C McDowell

The Madison Plan

University of Wisconsin–Madison
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THE MADISON PLAN

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OUR VISION OF THE UNIVERSITY

An approach to excellence and diversity

The major universities of this country have been the great engines for social mobility. UW-Madison enjoys a proud history of educating many struggling first-generation Wisconsin college students who went on to lead this state and nation. The keys to the university's success have been its accessibility and educational excellence.

Today both elements are in jeopardy. Although it is an educational bargain in many respects, UW-Madison remains out of reach to the high school students with the fewest resources. And the quality of the educational experience is seriously compromised by the limited ethnic and cultural diversity of the faculty, staff and students.

If UW-Madison is to continue to keep its promise to the citizens of Wisconsin and the nation, we must provide access to the university to those who are gravely under-represented throughout our community: Blacks, Hispanics, American Indians and Asian Americans.

The Madison Plan was conceived to address the university's lack of pluralism and ethnic diversity in a timely and comprehensive fashion. It is intended to be both bold and pragmatic, inspired but not self-righteous.

Our sense of responsibility compels us to state goals that can be measured and monitored, expanded and adjusted as institutional change takes place. Change of the scope needed is never simple or swift. But change does occur when the vision is clear and the goals are relentlessly pursued.

Our traditions demand that this process of change be open and linked to the shared responsibilities for governance. We will know we are successful when leadership and governance of this university is shared by women and men of many ethnic and cultural backgrounds.

When diversity is achieved in the spirit of educational excellence, the population of this university community will more faithfully mirror the cultural richness of our country. Properly so. We need to prepare our students to live and be productive in ethnically diverse communities of our state, the country and the world.

Strengthening Education

Our commitment to ethnic diversity is integral to our fundamental commitment to excellence in liberal education. A liberal education encompasses a commitment to learning, a belief in the search for truth for its own sake, and exposure to differing points of view and cultures. A strong liberal education at UW-Madison must do more than simply prepare students for making a living, though it will do that. It must prepare students to live in, adapt to, and actively shape an ever-changing social and economic environment.

The dilemmas of our society are highly complex social, political and moral matters, and they include all the issues that grow out of a pluralistic society. We are responsible for enriching the lives of tomorrow's citizens and leaders of society by exposing them to ideas and experiences that broaden their world view and ensure a deeper appreciation for cultural and ethnic differences. A greater emphasis on ethnic diversity in the curriculum and a more consistent consideration of ethnic diversity in the selection and retention of faculty, staff and students are crucial to the university's pursuit of educational excellence.

Coherence and Focus

The Madison Plan was developed in consultation with faculty, staff, students, administrators, and community leaders. It is truly a university product, and establishes institutional policy and goals and specifies the people responsible for achieving the goals.

The faculty is responsible for the curriculum and for academic hiring decisions. The Chancellor assumes overall responsibility for the plan. It will be implemented through the Vice Chancellor for Academic Affairs. From there the responsibility flows to the deans of the schools and colleges and the directors of the supporting units. All will be accountable both for progress and for contributing to coherence and communication.

We acknowledge the entire university's debt to the students who initiated this effort with their anger and caring. All the university's students will continue to play a pivotal role. The Madison Plan will work only if its goals are widely accepted by both minority and majority students.

We also acknowledge the dozens of faculty, academic staff and administrators -- many of them minorities -- who have developed programs and worked endless hours over the years with the goal of increasing diversity. Often their effort and accomplishments have gone unrecognized. Their labors are the foundation of this Plan and we depend on their continued involvement.

The Madison Plan is a living document that will be reshaped by the commitment and creativity of the entire university community. We pledge to be open to constructive criticism and new ideas and to report regularly as events unfold.

To measure progress, we must agree on a starting point. For the initial purposes of this plan, we will work toward greater diversity by focusing primarily on several target groups: Blacks; Hispanics; American Indians; and many Asians. We recognize and will be sensitive to the fact that these terms reflect broad groupings of people of varied cultural backgrounds.

We also recognize that diversity is not defined solely by these groups, and that our ultimate goal is to make the university accessible to all who can benefit.

DEMOGRAPHIC REALITIES

The nature of the American family is changing. The classic 1950s television family, comprised of a working father, a homemaker mother, and two or more school-age children, today describes only 7 percent of American households.

The ethnic mix of our society also is undergoing dramatic change. In 1950, 12 percent of the college-age population (18- to 24-year-olds) were minorities. Today that figure is more than double and, by the year 2000, it will be 31 percent.

Another statistic of particular relevance to colleges and universities is the national high school completion rate. The rate is now about 83 percent for Whites, 75 percent for Blacks and 62 percent for Hispanics. In the high school graduating class of 1980, 1 of 5 White students went directly to college and remained enrolled for a four-year continuous period. For minority students, the numbers were: 1 of 7 Blacks, 1 of 10 Hispanics, 1 of 3 Asians, and 1 of 12 American Indians. Patterns in Wisconsin follow these national trends. Although 5.5 percent of this state's 1987 public high school graduates were minorities, the proportion of minorities in UW-Madison's 1987 resident entering class was only 3.2 percent.

