

## **Committee on Undergraduate Recruitment, Admissions, and Financial Aid (CURAFA) Annual Report for 2019-2020**

The Committee on Undergraduate Recruitment, Admissions, and Financial Aid (CURAFA) is a shared governance committee whose mission is to build a scholarly and diverse undergraduate student population by initiating, monitoring, and advising on policies related to student recruitment, admissions, and financial aid.

### **I. Committee function and charge approved by the Faculty Senate November 7, 2016:**

#### ***Faculty Policies and Procedures 6.51.***

##### **A. MEMBERSHIP.**

1. Six faculty members appointed for 4-year terms.
2. Two academic staff members appointed for 4-year terms.
3. Two university staff members appointed for 4-year terms.
4. Four students appointed for 1-year terms.
5. The Vice Provost for Enrollment Management or designee, ex officio nonvoting.
6. The Director of Admissions, ex officio nonvoting.
7. The Director of Financial Aid, ex officio nonvoting.
8. The Vice Provost for Diversity and Climate or designee, ex officio nonvoting.

The chair shall be elected from among the faculty members appointed pursuant to section A.1. Academic staff appointed pursuant to section A.2. may be elected to serve as co-chair. Chair and co-chair elections will be conducted in accordance with the Committee's Statement of Policies and Procedures.

##### **B. FUNCTIONS**

1. Advises and makes recommendations to the Division of Enrollment Management, and other administrative offices as appropriate, on all policies, procedures, and operations related to undergraduate recruitment, admissions and financial aid.
2. Monitors, reviews, and evaluates new policies and procedures, as well as formulation, substantive modification, implementation, and outcomes of university policies and procedures related to undergraduate recruitment, admissions, and financial aid.
3. Reports annually to the official governance bodies representing the faculty, academic staff, university staff, and students.

### **II. Findings Summary: Impact of Diversity and Inclusion Initiatives on Recruitment and Admissions**

The committee sets priorities at the first fall meeting. During academic year 2019-2020, CURAFA identified the admissions yield rate among targeted student populations as a topic requiring focused attention, review and reflection. The following constitutes CURAFA's findings and recommendations:

*"Too often, high school students of color, low-income students, and first-generation students feel that college is a place they do not belong. For students who decide to enroll in college, it is often an isolating experience where they do not feel accepted, welcomed, or well-treated."*

- U.S. Department of Education<sup>1</sup>

The Committee on Undergraduate Recruitment, Admissions and Financial Aid recommends the University of Wisconsin-Madison more explicitly advance campus-based diversity and inclusion initiatives to improve the quality of life and student experience for those who identify as a traditionally underrepresented population at predominantly white institutions (PWI). Specifically, CURAFA recommends:

- 1) provide necessary support to broaden diversity-based outreach, recruitment and admissions initiatives;
- 2) explicitly promote diversity and inclusion in UW-Madison's mission statement and branding materials as integral aspects of campus culture; and
- 3) increase necessary support for inclusive and diverse campus communities and climate initiatives. This support must include resources for existing racial/ethnic student organizations and initiatives.

CURAFA has identified these as areas of focus for UW-Madison, based upon published research and a report by the U.S. Department of Education into best practices for advancing diversity and inclusion in Higher Education. Research by the U.S. Department of Education states that "diverse and welcoming campus communities for all students" are essential toward Higher Education that fosters student achievement and global competitiveness (Appendix A). There is overwhelming evidence compiled for decades that students of color often feel marginalized on predominantly white institution (PWI) campuses.<sup>i</sup> Marginalization and isolation of students of color at PWIs affects feelings of belonging, which can in turn, impact recruitment and retention of students of color.

PWIs have had success improving diversity and inclusion initiatives by adopting outreach, recruitment, and retention practices that counteract negative experiences and perceptions.<sup>ii</sup> Institutions with mission statements explicitly describing how they will develop the "necessary climate and conditions" to promote diversity and inclusion on campus have had success accomplishing that goal (Appendix A). Additionally, PWI have reported less discrimination and bias after creating and promoting culturally-sustaining social and communal spaces (e.g., Black student unions, multicultural centers, diversity related programming and outreach) because students, faculty and staff perceive a stronger institutional commitment to diversity (Appendix A).<sup>iii</sup>

Perceptions about campus climate issues at the University of Wisconsin-Madison may be influencing students of color to choose a different higher education institution. Enrollment data from Fall 2019 reveals that only 1.5% (113) of students who identify as African American were among the record-setting 7,550 new freshmen, according to the application, admissions and enrollment report appearing on page 4. Additionally, only 5.8% (436) and 0.1% (10) of newly enrolled students identify as Hispanic or Native American, respectively, while 68.2% (5,148) of newly enrolled students identify as white.

