Strategic Plan for Equity, Diversity and Inclusion
2017-2020
“Diversity is being invited to the party; inclusion is being asked to dance.”

– Vernā Myers
Diversity & Inclusion Expert
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MESSAGE OF THE CHANCELLOR

Dear Campus Community,

The higher education experience can only be fully realized if it takes place in a diverse and inclusive campus community – a community in which all members feel a sense of belonging.

It’s because of this belief that the University of Wisconsin-Superior developed this Strategic Equity, Diversity and Inclusion Plan, the first in our institution’s history. This plan marks our continued commitment to giving everyone the opportunity to develop to their full potential. Led by Jerel Benton, our Director of Equity, Diversity and Inclusion/Senior Diversity Officer, this plan is the product of campus participation in many constructive conversations and input sessions. The goals and strategies outlined in this plan are designed to help our UW-Superior community achieve a diverse and inclusive campus climate.

This plan is an important step forward, but much work remains ahead. It will take the intentional, coordinated efforts of everyone in the UW-Superior community to carry forward this plan and bring it to life. I ask you to join our campus’ journey toward inclusive excellence and help us to fulfill our mission to foster intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention, embodies respect for diverse cultures and multiple voices, and engages the community and region.

Dr. Renée Wachter
Chancellor, University of Wisconsin-Superior
Throughout its history, the University of Wisconsin-Superior has committed to improving the lives and livelihoods of people in northwestern Wisconsin and beyond by seeking knowledge and spreading it to all who may benefit.

Such commitment is reflected in its mission statement:

“The University of Wisconsin-Superior fosters intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention, embodies respect for diverse cultures and multiple voices, and engages the community and region.”

To accomplish these ends, the University will:

1. Provide students with a carefully articulated and comprehensive foundation in liberal studies as a base for all degree programs.
2. Award associate and baccalaureate degrees in selected fields in education, arts, humanities, sciences, social sciences, business, and pre-professional programs.
3. Offer graduate programs in areas associated with its undergraduate emphases and strengths.
4. Extend its undergraduate and graduate resources beyond the boundaries of the campus through alternative delivery of programs.
5. Expect scholarly activity, including research, scholarship and creative endeavor, which supports its programs at the associate and baccalaureate degree levels, its selected graduate programs, and its special mission.
6. Maintain an inclusive campus community that challenges students to develop their intellectual, personal, cultural, and social competencies.
7. Engage in appropriate inter-institutional relationships and community partnerships to enhance educational and service opportunities.
8. Foster, with University of Wisconsin-Extension, the development of cooperative and general outreach programming and the integration of the Extension function with that of this institution.
MESSAGE FROM THE DIRECTOR OF EQUITY, DIVERSITY AND INCLUSION

Dear Colleagues,

I am pleased to have helped to lead the University through this historic milestone by completing our first Strategic Plan for Equity, Diversity and Inclusion. As the Senior Diversity Officer, I look forward to working with the campus community as we begin implementation of the plan this academic year.

This moment in the University’s history could not have occurred without the vision and foresight of Chancellor Renée Wachter. In addition to Chancellor Wachter’s unwavering support and encouragement, the Equity, Diversity and Inclusion Strategic Planning Taskforce, made up of representation from across campus, played a pivotal role in helping to bring this project to fruition.

As a student-centered professional, my methodological approach always includes a focus on the lived experience of our students and the people who teach, mentor, and support them. In this plan, while recognizing the critical importance of numerical data, I have included important student, faculty, and staff voices; as many as I could in a way that added value to important themes that emerged from the data.

I look forward to the continuance of this important work.

Jerel Benton
Director of Equity, Diversity and Inclusion/Senior Diversity Officer
What We Mean by Diversity and Inclusion

One of the first tasks of the Equity, Diversity and Inclusion Strategic Planning Taskforce included defining diversity and inclusion and identifying why it was important to the institution. Answering these questions was a critically important first step in our work, as it helped to shape our goals, strategies, and tactics.

Diversity

For the purposes of our plan, diversity is defined as “individual, group, and social differences that can be engaged to achieve excellence in teaching, learning, research, scholarship, and administrative and support services.”

These differences can include, but are not limited to:

- Life experiences
- Race and ethnicity
- Personality type
- Socio-economic status
- Learning and working styles
- Class
- Age
- Veterans status
- Gender and gender expression
- Sexual orientation
- Country of origin
- Ability
- Pedagogy
- Intellectual traditions and perspectives
- Culture
- Political affiliations
- Religious affiliation
- Education

Every individual is a necessary asset, and we demonstrate this every day in our policies, practices, and operating procedure.

Inclusion*

The active, intentional, and ongoing engagement with diversity — in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect — in ways that fosters a sense of belonging, increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Equity*

The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

(*Adopted from AAC&U Inclusive Excellence)
For the purposes of this plan, it’s also important that the campus community understand the demographics in which the plan prioritizes.

**Underrepresented Minority and Underserved Populations**

**Underrepresented Minority (Students):**
- Native American/American Indian
- African American
- Hispanic/Latino
- Southeast Asian of Vietnamese, Cambodian, Hmong or Laotian descent who entered the U.S. after 12/31/1975
- Two or more races (either alone or as two or more race/ethnicities)

**Other populations that fit within the scope of this plan:**
- Women (faculty/staff)
- Non-traditional students
- People with a disability
- Low-income (Pell-eligible)
- People who identify as Lesbian, Gay, Bisexual, Transgender and other sexual identities (LGBTQ+)
- Veterans

**Other Definitions**

**Equity-Mindedness***
A demonstrated awareness of and willingness to address equity issues among institutional leaders and staff.

