From: Jay Rothman <jrothman@uwsa.edu>
Sent: Monday, August 14, 2023 5:27 PM
To: Chancellors <Chancellors@uwsa.edu>
Cc: Jess Lathrop <jlathrop@uwsa.edu>; Johannes Britz <britz@uwm.edu>; Jeff Buhrandt <jbuhrandt@uwsa.edu>; Sean Nelson <snelson@uwsa.edu>; Monica Smith <msmith@uwsa.edu>; David Volz <dvolz@uwsa.edu>
Subject: Meeting of the Chancellors-August 21st

Chancellors:

I look forward to your participation at our meeting on August 21st. In that regard, attached are the following for your review:

1. The agenda for the meeting.
2. Several articles relating to EDI. As you will note from the agenda, we will spend a substantial portion of the meeting discussing issues around EDI, which discussion will be led by Monica Smith.
3. Data compiled by Ben Passmore on student demographics and campus experience.
4. A list of questions for our discussion around EDI.

Please let me know if you have any questions or comments.

Best,

Jay

Jay O. Rothman
UW System President

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UNIVERSITY OF WISCONSIN SYSTEM
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Chancellors Meeting Agenda

Monday, August 21, 2023
8:00 a.m. – 12:00 noon (all chancellors)
1:00 p.m. – 4:00 p.m. (“receiving” chancellors)
Brittingham House, 6010 Old Sauk Road, Madison

8:00	**1. President’s Report** • Brief updates on current topics ***(30 minutes)***
8:30	**2. International Student Recruitment** • Discussion and update on activities of the systemwide internationalization work group ***(15 minutes)***
8:45	**3. Equity, Diversity, Inclusion and Belonging** • Discussion of guiding principles and intended outcomes of EDIB efforts systemwide ***(2.5 hours)***
11:15	**4. Deloitte Engagement** • Presentation by Deloitte and discussion on its engagement with universities to provide financial planning consultation ***(45 minutes)***
12:00	*Lunch – all chancellors welcome*
1:00	**5. Branch Locations** • Discussion with receiving chancellors including review of viability assessments and potential next steps ***(3 hours)***

NADOHE
National Association of Diversity Officers in Higher Education

Standards of Professional Practice for Chief Diversity Officers in Higher Education 2.0

National Association of Diversity Officers in Higher Education
March 2020

Task Force Members

Roger L. Worthington, PhD, Chair
Christine A. Stanley, PhD
Daryl G. Smith, PhD

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Executive Summary

The National Association of Diversity Officers in Higher Education (NADOHE) has established standards of professional practice for chief[*] diversity officers (CDOs) in higher education. Given the complexities of differing institutional types, missions, historical legacies, and current contexts and the varied professional backgrounds and trajectories of CDOs, institutions will inevitably differ in the details of the application of these standards in terms of critical features including, but not limited to, (a) the organizational structure in the portfolio of the CDO, (b) the allocation of human, fiscal, and physical resources, (c) the optimal degree of centralization versus decentralization of equity, diversity, and inclusion (EDI) efforts, (d) the processes of building institutional and organizational capacity, (e) the unique organizational manifestations of institutional change, and (f) the specific focus and metrics related to mechanisms of accountability. CDOs play the central administrative role in guiding, facilitating, and evaluating these processes on behalf of the institution (Williams & Wade-Golden, 2007, 2013). The highest levels of commitment, responsibility, and accountability reside throughout institutional leadership, in which cabinet-level CDOs serve as the principal administrators to advance mission-driven efforts through highly specialized knowledge and expertise. Through the standards of professional practice that follow, NADOHE provides guidance and support to individuals serving as CDOs, as well as to the institutions where they work.

Standard One: *Chief diversity officers have ethical, legal, and practical obligations to frame their work from comprehensive definitions of equity, diversity, and inclusion definitions that are inclusive with respect to a wide range of identities, differentiated in terms of how they address unique identity issues and complex in terms of intersectionality and context.*

Standard Two: *Chief diversity officers work to ensure that elements of equity, diversity, and inclusion are embedded as imperatives in the institutional mission, vision, and strategic plan.*

Standard Three: *Chief diversity officers are committed to planning, catalyzing, facilitating, and evaluating processes of institutional and organizational change.*

Standard Four: *Chief diversity officers work with senior campus administrators and, when appropriate, governing bodies (e.g., trustees or regents) to revise or remove the embedded institutional policies, procedures, and norms that create differential structural barriers to the access and success of students, faculty, and staff who belong to marginalized and oppressed groups.*

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[*] The National Association of Diversity Officers in Higher Education (NADOHE) acknowledges that the term *chief diversity officer* is controversial, and NADOHE will appoint an independent task force to assess and to make a recommendation as to an official association position on nomenclature regarding the use of the word *chief*. The terms *chief diversity officer* and *CDO* are used in this document as a historically common referent.

Standard Five: *Chief diversity officers work with faculty, staff, students, and appropriate institutional governance structures to promote inclusive excellence in teaching and learning across the curriculum and within cocurricular programming.*

Standard Six: *Chief diversity officers work within a community of scholars to advocate for inclusive excellence in research, creativity, and scholarship in all fields as fundamental to the mission-driven work of the institution.*

Standard Seven: *Chief diversity officers are committed to drawing from existing scholarship and using evidence-based practices to provide intellectual leadership in advancing equity, diversity, and inclusion.*

Standard Eight: *Chief diversity officers work collaboratively with senior campus administrators to plan and develop the infrastructure for equity, diversity, and inclusion to meet the needs of the campus community.*

Standard Nine: *Chief diversity officers strive to optimize the balance between centralization and decentralization of efforts to achieve equity, diversity, and inclusion throughout the institution.*

Standard Ten: *Chief diversity officers work with senior administrators and members of the campus community to assess, plan, and build institutional capacity for equity, diversity, and inclusion.*

Standard Eleven: *Chief diversity officers work to ensure that institutions conduct periodic campus climate assessments to illuminate strengths, challenges, and gaps in the development and advancement of an equitable, inclusive climate for diversity.*

Standard Twelve: *Chief diversity officers work with senior administrators and campus professionals to develop, facilitate, respond to, and assess campus protocols that address hate-bias incidents, including efforts related to prevention, education, and intervention.*

Standard Thirteen: *Chief diversity officers work with senior administrators and campus professionals to facilitate and assess efforts to mentor, educate, and respond to campus activism, protests, and demonstrations about issues of equity, diversity, and inclusion.*

Standard Fourteen: *Chief diversity officers are committed to accountability for advancing equity, diversity, and inclusion throughout the institution.*

Standard Fifteen: *Chief diversity officers work closely with senior administrators to ensure full implementation of and compliance with the legal and regulatory requirements for the institution.*

Standard Sixteen: *Chief diversity officers engage in their work in ways that reflect the highest levels of ethical practice, pursuing self-regulation as higher education professionals.*

Standards of Professional Practice for Chief Diversity Officers in Higher Education 2.0

Preamble

The National Association of Diversity Officers in Higher Education (NADOHE) has established standards of professional practice for chief* diversity officers (CDOs) in higher education (Worthington, Stanley, & Lewis, 2014; Worthington, Stanley, & Smith, 2020). Institutional and individual members of NADOHE recognize the imperative for colleges and universities to reflect their espoused values and to deliver on their commitment to make their institutions inclusive learning and working environments for all. As members of NADOHE and through the appointment of CDOs, colleges and universities make a commitment to the pursuit of inclusive excellence as a mission-driven edict at all levels of the institution. The standards are written to reflect application at the highest operational level and, where appropriate, to provide guidance regarding how these standards can be applied at other levels (e.g., division, college, school, department, program).

These *standards* reflect definitional aspects of a profession rather than specific content of knowledge, awareness, and skills that characterize the *competencies* of an individual. Standards focus at a high level on the work of those in the profession rather than on specific job roles. Permeating themes such as specialized expertise, professional judgment, ethics, self-regulation, and professionalism are written into the standards to ensure they apply across the breadth of practice and to discourage their being treated as separate topics or areas of competence. Whereas CDOs may (or may not) have specific competencies to carry out a comprehensive campus climate study or deliver a workshop focused on implicit bias for faculty search committees, they are committed to the standards of practice that ensure the competent delivery of such critical activities within an institution. Within that context, CDOs must recognize the scope and limits of their unique set of competencies in advancing institutional objectives and must be able to build capacity from within or outside the institution to ensure the progress of EDI efforts.

Given the complexities of differing institutional types, missions, historical legacies, and current contexts and the varied professional backgrounds and trajectories of CDOs, institutions will inevitably apply these standards in different ways, with details and critical features that might include, but are not limited to, (a) the organizational structure in the portfolio of the CDO, (b) the allocation of human, fiscal, and physical resources, (c) the optimal degree of centralization versus decentralization of EDI efforts, (d) the processes of building institutional and organizational capacity, (e) the unique manifestations of institutional change, and (f) the specific focus and metrics related to accountability. CDOs play the central administrative role in guiding, facilitating, and evaluating these processes on behalf of the institution (Williams & Wade-Golden, 2007, 2013).

The highest levels of commitment, responsibility, and accountability reside throughout institutional leadership. Cabinet-level CDOs serve as the principal administrators to advance mission-driven efforts through highly specialized knowledge and expertise. Institutional commitment to the work of CDOs is characterized by leadership, evidence, resources, and coordination; that is, executive administrators (e.g., trustees, presidents, provosts) seek out and examine evidence that reflects institutional strengths and weaknesses, allocate resources accordingly, and empower their CDOs to promote coordinated efforts toward institutional growth, change, and accountability related to EDI issues.

Over the past seven decades, the work toward access, nondiscrimination, equity, diversity, inclusion, and justice has been continuously evolving. Diversity in higher education has progressed from an almost singular focus on increasing access for protected groups to a comprehensive conceptualization of institution-wide social integration across all functions of colleges and universities. Whereas early efforts toward access primarily focused on compositional diversity in terms of race and gender, and in turn affirmative action, the subsequent recognition of the need to retain and promote the success of students, faculty, and staff from marginalized and oppressed groups led the field to aim above and beyond numerical diversity toward issues of equity, inclusion, and justice. Whereas, compositional diversity—especially in terms of critical mass—is in some sense a necessary (though insufficient in and of itself) precondition for achieving equity and inclusion, the vast majority of institutions have not reached even that precondition. The shift from monoculturalism toward nondiscrimination in turn has led to a focus on multicultural organizational development (Espinosa, Turk, Taylor, & Chessman, 2019; Jackson, 2014; Jackson & Hardiman, 1997). With an increasingly diverse population, inclusive excellence has become an imperative for institutions across the curriculum, cocurricular programs, research and scholarship, leadership development at every level, and community engagement. From the framework of inclusive excellence*,* higher education institutions are compelled by the abundance of evidence that diversity is a critical factor in the quality of educational outcomes—the educational benefits of diverse learning and working environments—such that excellence is unachievable without diversity. Inclusive excellence is related to the educational benefits for students and for learning. It has become increasingly clear that diversity is critical for excellence in scholarship, research, and the resulting curriculum and leads to better knowledge for all fields in the humanities, social sciences, natural sciences, as well as in medicine, business, public affairs, and law. Indeed, the evolution of focusing on inclusive excellence emerges from the institutional level, requiring capacity-building throughout the institution in the context of its mission. As the complexity of the work increases, higher education leaders must recognize the essential need for highly specialized knowledge and expertise and foster the development and application of evidence-based practices. In that context, the professional development needs of CDOs must be understood to expand the depth, breadth, and scope of their expertise, while the professional development of faculty, staff, and administrators is promoted throughout the institution.

Historically, CDOs have come from a variety of career tracks, including tenured academic faculty positions and nonacademic staff positions (e.g., student affairs, human resources, business sector, government; Williams & Wade-Golden, 2013; Witt/Keiffer, 2011) and from a wide variety of professional backgrounds and educational credentials (e.g., law, psychology, higher education administration, business, engineering, humanities, medicine). Very few CDOs have specialized educational credentials or foundational professional experiences that directly inform their EDI roles and responsibilities, and there is substantial variation in the levels and types of qualifications required to perform the duties of the CDO, as well as in the titles that are attached to the role (e.g., director, assistant/associate vice provost, vice president).

Broadly, CDOs have multiple responsibilities and allegiances to (a) their institutions, (b) divisions or units within the institution, (c) individual institutional constituents, (d) individuals and organizations outside their institutions, and (e) the profession. In some instances, allegiance to the institution may require CDOs to work with powerful individuals who might be averse to the EDI mission of higher education and with others who might attempt to advocate or legislate against their efforts. In that context, the work of CDOs can be inherently fraught with challenges, threats, incongruities, and conflicts in their allegiances and their advocacy for the interests of those with whom they work. Whereas CDOs have an obligation to identify their multiple allegiances openly in the spirit of transparency, institutional members of NADOHE recognize and understand the inherent tensions that may arise when CDOs advocate for accountability in areas of real or perceived deficit of individual leaders, units and divisions, or the institution more broadly. It is incumbent on institutions to respond to these potential tensions with the utmost fairness and professsionalism for all parties and to act in concert with the mission-driven imperative for advancing inclusive excellence in higher education.

Through the standards of professional practice that follow, NADOHE provides guidance and support to individuals serving as CDOs as well as the institutions where they work. This document is directed to individual CDOs, and a separate document (in the future) will provide more specific guidance for institutions. Where appropriate we have delineated the boundaries between responsibilities of institutions and the individuals serving in the roles of CDOs.

Standard One

Chief diversity officers have ethical, legal, and practical obligations to frame their work from comprehensive definitions of equity, diversity, and inclusion definitions that are inclusive with respect to a wide range of identities, differentiated in terms of how they address unique identity issues and complex in terms of intersectionality and context.

Comprehensive definitions and framing of equity, diversity, and inclusion vary widely in the literature and have evolved to become more inclusive of marginalized identities, to account for shifting conceptualizations of identities, to incorporate changing language regarding identities, and to respond to changes in legal and regulatory requirements in federal and state laws. Figure 1 provides a description of the multitude of dimensions of social identity characteristics inherent to the work of diversity in higher education (Worthington, 2012). Furthermore, Crenshaw (1989) defined the concept of intersectionality to account for multiple identities when considering how the different ways systemic social inequities, discrimination, and oppression interact to shape the experiences of marginalized people and, indeed, contemporary research and scholarship through structural, political, and representational processes.