UW-Madison Campus Climate Survey indicates that 50% of students of color and 65% of transgender/non- binary students feel uncomfortable or unwelcomed at UW-Madison<sup>5</sup>. One-quarter of students report they feel expected to represent their identity in class, an experience described as negative by most students of color, transgender/non-binary students, LGBTQ students, and students with a disability<sup>5</sup>. This is not the first call for significant change, as there have been increasingly negative portrayals of the campus racial climate in particular.<sup>iv</sup>

Based upon published research of other PWI, we believe the campus can enact positive change in three ways in order to better recruit, admit, and include students of color, while also improving their quality of life and campus experience.

**RECOMMENDATION 1: Broaden outreach, recruitment and admissions initiatives**

Review the financial and human resources allocated to recruit, at both first year and transfer levels, and retain students of color on campus. UW-Madison is not promoted as a destination school for students of color or students from diverse cultural backgrounds. For example, UW-Madison marketing and branding style guide provided to divisions and schools recruiting students is missing language that promotes a diverse and inclusive campus climate (Appendix B). A search of the 48-page style guide found zero references to diversity, inclusion, equity and multi-cultural representations as being positive experiences or a priority on campus. We encourage marketing and branding teams to engage in materials that include current groups of students on campus to highlight existing student experiences from students of color on campus alongside portrayals of campus that are overwhelmingly White such as the one represented by the recent UW Homecoming video that garnered negative attention nationally.<sup>v</sup> Resources and efforts should be spent toward re-envisioning the campus story to profile the many positive efforts and accomplishments of current students, staff, and faculty of color and those who are working to support these populations.

**RECOMMENDATION 2: Promote diversity and inclusion in UW-Madison's mission statement**

UW-Madison's campus mission statement does not explicitly identify how it will develop the climate and conditions needed to promote diversity and inclusion (Appendix C). Instead, the issue of diversity is a separate institutional statement presenting diversity as a "source of strength, creativity, and innovation for UW-Madison" without addressing how inclusion and equity for traditionally underrepresented students at our PWI are being positively supported (Appendix C). More explicit efforts must be made to clarify a unified campus mission and goals to enact it.

**RECOMMENDATION 3: Increase support for inclusive and diverse campus communities**

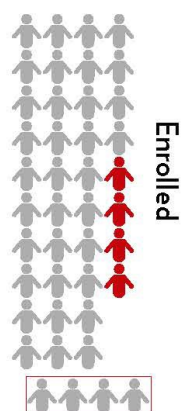
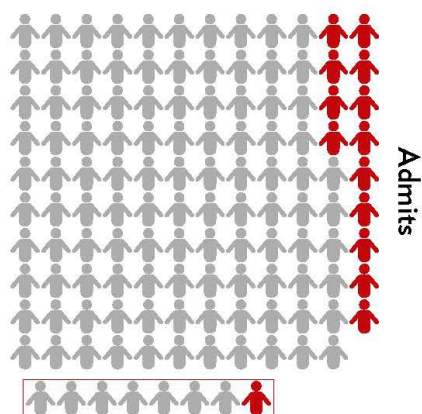
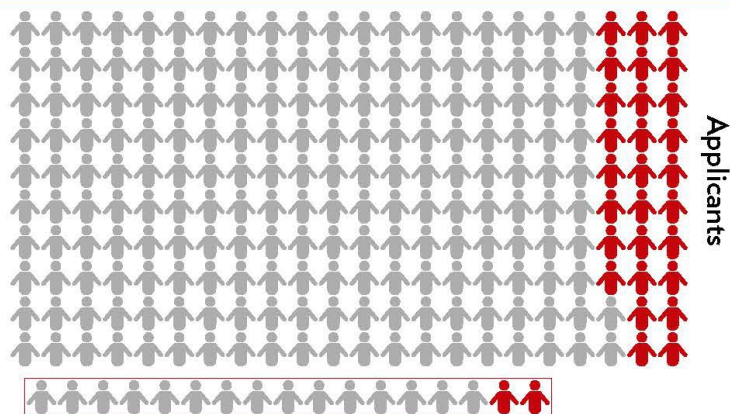
While some efforts have been initiated, we believe more explicit, inclusive and culturally-sustaining efforts must be made to address negative campus climate issues. Examples of these efforts include:

- **Resources and Space for Students of Color:** Resources for student-centered social and community campus groups should be expanded to support students of color, including the necessity of physical space for student groups (e.g., multicultural centers, Black Student Union). Expand and develop exposure to culturally-inclusive practices for all professional, social and community student groups. Review campus policies promoting diversity and inclusion of all student groups in representative student organizations.
- **Hiring of Faculty and Staff of Color:** Promote cluster hires for faculty of color and staff of color to dramatically increase these populations on campus (e.g., Target of Opportunity Hiring, etc.). More culturally sensitive healthcare providers and mental health practitioners should be hired to support existing students and future students. Continue to support and expand Ethnic Studies Departments as campus-based resources to train students, staff, and faculty on racial issues.
- **Training of Faculty and Staff:** Provide increased, consistent training of faculty and staff throughout their careers at UW-Madison on how to support students of color. Encourage course directors of major freshman-level or general education courses to implement content, standards, and objectives that promote cultural competency in their courses. Provide positive rewards (e.g., monetary rewards, reward ceremonies, teaching releases, summer salary, scholarships, fellowship, etc.) to faculty and staff who have demonstrated leadership in recruiting, supporting, and retaining students of color.

We believe a focused effort in these areas, in addition to all the other campus-based diversity and inclusion initiatives, will help improve the quality of life and student experience for those who identify as a traditionally underrepresented population at a predominantly white institution.



## APPLICATIONS BY RACE/ETHNICITY

New Freshman and Transfer Students (Fall 2019)



Race/ethnic reporting follow federal guidelines. See diversity-related policy issue section here for more details: <https://apir.wisc.edu/diversity/student-trends/>

For new freshman, fall applicants follow standard reporting and include summer applicants.

 = 200 students, rounded to the nearest 200  
 = targeted minority  
 Transfer students are indicated in red boxes.

	Applicants	New Freshmen	New Transfers
Hispanic/Latin@	3,278	239	
Non-Hispanic/Latin@	2 or more races	1,454	97
	African American	1,141	82
	American Indian	50	5
	Native Hawaiian/Pacific Isl.	21	4
	Asian	4,120	193
	White	23,440	1,764
	Unknown	1,635	21
International	8,782	1,059	
<b>Total</b>	<b>43,921</b>	<b>2,405</b>	

	Admits	New Freshmen	New Transfers
Hispanic/Latin@	1,693	92	
Non-Hispanic/Latin@	2 or more races	840	40
	African American	412	26
	American Indian	24	3
	Native Hawaiian/Pacific Isl.	9	0
	Asian	2,443	76
	White	13,844	817
	Unknown	1,074	9
International	3,548	521	
<b>Total</b>	<b>23,887</b>	<b>1,584</b>	

	Enrolled	New Freshmen	New Transfers
Hispanic/Latin@	436	39	
Non-Hispanic/Latin@	2 or more races	273	21
	African American	113	2
	American Indian	10	2
	Native Hawaiian/Pacific Isl.	6	0
	Asian	646	43
	White	5,148	534
	Unknown	274	3
International	644	222	
<b>Total</b>	<b>7,550</b>	<b>866</b>	

Source: InfoAccess data warehouse as reported by Academic Planning and Institutional Research. Targeted minority category includes domestic (not international) students who identify as African American, Southeast Asian (Vietnamese, Hmong, Laotian, Cambodian), Hispanic/Latino(a), and American Indian.

### III. Activities

The committee sets priorities at the first fall meeting. Fall semester business may include: status and demographics of the incoming class; future year enrollment goals and recruitment plans; major changes in unit operations; and/or current enrollment financial aid data and metrics. Spring semester business may include issues such as review of the admissions application and recruitment materials, and review of the enrollment management plan. The following provides a brief summary of meeting discussions:

- **September 2019:** Review and discuss EOY Report for CURAFA 2017-18, 2018-19, and reviewed the role and function of CURAFA. Committee discussed potential topics for 2019-20 year. General agreement that it would be worth investigating interesting trends in admit and yield rates, more with an eye to identifying ways to reverse the negative trends. Student members offered personal reflections on their own decisions to attend, as out-of-state, and in-state students. Questions were raised about how UW, as a PWI, recruits and then supports students of color, especially when the student culture on campus is itself not always supportive of students of color. This raised questions about what wraparound services the university should provide to students, particularly those on financial aid who are not part of specific programs. A clarification was offered that issues of orientation, transition, and retention are outside the scope of this committee, and the committee moved on.
- **October 2019:** Committee discussed the video put out by students on the Homecoming Committee. Student committee members discussed the reaction (or lack thereof) of various groups to the video, and also the reaction to VC Reesor's message, which felt like another apology with little action behind it. CURAFA considered the differing staff and faculty requirements for diversity and equity training. The question was raised again of support for students with underrepresented identities outside of the established diversity pipeline programs. The committee was in agreement about the need for an administrative-level examination of how these incidents happen and keep happening, and what that means in terms of changes needed to our "UW culture" and its negative impact on recruitment and admissions.
- **November 2019:** Committee presented an overview of Division of Diversity, Equity and Educational Achievement's programs. Approximately 41% of targeted minority students at UW-Madison are participants in one of the DDEEA programs. Committee discussed amount of funding being a limitation, and it was acknowledged that funding comes from different sources with different requirements. Admissions has also made recent visits to campus partners to follow up with schools and colleges about questions related to recruiting diverse students that came up at the end of the Enrollment Management Fall Forum, in which they have asked for new partnership ideas. A discussion ensued about the importance of relationship-building with students, which happens with those that participate in pipeline programs. For those not connected through such programs, what is really prompting them to come here, particularly when what they might see when they visit is a very white space. Committee members encouraged to think of bullet points of what can be done to address these issues, for further discussion at the next meeting and ultimately, inclusion in a draft letter to campus leadership.
- **December 2019:** Committee commenced discussion of the proposed letter to the Chancellor on behalf of multiple shared governance committees and the potential resolution to bring before the governance bodies. Some suggestions for better defined requests included: encouraging course directors of major freshman-level or Gen-Ed courses to discuss implementing cultural competency content/standards/objectives into their courses; better transparency and communication of efforts towards inclusion that are already ongoing; allocation of more resources for programs like LCICE, the Delta Program, and the Discussion Project.
- **February 2020:** With only 6 members, the committee failed to achieve quorum. Minutes from December were not approved. Instead, members elected to begin discussion of the edited draft of the letter to campus leadership. Some discussion focused on the wisdom of including several bullet points within Call #3, to increase support for inclusive and diverse campus communities

and climate initiatives. The point was made by several members that as DDEAA is not under the purview of this committee, a broad request for funds on their behalf may not be appropriate, and that the last bullet point fails to recognize the existence of the CDCC and the role they already play in overseeing campus climate and diversity efforts. Andrews and Winkle-Wagner will make revisions, send out the letter, and conducted a digital vote among members. Nine members participated in the digital vote and approved the letter changes unanimously.

- **March 2020:** With only 6 members, the committee failed to achieve quorum as concerns about the COVID-19 pandemic were beginning to impact campus operations. Discussions opened the idea of making the letter into a list of recommendations in the annual CURAFA report, rather than a letter calling for action from the Chancellor's office. Attending members decided to incorporate feedback from upcoming March meetings scheduled with University Committee (Faculty) and Executive Committee (Academic Staff) before deciding upon the best course of action.
- **April 2020:** COVID-19 pandemic required virtual meeting be conducted. Digital quorum achieved. Andrews reported University Committee was very supportive of our research work and would like to move on it. UC asked for letter to be redrafted as part of annual report, submitted by April 20, and up for resolution vote at Faculty Senate meeting in May. CURAFA members approved the change and approved the annual report. CURAFA members provided feedback on the DUO Lingo Testing for International Students under review by the Admissions Dept.
- **May 2020:** TBA.

The University of Wisconsin-Madison's undergraduate enrollment planning for 2019-2020 was and continues to be characterized by:

- ***Modest, planned growth in the first-year class.*** In 2017, the Chancellor announced plans to pursue over time a 1,000-student enrollment in our first-year class. The Division of Enrollment Management aims to achieve this through 250-student increments. The actual fall 2019 class was over-subscribed by 440 first- years students. The expectation for year three of enrollment growth benchmarks the fall 2020 class at 7,360. With this growth, the university aims to continually improve recruiting, admitting, and enrolling students of color and students of socioeconomic diversity so that all students who are admitted have the means to attend. The university also aims to improve and expand enrollment of transfer students from Wisconsin and other states.
- ***Commitment to Wisconsin.*** At least 3,750 of the fall 2020 incoming class of first-year students must be Wisconsin residents; over the last two years, students came from 71 of the state's 72 counties. The Wisconsin Prime campaign kicked off during the Fall of 2016 as a marketing outreach campaign to recruit top Wisconsin student to attend UW-Madison. The program was developed as a vehicle to identify students to begin targeted outreach and recruitment efforts to our state's best and brightest students as early as possible. Top Wisconsin students were initially defined as those receiving an ACT composite score of 31 or higher and include additional academic indicators like high school course rigor and grades. Expansion of Wisconsin Prime initiatives will work to build relationships with students earlier in their high school career and support their enrollment through scholarship and financial aid programs, such as Bucky's Tuition Promise and FASTrack for Wisconsin Pell Grant recipients as well as public assistance recipients.
- ***Access to a UW-Madison education.*** The university is actively pursuing strategies to attract and retain students of diverse backgrounds. These efforts include expanding Bucky's Tuition Promise to include family incomes at or below \$60,000 (previously set at \$56,000). The Division of Enrollment Management's goal is to expand this program through eligibility or coverage. The Division has also worked on getting admission decisions released earlier in the

