

University of Wisconsin-Madison  
Secretary of the Faculty  
133 Bascom Hall

**FACULTY SENATE MEETING AGENDA  
MATERIALS  
for  
7 May 2018**

*The University Committee encourages senators to discuss  
the agenda with their departmental faculty prior to meeting.*



**WISCONSIN**  
UNIVERSITY OF WISCONSIN-MADISON

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**FACULTY SENATE MEETING**  
**Monday, May 7 2018 - 3:30 p.m.**  
**272 Bascom Hall**

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**AG E N D A**

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1. Memorial Resolutions for:
  - Professor Emeritus Roswell Boutwell (Fac doc 2743)
  - Professor Emerita Joan Hazel Carter (Fac doc 2744)
  - Professor Emeritus Matthew Davis (Fac doc 2745)
  - Professor Emeritus Frank Groves (Fac doc 2746)
  - Professor Patricia Keely (Fac doc 2747)
  - Professor Emeritus Daniel Kunene (Fac doc 2748)
  - Professor Emeritus Alexander Skinner (Fac doc 2749)
2. Announcements/Information Items.
3. Question Period.
4. Minutes of April 2. (*consent*)
5. Committee on Undergraduate Recruitment, Admissions and Financial Aid (CURAFA) Annual Report for 2014-2017, and CURAFA Statement on Bucky's Tuition Promise. (Fac doc 2750)
6. Recreational Sports Board Annual Reports for 2015-2016 and 2016-2017. (Fac doc 2751)
7. Gay, Lesbian, Bisexual, Transgender, and Queer (GLBTQ) People in the University Annual Report, 2015-2017. (Fac doc 2752)
8. Committee on Women in the University Annual Report, 2016-2017. (Fac doc 2753)
9. Proposal to Restructure the UW-Madison Linguistics Department into the Language Sciences Program. (Fac doc 2754)
10. Tenure at University of Wisconsin-Madison and University of Wisconsin Extension: Concepts and Pathways for Integration: Report of the Tenure Working Group of Madison-Extension Governance Integration Committee. (Fac doc 2755)
11. Proposal to Clarify *Faculty Policies and Procedures* 3.05.H. Regarding the Policy on Academic Staff as Advisors (Fac doc 2700) (*vote*)
12. Proposal to Create the Immigration and International Issues Committee in *Faculty Policies and Procedures*, Incorporating the Advisory Council on Immigration and International Student Issues. (Fac doc 2732) (*vote*)
13. Proposed changes to *Faculty Policies and Procedures* Chapter 7 Based on the Report from the Ad Hoc Committee on 7th-year Reviews. (Fac doc 2741) (*vote*)
14. Resolution on Payment of Mandatory Fees by Graduate Assistants. (Fac doc 2756) (*vote*)

## **Memorial Resolution of the Faculty of the University of Wisconsin-Madison On the Death of Professor Emeritus Roswell K. Boutwell**

Dr. Roswell “Roz” Knight Boutwell, Professor Emeritus of Oncology, passed away peacefully on Friday, August 25, 2017, just three months shy of his 100th birthday. For over 70 years Roz was an enthusiastic and loyal supporter of cancer research, the McArdle Laboratory for Cancer Research, and the University of Wisconsin. Along with his early faculty colleagues—Harold P. Rusch, Van R. Potter, James and Betty Miller, Gerald C. Mueller, and Charles Heidelberger—Roz helped to establish the international reputation of the McArdle Laboratory and to build the strong foundation of basic cancer research on the University of Wisconsin-Madison campus.

Roz was born on Nov. 24, 1917, in Madison, the son of Professor Paul and Clara (Brinkoff) Boutwell. They instilled in Roz the value of education and hard work, the importance of family, and a love for the outdoors. Roz received a B.S. (1939) in Chemistry at Beloit College, his M.S. (1941) in Biochemistry from the University of Wisconsin-Madison, and Ph.D. in Biochemistry from the University of Wisconsin-Madison in 1944. In his early work as a graduate student, Roz worked with Conrad Elvehjem and E.B. Hart on studies on the nutritive value of fats and oils.

In July 1943 Roz’ life was forever changed when he met Luella Mae (Lou) Fairchild, a dietician working at Wisconsin General Hospital (UW Hospital). Their first date was a canoe trip across University Bay to Picnic Point. Although the courtship was short (they married on Sept. 25, 1943), the relationship was long. Roz remained devoted to Lou throughout their 72 years of marriage until her death in 2015.

After graduation Dr. Boutwell accepted a position as an instructor in Oncology (1945) at the McArdle Memorial Laboratory, and he soon became interested in chronic caloric restriction and the stimulating effect of dietary fat on carcinogenesis. He illuminated the role of high-fat diets in the development of cancer, especially breast cancer, and was one of the first to propose that vitamin A plays a role in preventing cancer. Clinical trials have since demonstrated that high doses of a vitamin A derivative, Accutane, prevent lung, throat, and mouth cancer.

In 1949 Dr. Boutwell joined the faculty at the McArdle Laboratory for Cancer Research as an Assistant Professor. Roz and his faculty colleagues soon earned an international reputation for their groundbreaking studies on chemical carcinogenesis.

Dr. Boutwell was an outstanding mentor, teacher, researcher, and colleague. He was the first to define the initiation, promotion and progression steps in carcinogenesis. His pioneering research focused on defining the mechanisms of carcinogenesis as a step toward the rational design of agents for cancer prevention and treatment. Dr. Boutwell was the first to identify ornithine decarboxylase and prostaglandins as potential molecular cancer targets. These findings led to the synthesis of their inhibitors (DFMO, Sulindac) which have shown efficacy in prevention of colorectal cancer. Dr. Boutwell was the first to coin the term ‘combination chemoprevention’. Dr. Boutwell published over 180 scientific papers detailing his research. Dr. Boutwell’s fundamental contributions on the biology of skin carcinogenesis have provided the paradigm that drives much of modern cancer research in this area. Dr. Boutwell may be considered the modern-day father of multistage carcinogenesis research, since many other key investigators in the field were students under his direction. He was a beloved mentor and kind friend to numerous graduate students and postdoctoral trainees, with many attending a 2008 Symposium honoring Dr. Boutwell and his work.

Dr. Boutwell also had a significant impact on cancer policy in this country, participating on numerous study sections, advisory committees, and editorial and review boards throughout his career. He served as Associate Editor of the journals *Cancer Research* (1973 to 1981) and *Nutrition and Cancer*, as a member of the Board of Directors for the American Association for Cancer Research from 1979 to 1982, and the Scientific Advisory Board for the Coordinating Council for Cancer Research from 1989 to 1992, and as a

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Scientific Advisory Board for the Coordinating Council for Cancer Research from 1989 to 1992, and as a consultant to the Food and Drug Administration and Environmental Protection Agency. He was appointed by President Ronald Reagan to the National Cancer Advisory Board from 1984-1990. In addition, he served on countless departmental, Medical School, and University committees. He was instrumental in the planning of the second McArdle Laboratory building, which opened in 1964, insuring that it provided an outstanding environment for collaboration and state-of-the-art research. Professor Boutwell received numerous honors for his work, including the prestigious G.H.A. Clowes Lecturer Award from the American Association for Cancer Research, the Founder's Award for the Chemical Industry Institute for Toxicology, the Kenneth P. DuBois Award from the Society of Toxicology, and the Medal of Honor from the American Cancer Society. Toward the end of his professional research career, Dr. Boutwell went to Hiroshima, Japan to become the Chief of Research at the Radiation Effects Research Foundation from 1984-1986. He found the thought of retirement from research difficult and thought that this move would ease his transition. Dr. Boutwell became Professor Emeritus of Oncology at the McArdle Laboratory for Cancer Research in 1988 but continued to be a valued colleague for many years.

Roz and his wife Lou acquired their first home on Lake Monona in 1954 and later lived in Shorewood Hills. Roz was on the Monona Grove School Board while the Monona Grove high school was designed and built. At home, Roz was often found absorbed in reading his favorite newspapers, magazines, and journals while listening to the radio. He greatly enjoyed watching Badger football and basketball games. In 1959 he acquired "the farm" where he enjoyed being outdoors working hard on his sod farm business with his family and neighbors. Lou and Roz traveled extensively and made friends everywhere.

Roz is survived by three sons, Paul (Berdell Nielsen) of Mazomanie, WI, Philip of Janesville, WI, and David of Madison, WI; two granddaughters, Anna Haskell (Jon Haskell) and Sarah Boutwell (Luke Schraufnagel); and three great-grandchildren.

At the age of 99, Roz was thankful for his long and accomplished life and career and grateful for the time he had with Lou, his sons and their families, and the many friends he made along the way. Roz' booming voice in the hallways of McArdle, recognizable by generations of McArdlites, will be forever missed.

Memorial Resolution Committee  
Norman R. Drinkwater  
Paul F. Lambert  
Bette Sheehan  
Ajit K. Verma

## Memorial Resolution of the Faculty of the University of Wisconsin-Madison On the Death of Professor Emerita Joan Hazel Carter

JOAN HAZEL CARTER, Professor Emerita of African Languages and Literature, died peacefully surrounded by family on August 3, 2016, in Bradenton, Florida, at the age of 88. Hazel, as she preferred to be called, was born on February 22, 1928, to Charles and Constance Wilkinson in Cambridge, England. At the conclusion of her secondary education in 1947 she received a scholarship to study French in Paris for a period of several months. Subsequently, fortunate to receive a highly prestigious “State Scholarship,” she was able to pursue a degree in English from 1947-1950 at St. Hugh’s College at Oxford University.

Hazel’s parents had instilled within her a love for the poetry and cultural traditions of England and Scotland. From an early age she memorized hundreds of verses, holding them in her memory throughout her adult life and right up until her passing. One week after the beginning of the Blitz bombings of London in September 1940 which continued through May 1941, Hazel’s parents sent Hazel and her brother Nigel to stay with relatives where they would be out of harm’s way. It was there that Hazel won a prize for her mastery of the poetry of Robert Burns, an academic achievement of which she was proud for the remainder of her life and which further motivated her to pursue an academic career despite the many obstacles facing women in academia at that time.

Hazel’s study of French, as well as her experience living in Scotland and being exposed to another variety of English, sparked within her an interest in spoken language, and most particularly the “sounds” of human language. Soon after earning her degree in English, she learned of full scholarships to study an African language in a MA degree program being offered by School of Oriental and African Studies (SOAS) at the University of London. She promptly applied and was one of four to be named a Scarborough Postgraduate scholar at SOAS. She spent two years in London studying Shona under the expert guidance of her tutor Herbert Chitepo, who subsequently became the first African in Southern Rhodesia (now Zimbabwe) to be named a barrister and who, from outside the country, later came to play an important role in the African liberation struggle prior to his assassination. In 1952, through the funding provided by her scholarship, Hazel left for Southern Rhodesia to conduct her fieldwork on the Shona language for a little over one year. She completed her MA thesis in 1954, at which time she was appointed a Lecturer in Bantu Languages. From 1957 through 1960 Hazel left SOAS to relocate to Northern Rhodesia (now Zambia), where she came to conduct research on Tonga at the request of the (British) Social Science Research Council and came to pass the Lower and Higher Levels of Civil Service Exams in both Tonga and Nyanja, which led to her appointment as the Local Examiner for the Civil Service in both languages. She rejoined SOAS as a lecturer upon her return to England in 1960 and taught courses in Shona and Tonga through materials she prepared. In the 1960s she began research into Kongo, and in 1971 she earned her PhD from SOAS upon completing her dissertation entitled, *Syntactic Tone Phrases in Kongo*, under the direction of the famed Bantu scholar Malcolm Guthrie. In this path-breaking study Hazel conclusively demonstrated that the tonal system in the Angolan dialect of Kongo was syntactic in nature. In the same year Hazel was promoted to the position of “Reader,” a faculty rank in the British system roughly equivalent to the rank of “full professor” in American universities. In this position in 1972 Hazel came to head the Bantu languages section, and upon her retirement from SOAS in 1983 she obtained emerita status.

In recognition of her contributions to Bantu studies and African linguistics, the Department of African Languages & Literature here at UW-Madison appointed her a visiting professor during the 1980-1981 academic year. Finding the intellectual life at UW-Madison much to her liking, Hazel chose to retire from SOAS at an early age and relocate permanently to Madison. After three short-term appointments, she was appointed a full professor with tenure in our department in 1986 and for three years (1991-1994) served as department chair. Shortly after her retirement from UW-Madison in June 1995, she was appointed

Professor Emerita. She made a great intellectual contribution to the life of our department for which she will always be fondly remembered.

Hazel's research and publications primarily focused on the phonology, tonology, and syntax of Central African languages. In 1958 she published a translation of her former tutor's famous epic poem, that is Herbert Chitepo's "A Tale Without a Head," which in its original Shona version inspired those fighting for African self-rule. In view of the need for pedagogical materials for the teaching of Shona and Kongo in particular, she published course books and readers in a pioneering effort in this area. Owing to her reputation as a leading scholar of Shona, for a number of years she held the position of examiner for Shona for the International Baccalaureate. Several years prior to coming to UW-Madison she became interested in the traces of African languages in the Americas and in fact spent several months in Jamaica doing research in this area in 1985. Related to this interest, she developed a new course at UW-Madison entitled, "African Languages in the New World." Over her illustrious career she published no fewer than eleven books and 31 articles in either academic journals or edited volumes, nine of which focus on the relations of African languages to the Americas.

Hazel took a great interest in the intellectual development of her students and was known to be a caring mentor for those graduate students who studied under her. Though Hazel's professional career revolved around theoretical linguistics, her love for English and Anglo-Saxon literature was a part of her persona all throughout her life. Her breadth of knowledge of English vocabulary was phenomenal, and it would have been hard to find anyone who could beat her at Boggle, her favorite word game. As another hobby, Hazel took great interest in spinning wool, lacemaking, and several needle-crafts. She was a member of the British Lace Guild and later of the Madison Knitters' Guild. She published a book on lace entitled, *Shetland Lace Knitting from Charts*, and the skill she exhibited in designing intricate lace patterns won several awards at fairs in Wisconsin. In demand as an expert, she taught classes and workshops in spinning, knitting, and lace-making throughout the Midwest. True to her Scottish heritage and her love for Robert Burns, she joined the St. Andrew's Society of Madison and served a term as its president. Each January during her years at Madison, she would often invite friends to her home to celebrate the birthday of Burns with poetry recitations, treating her guests with a sumptuous meal replete with the traditional Scottish "haggis."

A Mass of Christian Burial was held on August 22, 2016, at Holy Redeemer Catholic Church in Madison, immediately followed by a committal service at Roselawn Memorial Park in Monona. Her brother Nigel Wilkinson preceded her in death. Hazel is survived by her younger brother, Colin Wilkinson, her son Guy Carter, and her daughter Hilary Walker as well as her grandson Ross Walker.

Memorial Resolution Committee  
Dustin Cowell  
Magdalena Hauner  
Patrick R. Bennett

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## **Memorial Resolution of the Faculty of the University of Wisconsin-Madison On the Death of Professor Emeritus Matthew Dinsdale Davis**

The world has lost one of the pillars of modern vision research and ophthalmic clinical care, Dr. Matthew Dinsdale (Dinny) Davis passed away Monday, March 5, 2018, surrounded by loved ones. He leaves a legacy of accomplishment as a clinician, educator, leader and tireless researcher at the University of Wisconsin School of Medicine and Public Health (UWSMPH) for more than sixty years. He is recognized worldwide for his work as a pioneering retina specialist who helped establish standards for analyzing diabetic retinopathy and other eye diseases.

