

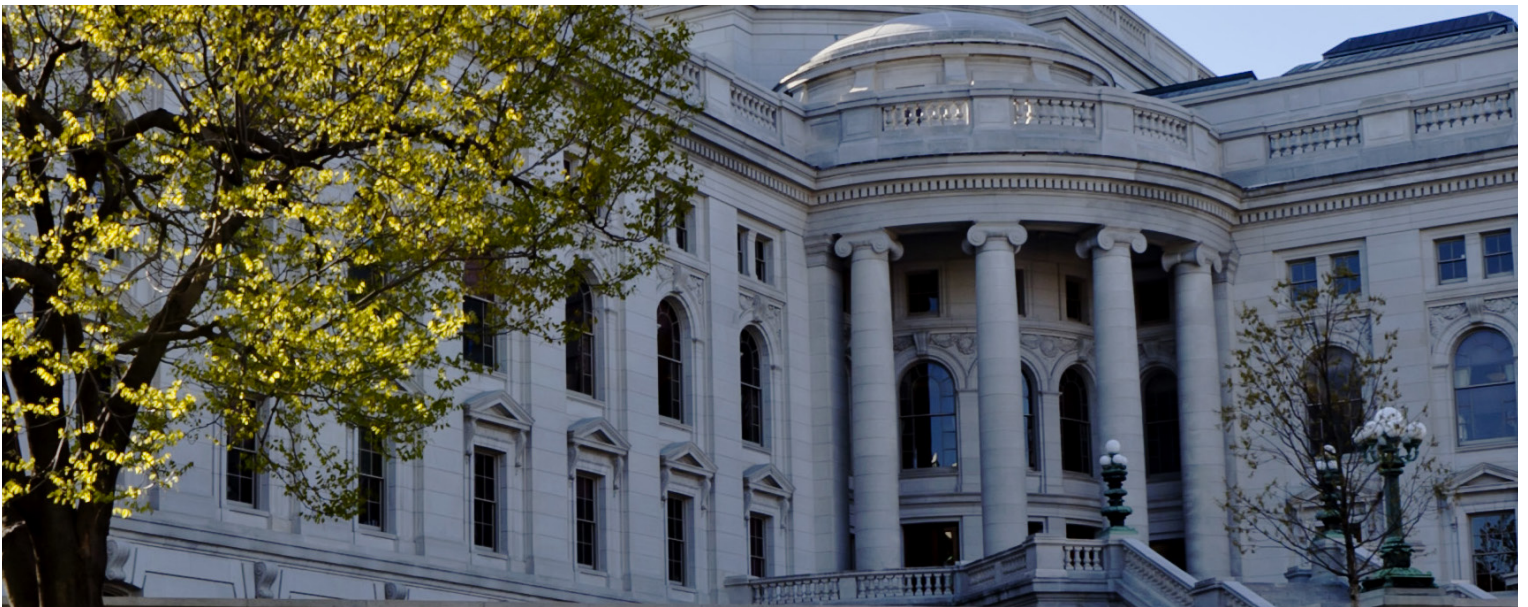


STATE OF WISCONSIN
Legislative Audit Bureau
NONPARTISAN • INDEPENDENT • ACCURATE

Report 25-06
April 2025

Certain Diversity, Equity, and Inclusion Activities

University of Wisconsin System Institutions



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From the President of UW System



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State Auditor

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April 11, 2025

Senator Eric Wimberger and
Representative Robert Wittke, Co-chairpersons
Joint Legislative Audit Committee
State Capitol
Madison, Wisconsin 53702

Dear Senator Wimberger and Representative Wittke:

As requested by the Joint Legislative Audit Committee, we have reviewed certain diversity, equity, and inclusion activities at the University of Wisconsin (UW) in recent years. Neither the Board of Regents nor UW System Administration required UW institutions to define diversity, equity, and inclusion in a particular manner. Instead, each UW institution decided how to implement it. Because UW institutions did not share a common definition, we identified relevant activities based on how each UW institution implemented diversity, equity, and inclusion. Information provided to us by UW institutions listed a total of 1,263 activities for the period from January 2020 through April 2024.

We determined the extent to which UW institutions achieved the anticipated outcomes associated with activities listed in selected strategic plans and diversity, equity, and inclusion plans. We found that UW institutions in fiscal year (FY) 2023-24 worked on 94 of the 167 activities listed in these plans. We assessed that the anticipated outcomes associated with 47 of the 94 activities are likely easy for UW institutions to measure. However, it may be difficult for UW institutions to assess the extent to which some activities result in the anticipated outcomes because factors other than the activities may determine whether the outcomes are achieved. UW institutions completed 12 of the 94 activities in FY 2023-24 and had established anticipated outcomes for 7 of the 12 activities.

No UW institution tracked the amount it spent specifically on diversity, equity, and inclusion. The available information indicates that in FY 2023-24, UW institutions spent \$40.2 million on offices with job duties pertaining to diversity, equity, and inclusion; an estimated \$12.5 million in staffing costs for 170 positions with job duties pertaining to diversity, equity, and inclusion; and an estimated \$7.9 million to work on certain diversity, equity, and inclusion activities listed in selected strategic plans and diversity, equity, and inclusion plans. Because some amounts overlap multiple types of costs, the amounts we estimated cannot be summed.

In December 2023, the Board of Regents approved a resolution that requires UW institutions to take several actions related to diversity, equity, and inclusion. The number of full-time equivalent (FTE) filled positions subject to the resolution decreased from 123.3 in December 2023 to 110.9 in May 2024. However, we found that in May 2024 UW institutions had an additional 56.9 FTE filled positions that are not subject to the resolution and that had at least some diversity, equity, and inclusion job duties.

A response from the President of UW System follows the appendices.

Respectfully submitted,


Joe Chrisman
State Auditor

JC/DS/ss

Introduction

UW System conducted various diversity, equity, and inclusion activities in recent years.

The University of Wisconsin (UW) System, which rebranded itself as the Universities of Wisconsin, conducted various diversity, equity, and inclusion activities in recent years. UW System consists of 14 institutions, including 13 four-year universities and UW System Administration. In summer 2024, UW System Administration's website indicated:

- diversity refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance, such as race, ethnicity, gender, age, religion and worldviews, language, abilities and disabilities, sexual orientation, socioeconomic status, nation and geographic region, political ideology, first-generation student status, and veteran status;
- equity refers to the guarantee of fair treatment, access, and opportunity for all students, faculty, and staff in every stage of education and career development; and
- inclusion refers to actions leading to the creation of an environment in which any individual or group can feel welcome, respected, supported, and valued.

In November 2019, the Governor signed Executive Order 59, which pertains to diversity, equity, and inclusion in state government. The Executive Order requires each agency to create an equity and inclusion action plan that identifies and prioritizes agency-wide goals and deliverables, as well as identifies and addresses barriers affecting staff recruitment and retention. Each plan must include other information,

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including best practices, analyses of demographic and turnover trends, and plans for anticipating and responding to staffing changes, priorities, and trends. The Department of Administration (DOA) monitors and supports the diversity, equity, and inclusion activities of most state agencies. Although UW System is an executive branch agency, both UW System Administration and DOA indicated they do not consider Executive Order 59 to apply to UW System.

The Board of Regents establishes policies to govern UW institutions and appoints the UW System President and the chancellors of each four-year university. The Board includes:

- 14 citizen members;
- 2 student members, one of whom is a nontraditional student;
- the State Superintendent of Public Instruction; and
- the President of the Wisconsin Technical College System, or his or her designee.

Citizen and student members of the Board of Regents are appointed by the Governor and confirmed by the Senate. Citizen members are appointed for staggered seven-year terms, and student members are appointed for two-year terms. At least one citizen member must reside in each of the state's congressional districts.

The UW System President is responsible for operating and managing UW System. UW System Administration includes the UW System President's staff. Chancellors are responsible for the operations of each UW institution.

***Board of Regents
policies and UW System
Administrative policies
do not require
UW institutions to develop
diversity, equity, and
inclusion plans.***

Board of Regents policies and UW System Administrative policies do not require UW institutions to develop diversity, equity, and inclusion plans. However, Board of Regents policies address various federal and state statutory requirements, including prohibiting discrimination based on an individual's characteristics. Board of Regents policies also address issues pertaining to affirmative action and equal employment opportunities. Minutes of meetings held from January 2020 through June 2024 indicate the Board of Regents did not establish in writing any goals or outcomes pertaining to diversity, equity, and inclusion. However, the Board of Regents in December 2022 approved UW System Administration's *Universities of Wisconsin Strategic Plan* (for 2023-2028), which includes diversity, equity, and inclusion activities that we considered in our audit.

In 2024, each UW institution had an office responsible for issues pertaining to diversity, equity, and inclusion. In addition, some of these offices were responsible for ensuring UW institutions completed certain federally required duties, such as complying with Title IX of the Education Amendments of 1972, which is intended to protect people from gender-based discrimination in education programs or activities that receive federal financial assistance.

In April 2024, the Joint Legislative Audit Committee requested that we conduct an audit of diversity, equity, and inclusion activities in order to:

- determine specific activities performed in compliance with Executive Order 59 or other strategic plans;
- analyze amounts expended by agencies for these activities, including for staffing; and
- review reported outcomes resulting from these activities.

To complete this evaluation, we:

- reviewed Executive Order 59 as well as applicable statutes, administrative rules, Board of Regents policies, and UW System Administrative policies;
- reviewed minutes of Board of Regents meetings from January 2020 through June 2024 in order to identify information pertaining to diversity, equity, and inclusion;
- contacted all 14 UW institutions and obtained information on their diversity, equity, and inclusion activities in recent years;
- assessed outcomes of certain activities completed in fiscal year (FY) 2023-24;
- used the available information to estimate certain diversity, equity, and inclusion costs of UW institutions in FY 2023-24;
- contacted the 15 organizations that are listed in Appendix 1 and are involved with or interested in issues pertaining to diversity, equity, and inclusion;
- attended the Society for Human Resource Management's 2024 annual conference, which included sessions on topics pertaining to diversity, equity, and inclusion;
- assessed information on efforts that UW System Administration made to support diversity, equity, and inclusion activities in UW System;
- analyzed UW expenditure and staffing data; and
- assessed the extent to which UW institutions had complied with certain provisions in Resolution 12129, which the Board of Regents passed in December 2023.

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Our audit focuses on activities that UW institutions listed in their strategic plans as well as their diversity, equity, and inclusion plans and other documents for the period from January 2020 through April 2024. In addition, we considered other relevant information provided to us by UW institutions. Our audit does not assess all activities conducted by UW institutions because some offices and academic departments likely implemented additional activities that were intended for the students and staff in those offices and departments but that were not listed in the information provided to us at the UW institution level. In addition, statutes prohibit us from examining issues related to academic freedom in UW System, examining issues or commenting on the content of academic programs in UW System, and examining the manner in which faculty conduct their instructional, research, or public service activities.

■ ■ ■ ■

Diversity, Equity, and Inclusion Activities

We determined the number and types of diversity, equity, and inclusion activities at UW institutions from January 2020 through April 2024.

We determined the numbers and types of diversity, equity, and inclusion activities at UW institutions from January 2020 through April 2024. We found that UW institutions planned activities based primarily on decisions made at the UW institution level. Information provided by UW institutions listed a total of 1,263 activities for the period from January 2020 through April 2024. This information indicated 403 of the 1,263 activities (31.9 percent) focused on students and 336 activities (26.6 percent) focused on faculty and staff, while the remainder involved members of community organizations and the public or multiple types of individuals.

Development of Activities

In May 2024, we requested that each UW institution provide us with any plans or reports that discuss its diversity, equity, and inclusion activities from January 2020 through April 2024. In response to our request, UW institutions provided us with multiyear strategic plans that list diversity, equity, and inclusion activities, as well as campus-wide diversity, equity, and inclusion plans and other documents that focus on such activities. UW institutions provided us with some information that listed activities that occurred before January 2020 as well as other activities that occurred after that date, but the information did not consistently indicate when all activities occurred.

UW institutions planned diversity, equity, and inclusion activities based primarily on decisions made at the UW institution level.

We found that UW institutions planned diversity, equity, and inclusion activities based primarily on decisions made at the UW institution level. Neither the Board of Regents nor UW System Administration required UW institutions to define diversity, equity, and inclusion in a particular manner; develop diversity, equity, and inclusion plans; or implement

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specific types of activities. Instead, each UW institution decided how to implement diversity, equity, and inclusion, which resulted in differences across UW institutions.

Because UW institutions did not share a common definition of diversity, equity, and inclusion, we identified relevant activities based on how each UW institution implemented diversity, equity, and inclusion. To do so, we contacted each UW institution in order to discuss its activities and obtained additional information about such activities, including from UW institution websites. We reviewed all of the information we obtained in order to determine the activities at each UW institution in recent years. In doing so, we considered all activities listed in the information UW institutions provided to us, including activities that occurred before January 2020.

Number and Types of Activities

Information provided by UW institutions listed a total of 1,263 diversity, equity, and inclusion activities for the period from January 2020 through April 2024.

As shown in Table 1, information provided by UW institutions listed a total of 1,263 diversity, equity, and inclusion activities for the period from January 2020 through April 2024. UW-Madison's information included 436 activities, which was the most among UW institutions. Appendix 2 lists each of the 1,263 activities.

Table 1

Number of Diversity, Equity, and Inclusion Activities at UW Institutions¹
 January 2020 through April 2024

UW Institution	Number of Activities
Madison	436
Milwaukee	234
Stevens Point	90
La Crosse	80
Superior	64
Stout	63
Green Bay	48
Parkside	46
River Falls	46
Whitewater	45
Oshkosh	42
Platteville	38
Eau Claire	17
System Administration	14
Total	1,263

¹ Based on information provided by UW institutions.
 Some activities occurred before January 2020.

The information provided by UW institutions listed various types of activities. For example:

- UW-Green Bay planned to connect faculty to diversity, equity, and inclusion initiatives, especially initiatives pertaining to curriculum;
- UW-Milwaukee planned to administer a professional development program to support the promotion and retention of diverse faculty and staff by providing mentorship opportunities and other resources;
- UW-Oshkosh planned to identify diversity, equity, and inclusion employment strategies;
- UW-Parkside planned to eliminate policies and practices that negatively affect the enrollment of underrepresented students;

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- UW-River Falls planned to host educational events about indigenous cultures and experiences; and
- UW-Stout planned to increase participation in federally funded programs that support underrepresented, low-income, and first-generation students.

Based on our auditor judgment, we grouped each of the 1,263 activities into eight categories:

- Students, staff, and faculty support includes creating mentoring programs and providing services to students. For example, UW-Whitewater planned to hire student success coaches, and UW-Superior planned to develop affinity groups to provide community and networking opportunities for staff from underrepresented and underserved groups.
- Training and resources includes providing training and other information to staff and students. For example, UW-La Crosse reported having created a monthly newsletter that highlights relevant diversity, equity, and inclusion programs and events.
- Outreach includes recruiting students or partnering with outside organizations. For example, UW-River Falls planned to establish a partnership with an indigenous nation in its area of the state.
- Evaluation includes collecting and analyzing information. For example, UW-Stevens Point planned to present findings from focus groups it conducted with underrepresented students.
- Planning includes forming committees and developing planning documents. For example, UW-Eau Claire planned to implement a strategic plan focused on diversity, equity, and inclusion.
- Policy and process includes reviewing, revising, or creating policies. For example, UW-Green Bay planned to identify staff recruitment practices that could be undermining diverse hiring efforts and then avoid such practices.
- Academic courses, programs, and research includes creating new courses, revising program requirements, and supporting research on a given topic. For example, UW-Platteville planned to include diversity, equity, and inclusion competencies in curricula.

- Other activities includes fundraising and hiring staff. For example, UW-Madison reported that its Division of Continuing Studies created a new position for a diversity, equity, and inclusion director.

A total of 344 of the 1,263 diversity, equity, and inclusion activities (27.2 percent) pertained to students, staff, and faculty support.

As shown in Table 2, 344 of the 1,263 diversity, equity, and inclusion activities (27.2 percent) pertained to students, staff, and faculty support.

Table 2

Number of Diversity, Equity, and Inclusion Activities at UW Institutions, by Category¹
January 2020 through April 2024

Category	Number of Activities	Percentage of Total
Students, Staff, and Faculty Support	344	27.2%
Training and Resources	291	23.0
Outreach	160	12.7
Evaluation	150	11.9
Planning	93	7.4
Policy and Process	79	6.3
Academic Courses, Programs, and Research	62	4.9
Other ²	84	6.7
Total	1,263	100.0%

¹ Based on information provided by UW institutions. Some activities occurred before January 2020.

² Includes activities such as fundraising and hiring staff.

We found that the 1,263 activities focused on different types of individuals, such as students, faculty and staff at UW institutions, and others. For example:

- UW-Parkside planned to increase enrollment of non-traditional students by reengaging with individuals who had completed some coursework but had left UW-Parkside without obtaining their degrees;
- UW-Oshkosh planned to develop a series of professional development opportunities for first- and second-year faculty as part of its efforts to recruit, retain, and support diverse faculty and staff;

- UW-Milwaukee planned to host events and engagements with organizations such as chambers of commerce, nonprofit organizations, and international delegations in order to promote an equitable future on and off campus; and
- UW-Eau Claire planned to recruit and retain a more-diverse student body and workforce.

A total of 403 of the 1,263 diversity, equity, and inclusion activities (31.9 percent) focused on students.

As shown in Table 3, 403 of the 1,263 diversity, equity, and inclusion activities (31.9 percent) focused on students. An additional 336 activities (26.6 percent) focused on faculty and staff.

Table 3

Number of Diversity, Equity, and Inclusion Activities at UW Institutions, by Types of Individuals on which the Activities Focused¹
January 2020 through April 2024

Types of Individuals	Number of Activities	Percentage of Total
Students	403	31.9%
Faculty and Staff	336	26.6
Others ²	99	7.8
Multiple Types of Individuals	425	33.7
Total	1,263	100.0%

¹ Based on information provided by UW institutions. Some activities occurred before January 2020.

² Includes members of community organizations and the public.

UW System Administration

In addition to determining diversity, equity, and inclusion activities, we obtained information on efforts that UW System Administration made to support other UW institutions. In 2021, UW System Administration created an Office of Equity, Diversity, and Inclusion, which it subsequently renamed the Office of Equity, Diversity, Inclusion, and Belonging (Office). UW System Administration intended the Office to develop and implement a strategic vision for cultivating inclusive and supportive learning and working environments throughout UW System. The Office was led by the UW System Chief Diversity Officer, who subsequently departed UW employment in June 2024. This position was vacant as of February 2025.

From June 2023 through May 2024, the Office held eight meetings with the senior diversity officers of UW institutions in order to discuss diversity, equity, and inclusion best practices and system-wide initiatives. Minutes of these meetings indicate the Office worked on a number of tasks in FY 2023-24, including:

- creating an inventory and dashboard of diversity, equity, and inclusion activities throughout UW System;
- creating templates for proposed annual diversity, equity, and inclusion activity reports to be developed by UW institutions;
- working with UW System Administration’s Office of Policy Analysis and Research and its Division of Academic and Student Affairs in order to assess student retention and propose strategies for improvement; and
- working with the UW System Administration’s Office of General Counsel in order to create a best practices resource for job applicant searches and interviews.

UW System Administration indicated to us that none of these tasks was completed before its Chief Diversity Officer departed and at the time of our audit these tasks were on hold, pending a decision on the future of the Office. UW System Administration indicated it was uncertain whether it will continue to operate the Office in the future.

■ ■ ■ ■

Outcomes of Diversity, Equity, and Inclusion Activities

We determined the extent to which UW institutions achieved the anticipated outcomes associated with activities listed in selected strategic plans and diversity, equity, and inclusion plans.

We determined the extent to which UW institutions achieved the anticipated outcomes associated with activities listed in selected strategic plans and diversity, equity, and inclusion plans. We found that UW institutions in FY 2023-24 worked on 94 of the 167 activities listed in these plans. We also found that the plans do not consistently identify key information about the 94 activities, including specific actions UW institutions need to take in order to complete the activities or dates for completing the activities, other than the overall time periods pertaining to the plans. We assess that 47 of the 94 activities had anticipated outcomes that are likely easy for UW institutions to measure. However, it may be difficult for UW institutions to determine the extent to which some activities result in the anticipated outcomes, in part, because factors other than the activities may determine whether the outcomes are achieved. We found that UW institutions completed 12 of the 94 activities in FY 2023-24 and had established anticipated outcomes for 7 of the 12 activities.

Selected Plans

As noted, neither the Board of Regents nor UW System Administration required UW institutions to define diversity, equity, and inclusion in a particular manner; develop diversity, equity, and inclusion plans; or implement specific types of activities. Instead, each UW institution decided how to implement diversity, equity, and inclusion, which resulted in differences across UW institutions. Because UW institutions did not share a common definition of diversity, equity, and inclusion, we identified relevant activities based on how each UW institution implemented diversity, equity, and inclusion.

To assess the outcomes of diversity, equity, and inclusion activities at UW institutions in FY 2023-24, we interviewed UW institutions and considered select plans they provided to us. To do so, we typically identified the one strategic plan or the one diversity, equity, and inclusion plan that in our auditor judgment contained key activities that a given UW institution worked to implement in FY 2023-24. For UW-Stout, we selected two plans that contained such key activities. UW-Green Bay did not have a strategic plan with diversity, equity, and inclusion components or a diversity, equity, and inclusion plan in FY 2023-24. Therefore, we could not assess outcomes for UW-Green Bay. As a result, we assessed outcomes for 13 UW institutions, and the plans we included in our review are listed in Appendix 3.

The plans we included in our review, as well as the supporting documents that UW institutions subsequently provided to us, include specific activities. The plans covered time periods ranging from 1 year to 10 years, and most UW institutions changed aspects of their plans during these time periods or developed supplemental documents. For example, UW-Whitewater listed six activities in its strategic plan and subsequently developed supplemental documents that established additional details for these activities, including specific actions to complete the activities, timelines for completing the activities, and the anticipated outcomes of the activities.

As noted, our audit does not assess all activities conducted by UW institutions because some offices and academic departments likely implemented additional activities that were intended for the students and staff in those offices and departments but that were not listed in the information provided to us at the UW institution level.

UW Institution Activities

We requested information on how the 13 UW institutions determined the particular activities to include in the plans we included in our review. We found that:

- nine UW institutions directed staff committees to develop the plans and collected input from students, faculty, staff, and other interested individuals through listening sessions or surveys; and
- four UW institutions directed other types of groups to develop the plans. For example, the plan for UW-River Falls was developed by its chancellor and cabinet-level staff, the plan for UW-Milwaukee was developed by the office responsible for diversity, equity, and inclusion, and the plan for UW System Administration was developed during meetings of UW System Administration staff, chancellors of UW institutions, and shared governance representatives.

UW institutions listed a total of 167 activities in the plans we included in our review.

As shown in Table 4, we found that UW institutions listed a total of 167 activities in the plans we included in our review.

Table 4

Number of Diversity, Equity, and Inclusion Activities Listed in Select Plans, by UW Institution¹

UW Institution	Number of Activities
Stevens Point	23
Milwaukee	23
Parkside	19
Madison	18
Platteville	14
River Falls	13
System Administration	12
Oshkosh	10
Stout	10
Superior	8
Eau Claire	7
Whitewater	6
La Crosse	4
Green Bay ²	—
Total	167

¹ Includes strategic plans as well as diversity, equity, and inclusion plans we included in our review.

² UW-Green Bay did not have a strategic plan with diversity, equity, and inclusion components or a diversity, equity, and inclusion plan in FY 2023-24.

We determined the extent to which UW institutions in FY 2023-24 worked on the activities listed in the plans we included in our review. Because most of the plans were in effect for multiple years and did not consistently specify the anticipated completion dates of the activities, UW institutions did not work on all listed activities in FY 2023-24.

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In FY 2023-24, UW institutions worked on 94 of the 167 activities (56.3 percent) listed in the plans we included in our review.

As shown in Table 5, we found that UW institutions in FY 2023-24 worked on 94 of the 167 activities (56.3 percent) listed in the plans we included in our review. UW-Milwaukee worked on 19 activities, which was the most among UW institutions.

Table 5

Extent to Which UW Institutions Worked on the Diversity, Equity, and Inclusion Activities Listed in Select Plans, by UW Institution¹
FY 2023-24

UW Institution	Number of Activities That UW Institutions:		Total
	Worked On	Did Not Work On	
Stevens Point	7	16	23
Milwaukee	19	4	23
Parkside	15	4	19
Madison	11	7	18
Platteville	0	14	14
River Falls	4	9	13
System Administration	10	2	12
Oshkosh	2	8	10
Stout	8	2	10
Superior	4	4	8
Eau Claire	4	3	7
Whitewater	6	0	6
La Crosse	4	0	4
Green Bay ²	—	—	—
Total	94	73	167

¹ Includes strategic plans as well as diversity, equity, and inclusion plans we included in our review.

² UW-Green Bay did not have a strategic plan with diversity, equity, and inclusion components or a diversity, equity, and inclusion plan in FY 2023-24.

The plans we included in our review do not consistently identify key information.

The plans we included in our review do not consistently identify key information about the 94 activities UW institutions worked on in FY 2023-24. The plans do not identify:

- specific actions UW institutions need to take in order to complete 39 of the 94 activities (41.5 percent); and
- dates for completing 71 of the 94 activities (75.5 percent), other than the overall time periods pertaining to the plans that listed the activities.

In FY 2023-24, UW institutions did not work on a total of 73 activities listed in the plans we included in our review. This total included 43 activities UW institutions had abandoned before FY 2023-24. For example, UW-Platteville indicated it did not work on any of the 14 activities listed in its plan because key staff had departed employment. This total also included 27 activities UW institutions had worked on before FY 2023-24 but had not completed, had not yet begun to work on in that fiscal year, or could not document having worked on in that fiscal year. UW institutions had completed 3 of the 73 activities before that fiscal year.

Because UW-Platteville in FY 2023-24 did not work on any of the 14 activities listed in its plan, we obtained information about the work its diversity, equity, and inclusion office conducted in FY 2023-24 as part of its normal operations. Information provided by UW-Platteville indicated this office provided several types of student services, including:

- more than 10,000 instances of academic advising, tutoring, and career counseling;
- supporting more than 500 students with disabilities through its Disability Access Center, including by approving 2,122 disability accommodations;
- hosting social and educational events through its Center for Gender and Sexuality, Office of Multicultural Affairs, and Center for Non-Traditional and Veteran Students; and
- administering a federally funded program that provided financial support, research opportunities, and other resources to 24 low-income, first-generation, or underrepresented students in order to help prepare them for graduate-level education.

Because UW-Green Bay did not have a strategic plan with diversity, equity, and inclusion components or a diversity, equity, and inclusion plan in FY 2023-24, we obtained information about the work its diversity, equity, and inclusion office conducted in FY 2023-24 as part

of its operations. Information provided by UW-Green Bay indicated this office provided several types of student services, such as hosting social and educational events to support students through its Multicultural Resource Center and Pride Center as well as assisting more than 400 students with disabilities through its Disability Access Center, including by approving 871 disability accommodations.

Completed Activities

Among the 13 UW institutions with plans we included in our review, 8 UW institutions did not use tracking documents or written reports to centrally track their progress at completing the activities. In contrast, 5 of the 13 UW institutions used tracking documents or written reports to centrally track their progress at completing the activities.

Some activities listed in the plans we included in our review likely would require relatively little effort to complete. For example:

- UW-Milwaukee listed an activity for its diversity, equity, and inclusion office to plan social and other activities to enhance the academic experiences of students and ensure equitable access to such activities;
- UW-River Falls listed an activity to assess student and staff satisfaction with campus culture, as well as challenges to improving satisfaction, in order to cultivate inclusive excellence; and
- UW-Platteville listed an activity to increase student recruitment outreach to underrepresented populations.

In contrast, other activities listed in the plans we included in our review likely would require more effort to complete. For example:

- UW-Madison listed an activity to assess and improve the quality of interpersonal interactions that affect the retention of diverse faculty, staff, and students, with an emphasis on how experiences vary among demographic groups;
- UW-Parkside listed an activity to eliminate academic and structural barriers that affect the success of adult students; and
- UW-Oshkosh listed an activity to create a Student Access and Success Department for first-generation students.