Blacks, Hispanics and American Indians receive far fewer baccalaureate and advanced degrees than their numbers in the population would predict. Of crucial significance to higher education is the fact that in 1984-85, out of 32,307 Ph.D.s awarded to men and women in the United States, 1,154 (3.6 percent) went to Blacks, 677 (2.1 percent) to Hispanics, and 119 (0.4 percent) to American Indians. These percentages can be compared to the proportions of minorities in the college-age population: Black (13 percent); Hispanic (7 percent); and American Indian (1 percent).

These are some of the realities that will shape the future of the UW-Madison. The picture that emerges from these statistics is of an America that is growing in cultural diversity, but one in which most minority groups are not able to participate fully in higher education. This is a national tragedy.

The reasons for these declines are beginning to be understood. Recent research suggests, for example, that fewer Blacks seek college education because of fear of going into debt to finance post-secondary education and the opportunities to obtain job skills through military service.

Minority youth disproportionately come from very low income families, and the situation has changed for the worse over the last 20 years. For example, during the period from 1968-73 to 1980-85, the percentage of Black high school graduates with family incomes below $10,000 per year (in 1985 dollars) increased sharply, from 27 to 35 percent, compared to an increase from 9 to 10 percent for Whites. It is reasonable to presume that Blacks, as well as other low income youth, lack the economic base to confidently borrow for higher education.

Students

Financial Aid Security Track Program (FASTrack)

Inadequate financial support is one of the principal barriers to higher education for youth from low income families. FASTrack is a partnership between the university and the undergraduate student in which college costs are financed through a combination of grants, work and small loans. Our plan provides the family of each academically prepared, economically disadvantaged student, regardless of ethnic background, with the security that financial assistance will be available.

The plan keeps borrowing within reasonable limits and provides that each student will have a job throughout the undergraduate experience. Employment has been shown to be a positive factor in helping students adjust to campus life. When students are employed 10-15 hours per week, their prospects for degree completion improve.

Although, in its first phase, the program pertains only to single, financially-dependent Wisconsin residents, it is an initiative of great consequence because it can inspire many disadvantaged students in the earlier grades of our public schools. We will actively seek additional resources so the program can reach more students, particularly those from out of state.

Our goal is for FASTrack to serve 150 new economically disadvantaged students a year (we estimate 100 will be minorities). In four years, about 600 students will be served. The program will begin in the fall of 1988-89. We will promote FASTrack widely in an effort to inform families of middle school and high school pupils.

The key components of FASTrack are:

a. It is for single, financially dependent Wisconsin students who come from low income families, regardless of ethnic background. Typically, the family income will be $12,000 or less, with an unmet financial need of $5,500 for each year of college. These students will come from across the state -- rural and urban communities, large cities and small towns.

b. Each student entering the program will be assured that his or her financial need will be fully met each year for 4 years, with a possible one-year extension.

c. During the first year, the aid package will not include any loan. If the student leaves or transfers after only one year, he or she will not have incurred any debt.

d. The aid package will include a job each year. During the freshman year the student would be expected to work about 8 hours a week for a total income of about $800 a year. In succeeding years, the student would be expected to work about 12 hours per week.

e. The student will not have to borrow more than $3,200 total, and no more than $800 a year. The loan will be at 5 percent interest, with repayment beginning after the student leaves the university. A 10-year repayment plan results in payments of about $35 a month (for $3,200 in loans).

f. Money for the loans under this program will come from institutional gift funds. FASTrack will be administered by the Office of Student Financial Aids.

Both work and borrowing are kept within reasonable limits so that neither is a burden to the student. In many cases, the student will not even be borrowing the $800 maximum because he or she will qualify for grant programs that are designed to reduce reliance on borrowing, e.g., Lawton Minority Retention Grant Program. Further, under this program the student will know exactly what the maximum loan repayment is before ever taking out a loan.

Minority Merit Scholarships

Approximately 120 merit scholarships are available for minority students university-wide. Others are earmarked for students pursuing particular courses of study within the 11 colleges and schools that make up this large institution. In most instances, the recipients are selected based on individual scholarship criteria. We are increasingly concerned about students who may be afraid to change career goals solely out of fear of losing their scholarships.

In part to overcome that concern, we are creating a coordinated program of university-wide and college and school-specific scholarships. This highly visible program will be more understandable and attractive to both prospective scholars and donors, and ultimately will have more impact. The scholarship program will encourage all schools and colleges to assist in the recruitment of scholars and the identification of mentors.