Dr. Davis was born in Madison in 1926. He earned his bachelor's degree in 1947 and completed an ophthalmology residency in 1955 at UW-Madison. After two years in the U.S. Naval Reserve, he received more training at Massachusetts Eye and Ear Infirmary. His father—Frederick A. Davis, MD—and Peter Duehr, MD, were partners in a Madison-based practice and consecutive leaders of the Eye, Ear, Nose and Throat Division of the UWSMPH Department of Surgery. Matthew Davis joined their practice and the UWSMPH faculty, where he rose to the rank of professor and head of the division. He helped elevate the division into the Department of Ophthalmology and Visual Sciences and served as its first chair from 1970 to 1986.

Dr. Davis gave up his private practice to have time to oversee the expansion of the department's ophthalmology residency teaching program, and the recruitment of several clinical and basic science faculty members. In 1971, the newly established National Eye Institute of the National Institutes of Health asked Davis to serve as study chair for the groundbreaking Diabetic Retinopathy Study (DRS). Results of the seminal DRS study established scatter laser photocoagulation as the standard therapy for proliferative diabetic retinopathy, eventually substantially reducing the risk of severe vision loss. At that time, approximately half of all patients diagnosed with diabetic retinopathy became legally blind within five years. Over the next decade, that figure dropped to five percent, and the DRS was a critical component of that success. The seminal DRS randomized controlled clinical study established the template for future eye trials.

Dr. Davis formed the Fundus Photograph Reading Center (FPRC) for ophthalmology clinical trials - the first centralized, independent research center for randomized clinical trials of retinal diseases. With his collaborators, he established the Early Treatment Diabetic Retinopathy Study Classification of diabetic retinopathy severity, a gold standard that continues decades later in trials of diabetic retinopathy. He also collaborated in the development of the Age-Related Eye Disease Study Classifications of age-related macular degeneration and cataract-related lens opacities, still considered the gold standard.

He was named the 2016 Laureate by the American Academy of Ophthalmology for his pioneering contributions to the field. He authored or coauthored more than 270 papers and book chapters, and served as a mentor for countless faculty, staff and trainees.

In addition to his illustrious professional career, Dinny spent considerable time donating to a diverse number of progressive organizations and political candidates, as well as to the University of Wisconsin. Travel with family, both in the context of professional meetings and for personal enjoyment, added richness to his life.

He is survived by wife Nancy, daughter Ann (Santiago), son Peter (Teresa), daughter Amelia (Galo), daughter Lisa (Greg) and grandchildren Allison (Paul) and Joshua. Other surviving family include Nancy's children: Kristen (Jim), Rik (Susan), Peter (Constance), and Christopher (Ulli); and grandchildren Kimberly (Tyler); Michael; Kelen; Forrest; Will; Ursula; Virgil; River; and great grandchild Victoria. He is also survived by many nephews and nieces.

Dinny was preceded in death by son Matthew, first wife Barbara, sisters Dixie Curkeet and Allie Heaney, and brother Jeff Davis.

## **Memorial Resolution of the Faculty of the University of Wisconsin-Madison On the Death of Professor Emeritus Francis W. “Frank” Groves**

Francis W. “Frank” Groves, professor emeritus of the Department of Agricultural and Applied Economics, died peacefully on Friday, August 4, 2017, at Fern Glen Farm Lodi, Wisconsin, which has been the Groves family home since the 1860’s. Professor Groves was nationally and internationally recognized for his work in cooperatives, dairy marketing and dairy policy.

Professor Groves was born June 16, 1925 in Madison, Wisconsin. He had a hard-working but joyful childhood on the farm in Lodi. He graduated from Lodi High School in 1943. He joined the U.S. Army in 1946 and served in Occupied Japan. Upon his discharge in 1947, he enrolled as an undergraduate at the University of Wisconsin-Madison. He earned a B.S. degree in Dairy Industry in 1951. While attending the University he met the love of his life, Shirley Jeffery. At that time he was president of a fraternity and Shirley was president of a sorority. They were married on August 16, 1952. They raised three children, William “Bill”, Richard “Dick”, and Ann.

After receiving his B.S. degree Professor Groves spent several years working in the dairy industry as a salesman for a dairy company, a milk products inspector for USDA, a superintendent for milk bottling plant and working in a milk plant. He returned to University of Wisconsin-Madison the fall of 1958 as a graduate student in the Department of Agricultural Economics (now the Department of Agricultural and Applied Economics). He earned his Ph.D. in Agricultural Economics in 1961 and immediately joined the faculty in the Department as an assistant professor. His responsibilities included teaching, research and extension in dairy marketing, dairy policy and cooperatives. He taught the undergraduate course in cooperatives and a dairy marketing class in the Farm and Industry Short Course. He soon became well known for his work and expertise in dairy marketing and dairy policy.

Professor Groves was promoted to associate professor in 1965. From November, 1965 to June, 1966 he was head of a Dairy Marketing project for the National Commission on Food Marketing in Washington D.C., after which he returned to the Department of Agricultural Economics at University of Wisconsin-Madison. Professor Groves was promoted to full professor in 1967. He was named Director of the newly formed University of Wisconsin Center for Cooperatives (UWCC) in 1971, a position he held until his retirement in 1989. UWCC was formed to develop and offer educational programs for cooperatives. When Director of UWCC Professor Groves continued teaching in the Department and doing extension work in dairy marketing and dairy policy.

Professor Groves developed and taught in workshops for directors of cooperatives as well as workshops for managers and employees of cooperatives. Through these workshops professor Groves educated hundreds of cooperative directors as to their duties and responsibilities. He became very well-known and liked by not only cooperatives in Wisconsin but nationally for his expertise in cooperatives. He was frequently called upon to facilitate strategic planning sessions for cooperatives, assisted with cooperative mergers and consolidations, to review articles and bylaws and helping to organize new cooperatives. Professor Groves was the founding member and on the founding Board of Directors for Group Health Cooperative, Madison, Wisconsin.

Professor Groves developed extensive teaching materials on various topics on cooperatives to be used for workshops. Cooperative educators across the country drew heavily upon these materials. He also published numerous case studies and research reports on cooperatives. Professor Groves came well known as an expert in cooperatives not only by directors, managers and employees of cooperatives but also university researchers, and state and federal legislatures.

For several years the UWCC offered a 13 week training program on cooperatives for international visitors interested in the cooperative business model. In this program Professor Grove's passion for the power of economic democracy led him to teach people around the world how to create their own cooperatives and improve their financial stability and potential.

Throughout his career Professor Groves won numerous awards for work with cooperatives and being a leader in cooperative education nationally and internationally. After retirement he was frequently called upon and he accepted to teach in director workshops and to provide assistance to cooperatives.

Professor Groves and his wife Shirley were active in the Lodi, Wisconsin community. From 1976 to 1984 they owned and operated a flower shop in Lodi. They were active in the Chamber of Commerce and proud supporters of other local enterprises. Professor Groves abiding love for the citizens of Lodi and giving back to the community made him a constant presence, whether at Optimist fundraising events or for coffee at the local restaurant. He also served on the ambulance commission and was active in the United Methodist Church.

Professor Groves loved Fern Glen Farm. He was the 4th generation to live in the house on the farm. He said "I was born here and hope to die here. This house and land are my home and my legacy, and this is where I belong." Grateful for his childhood home, and recognizing what a beautiful and enduring legacy Fern Glen Farm could be he placed most of the land into a conservation easement with the Ice Age Trail Alliance in 2011, thus ensuring that the land would be preserved in perpetuity for all to enjoy.

Professor Groves is survived by his sons, Bill (Donna Riemer), and Dick (Kim Zak) Groves; and his daughter, Ann (Ron Lloyd) Groves Lloyd; grandchildren, Jeremy Lloyd, Jonathon Groves, and Chad and Michael Riemer. He is further survived by his brother-in-law, Donald (Chari) Jeffery; nieces, Shelly Kassem and Julie Smith, and nephew, Scott (Stephanie) Jeffery, along with countless cousins.

Memorial Resolution Committee  
Robert Cropp  
Brent Hueth  
Edward Jesse

## **Memorial Resolution of the Faculty of the University of Wisconsin-Madison On the Death of Professor Emerita Patricia Keely**

Patricia (Patti) J. Keely, Ph.D., Professor and Chair of the Department of Cell and Regenerative Biology, lost her gallant and lengthy fight with cancer on June 24th, 2017. Patti was born on March 31st, 1963 to Ruth and John Keely in St. Paul, MN. She is survived by her parents, her brother Pete Keely, her son David Kwong, her husband Tom Powell, and by countless friends. Patti's lifelong interest in science developed into a professional calling during her undergraduate education at the University of Minnesota. There, she completed an honors research project and graduated summa cum laude in 1985 with a bachelor's degree in Genetics and Cell Biology. Patti subsequently pursued a Ph.D. under the direction of Drs. Paul Letourneau and James McCarthy and was awarded a doctorate in Cell and Developmental Biology at the University of Minnesota in 1991. She then continued her training as a Lucille P. Markey Fellow in the laboratory of Dr. Samuel Santoro at Washington University School of Medicine. It was here that she began her investigations into the roles of cell-matrix interactions in development and in the cellular differentiation of mammary epithelial cells. She continued this work from 1995-1999 in a second postdoctoral position, and later as a Research Assistant Professor, in the laboratory of Dr. Leslie Parise at the University of North Carolina, Chapel Hill. From 1999 until her death, Patti was a member of the University of Wisconsin-Madison faculty, and in 2013 she was named the Jan and Kathryn Ver Hagen Chair of Translational Research.

Patti began her distinguished career at the University of Wisconsin-Madison in 1999 as an Assistant Professor in the Department of Pharmacology. Her early research on signal transduction and on cell-matrix interactions during development and differentiation subsequently expanded into studies of the invasive and metastatic behaviors of mammary carcinoma cells. She pioneered the assessment of collagen reorganization at the tumor/stromal boundary, demonstrating that aligned collagen fibrils facilitate tumor cell invasiveness and that such aligned fibrils are predictive of patient outcomes. Moreover, she pioneered the use of novel methodologies that enabled use of metabolic signatures to image tumor cell metabolism and the infiltration by tumor cells of stromal populations. Patti had an exceptionally productive career, with numerous high-impact publications and multiple NIH grants as principal and co-principal investigator. Notably, she was recognized for her outstanding research nationally and won awards that included the Susan G. Komen Breast Cancer Award, an American Association for Cancer Research Career Development Award, a Shaw Scientist Award, and a UW-Madison Romnes Faculty Fellowship.

Patti had a strong record of successful collaboration across disciplines, as evidenced both by collaborative U01 and U54 grants and numerous collaborative publications. Soon after joining the UW-Madison faculty, Patti began collaborating with John White at the Laboratory for Optical and Computational Imaging (LOCI). Together they developed cutting-edge imaging techniques for the study of the extracellular matrix of breast tissue and for the in vivo determination of the physiological state of cancer cells. She had the courage, determination and discrimination to invest in a nascent technology that was largely unproven for these applications. This collaboration flourished and allowed her to carry out pioneering work in characterizing collagen reorganization at the tumor/stromal boundary. Her collaborative skills were exemplified by the fact that most of her 83 peer-reviewed publications include co-authors from multiple laboratories and from different countries, with the work funded by successful multi-investigator grant applications.

Patti had extraordinary leadership ability and held several important leadership roles at the UW-Madison, most notably as the Founding Chair of the Department of Cell and Regenerative Biology and as Director of the UW Carbone Cancer Center (UWCCC) Tumor Microenvironment Program. She also served as the principal investigator of the Institutional Research Grant from the American Cancer Society and was a member of multiple steering committees on campus, including that for the Institute for Clinical and Translational Research.

Patti loved mentoring at all levels and has a remarkable record of mentoring students, postdoctoral fellows, and junior faculty towards productive research careers. In her own laboratory, she mentored 15 undergraduate researchers, 14 graduate students, 6 postdoctoral fellows, and 2 scientists. She also served as Director of the Molecular and Cellular Pharmacology (MCP) Graduate Training Program from 2010-2015. In this capacity, she led a yearly fellowship writing workshop and met individually with each of the trainees to guide their careers. As the Founding Chair of the Department of Cell and Regenerative Biology from 2014 until her death, Patti recruited and mentored 3 assistant professors and actively guided the careers of her more senior faculty. Patti was an effective leader and a beloved mentor.

Patti battled cancer repeatedly through her adult life. During her undergraduate years, Patti received her first cancer diagnosis. She survived the brush with Hodgkin's lymphoma. However, in 2005, Patti was diagnosed with esophageal cancer. This began a second battle with cancer that kept her out of the laboratory for most of 2006 while she underwent major surgery and lengthy recovery. However, Patti demonstrated the determination and resilience for which she was well known and came back strong. In 2016, Patti received a third cancer diagnosis. This time it was pancreatic cancer, and this time her encounter with cancer proved fatal. Throughout her final struggle, Patti exhibited optimism and the passion for life, science, friends and family that had become her trademark. She also maintained a concern for those around her that included writing wills for those in her laboratory as well as for those in her personal life, and continued to nurture both the junior and senior faculty in Cell and Regenerative Biology who were under her leadership. Patti's warmth, enthusiasm and energy infected all who interacted with her. She saw life as something to be lived and enjoyed to the fullest, regardless of health or even the approach of life's end, and she brought compassion and kindness to those around her. Patti touched many lives, each in a very different way. Patti's contributions to the School of Medicine and Public Health, to the University and to the scientific community were substantial. She left behind a remarkable legacy as a world-class scientist, a dedicated mentor, a strong academic leader, and a wonderful person! She is and will continue to be missed.

Memorial Resolution Committee  
Grace Boekhoff-Falk  
Ying Ge  
Daniel S. Greenspan  
Suzanne Ponik

## **Memorial Resolution of the Faculty of the University of Wisconsin-Madison On the Death of Professor Emeritus Daniel P. Kunene**

Daniel P Kunene, professor emeritus of African Languages and Literature at the University of Wisconsin-Madison, passed away peacefully on May 27, 2016 in Madison. He was 93. A member of the UW-Madison faculty for 33 years until his retirement in 2003, Kunene was a preeminent teacher, an acclaimed linguist, literary scholar, transcriber of South African oral works, and translator of South African writers. He was also an award-winning author of poetry, short stories and translations, and a civil rights activist and spokesperson in the long struggle against apartheid in South Africa. He was widely admired by colleagues, and generations of students who continued to seek his sage counsel well after graduation.

Kunene was a pioneering institution builder in African literary-critical and literary-historical studies. His classic scholarly work, *Heroic Poetry of the Basotho* (1971), was the first to introduce the entire spectrum of Basotho poetry, old and new, to the academy. The historical fiction of Thomas Mofolo had made Basotho prose fiction well known, so Kunene's work filled a much-lamented gap and was much praised. The book served as a model for similar studies elsewhere in Africa: scholarly studies of African literary, cultural and performance forms by professionally educated African scholars. And through his acclaimed English translation (1981) of Mofolo's turn of the twentieth-century *Chaka*, published in the continent-wide Heinemann African Writers series, Kunene would become central to the popularization of Mofolo throughout the continent as one of the earliest pillars of modern African writing. Kunene too has been actively central to one of the key debates in the field: the place of African languages in African writing, whether creative literature or scholarship. Kunene dedicatedly promoted literature in African languages and their translation to other languages African and European. He was also one of few and most consistent African literary scholars to write scholarship in an African language. Kunene's other notable monographs, in both English and Sesotho, include *Dithoko, Dithothokiso le Dithohetletso tsa Sesotho* (1996); *The Zulu Novels of C.L.S. Nyembezi: A Critical Appraisal* (2007); *Thomas Mofolo and the Emergence of Written Sesotho Prose* (1989); and *The Ideophone in Southern Sotho* (1978).