In FY 2023-24, UW institutions completed 12 of the 94 activities (12.8 percent) they worked on in that fiscal year.

As shown in Table 6, we found that UW institutions in FY 2023-24 completed 12 of the 94 activities (12.8 percent) they worked on in that fiscal year. The proportion of activities that were completed varied among UW institutions. For example, UW-Oshkosh completed one of the two activities (50.0 percent) it worked on in that fiscal year. In contrast, five UW institutions did not complete any of the activities they worked on in that fiscal year.

Table 6

Extent to Which UW Institutions Completed Diversity, Equity, and Inclusion Activities Listed in Select Plans, by UW Institution¹
 Activities UW Institutions Worked on in FY 2023-24

UW Institution	Number of Activities		Percentage Completed
	Completed	Total	
Oshkosh	1	2	50.0%
Superior	2	4	50.0
Stevens Point	3	7	42.9
Stout	3	8	37.5
River Falls	1	4	25.0
Whitewater	1	6	16.7
Milwaukee	1	19	5.3
Parkside	0	15	0.0
Madison	0	11	0.0
System Administration	0	10	0.0
Eau Claire	0	4	0.0
La Crosse	0	4	0.0
Platteville ²	0	0	—
Green Bay ³	—	—	—
Total	12	94	12.8

¹ Includes strategic plans as well as diversity, equity, and inclusion plans we included in our review.

² UW-Platteville did not work on any activities listed in the plans we included in our review.

³ UW-Green Bay did not have a strategic plan with diversity, equity, and inclusion components or a diversity, equity, and inclusion plan in FY 2023-24.

Uncompleted Activities

UW institutions did not complete 82 of the 94 activities (87.2 percent) they worked on in FY 2023-24 for various reasons. For example, UW-La Crosse began to work on four activities in that fiscal year but abandoned them in April 2024 and established four new goals. UW institutions did not intend to complete particular activities in FY 2023-24, including because they did not establish dates for completing certain activities. For example, UW-Oshkosh did not establish dates for completing the activities listed in its plan earlier than 2030, when its plan ends. In addition, UW institutions intended to complete certain activities periodically throughout the time periods of their plans. For example, UW-Whitewater in FY 2023-24 held a student success conference, which was intended to highlight initiatives that help students to succeed academically and personally and identify areas of improvement. Because UW-Whitewater plans to hold such conferences annually until its plan ends in 2028, it worked on this activity in FY 2023-24 and intends to complete it in 2028.

UW institutions provided us with documentation indicating they had worked on some activities but had not completed them. For example, UW-Madison's plan listed an activity to retain and strengthen relationships between campus and community organizations in order to promote partnerships and culturally inclusive practices. In FY 2023-24, UW-Madison worked on this activity by hiring a veteran's services coordinator to connect students who are veterans with available federal services, conducting activities to help incoming transfer students transition to UW-Madison, and providing tuition support for members of federally recognized Wisconsin tribes.

We requested that UW institutions provide documentation on the extent to which they had evaluated the effects of the 82 activities they worked on but did not complete in FY 2023-24. The documentation indicated 10 UW institutions had not evaluated the effects of such activities, but 3 UW institutions provided documentation indicating they had at least partially evaluated the effects of five activities. For example:

- UW-Parkside evaluated the effects of a scholarship program for underserved students by comparing the retention rates of students who did and did not receive scholarships. UW-Parkside found that 92.8 percent of students who received a scholarship continued their enrollment into their second semester, and that 88.6 percent of students who did not receive a scholarship continued their enrollment into their second semester.
- UW-Superior held a meeting to discuss the effects of a new performance evaluation and promotion policy it had implemented as part of a strategy for cultivating personal and collective accountability for sustaining

a diverse, inclusive, and supportive institutional climate. After the meeting, UW-Superior distributed clarifying information to staff about the new policy.

- UW-Whitewater conducted a survey to determine the perspectives of faculty and staff who had attended a student success conference held in FY 2023-24 to promote UW-Whitewater’s goal of creating an inclusive environment for student success. However, the documentation provided to us did not indicate UW-Whitewater had assessed the survey results.

Anticipated Outcomes

We assessed the anticipated outcomes associated with the 94 activities that were listed in the plans we included in our review and that UW institutions worked on in FY 2023-24.

We assessed the anticipated outcomes associated with the 94 activities that were listed in the plans we included in our review and that UW institutions worked on in FY 2023-24. We determined whether the 94 activities:

- had anticipated outcomes that we assess are likely easy for UW institutions to measure;
- had anticipated outcomes that we assess are likely difficult for UW institutions to measure;
- did not have anticipated outcomes; or
- had anticipated outcomes that restate the activities themselves.

Some activities had anticipated outcomes that we assess are likely easy for UW institutions to measure. For example:

- UW-Madison’s plan lists an activity to provide professional development programming on inclusive teaching practices to faculty, staff, and teaching assistants. The activity’s anticipated outcome includes increased participation in such professional development programming.
- UW-Stout’s plan lists an activity to recognize spiritual diversity by establishing a reflection and multi-faith space on campus. The activity’s anticipated outcomes are use of the space and student satisfaction with the space, which UW-Stout intends to measure with surveys.
- UW-Whitewater’s plan lists an activity to develop an academic advising model that incorporates shared objectives and processes in support of UW-Whitewater’s goal of creating an inclusive

environment for student success. The activity's anticipated outcome includes increasing the number of academic advisors who use a shared platform to schedule advising appointments and track advising notes.

Some activities at three UW institutions had anticipated outcomes that we assess are likely difficult to measure. For example:

- UW-Milwaukee's plan lists an activity to work with campus partners to expand outreach to diverse communities. The activity's anticipated outcome is the effect of the activity itself, but the plan did not specify how UW-Milwaukee intends to measure this effect.
- UW-Madison's plan lists an activity to strengthen coordination and collaboration efforts among campus-wide diversity-related committees. The activity's anticipated outcome is improved coordination among the committees and a stronger correlation between committee efforts and campus policies pertaining to diversity and inclusion.
- UW-Stout's plan lists an activity to implement an optional leadership and belonging certification for all faculty, staff, and students. The activity's anticipated outcome includes ensuring that professional development sustains faculty and staff in different areas of their diversity, equity, and inclusion competency.

Some activities at two UW institutions had anticipated outcomes that restate the activities. For example:

- UW-Stout's plan lists an activity to establish an official land acknowledgement, which indicates recognition that indigenous people were traditional stewards of the land on which UW-Stout is located. The activity's anticipated outcome is to establish the land acknowledgement and have it be approved by the chancellor and adopted by departments and student organizations.
- UW-Superior's plan lists an activity to implement a supervisor training as part of a strategy for cultivating personal and collective accountability for sustaining a diverse, inclusive, and supportive institutional climate. The activity's anticipated outcome is that the training occurs.

We assessed that the anticipated outcomes associated with 47 of 94 activities (50.0 percent) are likely easy for UW institutions to measure.

As shown in Table 7, we assessed that the anticipated outcomes associated with 47 of the 94 activities (50.0 percent) that UW institutions worked on in FY 2023-24 are likely easy for UW institutions to measure.

Table 7

Anticipated Outcomes Associated with Diversity, Equity, and Inclusion Activities Listed in Select Plans, by UW Institution¹
 Activities UW Institutions Worked on in FY 2023-24

UW Institution	Number of Activities				Total
	Easy-to-Measure Outcomes	Difficult-to-Measure Outcomes	No Outcomes	Outcomes That Restate the Activities	
Milwaukee	0	19	0	0	19
Parkside	15	0	0	0	15
Madison	9	2	0	0	11
System Administration	9	0	1	0	10
Stout	4	1	0	3	8
Stevens Point	1	0	6	0	7
Whitewater	5	0	1	0	6
Superior	0	0	0	4	4
Eau Claire	0	0	4	0	4
La Crosse	4	0	0	0	4
River Falls	0	0	4	0	4
Oshkosh	0	0	2	0	2
Platteville ²	0	0	0	0	0
Green Bay ³	—	—	—	—	—
Total	47	22	18	7	94

¹ Includes strategic plans as well as diversity, equity, and inclusion plans we included in our review.

² UW-Platteville did not work on any activities listed in the plans we included in our review.

³ UW-Green Bay did not have a strategic plan with diversity, equity, and inclusion components or a diversity, equity, and inclusion plan in FY 2023-24.

It may be difficult for UW institutions to determine the extent to which some activities result in the anticipated outcomes.

It may be difficult for UW institutions to determine the extent to which some activities result in the anticipated outcomes, in part, because factors other than the activities may determine whether the outcomes are achieved. For example:

- UW-Madison’s plan lists an activity to enhance campus-wide Science, Technology, Engineering, and Mathematics (STEM) success for students. The plan does not indicate this activity is intended for any particular types of students. The activity’s anticipated outcome is increased numbers of targeted minority, first-generation, and female students who pursue and graduate from such fields of study.
- UW System Administration’s plan lists an activity to help other UW institutions to recruit, develop, and retain high-quality, diverse, and innovative faculty and staff. The activity’s anticipated outcome includes improving retention, progress-to-tenure, and time-at-institution of faculty and staff from underrepresented groups.
- UW-Parkside’s plan lists an activity to create a sense of belonging on campus for Black and Brown male students. The activity’s anticipated outcome includes increasing year one to year two retention rates of Black students from 29.1 percent to 35.0 percent and increasing such rates for Hispanic students from 33.0 percent to 38.0 percent by 2025.
- UW-Stout’s plan lists an activity for its diversity, equity, and inclusion office to help its Human Resources Office to identify inclusive hiring, onboarding, and supervising practices. The activity’s anticipated outcome is for UW-Stout to increase its rate of diverse new hires and its annual staff retention rate.
- UW-Whitewater’s plan lists an activity to centralize certain student support services in order to make them more accessible as part of UW-Whitewater’s goal of creating an inclusive environment for student success. The activity’s anticipated outcome includes measures of degree and credential attainment, job placement rates, and closing gaps in retention and graduation rates.

Outcomes of Completed Activities

UW institutions had established anticipated outcomes for 7 of the 12 activities (58.3 percent) they completed in FY 2023-24.

We found that UW institutions had established anticipated outcomes for 7 of the 12 activities (58.3 percent) they completed in FY 2023-24. In some cases, UW institutions established anticipated outcomes for activities that restate the activities. We found that:

- UW-Stout completed an activity for a staff member to speak at a workforce development conference in order to strengthen efforts to connect underrepresented students to industry partners, and the activity’s anticipated outcome is to participate in the conference;
- UW-Stout completed an activity for a staff member to speak at a chamber of commerce meeting in order to strengthen efforts to connect underrepresented students to industry partners, and the activity’s anticipated outcome is to participate in the meeting;
- UW-Superior completed an activity to develop and implement a respectful workplace policy to help facilitate a diverse, inclusive, and supportive institutional climate, and the activity’s anticipated outcome is to develop and implement the policy; and
- UW-Superior completed an activity to revise its policy on performance evaluations and promotions for non-tenured instructional staff to help facilitate a diverse, inclusive, and supportive institutional climate, and the activity’s anticipated outcome is to provide the revised policy to staff.

Three UW institutions each completed one or more activities but did not attempt to determine whether they had achieved all anticipated outcomes. We found that:

- UW-Stout completed an activity to establish a reflection and multi-faith space on campus, and the activity’s anticipated outcomes relate to student participation and satisfaction. UW-Stout did not evaluate the effect this activity had on student participation and satisfaction.
- UW-Milwaukee completed an activity to help it to obtain diverse applicants for open job positions, and the activity’s anticipated outcomes relate to the locations of job postings and applicant demographics. UW-Milwaukee did not evaluate the effects this activity had on the locations of job postings and applicant demographics.

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- UW-Whitewater established a Committee on Student Success and a Student Success Council, and the activity's anticipated outcomes relate to the committee and council holding meetings and taking actions, as well as increased student retention and graduation rates. Although the committee and council each held meetings and took actions, UW-Whitewater did not evaluate the effects this activity had on student retention and graduation rates.

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Costs of Diversity, Equity, and Inclusion

No UW institution tracked the amount it spent specifically on diversity, equity, and inclusion.

No UW institution tracked the amount it spent specifically on diversity, equity, and inclusion. However, we used the available information to estimate three types of costs that UW institutions incurred: costs for offices with diversity, equity, and inclusion duties; estimated salary costs for positions with job duties pertaining to diversity, equity, and inclusion; and estimated costs for working on certain diversity, equity, and inclusion activities listed in selected strategic plans and diversity, equity, and inclusion plans. Because some amounts overlap multiple types of costs, the amounts we estimated cannot be summed.

Types of Costs

We determined three types of costs that UW institutions incurred in FY 2023-24, including:

- costs for UW institution offices with duties pertaining to diversity, equity, and inclusion;
- estimated salary costs for positions with job duties pertaining to diversity, equity, and inclusion; and
- estimated costs for working on certain diversity, equity, and inclusion activities listed in selected strategic plans and diversity, equity, and inclusion plans.

Table 8 shows the estimated diversity, equity, and inclusion costs incurred by UW institutions in FY 2023-24. Because UW institutions did not track the amounts they spent specifically on diversity, equity,

and inclusion, we used the available information to estimate each type of cost independently from other types of costs. Because some amounts overlap multiple types of costs, the amounts we estimated cannot be summed. As noted, our audit does not assess all activities conducted by UW institutions because some offices and academic departments likely implemented activities that were intended for the students and staff in those offices and departments but that were not listed in the information provided to us at the UW institution level. To the extent that such additional activities were implemented, UW institutions likely incurred costs beyond those we estimated.

Table 8

Estimated Costs Incurred by UW Institutions for Diversity, Equity, and Inclusion, by Type¹
 FY 2023-24

Type	Amount ²
Costs for UW institution offices with duties pertaining to diversity, equity, and inclusion	\$40,221,000 ³
Estimated salary costs for positions with job duties pertaining to diversity, equity, and inclusion	12,484,900 ³
Estimated costs for working on certain diversity, equity, and inclusion activities listed in selected strategic plans and diversity, equity, and inclusion plans	7,911,900

¹ Based on the available information.

² Amounts cannot be summed because some amounts overlap multiple types of costs.

³ Some amounts are unrelated to diversity, equity, and inclusion.

Costs for Diversity, Equity, and Inclusion Offices

We determined the costs of UW institution offices with duties pertaining to diversity, equity, and inclusion.

We determined the costs of UW institution offices with duties pertaining to diversity, equity, and inclusion. UW institutions provided information that indicated such offices differed in size, structure, and scope of responsibilities. For example, UW-Milwaukee’s Division of Community Empowerment and Institutional Inclusivity created and implemented a diversity, equity, and inclusion plan, as well as provided assistance to academic departments and other administrative units, worked with community partners, and provided services to students through resource centers focused on specific student populations. UW-Whitewater’s Warhawk Connection Center provided services to students through resource centers that were focused on specific student populations. In some cases, such offices also completed duties required by federal law, such as Title IX compliance, and had duties unrelated to diversity, equity, and inclusion. Appendix 4 lists each of the offices we included in our analysis.

We used UW expenditure data to determine the amounts UW institutions spent on offices with duties pertaining to diversity, equity, and inclusion. Such expenditures included:

- the salaries and fringe benefits paid to staff who worked in these offices; and
- other costs, such as equipment, supplies, administration, travel, training, scholarships for students, and space rental.

In FY 2023-24, UW institutions spent \$40.2 million on offices with duties pertaining to diversity, equity, and inclusion.

As shown in Table 9, UW institutions spent \$40.2 million on offices with duties pertaining to diversity, equity, and inclusion in FY 2023-24. The expenditure data indicate \$25.8 million of this amount (64.2 percent) was supported by general purpose revenue, \$6.4 million (15.9 percent) was supported by federal grants and aid, \$5.6 million (13.9 percent) was supported by gifts and non-federal grants, and the remainder was supported primarily by program revenue. Not all amounts were related to diversity, equity, and inclusion, but the data do not indicate the amounts that were related specifically to diversity, equity, and inclusion.

Table 9

Expenditures of Offices with Duties Pertaining to Diversity, Equity, and Inclusion, by UW Institution¹
 FY 2023-24

UW Institution	Salaries and Fringe Benefits	Other ²	Total
Madison	\$12,667,900	\$ 9,133,600	\$21,801,500
Eau Claire	3,119,300	539,800	3,659,100
Platteville	2,198,500	748,100	2,946,600
La Crosse	2,304,300	568,400	2,872,700
Milwaukee	2,295,300	391,600	2,686,900
Superior	1,286,000	700,600	1,986,600
Stevens Point	934,400	495,600	1,430,000
Green Bay	856,700	186,900	1,043,700
Oshkosh	524,900	14,600	539,500
Stout	465,900	52,100	518,000
System Administration	366,700	39,500	406,300
Whitewater	106,700	9,900	116,600
River Falls	87,600	20,400	108,000
Parkside	95,800	9,700	105,600
Total	\$27,310,200	\$12,910,800	\$40,221,000

¹ Based on UW expenditure data. Some amounts are unrelated to diversity, equity, and inclusion.

² Includes equipment, supplies, administration, travel, training, scholarships for students, and space rental.

Salary Costs for Positions

We estimated the salary costs of positions with job duties pertaining to diversity, equity, and inclusion.

We estimated the salary costs of positions with job duties pertaining to diversity, equity, and inclusion. The December 2023 resolution passed by the Board of Regents defined staff in certain job categories as being associated with diversity, equity, and inclusion. In addition, we used UW human resources data to identify staff in certain other positions, such as multicultural initiatives directors. We considered information in position descriptions for these certain other positions to determine the extent to which staff in these positions were expected to complete diversity, equity, and inclusion duties, and we used this information to estimate the costs to complete such job duties. We chose to exclude from our analysis staff in positions such as affirmative action/equal employment opportunity specialist, disability services manager, sign language interpreter, and Title IX coordinator. Our analysis is based on the annualized salary amounts paid to staff in these positions as of May 18, 2024, which does not take into account subsequent salary increases, amounts paid for overtime work, or periods of time when positions were vacant.

In FY 2023-24, UW institutions spent an estimated \$12.5 million on salary costs for 170 positions with job duties pertaining to diversity, equity, and inclusion.

As shown in Table 10, UW institutions spent an estimated \$12.5 million in FY 2023-24 on salary costs for 170 positions with job duties pertaining to diversity, equity, and inclusion. UW-Madison had 80 such staff (47.1 percent of the total) and paid them a total of \$6.5 million, which was the most among UW institutions.

Table 10

Estimated Salary Costs of Positions with Job Duties Pertaining to Diversity, Equity, and Inclusion, by UW Institution¹
As of May 2024

UW Institution	Number of Staff	Salary Amount
Madison	80	\$ 6,473,700
Milwaukee	28	1,541,300
Eau Claire	13	953,600
Stout	9	692,500
Green Bay	6	474,400
Oshkosh	7	457,300
Platteville	6	425,200
Superior	7	407,400
System Administration	2	293,000
Stevens Point	4	248,700
La Crosse	2	172,400
Parkside	3	170,100
Whitewater	2	105,300
River Falls	1	70,000
Total	170	\$12,484,900

¹ Based on UW payroll data.

Costs for Activities

We estimated the amounts UW institutions spent working on certain diversity, equity, and inclusion activities listed in selected strategic plans and diversity, equity, and inclusion plans.

We estimated the amounts UW institutions spent working on certain diversity, equity, and inclusion activities listed in selected strategic plans and diversity, equity, and inclusion plans. These plans, which we also used to assess the outcomes of select activities, are listed in Appendix 3. We found that none of the UW institutions centrally tracked the total amounts spent specifically to implement the activities, and none had previously established budgets for their activities. Therefore, we requested that UW institutions provide us with documentation pertaining to specific costs they incurred for the activities, including:

- purchasing items, such as books and other supplies;
- contracting for services, such as speakers and catering for events; and
- paying fees, such as for staff to attend training sessions and conferences.

UW institutions indicated the primary cost of most activities was the amount of time spent by their staff. Therefore, we requested that UW institutions provide us with information on the amount of time staff spent to attend training sessions and committee meetings related to the activities in FY 2023-24. For example, UW System Administration staff attended training sessions on supervision and management as part of an activity that was intended to enhance professional development and foster career progression. UW-Parkside staff attended committee meetings related to eliminating policies and practices that negatively affect the enrollment of underrepresented students.

We used UW payroll data to determine the salaries UW institutions paid for the estimated amount of time staff spent in training sessions and committee meetings related to the activities. To do so, we determined the hourly amounts paid to staff in the positions and multiplied these amounts by the estimated number of hours that staff had spent in training sessions and committee meetings. Because the training sessions and committee meetings do not represent the total amount of time staff spent working on the activities, our calculations likely understate the actual costs. Some UW institutions indicated they did not consider working on the activities to have any additional costs related to staff time because salaried staff are paid regardless of how much time they spent on the activities. Nevertheless, staff could have worked on other, unrelated job duties.

In FY 2023-24, UW institutions spent an estimated \$7.9 million on certain diversity, equity, and inclusion activities listed in selected strategic plans and diversity, equity, and inclusion plans.

As shown in Table 11, UW institutions in FY 2023-24 spent an estimated \$7.9 million on certain diversity, equity, and inclusion activities listed in selected strategic plans and diversity, equity, and inclusion plans. This amount included \$0.3 million for time staff spent attending committee meetings and training and \$7.6 million for other costs. UW System Administration spent an estimated \$3.2 million, including \$1.7 million on a system-wide telehealth pilot program it implemented as part of an effort to achieve a more-diverse, equitable, and inclusive environment for students.

Table 11

Estimated Amounts UW Institutions Spent on Certain Diversity, Equity, and Inclusion Activities Listed in Select Plans, by UW Institution^{1, 2}
 FY 2023-24

UW Institution	Salary Costs ³	Other Costs ⁴	Total
Madison	\$138,800	\$3,021,600	\$3,160,400
System Administration	42,300	3,116,000	3,158,200
Parkside	9,900	546,100	556,000
Milwaukee	1,700	511,600	513,300
La Crosse	34,600	335,300	369,900
Stevens Point	—	59,200	59,200
Whitewater	23,800	13,800	37,600
Eau Claire	21,000	9,100	30,100
River Falls	6,000	4,400	10,400
Stout	—	8,000	8,000
Oshkosh	4,700	500	5,200
Superior	3,000	600	3,600
Green Bay ⁵	—	—	—
Platteville ⁶	—	—	—
Total	\$285,800	\$7,626,100	\$7,911,900

¹ Includes strategic plans as well as diversity, equity, and inclusion plans we included in our review.

² Based on information provided by UW institutions and UW payroll data.

³ Includes salaries for the estimated amount of time staff spent in activity-related training sessions and committee meetings.

⁴ Includes purchases of goods, contracted services, and fees.

⁵ UW-Green Bay did not have a strategic plan with diversity, equity, and inclusion components or a diversity, equity, and inclusion plan in FY 2023-24.

⁶ UW-Platteville did not work on any activities in its strategic plan in FY 2023-24.

The amount that UW institutions paid in salary costs for the estimated amount of time staff spent in activity-related training sessions and committee meetings was associated with a total of 7,147 hours of work time in FY 2023-24. The extent to which staff spent time attending such training sessions and committee meetings in that fiscal year varied considerably among UW institutions. For example, staff at:

- UW-Madison spent 3,578 hours attending training sessions and committee meetings;
- UW-Oshkosh spent 104.5 hours attending training sessions and committee meetings;

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- UW-Superior spent 87.5 hours attending training sessions but did not spend time attending committee meetings; and
- UW-Stevens Point and UW-Stout did not spend time attending training sessions or committee meetings.

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Board of Regents Resolution

In December 2023, the Board of Regents approved Resolution 12129, which requires UW institutions to take several actions related to diversity, equity, and inclusion.

In December 2023, the Board of Regents approved Resolution 12129, which requires UW institutions to take several actions related to diversity, equity, and inclusion. The resolution requires UW institutions not to increase through December 2026 the number of staff positions in certain specified job categories. We found that the number of filled diversity, equity, and inclusion positions that are subject to the resolution decreased from 123.3 FTE in December 2023 to 110.9 FTE in May 2024. However, we also found that UW institutions in May 2024 had 56.9 FTE filled positions that are not subject to the terms of the resolution and that had at least some job duties pertaining to diversity, equity, and inclusion.

Resolution Provisions

In December 2023, the Board of Regents passed a resolution to limit certain diversity, equity, and inclusion activities at UW institutions. The resolution noted that, among other provisions, the Joint Committee on Employment Relations would approve pay raises for UW employees, the Joint Committee on Finance would approve \$32.0 million in supplemental funding for UW, and the Legislature would approve the construction of several buildings at UW institutions.

We used the available information to determine the extent to which UW institutions had complied at the time of our audit with three resolution provisions that pertain to diversity, equity, and inclusion. The resolution requires:

- UW institutions through December 2026 not to increase the number of certain specified staff positions pertaining to diversity, equity, and inclusion and to realign at least 43.0 FTE such

positions to areas focused primarily on academic and student success;

- UW-Madison not to renew its Target of Opportunity Program after the 2023-24 academic year and to initiate an alternative program; and
- UW System to eliminate in most instances requirements for diversity statements in applications for student admissions.

Staff Positions

The resolution requires UW institutions not to increase through December 2026 the number of staff positions in certain specified job categories.

The resolution requires UW institutions not to increase through December 2026 the number of staff positions in certain specified job categories. The resolution specifies that these job categories include:

- positions that provide diversity, equity, and inclusion services;
- positions that provide academic services and student experience services with job titles that include diversity, equity, and inclusion; and
- senior leadership positions focused on diversity, equity, and inclusion.

The resolution also requires UW by December 2026 to realign at least 43.0 of 123.3 FTE positions that were in the specified job categories and that were filled in December 2023. The resolution indicates that through a mixture of attrition as well as active restructuring and reimagining of diversity, equity, and inclusion, UW will realign the 43.0 FTE positions to positions that have a primary focus on academic and student success. As a result, UW institutions should have a total of no more than 80.3 FTE positions in the specified job categories in December 2026.

The number of filled positions subject to the resolution decreased from 123.3 FTE in December 2023 to 110.9 FTE in May 2024.

As shown in Table 12, we found that the number of filled positions subject to the resolution decreased from 123.3 FTE in December 2023 to 110.9 FTE in May 2024. UW-Madison had 49.1 FTE filled positions subject to the resolution, which was the most among UW institutions.

Table 12

**Change in the Number of FTE Filled Positions Subject to the December 2023 Resolution,
by UW Institution**

UW Institution	Number of Positions		Percentage Change
	December 2023 ¹	May 2024 ²	
Madison	55.8	49.1	(12.0)%
Eau Claire	12.0	12.4	3.3
Milwaukee	12.0	11.0	(8.3)
Stout	6.8	6.8	0.0
Platteville	7.0	6.0	(14.3)
Superior	7.0	6.0	(14.3)
Oshkosh	5.8	5.6	(3.4)
Stevens Point	4.0	4.0	0.0
Green Bay	3.0	3.0	0.0
System Administration	1.0	2.0	100.0
Whitewater	2.0	2.0	0.0
La Crosse	4.5	1.0	(77.8)
Parkside	1.0	1.0	0.0
River Falls	1.5	1.0	(33.3)
Total	123.3	110.9	(10.1)

¹ Based on information provided by UW System Administration.

² According to UW human resources data.

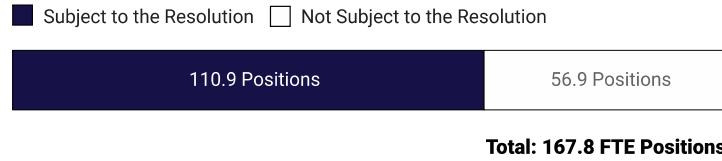
Our review of UW human resources data for May 2024 found diversity, equity, and inclusion-related positions that are not subject to the resolution because these positions were not in one of the job categories specified in the resolution. Such positions included multicultural initiatives directors and specialists.

In May 2024, UW institutions had 56.9 FTE filled positions that are not subject to the resolution and that had at least some job duties pertaining to diversity, equity, and inclusion.

