individual work responsibilities to recruit in areas that are underserved by higher education (tribal communities – hired a tribal liaisons officer).
▪	Implement strategic faculty recruitment approach through attendance at discipline specific conferences, organizations, and referral incentives.
▪	Infiltrate new faculty and staff orientations to inform them of campus services and resources for diverse faculty, students, and staff.
▪	Inform marketing plans through the addition of diverse lens and diverse messaging.
▪	Promote diversity in internationalization through study abroad scholarships and intentional connections between domestic and international students, faculty and staff.
▪	Realign individual work responsibilities to retain student, faculty, and staff through models such as the Mosaic Faculty and Staff initiative, AVC for Student Success work, AVC for Faculty Success work.
▪	Review of developmental course work such as Mathematics and English.
▪	Strategically implement goals and objectives from the Retention Plan (e.g., ensure that students participate in a cohesive and inclusive First-Year academic experience, etc.).
▪	Work with alumni to highlight those alums that can inspire, energize, and work with potential students, faculty, and staff.
▪	Work with Student Affairs to realign and readjust recruitment activities (a targeted approach), regional talent search, new targets for partnership building such as churches, community centers, clubs and organizations.
Goal 2: Diversity and Inclusive Excellence as an Institutional Value – Our Foundation (Excellence in Teaching and Learning)	
▪	Assessment of Year 1 activities of the Mosaic Initiative (faculty recruitment and retention model, specifically targeting faculty of color).
▪	Explore the idea of a UWM based System institute promoting scholarship of diversity.
▪	Incentivize all departments to offer community-engaged based learning opportunities, and to hire faculty and teaching staff with associated research interests.
▪	Institute the Chancellor’s Award for Excellence in Community Engagement (provide recognition and support for faculty and staff that have shown excellence in engaged teaching and scholarship).
▪	Revamp the Common Read committee to ensure a culturally diverse book selection for

	Freshman reading, led by faculty, with accompanying curriculum and collaterals that would stimulate campus wide discussion with a diverse perspective.
▪	Work with Provost's office to incentivize and expand targeted faculty and staff hiring opportunities.
Goal 3: Diversity and Inclusive Excellence as an Institutional Value – Our Climate (Best Place to Learn and to Work)	
▪	Develop allies and advocates across the ranks.
▪	Develop or utilize existing assessment tools and metrics defined to monitor progress.
▪	Engage campus in World Café type conversations.
▪	Expand and assess the Best Place to Work initiative.
▪	Exposure to differences through academic programs, services, and socio-cultural programming.
▪	Leverage technology for optimal participation in campus-wide inclusive training opportunities.
▪	Revamp of the Ombuds program and alignment with practice.
Results/Impact	
▪	Students involved in HIPs are performing better than students who are not involved in HIPs. All first-year students are targeted to engage in one form of HIPs experience.
▪	Those courses that typically are barriers to successful completion are being reworked and realigned to ensure high quality learning and successful completion (mathematics realignment model).
▪	While students with unique attributes (e.g., students of color, veterans, “first in the family to attend college”) continue to move towards higher degree completion rates, the progress is slow and measured. Best practices continue to be researched and implemented to move students strategically through their course work, to engage them in experiences that motivate and inspire them to complete, and to promote faster time to completion and career entry.
▪	Access to Success summary: For the history of the Access to Success (A2S), the retention and satisfactory performance rates for UWM new freshmen have been measured along several dimensions. For each cohort, freshman participants in Access to Success interventions consistently perform satisfactorily (defined as achieving a GPA of 2.0 or better) and are retained at higher rates than those who do not. There have also been marked increases in the number of students who participate in A2S interventions from the 2005 cohort to the 2012 cohort. Whereas for the 2005 cohort, 61.6% of new freshmen participated in A2S voluntary interventions, for the 2012 cohort the proportion of new freshmen participating increased to 89.6%. There has been notable growth in participation in mentoring, supplemental instruction, tutoring and introduction to profession courses. Two of the primary goals of Access to Success are to close the gap in performance and retention between targeted populations and non-targeted populations and between those who place at the college versus developmental level in English or math. For the 2005 cohort, the gap was 15 percentage points, for the 2012 cohort, the gap was slightly less than 10 percentage points. As this suggests, performance in meeting these goals has been mixed with significant fluctuation and no clear positive trend in the case of either gap.
Barriers & Challenges	
▪	Lack of a continuous funding stream to assist with developing tools that will help to monitor progress in reaching our goals.

▪	Lack of staff to implement initiatives.
Next Steps	
▪	Convene the Chancellor’s Council on Inclusion.
▪	Convene the team for crafting the five-year working plan for diversity and inclusion.
▪	Engage a national consultant to complete a diversity audit for campus. This audit will include an inventory of services available for diverse populations, how offices and services are structured on campus, collect data regarding utilization of services, review of current policies and practices, look for economies of scale, and produce a data warehouse to guide decision making.
▪	Expand the Mosaic Faculty recruitment and retention program.
▪	Expand the reach of our Diversity Study Abroad Scholarship program.
▪	Expand the work of our ERGs (Employee Resource Groups), such as the Chancellor’s Advisory Committee for LGBT+ Advocacy, African American Faculty and Staff Council, and the Asian Faculty and Staff Council.
▪	Increase the cohort numbers of our STEM –Inspire students.
▪	Increase the scope of work of the Tribal Liaison Officer with a deeper integration into the recruitment, retention and advising functions.
▪	Launch a student climate survey, led by the Student Inclusive Excellence Center.
▪	Launch our corporate sponsorship internship program with Rockwell with a focus on talent development.
▪	Launch the Ombuds redesign for campus to assist in providing a Best Place to Work and Learn environment.
▪	Review recruitment and marketing efforts to ensure a widely diverse reach.
▪	Work with M7, industry CEOs and liaisons to expand our internship and talent development initiative.

