UW-EAU CLAIRE

Equity Scorecard Final Report

A Collaborative project between the University of Wisconsin-Eau Claire and the University of Southern California Center for Urban Education

The University of Wisconsin-Eau Claire

We foster in one another creativity, critical insight, empathy, and intellectual courage, the hallmarks of a transformative liberal education and the foundation for active citizenship and lifelong inquiry.

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- Strong, distinctive professional and graduate programs that build on and strengthen our proud tradition of liberal education;
- Multicultural and international learning experiences for a diverse world;
- Exemplary student-faculty research and scholarship that enhance teaching and learning;
- An inclusive campus community that challenges students to develop their intellectual, personal, cultural, and social competencies;
- Educational opportunities responsive to the needs of our communities, state, region and beyond; and
- Academic leadership in transforming liberal education.

Center for Urban Education

Established at the University of Southern California in 1999 as part of the University's urban initiative, the Center for Urban Education (CUE) leads socially conscious research and develops tools needed for institutions of higher education to produce equity in student outcomes. CUE's research team pioneered the multi-disciplined CUE Equity Model that is helping higher education institutions across the country become more accountable to students from under-served racial and ethnic communities. CUE publishes reports and papers on a range of topics related to equity and accountability, the appropriate use of inquiry methods, the transformation of institutional data into useable knowledge, and the role of faculty and administrators in organizational change. CUE is dedicated to doing research that makes a difference.

The CUE Equity Model report and materials were developed by the Center for Urban Education (CUE) at the University of Southern California. The CUE Equity Model consists of tools, metrics and assessment instruments to facilitate institutional self-study.

For more information about CUE's Equity Model, research projects, and professional development opportunities please visit http://cue.usc.edu.
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The CUE Equity Model incorporates numerous equity-based assessment instruments and processes, most prominently the Equity Scorecard™ and the collection of inquiry tools included in the California Benchmarking Project's Equity-based Assessment Toolkit. Today, the Equity Model can be used to guide a complete cycle of action research involving problem identification, problem contextualization, informed interventions, experimentation, and problem solving.

What is "Equity"?

In higher education, "equity" refers to creating opportunities for equal access and success among historically underrepresented student populations, such as racial and ethnic minority and low-income students, in three main areas:

- Representational equity, the proportional participation at all levels of an institution;
- Resource equity, the distribution of educational resources in order to close equity gaps; and
- Equity-mindedness, the demonstration of an awareness of and willingness to address equity issues among institutional leaders and staff.

How does CUE help institutions create equity-mindedness and equity in student outcomes?

To match the many facets of the issues, institutions and participants involved, the CUE Equity Model draws upon a broad spectrum of theoretical frameworks, grounds them in proven principles and applies them through a highly customized institutional effectiveness model.

CUE's groundbreaking action research helps two- and four-year colleges and universities create teams of instructors and staff who inquire into institutional practices and become experts in the experiences and outcomes of their students. These campus, or evidence, teams learn how to frame unequal outcomes as problems of practice well within their realm of influence and expertise. The CUE Equity Model enables practitioners to reframe daunting problems—too often viewed as the inevitable result of student deficits—as solvable challenges.

CUE's collaborative approach is far from an "off-the-shelf" application. Under the leadership of its co-directors, Dr. Estela Mara Bensimon and Dr. Alicia C. Dowd, CUE works intensively with an institution's evidence team to gather and disaggregate data by race and ethnicity. From academic and transfer readiness to retention and student excellence, they probe into why the data looks the way it does and set benchmarks to measure improvement.

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Team Membership

The Equity Scorecard takes a team-based approach to data analysis, in contrast to the typical centralized data collection and analysis model. The university-wide composition of the Equity Scorecard team facilitates organizational learning. Members of the UW-Eau Claire Equity Scorecard team represent all four academic colleges and key units within Academic Affairs and the Chancellor's Office. In addition, two facilitators from UW System administration serve as consultants to the team. Equity Scorecard team members:

- David Shih, Equity, Diversity, Inclusiveness (EDI) Fellow, Associate Professor, Department of English (Team Leader)
- Robin Beeman, Assistant Dean, Department of Nursing, Marshfield Site
- Scott Lester, Professor, Department of Management and Marketing
- Andy Nelson, Institutional Planner, Office of Institutional Research
- Teresa O'Halloran, Assistant to the Chancellor for Affirmative Action
- Gail Scukanec, Dean, College of Education and Human Sciences
- Patti See, Senior Student Services Coordinator, Academic Skills Center, and Senior Lecturer, Women's Studies
- Marty Wood, Interim Dean, College of Arts and Sciences
- Salvador Carranza, Senior Institutional Planner, UW System Administration
- Christine Navia, Institutional Planner, UW System Administration

What is the Equity Scorecard?

The Equity Scorecard is a process for examining data to identify achievement gaps for African American, American Indian, Southeast Asian American, Asian American, and Hispanic/Latino(a) students—groups that have been historically underrepresented in higher education. An institution's Equity Scorecard evidence team analyzes these data, disaggregated by race/ethnicity, to find "equity gaps": instances of underrepresentation of students of color in specific "measures" such as university enrollment yields, academic major and retention, financial aid distribution, Dean's List recognition, etc. The evidence team then attempts to understand why these gaps exist and how they may be perpetuated by campus culture and practice. The goal of the team is not to solve the problem of inequity; it is to define the problem of inequity. The Equity Scorecard is a tool intended to initiate self-assessment and dialogue; it can lead to organizational change by motivating institutional leaders to respond to known inequities with purposeful actions.