The new scholarship initiative will be coordinated by the Office of the Vice Chancellor for Academic Affairs. Our goal is to secure $4 million in additional scholarship endowment through the Capital Campaign. Donors who wish to support students in particular fields will, of course, be encouraged to do so, and schools and colleges will not lose control of designated funds.

Graduate and Professional School Fellowships

Targeted minorities are under-represented in graduate and professional schools. The UW-Madison is a national leader in training graduate and professional school students and, consequently, bears a special responsibility to help increase the pool of potential minority faculty, researchers and professionals. A key to increasing minority enrollments is adequate financial support. Our goal is to secure fellowships for 475 minority graduate and professional school students by 1992. The following strategies will be used:

1) We will work with UW System Administration to ask the Legislature to double state funding for the Advanced Opportunities Fellowship (AOF) program so that about 400 graduate and professional school students may be served. The program resources have been eroded in the past few years by increased tuition, fees and inflation. This year AOF served only about 200 students.

2) We will seek gift support, as part of the Capital Campaign, in the amount of $4 million over the next three years. Income from this endowment would support an additional 25 minority graduate and professional fellowships.

To make existing AOF resources go further, we will seek funding partnerships with individual departments and provide 10 new minority graduate students each year with four-year financial support guarantees. The support will consist of two years of Graduate Fellowships and two years of departmental or college-based aid. The latter will be in the form of assistantships because an important component of the graduate experience is the opportunity to be a teaching, project or research assistant. School and college deans are working with the Graduate School to develop the program, to be in place by the fall of 1989.

Recruitment

Perhaps the most difficult piece of this mosaic of university initiatives is establishing realistic goals for recruiting new minority students. Greater diversity in the student body cannot be achieved quickly. It depends, partly, on the success of other components of the Madison Plan, including FASTrack and increased faculty diversity.

However, we are rebuilding our recruitment program with the aim of long-term progress, and our goal is to double the number of new undergraduate minority students over the next five years, bringing the entering group to 400.

We must first reinvigorate our minority recruiting efforts within our home state of Wisconsin. Our goals are to:

1.) Increase our presence in Wisconsin high schools beyond those already identified as target schools, beginning in the 1988-89 recruiting season. Initially, we will focus efforts on recruiting traditionally under-represented groups: Blacks, Hispanics, American Indians, Southeast Asians and Pacific Islanders.

2.) Personalize the admissions process through an improved campus visit program for prospective students to include: more individual follow-up, including keeping prospective students more informed and aware of our interest in them; use of more faculty and staff for recruiting; and greater opportunity for campus visits.

3.) Develop an ambassador program to involve students in recruitment efforts.

4.) Expand activities to improve outreach to Madison and Dane County minority students, parents and community leaders.

5.) Intensify recruitment efforts in Milwaukee and other Wisconsin communities with significant minority populations.

6.) Improve our recruitment materials to better describe the university to diverse student populations. We will use introductory brochures, posters and other material.

7.) Regularly update existing videotapes and expand available tapes to focus on specific programs and services. Tapes will be used by campus recruiters and alumni.

8.) Involve alumni in recruitment activities, including hosting receptions for prospective and admitted students in their local areas and representing the university at out-of-state college nights.

After we have strengthened recruitment in Wisconsin, we will look to other Midwestern cities, such as Chicago, Minneapolis/St. Paul, St. Louis, Detroit, Gary and Kansas City. We will identify up to 10 other areas of the country (outside the Midwest) for student recruiting, using national admission test score search services to contact high school students in target areas. We will invite those students to meet with faculty and staff who visit their area or place them in contact with local alumni.

Reaching Out

Across the university many programs reach out to minority youth, introduce them to the university and encourage them to aspire to higher education. These programs are described in the Appendix. Our goal is to strengthen and expand selected existing programs and initiate complementary programs.

1. We will create opportunities for undergraduates and faculty at colleges and universities with substantial minority enrollments to come to the UW-Madison for a semester, summer or year. They will benefit from UW-Madison's instructional and research resources while we will benefit from a more diverse university community.

A model for such linkages is our newly-developed special relationship with Spelman College in Atlanta. Spelman is a predominantly Black women's college with a fine reputation. It has a noted Women's Studies Program, and more than 35 percent of its graduates major in one of the natural sciences. The special relationship will (1) allow Spelman students and faculty to come to Madison for summer research experiences, and (2) emphasize recruiting of Spelman graduates to enter the Graduate School at Madison. Spelman faculty also will be invited to spend sabbatical years at UW-Madison. In addition to their own research, Spelman faculty who visit Madison would assist their alumnae in making a smooth transition to our graduate programs.

We will explore similar relationships with schools with significant Hispanic and American Indian populations and pursue linkages with other historically Black colleges and universities. To lead this effort, staff will be added to the Graduate School. Our goal is to develop 10 such relationships by December, 1989, and double that number two years later.