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**Why Equity, Diversity and Inclusion Matters at the University of Wisconsin-Superior**

Once we agreed on a common language, we then discussed the importance of diversity at the University of Wisconsin-Superior, which led to the development of our institutional diversity statement.

**University Diversity Statement**

Diversity and inclusion are integral to the educational mission of the University of Wisconsin-Superior. As a community, we commit to recognize, include and value inherent worth and dignity of each person; foster tolerance, sensitivity, understanding, mutual respect, and justice among its members; and encourage everyone to strive to reach their own potential. The institution recognizes that these experiences are crucial for developing the requisite skills to thrive as a member of a pluralistic society and as a responsible global citizen.

In pursuit of its goal of inclusive excellence, the University actively seeks to attract students, faculty, and staff from diverse backgrounds and life experiences, including but are not limited to: race, ethnicity, sex, gender identity, gender expression, sexual orientation, age, socio-economic background, cognitive ability, physical ability, religion and spirituality, value system, national origin, immigration or refugee status, veteran status, and political beliefs.

The University of Wisconsin-Superior believes that diversity among its members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The University of Wisconsin-Superior views and treats each person in any University-related activity or circumstance in which they may be involved, in alignment with the Respectful Campus Statement.
Equity, Diversity and Inclusion Strategic Planning Taskforce

Jerel Benton, Director of Equity, Diversity and Inclusion/Sr. Diversity Officer
Role: Chair and Equity, Diversity and Inclusion Staff

Nick Bursik, Interim Athletic Director
Role: Chancellor’s Staff Representative

Hannah Hidlebrand, Undergraduate Student
Role: Student Government Appointee

Gary Johnson, Director of First Nations Center, Assistant Professor of First Nations Studies
Role: Equity Diversity and Inclusion Staff

Mark MacLean, Director of International Programs
Role: Taskforce Member

Dr. Daniela Mansbach, Associate Professor of Political Science; Gender Studies Program Coordinator
Role: Faculty Senate Representative

Chantele Nelson, Undergraduate Student
Role: Student Representative

Dr. Ephraim Nikoi, Associate Professor of Communication
Role: Diversity Network Representative

Dr. Monica Roth Day, Associate Dean of Academic Affairs
Role: Taskforce Member

Monte Stewart, Veterans and Non-Traditional Student Center Coordinator
Role: Equity, Diversity and Inclusion Staff

Miranda Sve, Payroll and Benefits Specialist
Role: University Staff Representative

Karada Tudor, Lake Superior Research Institute Associate Research Specialist
Role: Academic Staff Representative

Dr. Jacalyn Weissenburger, Interim Vice Chancellor for Academic Affairs and Provost
Role: Chancellor’s Designee

Dr. Dean Yohnk, Dean of Academic Affairs
Role: Taskforce Member
1. Institutional Data: Faculty and Staff

A1–Fall 2016 Faculty Institutional Data 2011-2016 Analysis

Using the base years of 2011 to 2016, the University institutional data in Table 1 below show that faculty number decreased by 21, or 14.4 percent, from 2011 to 2016. Within that decrease, however, the three ethnic groups (excluding unknowns) with the largest decreases were Hispanic (down 66.7 percent, N=-2), Native American (down 50.0 percent, N=-1) and Black, Non-Hispanic (down 33.3 percent, N=-1). Overall, ethnically underrepresent faculty made up 15.5 percent of the faculty population in 2011, this number decreased to 12.6 percent of the population in 2016.

Table 1: University of Wisconsin-Superior Staff Ethnicity 2011-2016

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2011 N</th>
<th>% of Faculty</th>
<th>2016 N</th>
<th>% of Faculty</th>
<th>N of Change</th>
<th>% of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian or Pacific Islander</td>
<td>8</td>
<td>8.6%</td>
<td>8</td>
<td>8.4%</td>
<td>-2</td>
<td>0%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>3</td>
<td>2.6%</td>
<td>2</td>
<td>2.1%</td>
<td>-1</td>
<td>-33.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3</td>
<td>2.6%</td>
<td>1</td>
<td>1.1%</td>
<td>-2</td>
<td>-66.7%</td>
</tr>
<tr>
<td>Native American</td>
<td>2</td>
<td>1.7%</td>
<td>1</td>
<td>1.1%</td>
<td>-1</td>
<td>-50.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>1.1%</td>
<td>1</td>
<td>100.0%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>98</td>
<td>84.5%</td>
<td>82</td>
<td>86.3%</td>
<td>-16</td>
<td>-16.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>116</td>
<td>100.0%</td>
<td>95</td>
<td>100.0%</td>
<td>-21</td>
<td>-14.4%</td>
</tr>
</tbody>
</table>

The years 2011-2016 were selected to show both change over time and to provide a recent historical context related to faculty, staff and students at the University of Wisconsin-Superior. Fall 2016 provides a base from which new numerical goals are assessed against and is the most recent semester in which data was collected during the development of this plan.