The success of the Equity Scorecard process depends on team members and institutional allies being "equity minded" when analyzing data and student outcomes. Equity thinking requires one to consider institutional responsibility when understanding student outcomes. It differs from "diversity thinking," which privileges the outcomes of inclusion and representation but not necessarily those of success and excellence. For example, university leaders may know what percentage of their graduates are American Indian (diversity thinking), but many will not know what percentage graduate in four years or with what GPAs (equity thinking). Equity thinking is usually contrasted with "deficit thinking," which does not hold the institution responsible for negative outcomes. For example, an institution engages in deficit thinking when it accounts for its lack of compositional diversity by directing attention to external forces such as demography ("We serve a homogenous region") or institutional history ("We've always been this way"). At times, deficit thinking can place blame solely on the student for inequitable outcomes. Deficit-minded initiatives tend to attempt to "fix" the student rather than addressing institutional shortcomings. Equity thinking recognizes the importance of institutional accountability in any meaningful process of organizational change.

The Equity Scorecard process was developed by Dr. Estela Mara Bensimon and is administered through the University of Southern California's Center for Urban Education (CUE). Since its creation, the process has been implemented at a number of universities and colleges across the nation, including the UW System. In 2005, six UW institutions piloted the Equity Scorecard process: UW Colleges, UW-La Crosse, UW-Milwaukee, UW-Oshkosh, UW-Parkside, and UW-Whitewater. These institutions have completed the Equity Scorecard process, and the second cohort of UW institutions began the process in 2008. UW-Eau Claire belongs to this second cohort, which also includes UW-Platteville, UW-River Falls, UW-Stout, and UW-Superior. The UW System administration plans for a third cohort to follow in 2010.

Key definitions

In the Equity Scorecard process, **equity** is achieving equal representation and/or rates of success for each racial/ethnic group in the outcome of interest at a given institution. When determining whether a specific group achieves equity in a particular measure, our evidence team will compare percentages called "rates" and "shares." **Rate** is the percentage of students within a particular group who meet a specific goal. For example, if 10 African American students make the Dean's List out of a total African American student population of 50, then the group's rate of success is 20% (10 ÷ 50 × 100%). A **share** measures how well a particular group meets a specific goal relative to all other groups. For example, if 2,000 students of all groups made the Dean's list, then the share of African American students is 0.5% (10 ÷ 2,000 × 100%). The sum of all shares is always 100%. In short, a rate perspective examines data within a particular group, and a share perspective examines data across all groups.

The Interim Reports

In November 2008, the UW-Eau Claire Equity Scorecard team released the "Interim Report on Access," the first of four interim Equity Scorecard reports. Since then, we have released three additional interim reports, those on "Retention" (April 2009), "Excellence" (June 2009), and "Institutional Receptivity" (April 2010). Those interested in a more comprehensive analysis of any of these perspectives can download the interim reports from the "Diversity" webpage of the UW-Eau Claire website (http://www.uwec.edu/diversity/eqs.htm).

In the interest of concision, some parts of the narrative in this final report will refer to data tables included only in the interim reports, which include the raw numbers used to determine rates and shares. Additionally, these interim reports and this final report most accurately reflect institutional identity in Fall 2008. We recommend that key units review the most up-to-date data to determine if and how outcomes have changed for groups we have identified.

The Final Report

This final Equity Scorecard report returns to some of the most notable findings from the four interim reports and identifies specific, positive next steps to take. Where appropriate, we identify certain key units that might take the lead for beginning action. By doing so, we do not mean to place blame for past outcomes or to suggest that an individual unit will be able to create equitable outcomes singlehandedly. Rather, these are the most appropriate units to begin the inquiry that should, in turn, invite collaboration with other parties.

For multiple measures, the first action item we recommend is for the institution and select departments and units to set equity and diversity goals. From there, the institution will have targets to meet and exceed. A key benefit of the Equity Scorecard process is its methodology for creating and measuring these goals based on the concept of equity (see "Key Definitions" above). For example, for measures such as student retention and graduation, an academic college might set equity goals for all of its students based on its calculation of an equitable rate. The next step would be for the college leadership to monitor progress toward these goals on a regular basis, routinely disaggregating retention and graduation data by race/ethnicity. Within the college, individual departments, particularly those with a significant number of majors, might establish their own diversity and equity goals for student success.

In the matter of compositional diversity, equity goals can vary depending on the baseline used. Given UW-Eau Claire's identity as an institution that serves the state (as well as the region), our team believes that a reasonable goal is for the people of the university and its constitutive units to reflect the diversity of Wisconsin. Some units or departments might begin by setting a goal to meet or exceed the compositional diversity of UW-Eau Claire. For employees, the goals might extend to reflect the diversity of professionals in the field or discipline.