In addition to scholarship and translations, Kunene was also a notable author of poems and short stories, many widely anthologized, and many gathered in well-known collections such as *From the Pit of Hell to the Spring of Life* (1986); *The Rock at the Corner of My Heart* (2009); *A Seed Must Seem to Die* (1981); and *Pirates Have Become our Kings* (1978). Kunene is also the composer of a substantial body of songs and music that is archived at the UW-Madison Mills Music Library. His narrative poem, *Soweto* (1989), was set to music by Dutch composer Bernard van Buerden and was performed in the Netherlands and in Madison.

Born in Edenville, South Africa, on April 13, 1923, Kunene received a B.A. in 1949 from the University of South Africa and an M.A. in 1951 and a Ph.D. in 1961 from the University of Cape Town. He married Selina Kunene (b. Sekhuthu) in 1953. In 1963, he left South Africa with his family and found political asylum in the United States after a stay in London, England. He was in exile for thirty years and was only able to return to South Africa in the summer of 1993 with his beloved wife Selina for an emotional reunion with their families and a tour hosted by academic institutions in the country. Selina died on October 22, 1993. In 2003 Kunene married Marci Kunene (b. Mauricina Ellis). He is survived by his beloved wife Marci of thirteen years; and children Liziwe, Siphon, Luyanda, Wandile; and grandchildren and great grandchildren.

Before arriving at UW Madison, Kunene taught at the University of Cape Town, University of London, University of California, Los Angeles, and the Johannes Gutenberg University in Mainz, Germany. Professor Kunene received honorary doctorate degrees from the University of South Africa (1999) and the University of Cape Town (2013), as well as numerous other awards and honors, including the Sol T. Plaatje Translation Award by the English Academy of Southern Africa (2011), the Karel ÅEapek Award by the International Federation of Translators (FIT) (2011), Honorary Member of the Wisconsin

Academy of Sciences, Arts and Letters (1997), Shuter and Shooter Prize for Literature (1995), and Honorary Member of the African Language Association of Southern Africa (1993).

Daniel was a committed member of the Madison community, culturally and politically. He regularly hosted programs on WORT's Radio Literature Collective, and was a chief of the Potluck Poets. His poems are personal and socially engaged; he read them at political rallies at the capital and published them in local publications such as The Wisconsin Academy Review, The Madison Times, The Capital Times, The Capital City Hues, and The Wisconsin Poets Calendar.

Kunene was a highly supportive colleague who cared deeply both about peers and juniors, dispensing sage counsel and invaluable mentoring, and was widely respected by all. Highly personable, those who had the good fortune of knowing him will forever miss him.

African Cultural Studies Memorial Resolution Committee

## **Memorial Resolution of the Faculty of the University of Wisconsin-Madison On the Death of Professor Emeritus Alexander Neil Skinner**

Professor Alexander Neil Skinner died on March 7th, 2015 at age 93. Professor Skinner, whom we all called Neil, was for much of his career among the world's foremost experts on the languages of West Africa, especially Hausa and Fulfulde. He taught Hausa, Fulfulde, and Arabic language and literature for three years at UCLA and then for 23 years in Wisconsin's Department of African Languages and Literature, retiring in 1989. Neil was the author of the first-ever English-to-Hausa dictionary (the great George Percival Bargery, who gave him Hausa lessons, had compiled the first dictionary going the other way, Hausa to English). Over the course of his career he published several other dictionaries, a great many scholarly papers and books on West African linguistics and literature, many volumes of important translations, and language teaching materials still used in Africa and in universities around the world today. In addition, having lived a life worthy of at least one memoir, he published two.

Neil's fame in the Hausa-speaking world is best relayed by anecdote. In 2010, when he was 88 and a stroke had long since robbed him of much of the power of speech, a delegation of 15 government officials from northern Nigeria found their way to the African Studies Program at Wisconsin. On learning that this was Neil Skinner's home, the head of the delegation inquired whether there was any chance of the group meeting with him. There was. Though getting out of the house was by then hard for him (and for Meg, his wife), Neil came back to campus on a summer's day, where Nigerian guests lavished him with wonderment and praise. Fifteen government officials insisted on having their pictures taken, one by one, with the great Professor Skinner, who they said was responsible for their learning to read, write, and take pride in the international reach of their own native tongue. "The ability of all of us to read and write Hausa came from the books of Professor Skinner," said one. In their imaginations the great Professor Skinner had been a mysterious and certainly long-deceased Englishman.

Englishman he was. Neil was born in Hankou, China on November 13th, 1921 to Dr. Alexander Hugh Skinner and Winifred Mary (Beney) Skinner. His parents sent him back to England for schooling. From the Shrewsbury School he was awarded the Styring Fellowship for excellence in Ancient Greek and Latin, allowing him to matriculate in Trinity College Cambridge. There he achieved a First during his first and only year of study. It was – bad luck – 1941 and he was conscripted into the Royal Artillery. Neil was supremely unsuited to military life, or so he said, and it was fortunate that the Colonial Office obtained his file and offered him an out: service instead as a Colonial Office cadet in Sokoto, Northern Nigeria. To Northern Nigeria he went. Neil quickly learned Hausa, then Fulani, and soon was assistant District Officer in Kano. He then was given a plum assignment as private secretary to the Chief Commissioner of the Northern Provinces, Sir John Patterson. Patterson insisted that Neil learn Arabic as well as the fundamentals of Islam, and he did, leading to a two-year posting, 1945-47, in the Aden Protectorate, now south Yemen. In 1947, fed up with the British bureaucracy in Aden, Neil was granted his request to return to Northern Nigeria. During this second stint he served as District Officer in Gombe and Bauche. Gradually during the 1950s Neil slid out of the more administrative side of British colonial rule and into positions that allowed him to work on literacy, languages, newspapers, and book publishing in northern Nigeria.

Very few UW-Madison faculty members in politically attuned departments in the hyper-political and anti-colonial 1960s and 1970s had served long careers in the British Colonial Office. Active agent of imperialism though he had been, Neil functioned well in Madison in these climes because it was always obvious to everyone where his sympathies always had been.

Very few UW-Madison faculty members, full professors no less, ended their own formal academic training with the degree of B.A. Neil, after marrying Philippa (Pip) Goldsmith in 1950, fathering Evelyn Margaret (b. 1951) and Simon Alexander (b. 1953), moving to New Zealand, launching and then abandoning a career in radio broadcasting with NZBC, learning Maori and teaching it at Otago

University, finally picked up what must be called a quick B.A. from the University of London in 1961, just before turning 40. This credential was then the minimal one for an otherwise exceptional person to obtain a teaching position in the United States, which Neil did at UCLA in 1963. The African countries were obtaining their independence, American universities, in a growth period, were noticing, and it seemed wise to some of them to train young Americans in the rudiments of African life and African languages. UCLA was a leader in this movement, as was Wisconsin. Neil came to the UW-Madison's new Department of African Languages and Literature in 1966 and never left. His first wife and two children had become New Zealanders and also had never left – had never left New Zealand. Neil's two grandchildren, twins, are Penny Skinner, a solicitor in Wellington, and Harry Skinner, a dancer with the Royal New Zealand Ballet.

Neil married Margaret (Meg) Gardner in 1970. Their son Ben was born in 1976. (Ben Skinner is the author of the award-winning book, *A Crime so Monstrous: Face-to-Face with Modern-Day Slavery*.) Meg Skinner was a prominent figure for decades in the anti-apartheid movement in Madison, Neil at her side. As Neil aged and suffered good-spiritedly through the indignities of infirmity, Meg cared for him with devotion in their west-side home, at their modest country retreat outside of town, always called the dacha, and eventually in daily visits to Capitol Lakes Terraces, where Neil was tended for the last two years of his life. Neil was a member of the Friends of the Arboretum and the United Nations Association of Madison and maintained a keen interest in global affairs throughout his life. He was a voracious reader always, finishing two to three books a week. Languages came easily to him. He was one of those who couldn't say for certain how many different ones he knew. "That would depend on the definition and the tense of know, wouldn't it?"

Let him be remembered as an exceptional man of his times.

African Cultural Studies Memorial Resolution Committee

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**FACULTY SENATE  
MINUTES  
02 April 2018**

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Chancellor Rebecca Blank called the meeting to order at 3:31 p.m. with 155 voting members present (109 needed for quorum). Memorial resolutions were offered for Professor Emeritus Mark Brownfield ([Faculty Document 2735](#)), Professor Emeritus Truman Graf ([Faculty Document 2736](#)), Professor Emeritus Philip E. Harris ([Faculty Document 2742](#)), and Professor Emeritus William Reddan ([Faculty Document 2737](#)). The 2017-2018 Hilldale Awards were presented to: Arts and Humanities Division: Professor Leslie Bow (English), Biological Sciences Division: Professor Rick Gourse (Bacteriology), Physical Sciences Division: Professor Guri Sohi (Computer Sciences), Social Sciences Division: Professor Mark Kenoyer (Anthropology).

Chancellor Blank congratulated the recipients of the 2018 Faculty Distinguished Teaching Awards: Philip Brown (Geoscience), Thomas Brunold (Chemistry), Jerome Camal (Anthropology), Ellen Damschen (Integrative Biology), Simon Gilroy (Botany), Daniel Klingenberg (Chemical & Biological Engineering), Nancy Rose Marshall (Art History), David McDonald (History), Majid Sarmadi (Human Ecology), Miriam Seifter (Law), Erica Simmons (Political Science), and Michael Thornton (Afro-American Studies). She also announced the opening of faculty elections to committees and reported on national rankings and several leadership changes and searches. There were no comments or questions. The minutes of the meeting of March 5, 2018, were approved. Interim CIO Michael Lehman presented information on the UW-Madison Cybersecurity Risk Management Policy and its implementation (Faculty Documents [2738](#) and [2739](#)).

Professor Anja Wanner (University Committee, District 120) moved adoption of [Faculty Document 2728](#), which modifies the charge of the Campus Diversity and Climate Committee (CDCC). There was no discussion and the motion passed without dissenting votes. Prof. Wanner moved adoption of [Faculty Document 2729](#), which creates a new committee addressing access and accommodation, including the following change: increase the number of academic staff from two to three, with one academic staff member on each of the subcommittees. Professor Chad Goldberg (Sociology, District 71) moved to amend the committee by removing charge “c” (“Serve as the first level appellate body for the denial of an academic or instructional accommodation where there is no existing internal appeal or grievance process.”) from the functions of the Subcommittee on Instructional Access. The motion was seconded and after one comment passed by voice vote. The motion as amended passed by voice vote without dissent. Prof. Wanner moved adoption of [Faculty Document 2740](#), which disbanded three committees whose charges were made redundant by the preceding votes. The motion passed unanimously.

Prof. Wanner moved adoption of [Faculty Document 2733](#), which comprises a number of updates and clarifications to *FPP* Chapter 6, and called attention to changes since the first reading. Prof. Goldberg moved to divide the question to consider each section separately. The motion was seconded and failed by voice vote. Prof. Goldberg moved to amend 6.01.F. as follows.

The faculty or Faculty Senate, ~~or the University Committee or other authorized appointing body or other appointing body to which the faculty or Faculty Senate have delegated authority~~, may provide for the selection of committee members; the scope of their authority; the rules and regulations for their proceedings; and the form in which the committee’s work should be reported.

The motion was seconded and, after some discussion, passed by a show of hands. Prof. Goldberg moved amending the language of 6.01.G. similarly, as follows.

Ad hoc faculty committees established by the faculty, Faculty Senate, ~~or University Committee or other appointing body to which the faculty or Faculty Senate have delegated authority~~ are subject to the general provisions of this chapter.

The motion was seconded and passed by voice vote. Prof. Goldberg moved to strike the proposed language for 6.03. on advisory committees. The motion was seconded and after much discussion passed by voice vote.

Prof. Goldberg moved to replace “University Committee” in 6.04.A. and 6.04.B. with “other appointing body to which the faculty or Faculty Senate have delegated authority.” The motion was seconded and passed by voice vote. Prof. Goldberg moved to add the following sentence to the end of 6.04.C.: “The University Committee’s decision may be appealed to the Faculty Senate.” The motion was seconded and passed by voice vote. Assistant Professor Betsy Stovall (Mathematics, District 63) moved to restore 6.09.C. to its original language, as follows.

If a committee makes a recommendation or proposes as resolution for action by the Faculty Senate, the vote of the faculty members on the committee on the recommendation or proposed resolution shall be reported to the Faculty Senate along with the total committee vote.

The motion was seconded and, after some discussion, passed by voice vote. Chancellor Blank noted that Chapter 6 would be renumbered appropriately to reflect the changes made today. Prof. Stovall moved that the language of proposed 6.09.C. (“A committee may seek changes to its charge by presenting a proposal to the University Committee.”) be removed. The motion was seconded and, after some discussion, failed by voice vote. The document as amended passed by voice vote with no dissenting votes.

The chancellor encouraged faculty to send comments and questions on first readings to the University Committee and/or the Secretary of the Faculty in the several weeks between first readings and votes, so that suggestions can be addressed and questions answered prior to bringing the matter to the floor. Prof. Wanner presented [Faculty Document 2741](#), which comprises the final report of the ad hoc committee on 7<sup>th</sup>-year reviews and recommended changes to FPP based on that report, for a first reading. There were several comments, which will be considered and addressed prior to a vote on this matter.

Chancellor Blank adjourned the meeting at 4:58 p.m.



Steven K. Smith  
Secretary of the Faculty

**Committee on Undergraduate Recruitment, Admissions, and Financial Aid (CURAFA)****1. Annual Report for 2014-2017** *Approved and submitted by CURAFA, March 19, 2018*

**I.** The Committee on Undergraduate Recruitment, Admissions, and Financial Aid (CURAFA) is a shared governance committee whose mission is to build a scholarly and diverse undergraduate student population by initiating, monitoring, and advising on policies related to student recruitment, admissions, and financial aid. In fall 2015, the University Committee suggested that the functions and composition of CURAFA as written in *FPP 6.51* did not provide an effective means for accomplishing this mission. Namely, the previous functions did not place CURAFA as advisory to any specific entity on campus. Thus, in spring 2016, CURAFA met with multiple stakeholders across campus (ASM, Division of Enrollment Management, and people whose scholarship relates to CURAFA concerns) and used this input to generate revised membership and functions.

**Committee function and charge**

*Faculty Policies and Procedures, 6.51. until fall 2016*

**A. MEMBERSHIP.**

1. *Eight faculty members appointed for 4-year terms.*
2. *Two academic staff members.*
3. *Four students.*
4. *The director of admissions, ex officio nonvoting.*
5. *The director of Student Financial Services, ex officio nonvoting.*

**B. FUNCTIONS.**

1. *Represents the faculty in regard to all aspects of the recruitment and admission of students and in regard to all aspects of financial aid for students except those handled by the faculties of individual colleges, schools, or departments.*
2. *Makes recommendations to the faculty concerning the formulation of, or any substantive modification in, university policies on admission and financial aid.*
3. *Makes recommendations to the faculty and administration concerning programs directed at enhancing the quality and diversity of the undergraduate student body.*
4. *Advises the administration on and reviews the implementation and operation of these policies and programs*

**FPP 6.51. revisions approved by the Faculty Senate November 7, 2016:**

**A. MEMBERSHIP.**

1. Six faculty members appointed for 4-year terms.
2. Two academic staff members appointed for 4-year terms.
3. Two university staff members appointed for 4-year terms.
4. Four students appointed for 1-year terms.
5. The Vice Provost for Enrollment Management or designee, ex officio nonvoting.
6. The Director of Admissions, ex officio nonvoting.
7. The Director of Financial Aid, ex officio nonvoting.
8. The Vice Provost for Diversity and Climate or designee, ex officio nonvoting.