Source: Office of Institutional Effectiveness
1. Institutional Data: Faculty and Staff
A2–Fall 2016 Staff Institutional Data 2011-2016

Using the base years of 2011 to 2016\(^1\), the University institutional data in Table 2 below show that staff numbers decreased by 14, or 4.2 percent, from 2011 to 2016. Within that decrease, however, the only ethnic groups (excluding unknowns) with a decrease was Black, Non-Hispanic (down 500 percent, N=-5). The other ethnic groups all had an increase in change, with the largest increase being with Hispanic (increase of 300 percent, N=3) and Two or More Races (increase of 200 percent, N=2). Overall, ethnically underrepresent staff made up 5.2 percent of the staff population in 2011, this number increased to 6.6 percent of the staff population in 2016.

Table 2: University of Wisconsin-Superior Staff Ethnicity 2011-2016

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2011</th>
<th>2016</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>% of Faculty</td>
<td>N</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>4</td>
<td>1.2%</td>
<td>6</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>5</td>
<td>1.5%</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>&lt;1%</td>
<td>4</td>
</tr>
<tr>
<td>Native American</td>
<td>7</td>
<td>2.1%</td>
<td>9</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>19</td>
<td>5.8%</td>
<td>14</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>294</td>
<td>89.1%</td>
<td>281</td>
</tr>
<tr>
<td>Total</td>
<td>330</td>
<td>100.0%</td>
<td>316</td>
</tr>
</tbody>
</table>

\(^1\)The years 2011-2016 were selected to show both change over time and to provide a recent historical context related to faculty, staff and students at the University of Wisconsin-Superior. Fall 2016 provides a base from which new numerical goals are assessed against and is the most recent semester.

Source: Office of Institutional Effectiveness
1. Institutional Data: Faculty and Staff
A3–Fall 2016 Faculty/Staff Demographics and the 2010 Census by Race

A review of the 2010 United States Census of demographic data for Wisconsin, Douglas County, the City of Duluth and the University of Wisconsin-Superior’s Fall 2015 headcount data in Table 3 below shows a gap exists between the University and the state of Wisconsin, including Black or African American (-6.0 percent) and two or more races by (-1.0 percent). When compared to Douglas County and the City of Duluth, the ethnic groups with a University-local environment gap include Black or African American and two or more races.

Table 3: Fall 2016 University of Wisconsin-Superior Faculty and Staff Headcount and 2010 Census by Race

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Faculty and Staff</th>
<th>Wisconsin</th>
<th>Douglas County</th>
<th>Duluth, MN (City)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Asian Or Pacific Islander</td>
<td>14</td>
<td>3.4%</td>
<td>129,234</td>
<td>2.3%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>2</td>
<td>&lt;1.0%</td>
<td>359,148</td>
<td>6.3%</td>
</tr>
<tr>
<td>Native American</td>
<td>10</td>
<td>2.4%</td>
<td>54,526</td>
<td>1.0%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0</td>
<td>0%</td>
<td>1,827</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>15</td>
<td>3.6%</td>
<td>135,867</td>
<td>2.4%</td>
</tr>
<tr>
<td>Two Or More Races</td>
<td>2</td>
<td>&lt;1.0%</td>
<td>104,317</td>
<td>1.8%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>363</td>
<td>88.3%</td>
<td>4,902,067</td>
<td>86.2%</td>
</tr>
<tr>
<td>Total</td>
<td>411</td>
<td>100.0%</td>
<td>5,686,986</td>
<td>100%</td>
</tr>
</tbody>
</table>

In this analysis as well as the Student and Staff analysis in this plan, no assumption is made that Wisconsin, Douglas County or Duluth, MN (city) are the exclusive areas from which University faculty, staff, and students are recruited. Rather, this analysis is primarily intended to describe the extent to which the University reflects the populations it most serves.

Source: Office of Institutional Effectiveness and 2010 Census Data
1. Institutional Data: Faculty and Staff

A4–Fall 2016 Faculty and Staff Demographics and the 2010 Census by Ethnicity

A review of the 2010 United States Census of demographic data for Wisconsin, Douglas County, the City of Duluth and the University of Wisconsin-Superior's Fall 2016 headcount\(^2\) data in Table 4 below show a gap exists between the University and the State of Wisconsin and Douglas County and Duluth, MN in the percentage of headcount by ethnicity. The largest gap exist between the University and Douglas County by -9.6 percent, followed by the gap between the University and the State of Wisconsin by -4.4 percent.

Table 4: University of Wisconsin-Superior Headcount and 2010 Census by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2016</th>
<th>Wisconsin</th>
<th>Douglas County</th>
<th>Duluth, MN (City)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>5</td>
<td>1.6%</td>
<td>336,053</td>
<td>6.0%</td>
</tr>
<tr>
<td>Non-Hispanic/Latino</td>
<td>311</td>
<td>98.4%</td>
<td>5,350,930</td>
<td>94%</td>
</tr>
</tbody>
</table>

\(^2\)In this analysis as well as the Student and Staff analysis in this plan, no assumption is made that Wisconsin, Douglas County or Duluth, MN (city) are the exclusive areas from which University faculty, staff, and students are recruited. Rather, this analysis is primarily intended to describe the extent to which the University reflects the populations it most serves.