Without specific, quantifiable goals, we will not be able to measure our progress in a meaningful way. We encourage our colleagues to see this practice of setting goals as the logical next step to follow our institution's commitment to the values of diversity and inclusiveness as described in our Centennial Plan. Research literature on diversity and organizational change in higher education recommends linking institutional mission statements and diversity goals (Milem, et al.; Clayton-Pederson, et al.). Our Centennial Plan already provides diversity-related "Action Ideas" for its goals of "Promote Connected Learning" (Goal 2), "Accelerate Global Learning" (Goal 3), and "Nurture Human Resources" (Goal 4). We hope the Equity Scorecard report will help our colleagues to progress from those ideas to the visualization, implementation, and measurement of clear equity and diversity goals.
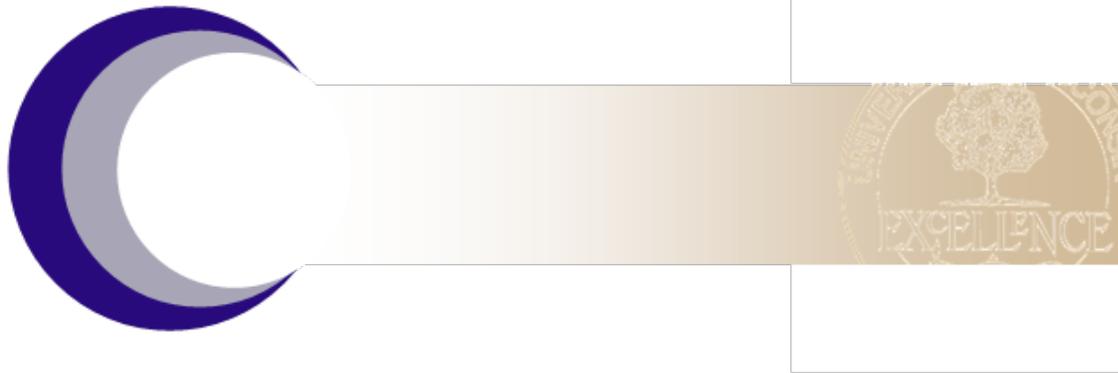
Our "Interim Report on Access" examines outcomes for measures such as applications, admissions, yields, enrollment in academic colleges, and financial aid.

UW-EAU CLAIRE DOES NOT ATTRACT AN EQUITABLE NUMBER OF APPLICATIONS FROM COLLEGE-BOUND STUDENTS OF COLOR

Table 1. Applications to UW-EC, 2007

	AfAm	AmInd	AsAm	His/Lat	White	Unkn[1]	Intl	Total
# taking ACT	1718	267	1305	985	30855	*	*	*
# applied to UW-EC for 2007	92	58	248	109	6793	108	37	7445
% ACT takers applying to UW-EC	5%	21%	14%	11%	22%	*	*	*

* Data not available

We assumed that Wisconsin high school students taking the ACT planned to apply for college admission.[2] As Table 1 (above) shows, White students from this cohort applied to UW-Eau Claire at a 22% rate. Every other racial/ethnic group showed a lower rate, with African American students applying at only a 5% rate. We identified a correlation between the two groups with the lowest average ACT score and the lowest rates of application: African American and Hispanic/Latino(a).

In July 2008, across the UW System, UW-Eau Claire had the largest percentage of White students (90%) applying for admission for the 2008-09 academic year. We recognize that multiple factors influence who applies to our institution, some beyond our control. However, we believe that many factors are within our control and that they could increase the number of students of color who apply to UW-Eau Claire.

Recommended action(s) and key units:
- Set goals for applications from students of color (Admissions)
- Review promotional materials for inclusive content, with attention to prominence of ACT score (Admissions)

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[1] Race is classified as "Unknown" if the applicant does not self-identify as belonging to a racial group or if the applicant identifies as belonging to an unrecognized racial group.

[2] A limitation of using Wisconsin ACT is that we receive significant numbers of applications from Minnesota. Data similar to that in Table 1 was not available to the team. Also, not all ACT takers in 2006-07 were college applicants in 2007.

- Follow up with students choosing not to attend UW-Eau Claire but another UW System school (Admissions; OMA)
- Focus more recruiting resources on diverse local populations beginning at precollege level[3]

AFRICAN AMERICAN AND AMERICAN INDIAN STUDENTS ARE ADMITTED TO UW-EAU CLAIRE AT LOWER RATES THAN ARE WHITE STUDENTS

Table 2. Applications and Admits to UW-EC, 2004-07

	AfAm	AmInd	SEAsAm	AsAm	His/Lat	White	Unkn	Intl	Total
New Freshmen									
Applied	279	186	311*	583	393	26795	472	176	29195
Admit	136	109	211*	406	289	18435	327	96	20009
Rate	48.7%	58.6%	67.8%*	69.6%	73.5%	68.8%	69.3%	54.5%	68.5%
App Share	1.0%	0.6%	1.1%*	2.0%	1.3%	91.8%	1.6%	0.6%	100%
Adm Share	0.7%	0.5%	1.1%*	2.0%	1.4%	92.1%	1.6%	0.5%	100%
Transfer Students									
Applied	69	60	57*	88	80	4856	144	282	5636
Admit	22	29	33*	45	44	3069	89	234	3565
Rate	31.9%	48.3%	57.9%*	51.1%	55.0%	63.2%	61.8%	83.0%	63.3%
App Share	1.2%	1.1%	1.0%*	1.6%	1.4%	86.2%	2.5%	5.0%	100%
Adm Share	0.6%	0.8%	0.9%*	1.3%	1.2%	86.1%	2.5%	6.6%	100%

* Data for Southeast Asian Americans includes only the years 2004, 2005, and 2007.