The chair shall be elected from among the faculty members appointed pursuant to section A.1. Academic staff appointed pursuant to section A.2. may be elected to serve as co-chair. Chair and co-chair elections will be conducted in accordance with the Committee's Statement of Policies and Procedures.

**B. FUNCTIONS**

1. Advises and makes recommendations to the Division of Enrollment Management, and other administrative offices as appropriate, on all policies, procedures, and operations related to undergraduate recruitment, admissions and financial aid.
2. Monitors, reviews, and evaluates new policies and procedures, as well as formulation, substantive modification, implementation, and outcomes of university policies and procedures related to undergraduate recruitment, admissions, and financial aid.
3. Reports annually to the official governance bodies representing the faculty, academic staff, university staff, and students.

## II. Activities

The “refreshed” committee as a whole met monthly during the academic year, at first addressing organizational concerns such as developing operating procedures, electing an academic staff co-chair, and formalizing data requests from ex officio members, and Academic Planning and Institutional Research (APIR).

Committee procedures were authored and approved. In future years, the committee plans to set priorities at the first fall meeting. Fall semester business may include: status and demographics of the incoming class; future year enrollment goals and recruitment plans; major changes in unit operations; and/or current enrollment financial aid data and metrics. Spring semester business may include issues such as review of the admissions application and recruitment materials, and review of the enrollment management plan. Subcommittees and working groups can form to work on designated priorities, reporting back to CURAFA each May or as needed.

- 10/26/2016: discussed feedback from the University Committee regarding seating an ex-officio non-voting member from APIR. CURAFA members unanimously supported an APIR staff member be present at its meetings. The committee also elected its first academic staff co-chair, Danielle Wampole.
- 11/22/2016: CURAFA met and was happy to hear that the proposed changes were approved by the Faculty Senate. In addition, André Phillips (then Acting Director of Admissions and Recruitment) led a discussion on recruitment strategies. Recruitment is focused on all areas of Wisconsin as well as the tri-state area of Wisconsin, Illinois, and Minnesota. All decisions are holistic. There was discussion regarding a student proposal to add a socio-economic question to the admissions application. Concerns regarding the graduation rates of 1st generation students were also expressed. Barriers are not only financial but also can be cultural. There is also declining population of high school students so it will be more challenging to recruit a sufficient number of HS graduates.
- 12/14/2016: CURAFA reviewed Office of Student Financial Aid challenges and opportunities, and the Division of Enrollment Management challenges and strategic goals, which were described as follows:

Office of Student Financial Aid challenges for 2016-2017:

1. Siloed and disparate awarding practices that do not align with recruitment and retention (key points of strategic plan).
2. Administratively burdensome federal regulations that are resource-consuming.
3. Sufficient funding on a committed and annual basis for both residents and non-residents.

Office of Student Financial Aid opportunities for 2016-2017

1. Technological advances in aid delivery and document collection. Docs can be collected exclusively electronically.
2. Elimination of additional verification practices—only those needed by Dept. of Education
3. Collaborative efforts with schools/colleges/departments to provide data to support awarding strategies: work in progress, to get data to units before they make decisions on aid

Division of Enrollment Management major challenges for 2016-2017:

1. The continued use of the UW System Application for the 2016–17 academic year has complicated the planning process, requiring an extensive comparison between the UW System Application and the Common Application. Additionally, numerous discussions with the Office of Legal Affairs have taken place to ensure our prospective students will not be disadvantaged based on the applicant tool utilized.

2. Other large, public universities that have begun using the Common Application have experienced a 10-28% increase in the volume of freshmen applications received in year one. For UW–Madison, this would be an additional 3,700-9,200 applications.

Division of Enrollment Management strategic goals for 2016-2017:

1. Enroll more high achieving students from Wisconsin high schools.
  2. Increase recruitment and enrollment of transfer students from Wisconsin and out of state.
  3. Expand recruiting opportunities in the state, nation, and world.
  4. Identify new ways to showcase campus for prospective students.
  5. Prepare for increased volume of work with adoption of Common Application.
  6. Work with campus leaders to increase funding for need-based aid and scholarships.
- 2/23/2017: Based on these challenges/opportunities, the committee formed the following four working groups: Recruiting in Rural Wisconsin, High Achieving Student Enrollment, Scholarship Awarding Practices, and Increasing Under Represented Student Enrollment. Each working group was charged with exploring these topical areas and reporting back on their findings. Nick Hillman (faculty, School of Education-ELPA) and Alison Rice were elected co-chairs. CURAFA affirmed its commitment to students of color, low income students, and first generation students:  
  
*“The shared-governance Committee on Undergraduate Recruitment, Admissions, and Financial Aid at the University of Wisconsin-Madison engages with and advises campus leaders on a wide range of initiatives and practices affecting educational opportunity, affordability, and success. In this pursuit, CURAFA embodies the university’s land-grant mission of creating an inclusive and diverse learning environment where students can develop an understanding and appreciation for the complex cultural and physical worlds in which they live. This commitment is affirmed and advanced through policies, programs, and practices that advance the ideals of a pluralistic, multiracial, open, and democratic society. Therefore, CURAFA strives to affirm and enrich the educational experience for all prospective/current students, particularly those who identify as members of minority groups including students of color; gay, lesbian, bisexual, transgender students; low-income or first-generation students; and religious or non-religious minorities.”* Last updated 3/30/2017
  - 3/30/2017: discussed the need to more closely align the timing of admissions decisions and aid packages. Derek Kindle (Director of Financial Aid) would like CURAFA to frame issues and topics and play a role in educating the campus and driving process improvements.
  - 4/24/2017: State Relations specialist Crystal Potts presented on the State budget. Tuition cuts, campus outcome metrics, state pay plan, and more financial aid were the important points bearing on the university’s ability to recruit and retain students, both in-state and nationally.
  - 4/11/2017: committee members were debriefed on the Admissions Director search and Steve Hahn gave an enrollment management update and presented plans for improvement. In particular expanding national recruitment; streamlining transfer credit evaluation; improving strategic communication and evaluating application tools. Derek Kindle reported that OFSA won a campus award for administrative improvements for condensing the time between admissions and financial notifications; strengthening outreach efforts; expanding counseling roles. Steve Hahn asked CURAFA for assistance next year to work on reviewing the transfer application; reviewing the coalition application; reviewing new timelines that accelerate campus processes; and advocating that students receive one bill for tuition, fees, and campus housing.

## Incoming Freshmen Data and Transfer Student Data

Data Sources:

InfoAccess Data Warehouse: Applicant records maintained by the Office of Undergraduate Admissions and Recruitment and census date enrollment records maintained by the Office of the Registrar.

Admissions and Financial Aid (Data Digest) <https://apir.wisc.edu/data-digest/>.

Please read footnotes.

<b>Freshmen Admissions</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
Freshmen Applicants	30,464	32,780	32,887	35,615
Freshmen Admits	14,481	16,121	17,304	19,150
Freshmen Enrolled	6,264	6,270	6,430	6,610
Admissions Rate	47.5%	49.2%	52.6%	53.8%
Yield Rate (% of admitted students who enroll)	43.3%	38.9%	37.2%	34.5%
<b>Freshmen Enrollees By Residency</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
WI Resident Applicants Enrolled	3,750	3,617	3,671	3,746
% of Admitted Applicants Who Enrolled	65.2	63.8	64.5	64.3
Minn Compact Applicants Enrolled	719	611	645	594
% of Admitted Applicants Who Enrolled	45.7	41.6	44.2	39.8
Non Resident Applicants Domestic	1,421	1,544	1,563	1,723
% of Admitted Applicants Who Enrolled	24.5	22.3	19.8	18.5
Non Resident Applicants Intl	374	498	551	547
% of Admitted Applicants Who Enrolled	27.4	24.3	24.3	21.9
<b>New Freshmen Enrolled by Race/Ethnicity Detail*</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
Hispanic/Latino	327	294	355	384
2 or more races	180	225	261	191
African American	135	127	135	123
American Indian	10	13	11	18
Hawaiian/Pacific	8	7	7	5
Asian	351	339	401	443
White	4,854	4,755	4,694	4,736
Unknown	19	8	12	160
Intl	380	500	554	550
total	6,264	6,270	6,430	6,610
<b>First Generation Students**</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
Applicants	4,377	4,724	5,487	6,562
Admitted	2,022	2,024	2,393	2,977
Enrolled	1,052	968	1,072	1,135
% Enrolled New Freshmen	16.8	15.4	16.7	17.2

<b>New Transfer Students Enrolled By Residency</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
WI Resident	628	897	746	693
Minnesota Compact	30	52	42	44
Non-Resident Domestic	65	141	130	143
Non-Resident International	47	179	173	248
Total	770	1,269	1,091	1128
Percent Non-Resident	14.5	25.2	27.7	34.6
<b>Undergraduate Full-Time On Campus</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
	\$	\$	\$	\$
Cost of Attendance WI Resident	24,222	24,666	24,735	25,294
	\$	\$	\$	\$
Cost of Attendance Non Resident	40,472	40,716	44,585	48,144
<b>Financial Need</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
# of Undergraduates receiving Pell grants	4,844	4,615	4,315	4,061
# of Students Receiving Some Form of Need Based Aid	38.3	36.4	33.5	33.1
% UG Completing Financial Aid App	58.2	57.7	54.2	53.5
% of Undergraduates receiving aid	63.5	63.3	60.4	59.5
Average Debt of Graduating UG	51.8	49.6	46.6	46.9
	\$	\$	\$	\$
Undergraduate Average Need-WI Res	15,135	15,238	15,306	15,680
	\$	\$	\$	\$
Undergraduate Average Need-NonRes	22,646	22,582	24,125	26,813

<b>New Transfer Applicants, Admits, and Enrollments in Fall Semesters</b>				
<b>Transfer Students</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
Applicants	4,255	4,620	4,352	3,858
Admits	1,233	2,149	2,042	1,996
Enrolled	770	1269	1091	1,128
Admit Rate	29%	46.5%	46.9%	51.7%
Yield Rate	62.4%	59.1%	53.4%	56.5%

<b>Tuition Residency of Enrolled Transfer Students</b>				
<b>Transfer Students</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
Non-Res Domestic	65	141	130	143
Non-Res Intl	47	179	173	248
Minnes Compact	30	52	42	44
WI Resident	628	897	746	693

<b>First Generation** Transfer Students Enrolled</b>				
<b>Transfer Students</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
Enrolled Fall	250	342	315	315

\*Race/ethnicity categories and reporting methodology represent federal reporting categories and methodology. A major change in both data collection and reporting occurred in 2008. Data before and after are not directly comparable. Prior to 2008 students were only able to indicate a single race/ethnic category and that is the category that is reported. Starting in 2008, revised Federal guidelines allowed students to indicate multiple race/ethnic identities. These guidelines stipulate that all domestic (non-international) students who indicate Hispanic ethnicity should be reported as Hispanic, regardless of other racial information provided. Non-Hispanic domestic students who indicate more than one race are reported in the "2 or more races" category. All other non-Hispanic domestic students who indicated a single race are reported in that category.

Targeted minority and minority counts are provided because they cannot be derived from the race/ethnic categories alone. Targeted minorities are domestic students who are Hispanic/Latino, African American, American Indian, or Southeast Asian (Hmong, Vietnamese, Laotian, Cambodian). Minority includes all the targeted categories as well as students who are other Asians (non Southeast Asian) and Native Hawaiians.

\*\*First generation means neither of the student's parents has a four year college degree: collection for all undergraduates was not fully implemented until 2009.

## Committee Membership

### 2017-2018

#### Faculty [term ends]

Nick Hillman, Educational Leadership & Policy Analysis [2018], Co-Chair  
Eric Grodsky, Sociology [2020]  
Rachelle Winkle-Wagner, Educational Leadership & Policy Analysis [2020]  
Alberta Gloria, Counseling Psychology [2021]  
Duncan Carlsmith, Physics, [2021]  
Dante Fratta, Civil & Environmental Engineering [2021]

#### Academic Staff [term ends]

E Alison Rice, L&S Student Academic Affairs [2018], Co-Chair  
Tracy Mores, CFYE, [2020]  
University Staff [term ends]  
Shuwen Li, Human Resources [2019]  
Julie Garvin, Soil Science [2021]  
Tom Frank, Horticulture [2020], alt

#### Ex officio, Non-voting

Steve Hahn, Enrollment Management  
Sherri Charleston, designee, Chief Diversity Officer  
Andre Phillips, Admissions  
Derek Kindle, Student Financial Aid

#### Friend

Clare Huhn, Academic Planning and Institutional Research

#### Students [terms end 2018]

James Elkin  
Sam Park  
Kesong Cao  
Chrissy Ramakrishnan

### 2016-2017

#### Faculty

Nick Hillman, Educational Leadership & Policy Analysis [2018]  
Kristyn Masters, Biomedical Engineering [2017], Co-Chair  
Anita Thompson, Biological Systems Engineering [2017]  
Michael Thornton, Afro-American Studies [2017]  
Eric Grodsky, Sociology [2020]  
Rachelle Winkle-Wagner, ELPA [2020]  
Daniel Kapust, Political Science [2018]

#### Academic Staff

E Alison Rice, L&S Student Academic Affairs [2018]  
Danielle Wampole, LAW Admissions [to January 2017], Co-Chair

#### University Staff

Shuwen Li, Human Resources [2019]  
Julie Garvin, Soil Science [2021]  
Tom Frank, Horticulture [2020], alt

#### Students

Alison Montenegro  
Carmen Gosey  
Madison Laning  
Samuel Park

#### Ex officio, Non-voting

Steve Hahn, Enrollment Management  
Torsheika Maddox, designee, Chief Diversity Officer  
Andre Phillips, Admissions  
Derek Kindle, Student Financial Aid

#### Friend

Clare Huhn, APIR

**2015-2016**

**Faculty**

Kristyn Masters, Biomedical Engineering [2017], chair  
Anita Thompson, Biological Systems Engineering [2017]  
Michael Thornton, Afro-American Studies [2017]  
Kent Weigel, Dairy Science [2016], Chair  
Rachelle Winkle-Wagner, ELPA [2016]  
Daniel Kapust, Political Science [2018]

**Academic Staff**

E Alison Rice, L&S Student Academic Affairs [2018]  
Danielle Wampole, LAW Admissions [2017]

**Students**

Derek Field  
Alison Montenegro  
Samuel Park  
Andrew Stoiber

**Ex officio, Non-voting**

Adele Brumfield, Admissions  
Terry Ruzicka, Student Financial Services

**Consultants**

Clare Huhn, APIR  
Torsheika Maddox, designee, Chief Diversity Officer

**2014-2015**

**Faculty**

Kent Wiegel, Dairy Science [2016]  
Kristyn Masters, Biomedical Engineering [2017]  
Anita Thompson, Biological Systems Engineering [2017]  
Christina Kendziorski, Biostat & Med Informatics [2016], chair  
Michael Thornton, Afro-American Studies [2017]  
Nancy Kendall, Ed Policy Studies [2018]

**Academic Staff**

E Alison Rice, L&S Student Academic Affairs [2018]  
Danielle Wampole, LAW Admissions [to 1/2017], Co-Chair

**University Staff**

Shuwen Li, Human Resources [2019]  
Julie Garvin, Soil Science [2021]  
Tom Frank, Horticulture [2020], alt

**Students**

Brooke Evans  
Derek Field  
Madison Laning

**Ex officio, Non-voting**

Adele Brumfield, Admissions  
Susan Fischer, Student Financial Aid

**2013-2014**

**Faculty**

Kristyn Masters, Biomedical Engineering [2017]  
Anita Thompson, Biological Systems Engineering [2017]  
Michael Thornton, Afro-American Studies [2017]  
Kent Weigel, Dairy Science [2016], Chair

**Academic Staff**

Jose Madera, L&S Student Academic Affairs [2014]  
E. Alison Rice, L&S Student Academic Affairs [2015]

**Students**

Derek Field  
Thomas Gierok  
Joshua Kasuboski  
Andrew Stoiber

**Ex officio, Non-voting**

Adele Brumfield, Admissions  
Susan Fischer, Student Financial Services

**Consultants**

Clare Huhn, APIR  
Patrick Sims, Interim Vice Provost for Diversity & Climate

2. *CURAFAs statement on Bucky's Tuition Promise*  
*Approved: 4/16/2018*

On February 20, 2018, Chancellor Blank announced Bucky's Tuition Promise, a new financial aid program designed to make the University of Wisconsin-Madison more affordable for students. To be eligible, students must be: Wisconsin residents; incoming first-year or transfer students; and have total Adjusted Gross Income of \$56,000 or less. Recipients would have their tuition and fees fully covered by financial aid, leaving only non-tuition expenses (e.g., books, supplies, room, board, etc.) in their aid budgets.