Source: Office of Institutional Effectiveness and 2010 Census Data
1. Institutional Data: Student

B1–Student Institutional Data: Head Count

Institutional data in Table 5 below show that the University’s overall domestic student population decreased by 207 students, or 10.9 percent, from Fall 2011 to Fall 2016. The three ethnic groups with the largest decrease were Native American students and white, non-Hispanic students. The student demographic with the largest increase were two or more races (153.7 percent increase) and Hispanic/Latino (84.6 percent increase). Underrepresented minorities made up 7.5 percent (n=187) of the domestic student headcount in 2011, this number increased by 5.3 percent (n=284) between Fall 2011 and Fall 2016. This increase is largely due to the rise of students who identify as two or more races and Hispanic and Latino.

Table 5: University of Wisconsin-Superior Undergraduate, Student Head Count Race and Ethnicity 2011-2016, 5-Year Change

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2011 N</th>
<th>2011 % of Students</th>
<th>2016 N</th>
<th>2016 % of Students</th>
<th>5-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Asian American</td>
<td>24</td>
<td>1%</td>
<td>35</td>
<td>1.6%</td>
<td>45.8%</td>
</tr>
<tr>
<td>Southeast Asian American</td>
<td>9</td>
<td>&lt;1%</td>
<td>10</td>
<td>&lt;1%</td>
<td>11.1%</td>
</tr>
<tr>
<td>Black Or African American</td>
<td>36</td>
<td>1.5%</td>
<td>46</td>
<td>2.1%</td>
<td>27.8%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>39</td>
<td>1.6%</td>
<td>72</td>
<td>3.3%</td>
<td>84.6%</td>
</tr>
<tr>
<td>American Indian</td>
<td>62</td>
<td>2.5%</td>
<td>50</td>
<td>2.3%</td>
<td>-19.4%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>2</td>
<td>&lt;1%</td>
<td>2</td>
<td>&lt;1%</td>
<td>0%</td>
</tr>
<tr>
<td>Two Or More Races</td>
<td>41</td>
<td>1.7%</td>
<td>104</td>
<td>4.7%</td>
<td>153.7%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>2264</td>
<td>91.4%</td>
<td>1888</td>
<td>85.5%</td>
<td>-16.6%</td>
</tr>
<tr>
<td>Total</td>
<td>2477</td>
<td>100%</td>
<td>2207</td>
<td>100%</td>
<td>-10.9%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness
1. Institutional Data: Student

B2–Student Institutional Data: Head Count

A review of the 2010 United States Census of demographic data for Wisconsin, Douglas County, the City of Duluth and the University of Wisconsin-Superior’s Fall 2016 headcount\(^2\) data in Table 6 below shows a gap exists between the University and the State of Wisconsin, including Black or African American (-4.1 percent) and two or more races by (-1.0 percent). When compared to Douglas County and the City of Duluth, the ethnic groups with a University-local representation gap include Black or African American, Native American and White, non-Hispanic.

Table 6: Fall 2016 University of Wisconsin-Superior Student Headcount and 2010 Census by Race

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Students</th>
<th>Wisconsin</th>
<th>Douglas County</th>
<th>Duluth, MN (City)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Asian Or Pacific Islander</td>
<td>45</td>
<td>2.1%</td>
<td>129,234</td>
<td>2.3%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>46</td>
<td>2.2%</td>
<td>359,148</td>
<td>6.3%</td>
</tr>
<tr>
<td>Native American</td>
<td>50</td>
<td>2.3%</td>
<td>54,526</td>
<td>1.0%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>2</td>
<td>&lt;1%</td>
<td>1,827</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Two Or More Races</td>
<td>104</td>
<td>4.9%</td>
<td>104,317</td>
<td>1.8%</td>
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<td>1888</td>
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<td>4,902,067</td>
<td>86.2%</td>
</tr>
<tr>
<td>Total</td>
<td>2135</td>
<td>100.0%</td>
<td>5,686,986</td>
<td>100%</td>
</tr>
</tbody>
</table>

\(^2\)In this analysis as well as the Student and Staff analysis in this plan, no assumption is made that Wisconsin, Douglas County or Duluth, MN (city) are the exclusive areas from which University faculty, staff, and students are recruited. Rather, this analysis is primarily intended to describe the extent to which the University reflects the populations of the local community.

Source: Office of Institutional Effectiveness and 2010 Census Data
1. Institutional Data: Student
B3—Fall 2016 Domestic Student Demographics and the 2010 Census by Ethnicity

A review of the 2010 United States Census of demographic data for Wisconsin, Douglas County, City of Duluth and the University of Wisconsin-Superior’s Fall 2016 headcount data in Table 7 below shows a gap exists between the University and the State of Wisconsin and Douglas County in the percentage of student headcount by ethnicity. The largest gap exist between the University and Douglas County by -7.9 percent, followed by the gap between the University and the State of Wisconsin by -2.7 percent.