University of Wisconsin-Oshkosh

Key Goals	
▪	Goal 1: University Studies Program – to increase the quality educational experience for all students, as well as increase retention and graduation rates
▪	Goal 2: Gateway Success Initiative – to increase retention and directly align with IE Goal 2: Academic and Social Support
▪	Goal 3: Multicultural Retention Program Tracker (MRP Tracker) – Key Operational Plan I: Academic Programs and Student Outcomes
Key Strategies	
▪	The University Studies Program (UPS), UW-Oshkosh’s 41-credit general education program curriculum reform initiative, has the following major themes as its conceptual framework: civic learning, sustainability, and intercultural learning. Infused with high-impact practices (HIPs) and pedagogies of engagement, the program design provides all students with multiple opportunities to participate in high-impact practices that research has shown to promote success of underrepresented populations. Foundational to the USP are smaller class sizes in first year courses, learning communities, peer mentors, diverse learning experiences (including community based learning), writing intensive courses and capstone courses, while at the same time, systematically monitoring student success. Multiple assessment strategies and monitoring of student achievement support the reform efforts.
▪	Gateway Success Initiative consists of two parts: a faculty development component (Gateway Success Faculty Development Dialogues) and an expansion of academic learning support and monitoring in the Center for Academic Resources: <ul style="list-style-type: none"> ▪ The College of Letters and Science faculty members who teach gateway courses examine data from the Equity Scorecard Project, the DFW grade report, and other institutional data focusing on the academic progress of underrepresented students. ▪ Staff members identify appropriate courses for additional Supplemental Instruction (SI) or Peer Educator Review Session (PERS) sections based on the evidence of student achievement in the courses. Courses are identified through a review of the Equity Score Card data in terms of disaggregated student data indicated by grades of D, F and W in gateway courses. Ongoing data collection of student participation in academic learning support is based on demographics, grades, satisfaction and retention is a systematic collection of evidence across the Supplemental Instruction program. An analysis of the retention rates and student achievement data of underrepresented students is consistently monitored over time.
▪	The Multicultural Retention Program Tracker (MRP Tracker) is a concerted and coordinated effort between the faculty and the staff of the Multicultural Retention Programs (MRP) targeting academically at-risk students. The target audience is underrepresented students (African American, Hispanic, Hmong, Asian, Native American) with a GPA of 2.3 or below. It is designed to identify proactively students experiencing academic difficulties and to implement action-based measures to help them in their successful pursuit of postsecondary education.
Results/Impact	
▪	University Studies Program (USP): The number of students who dropped a course has decreased from 4.56 % in 2012-2013 to 3.98% in 2013-2014. This represents a decrease in

	the drop rate of 12. 7%.
<ul style="list-style-type: none"> ▪ MRP Tracker: <ul style="list-style-type: none"> ▪ At the end of the fall semester 2013, of the 186 (96. 2%) Tracker students, 122 (65 59%) had a 2.0 GPA or greater, 41 (22.04%) had 2.3 GPA and above and 64 (34. 41%) had below a 2.0 GPA. ▪ At the end of the spring semester 2014, of the 216 (100%) Tracker students, 142 (65.74%) had a 2.0 GPA or greater, 51 (23.61%) had a 2.3 GPA and above and 74 (34.26%) had below a 2.0 GPA. ▪ The subjects of most concern during the 2013-2014 academic year were Mathematics, Academic Skills, and Biology. This outcome helped departments to either make referrals and/or provide direct intervention. 	
Barriers & Challenges	
<ul style="list-style-type: none"> ▪ UW Oshkosh is challenged in our efforts to recruit and retain a diverse faculty and staff. 	
<ul style="list-style-type: none"> ▪ Given the current economic landscape in higher education, we can anticipate on- going challenges with identifying and enrolling a diverse student body, which in part maybe be due to increased financial aid regulations. 	
<ul style="list-style-type: none"> ▪ Improving the inclusivity climate on campus will take a concerted effort with key stakeholders doing the heavy lifting to ensure it is understood that IE is not an option, it is who UW-Oshkosh is. 	
Next Steps	
<ul style="list-style-type: none"> ▪ Create a uniform and compelling case statement (or vision) relating to the need for Inclusive Excellence as a strategic priority to govern and guide all future actions, efforts and priorities at UW Oshkosh. 	
<ul style="list-style-type: none"> ▪ Identify all current actions and priorities that are in place or are being developed by individuals or departments from across the campus that relate to the general subjects of: diversity, inclusion, affirmative action, equity, fairness, civility and campus climate. 	
<ul style="list-style-type: none"> ▪ Collect information, data, assessments, reviews and other related activities to identify areas of accomplishment along with areas that can benefit from further attention and increased financial support. 	

University of Wisconsin-Parkside

Key Goals	
▪	Goal 1: Enhance the diversity and inclusiveness of the campus environment and culture
▪	Goal 2: Improve student success for underrepresented students
▪	Goal 3: Align workforce demographics with student population
Key Strategies	
Goal 1: Enhance the diversity and inclusiveness of the campus environment and culture	
▪	Hired the position of Diversity and Inclusion Manager in July 2013. This position assessed needs and began institutionalized training, consultation, and presentations that addressed diversity, inclusion, and social justice.
▪	A campus climate survey was conducted in 2010 and there have been on-going efforts to address the completion of campus climate survey recommendations.
▪	The Inclusive Excellence Committee is charged with reviewing, recommending, and coordinating proposals related to the implementation of policies, programs, and practices that enhance diversity, inclusion, and equity into all levels of the University; as well as advising the Chancellor's Cabinet on relevant policies and programs.
▪	Ranger in Action- The purpose of the Ranger in Action award is to recognize any student, faculty, or staff who has provided exemplary leadership in the on-going efforts to make UW-Parkside a more diverse and inclusive campus community.
Goal 2: Improve student success for underrepresented students	
▪	University of Wisconsin-Parkside's Precollege Program provides resources and activities for students to assist with the transition from high school to college. The program seeks to enhance 6th-12th grade students in their preparation prior to entering the university setting. This includes preparation for the ACT, summer enrichment programs, yearly student support programs, and aide through the application process.
▪	The Office of Diversity and Inclusion, established in 2011, collaborates with students, faculty, administrators, staff and members of the surrounding community to promote and implement the University of Wisconsin-Parkside's mission and strategic diversity and inclusion initiatives.
▪	For the past five years, UW-Parkside has housed a Title III Grant, aimed at improving retention and graduation rates.
In reference to all Goals	
▪	UW-Parkside has conducted two strategic planning processes to provide a foundation for focused planning and resource allocation at the University. The previous Strategic Plan, the Path to Our Promise, had diversity as a separate goal for the University. In the latest strategic plan, the focus on diversity and inclusive excellence continues. Within the latest Strategic Plan: The Pillars of Excellence, the first Strategic Direction, Become a Premier Regional University that Transforms Lives, includes a goal to continue to increase the success of students of color and reduce the gap between the persistence and completion rates of these students.
▪	Identify and target interventions to improve student outcomes in its curricular and co-curricular initiatives outlined in the goals of the Strategic Plan and the recently completed Strategic Enrollment Plan.
▪	UW-Parkside's Academic Plan, Aim High and Making Excellence Inclusive, outlines UW-Parkside's goals to support and enhance student success across the spectrum to ensure a