2. We will develop, with federal help, an Upward Bound Program for the Madison community. Upward Bound is a federally-funded program designed to improve high school retention and graduation rates of students who are economically and academically disadvantaged. The program seeks to improve students' academic skills, enhance their motivation and encourage high school graduation and higher education.

Cooperation with local schools, parents and community groups such as Briarpatch and the Urban League is an essential feature. Many of the instructors will be outstanding public school and university faculty or staff. An advisory board, consisting of representatives from participating community agencies, school administrators, university staff, parents, and students, will be established.

A committee has been appointed to write the proposal for the next federal competition in November or December of 1988. If we are successful, the program will begin by early fall, 1989.

3. We will offer summer workshops for the teachers of middle and high school students who participate in our College Access Program (described in the Appendix). CAP is one of our most successful summer programs and we wish to involve the teachers of these youngsters in order to build networks of support for the students during the academic year. We expect to serve about 30 teachers this summer through courses specially designed for them covering topics such as advanced computer use, pupil assessment and guidance, advanced social studies and communication. Summer work will be supplemented by in-school professional development seminars during the year.

4. We will double the number of students served by the Summer Collegiate Experience Program so that 30 students will participate this summer. This program, also dubbed "An Early Start on Excellence," serves minority and disadvantaged students who have been admitted to the university to help prepare for the fall semester. During the eight-week summer program, the students: 1) explore the differences between high school and college instruction and study; 2) are introduced to academic support staff and facilities; and 3) begin the adjustment to life in a large university.

5. The Center for Health Sciences' Summer Enrichment Program (see Appendix), previously available only to Madison area minority middle school pupils, will be expanded to accommodate 10 Milwaukee area middle schoolers. The youngsters participate in problem-solving activities to find out what scientists and health care professionals do. The Milwaukee contingent will be housed on campus and will join local participants in the activities.

Faculty

Recruiting and retaining more minority faculty and staff is critical to achieving a richer and more diverse educational environment at the UW-Madison. Unless minorities and women are present in sufficient numbers in the faculty and staff, the Madison Plan will not succeed over the long haul.

Within the governance structure of the university, faculty make the key decisions about curricular reform and faculty hiring. Increasing the participation of minorities and women in departmental decision-making is critical to achieving institutional change.

Our goal is to hire 70 minority female and male faculty over the next three years. That would more than double our current minority faculty. Filling these positions will constitute a major step forward in creating greater diversity on this campus. We will accomplish this with the following strategies:

a. As we lose faculty in the predictable flow of retirements and resignations, we will replace them with minorities whenever possible. Our goal here is to add 15 tenure-track junior faculty each year (for a total of 45 of the 70). The Chancellor and Deans will work closely with departments to achieve this goal, providing resources and exerting budgetary influence and moral suasion.

b. For new positions (authorized in the 1988-89 state budget) we will work with Deans and departments to ensure that the recruitment of minority and women candidates will receive top priority. Departments that have outstanding candidates will be assured of the opportunity to recruit them. Research support from the Graduate School will be available for recruited faculty. Our goal is to add 25 outstanding senior tenured minority faculty by September, 1991.

c. We will publish a Search and Screen Handbook and distribute it to faculty and administrators. The Handbook contains strategies for expanding the pool of available applicants and describes the requirements for conducting a legal search. The first in a series of workshops will be held April 9 for Deans and department chairs to discuss the Handbook.

d. Recruiting for a specific faculty position is often a multi-year process. We will use available positions (before hiring is completed) to draw male and female minority faculty from other institutions as semester or academic year visitors while retaining the long-term hiring goals. Our goal is to attract at least 15 such visitors for the 1988-89 academic year. We will concentrate on renewing and developing faculty programs with colleges and universities with predominantly minority student bodies, with the first-round goal of creating major links to five institutions by December, 1989, and another five one year later.

Participating institutions may include not only the historically Black colleges, but also colleges with significant Chicano and American Indian enrollments. By sharing the university's resources with these faculty, we enrich our curriculum and our community. By giving our faculty the opportunity for teaching and research at these institutions, we create a network of scholarly and personal relationships.

e. We pledge to our existing and future minority faculty that we will strive to make the UW-Madison a nourishing place for career growth. For junior faculty, we will communicate as clearly as possible university and departmental expectations and standards. For all minority faculty we will encourage the development of mentoring networks and help balance the demands of career and community.

Staff

Affirmative action progress within the academic staff is also of crucial importance. The academic staff fulfill an essential and diverse role at the university, ranging from direct participation in instruction and research to having major responsibility for student recruiting, advising, housing, counseling and financial aid. For many minority students, academic staff members are their first contacts with the campus and become their lifelines to survival at UW-Madison.