With tuition and fees surpassing \$10,000 per year, CURAFA commends the university's commitment to remove this significant financial barrier for first-year and transfer students who are from low and moderate income backgrounds. These are the exact students whose decisions to apply and enroll at UW-Madison will be most affected by tuition charges. Because the transfer pathway is sometimes more appealing for both rural students and students of color, Bucky's Tuition Promise should help the university recruit and retain these very students. Additionally, by keeping the eligibility criteria simple and clear, it should reduce informational and administrative barriers that too often impede progress for low-income students and students of color. For example, students already have to fill out the FAFSA and potentially an application fee waiver, so being automatically considered for this program is extremely efficient for low income families in Wisconsin. We believe the new program will enhance outreach efforts designed to make campus become more racially, ethnically, and economically representative of the state.

This new program is a step in the right direction, and to stay committed to making UW-Madison accessible and affordable for the state's lowest-income residents, CURAFA recommends the following:

**Cover non-tuition expenses for eligible students.** Bucky's Tuition Promise is a "last dollar" scholarship program, meaning it covers students' tuition bills only after federal, state, and other institutional financial aid is applied. It currently does not cover non-tuition expenses like room, board, books, and supplies, which account for 59% of the total cost of attendance for in-state students. Low-income students are substantially affected by non-tuition expenses, so reducing these barriers should simultaneously improve a sense of welcome and retention while also reducing debt for low-income students. Therefore, CURAFA recommends *any new funds made available to Bucky's Tuition Promise should be used to meet students' tuition and non-tuition expenses.*

**Continue to base eligibility on state median family income.** The median household income for Wisconsin is currently around \$56,000. It is well documented in the research literature that targeting resources to lower-income students is an efficient and effective way to improve enrollment and retention.<sup>i</sup> Since lower-income students are most responsive to changes in price, targeting aid in this direction should make Bucky's Tuition Promise a cost-effective strategy for improving access and success. Doing so should also enhance the university's commitment to recruit and retain rural students and under-represented minority students. Therefore, CURAFA recommends *the university should maintain its commitment to supporting the state's lowest income residents.*

**Enhance and continue strong support of student services.** There is a growing body of research finding that multifaceted financial aid programs – those that combine financial aid with student support services – have even stronger effects than financial aid alone.<sup>ii</sup> Student support services come in a variety of forms including: summer advising; enhanced counseling; college coaching; peer mentoring; community-building activities; and proactive efforts to navigate college. Depending on the needs of our students, CURAFA believes such non-financial support is important for promoting educational inclusion, improving campus climate, and bolstering student success. This is particularly relevant for first-year and transfer students who are new to campus and often need additional support to navigate their campus transition. Therefore, CURAFA recommends the *university should assess the range of additional needs and strategies for matching eligible students with relevant and effective student support services.*

CURAFA strongly supports the University’s current commitment to financially support low and moderate-income students in Wisconsin and has identified some further recommendations for Bucky’s Tuition Promise. Moving forward we believe this program must focus on:

1. Allocating any new funds made available to Bucky’s Tuition Promise to meet students’ tuition *and* non-tuition expenses.
2. Maintaining its commitment to supporting the state’s lowest income residents by continuing to base eligibility on state median family income.
3. Identifying and coupling effective academic and social support services to the award program for eligible students.

These enhancements will solidify UW Madison’s commitment to supporting diversity as well as provide the students of Wisconsin with the support they need and deserve.

## Endnotes

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<sup>i</sup> See for example:

Castleman & Long (2016) Looking Beyond Enrollment: The Causal Effect of Need-Based Grants on College Access, Persistence, and Graduation. *Journal of Labor Economics*, 34(4), pp. 1023-1073.

Dynarski & Scott-Clayton (2013). Financial Aid Policy: Lessons from Research. *Future of Children*, 23(1), 67-91.

Hemelt & Marcotte (2011). The Impact of Tuition Increases on Enrollment at Public Colleges and Universities. *Educational Evaluation and Policy Analysis*, 33(4), pp. 435-457.

<sup>ii</sup> See for example:

Angrist, Hudson, & Pallais. Evaluating Econometric Evaluations of Post-Secondary Aid. *The American Economic Review*, 105(5), 502-507.

Clotfelter, Hemelt, & Ladd (2017). Multifaceted Aid for Low-Income Students and College Outcomes: Evidence from North Carolina. *Economic Inquiry*.

Page, Kehoe, Castleman, and Sahedewo (2017). More than Dollars for Scholars: The Impact of the Dell Scholars Program on College Access, Persistence and Degree Attainment. *Journal of Human Resources*.

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## Recreational Sports Board Annual Reports for 2015-2016 and 2016-2017

### Recreational Sports Board Annual Report for 2015-2016

#### I. STATEMENT OF COMMITTEE FUNCTIONS

Pursuant to Faculty Policies and Procedures 6.48C, the functions of the Recreational Sports Board are as follows:

1. Advises the administration concerning the development, programming, staffing, maintenance, and financing of recreational sports facilities for faculty, staff, and students.
2. Initiates actions in matters of budget and personnel for the Chancellor.
3. When issues related to academic matters develop, decisions shall be restricted to a subcommittee consisting of the faculty members of the committee. Disputes about identifying issues as academic shall be resolved by the University Committee.

#### II. CURRENT OR PAST YEAR'S ACTIVITIES

- 6 Recreational Sports Board Meetings
- Highlights for 2015-2016:
  - The 2015-2016 new additions to the Division's strategic initiatives were: 1) Engagement, Inclusivity and Diversity, 2) Student Development, 3) Facilities Master Plan, 4) Technology to Improve Efficiencies, 5) Supplemental Funding Exploration
  - Budget: requested significant increase to student segregated fees
    - (\$8 Master Plan plus \$1.85 student wage increase), to be implemented in FY17
  - Rec Sports Master Plan: (ongoing) The plan, approved by a Student Referendum in the Spring 2014 was discussed at length and addressed at every Board meeting. This includes, but is not limited to: architect selection(s), budget, design renderings, engagement from key stakeholders (students, athletics, etc.), surge planning, and timelines.
    - Projects with movement:
      - Near West Playfields
      - SERF project
  - Division Spotlight presentations: These focused presentations are aimed at keeping members of the Board informed of ongoing activities and initiatives with the division.
    - Maintenance and Special Projects
    - Member Services

#### III. CURRENT ISSUES OR CONCERNS

- Quorum: The Rec Sports Board continued to struggle with regular board member participation – just to make quorum. Weak attendance occurred at most meetings which was particularly challenging being the first year with new configuration of the Board that featured expanded student membership.
- Finances: Budget concerns continued to challenge the Division, much like the rest of

campus. There are growing concerns about current and future maintenance and repair of facilities, both now and in the future. As state dollars continued to decline, so does the ability of Rec Sports to properly plan for and fund needed maintenance.

- Facilities: The SERF Pool closed briefly in March of 2016 due to a crack (25 yards long and 1/8-1/4" wide) discovered at the floor-wall seam. The pool was losing 40,000 gal/day. Ground-penetrating radar was used to ensure pool integrity and a temporary hold was used to get through until SERF is torn down, as scheduled within the Master Plan.

#### **IV. FUTURE ISSUES**

- Space will continue to be an issue for recreational users as Rec Sports moves into the execution phase of the approved Master Plan. The surge plan noted above is intended to provide alternative spaces for users while major facilities are not available. The impacts to recreational users will be monitored during SERF closure and subsequent construction with possible future adjustments to the surge plan to mitigate the impacts of the outage of this facility on our users.

#### **V. SUMMARY/RECOMMENDATIONS**

- The Recreational Sports Board will continue to work closely with Division of Recreational Sports staff and campus administration to consider long-range recreational services to benefit the campus community.

#### **VI. COMMITTEE MEMBERSHIP**

##### **Faculty**

Robert Kalejta, SMPH/Oncology

Douglas Reindl (co-chair), ENG/Engineering Professional Development

Earlise Ward, NUR/Nursing

##### **Academic Staff**

Chris Bruhn, L&S/Administration

Peter Crump, Computing & Biometry

Jesse Markow (co-chair), School of Education

##### **University Staff**

Josiah Redford, GLS/College Library

Dennis Reece, L&S/Chemistry

##### **Students**

Hannah Akbik

Alexander Carlos

Katelyn Huebner

Natalie Morel

Trevor Schmitz

##### **Ex officio, Non-voting**

Jason King, Division of Intercollegiate Athletics

## Recreational Sports Board Annual Reports for 2016-2017

### I. STATEMENT OF COMMITTEE FUNCTIONS

Pursuant to Faculty Policies and Procedures 6.48C, the functions of the Recreational Sports Board are as follows:

1. Advises the administration concerning the development, programming, staffing, maintenance, and financing of recreational sports facilities for faculty, staff, and students.
2. Initiates actions in matters of budget and personnel for the Chancellor.
3. When issues related to academic matters develop, decisions shall be restricted to a subcommittee consisting of the faculty members of the committee. Disputes about identifying issues as academic shall be resolved by the University Committee.

### II. CURRENT OR PAST YEAR'S ACTIVITIES

- 8 Recreational Sports Board Meetings
- Highlights for 2016-2017:
  - The 2016-2017 strategic initiatives for the Division were: 1) Execute strategies outlined in the Engagement, Inclusion, and Diversity (E.I.D.) VCFA Initiative to improve representation in our division; 2) Focus on student development.; 3) Continue to advance the approved Master Plan.; 4) Explore new technologies to improve efficiencies.; 5) Identify sources of supplemental funding.
  - Rec Sports Master Plan (ongoing): Continued progress on the Master Plan, approved by a Student Referendum in the Spring 2014 was discussed at every meeting. This includes, but is not limited to: budget, design renderings, engagement from key stakeholders (students, athletics, etc.), surge planning, and project timelines.
    1. Projects with movement:
      - Near West Playfields, nearing completion
      - SERF project, prepping for closure/demolition
      - Natatorium/Gym Unit II, pre-design
- Division Spotlight presentations: These focused presentations are aimed at keeping members of the Board informed of ongoing activities and initiatives with the division.
  1. Instructional Programs
  2. Competitive Sports
  3. Member Services
  4. HR & Admin
- Expansion of Instructional Programs
  1. Summer 2017: first Rec Sports Summer Camps and Youth Clinics programmed
- Expanded focus on assessment
  1. Member Survey Completed
    - 700 Responses
    - Overall very positive, but does identify a few areas of focus to improve upon
    - Barrier for non-users: time
    - Strong takeaway: positive impact on mental wellbeing
    - Future goal: Intentional Programming

- Nielsen Tennis Stadium Instructor Reclassification
  - Segregated fee increase: \$5
  - Divisional Name Change: University Recreation and Wellness
1. To be implemented with opening of new building(s)

### III. CURRENT ISSUES OR CONCERNS

- Quorum: Similar to FY16, the Rec Sports Board struggled to make quorum at most meetings.
- CRSC transfer: Athletics announced decision that Camp Randal Sports Center (CRSC) will be transferred to Athletics upon completion of the current Rec Sports Master Plan.
- Financial: There are growing concerns about current and future maintenance and repair of existing Rec Sports facilities, both now and in the future. As State dollars continued to decline, so does the ability of Rec Sports to properly plan for and fund needed maintenance and larger cost capital repairs.

### IV. FUTURE ISSUES

- Space will continue to be an issue for recreational users as Rec Sports moves into the execution phase of the approved Master Plan. The Division is executing a surge plan that involves repurposing space in both Ogg Hall and the Natatorium for users while the SERF is demolished and the new facility is built. The impacts to recreational users will be monitored during construction with possible future adjustments to the surge plan to mitigate the impacts of construction on our users.

### V. SUMMARY/RECOMMENDATIONS

- The Recreational Sports Board will continue to work closely with Division of Recreational Sports staff and campus administration to consider long-range recreational services to benefit the campus community.

### VI. COMMITTEE MEMBERSHIP

#### Faculty

Robert Kalejta, SMPH/Oncology  
Douglas Reindl (co-chair), ENG/Engineering  
Professional Development  
Earlise Ward, NUR/Nursing

#### Academic Staff

Chris Bruhn, L&S/Administration  
Peter Crump, Computing & Biometry  
Jesse Markow (co-chair), School of  
Education

#### University Staff

Donovan Kron, FP&M  
Josiah Redford, GLS/College Library

#### Students

Ty Brandsma  
Tyler Bush  
Peter Dalgleish  
Jeremy Dobbs  
Jasmine Escareno  
Alex Sheng  
Vanessa Studer

#### Ex officio, Non-voting

Jason King, Division of Intercollegiate  
Athletics

## Committee for Gay, Lesbian, Bisexual, Transgender, and Queer (GLBTQ) People in the University Annual Report, 2015-2017

### I. Committee Function

On 16 December 2015, by unanimous vote, the committee adopted new language describing its membership and functions. On 1 February 2016, by a voice vote without dissent, the Faculty Senate approved the proposed amendments and integrated the committee into *Faculty Policies & Procedures* Chapter 6:

*Faculty Policies & Procedures*

6.40. GLBTQ PEOPLE IN THE UNIVERSITY, COMMITTEE ON.

- A. MEMBERSHIP: The Committee for Gay, Lesbian, Bisexual, Transgender, and Queer People in the University consists of the following members:
1. Five faculty members appointed for three-year terms
  2. Two academic staff members appointed for three-year terms
  3. Two university staff members appointed for three-year terms
  4. One postdoctoral scholar (research associate, postdoctoral fellow, or postdoctoral trainee), appointed by the Office of Postdoctoral Studies (VCRGE)
  5. One graduate student and two undergraduate students, appointed by the recognized student governance organization
  6. A representative appointed by the Vice Provost & Chief Diversity Officer, ex officio, non-voting
  7. The Dean of Students or a designee appointed by the Dean of Students, ex officio, non-voting
  8. The Director of the LGBT Studies certificate, ex officio, non-voting
  9. The chair shall be elected from among the faculty members appointed pursuant to section A.1. Any voting member of the committee may be elected to serve as co-chair.
- B. FUNCTIONS:
1. Recommends to administrative offices and governance bodies changes in university priorities, policies, practices, and programs that advance equity and diversity across the spectrum of gender identity and expression and sexual orientation.
  2. Consults and collaborates with administrative offices and governance bodies to advocate for an inclusive and respectful campus climate and culture for faculty, staff, and students across the spectrum of gender equity and expression and sexual orientation.
  3. Evaluates and monitors the status of GLBTQ members of the university community.