Admission rates varied by racial/ethnic group and classification (new freshmen and transfer). For many groups, the admit share is smaller than the applied share (pink highlighted boxes). Table 2 (above) shows that African American and American Indian students were admitted at the lowest rates of all groups for both new freshmen and transfer classifications. In addition, we learned that the highest rates of incomplete applications belonged to the African American and American Indian groups.

Again, multiple factors influence outcomes for this measure, including the below-equity application rates mentioned above. Among those who complete the application process, however, factors such as level of high school preparation, class rank, ACT score, and holistic criteria (including race/ethnicity) may determine whether applications are accepted or denied.

Recommended action(s) and key units:
- Set goals for admissions of students of color (Admissions)
- Review incomplete applications and follow up with students of color (Admissions; OMA)
- Review "routine deny" criteria that would eliminate applications before holistic criteria are considered (Admissions)
- Review minimum ACT score entrance requirement for new freshmen and transfer students with fewer than 30 credits (Admissions)

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[3] Our "Interim Report on Access" includes our analysis of the racial/ethnic diversity of the Eau Claire Area School District: 14.9% in 2007-08.

UW-EAU CLAIRE YIELDS SOME NEW FRESHMEN OF COLOR AT A LOWER RATE THAN THE RATE FOR ALL STUDENTS

Table 3. Enrollment at UW-EC, 2004-07

	AfAm	AmInd	SEAsAm*	AsAm	His/Lat	White	Unkn	Intl	Total
New Freshmen									
Admit	136	109	211*	406	289	18435	327	96	20009
Enroll	40	47	87*	115	92	7599	112	33	8125
Rate	29.4%	43.1%	41.2%*	28.3%	31.8	41.2%	34.3%	34.4%	40.6%
Enr Share	0.5%	0.6%	1.1%*	1.4%	1.1%	93.5%	1.4%	0.4%	100%
Transfer Students									
Admit	22	29	33*	45	44	3069	89	234	3565
Enroll	13	16	20*	20	25	1738	41	192	2065
Rate	59.1%	55.2%	60.6%*	44.4%	56.8%	56.6%	46.1%	83.0%	57.9%
Enr Share	0.6%	0.8%	0.95%*	0.95%	1.2%	84.2%	2.0%	9.3%	100%

* Data for Southeast Asian Americans includes only the years 2004, 2005, and 2007.

Once students are accepted as new freshmen, they matriculate at different rates. UW-Eau Claire yields African American, Other Asian American (non-Southeast Asian American), and Hispanic/Latino(a) groups at rates significantly below that of the overall rate.

UW-Eau Claire should be proactive in finding the reasons that new freshmen of color, once admitted, choose not to attend. As an institution, we should ask ourselves, what makes UW-Eau Claire less competitive and attractive to students of color? Factors such as financial aid, academic programs, and campus climate are all largely under our control.

Of note is that these equity gaps shrink for transfer students of color, with the African American and Southeast Asian American groups exceeding the overall yield rate and other racial/ethnic minority groups close to it. These findings make it more imperative that our institution review admission policies for transfer students: more so than new freshmen of color, transfer students of color can be key in helping us to meet our equity and diversity goals.

Recommended action(s) and key units:
- Set goals for yields of students of color (Admissions)
- Capitalize on high yield rates for transfer students of color by reviewing causes for their low admit rates (Admissions)
- Follow up with students choosing not to attend UW-Eau Claire (Admissions; OMA)

SOME COURSES CAN SERVE AS "GATEKEEPERS" FOR STUDENTS OF COLOR, DELAYING OR DENYING ADMISSION INTO COMPETITIVE MAJORS

Table 4. "Passing" Grade (C- and better) Rate by Course, 2004-07

	Af Am	Am Ind	SE As Am	As Am	His/Lat	White	Total*
CHEM 103	71% (7)	86% (7)	62% (21)	77% (17)	84% (19)	88% (1408)	87% (1510)
ECON 103	100% (8)	88% (8)	71% (42)	91% (35)	93% (15)	90% (1933)	90% (2084)
ENGL 110	95% (19)	84% (19)	91% (67)	87% (45)	95% (39)	93% (2821)	93% (3081)
MATH 020	50% (6)	44% (9)	77% (30)	100% (12)	67% (9)	83% (637)	81% (726)
MATH 109	57% (7)	57% (14)	77% (43)	88% (17)	55% (20)	87% (1543)	86% (1677)
MATH 246	86% (7)	71% (7)	65% (37)	81% (21)	81% (21)	83% (1693)	82% (1830)
POLS 110	63% (8)	56% (9)	54% (24)	69% (16)	100% (3)	83% (1374)	82% (1462)
PSYC 100	79% (14)	73% (15)	77% (65)	80% (35)	80% (35)	92% (2274)	91% (2496)

* "Total" column includes data for Unknown and International categories, not shown

At UW-Eau Claire, White students are overrepresented in certain colleges with competitive academic major programs. These include the College of Business, the College of Education and Human Sciences, and the College of Nursing and Human Sciences.