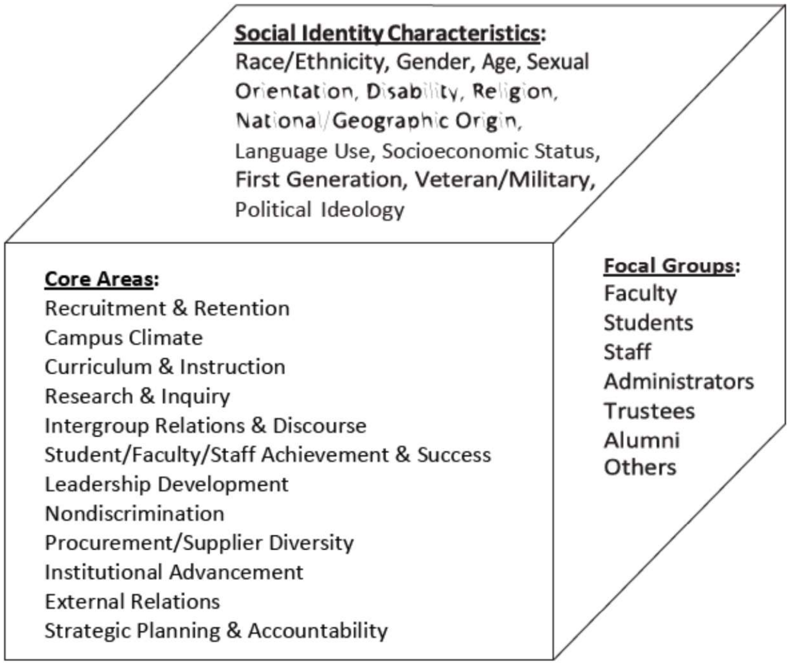
Social Identity Characteristics:
Race/Ethnicity, Gender, Age, Sexual
Orientation, Disability, Religion,
National/Geographic Origin,
Language Use, Socioeconomic Status,
First Generation, Veteran/Military,
Political Ideology
Core Areas:
Recruitment & Retention
Campus Climate
Curriculum & Instruction
Research & Inquiry
Intergroup Relations & Discourse
Student/Faculty/Staff Achievement & Success
Leadership Development
Nondiscrimination
Procurement/Supplier Diversity
Institutional Advancement
External Relations
Strategic Planning & Accountability
Focal Groups:
Faculty
Students
Staff
Administrators
Trustees
Alumni
Others

Figure 1: Three-Dimensional Model of Higher Education Diversity
Adapted from Worthington (2012).

Institutional historical legacies provide a foundational context for how CDOs work within the missions of colleges and universities (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998). These institutional contexts provide the ethical, legal, and practical considerations for CDOs to address when planning and carrying out their work. When current missions and historical contexts reflect exclusionary practices, CDOs declare their commitment to frame their work from comprehensive definitions of equity, diversity, and inclusion and to work collaboratively with the institution towards organizational change.

The history of diversity in higher education has evolved from a narrow focus on compositional, structural, or representational diversity (e.g., counting students, faculty, and staff from underrepresented and minoritized groups) to more fully addressing issues of equity, inclusion, justice, nondiscrimination, climate, and inclusive excellence (Smith, 2015). CDOs advocate for institutions to adopt and frame the work of EDI from comprehensive definitions that recognize compositional diversity as a necessary but insufficient condition for success in addressing the institutional imperative for EDI.

Standard Two

Chief diversity officers work to ensure that elements of equity, diversity, and inclusion are embedded as imperatives in the institutional mission, vision, and strategic plan.

CDOs frame their work as mission-driven efforts in service of the institution to achieve its vision, mission, and strategic goals/objectives. Ideally, colleges and universities have articulated how EDI is an imperative within their strategic plans, including their mission and vision statements, which provide guidance for members across the institution in carrying out mission-driven activities (Smith, 2015). In contexts where institutions have not yet integrated the imperative of EDI in their mission, vision, and strategic plans, CDOs work collaboratively toward that goal in accordance with the type, size, mission, and goals of their institution. In larger colleges and universities, CDOs may work with smaller units within the institution to establish localized departmental or divisional diversity plans to tailor localized efforts as needed. Strategic plans should be updated periodically to reflect advancements, accomplishments, gaps, deficits, developmental progressions, and the continuously evolving nature of the institution and the profession of diversity in higher education.

Standard Three

Chief diversity officers are committed to planning, catalyzing, facilitating, and evaluating processes of institutional and organizational change.

Leadership of institutional change is central to the work of CDOs. The very foundations of US higher education were established on exclusionary principles of preparing only affluent White men for positions of access, power, leadership, and governance. There is extensive evidence that higher education institutions continue to maintain the status quo and are slow to change when it comes to equity, diversity, and inclusion (Espinosa et al., 2019; Morphew, 2009; Smith, 2015). The work of diversity in higher education is highly complex, beginning with the expansive scope of the work that needs to be done across focal groups, core areas, and social identity characteristics (see Figure 1). In addition, institutional commitment to EDI requires leadership, coordination, resources, and evidence from the highest levels of administration and across all levels of the organization. Planning organizational change requires an understanding of strengths and deficits across time, collaboration and coordination of efforts throughout the institution, and the appropriate allocation of resources to achieve desired goals. Within that context there is value in working with financial and development/advancement offices to determine specific strategies for providing the resources needed to excel in EDI change efforts. CDOs provide highly specialized knowledge and expertise to help facilitate and catalyze efforts toward institutional change, whereas the responsibility for institutional and organizational change resides more broadly with members across the entire college or university community, which requires commitment from the highest levels of administrative leadership (e.g., president, provost, trustees).

Standard Four

Chief diversity officers work with senior campus administrators and, when appropriate, governing bodies to revise or remove the embedded institutional policies, procedures, and norms that create differential structural barriers to the access and success of students, faculty, and staff who belong to marginalized and oppressed groups.

Virtually all higher education institutions were established in contexts that limited access to education and employment based on gender, race, ethnicity, religion, ability, financial means, and other marginalized and minoritized identity statuses. Whereas institutions of higher education uniformly tend to seek to attract and retain students, faculty, and staff from a wide diversity of backgrounds, systemic societal forces are known to influence norms, procedures, and policies that create barriers to access and success for members of marginalized and oppressed groups. It is clear now that these barriers have also limited academic scholarship, research, and the applications of that knowledge in society. One prominent and ongoing focus of institutional change is to identify and remove or revise policies and procedures that create differential structural barriers to access and success. These efforts on the part of CDOs are often in collaboration with the shared governance structures which have direct authority to create, change, and eliminate existing institutional policies and procedures.

Standard Five

Chief diversity officers work with faculty, staff, students, and appropriate institutional governance structures to promote inclusive excellence in teaching and learning across the curriculum and within cocurricular programming.

Inclusive excellence is a sine qua non of diversity in higher education teaching and learning. Academic excellence in the 21st century requires attention to issues of EDI integrated across the curriculum, in the classroom, on the part of instructors at every level of status and experience, on the part of many staff with responsibilities for cocurricular programming, on syllabi, in faculty development programs, and in relation to students of every background. Issues of EDI are fundamental to the teaching and learning mission of higher education institutions in ways that permeate and transcend disciplinary fields of study, academic programs, and instructional methods. In addition, CDOs also work to emphasize how a curriculum and teaching that are inclusive are essential for all students. Students are often most vocal about troublesome experiences they have inside the classroom in relation to their peers and their instructors, in addition to problematic content and pedagogical approaches. CDOs are often called upon to address complaints related to virtually every facet of teaching and learning across the curriculum and cocurricular programs and to identify ways to advance the professional development of faculty and staff in their instructional roles. CDOs need to work closely with faculty, centers for teaching excellence, and other teaching professionals to become a resource to them.

Standard Six

Chief diversity officers work within a community of scholars to advocate for inclusive excellence in research, creativity, and scholarship in all fields as fundamental to the mission-driven work of the institution.

Academic history is replete with examples of monocultural, exclusionary, exploitative, and oppressive research and scholarly works, which are often exacerbated by the glacial pace of diversifying the faculty and staff at many predominantly White institutions (PWIs; Kumashiro, 2000; Smith, 2015). Although extreme examples of racist, sexist, ableist, and other exploitative and oppressive forces continue to surface—not only historically but into current times—the vast majority of institutions continue to struggle with more pervasive and hidden practices that hinder scientific advancement through works and overgeneralizations from methodologies that are not inclusive and have ignored important differences and disparities. Inclusive excellence at its core reveals that embedding diversity issues into almost every knowledge domain will increase excellence in knowledge research for the 21st century. Understanding the ways diversity contributes to excellence requires a deep understanding not only of the particular mission of the institution but of disciplinary practices and questions. CDOs need to develop diversity champions to assist with this process, so they can become more knowledgeable from engagement with deans and department chairs as well as faculty champions across different disciplines. Ultimately, not only does this serve particular communities, but it advances knowledge for all whether in engineering, medicine, business, or the arts.

Standard Seven

Chief diversity officers are committed to drawing from existing scholarship and using evidence-based practices to provide intellectual leadership in advancing equity, diversity, and inclusion.

An abundance of scholarship provides the basis for evidence-based practice among CDOs and contributes to the continuing evolution of the profession and field of study (Chang, Witt, Jones, & Hakuta, 2003). With burgeoning scholarship around EDI, the field evolves and CDOs must progress in their own professional development, advance the professional development of others, and improve the effectiveness of the work being done throughout their institutions.

Over the past several decades, scholarly inquiry has yielded substantial evidence for the educational benefits of diversity in higher education, which has become the basis for U.S. Supreme Court rulings upholding the practice of affirmative action in higher education admissions (Buckner, 2003; Gurin, Nagda, & Lopez, 2004; Hurtado, 2007). Within that context there are requirements for localized evidence-based demonstration of the need and the impact of affirmative action practices. CDOs work collaboratively with admissions and enrollment management professionals to tailor their efforts within legal requirements to advance the educational benefits of diversity through evidence-based practices, which are not just to defend the work of diversity but to advance excellence in a pluralistic society. Indeed, CDOs draw from a wealth of scholarship for evidence-based practices in a multitude of core areas, such as, but not limited to: recruiting and retaining underrepresented students, faculty, and staff; assessing and improving the campus climate for diversity and inclusion; assessing and improving classroom climate and instruction; promoting inclusive excellence in scholarly and creative activity; encouraging intergroup relations and discourse; developing leadership; countering bias and discrimination; engaging the community; raising financial support.

Standard Eight

Chief diversity officers work collaboratively with senior campus administrators to plan and develop the infrastructure for equity, diversity, and inclusion to meet the needs of the campus community.

Planning, assessing, and building the infrastructure necessary to accomplish the work of diversity in higher education is a major focus of CDOs. Wide variations in the type, size, mission, and goals of higher education institutions require careful assessment and planning across organizational and divisional lines to recognize and understand the physical, human, and fiscal resources needed to carry out the multifaceted work of EDI. Collaboration within and across organizational units is essential in the design of the institutional infrastructure for EDI efforts. Planning and developing for EDI to meet the needs of the campus community necessitate collaboration and building of strategic relationships (e.g., senior cabinet administrators, academic college deans, student affairs personnel, faculty and staff councils and leaders, external community leaders).

Standard Nine

Chief diversity officers strive to optimize the balance between centralization and decentralization of efforts to achieve equity, diversity, and inclusion throughout the institution.

The work related to inclusive excellence requires balance between activities that are localized within different units across institutions and work that is implemented and guided at a central level. With the increasing complexity and specialization of many institutions that might include, for example, medical centers or multiple campuses this balance is important to consider. Centralized administrative units on college campuses are responsible for providing an overarching conceptual framework and vision for developing an institutional plan for EDI, as well as specific campus-wide efforts related to planning, programming, assessment, evaluation, and reporting. Monitoring progress and communicating areas where progress is being made or is needed are essential for substantiating the work as imperative throughout an institution. Inclusive excellence efforts at the campus level must target recruitment, retention, campus climate assessment and response, faculty and staff development, research, accessibility, nondiscrimination and antibias efforts, and equity policies, processes, and practices, among others. CDOs work with campus constituents to optimize the balance between centralization and decentralization for EDI efforts, in which larger institutions are likely to have a network of decentralized diversity professsionals connected to the diversity strategic plan through a shared framework and direct or indirect reporting lines. Achieving balance between centralized and decentralized organization can translate into the difference between disconnected, siloed, incongruous, and redundant EDI activities, programs, and operations versus those that are coordinated, integrated, conceptually consistent, and supportive. When EDI efforts are too highly centralized, the danger is that collective responsibility does not take shape within an institution and progress flounders instead of flourishing through actively engaged, collaborative efforts. Alternatively, decentralized organization can result in poorly communicated efforts, activities and programs that are disconnected and hidden within silos, promising and effective practices that function in isolation, and outdated or ineffective programs that continue without accountability or in competition with other siloed units working at cross-purposes within the same institution. Fundamentally, the work of EDI is about embedding the work throughout the institution and building capacity in every unit. It is also about how the centralized CDO helps facilitate the sharing of evidence-based and promising practices, as well as problems and challenges across otherwise siloed units, departments, and campuses. The planning, prioritizing, resourcing, and coordination of decentralized responsibilities occurs from within a centralized conceptual framework.

Standard Ten

Chief diversity officers work with senior administrators and members of the campus community to assess, plan, and build institutional capacity for equity, diversity, and inclusion.

Institutional capacity for the work of EDI depends on highly specialized expertise, planning, resources, assessment, accountability, and coordination. CDOs help members of the campus-wide community increase their competencies to address EDI, and they are committed to their own ongoing professional development as well. Organizationally, building institutional capacity requires professional development for diversity professionals throughout the institution, but also the development of competencies among all institutional constituents to build strong, high performance teams and to cultivate leaders who inspire inclusion and promote diversity. CDOs are often asked to deliver or oversee professional development programming as one way to help build institutional capacity for EDI. Capacity building within institutions is intricately tied to leadership, vision, strategy, resources, communications, measurement, assessment, and accountability. Successful capacity building ultimately results in an organizational culture characterized by a system of shared beliefs, values, norms, habits, and assumptions to advance EDI efforts.

Standard Eleven

Chief diversity officers work to ensure that institutions conduct periodic campus climate assessments to illuminate strengths, challenges, and gaps in the development and advancement of an equitable, inclusive climate for diversity.