We are committed to expanding career opportunities for all academic staff. We will strengthen and broaden professional development programs and encourage career advancement. To facilitate the recruitment of minorities for academic staff positions, funds will be available for national searches for selected openings. Our goal is to hire minorities across the spectrum of university operations, hiring or promoting 125 minorities to these positions over the next three years.

At the most senior levels in the administration there are few women, Blacks, Hispanics, American Indians, or Asian Americans. The Chancellor will review the current selection and appointment process and make recommendations by May 1.

We support academic staff shared governance. We recommend that the Academic Staff Assembly establish a standing permanent committee on affirmative action, and that this committee be charged with further developing policy regarding the recruitment and retention of minority academic staff. As part of its charge, the committee would be asked to assess the status and morale of existing minority academic staff, and make recommendations for improvement.

Providing opportunities within the classified staff is also important. Traditionally we have filled advanced para-professional classified staff positions (such as program assistant jobs) through a system of promotions. While we do not want to do away with promotional opportunities, this policy does limit the chance for minorities to compete. Our goal is, over the next three years, to identify 25 classified position vacancies to be filled by open recruitment. This will improve opportunities for minorities to compete for the positions.

PROVIDING AN EXCELLENT AND DIVERSE EDUCATION

The Curriculum

Ethnic Studies Credit Requirement

An Ethnic Studies credit requirement has two purposes. One is to make students able to recognize, understand and appreciate cultural difference throughout this country and the world. Another purpose is to learn about the contributions of the many ethnic and racial groups within our society. Every student needs to know much more about the origins and history of the particular cultures which, as Americans, we will encounter during our lives.

Our goal is to have an undergraduate ethnic studies credit requirement in place by the fall of 1989, to apply to students entering that fall. Since the faculty has the responsibility for curriculum, the deans of the schools

and colleges will be consulting with their faculties, academic planning councils and curriculum committees.

This requirement should be seen as part of the general breadth requirement that encourages students to explore the curriculum outside their areas of major interest. It is strongly recommended that it be a credit requirement from a set of appropriate courses, rather than a requirement for a specific course. Excellence of content and instruction should always be the guide, and the best way to achieve this is through a diverse set of courses in which a number of faculty have scholarly interest. Past experience has shown that it is extremely difficult to maintain vitality and high quality instruction on a consistent basis in a course that is required of all students.

The Faculty Senate's Committee on the Academic Affairs of Minority and Disadvantaged Students and school and college-based academic planning councils will be asked to develop a working definition of ethnic studies and procedures for assessing the ethnic content of courses. They will be asked to forward their recommendations to the university-wide Academic Planning Council by April 15. The Council will develop a formal definition and set of procedures by September, 1988, to be referred back to individual schools and colleges for their consideration.

In addition, we will appeal to all faculty and instructional staff to review their course outlines to look for suitable places to include material on cultural issues. Cultural identity is at the heart of many humanities courses. Ethnicity, gender, and class also enter into many social science courses. There are even a few relevant offerings in the natural sciences. Changing the curriculum is essential for universities that are committed to preparing citizens of the world.

Curriculum Enhancement

Despite the existence of courses with ethnic studies content in the curriculum, we are convinced that there is still great potential for growth in this area. To encourage this development, we will sponsor two activities during this coming year.

1. We will create a special multi-disciplinary course built around the theme of "understanding other cultures," to be offered in the Spring of 1989. The features of the course will be:

a) A coordinator and faculty committee will organize the course.

b) The course will be made up of a series of lectures offered by the best scholars and teachers at the UW-Madison and elsewhere. It will aim to be specific, factual and penetrating, and to give students a comprehensive knowledge of cultural difference and issues of cultural understanding. It also may encompass issues of gender and class and to reflect the minority experience and the minority point of view in its content.

c) Tapes of some lectures might find later use in off-campus settings. The primary concern should be to serve the students in the course, but some speakers will present material not available elsewhere and valuable beyond the classroom.

The multi-disciplinary lecture course approach has been tried successfully in the past to deal with needs not unlike the ones we now face. For example, in the early 1950s the rapid growth of technology, including weapons technology, caused thoughtful scientists and engineers to worry about how well their students were grounded in social and ethical issues. No existing course seemed to fill the evident need, and the conventional route of course development was a slow process that failed to meet an urgent need. A special new interdisciplinary lecture course was created called Contemporary Trends, which set out to link the natural sciences and human values in the application of science and technology.

2. To encourage further development of curricular materials in ethnic studies, up to 15 grants will be made available to faculty in the summers of 1988, 1989 and 1990. The projects may involve design of new courses, or the development of material to be incorporated into existing large undergraduate courses. In the latter case, it is expected that the results will be made generally available to other instructors.

Retention Programs

Nearly 16 years ago the UW System Board of Regents first highlighted the retention of minority/disadvantaged students as a pressing university goal. Though progress has been made, UW-Madison's rate of retention for minority students still falls far short of Regent and Faculty Senate targets. In 1986 the four-year retention rate for all students was 72 percent while the retention rate for all targeted minorities was 57 percent.