	welcoming and supportive environment for UW-Parkside's diverse student body.
Results/Impact	
<ul style="list-style-type: none"> ▪ National Survey of Student Engagement (NSSE, 2011 survey) data provided following evidence: <ul style="list-style-type: none"> ▪ Student respondents reported that they had engaged in serious conversations with students of a different race or ethnicity than their own at significantly higher levels, both as freshmen and seniors, than their peers at UW-Parkside's sister comprehensive institutions. ▪ UW-Parkside's faculty and administrators actively encourage engagement among diverse individuals. ▪ Students indicated that UW-Parkside encouraged contact among students from different economic, social, and racial backgrounds at greater levels than at UW-Parkside's sister institutions. ▪ UW-Parkside seniors indicated that their understanding of people of other racial and ethnic backgrounds was significantly higher than students at UW-Parkside's sister institutions within the UW System and as compared to the national sample of students taking the NSSE in 2011. 	
Barriers & Challenges	
<ul style="list-style-type: none"> ▪ High turnover in leadership at UW-Parkside. Both the institutional transitions that have occurred as well as the system changes from Plan 2008 to Inclusive Excellence have created gaps in vital documentation of information that could have had the potential to impact how UW-Parkside devised the three goals for this particular report. 	
Next Steps	
<ul style="list-style-type: none"> ▪ In process of assessing and deconstructing UW-Parkside's focus in regards to both diversity and IE. An extensive retreat is proposed for this fall involving key stakeholders. There are five areas from the climate survey which will serve as a guide for the retreat: <ol style="list-style-type: none"> 1. Improve the working conditions for the classified staff. 2. Hire and retain more faculty and staff of color. 3. Communicate where staff and students should go for support and to safely report harassment, discrimination, or other problems. 4. Improve discourse among groups on campus by increasing participation of students, faculty, and staff in dialogue. 5. Recruit and retain student of color. 	

University of Wisconsin-Platteville

Key Goals	
<ul style="list-style-type: none"> ▪ Goal 1: Graduation: <ul style="list-style-type: none"> a. Increase the graduation rate of underrepresented students b. Decreased time to graduation c. Establishing accountability metrics at the division, college, department, and program levels to ensure progress toward graduation 	
<ul style="list-style-type: none"> ▪ Goal 2: Retention: <ul style="list-style-type: none"> a. Increased retention rates from year one to year two of underrepresented students b. Develop strategies for decreasing D/F/withdraws/incompletes (DFWIs) c. Use Affirmative Action data to develop employee retention programs d. Increase number of students engaged with High-Impact Practices, with special emphasis on underrepresented populations e. Develop financial literacy programs 	
<ul style="list-style-type: none"> ▪ Goal 3: Campus Climate: <ul style="list-style-type: none"> a. Develop/enhance processes for measuring and responding to acts of bias b. Develop a diversity and civility training series c. Assess campus curricular integration with diversity d. Work with campus partners to develop an accessibility plan that is forward thinking e. Address NSSE diversity metrics 	
Key Strategies	
<ul style="list-style-type: none"> ▪ Strategic planning to align the principles of IE with UW-Platteville’s strategic plan, values, and mission. 	
<ul style="list-style-type: none"> ▪ Use various data sets to help measure campus progress, including National Survey of Student Engagement (NSSE), Campus Climate survey, Equity Scorecard, and Collaborative on Academic Careers in Higher Education (COACHE). Launched a relationship with Harvard’s COACHE program in past year to help address faculty dissatisfaction in relation to climate. 	
<ul style="list-style-type: none"> ▪ Creation and hiring of Chief Diversity Officer position in 2012. 	
<ul style="list-style-type: none"> ▪ Established Center for Non-Traditional and Veteran Students and working on new vision for the Center for Gender and Sexuality (to be launched in August 2014). 	
<ul style="list-style-type: none"> ▪ Development of the English as a Second Language Program (inaugural class launched Summer 2014). 	
<ul style="list-style-type: none"> ▪ Revised hiring practices to ensure equity in searches. 	
<ul style="list-style-type: none"> ▪ Established protocols for the University Fellows program, which has the goal of diversifying the professorate. 	
<ul style="list-style-type: none"> ▪ Continue to refocus and energize the Midwest Culturally Inclusive Conference. 	
<ul style="list-style-type: none"> ▪ First Year Interest Groups (FIGs) Programming 	
<ul style="list-style-type: none"> ▪ Academic Enrichment Programs Admission Collaboration- Admission, First Year Experience, Office of Multicultural Student Affairs, and Student Support Services (TRIO) have been working through the new comprehensive group application review process throughout the year. 	
Results/Impact	
<ul style="list-style-type: none"> ▪ Enrollment ratios have historically been higher for admitted underrepresented minority (URM) new freshmen compared to admitted White new freshmen. 	