Campus climate assessments are an integral component of the work of diversity in higher education (Worthington, 2008, 2012). CDOs commonly have the principal responsibility for planning, implementing, and utilizing campus climate studies to (a) assess the climate for equity, diversity, and inclusion, (b) advance a plan of action to enhance or improve areas of concern regarding EDI, (c) assist campus leaders and constituents in recognizing and addressing issues that are illuminated by climate assessments, and (d) incorporate findings of campus climate research into strategic EDI planning for the institution. Periodic, iterative campus climate assessments are generally the norm for institutions of higher education. In some cases, for institutions large and small, there are needs for assessments that are either comprehensive (broad-based, institution-wide) and more narrowly focused (local, tailored to specific issues). The nature and methodology of campus climate research differs substantially from most other forms of research inquiry, and even the most advanced scholars sometimes do not recognize the conceptual frames from which climate studies are conducted. CDOs must stay current with the literature on campus climate research to keep abreast of the methodological and conceptual frameworks for this work as it continues to evolve, especially in terms of how it differs from other forms of research and in light of the conceptual debates that may occur with advanced scholars unfamiliar with climate inquiry. Institutional research offices as partners for the CDO can be critical for securing available data, obtaining IRB approval, and receiving assistance with the proper distribution of data from climate surveys.

Standard Twelve

Chief diversity officers work with senior administrators and campus professionals to develop, facilitate, respond to, and assess campus protocols that address hate-bias incidents, including efforts related to prevention, education, and intervention.

College and university campuses are some of the most common settings for hate and bias incidents to occur (Anti-Defamation League, 2018; Jones & Baker, 2019). Perpetrators of hate and bias incidents can be students, staff, or faculty within an institution or may come from outside the institution, sometimes by invitation from one or more campus constituents. Many higher education institutions have formed bias response teams comprised of institutional professionals (e.g., CDOs, counselors, medical personnel, law enforcement officers, residential life staff, student conduct staff) with responsibilities for efforts designed as prevention, education, intervention, and response. CDOs often play a key leadership role in overseeing the appointments, training, and functioning of bias response teams on college and university campuses. Based on how social media operates on and off campus, dealing with hate crimes and bias incidents often requires that the CDO work with presidents and media relations teams to determine protocols for notifying both the internal and external communities about incidents.

Standard Thirteen

Chief diversity officers work with senior administrators and campus professionals to facilitate and assess efforts to mentor, educate, and respond to campus activism, protests, and demonstrations about issues of equity, diversity, and inclusion.

Colleges and universities have long been the locations of social and political activism. Rhoads (2016) described the long history of student activism beginning in the 1960s, highlighting the pivotal roles played by college students in the civil rights, feminist, anti-war, and gay liberation movements, through the anti-apartheid, Occupy Wall Street, and Black Lives Matter movements in subsequent decades. Student activism had a dramatic resurgence on college and university campuses after 2015 with a significant uptick in student demands for revised curricula, diversity among student, faculty, and staff representation, and political protests centered on social justice issues. CDOs need to have close working relationships with the offices of student affairs, campus safety, and general counsel for how students can have their needs and rights protected even as the institution manages matters that can be disruptive. CDOs can play a role in how the institution responds to student concerns in ways to mitigate campus unrest; but they also need to be aware that some protests are about issues of local, national, or global concern outside of campus. Being knowledgeable about how to deploy teach-ins and dialogue sessions is critical for CDOs. There is a great deal of complexity involved in mediating between and among varied interest groups with sometimes dramatically different worldviews, making it important to have an institution-wide response team when protests and demonstrations arise. CDOs are often engaged with student activism on campus, playing central roles in proactive planning and campus responses. Mentoring and safety have become critical focal points of these efforts.

Standard Fourteen

Chief diversity officers are committed to accountability for advancing equity, diversity, and inclusion throughout the institution.

CDOs have the responsibility and authority to ensure that accountability for EDI efforts are integrated throughout the entire institution. CDOs are not solely responsible and accountable for EDI, but they are expected to identify ways to accomplish the work of the institution, using measurable and realistic metrics of assessment to establish benchmarks, demonstrate progress, measure outcomes, and evaluate institutional change. Accountability often arises from goals and objectives established with the institutional strategic plans or EDI strategic plans of colleges and universities. CDOs must maintain institutional accountability for the commitment to EDI through careful monitoring of goals, objectives, activities, programs, initiatives, benchmarking, measurement, assessments, metrics, and communications across the institution about progress, gaps, strengths, weaknesses, and achievements. Often this will include working with other senior administrators, governing boards, and trustees to include them in the accountability process.

Standard Fifteen

Chief diversity officers work closely with senior administrators to ensure full implementation of and compliance with the legal and regulatory requirements for the institution.

Colleges and universities espouse values for equal opportunity and access in their educational programs and activities (Harper, 2008). An educational environment free from discrimination is one of the key elements for an inclusive and safe campus. CDOs must have highly specialized knowledge, expertise, and training to work in collaboration with legal counsel, compliance officers, and other regulatory officials in addressing potential legal issues and threats that influence the work of EDI for the institution. Highly specialized training and expertise include demonstrated knowledge of current state and federal law regulations and trends in education related to legal and regulatory compliance with diversity and equity issues in higher education, which include, but are not limited to working in partnership with senior and system administration such as general and legal counsel, the chancellor, president, provost, and campus and community law enforcement officials, as well as the offices of academic affairs, student affairs, and human resources: (a) to minimize risk and negligence of and to ensure compliance with legal requirements, (b) to oversee, assess, and sustain campus policies that elevate equity, fairness, inclusion, and safety, and (c) to develop, implement, monitor, and make recommendations for nondiscrimination and anti-harassment policies, processes, and practices associated with Equal Employment Opportunity, Title VII and Title IX programs, Americans With

Disabilities Act, affirmative action, and other applicable human rights protections pursuant to local, state, and federal laws and regulations. CDOs will require periodic professional development to stay up to date on the nuances of the law as it relates to protected class areas and related matters.

Standard Sixteen

Chief diversity officers engage in their work in ways that reflect the highest levels of ethical practice, pursuing self-regulation as higher education professionals.

Self-governance and accountability are defining features of a profession. As such, CDOs adhere to a set of ethical principles in their work to establish the highest standards of practice, to promote the welfare of those they serve, to maintain competencies, to resolve potential conflicts of interest between constituents and the institutions they serve, to act responsibly, to avoid exploitation, and to uphold the integrity of the profession through exemplary conduct (Welfel, 2016). Within that context, CDOs are committed to principles of civil and human rights, accountability, justice, transparency, veracity, fidelity, respect, and integrity, among others. CDOs face a multitude of moral and ethical dilemmas in carrying out their work, and within that context, they must act with the highest standards of moral and ethical conduct. When they encounter conflicts related to EDI issues that occur between their institution and the interests of those they serve within the institution, CDOs seek resolution in ways that demonstrate fidelity, respect, integrity, veracity, transparency, justice, and accountability in pursuit of higher order human and civil rights. Institutions of higher education have an obligation to recognize and understand the ethical principles inherent to the work of CDOs and to actively support, protect, and facilitate their efforts.

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Making Excellence Inclusive^{sm}

A Framework for Embedding Diversity and Inclusion into Colleges and Universities' Academic Excellence Mission

Alma R. Clayton-Pedersen
Nancy O'Neill
Caryn McTighe Musil

This paper and the accompanying chart are intended to be used as a guiding framework for the next generation of campus work. We welcome your feedback as we formalize the definitions and guidelines for this important initiative. Contact Nancy O'Neill, oneill@aacu.org

Association of American Colleges and Universities

MAKING EXCELLENCE INCLUSIVE

INITIATIVE DESCRIPTION

A signature AAC&U initiative, ***Making Excellence Inclusive*** is designed to explore how colleges and universities can fully utilize the resources of diversity to achieve academic excellence for all students. This initiative builds upon decades of campus work to build more inclusive communities, established scholarship on diversity that has transformed disciplines, and extensive research on student learning that has altered the landscape of the academy. Over time, colleges have begun to understand that diversity, in all of its complexity, is about much more than a diversity program or having students of color on campus. Rather, incorporating diversity into campus life raises profound questions about higher education's mission and values.

While many campus leaders agree on the need for systemic change, separate initiatives that have been insufficiently linked to the core academic mission and inadequately coordinated across different parts of the academy typify current institutional engagement with diversity. ***Making Excellence Inclusive*** aims to understand how higher education can coherently and comprehensively link its diversity, inclusion, and equity initiatives to its essential educational mission. This project will propose guidance for how institutions can use their commitment and progress to move toward cohesiveness and pervasiveness.

In 2003-2004, with a planning grant from the Ford Foundation, AAC&U charted a course of action through four preliminary activities:

1. a set of three briefing papers that discuss particularly pressing issues in our understanding of the connection between diversity and excellence;
2. fifteen invitational forums with key stakeholders to illuminate how diversity and inclusion can be a catalyst for institutional renewal;
3. preliminary work with nine institutions to test the usefulness of new frameworks for inclusion and institutional change; and
4. a collection of institutional resources.

AAC&U has a distinguished record of articulating the importance and means of infusing diversity in the college curriculum and the research needed to be leaders in challenging higher education to integrate diversity pervasively into all aspects of institutional life. The project is led by Dr. Alma Clayton-Pedersen, Vice President, Office of Education and Institutional Renewal. General information on ***Making Excellence Inclusive*** can be found at www.aacu.org. For more information or to provide feedback on the "Hallmarks" draft document, contact Nancy O'Neill at oneill@aacu.org.

BRIEFING PAPER SUMMARY

Making Diversity Work on Campus: A Research-based Perspective

Jeffrey F. Milem, University of Maryland; Mitchell J. Chang, University of California, Los Angeles; and Anthony Lising Antonio, Stanford University

“Engaging diversity more comprehensively is not only consistent with our own research about effective institutional practices and change processes; it also suggests that institutions must think beyond mission and value statements in developing and implementing a plan that will make an appreciable difference.”

In this paper, Milem et al. discuss recent empirical evidence, gathered on behalf of the University of Michigan Supreme Court defense, demonstrating the educational benefits of diverse learning environments. They stress that these are environments that must be thoughtfully planned and nurtured, where diversity is conceived of as a process toward better learning and not merely an outcome that one can check off a list.

Key points

- Focuses on race/ethnicity as one critical dimension of diversity; stresses need to move beyond simply creating a compositionally diverse student body or simply celebrating differences without attention to historical inequities that in many ways persist today.

- Increasing the diversity of the student body’s composition—along with that of staff, faculty, and administrators—is an important but insufficient goal in creating diverse learning environments.

- If students are to achieve the educational benefits of diversity, leaders must attend to the broad campus climate in which diversity is occurring. This campus climate is influenced by external forces and is comprised of: 1) compositional diversity, 2) historical legacy of inclusion or exclusion, 3) psychological climate, 4) behavioral climate, and 5) organizational/structural processes.

- Powerful *diverse learning environments* are ones that, through the curriculum and co-curriculum: offer multiple ways to engage with diversity; focus on all members of the community in the engagement of diversity; view this engagement as a work-in-progress; attend to the recruitment, retention, and high achievement of all students; create positive perceptions of campus climate for all; and foster cross-racial interaction.

- Key *educational benefits* of engaging diversity include: exposure to more varied viewpoints and positions; enhanced cognitive complexity; increased cultural knowledge and understanding; enhanced leadership abilities; stronger commitment to promoting understanding; enhanced self-confidence, motivation, and educational aspirations; greater cultural awareness; greater degree of cross-racial interaction; diminished racial stereotypes; enhanced ability to adapt successfully to change; development of values and ethical standards through reflection; and greater commitment to racial equity.

BRIEFING PAPER SUMMARY

Achieving Equitable Educational Outcomes with All Students: The Institution's Roles and Responsibilities

Georgia Bauman, Santa Monica College; Leticia Tomas Bustillos, & Estela Bensimon, University of Southern California;
M. Christopher Brown II, American Association of Colleges for Teacher Education; and RoSusan D. Bartee, National Council for Accreditation of Teacher Education

"…we regard the challenge of narrowing the college education gap and achieving equitable educational outcomes for minority groups as a problem of institutional responsibility and performance rather than a problem that is exclusively related to student academic preparation, motivation, and accountability."

In this paper, Bauman et al. discuss the responsibility institutions have to learn about our methods of "doing" higher education and their impact on students historically underserved by postsecondary education. Analyzing the persistent achievement gap facing African American and Latino/a students, they demonstrate that if we do not commit to discovering what does and does not work regarding academic achievement for historically underserved students, we run the risk of failing a significant portion of today's college-bound students—even as we diversify our campuses to a greater extent than ever before.

Key points

- Most studies discussing historically underserved students in higher education have focused on student characteristics, such as parent education level and high school curriculum; this paper, in contrast, focuses on the institution's responsibility for the persistent racial achievement gap that exists today.

- Here, "inclusive" refers to the involvement of historically underrepresented groups (e.g., African American, Latino/a, Native American students) in higher education. "Excellence" involves these students demonstrating traditional measures of excellence (e.g., high GPA, honors), and moves the discourse surrounding these students from that of mere persistence to that of high achievement and leadership.

- The paper offers a "Diversity Scorecard" as a means to assess race-based achievement gaps that may exist on a campus. Campuses develop indicators based on their specific needs in the areas of *access, retention, excellence,* and *institutional receptivity*.

- Campuses are encouraged to examine "vital signs" data—baseline measures of institutional vitality—disaggregated by race (gender, etc.). Campuses are then encouraged to examine additional "fine grained" data, also disaggregated, in areas where gaps are revealed. This process, by which campuses continually "dig deeper" based on the data gathered, spurs action and involves more people across an institution.

- The paper features Loyola Marymount University, which has used the Scorecard for self-reflection and action. During this process, an LMU "evidence team": a) identified gaps in educational outcomes by race and gender, b) developed a culture of evidence to inform decision-making, c) became empowered to act as individuals, and d) fostered a sense of ongoing institutional responsibility toward redressing inequities.

BRIEFING PAPER SUMMARY

Towards a Model of Inclusive Excellence & Change in Post-Secondary Institutions

Damon Williams, University of Connecticut;
Joseph Berger and Shederick McClendon, University of Massachusetts

"The discussion of diversity in higher education too often reads as though change occurs in a rational and ordered manner, in a static environment, and detached from any context… rational choice and top-level mandates are only a few of the forces that enable—or disable—inclusive excellence on college campuses."

In this paper, Williams et al. offer a comprehensive organizational change framework to help campuses achieve inclusive excellence. The authors review the dimensions of organizational culture that must be engaged to do this work and then discuss an institutional "scorecard" designed to help campuses ask pertinent questions and monitor changes that might come from introducing new systems and new practices. The resulting framework, perhaps most importantly, helps campus leaders keep simultaneous focus on both the "big picture"—an academy that systematically leverages diversity for student learning and institutional excellence—and the myriad individual pieces that contribute to that picture.