year and to include any financial aid packages that would be available to the student. They have also devised a *Go Forward Pell Plan* to work with low-income students and families who may benefit from additional advising through the federal verification process; they have also increased high school counselor outreach and joined the American Talent Initiative, a network of 327 public and private colleges with the goal of educating 50,000 low/moderate income students and are currently engaged in the initiative's transfer community of practice.

### Looking ahead

- International/Out-of-State student recruitment/admissions. Yield rate is decreasing, leading some members to want to know more about why that is happening and recruitment competitiveness.
- Are we maximizing promotion of the benefits of a large, state institution? Student member shared how she wasn't aware of all the benefits, compared to the private colleges she almost selected, until she arrived here.

### Incoming Freshmen Data and Transfer Student Data (Fall Semesters)

Data Sources: InfoAccess Data Warehouse: Applicant records maintained by the Office of Undergraduate Admissions and Recruitment and census date enrollment records maintained by the Office of the Registrar.

Admissions and Financial Aid (Data Digest) <https://apir.wisc.edu/data-digest/>.

<b>Freshmen Admissions</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Freshmen Applicants	32,780	32,887	35,615	42,741	43,921
Freshmen Admits	16,121	17,304	19,150	22,099	23,887
Freshmen Enrolled	6,270	6,430	6,610	6,862	7,550
Admissions Rate	49.2%	52.6%	53.8%	51.7%	54.4%
Yield Rate (% of admitted students who enroll)	38.9%	37.2%	34.5%	31.1%	31.6%
<b>Freshmen Enrollees By Residency</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
WI Resident Applicants Enrolled	3,617	3,671	3,746	3,659	3,797
% of Admitted Applicants Who Enrolled	63.8	64.5	64.3	64.8	66.0
Minn Compact Applicants Enrolled	611	645	594	697	674
% of Admitted Applicants Who Enrolled	41.6	44.2	39.8	40.0	38.1
Non Resident Applicants Domestic	1,544	1,563	1,723	1,921	2,444
% of Admitted Applicants Who Enrolled	22.3	19.8	18.5	16.8	19.1
Non Resident Applicants Intl	498	551	547	585	635
% of Admitted Applicants Who Enrolled	24.3	24.3	21.9	17.8	18.0
<b>New Freshmen Enrolled by Race/Ethnicity Detail*</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Hispanic/Latino	296	355	384	390	436
2 or more races	225	261	191	267	273
African American	127	135	123	118	113
American Indian	13	11	18	13	10



Hawaiian/Pacific	7	7	5	3	6
Asian	339	401	443	531	646
White	4,755	4,694	4,736	4,706	5,148
Unknown	8	12	160	239	274
International	500	554	550	595	644
Total	6,270	6,430	6,610	6,862	7,550
<b>First Generation College Students**</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Applicants	4,724	5,487	6,562	11,918	8,690
Admitted	2,024	2,393	2,977	5,267	3,837
Enrolled	968	1,072	1,135	1,570	1,283
% Enrolled New Freshmen	15.4	16.7	17.2	22.9	17.0
<b>New Transfer Students Enrolled by Residency</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
WI Resident	902	750	694	659	553
Minnesota Compact	53	42	43	28	33
Non-Resident Domestic	141	130	143	135	82
Non-Resident International	179	173	248	319	221
Total	1,272	1,093	1,126	1,141	890
Percent Non-Resident	24.9	27.5	34.5	39.8	33.6
<b>Undergraduate Full-Time on Campus</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Cost of Attendance WI Resident	\$24,736	\$25,294	\$25,700	\$25,964	\$26,133
Cost of Attendance Non Resident	\$44,585	\$48,144	\$50,559	\$52,887	\$53,193
<b>Financial Need</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
# of Undergraduates receiving Pell grants	4,102	3,716	4,362	4,318	4,370
% of Students Receiving Some Form of Need Based Aid	36.4	33.5	33.1	34.6	32.5
% UG Completing Financial Aid App	57.7	54.2	53.5	55.3	54.9
% of Undergraduates receiving aid	63.3	60.4	59.5	61.1	58.4
% of Graduating UG with Debt	50.2	47.9	46.9	46.4	44.7
Undergraduate Average Need-WI Res	\$15,238	\$15,306	\$15,680	\$16,465	\$17,007
Undergraduate Average Need-NonRes	\$22,582	\$24,125	\$26,813	\$29,327	\$30,987