<ul style="list-style-type: none"> ▪ From 2010 to 2013, representation of URM students in fall term, new freshman classes has increased from six percent of the class to eight percent of the class.
<ul style="list-style-type: none"> ▪ Among students successfully retained to year two, equity gaps in retention to year three between White majority students and URM students has diminished over the latest two cohorts (fall 2010 and fall 2011 new freshmen).
<ul style="list-style-type: none"> ▪ The fall 2012 cohort of new freshmen shows the smallest gap, in nine years, in average cumulative credits earned by the second fall term.
<ul style="list-style-type: none"> ▪ Fall 2012 URM new freshmen had an average cumulative GPA of 2.66 at the conclusion of the subsequent fall term (Fall 2013). The corresponding statistic for White new freshmen was an average cumulative GPA of 2.83, yielding an equity gap of in average cumulative GPA of 0.17. This is a nine year low.
<ul style="list-style-type: none"> ▪ Over the past four years, STEM declarations among undergraduate “brick and mortar” (i.e. ,less distance education) students have risen sharply; the fall 2013 equity gap (nine percent) in STEM declarations between URM students and White students is at a nine year low.
<p>Barriers & Challenges</p>
<ul style="list-style-type: none"> ▪ Training- More training is needed across campus to help all members value the broad and inclusive definition of diversity as it is lived in UW’s definition of Inclusive Excellence.
<ul style="list-style-type: none"> ▪ A common language- Constituents feel uncomfortable talking about diversity specifically because they do not wish to hurt others, and due to a lack of training resources, do not engage.
<ul style="list-style-type: none"> ▪ Collaboration- Those units which do promote Inclusive Excellence tend to do so in a silo, often not sharing resources beyond their own units.
<ul style="list-style-type: none"> ▪ Funding- Training and programming require designated funding to focus on Inclusive Excellence, and all units do not prioritize this equally.
<ul style="list-style-type: none"> ▪ Access to Consistent Data- Data collection has been tedious and difficult, due to the challenges of multiple and inconsistent systems at the state and campus level. In addition, data definitions are inconsistent and often not compatible.
<p>Next Steps</p>
<ul style="list-style-type: none"> ▪ UW-Platteville is in the process of beginning a search for a Diversity and Affirmative Action Trainer.
<ul style="list-style-type: none"> ▪ Over the next three to six months the subcommittees under each of the three goals will begin meeting, and start addressing specific initiatives and measurable outcomes.
<ul style="list-style-type: none"> ▪ By aligning with Strategic Planning, for which dollars for activities are set aside, more funding will become available campus wide for Inclusive Excellence activities. In addition, the Diversity and Affirmative Action Trainer will be free of charge for all campus groups, thus alleviating much of the financial burden on departments.
<ul style="list-style-type: none"> ▪ UW-Platteville is moving to a new reporting tool called Business Intelligence. This allows users to transform raw data into useful information to help make better business decisions and simplify reporting. Over the next three to six months the build of these data sets will commence, to start the process of having this data readily accessible for the entire campus.

University of Wisconsin-River Falls

Key Goals	
▪	Goal 1: Increase the overall headcount of under-represented minority students (URM) at UW-River Falls by 20% from 437 to 525 by the fall of 2020
▪	Goal 2: Decrease the 1st to 2nd year retention rate equity gap between all and URM first-time first-year students at UW-River Falls by ten percent by the fall of 2020 (three year average)
▪	Goal 3: Increase the percentage of the UW-River Falls workforce composed of faculty and staff of color to 8% by 2020
Key Strategies	
Goal 1: Increase the overall headcount of under-represented minority students (URM) at UW-River Falls by 20% from 437 to 525 by the fall of 2020	
▪	Falcon Scholars- A scholarship program to attract more academically qualified students of color.
▪	Bridge program for domestic English as a Second Language (ESL) students.
▪	Increased amount of bilingual web content.
Goal 2: Decrease the 1st to 2nd year retention rate equity gap between all and URM first-time first-year students at UW-River Falls by ten percent by the fall of 2020 (three year average)	
▪	Emphasizing select high-impact practices (i.e.undergraduate research, study abroad, and learning communities) to enhance the success of all students.
▪	Radar on Retention- Deploys resources, including two new retention specialists, to support students who are at the highest risk of not graduating from college, multicultural/disadvantaged and science, technology, engineering, and mathematics (STEM) students.
Goal 3: Increase the percentage of the UW-River Falls workforce composed of faculty and staff of color to 8% by 2020	
▪	A newly created University Fellow for Diversity and Inclusivity will focus on: 1) workforce diversity; 2) workforce campus climate and leadership development; and 3) new faculty and staff orientation.
Results/Impact	
▪	There has been an increase in the number of URM students at UW-River Falls in each year between 2009 and 2013, from 309 to 437 URM students respectively.
▪	In the past three years, the 1st to 2nd year retention rate for URM students has been as high as 61% and as low as 45%. For that reason, a three-year average of 52% will be used as the baseline figure. The baseline retention rate for all UWRF students during that same year period is 71%. Decreasing the equity gap by 10% will mean increasing the retention rate for URM students to 62% for the fall 2017, fall 2018, and fall 2019 first-time first-year student cohorts.
▪	The percentage of faculty and staff of color has increased from 5.8% in 2009 to 6.6% in 2013 (approximately 0.8% percent change).
Barriers & Challenges	
▪	The lack of diversity of UWRF's largest feeder high schools. However, this is slowly changing.
▪	The pay disparity between UW-River Falls and the nearby private college and universities

	in the Twin Cities.
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University of Wisconsin-Stevens Point

Key Goals	
▪	Goal 1: Increase recruitment of diverse students
▪	Goal 2: Increase faculty and staff professional development opportunities
▪	Goal 3: Increase retention and educational attainment of diverse students
Key Strategies	
▪	In October 2009, the Office of Academic Affairs in conjunction with the UWSA Office of EDI held a kick-off meeting to officially launch IE at UW-Stevens Point.
▪	In October 2011, the IE leadership group was reconstituted and renamed the Inclusive Excellence Leadership Team (IEL Team).
▪	In the fall of 2013, the first meeting of the UW-Stevens Point Diversity Council was held, where they were charged with the implementation of the Diversity Plan crafted in 2012.
▪	The Associate Vice Chancellor for Enrollment Management was hired in 2012 to create and manage a campus wide enrollment management system. Following a reorganization of registration, admissions and financial aid, the new Enrollment Services Center was created to provide students an efficient and streamlined location for registration and financial aid services.
▪	Multicultural Leadership Camp- Each year, 50 to 75 high-achieving high school juniors are identified during the academic year. These students are then invited to the university in August before their senior year begins for a five-day leadership development camp.
▪	Targeted visits from the Office of Admissions to urban high schools in Milwaukee, Beloit, Janesville, Kenosha, and Chicago.
▪	The Chief Diversity Officer and the Chancellor met with SEED Schools' advisers regarding our retention efforts for their students. SEED schools are high-performing, college-preparatory public boarding schools serving students from traditionally underserved communities in Washington D.C. and Maryland.
▪	Several visit days are scheduled with special groups in the state of Wisconsin including Gear-Up, AVID/TOPS, Upward Bound, Tribal schools and charter schools.
▪	Extensive personal follow-up activities/engagement with prospective students.
▪	Assigned Admissions Counselors to schools on the west and east coast.
▪	Personal attention– UWSP multicultural recruiter traveled with first-year students from the East Coast by coach bus to attend school in the fall semester.
▪	Professional development experiences, including: <ul style="list-style-type: none"> ▪ The Office of Academic Affairs sent a seven-member subcommittee of the IE Leadership Group to the AAC&U Greater Expectations Institute in Nashville, TN (June 2010). ▪ The Office of Academic Affairs sent a four-member campus team to participate in the UW System Compass Institute. This team was charged with determining which groups of students at UW-Stevens Point the Academic Intervention Program will target as well as the specific services/interventions that will be provided to students and the manner in which they will be provided (September 2010). ▪ The Office of Equity and Affirmative Action provided faculty and staff training sessions regarding ADA, hiring for excellence, and gender equity (2013 and 2014). ▪ The Chief Diversity Officer accompanied a university team to the 4th Annual National Conference on Diverse Recruitment, Retention, and Campus Enrichment