The committee's "Operating Procedures" (17 January 2017) are available upon request from the Office of the Secretary of the Faculty.

Assistant Professor Aaron Hoskins (Biochemistry) and Associate Professor Claire Wendland (Anthropology) co-chaired the committee in 2015-2016.

Assistant Professor Aaron Hoskins (Biochemistry) and Professor Tehshik Yoon (Chemistry) co-chaired the committee in 2016-2017.

### II. Activities

**Ad Hoc Committee on Equitable & Inclusive Health Care.** In Spring 2015, committee members considered a variety of ways to address gaps in access to equitable and inclusive health care for GLBTQ members of our UW-Madison community. On 4 January 2016, Co-Chairs Aaron Hoskins and

Claire Wendland, LGBT Campus Center Director Gabe Javier and Lindsey Stoddard Cameron consulted with the University Committee. The group discussed options such as revitalizing the Domestic Partner Health Care Task Force or creating a new task force to address ETF-related issues such as the lack of coverage for trans health care services and rising costs of level 4 prescription medications, including several antiretrovirals used to treat HIV.

The University Committee invited feedback on the composition of an ad hoc task force. The Committee for GLBTQ People in the University suggested faculty, staff, and students who would bring expertise and breadth of perspective to the ad hoc committee, recommending representation from the health sciences (School of Medicine & Public Health, School of Nursing, School of Pharmacy) and business fields (such as Risk & Insurance). Because differences between SHIP (student health insurance) and employee health care provisions can lead to significant gaps in care for transitioning graduate assistants, the committee also recommended that it would be useful to appoint a Graduate School colleague or a graduate student employed as a TA/PA. Finally, the committee advised that Business Services/Risk Management and the Wisconsin School of Business would likely have faculty or staff members with expertise on LGBTQ health care issues and knowledge of Employee Trust Fund regulations and contracts.

On 4 August 2016, the University Committee charged the Ad Hoc Committee on Equitable & Inclusive Health Care, chaired by Professor Marjorie A. Rosenberg (Risk & Insurance), to review available data and identify solutions. Committee member Steph Tai served as a member of and committee liaison to the ad hoc committee. The ad hoc committee met six times during the fall semester and reported back to the University Committee on 31 January 2017. The ad hoc committee recommended that UW-Madison

- advocate strongly that the Wisconsin Employee Trust Fund (ETF) restore Tier 2 prescription drug coverage for ARV prescription medications
- support and advocate for health insurance guidelines that are supportive of the full range of medical needs of transgender individuals
- go on record as opposing any attempt to reintroduce the transgender exclusion into State of Wisconsin Group Health Insurance plans under ETF
- support steps to remove all “gender binary” assumptions in insurance payments for medical procedures, and
- in the event that the transgender exclusion is returned to state health insurance under ETF, that the university adopt a plan for supplementing state health insurance with a rider with costs to be shared by all university employees to cover transgender care.

On 14 February 2017, the Committee for GLBTQ People in the University endorsed the ad hoc committee’s recommendations. [Note: The committee leadership followed up by meeting with Vice Chancellor for Finance & Administration Laurent Heller and Chief Human Resources Officer Wayne Guthrie on 22 May and 18 August to discuss key issues and the ad hoc committee’s recommendations, evaluate options, and determine what actions the university can take.]

The ad hoc committee’s recommendations and discussions between the Committee for GLBTQ People in the University, University Committee, and university administrators are unfolding in a rapidly changing political environment. On 18 May 2016, the federal Department of Health & Human Services (HHS) issued final regulations pertaining to Section 1557 of the Affordable Care Act (ACA). In response to these regulations, the Group Insurance Board voted on 16 July 2016 to bring Wisconsin’s Employee Trust Funds (ETF) into compliance by removing the exclusion of benefits and services related to gender reassignment or sexual transformation, effective 1 January 2017, and by including federally required notification language on all significant communications related to ETF’s health program, effective 16 October 2016.

Subsequently, the State of Wisconsin entered a lawsuit (*Franciscan Alliance, et al. v. Burwell, et al.*) challenging the legality of the DHHS regulations. In December, a federal judge in Texas enjoined the Obama administration’s guidance on trans-inclusive health care.

Following consultation with Wisconsin Department of Justice and ETF legal counsel, on 30 December, by a vote of seven yes and two no, with two members absent, the Group Insurance Board voted to reinstate the current exclusion of benefits and services related to gender reassignment or sexual transformation contingent on all of the following:

- subject to a court ruling or an administrative action that enjoins, rescinds, or invalidates the HHS Rule;
- subject to compliance with Wis. Stat. 40.03(6)(c);
- subject to renegotiation of contracts that maintain or reduce premium costs for the state; and finally
- subject to the opinion of the DoJ that the action taken does not constitute a breach of board members' fiduciary duties.

The exclusion was reinstated, effective 1 February 2017. The rescission of benefits was communicated to UW-Madison employees by e-mail messages from the University of Wisconsin-Madison's Office of Human Resources and from the University of Wisconsin System.

**Climate Survey for Students.** Development of a campus climate survey was among the first of eighteen Diversity Framework initiatives to be undertaken over the next decade. Jacqui Scott-Papke, who led the initiative for the Division of Diversity, Equity & Educational Achievement, met in Fall 2015 with campus partners, including the Women in Science & Engineering Leadership Institute (WISELI), Academic Planning & Institutional Research (APIR), and the Office of Human Resources, which administers an annual Engagement, Inclusion & Diversity survey in VCFA divisions. She invited members of the Committee for GLBTQ People in the University to suggest survey items that would provide insight into the experiences of GLBTQ members of our campus community and discussed key thematic areas including satisfaction; interactions with colleagues; whether the climate for work and learning is perceived as warm, chilly, or hostile; and perceptions of safety, visibility, and social life/community. The committee suggested including a question on closet status.

The UW Survey Center fielded the survey to graduate, undergraduate and professional students in October-November 2016. Qualitative and quantitative analyses of responses are underway. A committee is being formed to review survey data and recommend follow-up actions in Fall 2017.

**Community Building.** To build community and more fully support GLBTQ employees, the committee hosts or co-hosts a number of social events each year. These augment an annual faculty networking lunch, activities hosted by the LGBT Campus Center, and periodic gatherings hosted by university administrators. The committee seeks to balance professional events (receptions, public lectures) with family-friendly gatherings (e.g., bowling, picnic, marshmallow roast on Picnic Point, Arboretum walk). Lindsey Stoddard Cameron invited members of the GLBTQ faculty networking WiscList members to suggest ideas for fall events.

On 23 March 2016, about forty people attended "Bowling Social," an inaugural event hosted by the committee and sponsored by Vice Provost & Chief Diversity Officer Patrick Sims. The committee encouraged faculty and staff to attend the LGBT Campus Center's Rainbow Graduation on 12 May.

On 16 December 2016, 25 people attended a Fall Social supported by Vice Provost & Chief Diversity Officer Patrick Sims and co-hosted by the Committee for GLBTQ People in the University and the LGBT Campus Center. On 15 March 2017, the committee co-sponsored an inaugural MGN Graduate Student Mixer, hosted by the Graduate School's Multicultural Graduate Network and the LGBT Campus Center. This event, held from 4:30 p.m. to 6:30 p.m. at the University Club, had a strong turnout and attracted a good mix of graduate students and faculty. The committee encourages faculty and staff to attend the LGBT Campus Center's Rainbow Graduation on 11 May.

**Expanded Gender Demographic Options in Applications for Admission.**

In January 2016, Gabe Javier described a UW System plan to expand gender demographic reporting options in its undergraduate admissions application (a single application for all UW System schools).

Options will include “man, trans man, woman, trans woman, and prefer not to answer.” At this time, an intersex option is not included.

This is an emerging practice that has been embraced by some CIC institutions. For example, Iowa collects information about students’ gender identity but not sexual orientation. There are important Title IX implications. In 2014, the Department of Education issued guidance clarifying Title IX protections for trans students: <http://www.glsen.org/article/dept-ed-title-ix-protects-trans-students>

There are several significant challenges to implementing expanded gender demographic options here, perhaps the greatest of which is that UW-Madison has sixteen different admitting offices. About half of applications are handled by Admissions. Graduate student, professional student, and special student applications are handled separately. Another challenge is to identify and provide access to data users, such as University Housing or Recreational Sports. Many systems may not be equipped to move beyond binary expressions. At the other end of the spectrum, University Health Services has already adopted expanded gender demographic options (which differ from those proposed by UW System). The Preferred Name project offers a success story example and model for how campus partners might work together to build alignment and create cross-walks among relevant data systems.

Committee members discussed benefits and possible unintended consequences of expanded gender demographic options. Moving forward, it is important to be more inclusive, not just look more inclusive. It would be unfortunate to raise expectations by requesting information from matriculating students and not use the information, or to create confusion by using the information in some circumstances but not others. We cannot currently measure persistence of students from application, acceptance, matriculation, graduation. Gender identify is fluid and can change, often during a student’s college years. Ideally, our data systems would allow for students to both make and change a gender designation (similar to designating race/ethnicity or preferred name). Strong data custodian policies and practices will be needed, to ensure that the data are protected from socially undesirable uses.

**Gender Inclusive Restroom Facilities.** Provost Sarah Mangelsdorf and Vice Chancellor for Finance & Administration Laurent Heller will charge a project team to develop guidance for Facilities Planning & Management and other administrative units regarding the provision of gender-inclusive restroom facilities at UW-Madison. In October 2016, the committee appointed members Kelly Krein and Steve Reischel to serve on the project team.

**Sexual Assault & Sexual Misconduct.**

In March 2016, committee members reviewed the [\*Sexual Assault Climate Survey Task Force Report\*](#) and considered a [\*Resolution of the Committee on Women in the University: Regarding the UW-Madison Sexual Assault Climate Survey Task Force Report and Recommendations\*](#) (*Faculty Document 2604*), authored by Professor Bret Payseur (Genetics). Members present voted unanimously to endorse the resolution as written, with a cover letter to Provost Sarah Mangelsdorf articulating the committee’s particular concerns. While much of the messaging around the survey release was heteronormative, survey findings include troubling data about higher rates of sexual harassment and misconduct experienced by gender non-conforming individuals, especially male graduate students. The committee recommends additional communication with graduate students, focused on resources on campus and in the community, and on healthy relationships.

In April 2016, the committee met with recently appointed UW-Madison Title IX Coordinator David Blom to learn about emerging practices to prevent and mitigate sexual assault and misconduct. The committee also consulted with UHS Violence Prevention & Victim Advocacy Manager Carmen Neimeko Hotvedt, who shared data on the effects of UW-Madison’s *Tonight* program and on experiences of graduate students, including transgender women, transgender men, women, and men. The latter data suggest that graduate students have less knowledge about sexual assault and misconduct and experience harassment and assault at relatively high rates.

**Support for LGBTQ Faculty & Staff.** The committee consulted with LGBTCC Director Gabe Javier on a proposal to create a new Staff Coordinator position in the LGBT Campus Center, and reviewed a position vacancy listing for the position. The emerita or emeritus faculty or staff member holding this part time position would engage and support LGBTQ employees, providing information and developing resources for faculty and staff. Ultimately, this position was not funded.

**III. Current and Future Issues of Concerns**

In 2017-2018, the committee will focus on:

- Gender inclusive restroom facilities
- Trans health benefits and services
- Community-building activities for faculty, staff, and students

**IV. Membership**

Committee for Gay, Lesbian, Bisexual, Transgender, & Queer People in the University, 2015-2016

		Member	Term
		Since	Ends
<u>Faculty:</u>			
Jenny Gumperz	Medical Microbiology & Immunology	2014	2018
Aaron Hoskins (co-chair)	Biochemistry	2014	2017
Steph Tai	Law	2015	2019
Claire Wendland (co-chair)	Anthropology	2013	2016
Tehshik Yoon	Chemistry	2014	2017
<u>Academic Staff:</u>			
Joseph Halaas	Wisconsin School of Business	2011	2017
Kelly Krein	Division of Student Life	2015	2018
<u>University Staff:</u>			
William Curtis	UW Police Department	2014	2017
Todd Hill	Division of Information Technology (DoIT)	2014	2017
<u>Students:</u>			
Shannon Davis		2015	2016
Molly Wight		2014	2016
<u>Ex-Officio/Non-Voting:</u>			
Lori Berquam	Vice Provost & Dean of Students	2016	
Gabe Javier (designee)	LGBT Campus Center	2011	2016
Jacqui Scott Papke (designee)	Office of the Vice Provost & CDO	2014	2016
Finn Enke	Gender & Women’s Studies – LGBT Certificate	2015	
<u>Administrative Support:</u>			
Lindsey Stoddard Cameron	Office of the Secretary of the Faculty	2016	

**VI. Committee Membership**

Committee for Gay, Lesbian, Bisexual, Transgender, & Queer People in the University, 2016-2017

		Member	Term
		<u>Since</u>	<u>Ends</u>
<u>Faculty:</u>			
Jenny Gumperz	Medical Microbiology & Immunology	2014	2018
Aaron Hoskins (co-chair)	Biochemistry	2014	2017
Steph Tai	Law	2015	2019
Scott Teeple	Mead Witter School of Music	2016	2019
Tehshik Yoon (co-chair)	Chemistry	2014	2017
<u>Academic Staff:</u>			
Joseph Halaas	Wisconsin School of Business	2011	2017
Kelly Krein	Division of Student Life	2015	2018
<u>University Staff:</u>			
Ellen Morin	Radiology	2016	2019
Steve Reischel	Division of Information Technology (DoIT)	2016	2019
<u>Post-Doctoral Scholar</u>			
Nathan Wlodarchak	Medicine	2016	2018
<u>Students:</u>			
Shannon Davis	School of Social Work (graduate student)	2015	2017
Ellen Krebs	(undergraduate student)	2016	2017 (SI)
Daniel Kwak	(undergraduate student)	2016	2017
Petra Walech-Roth	(undergraduate student)	2016	2017 (SII)
<u>Ex-Officio/Non-Voting:</u>			
Lori Berquam	Vice Provost & Dean of Students	2016	
Gabe Javier (designee)	LGBT Campus Center	2011	
Jacqui Scott Papke (designee)	Office of the Vice Provost & CDO	2014	2016 (SI)
Rex Loehe (designee)	Office of the Vice Provost & CDO	2016	2017 (SII)
Finn Enke	Gender & Women's Studies – LGBT Certificate	2015	
<u>Administrative Support:</u>			
Lindsey Stoddard Cameron	Office of the Secretary of the Faculty	2016	

The committee welcomed as partners, and thanks:

Katherine Charek Briggs, Interim Associate Director, LGBT Campus Center  
 D.A. Dirks, Senior System Academic Planner, University of Wisconsin System

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**Committee on Women in the University Annual Report, 2016-2017**  
**(Faculty Policies & Procedures 6.56.)**

**I. Statement of Committee Functions**

The Committee on Women in the University:

1. Recommends to administrative offices and governance bodies changes in university priorities, policies, practices, and programs that would improve the status of women
2. Collaborates and consults with administrative offices and governance bodies to more fully support gender equity, employee engagement, an inclusive and respectful culture, and diversity
3. Evaluates and monitors the status of women employees at the university.