As shown in Figure 1, we found that UW institutions had 56.9 FTE filled positions that are not subject to the resolution in May 2024 and that had at least some job duties pertaining to diversity, equity, and inclusion. These positions are in addition to the 110.9 FTE positions that are subject to the resolution. We found that UW institutions had 167.8 FTE filled positions with duties pertaining to diversity, equity, and inclusion in May 2024. Annualized salaries for the 167.8 FTE filled positions totaled \$12.5 million in May 2024, including \$2.5 million for job duties pertaining to diversity, equity, and inclusion that were performed by staff in the 56.9 FTE filled positions.

Figure 1

FTE Filled Positions at UW Institutions Pertaining at Least in Part to Diversity, Equity, and Inclusion¹
 May 2024



¹ According to UW human resources data.

As shown in Table 13, UW-Madison had 79.1 FTE filled positions pertaining at least in part to diversity, equity, and inclusion, which was the most among UW institutions in May 2024. This number included 49.1 FTE filled positions that are subject to the resolution and 30.0 FTE filled positions that are not subject to the resolution.

Table 13

FTE Filled Positions Pertaining at Least in Part to Diversity, Equity, and Inclusion, by UW Institution¹
 May 2024

UW Institution	Number of Positions		
	Subject to the Resolution	Not Subject to the Resolution	Total
Madison	49.1	30.0	79.1
Milwaukee	11.0	17.0	28.0
Eau Claire	12.4	0.0	12.4
Stout	6.8	2.0	8.8
Superior	6.0	1.0	7.0
Oshkosh	5.6	1.0	6.6
Platteville	6.0	0.0	6.0
Green Bay	3.0	2.9	5.9
Stevens Point	4.0	0.0	4.0
Parkside	1.0	2.0	3.0
La Crosse	1.0	1.0	2.0
System Administration	2.0	0.0	2.0
Whitewater	2.0	0.0	2.0
River Falls	1.0	0.0	1.0
Total	110.9	56.9	167.8

¹ According to UW human resources data.

Target of Opportunity Program

The resolution requires UW-Madison not to renew its Target of Opportunity Program after the 2023-24 academic year.

The resolution requires UW-Madison not to renew its Target of Opportunity Program after the 2023-24 academic year. UW-Madison's website indicated the program was intended to help academic departments to recruit faculty to enhance the quality and diversity of their departments, even though their research areas do not match the areas defined in a position description. Under the program, after an academic department hired an individual for the 2023-24 academic year, UW-Madison provided it with up to \$75,000 annually for three years for assistant professors and up to \$115,000 annually for three years for tenured professors. In July 2024, UW-Madison's website indicated the program no longer accepted applications. In August 2024, UW-Madison indicated to us the program was inactive.

The resolution requires UW-Madison to initiate a program focused on recruiting faculty, regardless of their identity or ethnic and racial background, who have demonstrated the ability to mentor at-risk and underrepresented students in order to achieve academic success and who have demonstrated academic and research excellence. In fall 2024, UW-Madison launched the Excellence in Mentoring Initiative, which is intended to help academic departments to recruit faculty who are committed to mentoring at-risk, first-generation, or underrepresented students and have demonstrated the ability to mentor them. After an academic department hires a faculty member, UW-Madison will provide it with up to \$75,000 annually for five years for assistant professors and up to \$125,000 annually for three years for tenured professors. UW-Madison's website indicates the initiative is focused on promoting mentoring excellence, not on the identity characteristics of faculty. In December 2024, we found multiple UW-Madison job postings that included information about this initiative.

Diversity Statements

The resolution requires UW System to eliminate requirements for a diversity statement in student admissions applications.

In May 2023, the UW System President directed each chancellor to remove from written employment applications a requirement for job applicants to outline how they would support diversity, equity, and inclusion at UW. The resolution requires UW System to eliminate, unless specifically required by applicable accreditation bodies, requirements for a diversity statement in student admissions applications, consistent with action previously taken in response to the direction from the UW System President in May 2023.

UW System Administration indicated to us it reviewed the UW online admissions application, which it maintains, and determined that the admissions application did not require diversity statements. We reviewed the online admissions application in August 2024 and found that it did not include a required or an optional diversity statement.

In February 2024, the UW System President directed each chancellor to identify and remove required or optional diversity statements from all applications for admission, student employment, scholarships, fellowships, and student government positions. Chancellors were

directed to report to the UW System President about their reviews no later than March 22, 2024. Seven chancellors reported in writing that they had completed their reviews and removed such diversity statements. UW System Administration indicated six chancellors reported verbally that they had completed their reviews and removed such diversity statements. UW System Administration indicated it did not require UW institutions to provide evidence of compliance with the UW System President's directive.

■ ■ ■ ■

Appendices

Appendix 1

15 Organizations We Contacted

AFSCME Wisconsin ¹	SEIU Wisconsin ⁴
Centro Hispano ²	Urban League of Greater Madison ²
Disability Rights Wisconsin ²	Wisconsin Board for People with Developmental Disabilities ³
Fair Wisconsin ³	Wisconsin Council for the Blind and Visually Impaired ¹
Great Lakes Inter-Tribal Council ⁴	Wisconsin Veterans Network ¹
Hispanic Professionals of Greater Milwaukee ²	Wisconsin United Coalition of Mutual Assistance Association ²
League of Women Voters ³	Wisconsin Women's Network ⁴
NAACP Milwaukee Branch ⁴	

¹ Indicates an organization that declined to speak with us.

² Indicates an organization that did not respond to our repeated attempts to contact it.

³ Indicates an organization that spoke with us.

⁴ Indicates an organization that initially agreed to speak with us but subsequently did not attend the interview that we had scheduled with it.

Appendix 2

Diversity, Equity, and Inclusion (DEI) Activities, by UW Institution

January 2020 through April 2024

In May 2024, we requested that each UW institution provide us with any plans or reports that discuss their DEI activities for the period from January 2020 through April 2024. UW System Administration coordinated the provision of this information, which it indicated typically discusses DEI activities that pertain to an entire given UW institution, rather than to individual offices and academic departments that may have implemented additional DEI activities not reflected in the information provided to us. We obtained additional information from some UW institutions, based on our discussions with UW institutions and reviews of their websites.

We used the information provided to us to briefly summarize in this appendix DEI activities for the period from January 2020 through April 2024. The information typically discusses individual activities in greater detail.

We alphabetized the UW institutions and numbered the activities sequentially, although these numbers do not appear in the information provided to us.

The information we used to develop this appendix includes:

UW-Eau Claire

- *A Bold Future: 2025 Strategic Plan, 2021-2025*
- *EDI Strategic Plan 2025: Preliminary Report of Trends & Findings, September 4, 2020*

UW-Green Bay

- *Strategic Plan for Equity, Diversity & Inclusion, 2020-2023*
- *UW-Green Bay Strategic Priorities*
- *Updates on Academic Affairs Strategic Plan; Goal 2: Advance Inclusivity*
- *UW-Green Bay Diverse Learning Environments Survey; 2020-2021 Results*
- Chancellor's open letter to UW-Green Bay and the Region, January 18, 2024

UW-La Crosse

- *UW-La Crosse Strategic Plan Pillar: Achieving Excellence Through Equity & Diversity, 2016-2024*

UW-Madison

- *Affecting R.E.E.L. (Retain. Equip. Engage. Lead) Change for Diversity and Inclusion, 2015-2025; Phase 2 Update*
- *UW-Madison Strategic Framework, 2020-2025*
- *Campus Climate Progress Report—Spring 2020*
- *Campus Climate Progress Report—Fall 2020*
- *Campus Climate Progress Report—Spring 2021*
- *Campus Climate Progress Report—Fall 2021*
- *Campus Climate Progress Report—Spring 2022*
- *Campus Climate Progress Report—Fall 2022*
- *Campus Climate Progress Report—Spring 2023*
- *Campus Climate Progress Report—Fall 2023*
- *Campus Climate Progress Report—Spring 2024*
- *UW-Madison 2021 Student Campus Climate Survey: Technical Report*
- *Committee for Women in the University: Annual Report for 2019-2020*
- *Committee for Women in the University: Annual Report for 2020-2021*
- *Committee for Women in the University: Annual Report for 2021-2022*
- *Committee for Women in the University: Annual Report for 2022-2023*
- *Immigration International Issues Committee Annual Report for 2019-2020*
- *Immigration International Issues Committee Annual Report for 2020-2021*
- *Immigration International Issues Committee Annual Report for 2021-2022 and 2022-2023*
- *Results from the 2022 Study of Faculty Worklife at UW-Madison*
- *2022 UW-Madison Staff Climate Survey Report Qualitative Results*
- *2022 UW-Madison Staff Climate Survey Report*
- *2021 Student Campus Climate Survey Task Force Report*
- *UW-Madison Diversity Initiatives Inventory (available online)*

UW-Milwaukee

- *Diversity, Equity, and Inclusion (DEI) Framework, 2021-2022*
- *Division of Diversity, Equity, and Inclusion 2021 Annual Report*
- *Division of Diversity, Equity, and Inclusion 2022 Annual Report*
- *Division of Diversity, Equity, and Inclusion Strategic Plan, 2023-2026*
- *2030 Action Plan, 2021-2030; Status Update and Recommendations*

UW-Oshkosh

- *Strategic Plan UWO 2030, 2023-2030*
- *Strategic Plan, 2016-21; Strategic Plan Update*
- *Prospective Faculty Experience Web Audit*
- *Report on Hiring and Retaining Black, African American, Latino/a/x, Native American, Indigenous, Asian, Southeast Asian, and Pacific Islander Instructors*
- *UW-Oshkosh Human Resources and Workforce Diversity web page*

UW-Parkside

- *ASAP 2025: Academic and Student Affairs Plan, 2021-2025*
- *Academic and Student Affairs Plan: Justice, Equity, Diversity, and Inclusion Plan, 2022-2025*
- *UW-Parkside 2025 Strategic Framework*
- *UW-Parkside Provost's email message to staff regarding the 2025 Academic and Student Affairs Plan, October 3, 2022*

UW-Platteville

- *2019-2024 Strategic Plan*
- *Strategic Enrollment Plan, 2022-2026*
- *Academic Affairs Strategic Plan, 2022-2024*
- *2023 HR Strategic Plan – Priorities*

UW-River Falls

- *Exploratory Action Items: Chancellor's Task Force for Inclusivity and Anti-racism, April 16, 2021*
- *Memo from Faculty Senate Chair to Chancellor regarding Faculty Senate Approval of Academic Plan, May 21, 2021*
- *Chancellor's Task Force on Inclusivity and Anti-Racism Accomplishments for 2020-2021*
- *Soaring to New Heights: 2023-25 Strategic Plan*
- *UW-River Falls Chancellor's email to staff regarding 2023-25 Strategic Plan, January 27, 2023*
- *Academic Growth Priorities: Goals and Metrics, March 24, 2023*

UW-Stevens Point

- *Academic Affairs Strategic Plan for Equity Diversity, and Inclusion, 2020-2023*
- *Purpose Made Possible, 2020-2025; Year 2 Dashboard (Strategic Plan)*
- *UW-Stevens Point Differing Abilities Advisory Council 2021-2022 Report*
- *UW-Stevens Point Inclusive Excellence Plan, 2022-2023*

UW-Stout

- *UW-Stout FOCUS 2030 Strategic Plan, 2020-2030*
- *Inclusive Excellence Action Plan 2020-2021, Year-End Update*
- *Inclusive Excellence Action Plan 2021-2022, Year-End Update*
- *Equity, Diversity, and Inclusion Office Annual Report, 2021-2022*
- *Equity, Diversity, and Inclusion Office Annual Report, 2022-2023*
- *Equity, Diversity, and Inclusion Office Action Plan, 2021-2022*
- *Equity, Diversity, and Inclusion Office Action Plan, 2022-2023*
- *Equity, Diversity, and Inclusion Office Action Plan, 2023-2024*
- *Inclusive Excellence Action Plan 2023-2026*

UW-Superior

- *Strategic Plan for Equity, Diversity, and Inclusion 2017-2020*
- *Forward Superior Strategic Plan, 2021-2024*
- *Forward Superior Spotlight: Objective 3.1 Addressing the Attainment Gap, May 16, 2022*
- *Tribal Consultation Policy and Workplan Summary, 2023-2024*

UW-Whitewater

- *2017-2022 Strategic Plan*
- *Archived Racial and Social Justice Initiatives web page, 2021*
- *2023-2028 Strategic Plan*

UW System Administration

- *UW System – 2025FWD Strategic Framework, 2020-2025*
- *Universities of Wisconsin Strategic Plan 2023-2028*

UW-Eau Claire

Number	Activity
<i>Achieve national distinction by demonstrating leadership in DEI</i>	
1	Implement the DEI Strategic Plan
2	Implement practices to eliminate the opportunity gap and lead to equitable outcomes for students, faculty, and staff
3	Identify national leadership opportunities through the Center for Racial and Restorative Justice and the Center for DEI Training, Development, and Education
4	Recruit and retain a more-diverse student body and workforce
5	Integrate DEI into classroom pedagogy, content, and curriculum
6	Employ the “education debt” framework to strengthen efforts to eliminate the opportunity gap, with one outcome being equity across social identities in student retention and graduation rates
7	Build and maintain collaborative coalitions throughout the region
<i>Other Activities</i>	
8	Implement intentional efforts to recruit and retain diverse faculty, staff, and students
9	Community stakeholders and alumni are vital to the success of DEI priorities
10	Demographic changes among students and employees require intentional DEI efforts
11	Investigate and integrate DEI into classroom pedagogy, content, and curriculum
12	Grow DEI training to increase its capacity and expand opportunities for faculty, staff, students, and community members
13	Develop strategies to increase awareness of DEI initiatives
14	Strengthen the wide variety of existing DEI initiatives
15	Continue to cultivate campus cultures where DEI is integrated into everyday roles and responsibilities
16	Leaders must actively role model DEI
17	Successful DEI efforts require infrastructure, resources, budget, time, and financial investment to support, sustain, and increase their impact

UW-Green Bay

Number	Activity
<i>Increase and enhance the recruitment and retention of a diverse employee population</i>	
18	Develop marketing and website materials that showcase diverse employees
19	Compile and update a list of diverse community resources on the website and market the website
20	Identify current recruitment practices that might thwart diverse hiring efforts and create a “stop doing list”
<i>Facilitate professional development on DEI for staff and faculty</i>	
21	Develop a train-the-trainer program for the Inclusive Excellence Certificate
22	Establish formal liaisons with groups that engage in DEI activities in order to promote professional development opportunities
23	Institutionalize DEI activities and professional development as part of faculty evaluation criteria
24	Develop an institutional framework to use as a guide to develop, implement, and assess DEI programs
<i>Develop programming, interactions with community partners, and curricular recommendations to support learning</i>	
25	Develop an inclusive excellence student internship program
26	Develop a focus group to implement programming and initiatives to increase inclusive practices
27	Implement a student inclusive excellence certificate program
28	Develop a framework containing classroom goals and rubrics to review curricula and pedagogies through a DEI lens
<i>Increase the enrollment of underrepresented learners</i>	
29	Increase partnerships to foster growth in the student pipeline
30	Develop a financial literacy offering related to preparing for college for middle and high school students and their families
31	Identify and disseminate information about barriers to higher education
<i>Reduce equity gaps in retaining racially minoritized and low-income students through research-based, data-driven initiatives</i>	
32	Develop awareness, transparency, and communication around institutional retention data
33	Organize and conduct climate surveys and student focus groups to understand student experiences and sense of belonging
34	Use data on the student experience to inform initiatives to retain racially minoritized and low-income students
35	Increase the retention rate and empower academic programs to reduce equity gaps
36	Boost first-to-second-semester and second-year retention rates through partnerships between Academic Affairs and Student Affairs

Number	Activity
<i>Increase engagement with community members and groups in areas related to DEI</i>	
37	Increase the presence of university leadership on community governing boards, task forces, and committees
38	Increase sponsorship and participation in community educational modalities
39	Create community partnerships with research, service, and mentorship
<i>Inclusivity</i>	
<i>Provide education for all demographics</i>	
40	Increased annual Rising Phoenix enrollment numbers in rural districts
41	Supported rural school districts by expanding advanced offerings for their students
42	Grew an average of 15.0 percent per year in students who identify as Hispanic since 2020
43	Maintain the level of growth in Hispanic enrollment for the next five years
44	Develop a network for rural students that creates engagement and provides support
45	Become a Hispanic-serving institution
46	Pursue goals to increase participation and retention for all students, regardless of how they identify
47	Provided \$38,200 for New Scholars R.I.S.E.
48	Provided \$51,975 for the Bystander Program for Violence Prevention
49	Provided \$25,000 for an Achievement Summit with the Green Bay Area Public School District
50	Provided \$95,000 for DEI faculty and student consultants
<i>Create a welcoming and equitable environment</i>	
51	Create dedicated spaces for students, faculty, and staff to reflect and meditate
52	Create additional gathering locations to increase opportunities for students to interact with each other, faculty, and staff
53	Communicate the availability and purpose of reflection spaces and gathering locations for students, faculty, and staff
54	Connect instructors to DEI initiatives

Number	Activity
<i>Ensure a diverse faculty, staff, and student body</i>	
55	Create a year-long onboarding program for new Academic Affairs faculty and staff to ensure they feel part of the university community
56	Provide personal and professional development to Academic Affairs faculty and staff in order to provide a safe and inclusive environment for students to succeed
57	Develop relationships with organizations that serve diverse populations of potential students
58	Develop a DEI training program that incorporates the Inclusivity Excellence training and/or the DEI certificate program
59	Engage with the UW System Task Force for diversifying the teacher pipeline
60	Build connections and provide opportunities for targeted high schools
<i>Integrate DEI into curriculum and support services</i>	
61	Create an asset map of how curriculum and programming in Academic Affairs engage with and support DEI
62	Assess library collections to identify gaps in DEI resources and make collection purchases to eliminate identified gaps
63	Build an LGBTQ+ archival collection that can be a source for research
64	Expand the Inclusive Reads and Conversations series
<i>Other Activities</i>	
65	Participate in the Higher Education Research Institute's 2020-2021 Diverse Learning Environments Survey

UW-La Crosse

Number	Activity
<i>Achieve demographic equity in access and retention for students and employees</i>	
<i>Collaborate with the Admissions Office</i>	
66	Learn how the Admissions Office recruits students for demographic equity
67	Convene a group to consider how to be more inclusive of faculty in the admissions process
68	Convene a group to consider how the Office of Multicultural Student Services, Athletics, and others can collaborate with the Admissions Office
<i>Annually assess equity</i>	
69	Ensure equity liaisons work to develop recruitment strategies and processes
<i>Provide fully inclusive education experiences to all students</i>	
<i>Explore restorative justice as a campus-wide model</i>	
70	Establish a steering committee and co-chairs to carry forward restorative justice work
71	Establish a series of brown-bag lunches to reintroduce restorative justice to the campus community and consider hosting a restorative justice speaker for spring training
72	Use information from training to create a plan to implement
<i>Implement best practices for instructor support for inclusive teaching</i>	
73	Pilot effective teaching practices for Equity Liaisons courses
74	Provide support for faculty in universal design for learning
<i>Create a fellowship position in Student and Academic Affairs</i>	
75	Evaluate a proposal for a fellowship program's goals and feasibility
76	Discuss the possibility of a faculty fellowship in the Division of Diversity and Inclusion
<i>Infuse more diversity into general education curricula</i>	
77	Identify key diversity elements in the proposed general education curriculum
78	Consult with the Faculty Senate on how to advise the General Education Committee on implementing the proposed revision to the general education curriculum, given DEI best practices

Number	Activity
<i>Ensure all employees are engaged in creating a dynamic and welcoming campus community</i>	
79	Develop and implement an assessment of inclusive workplace practices
80	Create an Inclusive Excellence award in the areas of teaching, research, and campus and community outreach in order to recognize individuals and departments
<i>Make equity and diversity efforts visible and coordinated</i>	
81	Restore funding and staffing for diversity-related offices and programs that were cut in the past five years, centralize funding for those offices, and protect these offices from future budget cuts
82	Develop a new resource pool that supports sustainable, high-impact practices for underrepresented students and that is supported by fundraising from donors, alums, foundations, corporations, community, and others
83	Leverage existing relationships with external stakeholders and develop new initiatives to support diversity and social justice
<i>Integrate DEI into communications</i>	
84	Evaluate current inclusive excellence messaging and survey campus and community perceptions
85	Draft a consistent inclusive excellence messaging plan and present it to senior leadership and governance groups
86	Revise the inclusive excellence plan and develop a process for implementation
<i>Other Activities</i>	
87	Create learning environments that support students from underrepresented backgrounds
88	Ensure all employees can be engaged in creating a dynamic, welcoming campus community
89	Build relationships that allow DEI efforts to be coordinated across the campus community
90	Share progress related to student success in enrollment, retention, and graduation
91	The Vice Chancellor of Diversity and Inclusion collaborated with academic deans and department chairs to recruit, retain, and promote diverse faculty and staff
92	Created the Excellence in Diversity and Inclusion Certificate program for employees in academic year 2019-20
93	The Division of Diversity and Inclusion expanded to include functions relating to Title IX, Affirmative Action, and the Institute for Social Justice in academic year 2020-21
94	Created the Equity Liaison Initiative, which is a campus-wide effort to close equity gaps affecting students and employees
95	The Equity Liaison Steering Committee developed stronger communication with Equity Liaisons in academic year 2019-20
96	The Admissions Office convened a group in academic year 2019-20 to determine how to be more inclusive of faculty when recruiting students
97	The Admissions Office convened a group in academic year 2019-20 to determine how the Office of Multicultural Student Services, Student Services, Athletics, and others could collaborate with their staff

Number	Activity
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Other Activities (continued)

98	The Center for the Advancement of Teaching and Learning developed instructional resources for faculty and instructional staff to improve inclusive teaching practices in academic year 2020-21
99	Integrated DEI concepts into institutional communications in academic year 2020-21
100	The Policy on Race Committee convened in fall 2020 in order to examine policies related to racial barriers
101	Paused Restorative Justice workshops and the Excellence in Diversity and Inclusion Certificate program in the 2020-21 academic year
102	Approximately \$385,000 in scholarships was available to students of color in academic year 2020-21, an increase of 45 percent compared to academic year 2016-17
103	The Division of Diversity and Inclusion presented a Voices of Uprising panel discussion of "The Long Path Toward Racial Justice"
104	The Division of Diversity and Inclusion presented a Voices of Uprising panel discussion of "The Crossroads of Whiteness and Masculinities"
105	The Vice Chancellor of Diversity and Inclusion received the 2022 UW System Board of Regents Diversity Award
106	The Research and Resource Center for Campus Climate changed its name to The Center for Transformative Justice
107	Social Justice Week was held in April 2022
108	New Directions for Institutional Research published <i>Building Capacities on Campus for Equity-focused Data: The Equity Liaison Program at UW-La Crosse</i>
109	Shared the results of the 2021 student campus climate survey with the campus
110	The Equity Liaison Program added an Inclusive Teaching Specialist and academic fellows in academic year 2022-23
111	The Pride Center hosted monthly gatherings of queer faculty and staff in academic year 2022-23
112	Created the Fostering Success for Independent Scholars program in academic year 2022-23 to serve students who have no living parents, have experience with foster care, or have been dependent wards of the court
113	The Affirmative Action in Admission Task Force assessed the legal consequences of U.S. Supreme Court cases and prepared to respond
114	The ACCESS Center implemented accommodations for flexible attendance and due dates for students with chronic or episodic disabilities in 2023
115	The ACCESS Center reviewed and revised its policies and procedures for student intake and documentation in 2023
116	Student Support Services and Fostering Success for Independent Scholars participants attended the Governmental and Non-Profit Career Fair and toured graduate schools
117	The Center for Transformative Justice collaborated with the Counseling & Testing Center to offer counseling consultations to students of color

Number	Activity
<i>Other Activities (continued)</i>	
118	The Office of Title IX and Compliance created and placed posters in every academic building and residence hall in academic year 2022-23
119	Implemented the Anti-Defamation League's Hate/Uncycled curriculum for employees and students
120	Certain staff read the book <i>Emergent Strategy: Shaping Change, Changing Worlds</i>
121	The ACCESS Center's director participated in developing three sessions of cultural competency training
122	The ACCESS Center launched a portal for accommodation coordination and information in 2023
123	Flyers were produced to explain to faculty the classroom rights of pregnant or expectant parents who are students
124	The Division of Diversity and Inclusion provided information about itself at various sporting events
125	The Bias Support Education Team provided bias education to students
126	The ACCESS Center hosted faculty with invisible disabilities who discussed navigating higher education with disabilities
127	The Pride Center raised \$1,430 for the Pride Center Scholarship Fund during the 2022 Giving Day
128	Approximately 700 posters with translations of "you belong" in multiple languages were distributed throughout campus
129	The Trans Task Force was relaunched
130	Three to four sessions of the Title IX Lunch and Learn were held
131	Baby-changing stations were updated
132	An improved system for keeping family lactation rooms unlocked and accessible was created in academic year 2022-23
133	The Pride Center partnered with the Recreational Eagle Center to set aside one night per month for the LGBTQIA+ community to engage in activities
134	Fostering Success for Independent Scholars, Eagle Mentoring Program, Hekima Scholars, UWL First! Scholars, Multicultural Validation Program, and First Year Research Experience provided student scholarships in academic year 2023-24
135	The Office of Multicultural Student Services received a Fresh Water Collaborative grant to increase the numbers of pre-college programs in academic year 2023-24
136	The Inclusive Teaching Program provided feedback and assistance related to Equity Liaison Reports in academic year 2023-24
137	The Division of Diversity and Inclusion completed a restorative justice training in academic year 2023-24
138	The DEI Faculty Fellow position description was updated, and each college and school has a dedicated faculty or staff member in this position
139	The Counseling and Testing Center and Athletics have liaisons who coordinate with the Division of Diversity and Inclusion

Number	Activity
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Other Activities (continued)

140	The Center for Transformative Justice partnered with New Student Orientation and Residence Life to deliver a free speech, inclusivity, and civil discourse training to all incoming students
141	The Division of Diversity and Inclusion and other partners hosted lunchtime speakers for “UWL Celebrates . . .” months
142	The Division of Diversity and Inclusion hired a full-time Youth Protections Coordinator
143	The Center for Transformative Justice, New Student Orientation, Residence Life, and Center for Teaching and Learning collaborated with The Discussion Project to deliver a training on civil discourse and dialogue
144	The ACCESS Center and University Marketing and Communications created a “Committed to Accessibility” badge for faculty and staff who collaborate and coordinate with the ACCESS Center
145	The Division of Diversity and Inclusion created a newsletter, disseminated monthly communications, and collaborated with the Center for Advancing Teaching and Learning to promote events

UW-Madison

Number	Activity
<i>Improve institutional success through improved retention</i>	
146	Assess and improve interactions affecting the retention of diverse faculty, staff, and students, with an emphasis on how experiences vary among demographic groups
147	Retain and recruit diverse faculty by encouraging and expanding the use of recruitment and retention funds
148	Deploy Green Zone data analysis, defined by a student achieving 54 credits and at least a 2.5 GPA by the end of sophomore year, to identify solutions to close the six-year graduation gap
<i>Improve institutional access by recruiting diverse students, faculty, and staff through relationships in the wider community</i>	
149	Strengthen relationships between campus and community organizations in order to promote partnerships and culturally inclusive practices
<i>Improve the coordination of campus diversity planning</i>	
150	Strategically engage the campus and broader community by establishing and integrating a consistent message about diversity and inclusion throughout all campus communications
151	Designate diversity and inclusion as strategic priorities for fundraising
152	Equip the various diversity-related committees by strengthening their coordination and collaboration
153	Equip the campus with an online database of UW-Madison diversity resources, and hire an external evaluation team to help conduct “diversity mapping” to create an overview of activities and how the campus advances diversity goals
154	Equip and enhance campus-wide STEM success through increased coordination and support for broader STEM initiatives
155	Equip hiring managers with diversity and inclusion competency training for all individuals involved in hiring
156	Equip faculty, staff, and teaching assistants with professional development about evidence-based, student-centered, inclusive teaching practices
<i>Promote shared values of diversity and inclusion</i>	
157	Standardize the practice of including specific goals for diversity in strategic planning
158	Engage students to complete the ethnic studies requirement within the first 60 academic credits and increase support for instructors of those courses
159	Engage and incentivize faculty, instructors, and students to expand learning opportunities that complement the ethnic studies requirement through one-credit experiences offered in collaboration with other campus units and departments
160	Engage faculty and academic staff by supporting implementation of criterion-referenced learning
161	Engage the campus community through partnerships between the annual Diversity Forum and other campus programming