	<p>to create dialogue in fostering new and innovative strategies.</p> <ul style="list-style-type: none"> Title IX training by UW System Legal representatives to the faculty and staff of the College of Letters and Science.
	<ul style="list-style-type: none"> The UW-Stevens Point Inclusive Excellence Community presented <i>O.N.E. (One New Effort) Day: Renewing our Commitment to Inclusivity</i>. This event was an open workshop featuring speakers and panelists on many aspects of inclusivity, including the dimensions of diversity, institutional responsibility, power and privilege, antiracism and inclusivity (April 2013).
	<ul style="list-style-type: none"> In November of 2012, a committee of students approached the SUFAC committee and requested funding for 3 years for a Gender and Sexuality Outreach Coordinator position to be housed in the Diversity and College Access Office.
	<ul style="list-style-type: none"> The Bystander Intervention Project was implemented in the spring of 2014 to help students, faculty and staff develop skills and strategies to increase awareness to respond to sexual assault, interpersonal violence, bias/hate crimes, AODA, and hazing.
	<ul style="list-style-type: none"> The Diversity Ambassador (DA) program has been on our campus, although in many different forms, since 1996. The goal of the DA program is to promote diversity throughout the residence halls and the entire campus by recruiting students to plan and implement diversity-related events and programs.
	<ul style="list-style-type: none"> Retention Coordinator- A new position was created in 2013 from the Title III grant. The Retention Coordinator manages the conditional admission program (new in 2013), the readmission process, the non-returning student process and the Title III grant.
	<ul style="list-style-type: none"> The 2012 First-Year Seminar participants (new and transfer students) had an 83.2 percent first to second year retention rate as compared to 75.2 percent retention rate of those who did not participate in a First-Year Seminar (statistically significant, $p < .001$).
Results/Impact	
	<ul style="list-style-type: none"> The university greeted its largest incoming class of students of color in 2013 (216), an increase of 4.4 percentage points from the previous year.
	<ul style="list-style-type: none"> From 2009-2013, percentage of students of color in the new freshmen class increased from 7.8 percent to 13.2 percent. The percentage of students of color in the new freshmen class of 2004 was only 4.9 percent.
	<ul style="list-style-type: none"> From 2009 to 2013 enrollment of minority first-year students rose from 16 to 47 African Americans (194%), from 40 to 62 Hispanic/Latinos (55%), from 9 to 15 American Indian (67%), from 27 to 38 Southeast Asian Americans (41%), from 9 to 12 other Asian American (33%), and from 26 to 41 multiracial students (58%).
	<ul style="list-style-type: none"> There has been a steady increase of students of color in entire student body. Diversity student enrollment increased from 6.3 percent in 2009 to 9.2 percent in 2013.
	<ul style="list-style-type: none"> The average cumulative GPA of students in the Diversity Ambassador (DA) program after the 2013-2014 academic year is 3.08. The average GPA of students at UW-Stevens Point from underrepresented student groups (students who would be eligible for the DA program) after the 2013-2014 academic year is 2.70 for first-year students and 3.02 for 2nd year students.
	<ul style="list-style-type: none"> The gap in retention rates between underrepresented minorities and non-URM students was 7 percentage points for 2012-2013, compared to the UW-Stevens Point baseline gap of 15 percentage points (from the years 1998-2000 combined).
	<ul style="list-style-type: none"> There was a 5 percentage point gap in retention rates of Pell grant recipients versus non-Pell students in the 2012 cohort.

▪	The gap in six year graduation rates between underrepresented minorities and non-URM students was 12 percentage points in 2012-2013, which is close to the 2015 goal of a 9 percentage point gap. This is the lowest reported gap of the last five years, and a 10 percentage point improvement over last year.
▪	The gap in graduation rates between Pell grant recipients and non-Pell students was 5 percentage points in the fall 2007 cohort. This is a slight increase from last year.
▪	In 2013, UW-Stevens Point was awarded a \$1.8 million grant by the U.S. Department of Education to support retention and graduation programs including supplemental instruction, intrusive academic advising, and additional targeted career counseling, along with a new conditional admit retention program.
Barriers & Challenges	
▪	Diversity efforts on campus occurred in pockets and lacked a coordinated effort.
▪	Additional training regarding topics of diversity are needed for faculty, staff and students.
▪	Additional support (public and financial) of diversity initiatives by senior leadership is needed.
▪	The university lacks diverse faculty and staff.
Next Steps	
▪	Early in the fall semester, university leadership will meet with the Diversity Council to discuss implementation of the recommendations (17 priority recommendations, including approximately 50 tasks) made at the end of the spring 2014 semester. Areas of discussion will include identifying recommendations completed, in progress, ready for near-term implementation, planned for long-term implementation and on hold.
▪	Diversity Efforts will become more coordinated with the appointment of the Chief Diversity Officer and also the Interim Director of the Center for Inclusive Learning.
▪	The Center for Inclusive Learning will be operational with an immediate impact at New Faculty Orientation and the new general education curriculum.
▪	The Diversity Council will explore the need for a new Campus Climate Survey.
▪	The Diversity and College Access Office will submit its program prioritization plan to the Vice Chancellor for Student Affairs to help align services.
▪	The university is crafting a Student Support Services grant proposal to address unmet needs for disadvantaged students.