Table 7: Fall 2016 University of Wisconsin-Superior Student Head Count and 2010 Census by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2016 N</th>
<th>2016 %</th>
<th>Wisconsin N</th>
<th>Wisconsin %</th>
<th>Douglas County N</th>
<th>Douglas County %</th>
<th>Duluth, MN (City) N</th>
<th>Duluth, MN (City) %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>72</td>
<td>3.3%</td>
<td>336,053</td>
<td>6.0%</td>
<td>494</td>
<td>11.2%</td>
<td>1305</td>
<td>1.5%</td>
</tr>
<tr>
<td>Non-Hispanic/Latino</td>
<td>2135</td>
<td>96.7%</td>
<td>5,350,930</td>
<td>94%</td>
<td>43,665</td>
<td>88.8%</td>
<td>84960</td>
<td>98.5%</td>
</tr>
</tbody>
</table>

In this analysis as well as the Student and Staff analysis in this plan, no assumption is made that Wisconsin, Douglas County or Duluth, MN (city) are the exclusive areas from which University faculty, staff, and students are recruited. Rather, this analysis is primarily intended to describe the extent to which the University reflects the populations of the local community.

Source: Office of Institutional Effectiveness
1. Institutional Data: Student

Student retention data in Chart 1 below, measured by fall to fall return rates, show that during the five-year period 2011 to 2016, overall student retention rates have been unstable overall and for underrepresented minorities. Overall retention decreased from 71.8 percent with fall 2011 cohort to 68.0 percent the 2015 cohort. When reviewing these data for underrepresented minority students, the 2015 cohort had a higher first year retention rate than the non-underrepresented minority students by 8 percent.

Chart 1: University of Wisconsin-Superior URM vs. Non-URM, New Freshmen First-Year Retention Rate

Source: Office of Institutional Effectiveness
1. Institutional Data: Student

*B5—Student Institutional Data: New Freshmen, Second to Third-Year Retention*

Student retention data in Chart 2 below, measured by fall to fall return rates, show that during the five-year period 2010 to 2014, overall student second to third-year retention rates have been unstable overall and for underrepresented minorities. Overall retention decreased from 53.7 percent with fall 2010 cohort to 53.4 percent the 2015 cohort; rates reached a peak of 60.4 percent for the 2013 cohort. When reviewing these data for underrepresented minority students, students tend to leave university during their second to third year transition. The largest gap for second to third-year retention was recorded on the 2013 cohort with only 46 percent of the underrepresented minority population enrolling for the third year at the university, in comparison to 63 percent of non-underrepresented minorities (gap of 17 percent).

**Chart 2: University of Wisconsin URM vs. Non-URM, New Freshmen, Second to Third-Year Retention Rate**

Source: Office of Institutional Effectiveness
# 1. Institutional Data: Student

## B6–Student Institutional Data: New Freshmen, Six-Year Graduation Rate

While retention rates as an achievement measure show student progression from year to year, student graduation rates provides an indication of student success and reflect the University's ability to successfully move students to graduation. Chart 3 shows that the average University cohort six-year graduation rate for years 2006 through 2010 is 40.5 percent for all students, the average graduation rate for underrepresented minority students during the same time period is 28.4 percent.

Over the five year period, of the reported six-year graduation rates, the graduation rates of underrepresented minority students fall below the University cohort and non-underrepresented minority students, with the largest gap occurring with the 2006 cohort with 20.7 percent gap when comparing to non-underrepresented minorities and a 19.8 percent gap with the overall cohort rate. Graduation rates since the 2006 cohort have improved for underrepresented minority students with the most recent gaps of 9.9 percent when comparing to non-underrepresented minorities, and a 9.2 percent gap when comparing to the overall cohort six-year graduation rate.

## Chart 3: University of Wisconsin URM vs. Non-URM, New Freshmen, Six-Year Graduation Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>URM</th>
<th>Non-URM</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>35.2%</td>
<td>41.9%</td>
<td>43.4%</td>
</tr>
<tr>
<td>2007</td>
<td>35.2%</td>
<td>41.1%</td>
<td>43.2%</td>
</tr>
<tr>
<td>2008</td>
<td>21.4%</td>
<td>40.0%</td>
<td>40.4%</td>
</tr>
<tr>
<td>2009</td>
<td>21.4%</td>
<td>32.0%</td>
<td>40.4%</td>
</tr>
<tr>
<td>2010</td>
<td>20.7%</td>
<td>33.3%</td>
<td>32.0%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness
1. Institutional Data: Student
   
   B7–Student Institutional Data: New Freshmen, Six-Year Graduation Rate

Table 4 shows that the average University cohort six-year graduation rate for years 2006 through 2010 is 40.5 percent for all Pell recipient students, the average graduation rate for pell recipient students during the same time period is 35.4 percent. Over the five-year period, of the reported six-year graduation rates, the graduation rates of Pell recipient students fall below the University cohort and non-pell recipient students, with the exception of the 2008 cohort. The largest gap between the overall graduation rate and non-pell recipients occurred with the 2006 cohort with 18-percent gap when comparing to non-pell recipients and a 13.2-percent gap with the overall cohort rate. Graduation rates since the 2006 cohort have improved for Pell recipients, the rate peaked at 53 percent for 2008 cohort. The most recent gaps when comparing pell recipients showed a 2-percent gap when comparing to non-underrepresented minorities, and a 1.5-percent gap when comparing to the overall cohort six-year graduation rate.

Table 4: University of Wisconsin-Superior Pell Recipient vs. Non-Pell Recipient, New Freshmen, Six-Year Graduation Rate

![Graph showing six-year graduation rates from 2006 to 2010 for Pell, Non-Pell, and Overall cohorts.]