Key points

- External factors provide a context for this work. *Political and legal pressure* exists both for and against inclusive excellence, including recent judicial support of diversity as an educational benefit. *Shifting demographics* mean that campuses have an opportunity to diversify as never before. *Persistent societal inequalities* demand greater attention to gaps in access and success for historically underserved groups. And there is a *workforce imperative* for students to exhibit the qualities (e.g., work in diverse teams, multi-perspective) that can be intentionally fostered in diverse learning environments.

- To be in step with these external forces, higher education must enact a cultural shift to the notion that excellence cannot be fully attained unless diversity is engaged at all levels in support of it. To do less is a disservice to the students we prepare.

- For transformation toward inclusive excellence to occur, leaders must engage the campus in a process that reaches the level of values, beliefs, and routine behaviors.

- Multiple facets of campus life—bureaucratic structures, symbolic messages, political realities, academic norms, resource allocation—must work in concert toward these efforts. A scorecard can align vision with organizational structures, strategies, and day-to-day operations, as well as communicate progress to stakeholders.

- Efforts can falter without: 1) a comprehensive *assessment framework* to measure outcomes related to diverse learning environments; 2) an ability to *translate a vision for change* into language and action that the community can embrace; 3. developing *accountability processes* with and for those involved in the work; 4) meaningful and consistent *support from senior leaders* throughout the process; and 5) *allocating sufficient resources* to ensure that change is driven deep into the institutional culture.

HALLMARKS OF INCLUSIVE EXCELLENCE

Background: Making Excellence Inclusive

The Supreme Court decisions regarding the University of Michigan signaled colleges and universities to connect their diversity efforts to their educational mission and practices more fundamentally and comprehensively than ever before. Business and community leaders echoed what educational researchers had documented—that learning in an environment that engages such diversity provides all students with the cognitive skills, intercultural competencies, and civic understanding to help them to thrive in work and citizenship. Yet the Court did not leave campuses to conduct business-as-usual in creating compositionally diverse learning environments. Diversity, the justices noted, is a compelling national interest, but the ways in which higher education currently advances diversity will not suffice in the coming decades.

Many people define diversity solely in terms of racial/ethnic differences, given the particular historical legacies of race in the U.S. Others define diversity in terms of multiple social identity dimensions, including race/ethnicity, gender, sexual orientation, religion, and so on. While we recognize the importance of these differences, we define diversity more in terms of the engagement with such differences rather than the differences themselves. AAC&U's major initiative, *Making Excellence Inclusive*, defines diversity in a campus context to mean an active, intentional, and ongoing engagement with differences—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions. Such differences can be individual (e.g., personality, learning styles, and life experiences) or group/social (e.g., race/ethnicity, gender, country of origin, and ability as well as cultural, political, religious, or other affiliations).

Many campus leaders recognize that they are ill equipped to connect their diversity and educational quality efforts and so feel pressure to abandon their efforts to create diverse communities of learners. Through *Making Excellence Inclusive*, AAC&U aims to help campuses: (a) establish diversity and inclusion as hallmarks of academic excellence and institutional effectiveness, (b) operationalize diversity and inclusion in all spheres and at all levels of campus functioning, (c) ensure academic freedom and corollary responsibilities are understood and practiced by students and faculty alike, and (d) create a reinvigorated, 21st century educational process that has diversity and inclusion at the center, through which all students advance in cognitive, affective, and interpersonal sophistication—outcomes that are vital in the workforce and in society (see Figure 1).

Re-envisioning both excellence and inclusion

Our notion of Inclusive Excellence re-envisions both quality and diversity. It reflects a striving for excellence in higher education that has been made more inclusive by decades of work to infuse diversity into recruiting, admissions, and hiring; into the curriculum and co-curriculum; and into administrative structures and practices. It also embraces newer forms of excellence, and expanded ways to measure excellence, that take into account research on learning and brain functioning, the assessment movement, and more nuanced accountability structures. In the same way, diversity and inclusion efforts move beyond numbers of students or numbers of programs as end goals. **Instead, they are multilayered processes through which we achieve excellence in learning; research and teaching; student development; institutional functioning; local and global community engagement; workforce development; and more.**

We are at a turning point in higher education where traditional indicators of student success—and educational quality—are under intense examination, both inside and outside the academy. AAC&U recognizes this as a period of transition. There have been significant developments in robust new assessment mechanisms—particularly direct measures of student learning, whether course-based or over students' educational careers. At the same time, we still find tremendous value, for example, in current measures of student engagement and student satisfaction, influencing, as they do, everything from campus climate to retention, and ultimately, student success in college.

Still, as Williams, Berger and McClendon (2005) point out, in higher education as in other realms, excellence is often conceived of in terms of "inputs" with little accounting for "value-added organizational processes." They further note that:

> *[t]his narrow notion of excellence limits both the expansion of student educational opportunities and the transformation of educational environments. As a result, too few people from historically underrepresented groups enter into higher education, and those who do may be pressed to assimilate into the dominant organizational cultures of colleges and universities (Ibarra, 2001). Another consequence of this model is the continued investment of social capital in these traditional indicators, resulting in an American postsecondary system that reproduces dominant patterns of social stratification (p. 9).*

The following chart illuminates some of the ways in which new forms of excellence will play out in familiar parts of campus functioning. We think this chart provides guidance in achieving part of the Greater Expectations vision---that of developing the intentional institution. The goal then is to illustrate the kinds of "value-added organizational processes" that contribute to inclusive excellence, and ultimately to the level and kinds of learning all students will need to be the next generation of leaders, workers, and citizens in an increasingly diverse democracy.

Readers are encouraged to review these AAC&U monographs for a richer explanation of elements that the chart uses to define Inclusive Excellence.

Making Diversity Work on Campus. Discusses recent empirical evidence, gathered on behalf of the University of Michigan Supreme Court defense, demonstrating the educational benefits of diverse learning environments. These are environments that must be intentionally planned and nurtured, where diversity is conceived of as a process toward better learning and not merely an outcome that one can check off a list. Includes numerous suggestions for how to engage diversity in the service of learning, ranging from recruiting a compositionally diverse student body, faculty, and staff to transforming curriculum, co-curriculum, and pedagogy to reflect and support goals for inclusion and excellence. (2005)

Toward a Model of Inclusive Excellence. Provides a framework for comprehensive organizational change to help campuses achieve inclusive excellence. Campuses must consider multiple dimensions of organizational culture in mapping out a change strategy and monitor the results that come from introducing new systems and new practices. Included is a model that helps campus leaders focus simultaneously on the "big picture"—an academy that systematically leverages diversity for student learning and institutional excellence—and the myriad individual pieces that contribute to that picture. (2005—online only)

Achieving Equitable Educational Outcomes with All Students: The Institution's Roles and Responsibilities. Discusses the responsibility institutions have to examine the impact that traditional higher education practices have on those students historically underserved by higher education, including African American, Latino/a, and American Indian students. Given the persistent achievement gap facing many students, institutions must systematically gather evidence of what does and does not work for historically underserved students and build institutional reform around such evidence. Included is one campus's process for systematically monitoring students' achievement and for addressing the inequities it discovered. (2005—online only)

To Form a More Perfect Union: Campus Diversity Initiatives. Charts the efforts of colleges and universities to move from the rhetoric of inclusion to the practice of equity. Etching a portrait of the new academy as it is transformed and reinvigorated by diversity initiatives, the monograph maps the emerging trends in diversity work and insights gained in the process. (1999)

Diversity Works: The Emerging Picture of How Students Benefit. Summarizes and analyzes research on the effects of campus diversity on students from 300 separate studies on diversity in higher education. The documented evidence makes a strong case for the success and importance of diversity initiatives in support of educational excellence throughout the campus. (1997)

American Pluralism and the College Curriculum: Higher Education in a Diverse Democracy. Provides specific recommendations for teaching diversity across the curriculum in both general education and major programs and connecting diversity with the study of both self and society, including the values of a democratic society. (1995)

Traditional notions of excellence	***Inclusive notions of excellence ALSO include:***	***Attaining Inclusive Excellence – institutional hallmarks***
Students		
Entering students: • Possess high average SAT score and high average high school GPA • Have taken high number of AP courses • Are evaluated based on quality of high schools[1] • Receive significant amounts of "merit" aid Current students: • Possesses high overall GPAs in the aggregate and within majors • Has individuals who regularly attain national/competitive scholarships and internships • Places proportion of students into honor societies and on dean's lists, post-baccalaureate studies,[2] and high-profile companies	Entering students: • Demonstrate their interest in and/or experience with engaging diversity in the curriculum and in interpersonal relationships • Are resilient in pursuing academic endeavors and in the face of academic and personal challenges Current students: • Share responsibility for their learning with faculty and other campus educators[3] • Are encouraged to explore their identities as scholars, leaders, and citizens through curricular and co-curricular experiences • Strengthen intercultural competencies and the ability to work in diverse groups over time • Build an increasingly sophisticated and coherent educational experience from both curricular and co-curricular sources • Move through a career development process that incorporates curricular and co-curricular experiences over time, charts experiential learning opportunities, and helps clarify and prepare for post-graduate plans	• Student learning outcomes reflect engagement with diversity and inclusion in ways specific to institutional mission and type • Graduates have undertaken a significant research experience or other form of cumulative project in their field of study that considers how aspects diversity and inclusion influence the findings of the disciplinary/interdisciplinary research • Graduates can demonstrate that they are prepared: ○ to excel in a challenging work environment ○ to be responsible citizens in a diverse democracy ○ for graduate level coursework in one or more domains
aculty Members		
• Work within accepted norms and practices of a particular discipline • Conduct discipline-specific research • Produce publications in refereed journals • Present at national disciplinary conferences • Receive positive teaching evaluations from their students • Raise significant grants for research	• Adapt pedagogies to various learning styles (e.g., visual, experiential, cerebral) • Provide a challenging learning environment throughout the undergraduate experience that encourages all students to consider post-baccalaureate studies • Engage racial/ethnic and other differences in the context of disciplinary and interdisciplinary scholarship and teaching • Understand how to positively influence classroom climate for all students • Are able to teach broadly within their own discipline and help students make connections other disciplines • Value: ○ diversity of thought within the discipline including emerging scholarship and knowledge creation ○ service to the institution to the same degree as research and teaching, particularly as relates to inclusive excellence ○ emerging pedagogy that is effective in achieving student learning outcomes ○ scholarship of teaching and learning alongside traditional disciplinary scholarship ○ interdisciplinary learning and collegial relationships across campus that enhance self and student learning	• Sound assessment methods are used to determine teaching effectiveness[4] • Values of inclusive excellence are reflected in scholarship and teaching practices • Faculty reward structures align with values that reflect institutional mission and inclusive excellence • Expectations are clearly articulated that all students will be challenged at levels of their learning experience and in ways that ensure they achieve the key learning outcomes agreed upon by the faculty and articulated in the goals for the curriculum • Practice life-long learning and ongoing professional development

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[1] Most give a ranking to the HS based on the # of AP courses available, rather than a ranking to students based on the ratio of AP offerings to AP courses taken.

[2] Here we mean graduate education in humanities, science, social sciences, mathematics, as well as professional programs such as law, medicine, business, education, etc.

[3] Other educators include those focused on students' social, emotional, spiritual, as well as their cognitive ad intellectual development both on and off campus.

[4] AAC&U is not advocating a particular assessment instrument, but rather calls on institutions to review those available and adopt one/s that help them know if the learning outcomes they desire are linked to the curriculum and teaching methods.

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Traditional notions of excellence	***Inclusive notions of excellence ALSO include:***	***Attaining Inclusive Excellence – institutional hallmarks***
Administrators and Staff Members		
• Address issues or problems when they arise • Are rewarded for serving students within the confines of their particular functional area or unit • View diversity as the province of one or a few designated people and/or office/s • Measure quality only by speed of service in a unit or quantity of students served	• Recognize that individuals experience environments differently based on position in the organization, background, and identity • Establish policies, structures, and practices that engage differences for learning (i.e., explicit about undertaking coherent and comprehensive efforts to engage differences/diversity to achieve key learning outcomes) • Offer and partake in regular professional development about how to engage diversity/differences for learning and build leadership skills to make excellence inclusive • Highlight contributions to student learning as well as quantity of students served • Form written goals and actions as units that contribute to inclusive excellence, are supported in these efforts • Support a proactive, comprehensive, and collaborative approach to making excellence inclusive • Articulate, motivate, and guide action to achieve inclusive excellence at each level of the organization	• Faculty roles and rewards reflect engagement with diversity and inclusion in ways specific to institutional mission and type • Resources are directed toward the individual faculty and departments that delineate how they will integrate diversity into their day-to-day practices and demonstrate progress in doing so • Administrators and staff are proactive in establishing environments that foster engagement with diversity/differences • Units are held accountable for their progress in making excellence inclusive • Establish communication channels to share successes as well as setbacks in the movement toward inclusive excellence • Construct rewards systems around contributions to inclusive excellence
The Curriculum[5]		
• Conveys well-established knowledge within the confines of the classroom • Emphasizes specialization in a discipline • Focuses on majority Western cultures, perspectives, and issues • Values mastery of knowledge at discrete points in time • Values learning for learning's sake • Emphasizes individual work • Promotes objectivity • Emphasizes what an educated person should know	• Facilitates learning through in and out of class experiences • Fosters informed probing of ideas and values • Emphasizes cultural complexity, a range of cultures and identities, and global issues • Values practical knowledge and experiential learning as well as the integration and application of knowledge over time • Values collaborative construction of knowledge and learning, particularly in equal status diverse groups • Draws on relevant personal experience of students and others alongside third-person sources • Emphasizes where to find needed information, how to evaluate its accuracy, and how to put knowledge into action • Assesses students' their learning directly, over time, and with tools that reflect and engage different learning styles and strengths	• Engagement with diversity/differences and inclusion in ways specific to institutional mission and type are reflected in the duties of staff • Resources are directed toward the staff members and units that delineate how they will integrate diversity into their day-to-day practices and demonstrate progress in doing so • Creates a learning environment that ensures the educational benefits of diversity/differences is derived through the learning process • Fosters knowledge application to real-life problems that fosters consideration of different values and context and understanding of how these shape the solutions derived and the insights developed

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[5] The curriculum section is adapted from the chart, "Organizing Educational Principles," in *Greater Expectations* (2002).