University of Wisconsin-Stout

Key Goals	
▪	Goal 1: Infusing diversity into the curriculum
▪	Goal 2: Student support and engagement for diverse populations
▪	Goal 3: Student recruitment for diverse populations
Key Strategies	
Goal 1: Infusing diversity into the curriculum	
▪	UW-Stout has initiated a multi-year effort to engage a new cohort of faculty each year to work as a learning community to infuse diversity into selected courses. This program received the State Council on Affirmative Action Ann Lydecker Educational Diversity Award in 2012.
Goal 2: Goal 2: Student support and engagement for diverse populations	
▪	An LGBTQ Coordinator position was established in 2008 to provide service, support and advocacy to LGTBQ students, and to develop campus-wide programming to promote ally development and understanding of the LGBTQ community.
▪	In 2013, the Qube was created, which is UW-Stout's LGBTQ Resource Center and headquarters for LGBTQ students and allies.
▪	UW-Stout's English as a Second Language (ESL) Institute was re-established in 2011. The ESL program offers year-round English immersion courses to non-native English speakers who would like to communicate more effectively and improve their performance in their professional, academic and personal lives.
▪	Student jobs program- In 2012, UW-Stout initiated a pilot program to increase the number of on-campus work experiences for students, particularly new freshmen.
▪	Stoutward Bound--This program, in its 7th year, is a living and learning community, where approximately one-third (n=40) of the new underrepresented minority students self-select to begin their first semester two weeks early and get settled into their resident hall, begin two General Education classes, receive laptop and books. Students also receive intrusive advising, peer mentoring, participate in experiential leadership development and activities to enhance financial, academic, career, personal and cultural development to accelerate a successful transition to college.
Goal 3: Student recruitment for diverse populations	
▪	Pre-college programs for underrepresented groups, including programs such as: <ul style="list-style-type: none"> ▪ Multicultural Student Services (MSS) Pre-College Programs- In 2014 MSS also served 102 high school students in several residential programs to prepare high school students from economically disadvantaged environments for post-secondary education ▪ STEPS program for middle-school girls ▪ TEACH program for diverse students who have aspirations to become PK-12 teachers
▪	UW-Stout has added positions to recruit students from under-represented groups to enroll at Stout, including an International recruiter, a multicultural recruiter and a multicultural student ambassador program.
▪	Multicultural Student Scholarships--This is UW-Stout's 7th year of awarding eight students each year with a four-year scholarship valued at \$10,000. Students selected for this scholarship will receive \$2,500 each year for up to four years.

Results/Impact	
▪	For the fall 2012 cohort, 72% of underrepresented minority (URM) students were retained compared to 73% of non-URM students, leaving only a one percentage point retention rate gap.
▪	International student population has grown from 160 in 2008 to 295 in 2013 and our URM students from 410 to 700 over the same time period.
▪	There has been considerable growth in racial/ethnic minority students, faculty and staff. Racial/ethnic minority students have grown from 517 in 2008 to 821 in 2013, and racial/ethnic minority faculty/staff have grown from 100 to 115 over the same time period.
▪	The most commonly reported results from the Infusing Diversity Across the Curriculum program included: <ul style="list-style-type: none"> ▪ Students reported having a better understanding of the importance of diversity in the classroom. ▪ Being part of a course in this program increased their knowledge regarding different cultures. ▪ Students reported seeing the connection of how learning about diversity and different cultures will help them in their professional lives.
▪	When asked about comfort with the climate at UW-Stout, there were no statistical differences between any of the student demographic groups (minority vs white; LGBTQ vs heterosexual; male vs female). Seventy-three percent of the student respondents indicated being comfortable or very comfortable with UW-Stout's climate.
▪	The recipients of Multicultural Scholarships are consistently retained at a higher rate than all students. The first cohort in 2008-09 all have graduated and 75% of the 09-10 cohort have graduated with one student still enrolled and one non-retained.
▪	In 2014, 94% of the participants reported that the precollege program was a good experience and 88% of students reported that their participation increased their desire to attend college.
Barriers & Challenges	
▪	Support of one-time initiatives vs. ongoing initiatives. For example, UW System initiatives such as the equity scorecard and the Campus Climate Survey included support from UW System for the first year, and after that, campuses were expected to continue any work on their own.
▪	Lack of resources, for example, UW System provided support in the form of System staff that provided assistance (in the first year) for the initiatives mentioned above, but it would also be helpful to have financial resources to go along with this.
▪	Lessons learned are not requested, for example, some of the barriers mentioned above could be addressed by asking the campuses to share feedback on the projects prior to moving on to the next project.
▪	Evolving definitions- in recent years, several different definitions of how to count "diverse" students and faculty/staff have emerged, which has created some confusion about where to target improvement efforts and how to measure success.
▪	More funding to support programs such as Stoutward Bound, Multicultural Student Scholarships, and Multicultural Student Services Pre-College Program.
▪	Related to the Multicultural Student Scholarships, encouraging students and their families to complete the FAFSA and meet the deadlines for scholarship applications.
Next Steps	

▪	Developing a Veterans' Center --The Military and Veteran Resource Center is planned for construction in January 2015. The center will provide a space for military and veteran students to connect, seek support services, and build a peer-to-peer support network.
▪	Developing action items from the 2014 UW-Stout Campus Climate Survey results.
▪	Developing professional development for faculty/staff on the Intercultural Development Inventory framework.
▪	Continuation of the Infusing Diversity Into the Curriculum Program.
▪	To continue with the Stoutward Bound program.
▪	Work with the Foundation and CBO to secure permanent funding for the Multicultural Student Scholarships program.