Source: Office of Institutional Effectiveness
2. Institutional Data: Campus Pride Index

Campus Pride Index Score*

In June 2016, the project committee submitted a full report using the Campus Pride Index. The report analyzed the areas in which the campus is using best practices to become an LGBTQ+-friendly campus, as well as the areas that require improvement. The report identifies 30 practices that UW-Superior is accomplishing in a satisfactory manner, 12 practices that require improvement, 15 practices that are defined as primary concern, and five that are secondary concern. In addition, in some areas the report offers specific recommendations (24-specific recommendations).

During fall 2016, the committee worked with various offices and individuals on campus to address some of the recommendations. The main focus was on the categories of LGBTQ+ Support and Institutional Commitment, and LGBTQ+ Policy Inclusion.

During spring 2017, the committee continued working with various offices and individuals on campus, focusing mainly on the recommendations under the categories of Housing and Residence Life, Student Life, and Counseling and Health.

Following these improvements, the committee submitted a revised index to Campus Pride. We are excited to report that the rating of UW-Superior went up from the initial score of 2.5/5 to 3/5. This progress, however, is uneven; with the exception of two categories, all categories improved their ranking, with Housing and Residence Life presenting the most significant improvement of 2 points. Counseling and Health, as well Support and Institutional Commitment improved its ranking in 1 point. The score of Campus Safety, did not change and this category remains with the lowest grade.

Table 8: Campus Pride Index Scores*

<table>
<thead>
<tr>
<th>Category</th>
<th>Campus Pride Index Score—June 2016</th>
<th>Campus Pride Index Score—May 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGBTQ Policy Inclusion</td>
<td>4</td>
<td>4.5</td>
</tr>
<tr>
<td>LGBTQ Support and Institutional Commitment</td>
<td>2.5</td>
<td>3.5</td>
</tr>
<tr>
<td>LGBTQ Academic Life</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>LGBTQ Student Life</td>
<td>2.5</td>
<td>3.0</td>
</tr>
<tr>
<td>LGBTQ Housing and Residence Life</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>LGBTQ Campus Safety</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>LGBTQ Counseling and Health</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>LGBTQ Recruitment and Retention Efforts</td>
<td>3</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Overall Score</strong></td>
<td>3</td>
<td>3.5</td>
</tr>
</tbody>
</table>

*As of May 2017
3. Campus Climate Assessment

B7–Student Institutional Data: New Freshmen, Six-Year Graduation Rate

In 2015, a campus climate assessment was administered to faculty, staff and students for the first time since the 2010-2011 school year. A total of 329 employees and 656 students responded to the survey. The data from the campus climate assessment will serve as baseline data for future campus climate assessments. The assessment focused on the following factors: personal attitudes and behaviors, perceptions of the institution, perceptions of faculty and staff, campus safety, visibility, co-curricular environment, policies, sexual assault, perceptions of peers, and perceptions of administration. The student assessment include all of the above factors plus two other factors that assessed overall learning, these factors include, the co-curricular environment and campus training.

Faculty and Staff

The 2015 campus climate assessment results showed that the University of Wisconsin-Superior’s faculty staffs’ overall perceptions of the institution was 5.0 on a 7.0 scale. These results were below the mean institutional target of 5.5, and below other institutions that administered a campus climate survey through our vendor, Skyfactor.

The assessment revealed that “Personal Attitudes and Behaviors” was the strongest performing factor for the University. Meaning, faculty and staff were comfortable having colleagues from diverse backgrounds (6.6/7.0); comfortable interacting with students from diverse backgrounds (6.56/7.0); and engaging in discussions with people whose ideas and values were different from their own. The assessment also showed that our strongest factor with the opportunity for growth was “Perceptions of Administration.” Meaning, what extent does administrators value the work of faculty and staff (4.1/7.0); respect what faculty and staff think (4.0/7.0); and are genuinely concerned about the welfare of faculty and staff (3.9).

Students

The 2015 campus climate assessment results showed that the University of Wisconsin-Superior’s students’ overall perceptions of the institution was 5.7 on a 7.0 scale for overall learning, and 5.7 on the same scale for overall satisfaction. The results above were above the institutional target of 5.5 and were on par with other institutions within the University’s Carnegie Classification; the results for overall learning where higher than the average for all institutions who completed the campus climate survey through the utilized vendor, Skyfactor.

The assessment showed that, similar to faculty and staff, that “Personal Attitudes and Behaviors” was the highest performing factor for students. Students were comfortable having friends from diverse backgrounds (6.43/7.0); comfortable interacting with students from diverse backgrounds (6.29/7.0); comfortable having discussions with people whose ideas and values are different from their own (6.23/7.0); comfortable having roommates or neighbors from diverse backgrounds (6.22/7.0); and comfortable bringing up issues of discrimination and harassment (5.58/7.0). The assessment also revealed that the factor with the greatest opportunity for growth was in “Campus Training” (5.17/7.0).
4. Group Feedback

_Campus Pride Index Score*

Between the period of January, 2017 and July, 2017, the following groups were engaged to solicit feedback for the identified goals for this imperative plan: Chancellor’s Cabinet, Faculty Senate, Academic Staff Senate, University Staff Senate, Student Government Association, Diversity Network, Department of Equity, Diversity and Inclusion and the Center for Excellence in Teaching and Learning–Student Advisory Board. Feedback was recorded and analyzed for themes and common responses, based upon the goal areas (Chart 1).