Among the many factors that determine whether students choose to apply and are admitted to certain academic major programs is their performance in what we call "gatekeeper" courses. These courses often serve as prerequisites to beginning a major sequence or as demonstrations of university competency in math and English. In Table 4 (above), boxes are shaded pink for groups falling 10 or more percentage points below the equitable ("Total") rate. Our interim report details how equity gaps for college enrollment correlate with equity gaps for courses serving as prerequisites to academic major programs in those colleges.

Current standards, policies, and requirements have produced familiar outcomes that keep us from achieving our equity and diversity goals. A "colorblind" approach to decision making simply reinforces the existing biases built into the system, biases borne out by the outcomes themselves. We encourage deans and department chairs across the colleges to discuss and address these equity gaps. As educators, equitable access to all academic major programs for our students is our common goal, and equity in the most competitive of those would best demonstrate our commitment and implementation.

Recommended action(s) and key units (academic colleges and departments for all):
- Set goals for student racial/ethnic diversity in colleges and academic major programs
- Deans and department chairs develop plans to disaggregate student success data by race/ethnicity on a regular basis
- Disaggregate performance in admission criteria ("gatekeeper" courses, entrance exams, GPA) for major academic programs by race/ethnicity
- Pilot sections of "gatekeeper" courses that include best practices for inclusive pedagogy
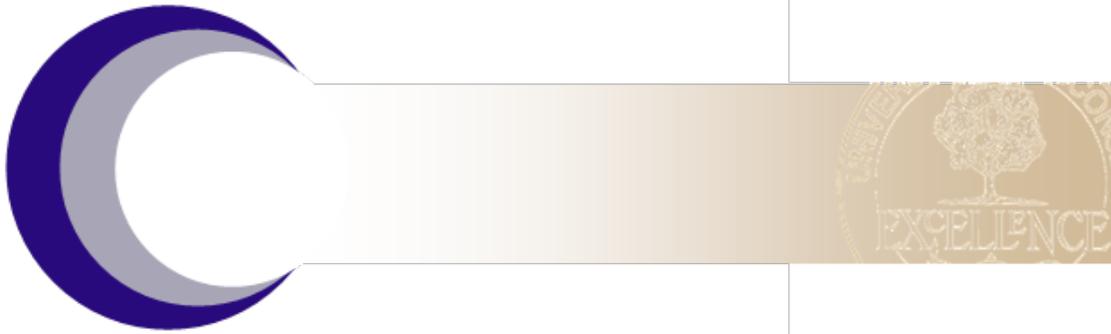
Our "Interim Report on Retention" examines student outcomes pertaining to persistence and graduation.[4]

SIGNIFICANT GAPS EXIST IN 2ND AND 3RD YEAR RETENTION FOR AFRICAN AMERICAN AND AMERICAN INDIAN STUDENTS

Figure 1. 2nd and 3rd Year Retention, 1998-06
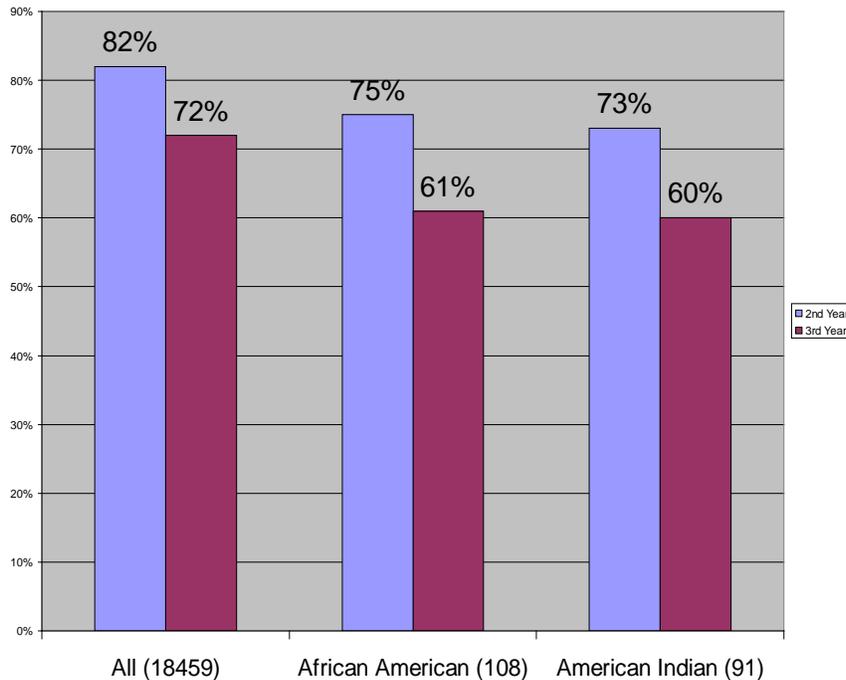
As shown in Figure 1 (above), on average, African American and American Indian students at UW-Eau Claire persist into their 2nd year at rates at least 7 percentage points below the average rate for all students, with 3rd year persistence rates trailing the average rate by at least 11 percentage points.