The 1976 Faculty Senate goal was to increase academic retention rates among minorities to a level equal to that of all other students. We are chastened by the fact that the 1976 goal was to be achieved in 1981 but remains unmet in 1988. Retention parity remains our goal.

A numerical goal does not speak to the factors that contribute to retention. Since minority students entering the university may not have had equal opportunity to achieve in their pre-college experiences, we must work even harder to meet our goal.

Setting a goal and having the ability to measure progress are not enough. The issue is no longer one of creativity in program development or of individual commitment. The appendices to this report describe many existing programs intended to serve minority students on campus. But we need to substantially increase the resources for these programs and to better understand their effectiveness.

New Student Orientation

We will create New Student Orientation programs to address the unique concerns and aspirations of all entering students. In addition to the traditional student, returning adults, ethnic minority students, transfer students, commuting students and students with disabilities, will participate in the new program.

We will reorganize the 1989 Summer Orientation and Advising for Registration program (SOAR) run by the Office of Admissions, and institute

new student activities for Registration Week and the balance of first semester under the direction of the Dean of Students Office.

While much of the preparation for SOAR '88 is complete, we will enrich the content and test new approaches.

Automated registration will mandate basic changes in our thinking and planning for meaningful orientation activities for the summer and fall of 1989 and beyond. We will look at multiple-day programs for the summer, and new early fall orientation activities, and a combination of summer and fall programs.

Mentoring Program

We will establish, by the fall of 1988, a campus-wide program to support and track minority freshmen and sophomores. UW-Madison minority student attrition is most severe during the students' first two years of college. We need to reach out, actively and assertively, to ensure that each new minority student has regular, personal contact with appropriate faculty and staff, knows about university resources, and receives sensitive support from knowledgable staff when help is needed.

For many minority students, interaction with faculty and staff and involvement in the broader university community are key to successful academic experiences. When these two factors do not exist readily, many students perceive the environment as inhospitable. Some students remain reluctant to seek early contact and interaction with faculty and staff. Aggressive advising will help students establish relationships with their individual mentors and give them confidence to seek out other faculty and staff contacts.

Staff members in the various deans' offices across the institution have worked hard to stay in touch with new minority students. But even they continue to discover students who have fallen through the net of our existing supportive services. Because of this pattern, the Committee on the Academic Affairs of Minority and Disadvantaged Students, in its November, 1988 report, strongly recommended the development of a central student support program.

A more broadly structured and uniform or coherent program which pairs students with committed faculty, administrators and staff will be implemented. The Dean of Students and the Vice Chancellor for Academic Affairs, working with school and college-based advisors, will develop the staffing and structural details, to be in place by the fall of 1988.

School of Business Tutorial Program

We will establish a School of Business Tutorial Program for minority students interested in entering the school. Initially, we will serve 120 minority students. Currently about 5 percent of interested minority students are admitted to the school. This contrasts sharply with the School of Business admissions success rate of 20 percent for all students.

The major barriers to minority student progress in business seem to be statistics, economics and accounting course work. To overcome these barriers, we will enlist the help of minority graduate business students to

serve as tutors. This program will build on the strengths of the mathematics tutorial program that focuses on pre-calculus and calculus courses. Minority students admitted to the School of Business also will benefit from the program.

Multicultural Center

The members of the Steering Committee on Minority Affairs noted in their December, 1987 report that a multicultural center "should be perceived as a means to an end, not an end per se. Its function is to facilitate, not terminate, the cultural growth and awareness of people."

We agree. Our goal for a multicultural center is for it to be a catalyst for making our campus a multicultural community.

As anticipated by the Steering Committee, more work is needed to translate agreement on goals into agreement on methods. Therefore, we are establishing a mechanism and a timetable for development. A committee of faculty, students and staff will be appointed to work out the logistics so that final decisions can be made before April 15, 1988. During this period, we will benefit from the experience gained in the multicultural center recently established in Sellery Hall and at similar centers at other universities.

In designing a multicultural center, several factors must be considered and reconciled. Our requirements are:

First, the center should combine academic and social functions in a synergistic manner. The social functions should encourage students to expand their contacts with one another. The academic activities promote knowledge and appreciation of other cultures. Among other benefits, this dual emphasis will foster student, faculty, and staff interactions, and will clarify the educational value of the center.

Second, the center must not be perceived as a "special service" for minority students. For the center to gain the consensus support that is needed for long-term effectiveness, steps must be taken to (1) explain its role as a center to encourage communication among all of the various cultures on campus, both "minority" and "majority;" and (2) create an environment in which such communication does take place. Domination (perceived or real) of the center by any single group or cluster of groups will doom the project, as it has in the past.