Once goals, strategies, and tactics were identified, the Senior Diversity Officer, along with Diversity and Inclusion Committee shared the document again with governance groups for final feedback. Also, two open forums were held during October, 2017, to gain final campus feedback before prioritization.

**Chart 1: Themes from Group Feedback**

<table>
<thead>
<tr>
<th>Communication</th>
<th>Assessment and Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Publicizing and sharing events</td>
<td>■ Routine campus climate assessment</td>
</tr>
<tr>
<td>■ Sharing the importance of diversity</td>
<td>■ Assessing diversity related programs</td>
</tr>
<tr>
<td>■ Accurately representing diversity through</td>
<td>■ Monitoring growth of diversity and inclusion</td>
</tr>
<tr>
<td>marketing materials</td>
<td>■ Documenting all equity, diversity, and inclusion-related programs and activities</td>
</tr>
<tr>
<td>■ Access to policies related to equity</td>
<td></td>
</tr>
<tr>
<td>■ How to report incidents of bias and discrimination</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recruitment and Retention (Faculty, Staff, and Students)</th>
<th>Education and Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Becoming a LGBTQ+ friendly campus</td>
<td>■ Need to educate and engage all students on topics of equity, diversity and inclusion</td>
</tr>
<tr>
<td>■ Lack of diversity inside and outside the classroom</td>
<td>■ Connecting with community organizations that focus on social justice issues</td>
</tr>
<tr>
<td>■ Value of gaps even though underrepresented students are small in number</td>
<td>■ Need for training on topics of equity, diversity and inclusion for faculty, staff, and students</td>
</tr>
<tr>
<td>■ Access to the institution for ethnically underrepresented students</td>
<td>■ Support for faculty staff and students to lead and develop projects and programs on topics of equity, diversity and inclusion</td>
</tr>
<tr>
<td>■ Policies that affect veterans and non-traditional students</td>
<td></td>
</tr>
<tr>
<td>■ Communication to prospective students</td>
<td></td>
</tr>
<tr>
<td>■ Community and belongingness for faculty and staff</td>
<td></td>
</tr>
<tr>
<td>■ Meaningful recognition of faculty and staff</td>
<td></td>
</tr>
<tr>
<td>■ Data on why faculty and staff leave the University</td>
<td></td>
</tr>
</tbody>
</table>
THE PATH FORWARD

What follows are specific goals and strategies to strengthen a campus culture of equity, diversity and inclusion. The four goals, 13 strategies and 46 tactics will be prioritized and shepherded by the Diversity and Inclusion Strategic Planning Taskforce and primary stewards of the action needed to be taken over the next three years.

It is important to emphasize that the Strategic Plan for Equity, Diversity and Inclusion is a living document. Revisions and updates will be made annually, and the plan will be monitored throughout the year to ensure its goals, strategies and tactics reflect the realities of the campus community at the University of Wisconsin-Superior.

The primary assumption associated with this Strategic Plan for Equity, Diversity and Inclusion is that the University will allocate resources to establish the appropriate infrastructure for maximum operating efficiency.

The goals and strategies described in this plan will focus on the following four areas of the University to provide focus and direction for the plan:

1. Communication
2. Assessment and Implementation
3. Recruitment and Retention
4. Engagement and Education
Goal 1: Communication

Enhance communication to ensure that the campus and community at large understands the University of Wisconsin-Superior’s commitment to a healthy campus climate of equity, diversity and inclusion.

Strategy

**Strategy 1.A: Demonstrate campus commitment to equity, diversity and inclusion.**

1.A.1 Publish the Strategic Plan for Equity, Diversity and Inclusion statement in accessible and visible spaces.

1.A.2 Develop ways to recognize individuals and groups that show a commitment to equity, diversity and inclusion.

1.A.3 Develop effective communication strategies to share programs, initiatives, successes and setbacks toward equity, diversity and inclusion.

1.A.4 Ensure marketing materials accurately reflect the diversity of University of Wisconsin-Superior.

1.A.5 Acknowledge and recognize the historical Native history surrounding the University of Wisconsin-Superior campus.

1.A.6 Secure funding to support campus wide programs and initiatives related to equity, diversity and inclusion campus wide.

**Strategy 1.B: Improve mechanisms for reporting and bringing awareness of incidents of bias, hate, discrimination, harassment, and Title IX matters.**

1.B.1 Establish a Bias Incident and Prevention Response Team that focuses on prevention, resource referrals, and investigation of bias incidents and hate crimes.

1.B.2 Centralize access to policies, procedures, resources and reporting mechanisms surrounding bullying, bias, discrimination, harassment, and Title IX.

1.B.3 Develop a mechanism to bring awareness of incidents of bias and hate, discrimination and harassment, Title IX and the campus response to concerns.
Goal 2: Assessment and Implementation
Assess University of Wisconsin-Superior’s efforts toward equity, diversity and inclusion to develop campus practices in support of making excellence inclusive.

Strategy

Strategy 2.A: Commit to and develop an inclusive campus climate using a variety of assessment tools and outcomes.

2.A.1 Administer a campus climate survey within the second year of the Strategic Plan for Equity, Diversity and Inclusion, and every three years thereafter.