Our team determined, however, that retaining only one additional student from each of these two groups per year would bring both groups to equitable levels. From this perspective, individual educators can personally and significantly contribute to our equity goals.

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[4] This measure does not appear in our "Interim Report on Retention" (April 2009) but extends the findings of that report across a greater range of time.

Given the low number of students of color at UW-Eau Claire, particularly African American and American Indian students, the need for institutional support is great. We should adopt inclusive, "color conscious" pedagogy and advising practices. "Colorblind" policies and practices assume, often incorrectly, that students have equal access to resources and support systems, both institutionally and at home.

Recommended action(s) and key units:
- Set goals for student of color retention (academic colleges, departments, programs)
- Deans and department chairs regularly monitor student retention data by race/ethnicity
- Support professional development for inclusive pedagogy and advising (academic departments; Office of Advising and New Student Initiatives; CETL)
- Plan for institutionalizing support systems such as peer learning communities and faculty mentors for students (academic departments; OMA)
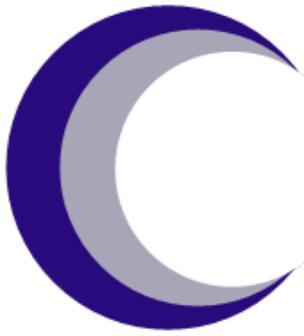
Our "Interim Report on Excellence" examines student outcomes pertaining to excellence in academic and co-curricular accomplishment such as grade-point averages, high-impact learning communities, and student organization leadership positions.

STUDENTS OF COLOR ARE UNDERREPRESENTED IN THE TOP TWO QUARTILES FOR GPA AMONG THOSE GRADUATING IN SIX OR FEWER YEARS

Figure 2. GPA of Students Graduating in 6 or Fewer Years, 1998-01 Entering Cohorts

|	Af Am (29)	Am Ind (13)	SE As Am (50)	As Am (50)	Hisp/Lat (44)	White (4698)	Total (4884)
3.50 - 4.00	17.2%	0.0%	2.0%	14.0%	22.7%	27.2%	26.6%
3.00 - 3.49	27.6%	53.8%	32.0%	46.0%	34.1%	43.7%	43.5%
2.50 - 2.99	44.8%	46.2%	56.0%	34.0%	34.1%	25.5%	26.1%
2.00 - 2.49	10.3%	0.0%	10.0%	6.0%	9.1%	3.6%	3.7%
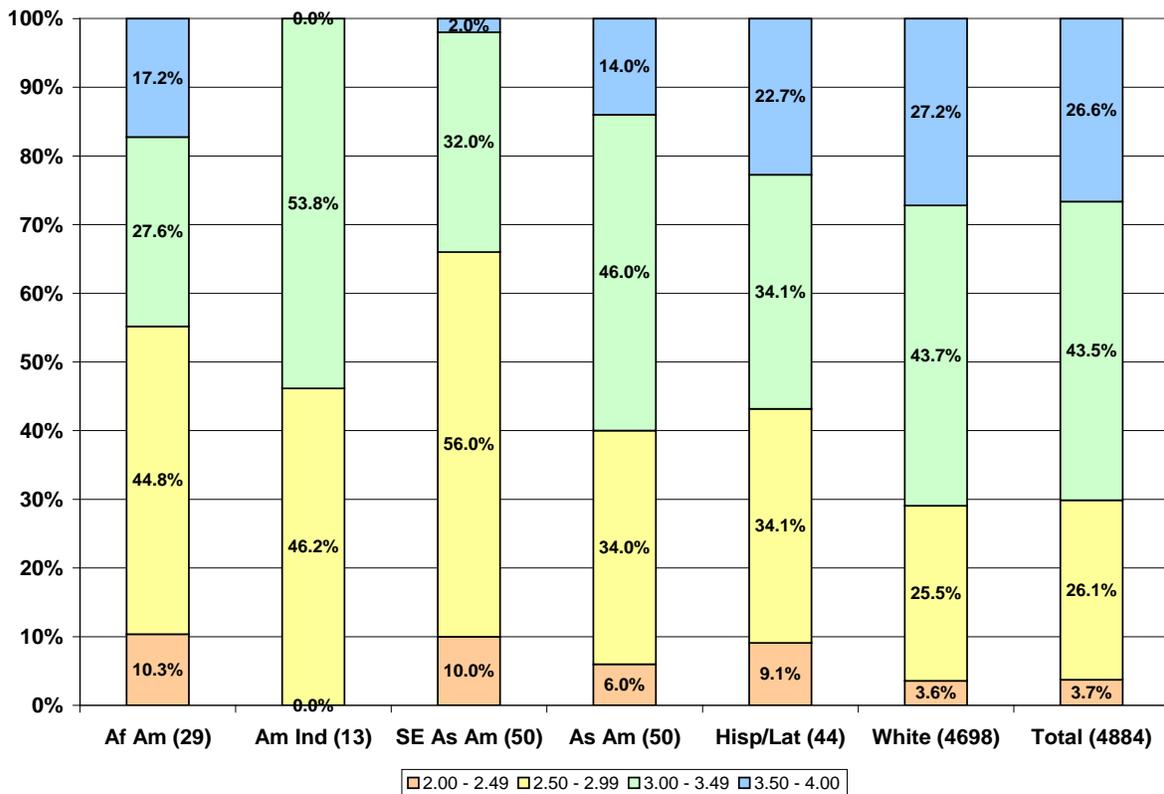
Figure 2 (above) shows that almost 70% of White students from the 1998-01 entering cohorts graduated with a GPA of 3.0 or higher. Two-thirds of Southeast Asian American students from this cohort graduated with a GPA of 2.99 or lower. No American Indian students and only one Southeast Asian American student graduated with a GPA of 3.50 or higher. Student GPA data directly correlate with Dean's List data, showing White students to be overrepresented.