University of Wisconsin-Superior

Key Goals	
▪	Goal 1: Revise organizational structure to one which better coordinates diversity and inclusion efforts
▪	Goal 2: Create intercultural competency training
▪	Goal 3: Revisit strategic plan enrollment plan goals objectives, outcomes, and strategies in light of the new strategic plan
Key Strategies	
▪	This past year the campus engaged in two major projects – the development of a strategic plan and program prioritization, a review of all academic and non-academic programs for efficiency and effectiveness. Evaluation of initiatives and structures related to Inclusive Excellence were evaluated as part of the campus program prioritization effort.
▪	A retreat was held in July 2014 to address campus duplication of efforts and efficiencies, which resulted in the top three campus IE goals highlighted above.
▪	The initial dialogue about what intercultural competency training might look like began in Spring 2014.
▪	The new campus strategic plan was developed and finalized in May 2014.
Results/Impact	
▪	Students of Color Recruitment: Last fall, we had an all-time high of 272 students of color, 19 students over the previous year.
▪	Retention of Students of Color: The rate of retention of students of color continues to exceed the campus general population.
▪	International Student Recruitment: This fall, 2014, we expect to welcome 56 students from 25 countries this fall with 43 countries represented. This would represent a 27% increase from the Fall 2013 incoming class, and the third highest on record (since PeopleSoft was introduced).
Barriers & Challenges	
▪	Retention after the freshman year, as with all students and long term equity gaps.
Next Steps	
▪	Revision of the organizational structure (target date of Spring 2015).
▪	As the new organizational structure is implemented, a intercultural competency training pilot will be conducted.
▪	This fall, the implementation of the new strategic plan begins and new metrics and strategies should be developed and finalized over the coming year.

University of Wisconsin-Whitewater

Key Goals	
▪	Goal 1: Internalize Inclusive Excellence across campus
▪	Goal 2: Reduce the equity gap
▪	Goal 3: Continue to diversify the campus, student body, faculty, and staff
Key Strategies	
▪	Our campus Liberal Education and America's Promise (LEAP) initiative spurred numerous inter-departmental teams working on IE-related projects.
▪	All academic colleges support IE committees or initiatives specific to their college, addressing curriculum, retention, equity gaps, and faculty/staff diversity. Annual IE reports are required from each college, department, division, and sub-unit, in order to improve the campus assessment of efforts to enhance inclusivity and address equity gaps.
▪	The Retention Committee convened key officials from sub-units across campus to assess strategically, to augment overall retention/graduation, and to address equity gaps.
▪	Strategic Planning and Budget Committee (SPBC) addressed IE in 4 of the 12 goals for 2012-2014: <ul style="list-style-type: none"> ▪ Goal 5- Collect, review, and disseminate data regarding the levels of participation and effectiveness of high-impact practices for various student populations, and use these data to improve our high-impact practices. ▪ Goal 6- Increase the understanding of both domestic multiculturalism and international perspectives as central to university curricular and co-curricular priorities. ▪ Goal 7- Identify, examine, and implement models for success for students of opportunity. ▪ Goal 8- Examine and improve campus policies, procedures, and practices to increase the diversity of students, faculty, and staff, as a way to enhance the learning environment for all.
▪	SPBC endorsed IE and Strategic Initiative Grants programs, which make enhancing campus climate and addressing equity gaps a priority.
▪	The Annual Color of Success Symposium highlights and analyzes challenges associated with greater success for critical populations of opportunity.
▪	The Diversity Learning Rubric was designed to assess how well students process the diversity information in our campus diversity course requirements. This rubric parallels other developments related to the reorganization and enhancement of the Race and Ethnic Studies minor, and the creation of the Diversity Certificate.
▪	A campus LEAP team is addressing workforce diversity as an enhancement of existing initiatives to diversify faculty/staff hiring pools.
▪	The Grow Our Own Forum and the IE Fellows Program were developed to assist in the diversifying of faculty and staff.
▪	The Annual Campus Diversity Forum, which rotates among each of the four colleges, highlights IE issues from the unique perspective of the hosting college and integrates IE into the institutional culture.
▪	Unique campus initiatives—such as Pathways for Success—have been created and institutionalized to address curricular and co-curricular needs of students of opportunity that need additional support to be successful.

<ul style="list-style-type: none"> ▪ The Academic Affairs and Student Affairs Campus Retention Committee was formed by the Provost to focus on student success including: 1) retention and graduation rates, and 2) progress in narrowing the equity gap.
<ul style="list-style-type: none"> ▪ Engaging students in high-impact practices (HIPs), such as learning communities, global education, and on-campus employment.
<ul style="list-style-type: none"> ▪ The Wheels to Whitewater program focuses on recruitment of students from the Milwaukee Public Schools district, giving multicultural students the opportunity to visit the campus, while also exposing them to specific areas such as Admissions, Academic Advising, Athletics, Financial Aid, and Multicultural Affairs and Student Success. This comes at no cost to the high schools; UW-Whitewater funds transportation and meals.
<ul style="list-style-type: none"> ▪ The Precollege Programs administers the Upward Bound Program, Pre-College Academic Camps, and the Saturday College Program. The Upward Bound Program serves 68 college-bound high school students each year from targeted schools in Milwaukee and Racine. The Pre-College Summer Camps provide 200-300 low-income, first generation, and URM students with academic, career, and cultural activities in one-, two-, or three-week residential experiences.
<ul style="list-style-type: none"> ▪ The Pathways for Success program, developed in 2010, provides specialized academic advising and support services geared toward developing self-responsibility and motivation for learning, as well as a defined academic and career plan.
<ul style="list-style-type: none"> ▪ The King/Chavez Scholars Program attracts and retains exceptional incoming URM and first-generation undergraduate scholars for participation in HIPs and initiatives. Students receive a scholarship during their freshman year.
<ul style="list-style-type: none"> ▪ The New Student Seminar enrolls approximately 90% of the students in each incoming freshman class. The one-credit course is designed to help students connect with the campus, to achieve academic success, and to succeed in a changing world.
<ul style="list-style-type: none"> ▪ The Summer Business Institute (SBI) helps students of color successfully transition from high school to college.
<ul style="list-style-type: none"> ▪ The Future Teacher Program (FTP) is a recruitment and retention program designed to increase student learning and to provide practical application of the knowledge received in their teacher education courses. Students receive focused academic and professional support from freshman year through graduation.
<ul style="list-style-type: none"> ▪ The Biology Boot Camp welcomes 15-20 incoming freshman and returning sophomores to UW-Whitewater for a two-week summer session. Students learn how to work in a laboratory, take good notes, access campus resources, and improve writing and oral communication skills.
<ul style="list-style-type: none"> ▪ The McNair Scholars Program prepares first-generation, low-income, and multicultural students for doctoral study and eventual careers as college professors. The program matches each student with a faculty mentor in his/her major; provides resources for undergraduate research projects; enhances students' quantitative, technology, test taking, research methods, and critical thinking skills; provides students with opportunities to present research findings at regional and national conferences; and provides stipends for on-campus and external summer research internships.
<p>Results/Impact</p>
<ul style="list-style-type: none"> ▪ UW-Whitewater has made progress on the goal of internalizing IE across the campus, highlighted by the level of campus representation on LEAP Teams and taskforces that are engaging in IE-focused projects. Moreover, a number of programs and initiatives