Number	Activity
<i>Engage the campus leadership for diversity and inclusion</i>	
162	Identify current diversity and inclusion-related professional development opportunities, evaluate their efficacy, identify unmet needs, and build individual and organizational capacities
163	Become the premier institution in the Committee on Institutional Cooperation by using promising practices, such as diversity commitment statements that underscore diversity and inclusion as core values
<i>Build an organizational culture and climate that fosters engagement and DEI</i>	
164	Provide an inclusive, safe, healthy, and enriching environment that promotes wellness among students and employees
165	Enhance student, faculty, and staff diversity and build on a strong commitment to create a welcoming, empowered, and inclusive community
<i>Give participants an “up close” view of what it can be like for someone to return home from prison</i>	
166	The School of Social Work held an event to simulate the social and economic challenges facing people who leave prison
<i>Host special series conversations with colleagues every other week</i>	
167	The series allows Division of Continuing Studies employees to learn about systemic racism and process national events
<i>Stimulate a dialogue in a safe, non-judgmental space and share thoughts, feelings, and reflections about race and U.S. society</i>	
168	A facilitated Talking and Reflection circle will provide a supportive space for colleagues to constructively share, reflect, and process their thoughts about race in society
<i>Students who benefit from the TRIO program will give back to their local communities through acts of service</i>	
169	TRIO Day will raise awareness of the TRIO program, which identifies and provides services to individuals from disadvantaged backgrounds
<i>Create a space to explore racial awareness, unawareness, aversion, and urgency</i>	
170	The School of Education held a virtual event to enable a genuine connection among faculty and staff of the same race and improve individuals' capacity to engage in sensitive topics
<i>Provide access to a career path in the museum field to those who might otherwise not be exposed to the field</i>	
171	The Chazen Museum hosted an intern from the Association of Art Museum Directors Diversity Internship program, which engages students from underrepresented backgrounds
<i>Improve the preparation of staff, students, and faculty for mutually beneficial community engagement</i>	
172	The Pilot Community Engagement Preparation curriculum prepares students, staff, and faculty for community engagement that is mutually beneficial and culturally informed through the lens of cultural humility
<i>Provide scholarships for students from groups that have been historically underrepresented in environmental studies</i>	
173	The Community Environmental Scholars Program will discuss links between environmental studies and community service, with a focus on diversity and environmental justice

Number	Activity
<i>Increase divisional efficiency in implementing the Campus Diversity Framework and develop DEI leaders</i>	
174	The Diversity, Equity, and Educational Achievement Internship Program offers students a year-long internship to gain marketable work experience and grow as leaders in diversity and inclusion
<i>Increase the diversity of the Rehabilitation Psychology and Special Education faculty</i>	
175	During the 2019-20 academic year, Rehabilitation Psychology and Special Education hired new faculty, three of whom were people of color and one of whom had a visible disability
<i>Evaluate the collection for diverse authorship</i>	
176	A library school student helped librarians improve the representation of Black, Indigenous, and people of color authors in collections
<i>Increase enrollment, retention, and matriculation rates of diverse students, as well as diversify Wisconsin's IT workforce</i>	
177	Information Technology Academy is a pre-college initiative to increase enrollment rates of diverse students
<i>Host Minority Student Achievement Network Institute events</i>	
178	A national coalition of multiracial school districts will understand and eliminate racial opportunity gaps that persist
<i>Recruit and provide scholarships to a diverse group of students whose backgrounds add to the richness of the campus</i>	
179	The Powers-Knapp Scholarship Program supports academically promising ethnic minority and underrepresented students
<i>Build academic knowledge, cognitive strategies, self-management skills, and knowledge about college life</i>	
180	The Pre-college Enrichment Opportunity Program for Learning Excellence is a college access program for student success and improving campus diversity
<i>Better understand how inclusive the Morgridge Center for Public Service is to students with limited familiarity of the Center</i>	
181	The Center used a workplace culture assessment tool to assess its inclusiveness and culture
<i>Continue to address the diversity and inclusion of students, faculty, and staff</i>	
182	The School of Veterinary Medicine and Department of Surgical Sciences held a lunch and learn series about DEI topics
<i>Create a guidepost for the School of Education's DEI efforts</i>	
183	The School developed a statement outlining its commitment to DEI
<i>Embrace social equity and intentional inclusivity in everything the Arboretum does and foster life-long learning about the environment</i>	
184	The Fall Lecture Series supported the Arboretum's goal of engaging diverse audiences
<i>Acknowledge graduating students in Division of Diversity, Equity, and Educational Achievement programs</i>	
185	The Division administered an opportunity for students to receive recognition at graduation

Number	Activity
<i>Create a sense of belonging and a more-diverse, equitable, and inclusive community in the Department of Forest and Wildlife Ecology</i>	
186	The Department held a webinar series dedicated to improving pro-diversity attitudes
<i>Support retention and high academic achievement</i>	
187	The Empowering Your Career and Internship Conference helped students to clarify their academic goals and connect their academic work with post-graduation careers
<i>Increase cultural awareness among faculty and staff in order to improve the climate</i>	
188	An "Exploring Culture, Identity, Intersectionality, Inclusion, Collaboration, Dignity and Respect" workshop was held for faculty
<i>Decolonize the Dance Department curriculum and create equity among cultural dance forms</i>	
189	The Department developed hip hop courses in dance technique, history, and theory for undergraduates
<i>Create respect for First Nations sovereignty and embed First Nations perspectives throughout UW-Madison libraries</i>	
190	The Steenbock Library held a "Libraries Panel for Our Shared Future" that discussed the work required to create shared understanding behind the names, words, and concepts of communities and people of different backgrounds
<i>Create a support group, build professional networks, and perform community outreach for marginalized astronomers</i>	
191	The Minoritized Identities of Wisconsin Strengthening Astronomy group is inclusive to all marginalized and minoritized individuals of the local astronomy community
<i>Provide a space for the School of Education's Asian and Asian American community members who experienced discrimination</i>	
192	The School held the "Stand Together: Asian and Asian American Student and Scholar Virtual Gathering" to provide a space for its Asian and Asian American community members who have experienced discrimination and xenophobia
<i>Stimulate a dialogue in a safe space around race and U.S. society and discuss work that needs to be done</i>	
193	The Division of Extension provided a space to discuss race in U.S. society after the murder of George Floyd
<i>Facilitate a welcoming community and sense of belonging in the School of Education</i>	
194	The School's Dean held a tea time to discuss School initiatives, engender inclusivity, and build community
<i>Bring together students, artists, and the global community through Artivism</i>	
195	The Dance Department offered the Artivism: Intercultural Solidarity and Decolonizing Performance course in spring 2020
<i>Increase students' religious literacy and facility for communicating across boundaries of faith</i>	
196	The Center for Religion and Global Citizenry's Interfaith Fellows Program trained students on different religious traditions and on communicating with people from other religious backgrounds
<i>Provide scholarships to diverse students and improve retention and graduation rates for historically underrepresented groups</i>	
197	The Chancellor's Scholarship Program supports academically outstanding and talented ethnic minority and underrepresented students who have the potential to excel in a highly rigorous academic environment

Number	Activity
<i>Provide information and a forum for discussing DEI-related topics for business students</i>	
198	An associate professor of Media and Cultural Studies discussed how media covers different racial groups and the effect that has had on the Black Lives Matter protest
<i>Bring different approaches to the School of Social Work community for thought and discussion</i>	
199	Weekly "Supporting Black Lives" discussions will highlight actions taken to support Black lives
<i>Center the concept of race and racism in our ongoing discussions as an organization</i>	
200	Dialogue focused on the terms and concepts that relate to the broader social construct of whiteness and how it relates to the organizational context and work of Extension
<i>Increase the preparation of faculty, staff, and students for meaningful, culturally informed community engagement</i>	
201	Develop an infrastructure that promotes informed, critical community engagement among university affiliates
<i>Enhance the educational experience for all students across all Badger Precollege programs</i>	
202	Implement culturally responsive curricula to build awareness of the ways curricula may inhibit equality and to enhance inclusive practices through curricula and classroom climate
<i>Improve undergraduate education through teaching-as-research, learning communities, and learning-through-diversity</i>	
203	The Delta Program promotes the development of a future national faculty in the natural and social sciences, engineering, and mathematics that is committed to implementing and advancing effective teaching practices for diverse students
<i>Develop a shared language with clear definitions and engage in authentic exploration</i>	
204	The Department of Ophthalmology and Visual Sciences' Equity Alliance meets bi-weekly to discuss decolonization and anti-racist actions
<i>Facilitate discussion of four social justice-themed books</i>	
205	The Division of Continuing Studies Book Club will facilitate reading and discussing books related to social justice issues
<i>Increase Civil and Environmental Engineering graduate student understanding of racial and environmental injustice</i>	
206	The Environmental Chemistry and Technology Program's DEI committee of graduate students cultivates a more-inclusive, equitable, and diverse work environment
<i>Organize a new committee</i>	
207	The new Equity and Diversity Committee includes the Inclusive Learning Community and the Climate Committee
<i>Increase engagement and participation in the outdoors for everyone</i>	
208	Hoofer Ambassadors strives through discussions, programs, and grants to make the outdoors accessible and welcoming
<i>Introduce the information services occupation to underrepresented undergraduate students</i>	
209	The Information Specialist Internship Program provides undergraduates an opportunity to obtain knowledge and hands-on experience in the information and library services field

Number	Activity
<i>Through a culturally relevant curriculum, Latino students learn more about the path from middle school to high school to college</i>	
210	A two-day conference for Latino middle school students will gather and learn at UW-Madison
<i>Apply evidence-based course design and teaching practices that are learner-centered, inclusive, and engaging</i>	
211	Assistant professors and fellows meet weekly with faculty peers and expert facilitators to learn evidence-based practices for teaching and learning, with a focus on DEI in the classroom
<i>Bring different approaches and opinions to the School of Social Work community to inspire creative action</i>	
212	The School hosted “Focus on Action: Voices from the Field” discussions that highlighted actions to support Black lives
<i>Adopt a strategic plan to allow the School of Social Work community to meet DEI goals</i>	
213	The School implemented a DEI strategic plan in fall 2020
<i>Provide information to and a forum for School of Business students to discuss DEI</i>	
214	The School hosted a “Confronting Imposter Syndrome” event that addressed how imposter syndrome affects personal growth, belonging, and authenticity
215	The School held a COVID-19 and “Resurgence of Anti-Asian Racism” event to discuss anti-Asian racism in the U.S.
216	The School held a “Protest or Riot: How Media Covers Different Racial Groups” event to discuss how the media covers different racial groups and the effect that has had on Black Lives Matter
<i>Increase attendance at the Steenbock Library</i>	
217	The Steenbock Library discussed “Race after Technology: Abolitionist Tools” for the <i>New Jim Code</i> book
218	The Steenbock Library held a “Citizen Science and STEM Outreach” panel to share motivations to pursue STEM
<i>Educate members of the UW-Madison community about Indigenous history, cultures, topics, and current events</i>	
219	The Department of Educational Policy Studies held an “Indigenous Speaker Series” that featured indigenous activists, educators, and speakers
<i>Increase awareness of the historical context of racial inequity and biases and build an understanding of white-dominant culture</i>	
220	The Natural Resources Institute held an “Understanding Racial Equity in the Context of Natural Resources Programming” workshop that explored historic systemic racism, power, social dynamics, and environmental justice
<i>Align our institutional commitment with institutional action</i>	
221	The Division of Extension held an “Expanded Understandings of the Land-Grant System History in the U.S.” initiative to discuss the land grant system and its founding on ideas that perpetuated institutionalized racism
<i>Reflect on identities, intersectionality, culture, race and privilege</i>	
222	The Coalition for Leading Anti-Racist Schools used job-embedded coaching to support participants engaging in an anti-racist cycle of inquiry and action

Number	Activity
<i>Build knowledge and capacity among all students to engage in DEI concepts</i>	
223	Provide training in DEI concepts to incoming Master of Social Work students
<i>Increase female undergraduate participation rates in STEM entrepreneurship</i>	
224	The School of Business created a research grant and evidence-based program to increase female participation rates
<i>Provide ongoing education and engagement with diversity topics</i>	
225	"Diverse Joy" is a monthly podcast devoted to discussing diversity topics
<i>Update, educate, and activate regarding diversity issues</i>	
226	The two-day "Diversity Forum" was held
<i>Acknowledge all new and recently promoted faculty of color</i>	
227	A faculty of color reception recognized new and recently promoted faculty of color and served as a networking opportunity
<i>Provide virtual professional development opportunities</i>	
228	Primarily female staff and students attended the "National Diversity Council Women in Leadership Symposium"
<i>Honor outstanding women nominated by the community and campus partners</i>	
229	An "Outstanding Women of Color" reception formally recognized women who meet certain criteria
<i>Explore the impact of policies and services on racial inequities, support social workers, and celebrate social justice actions</i>	
230	The School of Social Work held the "Social Workers Confronting Racial Injustice" conference to challenge social workers to engage in racial and social justice action
<i>Use data to implement changes in the classroom and environment</i>	
231	The School of Social Work's "Competency Assessment for Program Evaluation" included climate and DEI components
<i>Increase cultural competency of School of Nursing faculty and staff</i>	
232	The School held the "Diversity and Equity Series" to educate faculty and staff about DEI issues
<i>Equip the education community to focus on equity in education policies, curriculum, and teaching practices</i>	
233	The "Real Talk for Real Change" symposium focused on racial justice in education by centering the voices of scholars of color and community members
<i>Foster open communication and difficult conversations to work toward DEI goals</i>	
234	The Literati book club seeks to break down silos and build camaraderie, comfort, and teamwork around DEI work
<i>Sponsor an annual "Community Read" that focuses on a book addressing racial or social justice</i>	
235	The School of Social Work's "Community Read" read <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i>
236	The School of Social Work's "Community Read" read <i>Making a Difference: My Fight for Native Rights and Social Justice</i>

Number	Activity
<i>Support engagement and a sense of belonging in the Department of Family Medicine and Community Health</i>	
237	The Department developed and executed an ongoing anti-racism initiative
<i>Create a pipeline for future teachers to diversify Madison Metropolitan School District's teaching workforce</i>	
238	The Tomorrow's Educators for Equity in Madison Scholars program diversifies the school district's teaching workforce
<i>Center cultural humility in the Professional Coach Training program and integrate DEI</i>	
239	The program redesigned its curriculum to teach students about issues of systemic racism, oppression, diversity, and cultural context and their connection to the field of professional coaching
<i>Strengthen participants' interest and skills in literacy and self-expression</i>	
240	The Odyssey Junior program engages children through self-discovery and expression as part of an approach to use education to combat generational poverty
<i>Encourage precollege students to apply to engineering programs</i>	
241	The Virtual Engineering Summer Program helps high school students understand the engineering field and its applications
<i>Provide educational resources to contextualize the surge in anti-Asian violence in 2021</i>	
242	The #AtlantaSyllabus is a list of resources to raise awareness of and start discussions about racism and violence toward Asian Americans
<i>Learn how underrepresented students engage in civic activities and identify ways to support students' civic engagement</i>	
243	Learn how underrepresented racial and ethnic minority students engage in civic activities and identify ways to support students' civic engagement activities
<i>To design, populate, and test a publicly accessible diversity database</i>	
244	A public database was created about diversity in newly published books received by the Cooperative Children's Book Center
<i>Improve the Dance Department's climate and communication</i>	
245	The Office of Strategic Consulting conducted a climate survey of students
<i>Improve group discussion in classes in order to improve learning for all students</i>	
246	The "Discussion Project" is a course for instructors to improve small and large group discussions
<i>Submit projects to promote health equity for trans and nonbinary people</i>	
247	The Trans Counseling Advocacy Research and Education Collaborative aims to transform and advance the position of two-spirit, trans, nonbinary, and gender diverse issues in the psychology field
<i>Publication</i>	
248	Research examined whether and why states with female governors had fewer COVID-19 deaths than states with male governors

Number	Activity
<i>Promote healthy, inclusive, and engaging workplaces for female faculty, staff, and student leaders</i>	
249	“31 Days of Women and Leadership Learning” included a learning opportunity from a female leader each day of one month
<i>Inform building occupants of the locations of single-use bathrooms</i>	
250	Labelled bathrooms for equity
<i>Provide an opportunity for School of Business students with shared underrepresented identities to come together</i>	
251	Identity-based student groups help to build community and support for underrepresented students in the School
<i>Foster collaboration about DEI between business-related student organizations</i>	
252	Bachelor of Business Administration student organizations were invited to send representatives to a Diversity and Inclusion Council
<i>Build on the Bridge-to-Success scholarship program to support student technology needs</i>	
253	The “Bridge-to-Success Tech Equity Pilot” was launched to help students with their device and WiFi needs
<i>Develop skills to identify and intervene in the workplace</i>	
254	The “Bystander Intervention: Stepping In with Care and Confidence” workshop introduced participants to intervention skills for building healthy, inclusive, and engaging workplaces
<i>The Call to Action initiatives focused on improving DEI at the Division of Extension</i>	
255	Establish an organization-wide learning and training platform for Division colleagues, with specific attention on DEI issues
256	Develop comprehensive educational resources available to Division colleagues for self-directed learning
257	Develop a formal mechanism that allows Division professionals to report issues that undermine the commitment to promoting a safe and inclusive environment for all employees, volunteers, and participants
<i>Support the retention of first-year student participants</i>	
258	A mentoring program was created for first-year Center for Educational Opportunity scholars
<i>Increase access, achievement, retention, and graduation rates for Center for Educational Opportunity scholars</i>	
259	The Center is a diverse, multifaceted program that creates equal opportunities in higher education
<i>Encourage wellness among UW-Madison employees</i>	
260	CommUNITY Wellbeing Month featured pre-recorded talks, resources, though-provoking reflections, and small actions
<i>Provide a space for contemplation and conversations about current events</i>	
261	The “Connect, Learn, and Grow Series—Courageous Conversations: The Impact of Race on Work Climate” session was designed to be a space to be curious about others’ perspectives, given the current social and political climate

Number	Activity
<i>Connect with various cultures and bring diverse voices to the table</i>	
262	The “Connect, Learn, and Grow Series—Rituals of Connection” session explored how people connect through cultures, traditions, and rituals
<i>Find balance and motivation in these challenging times</i>	
263	The “Connect, Learn, and Grow Series—Unspooling: Finding Balance and Motivation” event focused on honest conversations to unspool the topics of balance and motivation
<i>Increase professional knowledge, skills, and capacity on DEI issues</i>	
264	Starting in November 2019, all staff in the Noncredit Programs unit of the Division of Continuing Studies have an annual professional development goal to participate in at least one DEI event
<i>Take action towards greater DEI at UW-Madison</i>	
265	The Division of the Arts’ DEI and Access Committee was formed to turn into meaningful action the Division’s commitment to embrace and serve all members of the diverse arts community
<i>Support students of color in teacher education programs</i>	
266	Diverse Leaders in Education is an organization for students of color who are interested in teacher education
<i>Promote, encourage, and support conversations about DEI in the workplace</i>	
267	The DEI Roundtable is a monthly gathering and safe space for conversation about DEI
<i>Inform pre-college students and the community about UW-Madison’s commitment to DEI</i>	
268	The Badger Pre-college programs uphold UW-Madison’s commitment to promoting DEI by creating programming that values diversity and the importance of an inclusive community of students, faculty, and staff
<i>Make recruiting opportunities more visible and accessible for marginalized populations</i>	
269	Continue to collect information from employers with recruiting programs for students with underrepresented identities
<i>Recognize scholarly achievement and promote diversity and excellence in doctoral education and the professoriate</i>	
270	The Edward Alexander Bouchet Graduate Honor Society develops a network of scholars who exemplify academic and personal excellence, foster environments of support, and serve as examples for underrepresented students
<i>Learn how to use curiosity and vulnerability to build authentic and courageous relationships</i>	
271	The “EQ Skills and Strategies: Curiosity and Vulnerability” workshop helps participants to use curiosity and vulnerability as a strategy to build authentic, courageous relationships
<i>Learn how to explore one’s emotional hooks and effectively communicate with others</i>	
272	The “EQ Skills and Strategies: Exploring Emotional Hooks” workshop helps participants to pause and explore emotional hooks and effectively communicate with others

Number	Activity
<i>Learn about empathy and the importance of self-empathy</i>	
273	The “EQ Skills and Strategies: Leading with Empathy” workshop helps participants to learn the difference between empathy and sympathy and the importance of self-empathy
<i>Explore emotions as data for more responsive interactions, communication, and decision-making</i>	
274	The “EQ Skills and Strategies: Noticing and Naming Emotions” workshop helps participants to explore emotions as data for more responsive, rather than reactive, interactions, communication, and decision-making
<i>Learn the value of perspective-giving and perspective-taking to drive inclusive relationships, leadership, and teams</i>	
275	The “EQ Skills and Strategies: Perspective Taking and Perspective Giving” workshop helps participants to learn the value of perspective-giving and perspective-taking as strategies that drive inclusive relationships, leadership, and teams
<i>Increase employee engagement, inclusion, and leverage diversity across Facilities Planning and Management</i>	
276	The Engagement Inclusion and Diversity Committee meets twice per month on engagement, inclusion, and diversity issues
<i>Increase faculty engagement and discussions around DEI</i>	
277	In fall 2020, each Rehabilitation Psychology and Special Education faculty meeting included one hour to discuss diversity-related activities by the faculty
<i>Develop coaching skills</i>	
278	The “Fully Prepared to Lead—Coaching and Developing Others” module helps individuals to develop skills to coach others
<i>Learn how to deliver effective feedback</i>	
279	The “Fully Prepared to Lead—Giving and Receiving Constructive Feedback” workshop helps employees learn how to provide quality and effective feedback
<i>Learn to handle conflict situations</i>	
280	The “Fully Prepared to Lead—Modes of Conflict Management” module helps individuals understand, manage, and resolve interpersonal conflicts and tensions
<i>Identify and overcome barriers to effective communication</i>	
281	The “Fully Prepared to Lead—One-on-One Communication: Beyond the Basics” module helps leaders communicate more effectively in one-on-one situations
<i>Develop interpersonal skills and relationship building</i>	
282	The “Fully Prepared to Lead—Your Interpersonal Style” module helps individuals identify and understand interpersonal styles
<i>Create spaces for conversations with colleagues</i>	
283	The “Fully Prepared to Lead Lunchtime Table Talks” facilitated discussions on “Working Towards a Racially Just Workplace and World,” “Change and Continuity During the Pandemic,” and “Humanity in Times of Crisis”

Number	Activity
<i>Provide assistance to newly accepted Master of Social Work students</i>	
284	The Harriet and Sandra Rosenbaum Scholarship assists students who have financial need and a long-term commitment to working in the social work profession
<i>Provide resources and experiences related to DEI</i>	
285	The Health Sciences Learning Communities fosters connections among health sciences faculty, staff, and students of shared identities, while also sharpening their capacity to engage in DEI topics
<i>Provide LGBTQ+-inclusive housing options in summer residential programs</i>	
286	Provide LGBTQ+-inclusive housing options for students in summer residential programs, including different floor and floor wing options, depending on gender identity
<i>Understand how staff experience the climate of the Morgridge Center and identify areas for improvement</i>	
287	Conduct an annual survey to understand how staff experience the Center's climate and identify areas for improvement
<i>Engage student interns in the Morgridge Center's DEI initiatives</i>	
288	The Center's DEI Committee assesses, reflects on, and supports DEI in the Center's culture and programming
<i>Enhance the leadership skills and effectiveness of campus managers and supervisors</i>	
289	The Principles of Supervision and Management program allows managers and supervisors to practice skills to enhance their effectiveness in creating a healthy, inclusive, and engaging work environment
<i>Raise awareness of the impact of racism on health and well-being</i>	
290	The "Racial Healing and Transformation" series raises awareness and develops a shared understanding of the intersection and impact of racism on health and well-being
<i>Advance staff coordination of and commitment to DEI efforts</i>	
291	Staff equity and advocacy meetings advanced DEI initiatives and ensured continuous learning
<i>Reflect on the communication process and practice listening strategies to support greater understanding</i>	
292	The "Thrive@UW-Madison: Active Listening to Support Effective Communication" course helps participants identify internal roadblocks to communication and learn strategies to connect with others
<i>Learn to build trust and set appropriate boundaries</i>	
293	The "Thrive@UW-Madison: Building Trusting Work Relationships" course shows participants how to build trusting relationships through intentional words and actions
<i>Learn communication skills and strategies for idea generation</i>	
294	The "Thrive@UW-Madison: Exploring Creativity and Innovation" course helps participants cultivate creativity and use it to solve workplace challenges
<i>Explore identities and reflect on how identities and lived experiences affect one's worldview</i>	
295	The "Thrive@UW-Madison: Understanding Your Experiences and Identities" course helps participants learn the cycle of socialization to better understand how one's identity affects worldviews

Number	Activity
<i>Support students who face economic barriers in their college education</i>	
296	The UW Odyssey Project provides adults living near the poverty level a chance to start college for free through a six-credit, two-semester evening course
<i>Other Activities</i>	
297	The Division of Diversity, Equity, and Educational Achievement sponsored students and staff to visit the National Museums of the American Indian and African American History and Culture in Washington, D.C.
298	UW-Madison became a partner campus for Peer Advisors for Veteran Education, which connects incoming student veterans with peer advisors for resources, support, and advocacy toward achieving an undergraduate degree
299	The Division of Diversity, Equity, and Educational Achievement launched a “Why I Love UW” video project to celebrate individuals who create positive change and community impact because of their UW-Madison experiences
300	The Dean of Students office made its bias response position an assistant director to better support an inclusive campus environment and educate faculty, staff, and students on bias incidents, reporting, prevention, and resources
301	University Health Services hired additional mental health providers focused on students of color and LGBTQ+ students, expanded to evening hours to accommodate student schedules, and offered workshops and group counseling sessions
302	The Wisconsin Foundation, Alumni Association, and UW-Madison developed a \$10.0 million fundraising initiative to recruit and retain diverse students, faculty, and staff and to build a welcoming campus culture
303	The Exceptional Service Support Program was created to support assistant and associate professors who perform service activities beyond what is expected of them
304	Student Affairs created the Office of Inclusion Education to centralize and expand diversity, inclusion, and social justice education efforts, simplify student engagement, and connect areas where inclusion work is occurring
305	The Our Wisconsin program, which is online training that encourages students to contribute to an inclusive campus community and celebrate backgrounds and identities, expanded and became required for Pharmacy students
306	Student Affairs raised \$18,400 for the Black Cultural Center to support student programming and initiatives that uplift and affirm the voices, experiences, and dynamic lives of Black students
307	The Athletic Department launched a DEI plan to facilitate a diverse, inclusive culture for student-athletes, staff, coaches, and community stakeholders and support diversity-related efforts
308	The Office of the Vice Chancellor for Research and Graduate Education provided \$1.0 million for faculty research on understanding race in America and the public health effects of racial, social, economic, and political inequalities
309	The Office of the Vice Chancellor for Research and Graduate Education hired a Multicultural Initiatives Manager to strengthen graduate student recruitment and retention
310	The Division of Diversity, Equity, and Educational Achievement improved the UW-Madison Diversity Inventory database by adding a website that tracks progress toward creating a more-inclusive community

Number	Activity
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Other Activities (continued)