GPA is perhaps the key indicator for student success, and a high GPA creates better access to highly competitive major programs such as education and nursing.

We encourage educators to avoid attributing these inequitable outcomes solely to student "deficits": lack of preparation, motivation, aptitude, etc. Students of color may underperform based on negative stereotypes associated with their social identities, a potential known as "stereotype threat." (Steele). In addition, the low number of peers and educators of color at UW-Eau Claire may contribute to their sense of not belonging. Students do enter with different levels of preparation, but all admitted students should be able to aspire to success and not merely survival. Moreover, certain inclusive pedagogies can mitigate against what might be called the "preparation gap." High-impact practices such as collaborative research, first-year experience, study abroad, and learning communities promote the active learning that benefits all students.

Recommended action(s) and key units:
- Set goals for student of color excellence (academic colleges, departments, programs)
- Pilot course sections infused with high-impact practices and other inclusive pedagogies (academic departments and programs)

Our "Interim Report on Institutional Receptivity" examines measures of institutional support that have been found to be influential in the creation of affirming campus environments for underserved students.

WORKFORCES OF UW SYSTEM, UW COMPREHENSIVES, AND NATIONAL PEER GROUP ARE MORE DIVERSE THAN THAT OF UW-EAU CLAIRE

Table 5. Workforce Diversity, 2007

	UW-Eau Claire	UW System	UW Comprehensives	National Peers
White	90.9%	81.6%	90.0%	84.7%
African American	1.3%	3.0%	2.2%	5.2%
Hispanic/Latino	1.3%	3.2%	1.9%	2.2%
Asian	3.4%	9.2%	4.1%	2.8%
American Indian	0.9%	0.6%	0.8%	0.7%
Unknown	2.2%	2.3%	1.0%	2.2%
International	*	*	*	2.2%

* UW System race/ethnicity categories includes international employees

When compared to all twelve other UW System four-year institutions, to all ten other comprehensive institutions, and to selected national peer institutions,[5] UW-Eau Claire has the most homogenous workforce by race/ethnicity. Note that the UW System data on employees of color includes international employees of color, while the data set from our national peer group breaks out this category. If the UW System were to do the same, the number of employees who are American ethnic minorities would be smaller, particularly for certain groups.

Setting specific, quantifiable goals is vital to diversifying the workforce. Directors, department chairs, search committees, and all others involved in the hiring process should take responsibility for meeting or exceeding these goals. These parties may wish to discuss the differences between process-oriented affirmative action and goal-oriented affirmative action before the search process begins (Tatum 117).

Recommended actions and key units:
- Set goals for employee diversity (all major units)
- Unit directors and department chairs use goals and best practices to inform hiring processes (Office of Affirmative Action)

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[5] This peer group of 24 institutions was identified by UW-La Crosse in its Equity Scorecard report. Because we consider to UW-La Crosse to be a similar institution to UW-Eau Claire, we chose to use the existing peer group research. A complete listing of these peer institutions can be found in our "Interim Report on Institutional Receptivity."

FEMALE FACULTY OF COLOR ARE TENURED AT SIGNIFICANTLY LOWER RATES THAN ARE MALE FACULTY OF ANY RACE/ETHNICITY

Table 6. Tenure Rates, 1997-2001 Entering Cohorts

	Total (n=141)	White Men (n=58)	R/E Minority Men (n=10)	White Women (n=59)	R/E Minority Women (n=7)
Tenured	59.6%	70.7%	70%	50.8%	14.3%
Continuing	62.4%	70.7%	70%	57.6%	14.3%
Left employment	37.6%	29.3%	30%	42.4%	85.7%

Representing a rate of 14.3%, only one female faculty of color hired between 1997-2001 was awarded tenure by the beginning of her 7th year at UW-Eau Claire. We do not suggest that the other six in the cohort were denied tenure; they may have left UW-Eau Claire prior to their tenure year. Male faculty of any race/ethnicity were awarded tenure at a rate of approximately 70%.

These gaps become more pronounced when seen in the light of our longitudinal data on workforce diversity. Between 1999-2009, the percentage of faculty/instructional academic staff of color at UW-Eau Claire increased by only one percentage point, from 9% to 10%.

Again, our team cautions against inaction supported by "deficit" thinking. We should not assume that female faculty of color leave UW-Eau Claire for reasons beyond our control. The fact remains that six out of seven female faculty of color left UW-Eau Claire before the tenure decision. There are multiple factors under the control of our institution at all levels: department culture and climate, curriculum, work/life balance, etc.