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Traditional notions of excellence	*Inclusive notions of excellence ALSO include:*	*Attaining Inclusive Excellence – institutional hallmarks*
The Institutional Environment		
• Has low faculty/student ratio • Has selective student application/admittance ratio • Possesses sizeable endowment • Attains high retention and graduation rates • Possesses extensive laboratory and library resources and state-of-the-art facilities • Houses “signature programs,” such as living/learning programs • Involves board and alumni in enacting institutional goals/mission • Receives support from legislators and general public regarding institutional mission • A few constituents collect data for internal and external reporting purposes	• Fosters a campus culture where engaging diversity is essential to intellectual and social development • Works to create coherence among the institutional mission and vision, policies, and practices in the curriculum and co-curriculum • Uses facilities strategically and intentionally to support student learning and development • Receives support from external constituencies[6] in achieving inclusive excellence • Recognizes historical legacy with regard to discrimination and seeks to teach about it and redress lingering effects[7] • Makes signature programs and experiences available to all students and demonstrates that they foster desired learning outcomes • Ensures that students from all racial/ethnic groups fare well in traditional markers of excellence • Ensures that historically underrepresented students are, at minimum, proportionately represented in competitive scholarships, honor societies, and other “honors” activities • Constituents across campus and at all institutional levels collect, analyze, and use data for educational and institutional improvement	• Campus-wide discussion of what inclusive excellence means in that specific context and how it can be enacted by different programs and units • Campus involvement in the larger community reflects engagement with diversity and inclusion in ways specific to institutional mission and type • Goals for inclusive excellence conceived of in measurable terms so as to track and reward progress and provide training and development where needed • Assess and address the need for training and development throughout the institution • Collects and disaggregates data by race/ethnicity and other relevant social identity dimensions to assess progress in helping all students achieve at high levels • Leadership is strong, consistent, and clear about sustaining efforts to engage diversity/differences for learning • Resources are directed in ways that ensure key learning achievement of key outcomes that include engaging differences/diversity • Inclusive excellence is a central to the institution’s mission, curriculum, and articulated student learning outcomes • Has developed capacity achieve Greater Expectations by Making Excellence Inclusive

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[6] Alumni, business and local communities are among these constituencies.

[7] The historical legacy dimension described here builds on the work of Hurtado, Milem, Clayton-Pedersen and, Allen (1998, 1999).

ACE American Council on Education™
Leadership and Advocacy

On the Importance of Diversity in Higher Education

The American Council on Education (ACE) has a longstanding record of commitment to access to higher education for all qualified Americans and to the advancement of equal educational opportunity. This commitment is reflected in ACE's positions on public policy, its programmatic activities, and its employment practices. It has been expressed repeatedly in resolutions by the ACE Board of Directors regarding affirmative action, nondiscrimination, equity, equal opportunity, and admission standards.

America's colleges and universities differ in many ways. Some are public, others are independent; some are large urban universities, some are two-year community colleges, and still others are small rural campuses. Some offer graduate and professional programs, others focus primarily on undergraduate education. Each of our more than 4,000 colleges and universities has its own specific and distinct mission. This collective diversity among institutions is one of the great strengths of America's higher education system, and has helped make it the best in the world. Preserving that diversity is essential if we hope to serve the needs of our democratic society and of the increasingly global scope of the economy.

Similarly, many colleges and universities share a common belief, borne of experience, that diversity in their student bodies, faculties, and staff is important for them to fulfill their primary mission: providing a high-quality education. The public is entitled to know why these institutions believe so strongly that racial and ethnic diversity should be one factor among the many considered in admissions. The reasons include:

Diversity enriches the educational experience. We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.

It promotes personal growth-and a healthy society. Diversity challenges stereotyped preconceptions; it encourages critical thinking; and it helps students learn to communicate effectively with people of varied backgrounds.

It strengthens communities and the workplace. Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality of their character and their contributions.

It enhances America's economic competitiveness. Sustaining the nation's prosperity in the 21st century requires us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures.

American colleges and universities traditionally have enjoyed significant latitude in fulfilling their missions. Americans have understood that there is no single model of a good college, and that no single standard can predict with certainty the lifetime contribution of a teacher or a student. Yet the freedom to determine who shall teach and be taught has been restricted in a number of places, and come under attack in others. As a result, some schools have experienced precipitous declines in the enrollment of students from underrepresented minority groups, reversing decades of progress in the effort to ensure that all groups in American society have an equal opportunity for access to higher education.

Diversity on college campuses is not achieved through quotas. Nor does diversity justify or warrant admission of unqualified applicants. However, the diversity we seek and the future of the nation do require that colleges and universities continue to be able to reach out and make a conscious effort to build healthy and diverse learning environments that are appropriate for their missions. The success of higher education and the strength of our democracy depend on it.

ACE Board of Directors, June 2012

UNIVERSITY OF WISCONSIN SYSTEM

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August 4, 2023

To: Jay Rothman

Fr: Ben Passmore, Associate Vice President

CC: Monica Smith, AVP Equity, Diversity, Inclusion & Belonging
Tracy Davidson, AVP Academic Affairs

Re: Student Demographic and Campus Experience data

Following your meeting with AVP Monica Smith, you requested data to follow up discussions of the overall state of equity and inclusion in the UW System. Specifically, you requested detail regarding the following:

Demographic issues

- Trends in first-generation student enrollment,
- Trends in enrollment of Pell-eligible students,
- Changes in the socioeconomic mix of UWS students,
- Gaps in retention/graduation rates between majority students and students from underrepresented groups,
- Demographics of enrolled students in comparison to demographics of high school graduates,
- Decline in participation rates, with particular attention to white males,

Campus experience questions

- Challenges for students who practice non-Christian faiths,
- Conservative students being less likely to join discussions of controversial topics,
- Evidence of lack of understanding of First Amendment rights among students.

OPAR has prepared data in order to address these issues from a combination of administrative data collected through the UW System Common Data Reporting (CDR), supplemental administrative data collected from the Department of Public Instruction, and system-wide surveys of UWS Students.

A workbook with detailed data and figures is included with this memorandum. Key Findings appear below.

Key Findings

Trends in first-generation student enrollment

- Wisconsin resident new freshmen are decreasingly from first-generation background. In 2013, 42% of Wisconsin resident new freshmen were first generation, that percentage decreased to 34% by Fall 2021.
- Some campuses show larger decreases in the enrollment of first-generation residents over time with UW-Platteville, UW-Stout, and UW-Superior showing the greatest percentage drops.

Trends in Pell-eligible student enrollment

- The percentage of UW System financial aid recipients receiving Pell grants has decreased over the past decade from 27% in 2011-12 to 21% in 2021-22.
- The total fall enrollment has decreased by 14% from 2011 to 2021; while the total Pell grant recipients had dropped by 36%.

Changes in the socioeconomic mix of UWS students

- UW System: Wisconsin residents are increasingly from families with income of $100,000 or more, from 22% in 2011 to 37% in 2021. Residents from families earning less than $25K decreased by about 7% from 2011 to 2021.
- UW Madison: More than 50% of Wisconsin residents are from families earning over $75K.
- UW Milwaukee: About 50% of Wisconsin residents are from families earning less than $50K and the percentage has remained relatively stable over the last decade.

Gaps in retention/graduation rates

- Gaps in retention and graduation rates exist for Pell-eligible students, underrepresented minority (URM) students, and male students.
- The largest gap exists between low-income (pell-eligible) students and higher income students. Currently, the second-year retention gap is 10% and worsened slightly during the pandemic after a decade of slow improvement. The graduation gap is 19%.
- URM students saw no substantial gain over the preceding decade. The retention gap stands at 7% and the graduation gap is 18%.
- Male students have a 1% retention gap and a 6% graduation gap with female students.

Participation rates

- Participation rate of High school graduates from Wisconsin Public schools in the UW System has fallen from 32% in Fall 2013 to 27% in Fall 2021. The rate had remained between 31.5% and 33% from 1984 until 2017.
- Participation rates have declined for all race/ethnicity groups, with the exception of Native Americans. The sharpest decline has been among White students who have declined from 6 percentage points (fully 19% less of all those who might have been

expected to enroll a decade ago). African American, Hispanic, and Asian Americans have seen similar drops with 17%, 15%, and 15% less than would have attended in 2013.
- Native American participation rate remains well below the rate of the general population. Variation is likely to be more closely related to the small size of the population than the systematic improvement of rates.
- White participation rate has dropped notably. Because of the size and historically stable level of participation of this group, this decline has driven much of the systemwide decline in participation rates. Half of that decline is associated with a decline in white high school graduate attendance at the former UW Colleges/UW Branch campuses.

Campus Experience Questions

- Challenges for students who practice non-Christian faiths. Data provided by the Diverse Learning Environments Campus Climate survey in 2020 suggest students from non-Christian faiths do face higher levels of perceived discrimination as a result of their religion and lower overall satisfaction. Specific survey items are included in the attached workbook.
- Conservative students being less likely to participate in discussions of controversial topics. Based on data from the Student Views on Freedom of Speech Summary of Survey, Conservative students are less likely to voice opinions than their Liberal classmates on controversial subjects. Politically moderate students are both the largest group and least likely overall to engage with these topics. Specific survey items are included in the attached workbook.
- Evidence of lack of understanding of First Amendment rights among students. Only around a third of students report receiving specific instruction in First Amendment rights in their classes. Additional responses suggest some lack of clarity regarding those rights in general and in the academic setting in particular. Specific survey items are included in the attached workbook.

UW System Enrollment Shares in Wisconsin Resident First-Generation New Freshman Fall Enrollment Rate
Wisconsin Resident First-Generation New Freshmen by Institution - 4-Year Campuses

Non-First-Generation

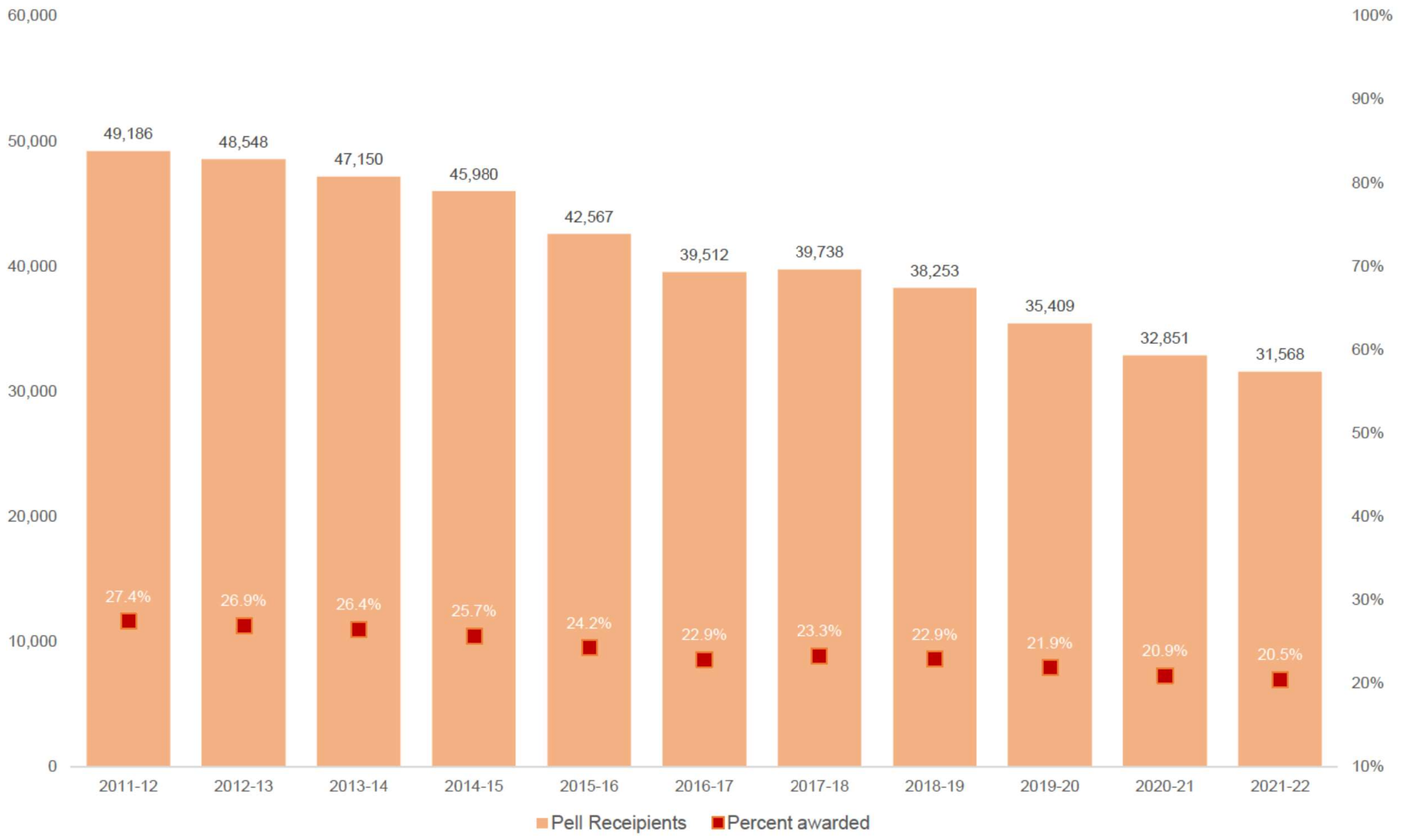
	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	UWS
Fall 2013	76%	50%	59%	44%	63%	51%	32%	50%	44%	52%	48%	43%	54%	57%
Fall 2015	79%	52%	64%	50%	65%	52%	41%	55%	49%	50%	50%	42%	59%	60%
Fall 2017	79%	56%	66%	50%	69%	53%	40%	57%	50%	50%	57%	38%	56%	61%
Fall 2019	79%	58%	66%	44%	71%	52%	41%	63%	54%	52%	58%	49%	60%	62%
Fall 2021	78%	57%	71%	50%	77%	56%	52%	67%	50%	60%	54%	60%	65%	65%

First-Generation

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	UWS
Fall 2013	24%	48%	40%	55%	36%	46%	56%	47%	54%	48%	51%	54%	45%	42%
Fall 2015	20%	47%	36%	49%	34%	46%	58%	43%	50%	49%	47%	53%	41%	39%
Fall 2017	20%	43%	33%	49%	30%	45%	56%	42%	48%	48%	41%	59%	43%	38%
Fall 2019	20%	40%	33%	52%	28%	45%	55%	34%	45%	46%	40%	47%	37%	36%
Fall 2021	22%	43%	29%	49%	23%	43%	48%	32%	50%	40%	36%	37%	35%	34%