<b>New Transfer Applicants, Admits, and Enrollments in Fall Semesters</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Applicants	4,620	4,352	3,858	3,700	3,464
Admits	2,149	2,042	1,996	1,975	1,584
Enrolled	1,272	1,093	1,126	1,141	889
Admit Rate	46.5%	46.9%	51.7%	53.4%	45.7%
Yield Rate	59.1%	53.4%	56.5%	57.8%	56.1%



<b>Tuition Residency of Enrolled Transfer Students</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Non-Res Domestic	141	130	143	135	82
Non-Res Intl	179	173	248	319	221
Minnes Compact	52	42	44	28	33
WI Resident	897	746	693	659	553
<b>First Generation** Transfer Students Enrolled</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Enrolled Fall	343	315	315	359	254

\*Race/ethnicity categories and reporting methodology represent federal reporting categories and methodology. These guidelines stipulate that all domestic (non-international) students who indicate Hispanic ethnicity should be reported as Hispanic, regardless of other racial information provided. Non- Hispanic domestic students who indicate more than one race are reported in the "2 or more races" category. All other non-Hispanic domestic students who indicated a single race are reported in that category.

\*\*First generation college means neither of the student's parents has a four-year college degree: collection for all undergraduates was not fully implemented until 2009.

## CURAFA Membership

### 2019-2020

#### Faculty [term ends]

Rachelle Winkle-Wagner,  
Educational Leadership & Policy  
Analysis [2020], Chair  
Duncan Carlsmith, Physics [2021]  
Dante Fratta, Civil &  
Environmental Engr [2021]  
Jim Luedtke, Engr/Industrial &  
Systems Engr [2021]  
Sara McKinnon, Commun Arts [2020]  
Eric Grodsky, Sociology [2020]

#### Academic Staff [term ends]

JJ Andrews, PEOPLE Program  
[2021], Co- Chair  
Tracy Mores, CFYE, [2021]

#### University Staff [term ends]

Carol Pope, Administration/CFYEX  
[2023] Karla Stoebig, Admin  
Vmth/Admin-Rcpt [2021]

#### Students [terms end 2020]

Karlotta Galten  
Eryne Jenkins  
Amber Miller  
Peter Monti

#### Ex officio, Non-voting

Derek Kindle, Enrollment  
Management / Student FinAid  
Andre Phillips, Admissions  
Cheryl Gittens, designee, Chief  
Diversity Officer  
Steve Hahn, Enrollment Management

#### Friend

Clare Huhn, APIR

### 2018-2019

#### Faculty [term ends]

Nick Hillman, Educational Leadership  
& Policy Analysis [2018], Co-Chair  
Eric Grodsky, Sociology  
[2020] Rachelle Winkle-  
Wagner, Educational  
Leadership & Policy Analysis  
[2020]  
Alberta Gloria, Counseling Psychology  
[2021]  
Duncan Carlsmith, Physics, [2021]  
Dante Fratta, Civil &  
Environmental Engineering  
[2021]

#### Academic Staff [term ends]

Tracy Mores, CFYE, [2021]  
JJ Andrews, People Program  
[2021] University Staff  
[term ends]  
Shuwen Li, Human Resources  
[2019] Julie Garvin, Soil  
Science [2021]

#### Ex officio, Non-voting

Steve Hahn, Enrollment  
Management Sherri Charleston,  
designee, Chief Diversity Officer  
Andre Phillips, Admissions  
Derek Kindle, Student Financial Aid

#### Friend

Clare Huhn, Academic  
Planning and Institutional  
Research

#### Students [terms end 2019]

Kesong Cao  
Chrissy Ramakrishnan

## APPENDICES & FOOTNOTES

### Appendix A

**Key Points From:** Advancing Diversity and Inclusion in Higher Education: Key Data Highlights Focusing on Race and Ethnicity and Promising Practices. (November, 2016). *U.S. Department of Education: Office of Planning, Evaluation and Policy Development*. Retrieved from <http://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf>.