Recommended action(s) and key units:
- Set goals for faculty diversity (academic colleges, departments, programs)
- Determine why tenure-track faculty of color leave UW-Eau Claire (Office of the Provost)

COMPARED TO WHITE STUDENTS, STUDENTS OF COLOR BELIEVE LESS STRONGLY THAT UW-EAU CLAIRE FOSTERS A RESPECTFUL ENVIRONMENT FOR RACIAL/ETHNIC DIVERSITY AND FEEL LESS "CONNECTED" TO THE INSTITUTION.

Table 7. Institutional Receptivity Questions from NSSE, 2006, 2008

		Af Am	AmInd	SEAsAm	As Am	Hisp/Lat	White	Total
Total respondents		12	12	53	33	34	2810	2954
2. My institution fosters an environment where racial and ethnic diversity is respected.	# Responding "Agree" or "Strongly Agree"	5	6	35	24	27	2232	2329
	% Responding "Agree" or "Strongly Agree"	41.7%	50.0%	66.0%	72.8%	79.4%	79.4%	78.8%
	# not responding	6	4	12	7	3	434	466
5. I feel "connected" to this institution and to its faculty, staff, and students.	# Responding "Agree" or "Strongly Agree"	6	5	31	22	25	2002	2091
	% Responding "Agree" or "Strongly Agree"	50.0%	41.7%	58.5%	66.7%	73.5%	71.3%	70.7%
	# not responding	6	4	12	6	3	437	468

Our team reviewed data from the National Survey of Student Engagement (NSSE), focusing on student responses related to institutional receptivity. In 2006 and again in 2008, the UW Comprehensives Consortium offered questions specifically targeted at students at UW System comprehensive institutions like UW-Eau Claire.

Student responses to the questions above varied by race/ethnicity, with White and Hispanic/Latino(a) students believing most in a respectful environment for racial/ethnic diversity and feeling most "connected" to the institution. Comparing responses from all students of color to those from White students, we find that gaps for these two questions are approximately 10%-12%. However, gaps for certain groups such as African American and American Indian are much greater.

We also reviewed a second study whose data corroborated NSSE data on campus climate for racial diversity. The director of the Office of Multicultural Affairs, Dr. Jesse Dixon, provided our team with his doctoral dissertation, *Evaluation of the Retention Plan for Multicultural Students at a Midwestern University*. Dr. Dixon surveyed 99 current and recently-graduated students of color at/from UW-Eau Claire. In response to the question "I am satisfied with the racial climate at the university," only 46 students—a minority—"agreed" or "strongly agreed." All educators should see an inclusive climate as key to meeting equity goals for recruitment, retention, and student learning.

Recommended action(s) and key units:
- Use the data from the Campus Climate Survey to learn where to focus efforts to improve climate for racial/ethnic diversity, e.g., in the classroom, residence halls, etc. (Office of the Provost, Office of the Vice Chancellor for Student Affairs)
- Follow up on Campus Climate Survey research with targeted focus groups on climate for racial/ethnic diversity

In this final report, our team has highlighted only those measures whose outcomes most obviously contradict our shared values of diversity and inclusiveness. However, we also believe that these measures are some of the most actionable, offering the opportunity to institutionalize those best practices with a history of success. The most basic institutional change brought by the Equity Scorecard, the one that enables other changes, is the transition into a data-driven culture that routinely disaggregates outcomes by race/ethnicity. Only by finding the inequities will we be able to address them.

For almost all of our measures, the first recommended action is to set specific diversity and equity goals for individual departments and units. These may be listed in mission statements, evaluation plans, etc. It is important that all personnel in the department or unit to know what these goals are and why they are there. Too often, compositional diversity is seen as an end unto itself, making for a one-dimensional justification of goals. Rather, research shows that focusing on the engagement with diversity—understanding diversity a process as well as an outcome—yields the greatest learning benefits for students. While this complex topic is beyond the scope of this report, we have included a bibliography of literature on the subject for your further review.

UW-Eau Claire is well poised to meet the challenges presented by our report, largely because much institutional capacity for equity, diversity, and inclusiveness has already been added since the beginning of our project: the Blugold Commitment, Blugold Beginnings, liberal education learning goals and outcomes for diversity, the Campus Climate Survey data, positions for the EDI Fellow and a dedicated multicultural recruiter, and many other successes we wish we could list. At the same time, this new capacity should not diminish the need for shared responsibility by all for EDI outcomes, particularly as they pertain to our students.

Indeed, at the individual level, our most formidable challenge is accepting this shared responsibility and rejecting the deficit thinking that serves to maintain the status quo. Commitment at the institutional level requires additional resources, and so we encourage our colleagues to see EDI as a paramount institutional priority, one that is already stated in our Centennial Plan, liberal education learning outcomes, and proposed mission statement. The Equity Scorecard process gives us the means to be accountable to our own aspirations.

In sum, our report assesses where we are and calls us to envision what we can be. **From the inception of the Equity Scorecard process, our team has regarded this final report to be a beginning rather than an end.** It is an introduction to the principles of Inclusive Excellence, the new framework for diversity adopted by the UW System. And it is an invitation to rededicate ourselves to transforming our institution into a leader for excellence in learning for all of our students. We hope that this report will launch the collective inquiry and action necessary to match our reality to our aspirations.

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