UWSA, Office of Policy Analysis & Research

Pell Grant Recipients and Percent Of Total Enrollment



UW System Pell Grants Recipients

	2013-14	2015-16	2017-18	2019-20	2021-22	Δ 2013-2021
UW-Madison	4,844	4,315	4,573	4,866	5,398	554
UW-Milwaukee	8,841	8,360	7,569	7,244	6,451	-2,390
UW-Eau Claire	2,930	2,552	2,501	2,454	2,027	-903
UW-Green Bay	2,247	2,070	2,036	2,442	2,301	54
UW-La Crosse	2,292	2,082	2,069	1,879	1,592	-700
UW-Oshkosh	3,605	3,209	2,932	2,878	2,398	-1,207
UW-Parkside	2,191	2,001	1,924	1,704	1,336	-855
UW-Platteville	2,383	2,120	1,964	1,877	1,448	-935
UW-River Falls	1,875	1,720	1,706	1,518	1,182	-693
UW-Stevens Point	3,360	3,199	2,702	2,526	2,334	-1,026
UW-Stout	2,617	2,438	2,315	2,034	1,648	-969
UW-Superior	1,182	1,007	938	874	801	-381
UW-Whitewater	3,466	3,315	3,184	3,110	2,652	-814
Uw-Colleges	5,316	4,179	3,325			
UW System	47,149	42,567	39,738	35,406	31,568	-10,265

UW System Percent of Students Awarded Pell Grants

	2013-14	2015-16	2017-18	2019-20	2021-22	Δ 2013-2021
UW-Madison	14.2%	12.6%	13.0%	13.5%	14.0%	-0.2%
UW-Milwaukee	32.7%	32.1%	31.6%	28.7%	28.5%	-4.2%
UW-Eau Claire	25.6%	23.3%	22.9%	21.5%	18.9%	-6.7%
UW-Green Bay	29.1%	26.8%	25.5%	23.9%	20.3%	-8.8%
UW-La Crosse	21.9%	20.0%	19.8%	18.1%	15.9%	-6.1%
UW-Oshkosh	25.4%	22.4%	20.7%	16.9%	16.2%	-9.2%
UW-Parkside	41.8%	40.0%	40.3%	36.4%	32.8%	-9.0%
UW-Platteville	27.5%	24.2%	23.6%	22.5%	20.9%	-6.6%
UW-River Falls	29.1%	28.0%	27.2%	24.9%	21.0%	-8.2%
UW-Stevens Point	33.1%	32.8%	31.3%	28.7%	28.0%	-5.1%
UW-Stout	28.6%	26.3%	25.5%	24.9%	22.5%	-6.1%
UW-Superior	38.8%	35.1%	32.7%	32.5%	30.2%	-8.7%
UW-Whitewater	28.4%	26.2%	25.5%	24.5%	23.9%	-4.5%
Former UW Colleges	28.8%	23.9%	21.5%			
UW System	26.4%	24.2%	23.3%	21.9%	20.5%	-6.0%

UWSA, Office of Policy Analysis & Research

Income Distribution of UW System Students - By Institution

UW System Family Income (Based on FAFSA)

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	UW 4Yr*
2011-12														
$0-$24,999	26%	33%	20%	25%	18%	23%	38%	21%	27%	23%	25%	36%	23%	27%
$25,000-$49,000	14%	20%	16%	20%	15%	18%	21%	18%	18%	17%	19%	22%	16%	18%
$50,000-$74,999	14%	15%	18%	20%	18%	18%	14%	20%	19%	20%	18%	21%	18%	17%
$75,000-$99,000	15%	13%	19%	17%	18%	19%	12%	19%	18%	19%	18%	12%	18%	16%
>=$100,000	31%	20%	27%	18%	31%	23%	15%	21%	19%	21%	20%	10%	24%	22%
2021-22														
$0-$24,999	21%	27%	12%	21%	12%	18%	26%	14%	16%	19%	19%	23%	18%	20%
$25,000-$49,000	14%	21%	13%	22%	11%	16%	22%	14%	16%	16%	16%	22%	18%	17%
$50,000-$74,999	13%	13%	15%	16%	12%	15%	15%	15%	15%	15%	15%	17%	15%	14%
$75,000-$99,000	10%	11%	16%	14%	13%	13%	13%	15%	15%	14%	14%	13%	13%	13%
>=$100,000	42%	28%	45%	27%	52%	37%	25%	42%	39%	36%	36%	25%	36%	37%
Change in Proportion 2011-12 to 202122														
$0-$24,999	-5%	-5%	-8%	-4%	-6%	-5%	-13%	-7%	-11%	-4%	-6%	-13%	-5%	-7%
$25,000-$49,000	0%	1%	-3%	1%	-4%	-2%	1%	-4%	-2%	-1%	-3%	0%	2%	-1%
$50,000-$74,999	-2%	-2%	-3%	-4%	-6%	-3%	1%	-5%	-4%	-5%	-3%	-4%	-3%	-3%
$75,000-$99,000	-4%	-2%	-4%	-2%	-5%	-5%	0%	-4%	-3%	-5%	-4%	1%	-5%	-3%
>=$100,000	11%	8%	18%	9%	21%	15%	10%	20%	20%	15%	16%	15%	11%	15%

UW 4yr Wisconsin Resident Students who submitted FAFSA and had Gross Family Income information.

Source: UWSA Office Policy Analysis & Research Computations of Student Financial Aid Data

Retention and Graduation Rates -By Pell Status

UW System Equity Gaps in New Freshman Retention and Graduation Rates
New Freshmen by Institution - 4-Year Campuses

2nd-Year Retention Rate
Non-Pell, no direct subsidized loan

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	UWS
Fall 2013	96%	73%	83%	76%	87%	82%	76%	81%	78%	79%	79%	77%	81%	86%
Fall 2015	96%	74%	85%	76%	87%	80%	67%	78%	75%	76%	76%	70%	82%	85%
Fall 2017	96%	76%	83%	73%	87%	81%	69%	78%	80%	75%	73%	76%	83%	85%
Fall 2019	95%	76%	83%	76%	87%	73%	71%	81%	79%	81%	74%	71%	80%	85%
Fall 2021	95%	76%	82%	69%	87%	70%	73%	78%	75%	79%	73%	70%	76%	84%

2nd-Year Retention Rate
Pell

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	UWS
Fall 2013	92%	68%	80%	77%	81%	74%	71%	74%	73%	76%	67%	74%	77%	76%
Fall 2015	95%	70%	80%	76%	83%	73%	75%	72%	70%	68%	69%	68%	78%	76%
Fall 2017	94%	70%	78%	73%	84%	73%	73%	74%	69%	70%	64%	64%	79%	76%
Fall 2019	96%	74%	81%	73%	82%	70%	73%	72%	73%	80%	70%	53%	75%	78%
Fall 2021	93%	65%	76%	68%	76%	60%	69%	75%	69%	71%	67%	57%	71%	74%

2nd-Year Retention Rate
Pell Gap

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	UWS
Fall 2013	-4%	-5%	-3%	1%	-6%	-8%	-5%	-7%	-5%	-3%	-12%	-3%	-4%	-10%
Fall 2015	-1%	-4%	-5%	0%	-4%	-7%	8%	-6%	-5%	-8%	-7%	-2%	-4%	-9%
Fall 2017	-2%	-6%	-5%	0%	-3%	-8%	4%	-4%	-11%	-5%	-9%	-12%	-4%	-9%
Fall 2019	1%	-2%	-2%	-3%	-5%	-3%	2%	-9%	-6%	-1%	-4%	-18%	-5%	-7%
Fall 2021	-2%	-11%	-6%	-1%	-11%	-10%	-4%	-3%	-6%	-8%	-6%	-13%	-5%	-10%

Six-Year Graduation Rate
Non-Pell, no direct subsidized loan

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	UWS
Fall 2008	85%	48%	70%	52%	71%	56%	36%	54%	57%	61%	56%	44%	60%	65%
Fall 2010	87%	46%	70%	52%	71%	60%	22%	58%	53%	66%	61%	44%	64%	68%
Fall 2012	89%	50%	71%	50%	73%	58%	45%	57%	58%	68%	60%	40%	63%	70%
Fall 2014	91%	52%	67%	63%	74%	61%	39%	58%	62%	62%	63%	47%	65%	71%
Fall 2016	91%	54%	70%	58%	73%	61%	46%	65%	63%	60%	60%	45%	66%	72%

Six-Year Graduation Rate
Pell

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	UWS
Fall 2008	75%	34%	60%	45%	59%	49%	26%	45%	49%	60%	45%	42%	52%	49%
Fall 2010	78%	32%	65%	46%	60%	44%	24%	50%	55%	59%	48%	41%	46%	50%
Fall 2012	83%	35%	57%	50%	58%	47%	31%	47%	54%	55%	53%	31%	50%	52%
Fall 2014	83%	37%	58%	51%	60%	49%	39%	50%	53%	53%	54%	42%	55%	53%
Fall 2016	84%	42%	56%	44%	60%	52%	36%	52%	53%	52%	38%	31%	52%	53%

Six-Year Graduation Rate
Pell Gap

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	UWS
Fall 2008	-10%	-14%	-10%	-7%	-12%	-7%	-10%	-9%	-8%	-1%	-11%	-2%	-8%	-16%
Fall 2010	-9%	-14%	-5%	-6%	-11%	-16%	2%	-8%	2%	-7%	-13%	-3%	-18%	-18%
Fall 2012	-6%	-15%	-14%	0%	-15%	-11%	-14%	-10%	-4%	-13%	-7%	-9%	-13%	-18%
Fall 2014	-8%	-15%	-9%	-12%	-14%	-12%	0%	-8%	-9%	-9%	-9%	-5%	-10%	-18%
Fall 2016	-7%	-12%	-14%	-14%	-13%	-9%	-10%	-13%	-10%	-8%	-22%	-14%	-14%	-19%

All rates pertain to first-time full-time students enrolling at a 4-year location.

Source: UWSA Office Policy Analysis & Research

Retention and Graduation Rates -By Underrepresented Minority status

UW System Equity Gaps in New Freshman Retention and Graduation Rates
New Freshmen by Institution - 4-Year Campuses

2nd-Year Retention Rate
Non-URM

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	UWS
Fall 2013	96%	72%	83%	79%	86%	80%	76%	78%	77%	79%	77%	74%	81%	83%
Fall 2015	95%	74%	85%	75%	87%	77%	69%	79%	75%	75%	74%	66%	82%	83%
Fall 2017	96%	74%	81%	73%	87%	79%	72%	78%	77%	74%	71%	71%	84%	83%
Fall 2019	95%	75%	83%	75%	86%	72%	74%	79%	77%	80%	75%	65%	80%	83%
Fall 2021	95%	75%	81%	71%	85%	69%	71%	80%	74%	77%	74%	68%	75%	82%

2nd-Year Retention Rate
URM

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	UWS
Fall 2013	95%	65%	77%	76%	82%	68%	65%	72%	65%	68%	66%	71%	76%	75%
Fall 2015	96%	69%	79%	73%	79%	74%	73%	61%	62%	61%	65%	74%	76%	75%
Fall 2017	93%	71%	84%	69%	77%	73%	69%	70%	58%	62%	62%	55%	74%	75%
Fall 2019	96%	75%	80%	74%	83%	68%	69%	68%	78%	76%	64%	52%	71%	78%
Fall 2021	92%	65%	76%	61%	76%	62%	71%	56%	67%	63%	61%	66%	68%	75%

2nd-Year Retention Rate
URM Gap

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	UWS
Fall 2013	-1%	-7%	-6%	-3%	-4%	-12%	-11%	-6%	-12%	-11%	-11%	-3%	-5%	-8%
Fall 2015	1%	-5%	-6%	-2%	-8%	-3%	4%	-18%	-13%	-14%	-9%	8%	-6%	-8%
Fall 2017	-3%	-3%	3%	-4%	-10%	-6%	-3%	-8%	-19%	-12%	-9%	-16%	-10%	-8%
Fall 2019	1%	0%	-3%	-1%	-3%	-4%	-5%	-11%	1%	-4%	-11%	-13%	-9%	-5%
Fall 2021	-3%	-10%	-5%	-10%	-9%	-7%	0%	-24%	-7%	-14%	-13%	-2%	-7%	-7%

Six-Year Graduation Rate
Non-URM

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	UWS
Fall 2008	85%	46%	70%	52%	71%	56%	33%	53%	56%	61%	54%	43%	59%	62%
Fall 2010	86%	44%	68%	50%	69%	55%	26%	55%	56%	64%	56%	42%	60%	63%
Fall 2012	88%	48%	68%	53%	72%	56%	42%	55%	58%	63%	59%	38%	62%	66%
Fall 2014	89%	51%	69%	58%	72%	57%	40%	58%	60%	63%	62%	45%	64%	68%
Fall 2016	90%	52%	66%	55%	71%	60%	44%	63%	61%	58%	55%	41%	64%	68%

Six-Year Graduation Rate
URM

Fall 2008	72%	28%	45%	37%	47%	41%	25%	24%	30%	45%	39%	40%	44%	43%
Fall 2010	75%	27%	63%	38%	51%	30%	20%	27%	37%	47%	38%	35%	37%	42%
Fall 2012	82%	30%	48%	52%	54%	38%	27%	31%	35%	53%	46%	26%	35%	46%
Fall 2014	82%	33%	49%	45%	55%	43%	34%	41%	40%	33%	45%	36%	49%	48%
Fall 2016	82%	37%	54%	44%	55%	46%	32%	44%	38%	39%	29%	21%	47%	50%

Six-Year Graduation Rate
URM Gap

Fall 2008	-13%	-18%	-25%	-15%	-24%	-15%	-8%	-29%	-26%	-16%	-15%	-3%	-15%	-19%
Fall 2010	-11%	-17%	-5%	-12%	-18%	-25%	-6%	-28%	-19%	-17%	-18%	-7%	-23%	-21%
Fall 2012	-6%	-18%	-20%	-1%	-18%	-18%	-15%	-24%	-23%	-10%	-13%	-12%	-27%	-20%
Fall 2014	-7%	-18%	-20%	-13%	-17%	-14%	-6%	-17%	-20%	-30%	-17%	-9%	-15%	-20%
Fall 2016	-8%	-15%	-12%	-11%	-16%	-14%	-12%	-19%	-23%	-19%	-26%	-20%	-17%	-18%

All rates pertain to first-time full-time students starting at a 4-year location.