2.A.2 Utilize and submit the Campus Pride Index annually to measure growth in the support of the LGBTQ+ community.

2.A.3 Annually update the campus Affirmative Action Plan and utilize institutional data to monitor growth in diversifying the campus workforce.

2.A.4 Based upon measures identified in the campus climate survey, Campus Pride Index and Affirmative Action Plan, develop outcomes for growth and address needs.

2.A.5 Implement the inclusive excellence toolkit to measure inclusive excellence across the institution.

Strategy 2.B: Inventory all diversity related initiatives campus-wide and address any efficiencies or opportunities for growth.

2.B.1 Identify and document initiatives and programs campus-wide related to equity, diversity and inclusion.

2.B.2 Identify and document student organizations related to equity, diversity and inclusion.

Strategy 2.C: Develop assessment strategies of learning and growth from participation in diverse activities, trainings and events.

2.C.1 Create a mechanism for assessment of diversity-related events.

2.C.2 Establish learning outcomes and assessments for diversity training initiatives for students, faculty and staff.
Goal 3a: Recruitment and Retention of Students

Improve recruitment and retention of underrepresented minorities and underserved student populations parallel to changing demographics and needs of the university.

Strategy

3a.A: Improve access to UW-Superior for underrepresented minorities and other underserved populations.

3a.A.1 Identify high schools, programs, and organizations to grow and strengthen relationships in the service area and targeted cities to strengthen the enrollment pipeline for underrepresented and underserved populations.

3a.A.2 Establish or redesign programs that provide access and opportunities for underrepresented minorities and underserved students to visit campus early during their high school tenure.

3a.A.3 Review, evaluate, and recommend changes to address application, admission, enrollment, and denial equity gaps.

3a.B: Develop and improve programs and policies that affect retention and persistence of underrepresented minorities and other underserved populations.

3a.B.1 Enhance retention data collection to monitor why underrepresented and other underserved students stay and leave the University of Wisconsin-Superior.

3a.B.2 Create a supportive infrastructure to develop and support programs that provide opportunities for underrepresented and underserved (specifically Pell eligible) students; providing the opportunity to become familiar with and promote the utilization of the institution’s human and programmatic resources.

3a.B.3 Review transfer policies and practices for non-traditional and veteran students and provide recommendations for changes in practices.

3a.B.4 Identify a funding source and implement a childcare subsidy program to remain in compliance with UW System Policy 180 (SYS 180).

3a.B.5 Utilize and implement recommendations from the Campus Pride Index and LGBTQ+ Friendly Campus innovation grant to move the institution forward in becoming a LGBTQ+ Friendly Campus.
Goal 3b: Recruitment and Retention of Faculty and Staff

Improve recruitment and retention of underrepresented minorities and underserved faculty and staff parallel to changing demographics and needs of the university.

Strategy

3b.A: Increase employee hiring from underrepresented populations.

3b.A.1 Review, evaluate, and provide recommended changes to our recruitment and hiring practices, processes and policies to ensure that they are equitable and inclusive.

3b.A.2 Integrate the Senior Diversity Officer in the recruitment and hiring process.

3b.A.3 Highlight and publicize efforts to grow diversity within our workforce.

3b.B: Increase employee retention of underrepresented populations.

3b.B.1 Review, evaluate and provide recommended changes to our institutional policies and processes that impact employees from various cultural and religious backgrounds.

3b.B.2 Develop and implement a campus-wide diversity/cultural fluency program for new and existing faculty and staff.

3b.B.3 Enhance our retention data collection to monitor why employees remain at the institution and/or leave the institution.

3b.B.4 Identify ways to offer underrepresented faculty and staff leadership and professional development opportunities.

3b.C: Develop an institutional culture that fosters and promotes personal and professional development.

3b.C.1 Develop affinity groups to develop community and networking opportunities for employees from underrepresented and underserved groups within the university.

3b.C.2 Examine opportunities for personal and professional networking for underrepresented groups within the Twin Ports regional area.

3b.C.3 Develop a competitive grant program that allows faculty and staff to apply for funds to support professional development in the areas of equity, diversity and inclusion.
Goal 4: Engagement and Education

Develop opportunities to engage the campus and Twin Ports community on issues of climate, equity, diversity and inclusion.

Strategy

4.A: Educate students, faculty and staff on topics of equity, diversity and inclusion both through the curricular, co-curricular and community settings.

4.A.1 Identify, develop and implement annual campus-wide programs regarding various topics surrounding equity, diversity and inclusion.

4.A.2 Develop and implement a training curriculum that will include mandatory and optional training for the campus community to engage in topics of surrounding equity, diversity and inclusion.

4.A.3 Implement an equity infusion initiative to support faculty and staff on integrating equity and inclusion in the curricular and co-curricular setting.

4.A.4 Partner with the Center for Community Engaged Learning to identify diverse external partnerships for academic service learning and internships.

4.A.5 Identify and establish external diversity and inclusion training opportunities with local external organizations.

4.B: Strategically connect with the Twin Ports community on initiatives and topics related to equity, diversity and inclusion.

4.B.1 Identify strategic partnership opportunities with organizations and leaders in the Twin Ports region.

4.B.2 Establish and re-establish strategic relationships with tribal colleges, communities, and leaders.

4.B.3 Engage university leaders with organizations and community leaders focused on equity, diversity and inclusion.