	addressing equity gaps and receiving UW System and State Council on Affirmative Action recognition over the past six years have been highlighted above.
▪	Learning Communities: During the fall 2013, there were 26 Learning Community (LC) options with 542 students participating, nearly 25% of the first-year class. UW-W students who participate in LCs have a higher retention rate than other students. This difference in rate has ranged from an additional 3% (2010), to as much as 7% (2008, 2012).
▪	Global Education: Each year, over 300 UW-Whitewater students participate in global education programs through the Center for Global Education. The data on UW-Whitewater global education participation and educational outcomes suggest participation in global education programs at UW-Whitewater is correlated with positive educational outcomes.
▪	On-Campus Student Employment: Each year, approximately 1,500 students are employed on campus at UW-Whitewater in jobs ranging from office and clerical positions to student management positions and peer educators. Preliminary results show higher 6-year graduation rates for UW-Whitewater students who are employed on campus.
▪	Results from targeted programs and initiatives: <ul style="list-style-type: none"> ▪ Wheels to Whitewater program: Historically serves 325-400 students each year. ▪ Pathways for Success: The first four cohorts saw an improvement from 61% to 71% in first to second year retention for students. ▪ King/Chavez Scholars Program: The 2008-2013 entering program cohorts averaged a first to second year retention rate of 82%. Participants from the 1997-2006 cohorts had an average graduation rate of 60%. ▪ New Student Seminar: Data consistently show higher first to second year retention rates for students participating in the New Student Seminar. In 2011, URM students 8 participating in the Seminar had a 78% retention rate, compared to a 60% retention rate for URM students not participating in the Seminar. In 2012, URM students participating in the Seminar had a 65% retention rate, compared to a 52% retention rate for URM students not participating in the Seminar. ▪ Summer Business Institute (SBI): SBI participants have had an average first to second year retention rate of over 86%. ▪ Future Teacher Program (FTP): Data suggest that FTP participants had an average first to second year retention rate of 95% since the Fall of 2010. ▪ Biology Boot Camp: Participants in the Biology Boot Camp have had a first to second year retention rate of over 86%. ▪ McNair Scholars Program: Over 80% of the McNair Scholars Program participants have gone to graduate school, approximately 55% of graduates have earned Master's degrees, and over 10% of graduates have earned terminal degrees.
Barriers & Challenges	
▪	Instances of weak academic preparation
▪	Financial pressures
▪	Difficulties connecting to campus
▪	Issues associated with first generation college students (disproportionately)
Next Steps	
▪	The IE Steering Committee will present its analysis of Inclusive Excellence Annual Reports from across the campus to the full IE Committee, the Chancellor and the Strategic Planning and Budget Committee for consideration in developing future IE goals and objectives.

▪	The campus will offer its fourth annual Diversity Forum, hosted this year by the College of Business and Economics.
▪	The IE Committee will finalize work with the Office of Institutional Research & Planning in developing an IE dashboard to be shared systematically with units throughout the university.
▪	The IE Committee will discuss and propose methods to enhance awareness of the campus community about IE to achieve greater and more consistent understanding of IE across colleges and divisions.
▪	Strategic utilization of data will be expanded to drive ongoing assessment and enhancement of initiatives and policies. The recent restructuring of the UW-Whitewater Office of Institutional Research & Planning promises to enhance campus capacity to generate, assess, and act on strategic data relative to Inclusive Excellence.
▪	More formal and systematic ways will be developed to enhance collaboration within and between colleges, departments, divisions, and sub-units.
▪	Creative and cost effective ways will be found to scale up promising programs and initiatives to serve more students from populations where gaps exist.

**CONVERSATION WITH GREAT LAKES INTER-TRIBAL COUNCIL MEMBERS
NATIVE AMERICAN STUDENT SUCCESS—PROMOTING ENROLLMENT, RETENTION
AND GRADUATION**

BACKGROUND

The Access to Success Initiative, a project of the National Association of System Heads and the Education Trust (NASH Ed Trust), is an effort involving 24 public higher education systems that pledged to halve the gaps in college-going and college success that separate low income and minority students from more affluent students by 2015. In 2009, NASH Ed Trust developed a separate national task force to focus the Access to Success efforts on Native American students. The University of Wisconsin System was invited to participate in this initiative and created a UW System Task Force to assess key areas including application, enrollment, transfer, retention and graduation.

Since 2009, discussions involving the UW System Task Force, faculty, staff and leaders from across the UW System and Wisconsin's Indian Education Directors have focused on how to better serve Wisconsin's Native American students to improve graduation success. These discussions led to several recommendations including:

- develop stronger partnerships with the University of Wisconsin System leaders, Wisconsin's Indian Nations' leaders and Wisconsin's two tribal college leaders;
- begin recruitment efforts earlier through pre-college programs;
- develop effective retention strategies to improve campus climates for Native American students and Native American faculty;
- negotiate seamless articulation and credit transfer agreements between Wisconsin's Tribal Colleges and UW Institutions; and
- improve the curriculum and pedagogy for pre-service teachers around Wisconsin Act. 31.

Earlier this year, Regent Manydeeds and President Cross met with the Great Lakes Inter-Tribal Council to develop partnerships and invited the members of the Great Lakes Inter-Tribal Council to the October 2014 Board of Regents meeting.

REQUESTED ACTION

This item is for information only.

DISCUSSION

Members of the Great Lakes Inter-Tribal Council and the Board of Regents will discuss how to further develop their partnership to benefit and better serve Native American students across Wisconsin.

RELATED REGENT POLICIES

Not applicable.