Third, the center must actively seek student participation from the various ethnic student groups as well as majority students. It will not be enough simply to open the doors. In light of the deep alienation of some groups, it should be understood that the full "integration" of the center may be a slow process.

Joint programming with academic support services and academic departments should be encouraged. The social functions of the center should not duplicate or compete with the facilities and activities of the Wisconsin Union.

During the planning phase of the multicultural center we will double the allocation to the Multicultural Fund, boosting the resources from $50,000 to $100,000 a year. This Fund was established 12 years ago to: 1) improve the cultural climate for minority students, 2) enrich the cultural climate for all students, and 3) provide significant leadership experiences for minority students. The Fund has become an important campus resource and many high quality proposals compete for funding from by the Multicultural Council (which administers the fund).

Partnerships

Madison Schools and Community

The quality of our elementary and secondary schools is a matter of great importance to the university. We have a responsibility as citizens to contribute in whatever ways we can to the effectiveness of our schools for every child. There has been a great deal of community discussion about the critical need to improve the academic achievement of minority students in the Madison Metropolitan School District. As a direct response to that need, the university has volunteered to pull together its resources in the areas of education, health, and social welfare to assist the staff and parents of two elementary schools in developing a strategy for improving academic achievement in those schools.

We approach these collaborative efforts, not with a definite solution or process in mind, but with a commitment to draw upon university and community resources to make a difference in schools designated by the Superintendent and School Board. Flexibility and the involvement of teachers, administrators, and parents are essential. We are eager to join with Madison Teachers Incorporated, the Madison Metropolitan School District, and the parents and citizens of the affected schools in a three-to-five-year effort to improve the educational experience of students in the target schools. We also will explore a partnership with the South Madison community in other programs that involve education.

Host Family Project

Under the direction of the Dean of Students Office we will enter into a partnership with the Madison Urban League and the Chamber of Commerce to study the feasibility of creating a community support program for new, out-of-state minority students. The goal is to include the community in assisting these students to adjust to Madison and the university. This program could greatly aid our efforts to retain freshmen and sophomores. Individual students would be matched with families in the community, who would work closely with both the student and the academic advisor in providing a positive environment for the student.

Non-Discriminatory Environment

Harassment on the basis of race, color, creed, gender, sexual orientation, disability, national origin or ancestry is insulting to the university community. Harassing behavior may be prompted by ignorance or insensitivity to human differences. It may also be an intentional effort to intimidate or demean. Regardless of the reason, such behavior is intolerable in this university community.

Student Conduct

Student disciplinary rules are adopted by the Board of Regents through exhaustive administrative rule-making procedures. (Sec. 36.25(1), Stats., vests in the Regents authority to promulgate disciplinary rules by administrative rule-making, and the Regents have done so by adopting ch. UWS 17, Wis. Adm. Code.) These rules apply only to (a) conduct that seriously damages or destroys university property, (b) conduct/that constitutes a serious danger to personal safety of other members of the university community, (c) conduct that obstructs or seriously impairs a university activity, (d) theft of university property, (e) making a false statement to a university official concerning a university-related matter, and (f) academic offenses, such as cheating and plagiarism.

Student disciplinary rules do not now prohibit racial and other discriminatory epithets uttered by students about other students, or about University faculty and staff. This community is firmly committed to the protections of the First Amendment. Therefore, any effort to discipline students for speech, as contrasted with conduct, will require careful and extensive deliberation.

However there are four initiatives in the area of student conduct that are possible and responsible. We believe they will contribute constructively to our overall plan to deal with racism on campus.

1. The Student Conduct Policy Committee will be asked to consider by April 15 a proposal to broaden UW-Madison student disciplinary policy so that special or more severe sanctions may be sought when a violation of existing student conduct rules involves the race, religion, color, creed, gender, disability, sexual orientation, national origin, or ancestry of the victim.

This parallels a bill recently introduced in the Legislature and endorsed by the Wisconsin Attorney General. The Legislation (1987 Senate Bill 442), introduced by a number of lawmakers at the request of many organizations, including the NAACP and the Anti-Defamation League, provides for enhancement of criminal penalties in instances where the victim of the crime is selected because of race or other forbidden bases.

A policy of seeking enhanced or special student disciplinary sanctions will emphasize the seriousness with which the university views offenses of this nature. First Amendment issues are not implicated by this approach because it focuses on conduct, not speech.

2. The Student Conduct Policy Committee will be asked to propose, no later than April 15, a succinct statement of the university's concept of and aspirations for a non-discriminatory community. The faculty, academic staff and students will be asked, through their governance mechanisms, to endorse this statement.

This initiative may appear to be mere symbolism and there is symbolism involved. However, the adoption of such a statement would serve to build a consensus, elevate understanding and articulate expectations of behavior.

3. A non-disciplinary mediation and counseling program will be established immediately under the auspices of the Dean of Students. This program will provide an immediate response in cases where racial harassment is alleged but disputed or unproved.