The committee's "Operating Procedures" (updated 19 October 2016) and "Statement on Diversity and Representation in Committee Membership" (adopted December 1999 and reaffirmed 21 September 2016) are available upon request from the Office of the Secretary of the Faculty.

Professor Bret Larget (Botany and Statistics) and Program Assistant Advanced Confidential Kate O'Connor (Office for Equity & Diversity) are co-chairing the committee in 2016-2017.

**II. Current Activities**

The Committee on Women in the University values partnering with fellow governance committees and the university administration in an ongoing, collaborative effort to achieve gender equity and create inclusive environments for work and learning.

We are pleased to partner with women deans and the Office of Learning & Talent Development (formerly, the Office of Human Resource Development) in presenting the annual Women & Leadership Symposium.

**Awards & Recognition:**

The committee congratulates recipients of UW-Madison's Outstanding Women of Color Awards, all of whom are prominent on campus and in the broader community for their notable professional accomplishments and efforts to achieve social justice:

UW-Madison – 9<sup>th</sup> Annual Outstanding Women of Color Awards

Fabu Phillis Carter, Poet, Scholar, Teaching Artist, and

Outreach Specialist, Wisconsin Alzheimer's Disease Research Center

Joan Fujimura, Professor, Sociology; Holtz Center for Research on Science & Technology

Binnu Palta Hill, Assistant Dean for Diversity & Inclusion, Wisconsin School of Business

Sagashus Levingston, Tutor/Mentor with the Odyssey Project,

Co-Teacher in the Odyssey Junior Program, and founder of the "Infamous Mothers" Project

Denise Thomas, Coordinator of Title VII American Indian Science & Engineering Society (AISES),

Madison Metropolitan School District; Financial Specialist, WiscAMP Program,

College of Engineering

Julissa Ventura, Fellow, Morgridge Center for Public Service Community-University Exchange–

South Madison; Ph.D. Candidate, Educational Policy Studies

Brief introductions to UW-Madison Annual Outstanding Women of Color Award recipients are presented in "Six UW-Madison Women to be honored as 2016 Outstanding Women of Color" (2 March 2017): <http://news.wisc.edu/six-uw-madison-women-honored-as-2016-outstanding-women-of-color/>

The committee joins the Women Faculty Mentoring Program in celebrating excellent mentoring of women assistant professors:

2016 Slesinger Awards for Excellence in Mentoring

Jane Collins, Professor, Community & Environmental Sociology

Jay Gallagher, W.W. Morgan Professor, Astronomy

Professors Collins and Gallagher each received a \$2,500 award from the Women's Philanthropy Council, which has generously supported the Slesinger Award since 2004.

**Diversity & Inclusion:**

In October 2016, the committee voted unanimously to endorse the "Campus Statement on Commitment to Diversity, Equity & Inclusion," a campus diversity statement complementing the university's strategic framework and vision. The statement was drafted by a working group with representation from the Campus Diversity & Climate Committee (CDCC), Equity & Diversity Committee Chairs, Multicultural & Disadvantaged Coordinators and refined in consultation with shared governance bodies and administrators.

In November 2016, Interim Associate Vice Provost Ruby Paredes presented an overview of campus diversity and climate initiatives designed to advance UW-Madison's strategic goals:

- 1) Increasing access for all qualified students, especially for underrepresented minorities and women in the STEM areas;
- 2) Eliminating the achievement gap between majority and underrepresented students;
- 3) Recruiting and retaining a more diverse faculty and staff;
- 4) Preparing all our students, staff and faculty to thrive personally and professionally in a world that is diverse, global and interconnected; and
- 5) Enhancing the campus climate for inclusion.

The R.E.E.L. Change document provides an overview of how ongoing and new efforts mesh in the ten year implementation of UW-Madison's Diversity Framework. In 2015-2016, faculty and staff recruitment and retention, supported by a \$1M Strategic Hiring Fund, remained a central focus. New efforts included the Diversity Inventory Project, a climate survey of students that netted a 20%+ response, and development of a more robust hate and bias reporting system. In 2016-2017, there has been a strong focus on efforts to establish more consistent messaging about UW-Madison's values and priorities and to strengthen communication and collaboration among diversity and inclusion related committees. UW Foundation recently appointed a Director for Diversity Development to increase and improve connections to prospective donors. Each division, school, and college has been asked to consider how best to increase cultural competencies within its departments and units. Committee members voiced appreciation for having initiatives and strategies articulated clearly.

The ensuing discussion focused on:

- establishing safe spaces for students, staff and faculty to process local and national issues
- responses to an incident at UW-Madison's stadium
- an appeal to declare UW-Madison a sanctuary
- the possibility that new concealed carry legislation would be enacted and would permit individuals to carry weapons into classrooms
- proposed changes to the Ethnic Studies requirement (development of discipline-specific courses that would contribute toward completion of an undergraduate major)
- how to create a welcoming environment that is responsive to the identities and needs of all members of our campus community (examples: gender-inclusive bathrooms, lactation/wellness spaces, areas for worship, supporting dietary requirements and preferences)
- a request for committee members to identify diversity and inclusion-related activities across campus and help populate, or encourage contributions to, the Diversity Inventory Project

- an invitation to consider developing a presentation for the spring Teaching & Learning Symposium and/or suggest themes for the 2017 Diversity Forum.

In February 2017, Program Director of Inclusion Education in the Division of Student Life Laura Klunder presented a brief overview of *Our Wisconsin*, focusing on Fall 2016 learning outcomes and participant feedback. Skilled facilitation is a vital component of the pilot program's success. Laura highlighted strengths of the *Badger Way* facilitation model and noted the importance of assessing facilitators' contributions and experiences as well as participant learning. In 2017-2018, The Division of Student Life will partner with University Housing, expanding *Our Wisconsin* to serve ~7,000 incoming first year students, with corresponding growth in the facilitator pool. Discussion focused on facilitator skills and experiences, compensation, and professional development. Given the volatile nature of workshop discussions, committee members favor making a full-time advocate or counselor available to teach peer facilitators self-advocacy skills and respond to concerns or incidents. On behalf of the committee, co-chair Bret Larget wrote a letter to Vice Provost for Student Life and Dean of Students Lori Berquam, Chancellor Rebecca Blank, and Vice Provost & Chief Diversity Officer Patrick Sims, voicing support for *Our Wisconsin* and the *Badger Way* facilitation model, calling for continuing compensation of student peer facilitators, continued provision of a \$500 stipend to faculty and staff facilitators, and providing new professional development funding. *Our Wisconsin* and the *Badger Way* received funds requested for 2017-2018.

In March 2017, WISELI Research & Executive Director Jenn Sheridan reported on tenured and tenure-track faculty responses to WISELI's 2016 *Study of Faculty Work Life*. This survey, the fifth undertaken at UW-Madison, included questions about department climate, experiences of harassment, job satisfaction, and faculty morale. Responses indicate the workplace climate has not changed much since 2012. Faculty in the majority and in leadership positions continue to overestimate how positive the climate is for women and faculty of color. Women responded significantly more negatively on 21 of 25 climate related questions, and faculty of color responded significantly more negatively on 14 of these questions. Notably, since 2012 the number of faculty of color who report feeling that they must work harder to be seen as legitimate scholars has increased. Similarly, the number of women who report that meetings do not allow all participants to share their views has increased. Faculty with disabilities and faculty whose work is outside the mainstream also have more negative experiences.

The percentage of faculty who report experiencing an incident of sexual harassment within the past three years has fallen from 14% in 2010 to 9% in 2016. However, faculty say that sexual harassment is treated less seriously now than in 2010 and that the process for dealing with complaints is less effective. The 2016 survey produced a baseline measure for reports of hostile and intimidating behavior. A surprising percentage of faculty report having experienced (36%) or witnessed (43%) hostile or intimidating behavior. Higher percentages of women, faculty with disabilities, faculty in the social sciences, and tenured faculty report experiencing hostile and intimidating behavior.

Job satisfaction has decreased since 2012, with respondents citing state politics (26.4%), budget cuts (20.4%), and salary (20.3%) as top reasons for dissatisfaction. Budget cuts have had the largest, negative effect on faculty morale and are cited as the top reason to leave UW-Madison. 67% of faculty have been approached by another university or headhunter about leaving, and the number of faculty who report intending to leave is rising.

### **Early Childhood Care & Education:**

The Committee on Women remains committed to the goal of protecting and building UW-Madison's early childhood care and education capacity, with an emphasis on sustainably resourcing programs and services, and better coordinating efforts to build collaboration and capacity. In recent years, the committee has been particularly concerned about affordable access to high quality early childhood care and education and has advocated for additional infant and toddler care options for faculty, staff, and students.

In October 2016, the Committee on Women and University Child Care Committee forwarded a

proposal to Chancellor Rebecca Blank, Provost Sarah Mangelsdorf, and Vice Chancellor for Finance & Administration Laurent Heller. The committees proposed chartering a campus level team, led by the Provost and Vice Chancellor for Finance & Administration that would formulate a strategy for protecting existing centers, building capacity over the next decade, and identifying viable alternatives to relying primarily on tuition increases to support rising operating costs.

In December 2016, Parent Resource Specialist Jen Templin provided a brief overview of the Office of Child Care & Family Resources' role in developing and maintaining lactation rooms on campus and shared a current list of lactation rooms <https://occfrc.wisc.edu/lactation.htm>. Committee members discussed several ideas for expanding and improving the system with her and Office of Child Care & Family Resources Director Cigdem Unal, including:

- requesting that lactation/wellness spaces be included in new buildings and major renovations
- working with deans, directors, chairs, and building managers to expand the current system, with a focus on identifying and equipping spaces in larger buildings and facilities without a lactation space within 5 minutes' walk
- creating a more polished map, exploring adding lactation/wellness spaces to the campus map
- establishing an online sign-up or calendar system, for ease of use and to reduce time away from work
- designing a logo, sign to use on maps and for use by employees who need privacy in their own offices
- considering "pop-up" lactation spaces
- communicating with guests/visitors as well as employees and students

In February 2017, the committee discussed and approved in principle a template letter that can be adapted and sent to deans, directors, department chairs, and building managers in buildings that do not yet have lactation spaces. The letter assumes good will in formulating approaches and solutions. OCCFR staff and committee members will partner on this effort and will reach out to departments and units in waves over a period of twelve to eighteen months.

### **Hostile & Intimidating Behavior:**

In December 2016, Vice Provost for Faculty & Staff Michael Bernard Donals visited the committee on behalf of the ad hoc Committee on Hostile & Intimidating Behavior, to discuss the committee's report and invite feedback on implementing the committee's recommendations. He provided a short history of recent efforts to address hostile and intimidating behavior and reported progress to date, including development of a new website intended to raise visibility of key issues and campus resources. Several issues were raised during the ensuing discussion, including:

- similarities and differences between the Employee Assistance Office (<http://eao.wisc.edu/>) and Ombuds Office for Faculty & Staff (<http://ombuds.wisc.edu/>)
- perceptions that EA has strengths in personal counseling, helping individuals to cope but lacks "teeth" (power to effect change)
- perception that campus strategies focus on helping individuals rather than fixing systems
- "Midwest nice" behaviors that perpetuate rather than resolve discomfort
- needs of second and third shift employees (observation that campus resources, including EA and Ombuds services, are most readily available to first shift/daytime employees)
- desire for clarity about possible sanctions for hostile or intimidating behavior
- need for a sense of comfort with "go to people" (potentially modeled on UW-Madison's DDR system): *"How would I know if this person is an ally?"*
- need for safety, freedom from retaliation
- need for a system that addresses "gray areas" as well as supporting federal and state laws and university policies that protect certain classes of employees and students

Bret Larget subsequently joined an implementation work team that will develop a workshop designed to educate participants about the policy on hostile and intimidating behavior and how to respond if an

individual witnesses, is a recipient of, or is accused of such behavior.

**Women & Leadership Symposium:**

The Committee on Women continues to partner with women deans, the Office of Human Resources, the Women’s Philanthropy Council, and others to present the *UW-Madison Women & Leadership Symposium* each summer. Rebecca Scheller provided welcome remarks at the 2017 symposium.

The committee thanks the Women’s Philanthropy Council for continuing to underwrite the symposium and for sponsoring follow-up “Coffee & Conversation” programming presented by the Office of Learning & Talent Development and UW-Madison’s women deans. Since 2010, the Women’s Philanthropy Council has generously provided \$66,050 in support. The council voted in October 2015 to provide an additional \$39,000 in support between 2016 and 2021.

**III. Data on Women Faculty & Staff**

The committee thanks Distinguished Policy & Planning Analyst Margaret Harrigan for her help in obtaining and interpreting institutional data on women academic staff and faculty, and the Office of Academic Planning and Institutional Research for providing both current and historic data on gender and race/ethnicity in the university’s Data Digest: <http://apir.wisc.edu/datadigest.htm>

Readers will find additional information about data provided to the committee on the APIR website, including memos from Margaret Harrigan regarding faculty and staff trends related to gender and diversity at: <http://apir.wisc.edu/facultystaff-trends.htm>

The Committee on Women in the University continues to monitor the percentage of women in the University of Wisconsin-Madison’s workforce:

<b>Women Employed at UW-Madison</b>	<b>1990-1991</b>	<b>2015-2016</b>	<b>2016-2017</b>
Faculty	18%	34%	34.4%
Executive/Director/Administrator (Academic Staff)	38.8%	50.4%	n/a
Limited Staff	n/a	n/a	47.3%
Academic Staff	49.1%	54.2%	55.6%
University Staff	55.6%	50%	49.2%
Post-Degree Training Staff (including post-doctoral fellows)	26.6%	44.4%	43.1%
Graduate Assistants	34.5%	43.3%	43.6%
<b>Total</b>	<b>41.8%</b>	<b>48.1%</b>	<b>48.6%</b>

The percentage of women in the faculty has increased from 15.2% in 1987 to 34% in 2015. In 1987, fewer than 9% of faculty holding the title of professor were women; today, 28% of faculty at this rank are women. 43% of associate professors and 44% of assistant professors are women.

In 1987, 6.2% of faculty were Black, Asian, Native American, or Hispanic. Today 20.7% of faculty come from these historically underrepresented groups. Within this cohort, the percentage holding the rank of professor has risen from 5% in 1987 to 17% in 2016. 24% of associate professors and 28.3% of assistant professors are members of underrepresented groups.

Among 37 women and 54 men hired at the rank of assistant professor in 2007-2008, the most recent year for which these data are available, 78% of the women and 78% of the men were tenured within nine years. In this same cohort, 79% of minority faculty and 77% of non-minority faculty were tenured. Women and men in the social sciences remain significantly less likely to win tenure than their peers, with an average nine-year tenure rate of only 41% for faculty hired between 2001-02 and 2007-08, compared to 79% in the arts & humanities, 79% in the biological sciences, and 83% in the physical sciences.

Overall, 55.6% of academic staff are women. 47.1% of instructional academic staff and 42.6% of research doctoral academic staff are women. In this same cohort, 14.1% of academic staff identify as Black, Asian/Pacific Islander, American Indian, Hispanic, or two or more races. 13.5% of instructional academic staff and 23.4% of research doctoral academic staff belong to these historically underrepresented groups.