311	The UW-Madison Police Department created the Racial Equity Initiative, which is a plan to identify, adopt, and continually assess needed changes in the department and demonstrate its commitment to racial justice in policing
312	The UW-Madison Public History Project completed more than 450 hours of archival research on the history of discrimination and resistance on campus
313	The Wisconsin School of Business created the Business Emerging Leaders Program to recruit and retain students from historically underrepresented backgrounds and provide scholarships for four years
314	The Center for Academic Excellence provides a community and academic support for College of Letters and Science students historically underrepresented in higher education (e.g., first-generation, low-income, and students of color)
315	The School of Medicine and Public Health provides the Building Equitable Access to Mentorship initiative that matches faculty and first-year incoming medical students from diverse racial and ethnic backgrounds
316	UW Libraries provides the Diversity Resident Librarian Program that offers entry-level librarians from diverse backgrounds an opportunity to develop skills and professional experience
317	The Diversity Resident Librarian Program secured a \$5,000 grant to create an open educational resources anthology that is focused on experiences of Black, Indigenous, and students of color
318	The Nelson Institute for Environmental Studies sponsors “Storytelling for Scientists Workshop,” which is a DEI initiative that helps students develop techniques to translate their research into narratives
319	The Nelson Institute for Environmental Studies participates in the Mellon Foundation’s Just Futures initiative to fund interdisciplinary projects to advance anti-racist practice in science, technology, engineering, math, and medicine fields
320	All divisions participated in the 2020 employee engagement, inclusion, and diversity survey to inform progress toward recruiting and retaining a talented, diverse workforce and creating and sustaining an inclusive, equitable workplace
321	The School of Education grew its DEI Office by adding new staff in student engagement, programming, and recruitment
322	The Division of Diversity, Equity, and Educational Achievement coordinated monthly Affinity Group gatherings to increase recruitment and retention of diverse faculty and staff and create community for employees with shared identities
323	The UW-Madison Student National Medical Association chapter created a local White Coats for Black Lives chapter, which aims to eliminate racial bias in the practice of medicine
324	The School of Nursing convened its annual LGBTQ Health Summit
325	The School of Pharmacy incorporated a strategic plan goal to create programs and develop an infrastructure to improve the climate for underrepresented faculty, staff, and students
326	The Wisconsin School of Business administered a climate survey to learn how faculty, staff, and students feel about the campus climate
327	Graduate School staff engaged in three small-group discussions that examined issues such as institutionalized racism, behavioral racism, colorism, intersectionality, and education reform and discussed the <i>Just Mercy</i> book and film

Number	Activity
<i>Other Activities (continued)</i>	
328	The College of Engineering offers Strategic Targeted Achievement Recognition scholarships to recruit the best undergraduate students and diversify the student body
329	Student Affairs upgraded the online course delivery platform with a new option to allow pronouns in online profiles, enabling individuals to indicate how they would like to be referred to in class and online discussions
330	Student Affairs pursued a Red Gym renovation project to enhance student programming spaces for diversity initiatives
331	The Wisconsin Union Theater established the André De Shields Fund to subsidize, underwrite, and support Black and Brown students, alumni, and projects created or performed by or for Black, Indigenous, and people of color
332	The Division of Information Technology updated IT functions and language to use more-accurate and less-offensive terms
333	The Employee Disability Resources Office advances equal employment opportunities by training Divisional Disability representatives to handle accommodation requests and offer consultation and referral services for employees
334	School of Pharmacy staff and faculty attended the “Breaking the Bias Habit” workshop to build skills on creating and strengthening a diverse, welcoming, and inclusive campus environment
335	Letters and Sciences sponsored “Humanities Education for Anti-Racism Literacy in the Sciences and Medicine” to bring together faculty, students, community members, and tribal partners to address histories of racism in academic disciplines
336	The Center for Leadership and Involvement conducted a study of leadership and surveyed students to measure their leadership attainment and learn about equitable student access to leadership development
337	Student Affairs worked on staff development by piloting new self-assessment tools and professional development plans in various units, based on competencies related to diversity, inclusion, and social justice
338	The Office of Affirmative Action Planning and Programming conducts Equal Employment Opportunity and Affirmative Action reporting and oversight, including updating policies and procedures and sharing best practices
339	The Office of Strategic Diversity Planning and Research leads planning, execution, and implementation of the Diversity Framework and works to coordinate reporting of DEI activities
340	The Wisconsin School of Law presented the “Anti-Racism: How to Intervene for Yourself and Others” program to law students
341	The School of Human Ecology launched the Equity and Justice Network to support the continued evolution of the School into a community where people with diverse backgrounds find success, share knowledge, and advance justice
342	The Division of Continuing Studies created a new DEI director position
343	The Division of Continuing Studies created an online DEI and justice practitioner community for employees to connect with each other about their efforts
344	UW-Madison named a new Chief Diversity Officer

Number	Activity
<i>Other Activities (continued)</i>	
345	The Division of Diversity, Equity, and Educational Achievement established a DEI Education and Professional Development unit for faculty, staff, and graduate student employees
346	The Offices of the Deputy Vice Chancellor for Diversity and Inclusion, Provost, and Vice Chancellor for Finance and Administration partnered to offer advanced learning options for faculty and staff to engage with diversity and inclusivity
347	UW-Madison moved the former Chamberlin Rock, a painful symbol of racism to many students and alumni because of its association with a deeply offensive racial slur
348	University Health Services hired three new mental health providers in response to a need to improve access to mental health services for Black, Indigenous, and other students of color
349	New positions were created for an Indigenous Student Services Coordinator, Indigenous Education Coordinator, and Native/Indigenous Program Coordinator
350	UW-Madison, the Wisconsin Foundation, and the Alumni Association announced the Raimey-Noland Campaign to provide resources to DEI efforts and create a fund for broad initiatives
351	New DEI officers were named in the College of Letters and Science, College of Engineering, and School of Education
352	The UW-Madison Police Department launched the UWPD Equity Dashboard that highlights the number of police service calls, arrests, citations, and use of force each quarter, promoting transparency and tracking metrics for equity in policing
353	UW-Madison raised the Ho-Chunk Nation flag atop Bascom Hall to mark the first time the university has flown it on a central administration building, recognizing the land as the Ho-Chunk ancestral home
354	The Office of Affirmative Action Planning and Programming encouraged employees to update their demographic data to inform affirmative action goals, progress reporting, and strategic planning
355	The Diversity and Inclusion Student Advisory Board was established to advise on the effects of university initiatives and programs on underrepresented and minority students
356	An update to the online course delivery platform used for class rosters and instruction allows students, faculty, and staff to record and share their name pronunciations
357	The Division of Diversity, Equity, and Educational Achievement co-sponsored multicultural homecoming events, including a panel featuring the UW Public History Project Director and campus activists for racial justice
358	UW-Madison welcomed the investigative journalist and co-founder of the Ida B. Wells Society for Investigative Reporting as the Martin Luther King, Jr. Symposium's keynote speaker
359	A record high 84 percent of high school seniors who participated in the Pre-college Enrichment Opportunity Program for Learning Excellence and applied to UW-Madison for the 2020-21 academic year were admitted
360	The Mercile J. Lee Scholars Program recruits historically underrepresented groups in higher education, including students from socioeconomically disadvantaged backgrounds and urban/rural communities

Number	Activity
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Other Activities (continued)

361	University Relations hosted workshops to build expertise in culturally competent communications and marketing
362	Graduate Assistant’s Equity Workshops welcomed teaching, project, and research assistants to sessions on diversity, discrimination, harassment, and applying laws and policies to teaching, learning, and research
363	The Center for Leadership and Involvement in Student Affairs piloted an online cultural competency training with leaders from student organizations, based on the required Our Wisconsin training for new undergraduates
364	The UW-Madison Inclusion in Science and Engineering Leadership Institute presented “Searching for Excellence and Diversity” workshops to help search committees recruit diverse faculty and staff
365	The Public History Project opened an exhibit for uncovering and giving voice to those who experienced and challenged bigotry and exclusion on campus and made the university a better place through their courage, resilience, and actions
366	An assistant professor is creating a digital story map from Indigenous-centered stories and the Dejope community, which allows users to explore important Ho-Chunk sites at UW-Madison
367	The Divine Nine Garden Plaza was unveiled on East Campus Mall to honor the achievements of the nine historically Black fraternities and sororities that make up the National Pan-Hellenic Council at UW-Madison
368	The Wisconsin School of Business opened a multicultural center encompassing two identity spaces in Grainger Hall designed to promote DEI
369	The Equity and Justice Network Summer Institute introduced juniors and seniors from historically Black colleges and universities to graduate-level education at UW-Madison
370	The UW South Madison Partnership opened its space at The Village on Park to better connect UW-Madison with an area of the City of Madison whose residents have historically had less access to university programs and resources
371	UW-Madison renewed its partnership with the College of Menominee Nation, which allows qualified students to be guaranteed admission as transfer students after earning 60 transferable credits at the College of Menominee Nation
372	The Accessibility@UW-Madison website centralized disability and accessibility resource information to ensure faculty, staff, and students have the tools to create an inclusive, accessible environment
373	The School of Veterinary Medicine hosted the Iverson Bell Midwest Regional Diversity Summit
374	The Division of Diversity, Equity, and Educational Achievement added an assistant vice provost for high impact practices and an assistant vice provost for student engagement and scholarship programs
375	Twelve academic schools and colleges at UW-Madison now employ administrators who are dedicated to DEI and collaborate with the Chief Diversity Officer to achieve the campus’s vision of belonging
376	UW Athletics created the position of Assistant Athletics Director for Diversity and Inclusion to lead the Division of Intercollegiate Athletics’ programming and diversity-related efforts for student-athletes, coaches, and the administration

Number	Activity
<i>Other Activities (continued)</i>	
377	The Center for Leadership and Involvement in Student Affairs developed an online cultural competency training program for all primary contacts of registered student organizations, based on the Our Wisconsin inclusion education program
378	The UW-Madison Police Department joined the “30x30 Initiative” pledge to increase the representation of women in police departments to at least 30 percent by 2030
379	The “Multicultural Celebration of Organizations and Resources” event showcased cultural diversity, resources, and student organizations as part of Wisconsin Welcoming programming for new students
380	The “Odyssey Beyond Wars” program serves veterans who experience challenges transitioning to civilian life and want to further their education in a community of peers, with support for textbooks, supplies, childcare, and tutoring
381	In fall 2023, the first recipients of Bucky’s Pell Pathway began classes under pledges to meet the full financial need for four years for new first-year Wisconsin resident students who qualify for Pell Grants
382	The “Free Expression” web hub launched to promote free expression and viewpoint diversity as part of the university’s longstanding commitment to free speech and civil dialogue
383	The Rebecca M. Blank Center for Campus History opened to educate the campus community about the university’s past in ways that enrich the curriculum, inform administrative decisions, and achieve a more-equitable university
384	Academic Coaching to Thrive and Succeed launched the Network for Development and Growth of Indigenous Scholars to support Indigenous students with academic, cultural, and community events
385	The Institute for Diversity Science launched to serve as a hub for researchers interested in advancing evidence-based solutions to diversity-related challenges
386	The UW System Board of Regents approved a new undergraduate major in Chican@ & Latin@ studies
387	The Multicultural Student Center in Student Affairs sponsored cultural events to welcome the return of Middle Eastern North African Heritage Month, a celebration that had not been held on campus in recent years
388	The McBurney Disability Resource Center added a position to help ensure visitors with disabilities have equal access to programs
389	The Division of Diversity, Equity, and Educational Achievement hired an education and wellbeing coordinator to provide emergency funding to help students with food, housing, and other basic needs
390	The Ho-Chunk and UW-Madison communities dedicated the Ho-Chunk Clan Circle, which is a series of sculptures representing the 12 clans of the Ho-Chunk Nation
391	In response to war in Israel and Gaza, the UW and Madison police departments attend campus events, gatherings, and protests, and they provide increased patrols of student areas to prioritize safety and security
392	The Ad-Hoc Study Group on the Black Community Experience on the UW-Madison campus includes students, staff, faculty, and community members and recommends positive impacts to the campus community

Number	Activity
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Other Activities (continued)

393	The Center for Interfaith Dialogue offers opportunities for uplifting students' faith as a part of their identity, increasing religious literacy, and fostering a more-inclusive religious climate
394	UW-Madison offered the Wisconsin Tribal Educational Promise program to expand accessibility and affordability for Wisconsin residents who are enrolled members of federally recognized Wisconsin Indian tribes
395	Student Affairs launched the "Badger Dialogues" series in fall 2023 to provide students and administrators an informal opportunity to connect and work together toward a more-inclusive campus community
396	Student Affairs launched the First-Generation Badgers initiative in fall 2023 to support first-generation students and provide them with enhanced opportunities to connect, find resources, and build community on campus
397	As part of its 175th anniversary celebration, UW-Madison unveiled banners for Bascom Hall to honor the Ho-Chunk Nation
398	The technical results report for the 2021 student campus climate survey included broadly positive perceptions of campus climate that differed among demographic groups and comments on campus police, hostile behavior, and respect
399	UW-Madison sponsored an Annual Outstanding Women of Color Awards ceremony to recognize professional accomplishments and efforts to achieve social justice
400	The Committee for Women in the University participated in selecting 2020 Diversity Forum breakout sessions
401	The Committee for Women in the University unanimously endorsed a resolution to support UW-Madison Deferred Action for Childhood Arrivals (DACA) employees
402	The Committee for Women in the University provided feedback on draft recommendations from the Family Leave Work Group
403	The Committee for Women in the University recommended creating a Committee on Caregiving to focus on employees' caregiving issues that were complicated by the COVID-19 pandemic
404	The Committee for Women in the University developed a survey to learn what employees of all genders believe are the most-important areas to advance regarding the status of female employees at UW-Madison
405	The Committee for Women in the University endorsed a resolution to support DEI and social justice instruction and training
406	Multiple committees attended a meeting to strengthen collaborations among DEI-focused divisional and shared governance bodies
407	The Committee for Women in the University participated in a Campus Diversity Leaders Meeting for conversations about equity and inclusion, after the deaths of Breonna Taylor and George Floyd and the Chauvin verdict
408	A Committee for Women in the University member served on the 2021 Diversity Forum selection committee
409	The Committee for Women in the University endorsed two shared governance resolutions in support of academic freedom to teach race and gender justice and critical race theory

Number	Activity
<i>Other Activities (continued)</i>	
410	The Committee for Women in the University reviewed 2022 staff climate survey respondent suggestions about unwelcoming gender and racial climates, caregiving effects on careers, and women's promotion and pay inequities
411	The Committee for Women in the University met on gender pay equity policy and practice for academic and university staff
412	The Committee for Women in the University met with the Vice Provost for Faculty and Staff Affairs to discuss the Hostile and Intimidating Behavior Working Group, the 2022 staff climate survey, and gender and racial climate concerns
413	The Committee for Women in the University worked to improve campus lactation spaces
414	The Committee for Women in the University met with the Office of Human Resources and the Compensation Center of Excellence to discuss market comparisons and compensation reviews
415	The 2022 Study of Faculty Worklife at UW-Madison by the Women in Science and Engineering Leadership Institute included comments on different responses by demographic groups, perceptions of campus climate, and harassment
416	The Immigration and International Issues Committee provided immigration options to the Chancellor for various staff and postdoctoral professionals
417	The Immigration and International Issues Committee shared resources for supporting international students remaining in Madison after campus closed because of COVID-19 and communicated to staff about community building
418	The Immigration and International Issues Committee advanced two resolutions to support employees affected by Deferred Action for Childhood Arrivals (DACA) policy
419	The Immigration and International Issues Committee discussed committee actions after a presentation by undocumented students on experiences on campus and recommendations for helping students
420	The Immigration and International Issues Committee consulted with the Center for DREAMers about providing access to culturally responsive legal representation, social services, and educational and career services
421	The qualitative results report for the 2022 staff climate survey included staff responses on the importance of transparent and actionable goals regarding DEI and support for a plan to track progress on those goals
422	The technical results report for the 2022 staff climate survey included comments on the campus's commitment to diversity, inclusivity of departments, and hostile behavior and reporting impacts to campus climate
423	The task force report for the 2021 student campus climate survey included responses of support for increasing campus diversity, adding diversity training for students, faculty, and staff, and declining climate reviews from marginalized groups
424	The Posse Program identifies public high school students with high academic and leadership potential sometimes overlooked in college selection and awards them a four-year, full-tuition scholarship with team-based support
425	The Adult Role Models in Science Program links students with Madison-area youth to engage in weekly STEM projects
426	The Employee Learning Center helps university employees identify and work toward educational and English goals in order to advance in the workplace

Number	Activity
<i>Other Activities (continued)</i>	
427	Equity Action Research is a year-long course for Wisconsin public school district educators to participate in practice-based action research related to equity and share their findings across districts
428	The Office of Multicultural Arts Initiatives sponsored First Wave, a four-year scholarship program and learning community for hip hop and urban arts, grounded in three pillars of programming: Academics, Arts, and Activism
429	K-12 math educators collaborated during a year-long course to investigate, experience, and implement research-based teaching practices to promote equity in math education
430	The Math Support for English Learners Workshop provides math educators an opportunity to learn about and implement supports for English learners
431	The Our Shared Heritage initiative brought together a colloquium speaker and Life Sciences Communication faculty and instructors to incorporate learning outcomes related to the Our Shared Heritage initiative and science communication
432	Community Support Specialists provided mental health and community support services to students recruited to UW-Madison through various programs of the Division of Diversity, Equity and Educational Achievement
433	The Multicultural Graduate Network and the Writing Center held a “Ain’t Nobody Got Time for That!: How to Talk about Your Research Without Compromising Your Identities” workshop
434	The Wisconsin Union Directorate Art Committee held an artwork exhibition
435	The Office of Multicultural Arts Initiatives and Brave New Voices hosted a workshop at a youth poetry competition
436	Educational Psychology faculty and students conducted small-group discussions to process, heal, and take action in relation to the Black Lives Matter movement
437	The Wisconsin Center for Education Research held campus visits for lower-income and first-generation students
438	The Wisconsin Union Directorate Film Committee screened films, including at the LGBTQIA Film Festival
439	The Office of Admissions and Recruitment held a celebration event for multicultural students
440	The Department of Life Sciences Communication held events to create an engaging, welcoming, and inclusive environment
441	The Department of Life Sciences Communication’s faculty and staff participated in opportunities at conferences to increase awareness of the Department’s programs with diverse populations and increase the diversity of its applicant pool
442	The Wisconsin Union Directorate Art Committee held an art exhibition that included international artists of color
443	The Office of Professional Learning and Community Education held weekly Courageous Coaching Conversations that allowed participants to ask questions, share ideas, and connect with other coaches and instructional leaders
444	The Committee on Diversity in the School of Social Work held a “Creating Spaces” event to build community in the School
445	The Office of Multicultural Arts Initiatives hosted a workshop on digital literacy for Division of Diversity, Equity, and Educational Achievement staff

Number	Activity
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Other Activities (continued)

446	The Wisconsin Center for Education Research held a Decolonization Dialogue that allowed students and faculty to examine the Center’s practices and brainstorm ways to improve research and service delivery
447	The Wisconsin Union Directorate Cuisine Committee held demonstrations of international heritage, culture, and food
448	The Division of Continuing Studies tested the Diversity Inventory Program database
449	The Wisconsin Union Directorate Society and Politics Committee hosted discussions of diversity on campus
450	The Wisconsin Center for Education Research held an “Exploring Educational Disparities in Wisconsin” event to bring together stakeholders and educational experts
451	The Wisconsin Union Directorate Publications Committee showcased different voices in printed magazines
452	The Wisconsin Union Directorate Global Connections Committee held events with global celebration themes
453	The School of Social Work purchased headsets to conduct a “Hearing Voices” simulation to demonstrate what it can be like to have schizophrenia
454	The Wisconsin Center for Education Research held an “Imposter Experiences and Self-Care” discussion to allow students, faculty, and staff time to revisit their self-care practices
455	The Steenbock Library held a panel discussion on Ho-Chunk cultural preservation projects from the Hoocąk Waaziija Hacı Language Division and the Ho-Chunk Nation Museum and Cultural Center
456	The Office of Professional Learning and Community Education held the “Instructional Coaching Symposium” that included a variety of DEI sessions
457	The Wisconsin Center for Education Research held an International Women’s Day lunch to discuss gender equity and celebrate the accomplishments of women
458	The Office of Multicultural Arts Initiatives’ “Just Bust!” open mic event was followed by a workshop facilitated by the featured guest artist
459	The Wisconsin Center for Education Research held a “Love Wins” event to facilitate a conversation between faculty and students about the LGBTQ+ community’s diversity
460	The Department of Life Sciences hosted speakers from diverse backgrounds for a spring colloquium course in order to increase awareness of diverse perspectives and leaders in the science communication field
461	The Department of Life Sciences required teaching assistants to participate in an inclusive classroom workshop
462	The Madison Astronomers Promoting Lasting Equity graduate student group was formed
463	The Wisconsin Union Directorate Performing Arts Committee held the Madison World Music Festival
464	The Media, Education Resources, and Information Technology Improvement Committee created a DEI values statement and action plan

Number	Activity
<i>Other Activities (continued)</i>	
465	The Office of Multicultural Arts Initiatives co-sponsored the Interdisciplinary Arts Residency Program application of a hip hop pioneer
466	The Office of Multicultural Arts Initiatives partnered with the Dance Department to support the annual Moonshine event
467	Wisconsin Library Services introduced how the Mukurtu content management system meets cultural protocols with digital heritage collections
468	The Wisconsin Center for Education Research held a “Network Book Talks” event to showcase faculty work and invite conversation on equity and diversity topics
469	The Teaching and Learning Programs Office held an “Edge: From Safe Spaces to Brave Spaces” event to discuss how the public spaces for which libraries are responsible might embody the principles of a safe, brave space
470	The School of Social Work PhD Committee hosted a visit for admitted doctoral students and paid for the travel of graduate students from underrepresented groups
471	The School of Continuing Studies’ Equity and Diversity Committee provided a space for staff to come together and process the events of June 2020
472	The Community Development Institute provided support to the Marinette and Oconto County Literacy Council by developing marketing materials for non-English speakers
473	The School of Social Work’s Committee on Diversity hosted two faculty teaching circles to discuss <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> and how to effectively incorporate the intersectional identities of guest speakers into courses
474	The Wisconsin Union Directorate Music Committee sponsored concerts with international themes
475	The College of Agriculture and Life Sciences’ Equity and Diversity Committee held monthly lectures that featured topics to increase cultural awareness or competency for faculty, staff, and students
476	The Law School Dean’s Office worked with the diversity committee and student groups to convene online community forums on race and the law issues
477	The faculty reading group will become more knowledgeable and comfortable talking about race, law, and inclusive teaching
478	State Bar of Wisconsin’s “Diversity Clerkship Program Information Session” will cover the 2022 program and application process
479	The “Student Academic Affairs Diversity, Equity and Inclusion Discussion” will occur among individuals from the Student Academic Affairs area in the College of Letters and Science
480	Facilitator Community of Practice allows individuals who facilitate learning communities, trainings and workshops, classes, and committees to share best practices, strategies and approaches, and resources
481	Graduate Research Scholar communities support underrepresented students by bringing students together for social, academic, professional development, and research activities

Number	Activity
<i>Other Activities (continued)</i>	
482	The Graduate School offers grants to ensure the application fee is not a barrier for students from key recruiting initiatives
483	The Health Equity and Social Justice course allows health profession students to explore how power dynamics affect them and their work with patients, with race as the first lens
484	Hip Hop Residency uses hip hop to teach students about Black American history and experience through context, content, and citation research into hip hop arts
485	Junior Scholars Intensive Training is a mentored research training program for junior faculty, newly graduated PhD researchers, and late-stage PhD students who are interested in topics related to disability and retirement research
486	The Kemper Knapp Fellowship is for Arts, Humanities, and Social Sciences students from underrepresented backgrounds
487	The Leaders in Engineering Excellence and Diversity Scholars program is a competitive scholarship opportunity and a community of support to recruit students from groups historically underrepresented in the engineering field
488	The Office of Diversity, Inclusion and Funding hosts social, academic, and community-building events to support underrepresented graduate students
489	Odyssey Beyond Bars teaches courses to students imprisoned in state correctional facilities
490	The Graduate School's Engagement, Equity and Diversity Committee in June 2021 released a report summarizing research on remote and flexible work policies
491	UW-Madison hosted the Alliance for the Arts in Research Universities conference on "Land and Equity: The Art and Politics of Place"
492	Badger Bound was a virtual event for students of color and first-generation students that showcased what UW-Madison has to offer and provided tips for navigating the application, scholarship, and financial aid processes
493	An "Encouraging a Culture of Civility and Respect" event addressed the growing problem of disrespectful, uncivil behavior in the workplace
494	The School of Veterinary Medicine held a space for processing the George Floyd case verdict
495	The Honoring Our Common Differences class focuses on organizational practices in the context of our society where "-isms" are deeply rooted
496	The Office of Admissions and Recruitment held "Identity and Inclusion at UW-Madison: Multicultural Resource Panel" events
497	A "Leading for Racial Equity Part 1: Becoming an Anti-Racist Organization" class outlined the key features of an anti-racist organization and how to assess the readiness of organizations to move toward anti-racism
498	A "Leading for Racial Equity Part 2: Policy Tools and Workforce Development" class outlined how racial equity decision tools are used to hardwire equity strategies in budget allocations, programs, and policy decisions
499	The Law School held a virtual networking event where students connected with alumni

Number	Activity
<i>Other Activities (continued)</i>	
500	The School of Social Work held a virtual visit day for admitted Master of Social Work students
501	The Office of Admissions and Recruitment held a multicultural student panel for prospective students
502	The Office of Admissions and Recruitment held three “Ask-Me-Anything” Instagram sessions for multicultural and first-generation students
503	The Graduate School held the “Niceness is Not Anti-Racism: How White Aspiring Allies Can (and Must) Step Up Their Game” workshop to encourage white allies to think more deeply about their allyship
504	The Law School Dean’s Office held a “Race, Law, and Democracy” series that included events such as “Voting Rights and Racial Justice,” “The History of Race at UW Law,” and “Perspectives on Anti-Blackness”
505	The Law School held a faculty reading group on race, law, and inclusive teaching to become more knowledgeable, thoughtful, and comfortable talking about these issues
506	The Office of Admissions and Recruitment held “Sett For Success” events for first-generation and underrepresented high school students on the benefits of a college degree and preparing for the college search and application process
507	The Law School held an event to inform students about the State Bar of Wisconsin’s 2022 Diversity Clerkship program
508	The College of Letters and Sciences’ Student Academic Affairs area held a DEI discussion
509	The Student Employment Podcast series discussed DEI as it relates to the work of student employees’ supervisors
510	Compliance training was held for employees who are obligated to report sexual harassment, sexual assault, domestic violence, dating violence, and stalking to the Title IX Office
511	The “Social Workers Confronting Racial Injustice” conference challenges social workers to engage in racial and social justice action
512	The School of Veterinary Medicine invited alumni with diverse backgrounds to discuss their journeys to the School
513	The Graduate School’s Engagement, Equity, and Diversity Committee discussed <i>Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor</i>
514	The “Building Your Small Talk and Networking Skills: Language and Cultural Intelligence to Build Your Network” workshop was held for international graduate students to enhance small talk and networking abilities
515	Two DEI-focused micro-courses were developed on “Reflecting on Social Justice Foundational Concepts” and “Including and Navigating Race in the Classroom”
516	The School of Veterinary Medicine worked on drafting a DEI strategic plan
517	The Success Through Recruitment/Retention, Engagement, and Mentorship program partnered with the Wisconsin Tribal Nations to hold the Native Nations Nursing Summit to encourage Native high school students to pursue nursing careers
518	The Wisconsin School of Business “Lunch and Learn” series will build awareness of inclusion-related topics and combine academic research with lived experience

Number	Activity
<i>Other Activities (continued)</i>	
519	Onboarding for new School of Business employees offers an overview of the School's DEI strategy, goals, and initiatives
520	The Graduate School held a "Citational Justice: Why and How to Consider Our References" workshop to discuss citational justice, which refers to citing individuals based on their identity in order to uplift marginalized scholars
521	The Graduate School Office of Professional Development presented a session on disability and workplace accommodations
522	The Office of Admissions and Recruitment held Chicago Scholars Day, which allowed Chicago students to visit and learn about UW-Madison's academic programs and student resources
523	The Office of Admissions and Recruitment partnered with College Possible, an AmeriCorps organization
524	The Equity and Diversity Committee of the Division of Continuing Studies promoted inclusivity through trainings, discussions, and other information
525	An event for prospective students from Milwaukee was held
526	The Office of Multicultural Arts Initiatives created holistic programming for the Madison community
527	The Admissions and Recruitment Office held a campus visit for transfer students from Madison College
528	Employee demographics were assessed
529	School of Veterinary Medicine employees were required to document and discuss their participation in at least one DEI-focused event or initiative
530	The School of Nursing's Academic Planning Council approved an Inclusive Excellence Plan
531	The School of Nursing held a Wisconsin LGBTQ+ Health Summit to inspire and educate LGBTQ+ healthcare practitioners, students, and members of the LGBTQ+ community to improve the health of LGBTQ+ individuals
532	An "Ableism, Interrupted" training provided information about the definition of ableism and how it has been institutionalized in higher education
533	The Graduate School held interactive talks on how implicit or unconscious bias can influence interactions with a diverse array of individuals and effective strategies for minimizing implicit bias and addressing microaggressions
534	Provide research experiences for undergraduates
535	"Research Mentor Training" creates learning communities to explore multiple culturally aware strategies for effective mentoring
536	The School of Music Learning Community brought together faculty and staff to discover, dream, and design a fully inclusive, multicultural, anti-racist School for all students, staff, and faculty
537	Provide an anti-racism curriculum for School of Medicine and Public Health department chairs