The Dean of Students office will receive grievances stating the factual circumstances of another student's conduct that is believed by the grievant to violate the university's policy against racial and other discriminatory epithets. The role of the Dean's office will be to mediate a resolution.

4. The Wisconsin Student Association will be asked to work with the Dean of Students to develop jointly and recommend, by the end of the semester, rules of conduct and disciplinary procedures for student organizations. We are asking that WSA assume primary responsibility for the disciplinary function, subject to appeal to the Dean of Students.

We do not have written procedures for the discipline of student organizations, including temporary suspensions, as has been made clear by recent events. We need written procedures so that the student organizations and university community and the public know that allegations of misconduct will be dealt with fairly and promptly.

Employee Conduct

There are five initiatives in the area of university employee conduct that we will take to address the issue of harassment of students by university employees.

1. It is an expectation of university employment that each university employee refrain from engaging in discriminatory and harassing conduct on the basis of race, color, religion, creed, sexual orientation, sex, disability, national origin and ancestry. The statement developed by the Student Conduct Policy Committee, after endorsement by the faculty and academic staff, will be distributed to all university employees and posted on employee and departmental bulletin boards.

2. The Faculty Senate and the Academic Staff Assembly will be asked to adopt, no later than December, 1988, a policy on harassment (similar to the existing policy on sexual harassment) to govern the conduct of the faculty and academic staff. The policy should address the issues of harassment on the basis of race, color, creed, sexual orientation, disability, national origin and ancestry.

3. The Department of Employment Relations is currently negotiating its first contract with the Teaching Assistants Association. After reviewing the Faculty Senate and Academic Staff Assembly policies, we will develop a work rule and a policy prohibiting harassment of students by teaching and project assistants. We will ask the DER bargaining team to determine whether the collective bargaining law requires negotiation of any of its provisions and, if so, will request DER to make those items a priority at bargaining.

4. The Dean of Students Office is assigned the responsibility to receive grievances from students who believe they have been harassed by a university employee on the basis of race, color, creed, gender, sexual orientation, disability, national origin or ancestry. Students will be asked to present their grievance in writing, stating the factual basis on which they believe they have been harassed. The Dean of Students office will refer the grievance to the appropriate administrative unit on campus but will remain the contact point between the university and the student. The Dean of

Students Office will keep in touch with the student throughout the resolution of the matter. When appropriate, disciplinary action will be taken by the administrative unit pursuant to relevant policies and procedures.

5. We will ask each college to articulate and advertise existing or new grievance procedures that would include review of student grievances of harassment by faculty and staff. Students are encouraged to file their grievances either with the Dean of Students or with the appropriate college grievance procedure.

Timetable for Implementation

PROGRAM	RESPONSIBLE ADMINISTRATOR	COMPLETION DATE
The Madison Plan	Donna E. Shalala Chancellor	See below
FASTrack	Wallace Douma, Director Student Financial Aids	September, 1988
Merit Scholarships	Mercile J. Lee Assistant V.C. for Academic Affairs	September, 1991
Grad/Professional Fellowships	Robert M. Bock, Dean Akbar Ally, Asst. Dean, Grad School	September, 1991
Recruitment	Joseph Corry, Assoc. V. Chancellor David Vinson, Director, Admissions	September, 1993
Reaching Out	Phillip R. Certain Assoc. Vice Chancellor	September, 1989
Faculty & Staff	Bernard C. Cohen V. Chancellor for Academic Affairs	September, 1991
Ethnic Studies	Bernard C. Cohen V. Chancellor for Academic Affairs	September, 1989
Curriculum Enhancement	Bernard C. Cohen V. Chancellor for Academic Affairs	September, 1988
New Student Orientation	Mary K. Rouse, Dean of Students	September, 1989
Mentoring	Mary K. Rouse, Dean of Students, Phillip R. Certain, A. V. Chancellor	September, 1988
Multicultural Center	Phillip R. Certain Assoc. Vice Chancellor	September, 1989
Partnership with Madison Schools	John Palmer, Dean School of Education	September, 1988
Host Family Project	Mary K. Rouse Dean of Students	September, 1988
Non-discriminatory Environment	Bernard C. Cohen Mary K. Rouse	September, 1988
Coordination & Reporting	Phillip R. Certain Assoc. Vice Chancellor	*

*Progress Reports on the various components of the Madison Plan will be issued at the end of every semester.

RESOURCES

We estimate that The Madison Plan will require approximately $1.6 million to implement during the 1988-89 fiscal year. This money will come from reallocations of our existing budget.

Approximately $4.7 million in state tax dollars will be needed to sustain the plan through the 1991 fiscal year (the first three years). We will ask the UW System Administration and the Legislature to join with us in this effort. In addition, we will seek more than $8 million in gifts and grants from private and federal sources to reach some of our goals.