Source: UWSA Office Policy Analysis & Research

Retention and Graduation Rates -By Gender

UW System Equity Gaps in New Freshman Retention and Graduation Rates
New Freshmen by Institution - 4-Year Campuses

2nd-Year Retention Rate
Female

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	UWS
Fall 2013	95%	72%	81%	77%	85%	79%	75%	82%	77%	79%	77%	73%	83%	83%
Fall 2015	96%	72%	85%	75%	86%	78%	69%	78%	75%	75%	76%	73%	83%	82%
Fall 2017	96%	74%	81%	73%	85%	78%	70%	80%	78%	76%	73%	74%	83%	83%
Fall 2019	96%	77%	83%	73%	87%	74%	72%	82%	79%	81%	75%	63%	83%	84%
Fall 2021	95%	73%	79%	68%	84%	70%	70%	78%	74%	77%	75%	65%	75%	82%

2nd-Year Retention Rate
Male

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	UWS
Fall 2013	95%	70%	86%	80%	87%	79%	72%	76%	74%	77%	75%	73%	78%	82%
Fall 2015	95%	74%	83%	76%	87%	74%	72%	76%	71%	70%	71%	61%	81%	81%
Fall 2017	95%	73%	83%	72%	88%	77%	72%	76%	71%	69%	68%	66%	82%	81%
Fall 2019	95%	73%	82%	76%	85%	69%	72%	76%	73%	77%	72%	66%	75%	81%
Fall 2021	94%	71%	81%	70%	84%	65%	74%	78%	71%	73%	70%	69%	74%	81%

2nd-Year Retention Rate
Gender Gap

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	UWS
Fall 2013	0%	-2%	5%	3%	2%	0%	-3%	-6%	-3%	-2%	-2%	0%	-5%	-1%
Fall 2015	-1%	2%	-2%	1%	1%	-4%	3%	-2%	-4%	-5%	-5%	-12%	-2%	-1%
Fall 2017	-1%	-1%	2%	-1%	3%	-1%	2%	-4%	-7%	-7%	-5%	-8%	-1%	-2%
Fall 2019	-1%	-4%	-1%	3%	-2%	-5%	0%	-6%	-6%	-4%	-3%	3%	-8%	-3%
Fall 2021	-1%	-2%	2%	2%	0%	-5%	4%	0%	-3%	-4%	-5%	4%	-1%	-1%

Six-Year Graduation Rate
Female

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	UWS
Fall 2008	85%	45%	70%	53%	70%	57%	32%	58%	56%	63%	56%	49%	61%	63%
Fall 2010	87%	41%	69%	51%	72%	54%	26%	60%	58%	65%	59%	49%	61%	64%
Fall 2012	89%	45%	67%	55%	72%	56%	37%	57%	61%	65%	63%	41%	62%	66%
Fall 2014	91%	47%	64%	58%	72%	59%	41%	58%	59%	62%	66%	51%	67%	67%
Fall 2016	91%	49%	67%	53%	71%	63%	42%	65%	63%	60%	57%	49%	66%	68%

Six-Year Graduation Rate
Male

Fall 2008	82%	42%	65%	47%	66%	50%	30%	48%	52%	57%	51%	36%	55%	58%
Fall 2010	82%	39%	66%	44%	62%	51%	22%	51%	47%	62%	50%	35%	54%	58%
Fall 2012	85%	43%	66%	47%	68%	50%	39%	52%	49%	58%	53%	31%	53%	61%
Fall 2014	86%	44%	65%	54%	70%	50%	36%	55%	56%	56%	55%	32%	58%	63%
Fall 2016	87%	46%	62%	54%	68%	49%	38%	59%	53%	51%	48%	30%	58%	62%

Six-Year Graduation Rate
Gender Gap

Fall 2008	-3%	-3%	-5%	-6%	-4%	-7%	-2%	-10%	-4%	-6%	-5%	-13%	-6%	-5%
Fall 2010	-5%	-2%	-3%	-7%	-10%	-3%	-4%	-9%	-11%	-3%	-9%	-14%	-7%	-6%
Fall 2012	-4%	-2%	-1%	-8%	-4%	-6%	2%	-5%	-12%	-7%	-10%	-10%	-9%	-5%
Fall 2014	-5%	-3%	1%	-4%	-2%	-9%	-5%	-3%	-3%	-6%	-11%	-19%	-9%	-4%
Fall 2016	-4%	-3%	-5%	1%	-3%	-14%	-4%	-6%	-10%	-9%	-9%	-19%	-8%	-6%

All rates pertain to first-time full-time students starting at a 4-year location.

Source: UWSA Office Policy Analysis & Research

Participation Rates - By Race/Ethnicity

UW System New Freshman Participation Rates by Race/Ethnicity
% of Wisconsin Public High School Graduates Immediately Enrolling in the UW System

	African American	American Indian	Asian	Hispanic/Latino	White	Overall*
Fall 2013	11.0%	9.7%	36.8%	21.8%	34.1%	32.1%
Fall 2015	10.9%	10.6%	34.9%	22.5%	33.7%	31.7%
Fall 2017	10.7%	10.8%	34.1%	22.7%	32.8%	31.8%
Fall 2019	9.1%	9.4%	34.4%	19.0%	30.2%	28.6%
Fall 2021	9.1%	11.2%	33.4%	18.5%	27.6%	27.1%

*Overall rate includes both Wisconsin public and private school graduates

Source: UWSA Office Policy Analysis & Research CDR and Department of Public Instruction High School Completers Data

Participation Rates - Institutional Share

UW System Resident New Freshman Enrolling Immediately after Graduation

	Fall 2013	Fall 2015	Fall 2017	Fall 2019	Fall 2021	Δ 2013-2021
UW-Madison	3,814	3,573	3,705	3,749	3,793	-21
UW-Milwaukee	2,650	2,649	2,555	2,500	2,301	-349
UW-Eau Claire	1,360	1,473	1,534	1,427	1,244	-116
UW-Green Bay	726	693	838	868	749	23
UW-La Crosse	1,601	1,693	1,732	1,775	1,765	164
UW-Oshkosh	1,569	1,360	1,314	1,408	1,203	-366
UW-Parkside	573	455	539	506	367	-206
UW-Platteville	1,186	1,169	1,050	954	847	-339
UW-River Falls	469	499	606	554	447	-22
UW-Stevens Point	1,359	1,459	1,239	1,041	1,292	-67
UW-Stout	948	882	888	892	697	-251
UW-Superior	134	112	144	149	130	-4
UW-Whitewater	1,667	1,730	1,602	1,444	1,464	-203
Former UW Colleges	3,300	3,020	2,627	1,850	1,326	-1,974
UW System	21,356	20,767	20,373	19,117	17,625	-3,731
WI HS Grads	66,466	65,544	64,133	66,814	65,037	-1,429

UW System Resident New Freshman Enrolling Immediately after Graduation
As a Percent of Total Wisconsin HS Graduates

	Fall 2013	Fall 2015	Fall 2017	Fall 2019	Fall 2021	Δ 2013-2021
UW-Madison	5.7%	5.5%	5.8%	5.6%	5.8%	0.1%
UW-Milwaukee	4.0%	4.0%	4.0%	3.7%	3.5%	-0.4%
UW-Eau Claire	2.0%	2.2%	2.4%	2.1%	1.9%	-0.1%
UW-Green Bay	1.1%	1.1%	1.3%	1.3%	1.2%	0.1%
UW-La Crosse	2.4%	2.6%	2.7%	2.7%	2.7%	0.3%
UW-Oshkosh	2.4%	2.1%	2.0%	2.1%	1.8%	-0.5%
UW-Parkside	0.9%	0.7%	0.8%	0.8%	0.6%	-0.3%
UW-Platteville	1.8%	1.8%	1.6%	1.4%	1.3%	-0.5%
UW-River Falls	0.7%	0.8%	0.9%	0.8%	0.7%	0.0%
UW-Stevens Point	2.0%	2.2%	1.9%	1.6%	2.0%	-0.1%
UW-Stout	1.4%	1.3%	1.4%	1.3%	1.1%	-0.4%
UW-Superior	0.2%	0.2%	0.2%	0.2%	0.2%	0.0%
UW-Whitewater	2.5%	2.6%	2.5%	2.2%	2.3%	-0.3%
Former UW Colleges	5.0%	4.6%	4.1%	2.8%	2.0%	-2.9%
UW System	32.1%	31.7%	31.8%	28.6%	27.1%	-5.0%

UWSA, Office of Policy Analysis & Research

Participation Rates - White Resident Students

UW System White Resident New Freshman Enrolling Immediately after Graduation

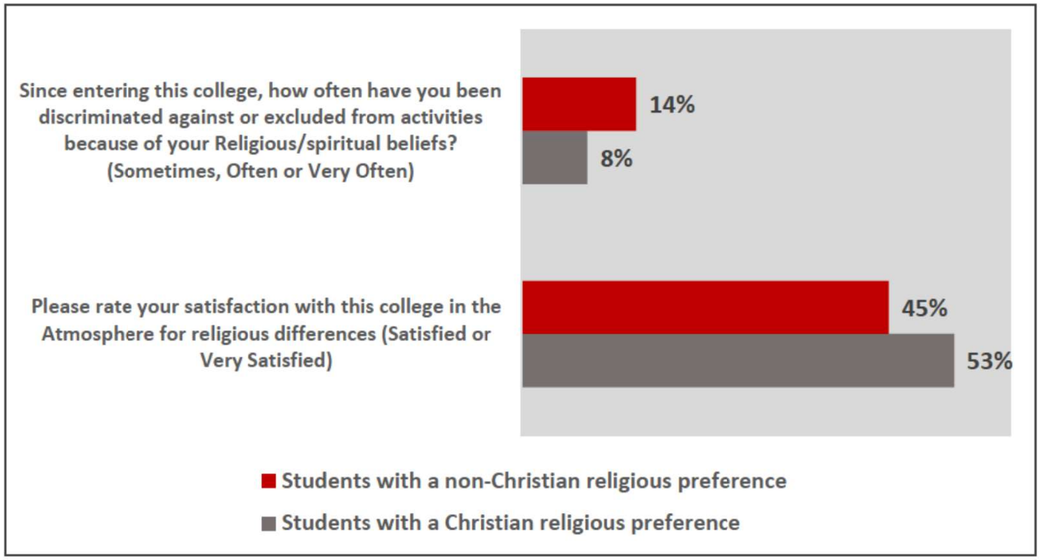
	Fall 2013	Fall 2015	Fall 2017	Fall 2019	Fall 2021	Δ 2013-2021
UW-Madison	2,852	2,692	2,645	2,629	2,396	-456
UW-Milwaukee	1,634	1,660	1,553	1,560	1,272	-362
UW-Eau Claire	1,171	1,266	1,290	1,189	1,055	-116
UW-Green Bay	601	552	649	633	550	-51
UW-La Crosse	1,362	1,428	1,095	1,119	1,091	-271
UW-Oshkosh	1,287	1,077	1,030	1,097	910	-377
UW-Parkside	366	277	294	269	192	-174
UW-Platteville	1,007	997	906	751	669	-338
UW-River Falls	371	392	462	447	324	-47
UW-Stevens Point	1,119	1,149	1,023	869	1,050	-69
UW-Stout	818	744	739	735	553	-265
UW-Superior	90	68	92	85	76	-14
UW-Whitewater	1,259	1,165	1,185	1,063	1,142	-117
Former UW Colleges	2,565	2,275	1,895	1,297	921	-1,644
UW System	16,502	15,742	14,858	13,743	12,201	-4,301
White WI HS Grads	48,425	46,734	45,341	45,497	44,221	-4,204

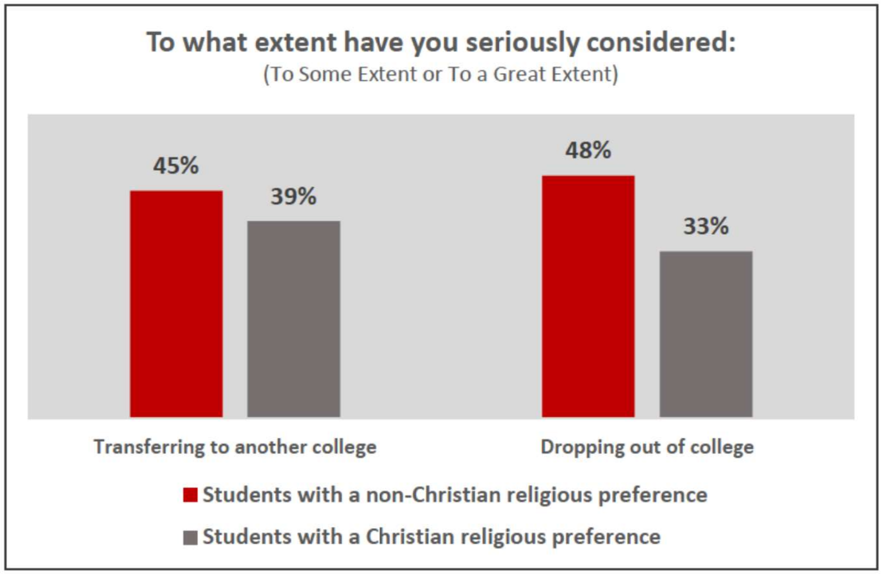
UW System White Resident New Freshman Enrolling Immediately after Graduation
As a Percent of Total Wisconsin HS Graduates

	Fall 2013	Fall 2015	Fall 2017	Fall 2019	Fall 2021	Δ 2013-2021
UW-Madison	5.9%	5.8%	5.8%	5.8%	5.4%	-0.5%
UW-Milwaukee	3.4%	3.6%	3.4%	3.4%	2.9%	-0.5%
UW-Eau Claire	2.4%	2.7%	2.8%	2.6%	2.4%	0.0%
UW-Green Bay	1.2%	1.2%	1.4%	1.4%	1.2%	0.0%
UW-La Crosse	2.8%	3.1%	2.4%	2.5%	2.5%	-0.3%
UW-Oshkosh	2.7%	2.3%	2.3%	2.4%	2.1%	-0.6%
UW-Parkside	0.8%	0.6%	0.6%	0.6%	0.4%	-0.3%
UW-Platteville	2.1%	2.1%	2.0%	1.7%	1.5%	-0.6%
UW-River Falls	0.8%	0.8%	1.0%	1.0%	0.7%	0.0%
UW-Stevens Point	2.3%	2.5%	2.3%	1.9%	2.4%	0.1%
UW-Stout	1.7%	1.6%	1.6%	1.6%	1.3%	-0.4%
UW-Superior	0.2%	0.1%	0.2%	0.2%	0.2%	0.0%
UW-Whitewater	2.6%	2.5%	2.6%	2.3%	2.6%	0.0%
Former UW Colleges	5.3%	4.9%	4.2%	2.9%	2.1%	-3.2%
UW System	34.1%	33.7%	32.8%	30.2%	27.6%	-6.5%