Number	Activity
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Other Activities (continued)

538	“Social Work 100: So You Want to Change the World” provides freshmen with a gateway course to social work majors, hoping to bring in a diverse group of freshmen and cover important social justice issues
539	The Sandra Rosenbaum School of Social Work provides emergency funding in the form of grants to social work students
540	The Stereotyping and Bias Research Lab studies mechanisms that perpetuate stereotypes and prejudice, and leverages science about those mechanisms to develop interventions to reduce stereotyping and prejudice
541	The Success Through Recruitment/Retention, Engagement, and Mentorship program reduces the shortage of Native American professionals in the nursing workforce, particularly in tribal communities
542	The Student-Centered Instructional Coaching Certificate program includes courses on DEI and the role coaches play as instructional leaders and change agents in their schools and districts
543	The Summer Research Opportunity Program provides opportunities for undergraduates to work closely with faculty mentors and graduate students in their major disciplines
544	The Department of Animal and Dairy Sciences Summer Research Opportunity program provides research experience for undergraduate students from minority-serving institutions of higher education
545	All first-year Doctor of Veterinary Medicine students complete the Intercultural Development Inventory and meet with the Director of DEI to discuss their results and how to pursue further development
546	School of Veterinary Medicine community members can register for Purdue’s Diversity and Inclusion in Veterinary Medicine certificate
547	This is How We Role program provides outreach to K-4 students to expose them to careers in veterinary medicine
548	Admitted graduate program students from underrepresented backgrounds receive travel grants to fund visits to Madison to learn more about the campus and engage with students, staff, and faculty
549	The Vet Med Diversity Reads program reads a book on DEI topics quarterly and hosts a national book club meeting
550	The Volunteer Tutoring Program matches employees with volunteer tutors who help them with individual learning goals
551	The William H. Hastie Fellowship Program encourages scholarship in law studies, including law as related to minorities
552	The Wisconsin Pre-Law Diversity Conference and Law Fair provides an overview of law school
553	Wisconsin’s Equity and Inclusion Laboratory is a research laboratory in the Wisconsin Center for Education Research
554	Implemented an intervention to foster students’ interest in getting to know individuals from different cultures and backgrounds
555	The ADVANCEGeo Partnership is a National Science Foundation-funded program to address harassment and exclusionary behaviors that lead to hostile working and learning climates

Number	Activity
<i>Other Activities (continued)</i>	
556	A research program examines social justice issues in education, family-school-community-university collaboration, and systemic transformation
557	Qualitative analysis of interviews among a sample of students will identify factors determining racial and ethnic differences in students' development of a sense of belonging at college
558	The Rosenthal Research Program researches clinical bias, cross cultural and diversity issues, and international rehabilitation
559	The Arboretum DEI and Accessibility Committee fosters DEI and accessibility at the Arboretum.
560	A yearlong seminar was held for language educators and researchers to engage in professional learning around social justice and DEI
561	The Digital Publication of Tribal Laws pilot project addresses the critical gap in the availability of published and accessible tribal laws by developing tools to provide this content free online
562	The Department of Life Sciences Communication includes updates on diversity and inclusion efforts as a permanent agenda item in department and faculty meetings
563	The Doctor of Physical Therapy program encourages underrepresented prospective students to reach out if they would like to connect with a current underrepresented Doctor of Physical Therapy student or alumnus
564	The DEI Committee advises the Department of Entomology on DEI matters
565	A self-paced anti-racist virtual curriculum for faculty and staff is planned to launch in October 2021
566	The Graduate School adopted a diversity statement that was developed by the Graduate School's Engagement, Equity, and Diversity Committee
567	The Graduate School's Engagement, Equity, and Diversity Committee helps to build capacity among leadership and staff to support equity and inclusion and contribute toward a climate that values and includes all voices
568	The Graduate Student Service Scholarship recognizes and honors students who volunteer to take on service roles in addition to their research, work, and family obligations
569	The Human Resources Competencies Cohort Program facilitates a shift from a task-focused way of working with others to a consultative one
570	Cultural Linguistic Services offers training to enhance cultural awareness and inclusive communication in the workplace
571	A variety of resources are available to hiring managers of student employees to ensure inclusive hiring practices
572	The Equity, Inclusion, and Diversity subcommittee of the Law Library's Community Well-Being Committee creates displays related to diversity in the legal profession and law-related DEI topics.
573	"Law, Race and Inclusive Teaching Readings" is an online resource for teaching law in an inclusive manner, with an eye toward issues of racial and other forms of diversity

Number	Activity
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Other Activities (continued)

574	Faculty members consistently serve on equity and diversity committees at the college and campus level
575	“Plain Language Training, Certificate” participants gain a deeper understanding of core plain language strategies
576	The Racial Justice Working Group was formed by students, faculty, and staff in support of Black Lives Matter protests against police brutality, anti-Black violence, and systemic racism
577	The Dean’s office funded research assistants for up to 40 hours for professors who want to include issues of race and diversity in their courses
578	The Master of Science Educational Psychology Professional Educator program makes available five \$1,000 scholarships to students from underrepresented student populations
579	A shared DEI resources folder is accessible to faculty and staff to find and share resources, including those on inclusive teaching and hiring and creating inclusive work climates
580	UW-Madison’s Languages Initiative raises awareness of the linguistic diversity of the campus and local communities and promotes understanding of language as a key aspect of diversity
581	The School of Business’ DEI Committee identifies areas of opportunity and shares best practices to help the School achieve its DEI goals

UW-Milwaukee

Number	Activity
<i>Assess and align campus DEI efforts</i>	
<i>Conduct a campus-wide inventory of existing work</i>	
582	Survey academic and administrative departments
<i>Identify areas where disparities exist</i>	
583	Disaggregate student achievement and staff and faculty data and communicate the results
<i>Establish a DEI liaisons initiative</i>	
584	Seek nominations for individuals to serve as DEI liaisons and advocates
<i>Ensure all colleges, schools, and departments have DEI action plans</i>	
585	Provide a rubric to guide the development of action plans
<i>Conduct an annual review of DEI progress</i>	
586	Develop a tool for departments to carry out DEI audits
<i>Recruit and retain diverse students, staff, and faculty</i>	
<i>Build equity, transparency, and diversity into the search and screen process</i>	
587	Finalize and implement a recruitment and selection protocol
588	Make UW-Milwaukee job postings consistent
589	Diversify recruitment marketing and communications
590	Develop and provide equity and implicit bias training in reviewing candidates
591	Review the use of the waiver process to ensure the search and screen process is more fully enforced for all positions
<i>Establish a staff and faculty diversity opportunity program</i>	
592	Explore funding options that would allow for target-of-opportunity hires
<i>Strengthen targeted recruitment efforts of underrepresented students</i>	
593	Provide resources that eliminate disparity in enrollment outcomes
594	Expand targeted recruitment of African-American/Black students
595	Expand targeted recruitment of American Indian students
596	Expand targeted recruitment of Latinx students
597	Expand targeted recruitment of Southeast Asian/Asian American students

Number	Activity
<i>Recruit and retain diverse students, staff, and faculty (continued)</i>	
<i>Pursue eligibility for Minority Serving Institution programs</i>	
598	Review progress to date and identify areas that need additional resources for the Chancellor’s Committee on Hispanic Serving Initiatives
599	Form a committee to explore Asian American- and Native American Pacific Islander-Serving Institution status and Native American-Serving Nontribal Institution status
<i>Provide career progression support to employees</i>	
600	Create a career advancement program for noninstructional staff
601	Create a career advancement program for faculty and instructional academic staff
<i>Enhance gender initiatives</i>	
602	Assess gender equity efforts
<i>Provide ongoing DEI professional development</i>	
<i>Enhance anti-bias, anti-racist training</i>	
603	Provide training on a range of topics, such as intercultural competence, bystander intervention, and racism and oppression
604	Make the equity mindedness training sessions from Moon Shot for Equity available to all staff, faculty, and students
<i>Host speakers with different political viewpoints</i>	
605	Host a Dialogues Across Difference lecture series, record lectures, and post them on social media outlets
<i>Celebrate DEI progress</i>	
<i>Communicate the impact of DEI</i>	
606	Provide quarterly updates
607	Prepare and distribute an annual report that highlights progress
<i>Recognize DEI champions</i>	
608	Establish a \$1,500 Chancellor’s DEI Champion award
<i>Document contributions diverse groups have made to UW-Milwaukee</i>	
609	Support research and writing for a UW-Milwaukee diversity history book
<i>Ensure students successfully access available resources</i>	
610	Work with campus partners to expand outreach to diverse communities
611	Identify and guide students and their families to campus resources

Number	Activity
<i>Contribute to campus initiatives that lead to higher graduation rates</i>	
612	Provide success coaching to students
613	Plan social and cocurricular activities to enhance academic experiences
614	Evaluate and share the impact of initiatives
<i>Build the capacity of diverse students to pursue graduate education and careers in industry</i>	
615	Provide tailored academic support
<i>Monitor progress toward achieving a diverse workforce</i>	
616	Support search and screen processes in securing diverse applicant pools
617	Enhance efforts to analyze successful and unsuccessful recruitments in order to identify best practices
<i>Develop and support career development and advancement opportunities for employees</i>	
618	Analyze, organize, and share workforce data with campus decision-makers
619	Identify and seek professional development resources
620	Administer the Mosaic Leadership Academy
<i>Develop and lead campus efforts that contribute to a welcoming environment and facilitate culture change</i>	
621	Provide technical assistance to academic and administrative units on DEI action plans, coaching, and mediation
622	Offer ongoing professional development opportunities for campus stakeholders on equity-mindedness, implicit bias, and sexual violence and sexual harassment
623	Support affinity groups in their community-building efforts
<i>Recognize employees with demonstrated commitment to inclusive excellence and belonging</i>	
624	Administer the annual Inclusive Excellence Champion Award
625	Coordinate the nomination of employees for internal and external awards
<i>Secure resources to launch expanded inclusive excellence and belonging efforts</i>	
626	Identify external funding and submit grant applications
627	Cultivate potential donors interested in supporting inclusive excellence and belonging
<i>Promote freedom of expression</i>	
628	Plan campus activities that promote diverse viewpoints

Number	Activity
<i>Engage in intentional collaborations with campus, local, regional, and international partners</i>	
629	Contribute to UW-Milwaukee's community engagement efforts
630	Coordinate UW-Milwaukee's Carnegie Engagement Classification renewal process
631	Help facilitate UW-Milwaukee's charitable investments and community sponsorships
632	Host events with diverse partners, such as chambers of commerce, nonprofit organizations, and international delegations
<i>Climate and culture change</i>	
633	The Division of Community Empowerment and Institutional Inclusivity facilitates equity-mindedness conversations
634	Division of Community Empowerment and Institutional Inclusivity leadership developed resources to help schools, colleges, and departments develop DEI action plans
635	In 2022, the Division of Community Empowerment and Institutional Inclusivity worked with 12 units to develop DEI plans
636	The Racial Justice and Equity Program was redesigned on an online course delivery platform and launched in spring 2022
637	A third iteration of the Racial Justice and Equity Program was launched in fall 2022
638	The Division of Community Empowerment and Institutional Inclusivity offered professional development on topics such as allyship and implicit bias
639	The campus community was invited to read <i>Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do</i> as part of a DEI book club
640	The Division of Community Empowerment and Institutional Inclusivity offered training on racial justice and equity
641	The Division of Community Empowerment and Institutional Inclusivity offered training on pedagogy for neurodiverse students
642	The Division of Community Empowerment and Institutional Inclusivity helped to create the Strategic Faculty Hiring Fund
643	Related to the Strategic Faculty Hiring Fund, hires were made in the Peck School of the Arts, the College of Letters and Science, and the College of Health Sciences
<i>Community building and support</i>	
644	The Division of Community Empowerment and Institutional Inclusivity allocated funds to support coalition-building among the African Diaspora Council, the Asian Faculty and Staff Association, and the Latinx Staff and Faculty Association
645	The African Diaspora Council, the Asian Faculty and Staff Association, and the Latinx Staff and Faculty Association held the Growing Community event in spring 2022 and the Harvesting Community event in fall 2022
646	The Mosaic Network now welcomes campus members from all employee categories
647	Events and activities throughout the year engage employees who self-identify as Black, Indigenous, Asian, and Latinx in discussions about recruitment, retention, promotion, and campus climate issues
648	Related to the Mosaic Network, monthly sessions occur where participants set the discussion agendas

Number	Activity
<i>Community building and support (continued)</i>	
649	The Division of Community Empowerment and Institutional Inclusivity participated in efforts to mentor faculty and staff
650	A new book entitled <i>Telling Our Stories</i> captures the ways that diverse groups have contributed to the university
651	The Mosaic Leadership Academy supports the promotion and retention of diverse members of UW-Milwaukee's community by identifying pathways to administrative and academic leadership positions
652	The Division of Community Empowerment and Institutional Inclusivity supports the Chancellor in nominating faculty and staff for awards outside of UW-Milwaukee
<i>Other Activities</i>	
653	Host a symposium for "Toward an Anti-Racist Campus" grantees to present their project outcomes
654	The multicultural student centers will host the Community Celebration Summit that focuses on culture and wellness
655	In 2022, long-term strategic planning will occur for the Division of Community Empowerment and Institutional Inclusivity
656	The Division of Community Empowerment and Institutional Inclusivity developed a new DEI framework and action plan to help fully institutionalize DEI practices
657	The Division of Community Empowerment and Institutional Inclusivity consulted with campus units regarding data-driven decisions, steps to develop DEI action plans, and strategies to discuss race
658	The Division of Community Empowerment and Institutional Inclusivity held two DEI workshops and provided tools to develop action plans
659	The Division of Community Empowerment and Institutional Inclusivity launched an anti-bias, anti-racist program in February 2021, which was completed by more than 3,200 employees
660	The Division of Community Empowerment and Institutional Inclusivity partnered with the Office of Research to fund ten small pilot projects that address issues of racial equity and inclusion at UW-Milwaukee
661	The Division of Community Empowerment and Institutional Inclusivity collaborated with campus partners to host dialogues and lectures on local and national topics
662	UW-Milwaukee participated in the Howard Hughes Medical Institute's Driving Change initiative
663	UW-Milwaukee is conducting a self-study to position it to seek more resources for students
664	The Division of Community Empowerment and Institutional Inclusivity convened leaders of multiple affinity groups to discuss common interests and held a "Harvesting Community" coalition-building event in October 2021
665	The Office of Equal Opportunity and Civil Rights supported the Racial Justice and Equity Program in spring 2021
666	The Office of Equal Opportunity and Civil Rights trained new resident assistants on Title IX
667	The Office of Equal Opportunity and Civil Rights trained University Housing staff on free speech considerations in hate and bias and student misconduct incidents
668	The Office of Equal Opportunity and Civil Rights participated in UW-Milwaukee's campus healing/return-to-campus group

Number	Activity
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Other Activities (continued)

669	The Office of Equal Opportunity and Civil Rights participated in the Care, Respect, and Expression group, which is focused on responses to hate and bias incidents
670	The Office of Equal Opportunity and Civil Rights was part of a UW-Milwaukee group that participated in the Institutional Capacity-Building Cohort basic needs assessment and survey
671	The Office of Equal Opportunity and Civil Rights contributed to a list of recommended changes to the search and screen process to increase the diversity of applicant pools
672	The Office of Equal Opportunity and Civil Rights led UW-Milwaukee's response during UW System Administration's audit of the student discrimination complaint process in 2021
673	The Office of Equal Opportunity and Civil Rights supported UW-Madison's Office of Compliance when that office faced a staffing shortage
674	The Student Parent Success Program makes resources and opportunities accessible to students with children through advocacy, family-friendly programming, campus partnerships, and community involvement
675	The Student Parent Success Program co-leads a group on student caregivers as part of the UW System Caregiver Taskforce
676	In 2021, 41 underrepresented minority undergraduate students majoring in STEM disciplines participated in the WiscAMP STEM-Inspire Program
677	The McNair Scholars Program was moved from the Graduate School to the Division of Community Empowerment and Institutional Inclusivity
678	The McNair Scholars Program helped 28 scholars secure admission and financial aid to graduate school
679	The 30th annual McNair Scholar Summer Research Presentations were held in August 2021
680	The American Indian Student Center held virtual meet and greets
681	The American Indian Student Center held virtual talking circles
682	The American Indian Student Center arranged the presence of UW-Milwaukee Eagle staff at UW-Milwaukee's 9/11 Memorial
683	The American Indian Student Center supported students with Orange Shirt Day, which commemorated the deaths of native children at residential boarding schools
684	The American Indian Student Center held a Healing Community event
685	The Black Student Cultural Center created opportunities for African/African-American students to have a positive experience at UW-Milwaukee
686	The Black Student Cultural Center hosted the fall and spring 2021 African/African-American Graduation Virtual Celebrations
687	The Black Student Cultural Center helped to revive the Black Graduate Student Association
688	The Black Student Cultural Center created a new Black Male Support Group

Number	Activity
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Other Activities (continued)

689	The Black Student Cultural Center’s Books With Melanin Project kept students connected in summer and fall 2021
690	The Black Student Cultural Center created the Helping Hand Emergency Fund for African/African-American students
691	Participants in the Black Student Cultural Center’s Panther Foundations for Success: Internship Development Program completed another year virtually
692	The Roberto Hernandez Center implemented group advising to meet increased need
693	The Roberto Hernandez Center hosted the Promoting Academics in Latinx Milwaukee Graduation Gala
694	The Roberto Hernandez Center hosted the Bienvenida/Welcome event for recently admitted students
695	The Roberto Hernandez Center participated in the annual Mexican and Puerto Rican festivals
696	The Roberto Hernandez Center celebrated the Latinx Oral History Community research project
697	The Roberto Hernandez Center raised \$27,000 for the Roberto Hernandez Center Emergency Scholarship fund
698	The Roberto Hernandez Center helped to advance the Chancellor’s Committee for Hispanic-Serving Initiatives
699	The Roberto Hernandez Center collaborated with the Hispanic Professionals of Greater Milwaukee to promote UW-Milwaukee’s matching scholarship
700	The Roberto Hernandez Center selected Latinx students to receive the Bader Philanthropies Hispanic Success Scholarship
701	The Roberto Hernandez Center helped produce the first Spanish language commercial about UW-Milwaukee and the Center
702	The Southeast Asian American Student Center provided one-on-one success coaching to undergraduate students
703	The Southeast Asian American Student Center collaborated with the Hmong Diaspora Studies Program to virtually host the “Spring COVID-19 and Asian American Experiences Speaker Series”
704	The Southeast Asian American Student Center collaborated with the Inclusive Excellence Center to virtually host the “Roots: Growing Your Story” program
705	The Southeast Asian American Student Center collaborated with four multicultural student organizations to virtually host the Asian American and Pacific Islander “Involvementfest” program
706	The Southeast Asian American Student Center supported new student orientation by hosting Panther Connections, a virtual affinity space for Asian students
707	The Southeast Asian American Student Center Kickoff welcomed students back to campus
708	The Southeast Asian American Student Center hosted events to help students de-stress during exams
709	The Southeast Asian American Student Center helped students complete the <i>Free Application for Federal Student Aid</i>
710	The Southeast Asian American Student Center hosted an educational and cultural Hmong New Year
711	The Southeast Asian American Student Center connected students to financial resources

Number	Activity
<i>Other Activities (continued)</i>	
712	The Office of Equal Opportunity and Civil Rights was given overall responsibility for UW-Milwaukee's Title IX function, and its staff was expanded to include a dedicated Equal Opportunity/Title IX investigator
713	The Office of Equal Opportunity and Civil Rights conducted presentations to families of incoming students during New Student Orientation and Transfer Student Orientation
714	The Office of Equal Opportunity and Civil Rights made presentations to the Academic Services and Advising Leadership Council
715	The Office of Equal Opportunity and Civil Rights made presentations to the physicians in UW-Milwaukee Athletics
716	The Office of Equal Opportunity and Civil Rights made presentations to new resident assistants
717	The Office of Equal Opportunity and Civil Rights made presentations to department chairs and associate deans
718	The Office of Equal Opportunity and Civil Rights updated its process of preparing UW-Milwaukee's affirmative action plan to account for changes made by UW System's Title and Total Compensation project
719	The Office of Equal Opportunity and Civil Rights supported efforts of search and screen committees to attract demographically diverse applicants
720	The McNair Scholars Program is a federally funded program designed to increase the number of students from underrepresented backgrounds who enter graduate studies leading to doctoral degrees
721	In 2022, 6,969 visits were made to multicultural student centers by 2,171 students for coaching and other services
722	The multicultural student centers support academic departments and researchers who wish to connect with students
723	The Division of Community Empowerment and Institutional Inclusivity partnered with the Center for Community-Based Learning Leadership and Research to implement the Student Success and Talent Pipeline Initiative
724	In 2022, the American Indian Student Center was visited 499 times by 164 students
725	The American Indian Student Center hosted a fall potluck for students
726	The American Indian Student Center hosted the AlterNative Meal event for students
727	The American Indian Student Center hosted a holiday gathering for students
728	The American Indian Student Center revitalized the American Indian Student Association
729	The American Indian Student Association collaborated with the American Indian Student Center on the annual Powwow
730	The American Indian Student Center has worked on a historical maps project involving the Oglala Lakota Nation
731	The American Indian Student Center will produce a weekly newsletter for students in 2023
732	The American Indian Student Center will hold monthly events in 2023
733	The American Indian Student Center will update its social media in 2023
734	The American Indian Student Center will build campus partnerships toward larger events in 2023

Number	Activity
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Other Activities (continued)

735	The American Indian Student Center will work with campus partners to collaborate on events in 2023
736	The American Indian Student Center will hold training for staff in 2023
737	The Black Student Cultural Center hosted a meet-and-greet with new students
738	The Black Student Cultural Center hosted the Fall Welcome
739	The Black Student Cultural Center hosted the Multicultural Open House
740	The Black Student Cultural Center hosted the Student Involvement Fair
741	The Black Student Cultural Center was visited 2,377 times by 671 students in 2022
742	The Black Student Cultural Center contributed to Black History Month programming
743	The Black Student Cultural Center held events in 2022 that celebrated contributions of African/African-American people
744	The Black Student Cultural Center partnered with Versiti Blood Center of Wisconsin on a multicultural blood drive
745	The Black Student Cultural Center partnered with Versiti Blood Center of Wisconsin to host the “LifeLine: The Ultimate Bond” exhibit
746	The Black Student Cultural Center held the 7th annual Black Male Summit
747	The Black Student Cultural Center collaborated with Black faculty and staff to establish the Brother-to-Brother group
748	The Black Student Cultural Center hosted workshops to connect students with role models on and off campus
749	The Black Student Cultural Center co-hosted the “Sisters Conquer Like Me: Intimate Conversations With Inspiring UW-Milwaukee Alumni Women Leaders” event
750	The Black Student Cultural Center advised several student organizations
751	The Black Student Cultural Center celebrated student success by hosting African/African-American graduation events
752	The Roberto Hernandez Center hosted the Bilingual Open House, “Casa Abierta,” for students and their families
753	Raised \$25,000 for the Roberto Hernandez Center Emergency Scholarship fund
754	As part of UW-Milwaukee’s effort to become a Hispanic-serving institution, new benchmarks and strategic goals were completed for 2022-2026
755	The Roberto Hernandez Center hosted Bienvenida for parents, in order to influence student success
756	The Roberto Hernandez Center hosted Spanish Orientation for parents, in order to influence student success
757	The Roberto Hernandez Center hosted events tied to Latinx Heritage Month
758	The Latinx Month Award celebrated the life of community leader and activist Ernesto Chacon
759	The Roberto Hernandez Center hosted the first “Family Day” for Latinx families at UW-Milwaukee

Number	Activity
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Other Activities (continued)

760	The Roberto Hernandez Center was visited 3,317 times by 1,047 students in 2022
761	The Roberto Hernandez Center received a \$10,000 grant to produce a two-episode podcast on the history of Latino activism at UW-Milwaukee and the Center's formation
762	The Roberto Hernandez Center coordinated recruitment and outreach efforts at the Puerto Rican Family Festival
763	The Roberto Hernandez Center coordinated recruitment and outreach efforts at the Mexican Fiesta event
764	The Roberto Hernandez Center coordinated recruitment and outreach efforts at the Annual Educational Forum
765	The Roberto Hernandez Center visited five high schools
766	The Roberto Hernandez Center hosted the Carmen Schools College Sign-In Day on campus
767	The Southeast Asian American Student Center was visited 776 times by 289 students in 2022
768	The Southeast Asian American Student Center collaborated with campus partners to host programs and events
769	The Southeast Asian American Student Center held a Bahn Mi and Bowling retention event
770	The Southeast Asian American Student Center held the Mindful Midterms series, where students participated in de-stressing activities such as line dancing, painting, bead-making, and playing board games
771	The Southeast Asian American Student Center Kickoff introduced students to the Center's services and staff
772	Collaborated with the UW-Milwaukee Planetarium, Hmong Diaspora Studies Program at UW-Milwaukee, and South Division High School to develop cultural performances and a planetarium show called "Asian Universe"
773	The Southeast Asian American Student Center collaborated to produce a three-day program that focused on Asian American and Pacific Islander healing and entrepreneurship
774	The Southeast Asian American Student Center collaborated to create a series called Feminist Fiber Arts
775	The Southeast Asian American Student Center planned academic support events
776	The Southeast Asian American Student Center started a series called Careers and Conversations
777	The Southeast Asian American Student Center collaborated with the LGBTQ+ Resource Center to create a book club
778	The Southeast Asian American Student Center Graduation Celebration was held
779	The Southeast Asian American Student Center awarded the Wisconsin Organization of Chinese Americans Scholarship
780	One student received the Hmong Advancement Scholarship
781	Fifteen students received support from the Hmong Advancement Emergency Grant
782	The Southeast Asian American Student Center strengthened its partnership with Hmong American Peace Academy, a charter school that serves Hmong American students
783	The Southeast Asian American Student Center participated in Hmong American Peace Academy's college fair

Number	Activity
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Other Activities (continued)

784	The Southeast Asian American Student Center organized a UW-Milwaukee student panel during Hmong American Peace Academy's visit to campus
785	The Southeast Asian American Student Center participated in the Hmong American Friendship Association career fair
786	The Southeast Asian American Student Center participated in the Milwaukee Hmong New Year
787	The Student Parent Success Program held the second annual Diaper Drive to support student parent families
788	The Student Parent Success Program hosted Family Game Night in partnership with the Lubar Entrepreneurship Center
789	The Student Parent Success Program hosted a viewing party of the family movie <i>Encanto</i>
790	The Student Parent Success Program hosted the annual International Baby Shower with the Center for International Education
791	The Student Parent Success Program hosted a parenting workshop series with the Children's Learning Center
792	The Student Parent Success Program's manager served as co-lead of the UW System Student Caregiver Taskforce
793	The UW System Student Caregiver Taskforce hosted a Student Caregiver Symposium for staff, faculty, and students
794	The Student Parent Success Program hosted an evening with the Urban Ecology Center to celebrate the fall equinox
795	The Student Parent Success Program hosted a Student Parent Welcome, as part of Family and Friends Weekend
796	The Student Parent Success Program hosted Family Bowling in the UW-Milwaukee Union Rec Center
797	The Student Parent Success Program administered a "Student Caregivers in Higher Education" survey
798	The Student Parent Success Program led the initiative to partner the UW-Milwaukee Food Center and Pantry with the Milwaukee Diaper Mission
799	The WiscAMP STEM-Inspire Program served 54 students in 2022 with academic, research, and other program activities
800	The WiscAMP STEM-Inspire Program held its Spring Orientation
801	The WiscAMP STEM-Inspire Program held events co-sponsored by other organizations
802	The WiscAMP STEM-Inspire Program hosted the "Bringing Your Tools to the Table: A STEM Learning Dialogue" program
803	The WiscAMP STEM-Inspire Program convened STEM faculty for a conversation about retention, followed by a workshop
804	The WiscAMP STEM-Inspire Program hosted Spring 2022 Graduation Night
805	The WiscAMP STEM-Inspire Program funded four students to perform research
806	The WiscAMP STEM-Inspire Program welcomed 28 new scholars during fall orientation
807	WiscAMP STEM-Inspire program students met biweekly with peer mentors and monthly with faculty mentors
808	WiscAMP STEM-Inspire program students completed a "Student Involvement Log" to help with time management and an "Academic Progress Form" to discuss with faculty mentors before midterm exams