- “The U.S. Department of Education’s mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. Integral to furthering that mission is supporting efforts to create diverse and welcoming campus communities for all students. Toward that end, the Obama Administration has encouraged institutions not only to attract and admit students from various backgrounds and experiences, but to support and retain these students once on campus” (p. 1).
- “(T)he institution could adopt a mission statement describing how the institution intends to promote student body diversity and *inclusion* as well as the necessary climate and conditions to do so. In turn, campus leaders could consider aligning policies and practices across the institution with this mission statement” (p. 36).
  - Example: “At the University of Michigan, the Campuswide Strategic Plan focuses on three strategic areas to address inclusivity. Strategy 1 aims to create an inclusive and equitable campus climate; Strategy 2 aims to recruit, retain, and develop a diverse community; and Strategy 3 aims to support innovative and inclusive scholarship and teaching” (p. 37).
- “Institutions committed to enhancing student diversity can take steps to improve outreach and recruitment to a diverse array of students. For instance, institutions often work to proactively develop relationships and provide support to the elementary and secondary schools that are located within the communities surrounding the institution. Institutions could consider how they target their financial aid resources and how their admissions processes — such as early decision procedures — may act as a barrier to groups of students, including low-income students” (p. 38).
- “Campus composition makes a difference: underrepresented students tend to experience less frequent discrimination at more compositionally diverse institutions, compared to less diverse institutions.<sup>164</sup> Also, students report less discrimination and bias at institutions where they perceive a stronger institutional commitment to diversity” (p. 41).
- “(S)ome institutions support discrete components of student government, such as a diversity affairs council, that promote diversity and inclusion. Many institutions engage students in the decision-making process on matters involving diversity and efforts to improve campus climate” (p. 42).
  - Example: “The Multicultural Programming Council at Georgia State University functions as the advisory board to the Multicultural Center and its programs. The Council is comprised of student leaders of multicultural groups, which provide input on events and initiatives developed and supported by the Multicultural Center, as well as workshops, advisement, and funding to student groups” (p. 43).
- “Research shows that, in general, fostering involvement outside of the classroom, such as in extracurricular activities, can play a critical role in diverse students’ academic development and persistence — but students of color tend to have lower rates of engagement in campus organizations, potentially due to negative campus climates or because available activities do not reflect their cultural interests. Safe spaces that reflect students’ cultural backgrounds can help reduce feelings of isolation or alienation among students of color, and can provide a sense of meaning and validation” (p. 43). Some examples of such support systems:
  - California State University-Fullerton - Diversity Initiatives and Resource Centers for students

- to become self-aware, culturally competent, civically engaged, and critical thinkers.
- Brown University provides multiple socio-emotional resources that can be helpful for students of color and their allies with its Center, which serves as a gathering place for communities of color.
  - University at Albany has established the Office of Intercultural Student Engagement, which sponsors activities and events that increase the cultural competency of students, faculty, and staff.
  - Ensuring Safe and Inclusive Campuses: “Too often, high school students of color, low-income students, and first-generation students feel that college is a place they do not belong. For students who decide to enroll in college, it is often an isolating experience where they do not feel accepted, welcomed, or well-treated” (p. 47).

## Appendix B

University Marketing. (n.d.). University of Wisconsin-Madison: Brand Style Guide. Retrieved from <https://brand.wisc.edu/content/uploads/2017/11/brand-style-guide.pdf>

### UW–MADISON MISSION STATEMENT

The mission statement for UW–Madison describes the essence of what guides our work every day:

*To create, integrate, transfer, and apply knowledge through innovative programs of research, teaching, and public service.*

### UW–MADISON GUIDING PRINCIPLE

There is a subtext to our mission statement: a principle first articulated in 1905—and admired ever since:

#### **The Wisconsin Idea.**

*The Wisconsin Idea permeates all that we do at this university. It's simple in theory, but powerful in execution. As we learn and explore and discover in classrooms or laboratories or natural areas or libraries and more, we take an important step: we share knowledge with the citizens of Wisconsin and beyond.*

*And then we take another important step: we become a resource to others, encouraging a give and take of ideas and opinions.*

### UW–MADISON VISION

Guided by the Wisconsin Idea, we can boldly augment our mission by addressing the future. In doing so, we create our vision:

*The University of Wisconsin–Madison will be a model public university in the 21st century, serving as a resource to the public and working to enhance the quality of life in the state, the nation, and the world.*

### BRAND POSITIONING STATEMENT

Our Brand Positioning Statement helps guide our Brand Rationale and the development of the UW–Madison brand. This is not a tagline; it's an emotional benchmark for how we convey the brand.