UWSA, Office of Policy Analysis & Research

Campus experiences of Students with a non-Christian religious preference



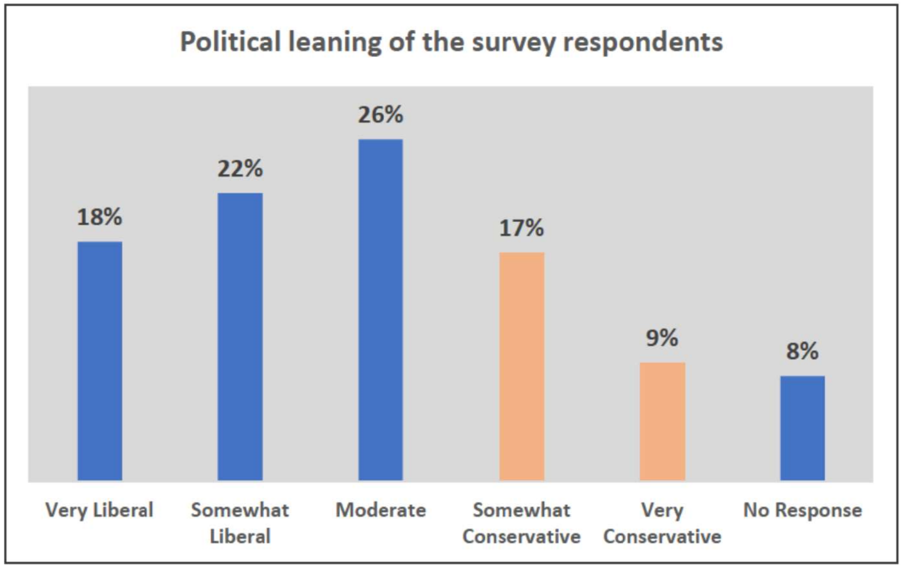


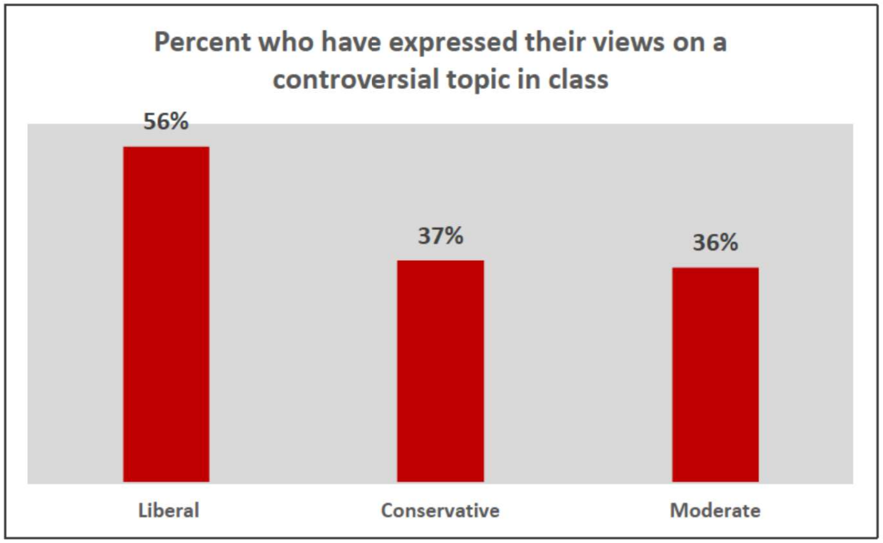
Students with a non-Christian religious preference reported lower satisfaction with their campus experiences compared to students with a Christian religious preference.

The students with a non-Christian religious preference may face specific challenges or concerns that have led them to consider transferring or dropping out of college more often than students with a Christian religious preference.

Source: Diverse Learning Environments Survey, Spring 2020

Engagement of conservative students in controversial topics


Political leaning of the survey respondents


Percent who have expressed their views on a controversial topic in class

Students reporting moderate political leanings are the single largest group on campus (26%).

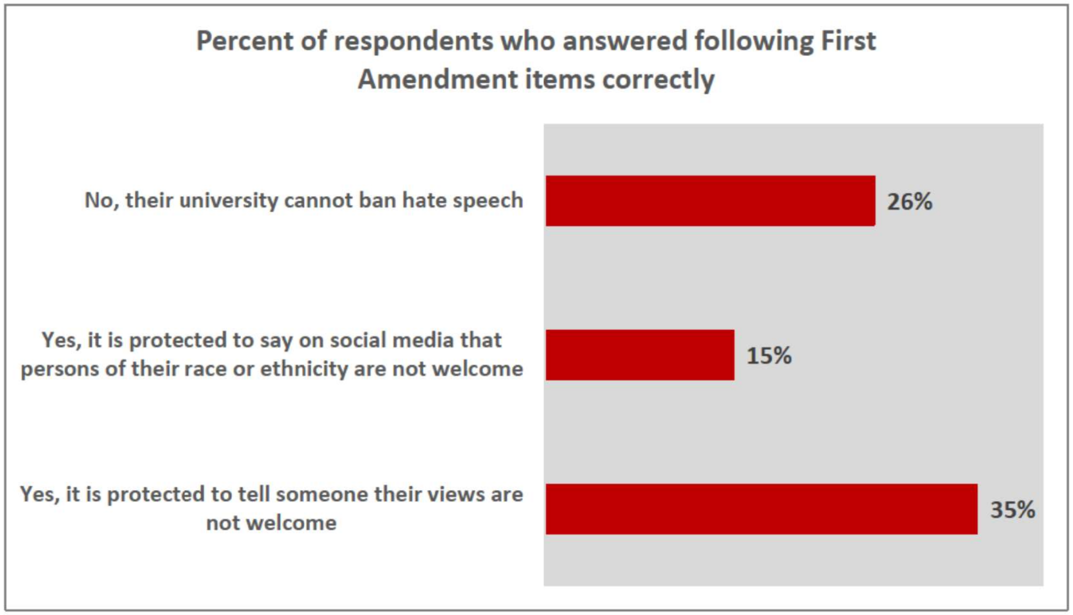
Students reporting liberal political leanings report the highest level of engagement in expressing their views on these controversial issues in the classroom (56%).

Source: UW System Student Views on Freedom of Speech Summary of Survey Responses February 1, 2023

Students’ understanding of First Amendment Rights

- 32% of respondents reported that they have been taught something about the First Amendment in their classes,
- The specific responses to the First Amendment items are instructive of potential gaps in students’ understanding of the issues.

Percent who report they have been taught something about the First Amendment in their classes (1 = Not at all, to 5 = A great deal)
32%



Percent of respondents who answered following First Amendment items correctly

Source: UW System Student Views on Freedom of Speech Summary of Survey Responses February 1, 2023

Discussion Questions

- Given political landscape and legislative decisions, do we need to refer to EDI as something else (e.g., “inclusive excellence)?
    - Should we change the titles of our diversity personnel?
    - Should we have greater clarity on the EDI numbers provided to the legislature?
    - Should we reorganize and place EDI staff into student success areas?
    - At what stage do we compromise our principles relative to reevaluating EDI?

- On a system-wide basis, we have not had much success in increasing the percentage of URM students or closing the retention and graduation gaps for URM students. In that context, should we be reevaluating what has and has not worked?
    - What are we doing well? Where are the voids? Are there benchmarks to determine whether efforts are effective? Are efforts aligned with strategic aims?
    - In what ways are the critics of EDI correct?

- How do we approach EDI goals in light of Harvard/UNC?

- Do the chancellors need to be aligned on the approach moving forward?

    - Are there a set of principles we can agree on relative to EDI?
    - How do we articulate those principles?

- What role can/should UWSA play in all of this given that most of the work/staffing is at the university level?

What if We’re the Bad Guys Here?

Aug. 2, 2023

By David Brooks, New York Times

Opinion Columnist

Donald Trump seems to get indicted on a weekly basis. Yet he is utterly dominating his Republican rivals in the polls, and he is tied with Joe Biden in the general election surveys. Trump’s poll numbers are stronger against Biden now than at any time in 2020.

What’s going on here? Why is this guy still politically viable, after all he’s done?

We anti-Trumpers often tell a story to explain that. It was encapsulated in a quote the University of North Carolina political scientist Marc Hetherington gave to my colleague Thomas B. Edsall recently: “Republicans see a world changing around them uncomfortably fast, and they want it to slow down, maybe even take a step backward. But if you are a person of color, a woman who values gender equality or an L.G.B.T. person, would you want to go back to 1963? I doubt it.”

In this story, we anti-Trumpers are the good guys, the forces of progress and enlightenment. The Trumpers are reactionary bigots and authoritarians. Many Republicans support Trump no matter what, according to this story, because at the end of the day, he’s still the bigot in chief, the embodiment of their resentments and that’s what matters to them most.

I partly agree with this story, but it’s also a monument to elite self-satisfaction.

So let me try another story on you. I ask you to try on a vantage point in which we anti-Trumpers are not the eternal good guys. In fact, we’re the bad guys.

This story begins in the 1960s, when high school grads had to go off to fight in Vietnam but the children of the educated class got college deferments. It continues in the 1970s, when the authorities imposed busing on working-class areas in Boston but not on the upscale communities like Wellesley where they themselves lived.

The ideal that we’re all in this together was replaced with the reality that the educated class lives in a world up here and everybody else is forced into a world down there. Members of our class are always publicly speaking out for the marginalized, but somehow we always end up building systems that serve ourselves.

The most important of those systems is the modern meritocracy. We built an entire social order that sorts and excludes people on the basis of the quality that we possess most: academic achievement. Highly educated parents go to elite schools, marry each other, work at high-paying professional jobs and pour enormous resources into our children, who get into the same elite schools, marry each other and pass their exclusive class privileges down from generation to generation.

Daniel Markovits summarized years of research in his book “The Meritocracy Trap”: “Today, middle-class children lose out to the rich children at school, and middle-class adults lose out to elite graduates at work. Meritocracy blocks the middle class from opportunity. Then it blames those who lose a competition for income and status that, even when everyone plays by the rules, only the rich can win.”

The meritocracy isn’t only a system of exclusion; it’s an ethos. During his presidency, Barack Obama used the word “smart” in the context of his policies over 900 times. The implication was that anybody who disagreed with his policies (and perhaps didn’t go to Harvard Law) must be stupid.

Over the last decades, we’ve taken over whole professions and locked everybody else out. When I began my journalism career in Chicago in the 1980s, there were still some old crusty working-class guys around the newsroom. Now we’re not only a college-dominated profession; we’re an elite-college-dominated profession. Only 0.8 percent of college students graduate from the super-elite 12 schools (the Ivy League colleges, plus Stanford, M.I.T., Duke and the University of Chicago). A 2018 study found that more than 50 percent of the staff writers at the beloved New York Times and The Wall Street Journal attended one of the 29 most elite universities in the nation.

Writing in Compact magazine, Michael Lind observes that the upper-middle-class job market looks like a candelabrum: “Those who manage to squeeze through the stem of a few prestigious colleges and universities in their youth can then branch out to fill leadership positions in almost every vocation.”

Or, as Markovits puts it, “elite graduates monopolize the best jobs and at the same time invent new technologies that privilege superskilled workers, making the best jobs better and all other jobs worse.”

Members of our class also segregate ourselves into a few booming metro areas: San Francisco, D.C., Austin and so on. In 2020, Biden won only 500 or so counties, but together they are responsible for 71 percent of the American economy. Trump won over 2,500 counties, responsible for only 29 percent. Once we find our cliques, we don’t get out much. In the book “Social Class in the 21st Century,” the sociologist Mike Savage and his co-researchers found that the members of the highly educated class tend to be the most insular, measured by how often we have contact with those who have jobs unlike our own.

Armed with all kinds of economic, cultural and political power, we support policies that help ourselves. Free trade makes the products we buy cheaper, and our jobs are unlikely to be moved to China. Open immigration makes our service staff cheaper, but new, less-educated immigrants aren’t likely to put downward pressure on our wages.

Like all elites, we use language and mores as tools to recognize one another and exclude others. Using words like “problematic,” “cisgender,” “Latinx” and “intersectional” is a sure sign that you’ve got cultural capital coming out of your ears. Meanwhile, members of the less-educated classes have to walk on eggshells because they never know when we’ve changed the usage rules so that something that was sayable five years ago now gets you fired.

We also change the moral norms in ways that suit ourselves, never mind the cost to others. For example, there used to be a norm that discouraged people from having children outside marriage, but that got washed away during our period of cultural dominance, as we eroded norms that seemed judgmental or that might inhibit individual freedom.

After this social norm was eroded, a funny thing happened. Members of our class still overwhelmingly married and had children within wedlock. People without our resources, unsupported by social norms, were less able to do that. As Adrian Wooldridge points out in his magisterial 2021 book, “The Aristocracy of Talent,” “Sixty percent of births to women with only a high school certificate occur out of wedlock, compared with only 10 percent to women with a university degree.” That matters, he continues, because “the rate of single parenting is the most significant predictor of social immobility in the country.”

Does this mean that I think the people in my class are vicious and evil? No. Most of us are earnest, kind and public-spirited. But we take for granted and benefit from systems that have become oppressive. Elite institutions have become so politically progressive in part because the people in them want to feel good about themselves as they take part in systems that exclude and reject.

It’s easy to understand why people in less-educated classes would conclude that they are under economic, political, cultural and moral assault — and why they’ve rallied around Trump as their best warrior against the educated class. He understood that it’s not the entrepreneurs who seem most threatening to workers; it’s the professional class. Trump understood that there was great demand for a leader who would stick his thumb in our eyes on a daily basis and reject the whole epistemic regime that we rode in on.

If distrustful populism is your basic worldview, the Trump indictments seem like just another skirmish in the class war between the professionals and the workers, another assault by a bunch of coastal lawyers who want to take down the man who most aggressively stands up to them. Of course, the indictments don’t cause Trump supporters to abandon him. They cause them to become more fiercely loyal. That’s the polling story of the last six months.

Are Trump supporters right that the indictments are just a political witch hunt? Of course not. As a card-carrying member of my class, I still basically trust the legal system and the neutral arbiters of justice. Trump is a monster in the way we’ve all been saying for years and deserves to go to prison.

But there’s a larger context here. As the sociologist E. Digby Baltzell wrote decades ago, “History is a graveyard of classes which have preferred caste privileges to leadership.” That is the destiny our class is now flirting with. We can condemn the Trumpian populists until the cows come home, but the real question is: When will we stop behaving in ways that make Trumpism inevitable?