Number	Activity
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Other Activities (continued)

809	The WiscAMP STEM-Inspire Program sponsored 17 STEM students to attend and present at several national conferences
810	The Office of Community Empowerment and Institutional Inclusivity implemented the DEI One-Year Action Plan
811	The Office of Community Empowerment and Institutional Inclusivity modified DEI Action Planning Institute materials
812	The Office of Community Empowerment and Institutional Inclusivity facilitated planning workshops for several departments in spring 2023
813	The Office of Community Empowerment and Institutional Inclusivity contributed to professional development related to inclusive teaching and DEI research strategies
814	The Office of Community Empowerment and Institutional Inclusivity provided programs for culture change and community engagement
815	The Office of Community Empowerment and Institutional Inclusivity developed strategies to ensure diverse pools and reduce bias in the search and selection process

UW-Oshkosh

Number	Activity
<i>Build an inclusive and supportive institutional environment</i>	
<i>Increase DEI across every level of UW-Oshkosh</i>	
816	Increase the recruitment and retention of historically underrepresented students, faculty, and staff
817	Close the student achievement gap for historically underrepresented students
818	Develop an enrollment management plan that reflects a commitment to increased access and student success
819	Coordinate collaborations around and support for increasing the culture of inclusivity and respect on campus
<i>Promote and support workplace joy</i>	
820	Commit to improving faculty and staff compensation
821	Recognize meritorious work
822	Promote innovation in the workplace
823	Promote engagement of employees in the life of UW-Oshkosh
<i>Transform the cultural, fiscal, and structural nature of UW-Oshkosh</i>	
824	Improve communication and transparency
825	Implement policies and practices that value and respect differences and promote workplace civility
826	Apply continuous improvement principles to administrative areas of UW-Oshkosh
827	Create predictable revenue sources in the face of declining state support
<i>UW-Oshkosh's website highlights the commitment to DEI</i>	
828	The Prospective Faculty Experience Web Audit found that the website provides detailed information about UW-Oshkosh's DEI efforts
<i>Hire and retain underrepresented instructors</i>	
829	The UW-Oshkosh task force report examined national best practices in hiring underrepresented Black, African American, Latino/a/x, Native American, Indigenous, Asian, Southeast Asian, and Pacific Islander instructors

Number	Activity
<i>Make UW-Oshkosh a model for inclusive, supportive, and welcoming universities</i>	
830	Evaluate equity gaps in first-destination careers for students
831	Expand and intensify efforts to recruit students of color from high schools in UW-Oshkosh's region
832	Develop partnership communities outside of UW-Oshkosh's region
833	Develop a partnership school program with regional public school systems
834	Evaluate the Titan National Scholars program
<i>Intensify efforts to recruit, retain, and support more-diverse faculty, staff, and students</i>	
835	Develop professional development opportunities that target first- and second-year faculty and focus on retention
<i>Strengthen the culture and scholarship of innovative teaching and learning</i>	
836	Create a first-generation Student Access and Success department in the Office of Academic Support for Inclusive Excellence
<i>Strengthen the culture of institutional accountability focused on DEI</i>	
837	Conduct an assessment to determine if current strategies to recruit diverse faculty and instructional staff are effective
838	Increase the integration of DEI speakers, programs, and activities into campus activities and coursework
839	Identify DEI strategies in the employment setting
<i>Accountability</i>	
<i>Establish expectations and monitor the progress of all employees to promote, model, and encourage diversity and inclusion</i>	
840	Practice and encourage transparent communication in all interactions
841	Hold senior leadership accountable in their performance evaluations for DEI initiatives
842	Assess and report aggregate data on the DEI dimension of performance evaluations
<i>Assessment</i>	
<i>Generate and aggregate data related to equity in order to make incremental, measurable progress toward the visibility of DEI efforts</i>	
843	Review current climate surveys, identify gaps, and collaborate on an updated approach to climate data
844	Collect and review data on human resources and equal opportunity, equity, and affirmative action practices
845	Collect and review data on affirmative action plans to provide informed goals and strategic recruitment plans
<i>Collaboration</i>	
<i>Pool resources and expand offerings for marginalized constituents</i>	
846	Commit time and resources to increase diversity in leadership, staff, committees, and advisory boards

Number	Activity
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Cultural Competence

Pursue broad cultural competencies with the understanding of intersectionalities throughout the organization

847	Develop and present sessions on DEI and intersectionality in order to provide information and resources
848	Visual branding and communication
849	Encourage exploration and professional development

Intentionality in Human Resources

Develop a system of human resource practices that intentionally fosters a culture of inclusion

850	Explore potential underlying, unquestioned assumptions that interfere with inclusiveness
851	During the hiring, promotion, and evaluation process, train on equitable practices and bias consciousness
852	Review and monitor best practices and trends in the human resources, equal opportunity, equity, and affirmative action field in order to implement continuous improvement

Leadership

Encourage all employees to provide informed, authentic leadership for cultural equity

853	Challenge assumptions about what it takes to be a strong leader who is well-positioned to provide leadership
854	Improve the cultural leadership pipeline by creating and supporting programs and policies that foster leadership that reflects the diversity of society

Policy

Ensure policies promote DEI and challenge systems and policies that create inequity, oppression, and disparity

855	Dismantle any inequities in policies, systems, programs, and services, and continually update and report progress
856	Advocate for and support board-level thinking about how systemic inequities affect UW-Oshkosh's work

Wellbeing

Recognize DEI as critical to the wellbeing and safety of everyone in the community

857	Lead with affirmation, respect, and validation, and expect all faculty and staff to embrace this in workplace interactions
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UW-Parkside

Number	Activity
<i>Provide a transformative education</i>	
858	Ensure all students have at least two high-impact learning experiences before graduating
<i>Provide fellowships, scholarships, and financial aid to improve student success</i>	
859	Expand scholarship programs
<i>Partner with the community</i>	
860	Strengthen community engagement
<i>Strengthen the DEI campus culture in Academic and Student Affairs</i>	
861	Recruit and retain more colleagues of color
862	Recruit an individual to lead DEI efforts, and build a team to support this work
<i>Continue to improve student success</i>	
863	Eliminate gaps between white students and students of color by 2030
<i>Continue implementing and scaling best practices</i>	
864	Continue the build-out of the advising model
865	Develop success coaching initiatives that focus on underserved populations and new incoming students
866	Expand access to mentoring by expanding the Promise Program, peer-to-peer mentoring, Title III grant applications, and developing expectations and support for faculty, staff, and community members to serve as mentors
867	Increase support for Black, Hispanic, and low-income students to close equity gaps and in support of efforts to become a Hispanic-serving institution
868	Continue implementing and scaling student success technologies, including student management and planning software and leveraging technology to improve retention and graduation rates
869	Develop a set of strategies to help close-to-the-finish line students graduate
870	Analyze major requirements and current course offerings in order to simplify requirements
<i>Student success</i>	
871	Eliminate academic and structural barriers that affect adult student success
872	Provide academic and social support based on individual needs, with a focus on low-income and underrepresented minority populations
873	Ensure emergency and retention grants adequately meet student needs

Number	Activity
<i>Student success (continued)</i>	
874	Eliminate policies and practices that negatively affect continuous enrollment of Black, Brown, and low-income students
875	Create a sense of belonging on campus for Black and Brown male students
876	Enhance the first year to build momentum toward graduation
877	Increase a student's sense of purpose in the first year
878	Ensure all students acclimate to UW-Parkside and develop a sense of belonging and connection by the end of the first year
<i>Grow enrollment</i>	
879	Increase K-12 outreach by expanding participation in the Parkside Access to College Credit and Early College Credit programs
880	Increase adult enrollment by reengaging students who start, but do not complete, their degrees
881	Develop an effective pathway for Gateway Technical College Associate of Arts and Associate of Science students
882	Increase new Black and Hispanic student enrollment by working with regional partners to increase Free Application for Federal Student Aid completion and creating a clear vision of what it means to be a Hispanic-serving institution
<i>Curriculum relevance</i>	
883	Increase the number of 100- and 200-level courses that use engaging, culturally relevant pedagogy to ensure that Black, Indigenous, and people of color students see themselves in their coursework
884	Connect students with relevant career development opportunities by ensuring the curriculum includes scaffolding for career preparation with introductory, mid-level, and senior-level experiences
885	Expand opportunities in the curriculum to connect classroom learning to real-world application and remove barriers to participation for low-income, first-generation, and other underrepresented students
886	Expand high-impact practices across the curriculum by ensuring adequate support for faculty, departments, and colleges
<i>Strengthen campus community</i>	
887	Recruit and retain more faculty and staff of color by improving employee satisfaction and increasing the sense of belonging of employees of color
888	Ensure faculty and staff are prepared to serve a diverse set of learners by supporting and rewarding employee participation in DEI training, and by implementing any necessary changes
889	Create more visibility for student identities on campus and regularly solicit feedback from Black and Latino students about their campus experience

Number	Activity
<i>Other Activities</i>	
890	Implemented a campus climate survey in spring 2021
891	Allocated resources for faculty and staff to participate in training on implicit bias, inclusion, equity, cultural competencies, and equitable teaching and learning practices
892	Supported the Equity, Diversity, and Inclusion Council in developing DEI action plans
893	Committed to increasing the diversity of the UW-Parkside workforce to reflect the composition of the student population
894	Implemented student success strategies to close equity gaps and improve success rates of underrepresented students
895	Created the “Ranger Reach Out” effort to connect the campus community to clean-up and rebuilding efforts in Kenosha
896	Used the Al Guskin Center for Community and Business Engagement as a point of contact for business and community partners seeking support from UW-Parkside and coordinated community-based learning projects
897	Offered a Community Conversation Series on “Rebuilding Kenosha”
898	Hired a Teaching and Learning Director
899	A group is working to ensure chosen names and pronouns are accurately captured in campus software so that students and employees are consistently addressed in alignment with their gender identities
900	Available resources are promoted to DACA, Dreamer, and undocumented students
901	The “So, Let’s Talk” program offers trainings tailored to departments’ needs on DEI issues
902	A Multifaith Religious and Spiritual Observance calendar is available on the website
903	An Inclusive STEM Teaching Learning Community will provide an eight-week opportunity to engage with a national course and local learning community focused on creating an inclusive learning environment in STEM classrooms

UW-Platteville

Number	Activity
<i>Foster transformative education</i>	
<i>Create an inclusive educational experience by enhancing students' DEI competencies</i>	
904	Infuse DEI competencies into the curricula
905	Create a comprehensive DEI training model to increase outreach and accessibility
906	Embed DEI competencies into employee orientation, professional development, and evaluations
907	Enhance the collection and dissemination of campus climate data and foster initiatives to address areas of need
<i>Enhance student support by providing equitable, high-quality services that enhance the academic experience</i>	
908	Assess equity gaps in academic benchmarks and ensure direct student services are provided to address disparities
909	Formalize an advising framework, provide professional development, and articulate expectations for faculty advisors
910	Integrate and promote a student success management system
911	Enhance support services to align with students' needs
912	Develop a second-year experience to enhance student retention
<i>Increase access</i>	
<i>Pursue strategies that support equitable access to a UW-Platteville education</i>	
913	Increase recruitment outreach to underrepresented populations
914	Augment existing application options to better meet the needs of future students
915	Implement policies and processes that allow students to enroll in multiple modalities
<i>Invest in faculty and staff</i>	
<i>Recruit and retain high-quality faculty and staff</i>	
916	Attract and recruit candidates with a demonstrated commitment to DEI
917	Create an inclusive and welcoming workplace environment

Number	Activity
<i>Strengthen a distinctive identity as a regional university</i>	
<i>Enhance the university website</i>	
918	Expand DEI resources for distinct identity groups in order to provide more information to students, families, faculty, and staff
<i>Act on opportunities to grow market presence or share</i>	
919	Build awareness and affinity for UW-Platteville at two-year Hispanic-serving institutions in the region
<i>Attract faculty and staff to serve as ambassadors and advocates</i>	
920	Conduct a climate survey to identify areas where faculty and staff, particularly from diverse backgrounds, need more support
<i>Increase enrollment of new students by bridging equity gaps</i>	
<i>Increase the admit-to-confirm yield for UW-Platteville new freshmen</i>	
921	Establish a workgroup to facilitate collaboration on K-12 relationship management and pipeline development
922	Conduct targeted outreach to schools with high application but low enrollment numbers
923	Increase the proportion of incoming new freshmen who identify as persons of color
924	Launch the new customer relationship management system with enhanced communication and reporting capabilities
925	Grow specialty visit programs and other opportunities that promote faculty and prospective student interaction
926	Simplify dual enrollment processes and increase support for students in dual enrollment
927	Identify and act on targeted opportunities to recapture dual enrollment market share
928	Improve the yield for specific student segments who convert from the new student experience sign-up to the 10 th day of classes
<i>Maintain transfer enrollment from partnerships and reduce barriers to entry</i>	
929	Increase the proportion of incoming new transfers who identify as persons of color
<i>Innovate and diversify the curriculum with DEI content</i>	
930	Increase DEI exposure in the major curriculum
931	Increase exposure of new students to DEI concepts before the junior year
932	Increase high-impact practices awareness and engagement of individuals from historically excluded populations
<i>Recruit and retain diverse faculty and staff</i>	
933	Increase recruitment and retention of diverse faculty and staff

Number	Activity
<i>Improved DEI awareness and experiences for students, faculty, and staff</i>	
934	Increase awareness and engagement of faculty and staff in DEI
935	Increase matriculation, enrollment, retention, and completion for identified populations, such as first-generation, low-income, veterans, underrepresented minorities, LGBTQ+, gender, those with disabilities, and nontraditional
<i>Improve the employee experience</i>	
<i>Policy processes and development of necessary policies</i>	
936	Update a draft policy for equity/raise requests and consider implementing it after the budget is right-sized
<i>Diversity in recruitment</i>	
937	Create an affirmative action plan and update and use data in support of recruitment
<i>Training for search and screen committees</i>	
938	Affirmative action training required for all screen and search committee members
939	Annual required training provided to screen and search committee members, building on current implicit bias training
<i>Proactive recruitment</i>	
940	Post on job boards, LinkedIn, and other sources; conduct outreach using personal and campus connections and referrals
<i>Relocation guides for diverse employees and their families</i>	
941	Incorporate Madison resources in the relocation guide and include it in communications with new hires

UW-River Falls

Number	Activity
<i>Achieve inclusive excellence and intercultural competency</i>	
<i>Create a process for campus culture surveys and intercultural growth</i>	
942	Establish a baseline level of satisfaction of campus culture for students and employees and understand current challenges to improving satisfaction
943	Establish a baseline attendance at training workshops and forums focused on intercultural growth, support, and belonging and then increase attendance
944	Identify and fund recruitment and marketing opportunities to increase the diversity of faculty, staff, and students
<i>Provide greater opportunity of and access to high-impact practices</i>	
945	Establish baseline of high-impact practices and identify key practices for further investment and growth
946	Identify additional funding sources to support access to high-impact practices for all students
947	Remove equity gaps for participation in high-impact practices
<i>Create a more-diverse campus with improved retention rates</i>	
948	Increase underrepresented students to 15 percent
949	Increase underrepresented faculty and staff to 15 percent
950	Remove equity gaps in six-year graduation rates between underrepresented and non-underrepresented students
<i>Fulfill the land acknowledgement commitment to Indigenous nations</i>	
951	Provide opportunities to increase cultural competency of Indigenous cultures and history
952	Annually host at least two campus-wide educational events that address Indigenous peoples' issues and concerns
953	Establish a baseline of attendance at educational events that address Indigenous peoples' issues and concerns and then increase attendance
954	Establish at least one ongoing partnership with an Indigenous nation and provide support for ongoing needs they identify

Number	Activity
<i>Foster an authentic and close-knit community where everyone feels valued, respected, and included</i>	
955	Provide learning experiences that elevate students' appreciation for the diversity of local and global communities
956	Design and promote curricula that investigate the diverse social and cultural histories that comprise contemporary American society in ways that respect diversity, foster equity, and encourage inclusivity
957	Diversify curricular and cocurricular opportunities to allow students to interact with people from diverse cultural, racial, and other backgrounds
958	Conduct focus groups with students of color and LGBTQ+ students to address their experiences pertaining to curricular and cocurricular programs on campus and then build on the results
959	Increase resources dedicated to attracting and retaining underrepresented faculty, staff, and students
960	Require all employees to attend training that provides examples of microaggressions and best practices for cultivating an inclusive academic environment
961	Promote the development of departmental diversity plans
962	Identify the current strategies of departments to diversify their faculty, staff, and students
963	Communicate and prioritize diversity strategies
964	Make diversity in hiring faculty and staff a high priority
<i>Other Activities</i>	
965	Provide voluntary opportunities for employee training and development regarding anti-racism, mandatory training, and development for search committees
966	Provide voluntary opportunities for teaching training and development regarding race and racism
967	Develop a land acknowledgement statement in coordination with local tribal nations
968	Review artwork, building names, and spaces
969	Advertise and increase awareness of the Report It option for hate and bias incidents
970	Create a general education course requirement for all students that allows for more mixing and contact across groups
971	Increase resources for the Diversity, Inclusion, and Belonging Office and student identity organizations
972	Increase grant aid for need-based Minnesota students
973	Examine all policies and the strategic plan through a DEI lens
974	Focus on the core of liberal education in keeping with UW System's mission statement
975	Issued timely institutional statements in response to current events related to DEI
976	Worked on a draft anti-bias course for Human Resources hiring committees
977	Completed a student campus climate survey

Number	Activity
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Other Activities (continued)

978	Hired a director for the Aspire program
979	Created safe spaces to have difficult conversations
980	Included diversity and anti-racism as major themes in the Academic Plan and Strategic Vision
981	Ensured participation of the five action teams of the Chancellor's Task Force on Inclusivity and Anti-Racism
982	Led an anti-racism community of practice
983	Supported hiring the first Anti-racism Fellow for the Center for Excellence in Teaching and Learning
984	Revamped the Distinguished Teacher and Advisor of the Year awards processes to be more inclusive
985	Used UW System resources for the Summer Bridge program for diverse, low-income, and first-generation students
986	Used UW System resources for the Pipeline to Careers program
987	On April 21, 2021, the Faculty Senate passed a motion approving an academic plan that outlines academic principles relating to diversity, inclusion, and anti-racism

UW-Stevens Point

Number	Activity
<i>Improve recruitment and retention of underrepresented faculty and academic staff</i>	
988	Gather baseline data about employees from underrepresented groups
989	Require ethical and equitable search and screen training for anyone on a search committee, and require the training to be retaken every two years
<i>Evaluate and reward contributions to DEI work by faculty and academic staff</i>	
990	Establish baseline data and analysis concerning DEI work being done in each unit, and who has and has not been involved
991	Add department, faculty, and staff awards for contributions to DEI work to the annual recognition process
992	Refine policies for addressing incidents of hate and bias from faculty and staff toward students and their colleagues so that offending parties are held accountable and supported in efforts toward change in a consistent manner
<i>Ensure that all students have high quality academic engagement with social justice content</i>	
993	Make discipline-appropriate adjustments to more thoroughly integrate DEI content into coursework and programming
994	Ensure General Education classes specializing in U.S. Diversity and Global Awareness engage scholars committed to dismantling white supremacy and other forms of systemic oppression
<i>Refine teaching and academic support models to mitigate achievement and retention gaps</i>	
995	Disaggregate all student success data by race, ethnicity, gender, etc., to identify and address equity gaps
996	Disaggregate rates of students who withdraw from a class or receive a grade of D or F by demographic categories to identify bottleneck courses, and provide targeted equity-minded professional development to instructors of those courses
997	Ensure students experience at least one curricular high-impact practice in their first academic year by providing appropriate training, support, and incentives for faculty and staff
<i>Contribute scholarly perspectives on social justice and structural oppression to community-wide conversations and initiatives</i>	
998	Use the structure of the Wisconsin Idea Collaborative to create community-focused programming focused on DEI issues
999	Recognize faculty and staff engagement in community initiatives as part of their service obligations
<i>Build and enhance a community that values DEI</i>	
1000	Create a team of faculty, staff, and students to draft a plan to address closing the institutional achievement gap
1001	Identify the reasons why students of color leave and stay at UW-Stevens Point through exit interviews and other tactics
1002	Gather baseline data on where in the curriculum and programming students encounter social justice and DEI issues
1003	Develop a social justice institute that examines the root cause of social injustice and helps to develop innovative solutions

Number	Activity
<i>Build and enhance a community that values DEI (continued)</i>	
1004	Require annual DEI reporting relevant to the goals in the Academic Affairs Strategic Plan for DEI from all schools and colleges
1005	Refine policies for addressing incidents of hate and bias from faculty and staff toward students and their colleagues so that offending parties are held accountable and supported in efforts toward change
1006	Add department, faculty, and staff metrics for contributions to DEI work to the annual recognition process
1007	Make contributions to DEI a mandatory metric for annual personnel and program reviews, and hold people accountable when no progress is made
1008	Revise the role and mechanisms of course evaluations to minimize the effects of implicit bias, explicit racism, homophobia, transphobia, sexism, ableism, xenophobia, etc.
1009	Revive the Inclusive Teaching Fellows program by spring 2022
1010	Upon review of retention and promotion data, address equity gaps by making appropriate changes to departmental supports, criteria, and processes related to employment
1011	Require all search committees to assess candidates' commitment to DEI
1012	Work with Human Resources to develop a robust best-practice plan to diversify all full-time faculty and staff to better represent the student population by employing new and novel approaches that realize and retain more staff
<i>Assess accessibility on campus</i>	
1013	Advocated and ensured chairs for people awaiting testing and results for COVID-19 testing
1014	Advocated for an adult changing table and advised on installing and identifying a location to best serve people on campus and in the community
1015	Discussed and confirmed adequate signage regarding accessibility on all campuses
1016	Creation and continuation of a shared spreadsheet to document all accessible facilities and buildings
<i>Identify needs of persons with disabilities</i>	
1017	Provide a forum for discussing current accessibility and inclusion issues, based on the perspectives of the members of the Differing Abilities Advisory Council
<i>Promote disability awareness to the campus community</i>	
1018	Developed a partnership with Midstate Independent Living Choices and hosted an event to bring awareness to council, university, and community resources
1019	Created a Disability Awareness Month subcommittee to focus on promoting disability awareness for the 2022-23 academic year and to begin work on Disability Awareness Month
1020	Ensured representation of the Differing Abilities Advisory Council on the Chancellor's DEI Committee

Number	Activity
<i>Provide feedback and recommendations to the Director of the Disability and Assistive Technology Center</i>	
1021	Provided feedback and support about rebranding the Disability and Assistive Technology Center to the Disability Resource Center
1022	Provided a forum to the Disability Resource Center about policies and procedures to support students with disabilities in classrooms and other academic settings
<i>Provide feedback and recommendations to faculty, staff, directors, and administrators</i>	
1023	Voted to expand the Differing Abilities Advisory Council membership to include a member from each branch campus
1024	Recruited and voted to include student representatives in the Differing Abilities Advisory Council
1025	Voted to expand the Differing Abilities Advisory Council reach to include other student organizations and councils, including the Student Academy of Audiology, Student Government Association, and Resident Hall Association
1026	Discussion and feedback to Facilities Services about redesigning Albertson Hall to ensure accessibility was a priority
1027	Provided feedback to Human Resources about the new web page dedicated to DEI on campus
<i>Increase efforts to secure gifts, grants, and opportunities to advance DEI goals</i>	
1028	Executive leadership from the Senior Diversity Officer and creation of Common Council's DEI Policy Committee
1029	Identify resources to assess the effectiveness of DEI and increase efficiency
1030	Seek corporate and foundation support for key pipeline and academic support programs
1031	Develop and administer scholarships for underrepresented minorities and diverse groups
1032	Continue to seek and secure state, federal, and private grant funds that include commitments to staff
<i>Perform analyses to understand and address organizational challenges, recruitment, and yield of diverse groups</i>	
1033	Schedule regular and ongoing meetings of relevant university committees to review data and reports in order to understand and identify issues to address
1034	Determine outcomes related to diversity and inclusion and ensure they are best practices of inclusive excellence
1035	Institute and support ongoing reporting systems and sharing for accountability and continuous improvement to optimize the realization of the university's diversity goals for internal and external audiences
<i>Develop a diversity funding plan to complement the DEI plan</i>	
1036	Review funding for initiatives to determine the importance of continuing those initiatives or reallocating funding for more-effective uses, and work toward a sustainable plan for financial support of key programs and initiatives
1037	Create effective collaborative structures among units and coordinators with key responsibilities for attaining outcomes in the diversity strategic plan
1038	Support and embed an inquiry into action model of identifying college- and department-specific issues

Number	Activity
<i>Achieve increased enrollments of diverse and underrepresented undergraduate students</i>	
1039	Specialized recruitment and on-site student visitation of underrepresented minorities and diverse groups
1040	Increase the availability of scholarships and leverage creative financial aid packaging to help students matriculate
1041	Increase recruitment and yield of pre-college program attendees
<i>Implement pipeline initiatives to recruit students from diverse and underrepresented groups</i>	
1042	Specialized recruitment and on-site student visits at high schools and select transfer institutions
1043	Faculty outreach to students interested in UW-Stevens Point
<i>Increase first-to-second year retention of students of color by 10 percent by 2025</i>	
1044	Refine teaching and academic support models to mitigate achievement and retention gaps for underrepresented and underserved students by fall 2023
1045	Create a team of faculty, staff, and students to draft a plan to address closing the achievement gap
1046	Identify the reasons why students of color leave and stay at UW-Stevens Point through exit interviews, caseload model student-advisor engagement, and other tactics
1047	Advance the academic, social, and cultural needs of first-generation, low-income, and underrepresented students using summer bridge programs and the university's Diversity and College Access outreach and programs
1048	Increase use of Navigate (student planning and management software) to identify high-risk students and coordinate successful interventions and services
<i>Achieve a more-diverse faculty and staff</i>	
1049	Develop a robust best-practice plan to diversify all full-time faculty and staff to better represent the student population by employing new and novel approaches that realize and retain greater numbers of staff
1050	Implement special faculty recruitment initiatives, such as cluster hires and recruitment of women and underrepresented minority faculty in science, technology, engineering, and mathematics fields
1051	Strengthen mentoring and other faculty development and retention initiatives to increase the success of all faculty
1052	Implement outreach and recruitment strategies to increase staff applicants and hires from diverse and underrepresented groups
1053	Develop a community welcome group to help families navigate the community and surrounding areas
1054	Form an affinity group to acquaint diverse faculty and staff with the central Wisconsin region