#### **Centered on the Edge.**

UW–Madison is a haven for visionaries who see the world differently. We fearlessly sift and winnow to find today's truths. And we are unabashedly unique.

Situated on a narrow isthmus and seamlessly coalesced with the city,

UW–Madison's campus is like no other place on earth. If you've ever watched the sun set over the shores of Lake Mendota or felt the earth shake as more than 80,000 Badger fans "Jump Around" at Camp Randall, you already know what we mean. We provide world-class education, but we're careful about taking ourselves too seriously. We do groundbreaking research, yet we always

### BRAND PILLARS

UW–Madison's four Brand Pillars are derived from the Brand Positioning Statement and further influence how we convey our brand. These pillars not only form the backbone of UW–Madison; they're also what make us unique. Every day, UW–Madison students, faculty, and staff embody these values through their teaching, learning, research, and service.

#### **Fully Charged Engine**

We were founded with a purpose that has driven us since day one. We are dedicated to serving our fellow citizens to the best of our abilities. To this end, we consistently push ourselves forward, never satisfied with our success, and we are always recruiting new and brilliant minds to help make our collective future

brighter.

### **Citizens of Substance**

We are a community of doers. We attract faculty members who make a difference for the better, and we attract students who seek to improve life for everyone. We passionately believe, by building an environment where people with different identities, cultures, and backgrounds can come together and address today's issues, we can make the world a better place.

### **Unparalleled Magnetism**

There's a vibe in the air here. Some call it "The Madison Miracle," and we like that phrasing quite a bit. It explains how a cold, low-profile, largely rural midwestern state sustains one of the finest public universities in the nation. Our campus might get cold, but it's still a hotbed for creative and intellectual activity year-round. We have developed an attitude of inspired goofiness that combines our love of work and play to create a place that is unlike anywhere else. You can't fully explain it, but once you've experienced it for yourself, there's no mistaking it.

### **Mission-Driven Culture**

The Wisconsin Idea is a cornerstone of our philosophy, and it's been guiding us since day one. We believe our success can have an impact on our state, our country, and our world. We believe in discovery for discovery's sake, and in never being complacent with the status quo. But most of all, we believe that we can make a difference in our world, starting here in Madison.

**Appendix C. University of Wisconsin-Madison. (n.d.). *Mission*. Retrieved from [www.wisc.edu/about/mission/](http://www.wisc.edu/about/mission/)**

## **MISSION**

The University of Wisconsin–Madison is the original University of Wisconsin, created at the same time Wisconsin achieved statehood in 1848. It received Wisconsin's land grant and became the state's land-grant university after Congress adopted the Morrill Act in 1862. It continues to be Wisconsin's comprehensive teaching and research university with a statewide, national and international mission, offering programs at the undergraduate, graduate and professional levels in a wide range of fields, while engaging in extensive scholarly research, continuing adult education and public service.

The primary purpose of the University of Wisconsin–Madison is to provide a learning environment in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all. The university seeks to help students to develop an understanding and appreciation for the complex cultural and physical worlds in which they live and to realize their highest potential of intellectual, physical and human development.

It also seeks to attract and serve students from diverse social, economic and ethnic backgrounds and to be sensitive and responsive to those groups which have been underserved by higher education. To fulfill its mission, the university must:

1. Offer broad and balanced academic programs that are mutually reinforcing and emphasize high quality and creative instruction at the undergraduate, graduate, professional and postgraduate levels.
2. Generate new knowledge through a broad array of scholarly, research and creative endeavors, which provide a foundation for dealing with the immediate and long-range needs of society.
3. Achieve leadership in each discipline, strengthen interdisciplinary studies, and pioneer new fields of learning.
4. Serve society through coordinated statewide outreach programs that meet continuing educational

needs in accordance with the university's designated land- grant status.

5. Participate extensively in statewide, national and international programs and encourage others in the University of Wisconsin System, at other educational institutions and in state, national and international organizations to seek benefit from the university's unique educational resources, such as faculty and staff expertise, libraries, archives, museums and research facilities.
6. Strengthen cultural understanding through opportunities to study languages, cultures, the arts and the implications of social, political, economic and technological change and through encouragement of study, research and service off campus and abroad.
7. Maintain a level of excellence and standards in all programs that will give them statewide, national and international significance.
8. Embody, through its policies and programs, respect for, and commitment to, the ideals of a pluralistic, multiracial, open and democratic society.

*Revised statement, adopted June 10, 1988, UW System Board of Regents*

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