Number	Activity
<i>Create a supportive and respectful climate that values differing perspectives and experiences</i>	
1055	Create meaningful dialogue that increases understanding of varied perspectives and the nature of social and economic inequities
1056	Educate the campus community on preventing harassment and discrimination and productive ways to resolve conflict, and effectively address concerns and complaints
1057	Offer educational and celebratory events for students, faculty, staff, and the community that recognize, value, and honor diversity and promote inclusion, and evaluate select programs for their effect on the climate for diversity
<i>Offer courses, curricula, and learning opportunities that achieve diversity and inclusion learning goals</i>	
1058	Continue to support international programs that guide the development of opportunities for students to explore and achieve competencies with application in global settings
1059	Develop a teaching and learning exchange staff with content expertise in areas that examine diverse identities and cultures to share their expertise and experiences with incorporating inclusion and diversity learning outcomes into their courses
<i>Increase the multicultural competencies and capacities of faculty and staff</i>	
1060	Establish professional development opportunities to improve cultural competencies for domestic and global settings
1061	Provide opportunities, teacher training venues, and financial support for faculty to transform existing courses or create new courses that achieve diversity-related learning goals
1062	Develop opportunities that help faculty members learn how to assess the achievement of diversity-related learning outcomes in class or in cocurricular experiences
1063	Continue providing education and coaching for faculty to help students with disabilities to achieve their academic and personal goals
1064	Develop a social justice institute that examines the root cause of social injustice and helps to develop innovative solutions
<i>Achieve a sense of inclusive belonging in the alumni, donor, and friend constituencies</i>	
1065	Engage the Alumni Board of Directors in discussions about what it looks like to have all alumni feel they belong in the Pointer community, with a possible formation of a DEI advisory group
1066	Collaborate with the Diversity and College Access office to leverage existing activities to provide meaningful engagement opportunities for diverse alumni, donors, and friends
1067	Gain education and develop a strategy for equity-based fundraising

Number	Activity
<i>Student experience</i>	
1068	Achieve a 10 percent increase in first-to-second year retention of underrepresented students by 2025
1069	Create write-up for spring 2023 focus groups of underrepresented students
1070	Create write-up for spring 2023 focus groups of faculty and staff on supporting underrepresented students
1071	Complete spring 2024 reporting, conduct presentations, and make policy recommendations
1072	Ensure UW-Stevens Point provides opportunities for high-quality engagement with cultural fluency and global competencies content to all students, faculty, staff, and community members by fall 2023
1073	Modifications to course evaluations approved by end of the fall 2023 semester
1074	Formalize changes in department retention, tenure, and promotion policies
<i>Communities</i>	
1075	Establish and map communication process for sharing events and efforts around Inclusive Excellence by January 2024
1076	Select tool to manage events by March 2024
1077	Publication of calendar of Inclusive Excellence events by May 2024

UW-Stout

Number	Activity
<i>Inclusive excellence</i>	
1078	Establish an official land acknowledgement for the university community
<i>Implement a DEI initiative for all faculty, staff, and students</i>	
1079	Hold the SHIFT workshop series for DEI professional development
1080	DEI Team: hold committee meetings once per month
1081	DEI Team: hold DEI open forums once per semester
1082	DEI Team: consult with DEI stakeholders and experts, as needed
1083	DEI Team: complete a DEI inventory
1084	DEI Team: oversee updates to the DEI website
1085	DEI Team: collectively draft the next Inclusive Excellence action plan
1086	DEI Team: address questions and concerns about DEI directed to a UW-Stout email address
1087	Review the history of the Minority Faculty and Staff Network and make a recommendation about needs and next steps
1088	Actively discuss issues related to DEI as they arise and make recommendations for how to address those issues
1089	Continue the Intercultural Development Continuum Framework: create a selection process for ambassadors
1090	Continue the Intercultural Development Continuum Framework: develop diverse and qualified ambassadors
<i>Research and implement best practices in class delivery to ensure equity and accessibility for all students, staff, and faculty</i>	
1091	Develop faculty training modules, communities of practice, sharing communities, handouts, and resource lists
1092	Provide necessary technical support and supplies
1093	Work to establish a DEI certificate program
<i>Employee success</i>	
1094	Track the number of training sessions offered and the number of attendees, develop a survey of attendees, and report data on DEI trainings
1095	Track online training credentials for instructors who teach online

Number	Activity
<i>Provide DEI professional development opportunities on various topics and in different modalities</i>	
1096	Develop DEI workshops that build towards the establishment of a DEI certificate
1097	Create DEI modules and webinars for faculty and staff
1098	Create a DEI module for incoming students and student workers
1099	Outside speaker series offered virtually and in saved recordings, in order to ensure greater access
1100	Communities of practice, sharing communities, and equity challenge hosted by the Nakatani Teaching and Learning Center
1101	Develop a support structure for faculty teaching Racial and Ethnic Studies and Global Perspective courses
1102	Hold diversity week programming in person, virtually, and in recorded sessions
1103	Assess the effectiveness of the Intercultural Development Inventory at UW-Stout
1104	Advertise all DEI professional development opportunities through various channels
<i>Support faculty and staff through equitable policies</i>	
1105	Re-establish the Minority Faculty and Staff Network and consider forming other affinity and employee resource groups
1106	Establish consistent DEI onboarding
1107	Examine the support of DEI regarding review and promotion
1108	Update the DEI website to include resources for faculty and staff, DEI definitions, and information on the DEI team
<i>Recognize and celebrate the diversity of the campus and community populations</i>	
1109	DEI incorporated into the campus calendar
1110	Intersectional and cultural events held throughout the year in various modalities
1111	Collaborate with the larger community on DEI initiatives
<i>Formalize and restructure DEI on campus to ensure its visibility, support, and sustainability</i>	
1112	Formalize the DEI Office with dedicated staff, and collect feedback to help develop this office
1113	Formalize governance of DEI subcommittees and how they will collaborate with the DEI Team
<i>Collect feedback for DEI planning and provide updates on DEI initiatives</i>	
1114	Collect feedback on how to define DEI on campus
1115	Hold student focus groups to expand on feedback from the spring 2020 campus climate survey
1116	Hold student, faculty, and staff DEI town halls
1117	Address DEI concerns as they arise
1118	Continually update the DEI website to remain current and transparent

Number	Activity
<i>Supportive workplace culture</i>	
1119	Establish a DEI unit and a DEI office
1120	Consult with departments and units on their DEI efforts
<i>Decision-making</i>	
1121	Seek campus feedback on DEI definitions, unit, and Senior Diversity Officer position
<i>Provide a three-tier Leadership and Belonging certification for all faculty, staff, and students</i>	
1122	Roll out tier one by spring 2024, tier two in fall 2025, and tier three in fall 2026
<i>Ensure that incidents related to bias are effectively addressed</i>	
1123	Review and consider rebranding the Bias Incident Response Team, including how the rebranding relates to the role of the First Amendment and the Freedom of Expression Committee
<i>Recognize the spiritual diversity of the UW-Stout population by designating a neutral spiritual space</i>	
1124	Gilbert Creek Room in Price Commons will be designated as a Neutral Reflection/Spiritual and Multi-faith Space
<i>Connect underrepresented students to industry partners through a polytechnic pathway</i>	
1125	The Assistant Chancellor of DEI kicked off an October 2023 conference that centered on DEI and the polytechnic pathway
1126	The Menomonie Chamber of Commerce hosted a leadership luncheon in October 2023 at which the Assistant Chancellor of DEI addressed community stakeholders and Dunn County
1127	Review student recruitment practices to ensure the university is intentionally diversifying its student body by spring 2024
<i>Review, revise, and implement recruitment and hiring practices that diversify our talent and support retention efforts</i>	
1128	Help Human Resources identify effective strategies about cluster hiring by fall 2024, in order to diversify faculty and staff
<i>Other Activities</i>	
1129	Invest in, and ensure access to, DEI learning, student living, and work environments
1130	Recruit and retain a diverse university population
1131	Support the establishment of a Vice Chancellor of DEI
1132	Formalize the structure and name of the DEI office
1133	Seek campus feedback and develop a university equity statement
1134	Recruit to hire an Executive Director of DEI
1135	Serve as a consultant to departments and units with their DEI efforts
1136	Offer DEI professional development training
1137	Develop and offer DEI programs and events to support students, staff, and faculty

Number	Activity
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Other Activities (continued)

1138	Develop community partnerships
1139	Expand TRIO programs, Fostering Success, and other units
1140	Rebrand the DEI Office

UW-Superior

Number	Activity
<i>Ensure the campus and community understand UW-Superior's commitment to a climate of DEI</i>	
<i>Demonstrate campus commitment to DEI</i>	
1141	Publish the Strategic Plan for DEI statement in accessible and visible spaces
1142	Develop ways to recognize individuals and groups that show a commitment to DEI
1143	Develop effective communication strategies to share programs, initiatives, successes, and setbacks toward DEI
1144	Ensure marketing materials accurately reflect the diversity of UW-Superior
1145	Acknowledge and recognize the historical Native history surrounding the campus
1146	Secure funding to support campus-wide programs and initiatives related to DEI
<i>Improve mechanisms for reporting and awareness of incidents of bias, hate, discrimination, harassment, and Title IX matters</i>	
1147	Establish a Bias Incident and Prevention Response Team to focus on prevention, resource referrals, and investigation of bias incidents and hate crimes
1148	Centralize access to policies, procedures, resources, and reporting mechanisms about bullying, bias, discrimination, harassment, and Title IX
1149	Develop a mechanism to bring awareness of and response to bias, hate, discrimination, harassment, and Title IX incidents
<i>Assess UW-Superior's efforts toward DEI to develop campus practices to make excellence inclusive</i>	
<i>Commit to and develop an inclusive campus climate using a variety of assessment tools and outcomes</i>	
1150	Administer a campus climate survey within the second year of the Strategic Plan for DEI, and every three years thereafter
1151	Use and submit the Campus Pride Index annually to measure growth in support of the LGBTQ+ community
1152	Annually update the campus Affirmative Action Plan and use data to monitor growth in diversifying the campus workforce
1153	Based upon measures identified in the campus climate survey, Campus Pride Index, and Affirmative Action Plan, develop outcomes for growth and address needs
1154	Implement the inclusive excellence toolkit to measure inclusive excellence across the institution
<i>Inventory all diversity-related initiatives campus-wide and address efficiencies or opportunities for growth</i>	
1155	Identify and document initiatives and programs campus-wide related to DEI
1156	Identify and document student organizations related to DEI

Number	Activity
<i>Assess UW-Superior's efforts toward DEI to develop campus practices to make excellence inclusive (continued)</i>	
<i>Develop assessment strategies of learning and growth from participation in diverse activities, trainings, and events</i>	
1157	Create a mechanism for assessing diversity-related events
1158	Establish learning outcomes and assessments for diversity training initiatives for students, faculty, and staff
<i>Improve recruitment and retention of underrepresented minorities and underserved student populations</i>	
<i>Improve access to UW-Superior for underrepresented minorities and other underserved populations</i>	
1159	Identify high schools, programs, and organizations to grow and strengthen relationships in order to strengthen the enrollment pipeline for underrepresented and underserved populations
1160	Establish or redesign programs that provide access and opportunities for underrepresented minorities and underserved students to visit campus early in their high school tenure
1161	Review, evaluate, and recommend changes to address application, admission, enrollment, and denial equity gaps
<i>Develop and improve programs and policies that affect retention and persistence of underserved populations</i>	
1162	Enhance data collection to monitor why underrepresented and other underserved students stay and leave UW-Superior
1163	Create a supportive infrastructure to develop and support programs that provide opportunities for underrepresented and underserved students to become familiar with the institution's human and programmatic resources
1164	Review transfer policies and practices for nontraditional and veteran students and provide recommendations for changes
1165	Identify a funding source and implement a childcare subsidy program to remain in compliance with UW System Policy 180
1166	Use and implement recommendations from the Campus Pride Index and LGBTQ+ Friendly Campus innovation grant to move the institution toward becoming a LGBTQ+ Friendly Campus
<i>Improve recruitment and retention of underrepresented minorities and underserved faculty and staff</i>	
<i>Increase employee hiring from underrepresented populations</i>	
1167	Review, evaluate, and provide recommended changes to recruitment and hiring practices, processes, and policies in order to ensure they are equitable and inclusive
1168	Integrate the Senior Diversity Officer in the recruitment and hiring process
1169	Highlight and publicize efforts to grow diversity in our workforce

Number	Activity
<i>Improve recruitment and retention of underrepresented minorities and underserved faculty and staff (continued)</i>	
<i>Increase employee retention from underrepresented populations</i>	
1170	Review, evaluate, and provide recommended changes to institutional policies and processes that affect employees from various cultural and religious backgrounds
1171	Develop and implement a campus-wide diversity/cultural fluency program for faculty and staff
1172	Enhance retention data collection to monitor why employees remain at, and leave, the institution
1173	Identify ways to offer underrepresented faculty and staff leadership and professional development opportunities
<i>Develop an institutional culture that fosters and promotes personal and professional development</i>	
1174	Develop affinity groups to develop community and networking opportunities for employees from underrepresented and underserved groups
1175	Examine opportunities for personal and professional networking for underrepresented groups in the Twin Ports area
1176	Develop a competitive grant program for faculty and staff to apply for funds for professional development in DEI areas
<i>Develop opportunities to engage the campus and Twin Ports community on issues of DEI and climate</i>	
<i>Educate students, faculty, and staff on DEI in curricular, cocurricular, and community settings</i>	
1177	Identify, develop, and implement annual campus-wide programs about various DE topics
1178	Implement a training curriculum with mandatory and optional training for the campus community to engage in DEI topics
1179	Implement an equity infusion initiative to help faculty and staff integrate equity and inclusion into the curricular and cocurricular setting
1180	Partner with the Center for Community Engaged Learning to identify diverse external partnerships for academic service learning and internships
1181	Identify and establish external diversity and inclusion training opportunities with local organizations
<i>Strategically connect with the Twin Ports community on initiatives and topics related to DEI</i>	
1182	Identify strategic partnership opportunities with organizations and leaders in the Twin Ports region
1183	Establish and re-establish strategic relationships with tribal colleges, communities, and leaders
1184	Engage university leaders with organizations and community leaders focused on DEI

Number	Activity
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UW-Superior will educate and empower the community to identify, acknowledge, and address barriers to diversity and inclusion

Build on current efforts to reduce the attainment gap

1185	Establish a team to inventory programs and practices and research recruitment, retention, and other necessary data in order to identify barriers and contributing factors to the attainment gap
1186	Prioritize potential strategies to address the gap and provide a report of findings and recommendations to the Chancellor with a report out to the university community
1187	Based on recommendations of the action team, the Chancellor's Cabinet will develop action steps for years two and three

Cultivate personal and collective accountability to sustain a diverse, inclusive, and supportive university climate

1188	Implement the UW System Supervisor Training program provided by UW Shared Services
1189	Adopt UW System Policy 1294 on Workplace Bullying to work with UW System Policy 1292 on Workplace Expectations to provide all UW employees expectations on workplace behaviors and hold employees accountable to these expectations
1190	Implement hiring and onboarding processes that make commitment to DEI a centerpiece of expected attitudes and work behaviors
1191	Require completion of DEI professional development as part of the annual review or retention process for all employees
1192	Implemented process to promote and evaluate Instructional Academic Staff and standardized review process for Non-instructional Academic Staff and University Staff to promote transparency, fairness, and consistency

Other Activities

1193	Worked with external consultants to conduct research, provide best practices, and identify opportunities, challenges, and barriers to student success
1194	Identified areas where UW-Superior excels
1195	Built off the Data Summit by doing a deep dive into UW-Superior data regarding student success
1196	Held 16 focus groups with 120 individuals to understand how the institution views student success and opportunities
1197	Established and launched an interdivisional Student Success Initiative Team to provide leadership on student success
1198	In September 2023, the Chancellor approved the Diversity and Inclusive Excellence Committee to work on the Tribal Consultation Policy and Workplan implementation
1199	In October 2023, the Intercultural Program Coordinator position under the DEI Department was modified to add 25 percent of institutional responsibilities for this position to focus on tribal relations
1200	In November and December 2023, the Diversity and Inclusive Excellence Committee met with the UW Tribal Liaison
1201	In February 2024, the Diversity and Inclusive Excellence Committee formed a subcommittee to work on a communication plan, guidelines, and recommendations on how to develop Tribal Partnerships with local tribal nations
1202	In March through May 2024, the subcommittee created a Tribal Partnership Inventory to collect information on existing partnerships and distributed the inventory to the Chancellor's staff

Number	Activity
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Other Activities (continued)

1203	In March through May 2024, the subcommittee submitted information to UW System's "State of Native American Affairs" report
1204	In March through May 2024, the subcommittee drafted a survey to assess the campus community's knowledge of tribal history, sovereignty, and culture

UW-Whitewater

Number	Activity
<i>Improve student access and success</i>	
<i>Recruit a larger and increasingly diverse undergraduate and graduate student body</i>	
1205	Implement a comprehensive strategic enrollment plan
<i>Improve the retention and graduation success of all students and narrow the retention and graduation equity gaps</i>	
1206	Implement initiatives and programs aimed at improving student success
<i>Transform lives and impact society</i>	
<i>Recruit, retain, and support talented and diverse faculty and staff who are committed to challenging and empowering students to reach their fullest potential</i>	
1207	Implement and support programs that improve faculty and staff recruitment and retention, with a particular focus on promoting diversity, community-building, and work-life balance
<i>Foster diversity and inclusion</i>	
<i>Create a comprehensive diversity assessment to gauge campus climate and cultural competency</i>	
1208	Create a comprehensive diversity assessment to gauge campus climate and cultural competency
<i>Augment and strengthen an intentional inclusive campus culture where individuals feel valued</i>	
1209	Support and implement programs geared toward fostering an intentional inclusive campus environment
<i>Create an inclusive environment for student success</i>	
1210	Establish a Chancellor's Committee on Student Success and a Student Success Council
1211	Establish a one-stop shop for students to provide easy access to student services, particularly those that support progress to academic attainment
1212	Use student success coaches
1213	Develop an institution-wide advising model
1214	Hold an annual Student Success Conference
1215	Improve student success processes by establishing a taskforce to examine specific student success opportunities

Number	Activity
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Other Activities

1216	Review Foundation investments and, where possible, divest from companies that do not support social justice
1217	Diversify the staff for Philanthropy and Alumni Engagement and more intentionally diversify the Foundation Board
1218	Conduct environmental scanning to keep the university informed
1219	Conduct a diversity fundraising campaign to support diversifying staff and faculty and expanding the Inclusive Excellence Lecturer Program
1220	Provide scholarships to students of color to increase the number of teachers of color in school districts
1221	Participate in the National Coalition Building Institute
1222	Conduct analysis and discussion of equity gaps in D/failure/withdrawal/incomplete rates in courses and develop concrete action steps to reduce or eliminate the gaps
1223	Re-evaluate the curriculum surrounding diversity courses; review when these courses are taught
1224	Close the achievement gap
1225	Establish a rotating display of multicultural books in both libraries
1226	Set up a resource web page for self-learning
1227	Improve focus on micro-aggression, with videos made available through the online course delivery platform and linked from the human resource page, and roll out enhanced trainings through professional development
1228	Increase diversity in the workforce, specifically student employees
1229	Increase representation of people of color on building names
1230	Rewrite the mission statement and strategic plan to incorporate diversity and inclusion statements
1231	Set aside a portion of eligibility meetings for the athletics diversity and inclusion designee
1232	Designate at least one of nine head coaches and compliance meetings for diversity training
1233	Continue to monitor the retention and graduation rates of underrepresented populations in athletics
1234	Creation of the Division of DEI and Support Programs
1235	Commit to doing a climate survey for employees in 2021-2022 and use the results to guide programs and action
1236	Build the skills of students, staff, and faculty to engage in dialogue about race
1237	Continue coordinating town hall discussions on race and racism and reconstitute the former Hate/Bias Response Team to address social justice issues
1238	Institutionalize mandatory training covering diversity and inclusion topics and create anti-racist reading groups
1239	Work with campus ministries to focus on the intersection between the ministries' mission and social justice and race relations

Number	Activity
<i>Other Activities (continued)</i>	
1240	Commit to doing a climate survey for students in 2020-2021 and use results to guide programs and action
1241	Create physical space for expressing concerns
1242	Review the history of campus monuments and buildings to amplify those who supported social justice and change building names or remove monuments representative of oppressors of social justice
1243	Creation of the Working on Keeping Engaged Advisory Team comprised of student organization leaders from underrepresented student populations
1244	Create a strategic plan for the Division of Student Affairs that incorporates DEI goals and priorities; require each director in the division to develop measurable DEI goals
1245	Create a policy for holding people accountable for hate/bias speech with clear expectations for behaviors, a process for remediation, and clear consequences
1246	Create a central location for reporting hate/bias events on campus or in the City of Whitewater and establish transparency in reporting and following up on decision making or resolutions
1247	Conduct freshman training that reinforces key knowledge, such as how to use the online course delivery platform, importance of a syllabus, organization, and time management
1248	Increase students of color in tutoring and supplemental instruction positions and increase student access by providing tutoring outreach in the Warhawk Connection Center, dorms, or other locations
1249	Identify the cause for a decline in students of color on campus and determine corrective action plans

UW System Administration

Number	Activity
<i>Enhance social mobility and the student experience</i>	
<i>Increase the success and access of historically underserved students</i>	
1250	Pursue student aid resources as a means of removing financial barriers
1251	Coordinate with institutions to identify and support best practices that promote success at institutions, in collaboration with K-12 schools, technical colleges, and other educational partners
1252	Conduct regular affordability reviews to ensure institutions remain a top value in higher education, compared to their peers
<i>Champion student success across the higher education life cycle</i>	
1253	Enhance the focus on achieving a more diverse, equitable, and inclusive environment for students
<i>Promote teaching excellence and prioritize high-quality, diverse faculty and staff</i>	
1254	Advance an inclusive and engaging workplace
1255	Secure the resources necessary to provide competitive compensation packages
1256	Coordinate with institutions to enhance professional development that fosters career progression
1257	Help institutions recruit, develop, and retain high-quality, diverse, and innovative faculty and staff
<i>Foster civic engagement and serve the public good</i>	
<i>Uphold the principles of free expression, academic freedom, and civil discourse</i>	
1258	Amplify the efforts of institutions to be public advocates and a resource to K-12 schools for free expression, academic freedom, and civil discourse
1259	Measure students' understanding of the First Amendment and civil discourse
1260	Develop resources for institutions to use to promote free expression, academic freedom, and civil discourse
1261	Work with institutions to identify priority areas for strengthening policies for cultivating critical thinking, civil discourse, freedom of expression, and academic freedom
<i>Increase the enrollment and success of individuals in all educational experiences throughout their lifetimes</i>	
1262	Launch a strategy to support underrepresented and lower-income students that offers pathways to middle and high school students, academic and career advising throughout students' UW System journeys, and job placement support
<i>Other Activities</i>	
1263	Support institutions in developing a more culturally sensitive and responsive campus community where individuals from all backgrounds are welcomed, valued, and respected as an important part of a vibrant learning community

Appendix 3

UW Institution Plans We Reviewed in Greater Detail

UW-Eau Claire, *A Bold Future: 2025 Strategic Plan* (for 2021-2025)

UW-La Crosse, *Strategic Plan* (for 2016-2024)

UW-Madison, *Affecting R.E.E.L. (Retain. Equip. Engage. Lead) Change for Diversity and Inclusion* (for 2015-2025)

UW-Milwaukee, *Division of Diversity, Equity, and Inclusion Strategic Plan* (for 2023-2026)

UW-Oshkosh, *Strategic Plan UWO 2030* (for 2023-2030)

UW-Parkside, *Academic and Student Affairs Plan: Justice, Equity, Diversity, and Inclusion Plan* (for 2022-2025)

UW-Platteville, *Strategic Plan* (for 2019-2024)

UW-River Falls, *Soaring to New Heights: 2023-25 Strategic Plan*

UW-Stevens Point, *Purpose Made Possible Strategic Plan* (for 2020-2025)

UW-Stout, *Equity, Diversity, and Inclusion Office Action Plan* (for 2023-2024) and *Inclusive Excellence Action Plan* (for 2023-2026)

UW-Superior, *Forward Superior Strategic Plan* (for 2021-2024)

UW-Whitewater, *Strategic Plan* (for 2023-2028)

UW System Administration, *Universities of Wisconsin Strategic Plan* (for 2023-2028)

Appendix 4

UW Institution Offices with Diversity, Equity, and Inclusion Duties

UW-Eau Claire: Division of Equity, Diversity, and Inclusion

UW-Green Bay: Division of University Inclusivity and Community Engagement

UW-La Crosse: Division of Diversity and Inclusion

UW-Madison: Division of Diversity, Equity, and Educational Achievement

UW-Milwaukee: Division of Community Empowerment and Institutional Inclusivity

UW-Oshkosh: Center for Student Success and Belonging

UW-Parkside: Office of Equity, Diversity, and Inclusion

UW-Platteville: Diversity, Equity, and Inclusion section of its Student Access and Academic Support Division

UW-River Falls: Diversity, Inclusion, and Belonging Office

UW-Stevens Point: Diversity and College Access Office

UW-Stout: Equity, Diversity, and Inclusion Office

UW-Superior: Department of Equity, Diversity, and Inclusion

UW-Whitewater: Warhawk Connection Center

UW System Administration: Office of Equity, Diversity, Inclusion, and Belonging

Response

April 4, 2025

Joe Chrisman, State Auditor
Legislative Audit Bureau
22 East Mifflin Street, Suite 500
Madison, WI 53703

Dear Mr. Chrisman:

Thank you for the opportunity to respond to the Legislative Audit Bureau's (LAB) report on diversity, equity and inclusion (DEI) activities that occurred from 2020 through fiscal year 2024 at the Universities of Wisconsin (UWs).

I appreciate that the LAB's analysis encompasses a broad scope of activities consistent with the evolution of the UW's approach that today more deliberately focuses on supporting the academic and personal success of every one of our students, who bring to our universities all manner of individual characteristics, viewpoints and backgrounds. Our commitment to student success incorporates a renewed emphasis on topics such as, for example, freedom of speech and civil dialogue to ensure that a sense of belonging and mutual respect must also extend intentionally to students with varying political perspectives and differing worldviews.

I further recognize that the LAB's work was made challenging by the absence of a universal definition of "DEI," an inconsistency that exists not only across the UWs but among private and public organizations nationwide. As noted in the report, each university used its own framework in developing its activities dating back to 2020 and in subsequently choosing which efforts to prioritize and pursue.

Relatedly, the report notes that UW institution offices with duties pertaining to DEI differ in structure and scope of responsibilities, including functions, personnel, and associated costs, a portion of which may be entirely unrelated to DEI.

I appreciate that the LAB repeatedly affirms that, as a result of the foregoing, the costs identified for 1) offices with DEI functions; 2) salary costs for DEI-related positions, and 3) FY24 DEI-related work, while aggregated separately in Table 8 and elsewhere in the report, include some amounts unrelated to DEI and cannot be summed to one total expense amount due to the overlap of costs across categories. The funding sources for these expenses vary as well, with, for example, less than 65% (\$25.8 million) of office costs supported by general purpose revenue (GPR).

I highlight these points, as noted in the LAB report, to stress their significance in an environment where there are widely differing conceptions of what types of activities constitute "DEI." In that context, it is important to emphasize both the UW's philosophical shift aimed more broadly at student success as well as the variance in which universities structure their offices and positions that may pertain to – though not exclusively focus on – "DEI" activities when one is interpreting the data offered in the report.

A few examples serve to demonstrate how the UW's broad approach is evident in the activities covered by the report. For instance, over 50% (\$1.7 million) of the FY24 costs incurred by UWs Administration are attributed entirely to mental health services which are made available to every UW student. Similarly,

nearly 20% of the costs attributed to UW-Superior's office reflect pass-through funds of federally-required health insurance premiums paid by international students. The "multi-cultural initiatives" positions reported by LAB, though not within the scope of the 2023 legislative agreement (Board of Regents Resolution 12129), include, for example, UW-Milwaukee's Military and Veterans Resource Center.

Lastly, the LAB's analysis of DEI-related positions as of May 2024 provides an additional opportunity to demonstrate the UW's evolution on this topic. Even at the time the LAB conducted field work last fall, the relevant position count had changed significantly, and has been reduced further since that time. As of March 2025, the number of filled positions subject to the agreement has decreased to 64.5 FTE, of which 45.35 are funded by GPR at an expense of \$4.4 million. The UWs have far exceeded the terms of the 2023 legislative agreement, and that process remains ongoing.

Again, thank you for LAB's efforts undertaken to complete this audit. The UWs look forward to evaluating this work to assist in ensuring that as we continue to look forward, our student support programs reflect a responsible use of funding and lead to our ultimate and measurable performance outcomes of successfully educating, retaining and graduating students.

Sincerely,

A handwritten signature in black ink, appearing to read "Jay Rothman". The signature is fluid and cursive, with a long horizontal stroke at the end.

Jay Rothman
President, Universities of Wisconsin