Among university staff, 42.5% of FLSA exempt (“salaried”) positions and 51.2% of FLSA non-exempt (“hourly”) positions are held by women. 9% of FLSA exempt positions and 19.2% of FLSA non-exempt positions are held by employees identifying as Black, Asian/Pacific Islander, American Indian, Hispanic, or members of two or more races.

Women currently hold 47.3% of limited positions. 13.7% of limited positions are held by individuals from historically underrepresented groups.

To ensure regular review of data related to each major employment category, the committee requests core data each year, plus data on an issue of particular interest or concern for faculty, academic staff, or university staff, with the focus rotating among these three employment groups. The committee remains committed to reviewing longitudinal data.

In February 2016, the committee reviewed salary schedules for university staff, by gender and by race/ethnicity.

#### **IV. Current and Future Issues or Concerns**

In 2017-2018, the committee will focus on:

- early childhood care and education
- family and parental leave
- gender pay equity
- hostile and intimidating behavior and campus climate
- lactation rooms
- linkages with groups that serve women
- visibility and accessibility of information about the committee

and priorities identified by the committee in Fall 2017.

**V. Committee Membership**

Committee on Women in the University, 2016-2017

		Member	Term
		<u>Since</u>	<u>Ends</u>
<u>Faculty:</u>			
Roseanne Clark	Psychiatry	2015	2018
Marah Curtis	Social Work	2016	2019
Teri Dobbs	Mead Witter School of Music	2016	2019
Helen Kinsella	Political Science	2016	2020
Bret Larget (co-chair)	Botany and Statistics	2015	2018
Simone Schweber	Curriculum & Instruction	2016	2019
<u>Academic Staff:</u>			
Tina Hatch	Student Life/International Student Services	2011	2020
Heidi Lang	Wisconsin Union: Social Education Office	2014	2017
Antje Petty	Max Kade Institute	2016	2019
Rebecca Scheller	Law	2012	2018
Nancy Schultz-Darken	Primate Research Center	2012	2018
Rachael Willits	Dean of Students Office	2016	2019
<u>University Staff:</u>			
Antoinette (Toni) Coles	University Marketing	2014	2017
Tina Hunter	Sociology	2014	2017
Chris Lalande	DoIT/Academic Technology	2014	2016
Kate Moran	FP&M/	2016	2019
Kate O'Connor (co-chair)	Office for Equity & Diversity	2014	2017
Ashley Redjinski	French & Italian	Spring	2017
Tamara Walker	DoIT/Enterprise Internet Services	2016	2019
<u>Post-Doctoral Fellow:</u>			
Jessica Corman		2016	2017
<u>Students:</u>			
Sowmya Achara (graduate student)		2016	2017
Zahiah Hammad (undergraduate student)		2016	2017
<u>Ex-Officio/Non-Voting:</u>			
Patrick Sims	Office of the Provost, Diversity & Climate	2013	
Torsheika Maddox (designee)	Office of the Vice Provost & CDO	2015	2017
Luis Piñero	Office for Equity & Diversity	1999	
Susan Nelson (designee)	Office for Equity & Diversity	2006	2017
<u>Staff:</u>			
Lindsey Stoddard Cameron	Office of the Secretary of the Faculty	1996	

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## **Proposal to Change the Name of the UW-Madison Linguistics Department to an Interdisciplinary Program Called Language Sciences**

A group of faculty from the Departments of Linguistics, Communication Sciences & Disorders, English, Psychology, Spanish & Portuguese, and German, Nordic, Slavic propose to create a new interdisciplinary program called Language Sciences. Once established, this academic unit will assume the academic programs and subject listing currently administered by the Linguistics Department. Program faculty in the new unit will also assume responsibility for Linguistics' resources and the academic program review currently underway, and will seek permission to serve as a tenure home for the 3.5 faculty members currently in that department. The Linguistics Department will, by separate action, then be closed.

Faculty representing the language sciences have endorsed creation of this department-like unit as the best means to pursue several goals:

- To strengthen and broaden the academic study of linguistics, as currently found in the undergraduate major, MA, PhD, and PhD Minor in Linguistics, via strategic expansion and better coordination of courses and instruction offered in the discipline.
- To promote, support, and strengthen a cross-disciplinary approach to the study of human language, enhancing research and connection among scholars tenured in a wide array of units studying language at UW-Madison, thereby unifying otherwise atomized language scientists into a sizable program with the potential to become a national leader.
- To provide sound faculty governance for the academic programs and budgetary resources associated with the above.

Faculty who will be engaged in Language Sciences value and support the variety of approaches to the study of language as pursued by both linguists and language scientists, reaching beyond the borders of the current Linguistics Department, to include teaching and scholarship found in units such as English, Psychology, Communication Sciences and Disorders, and others, all of which apply their focus to particular aspects of human language.

Discussions that led to this proposal have been under way for many years, beginning formally in the Linguistics Department in fall 2013, and also including a Language Sciences Working Group convened by the Language Institute, which met in AY 2014-2015. During the Spring 2016 semester, a draft proposal to substantially restructure governance in the Linguistics Department, and grant full and renewable faculty governance status to faculty who did not have tenure in the Department was explored. This novel governance structure was pursued because although faculty outside of the Department of Linguistics were enthusiastic to join in the reorganizing of the department, none were interested in transferring parts of their tenure lines. Reasons for the reluctance to move tenure lines as part of the reorganization revolved around departmental resources, new teaching metrics, and simple loyalty to current departmental homes. Nevertheless, all faculty involved want to create a governance structure for a new unit that does not distinguish between faculty based on tenure lines and thus treats all dedicated faculty members equally.

Today, the study of linguistics, transcends individual languages and specific aspects of language, offering foundational tools from a perspective that benefits such diverse areas of research and knowledge as first and second language acquisition, education, philosophy, language pathologies, psychology, sociology, anthropology, computer science, gender studies, among many others.

Linguistics conceived in this manner has inherent value as a science, by which we mean the systematic study of human language through documentation and analysis in order to discover what is common to all human languages, what is unique to each human language, how language is learned and how both biology and culture interact to create human language. When envisioned as the inquiry into these broad properties of human language, it is a science in which UW–Madison is poised to be a leader.

The goal of this proposal is to break from the past and revitalize linguistics at UW-Madison by creating a new interdisciplinary academic structure with three primary goals: (1) to ensure high quality instruction and research in the core unique areas of linguistics associated with the academic programs in the Linguistics Department, and to link this core to a more expansive vision of Language Science; (2) to provide a stable structure that will facilitate, support, and coordinate interdisciplinary research, teaching, service, and outreach related to language; and (3) to support both of these endeavors via sound faculty governance of the academic programs and budgetary resources entrusted to Language Sciences. The majority of UW-Madison language scientists are found outside the Linguistics Department. Today, topics in linguistics – phonetics, phonology, morphology, syntax, and the social & cultural contexts of linguistic production – are taught in a variety of departments, without coordination. The Language Sciences Program that engages these faculty, their departments, and students will provide a mechanism for collaboration, which in turn will allow the faculty to better coordinate course offerings, reduce or eliminate redundancy, and pool teaching and research resources. Enrollment pooling and new teaching flexibilities will allow some linguistics topics that were dropped due to the small faculty size to be reintroduced to the curriculum, and create new areas of programmatic strength. After completing the restructuring of the Linguistics Department through formation of Language Sciences, academic program review will provide the groundwork for revising the undergraduate and graduate curricula as needed.

The name Language Sciences is the ecumenical name that represents our goals. All members have teaching and research interests in human language so “language” should be a part of the name. All members ascribe to a scientific approach in their research represented in theoretical, empirical and documentary approaches. We are consciously avoiding using the term “linguistics” due to its potentially divisive nature, in so much as it connotes a narrower approach to the study of language than the program invites. We understand that, for purposes of administrative categorization for the type of academic unit this will be, we must propose a formal name of Language Sciences Program; however, we hope to adopt Language Sciences as a short version of our official name.

The mission of the Language Sciences Program is to promote and pursue excellence in teaching, research, service, and outreach related to human language across the UW-Madison campus. Language Sciences recognizes that excellence in theoretical and documentary linguistics is best achieved by taking advantage of the inherently cross-disciplinary nature of human language. This viewpoint makes Language Sciences a natural home for the linguistics degree programs. A unique and separate administrative unit is necessary to pursue this mission because all of the current administrative units that do contain linguists (e.g. English, Psychology, German, etc.) have their own, distinct missions. An additional key aspect of the mission of Language Sciences is the dedication to supporting and promoting other units that are involved in work on human language.

We believe that the best community of people who work on language is one that is ecumenical and supports the diversity in research, teaching, service and outreach that is represented by focused approaches. Language Sciences will promote vigorous exploration of the results of “other” disciplines for all who investigate human language at UW-Madison. The education of students in

the linguistics programs, both in research and in the classroom, will reflect this cross-disciplinary stance by fostering a strong core of theoretical and descriptive linguistic knowledge with an outward interest in taking advantage of the strengths and insights from other disciplines focused on language.

Both the undergraduate and graduate programs in linguistics are extremely healthy, despite the small number of faculty members in the department. The subject listing is small, with 38 active courses focused on core linguistics and directed study/mentoring courses. Overall, it is focused on traditional approaches to the discipline, and Linguistics students have long augmented Linguistics offerings with courses taken outside the department. The effect has been to produce a de facto interdisciplinary program, but with less intention and guidance than we hope to achieve with the establishment of Language Sciences. The new program will revitalize linguistics on campus by following the current cross-disciplinary turn that linguistics as a field is taking. The breadth of the current faculty who will participate (and who are interested in participating) in Language Sciences will help ensure the continuing strength of the academic programs by adding teaching and research talents to the pool of resources. In addition, as new faculty participate in program governance, we anticipate that our faculty will make their department's linguistics courses available to Linguistics majors, which would reflect more completely the research and expertise of the language science faculty on campus. Since Language Sciences will be an independent unit, the other units that faculty belong to do not need to alter their practices, and the likely effect on other units will be positive ones such as increased enrollments in classes. Language Sciences will therefore assume responsibility for the subject listing, the undergraduate major, graduate degree, and graduate minor programs. We do not anticipate any need to suspend admission to these programs, to substantially change requirements, or to change the names of the programs. Language Sciences will continue to offer the courses required in the programs, to provide student advising and mentoring, and otherwise maintain our obligations to our students. We hope the transition to the new administrative structure will be fairly seamless for them.

The final proposed Linguistics/Language Sciences reorganization plan (a longer version of the above) was unanimously approved by departmental faculty vote on February 18, 2018 (17 yes, 1 advisory yes, 0 no, no abstentions). It has also been endorsed by the full departmental membership (faculty, academic staff, university staff), the Language Institute, and graduate students. The voting members of the L&S APC approved this request unanimously, hoping that restructuring could happen at a pace that would allow for implementation by July 1, 2018. On April 19, 2017, the UAPC approved the restructuring, contingent on a Faculty Senate reading and University Committee (UC) approval of current departmental faculty's tenure status. The UC recognizes the L&S APC wish to have this restructuring implemented at the end of this fiscal year, and further recognizes the need to allow the unit to go through its planning and rebranding. Conversely, the UC feels that additional study is needed on the issue of department-like bodies and tenure before making any final decisions on the broader matter of tenure homes outside departments. To avoid a series of one-time exceptions to a rule that has not yet been fully defined while also affording this unit to continue its restructuring, the UC (1) advances the Language Sciences proposal to the Senate for a May 2018 reading, along with its decision to approve the transition of the current tenured members of the department into the program, and (2) will appoint an ad hoc committee to study the topic of departments, department-like bodies, and tenure in the coming academic year.

**Tenure at University of Wisconsin-Madison and University of Wisconsin Extension***Concepts and Pathways for Integration*

(Tenure Working Group of Madison-Extension Governance Integration Committee, 5/1/2018)

**Preamble**

Last fall, without significant consultation of the faculty at UW-Madison, the UW Colleges and other UW Campuses, and University of Wisconsin Extension (UWEX), UW System President Ray Cross proposed sweeping institutional restructuring affecting all of these UW institutions. The proposal was quickly approved by the UW System Board of Regents, and among other features called for the movement of over 120 tenured and tenure track faculty from UWEX to UW-Madison, officially effective July 1, 2018. This document summarizes the work of the *tenure working group*, four faculty from each institution charged by the Madison-Extension Governance Integration Committee to: review Board of Regent resolution 10956, generate background information to aid in subsequent deliberations, identify key tenure-related issues in integration of UWEX faculty, generate potential methods to reconcile differences and provide entry pathways, and communicate with governance bodies.

**Recommendation**

For the singular event of UWEX joining UW-Madison, the consensus recommendation of the tenure working group is that UWEX faculty should retain the tenure and rank they have earned. These faculty will then follow UW-Madison policies and procedures for post tenure review and promotion to full professor. After this one time institutional transfer of tenure, UWEX tenure track faculty will have to earn tenure following UW-Madison policies and procedures and meet standards expected of all other UW-Madison faculty.

**Background***A brief introduction to extension faculty and their roles and responsibilities*

UWEX has about 120 tenured faculty and a few tenure-track faculty, who hold M.S. or Ph.D degrees. UWEX has had faculty since it was proposed in 1891, hired the first county faculty in 1912, expanded beyond agriculture in 1957, and became a separate institution in 1965. Since February of 2017, all new UWEX hires have been academic staff positions. Some faculty have connections to four-year campuses, work in units with research functions such as Wisconsin Geological and Natural History Survey, or function similar to academic departments such as the School for Workers. County-based positions throughout the state are a mixture of faculty and academic staff, with some overlap in activities and roles. Tenured and tenure track county faculty may be called 'agents' or 'educators' depending on the audience they are teaching. Agent and Educator is the historic brand identifying a trusted local person from the county UW-Extension Office providing instruction, conducting locally relevant research, and extending research-based information from UW campuses, as opposed to someone from a K-12 school district, a technical college, or a college campus.

UW-Madison has about 63 faculty (tenured and tenure-track) whose positions are partially supported with UWEX funds (10 to 80%, with the majority being 60% or more). These faculty are considered 'extension specialists' or 'state specialists'. They conduct applied research relevant to the needs of

Wisconsin, develop educational materials explaining how to use this new information to make more informed decisions (e.g., agricultural practices to improve farm profitability and environmental sustainability), deliver educational seminars and training throughout the state, and provide specialized consultation to individuals, businesses, and government. Extension specialists work with county agents/educators to fulfill the Wisconsin Idea. In addition, UW-Madison employs about 50 academic staff, who comprise about 26 FTE on UWEX funds, with roles as regional or state extension specialists.

### *Tenure Concepts – What is tenure?*

In a legal sense, it is a guarantee of a continued academic position. Following a change in 2016 which removed state statute provisions for tenure, the guarantor is the Board of Regents (BoR) of the UW System,<sup>1</sup> using essentially the same language as previously embodied in statute.

### *What are the rights and values associated with tenure?*

- Job security: In general, tenured faculty operate on the assumption of permanent retention. UW System language includes provisions for abrogating tenure in the cases of declared financial exigencies, program discontinuance, significant malfeasance or failure to carry out obligations.
- Academic freedom: A conceptual and historic basis for tenure is the notion that scholars need to be free to express (say, publish, teach, etc.) ideas, beliefs, and truths they consider important. In contemporary academic institutions, this concept is not limited to tenured faculty. All members of academic communities should feel that the institution respects and protects this right. UWEX county faculty (funded in part through agreements with county governments) note that they are vulnerable to withdrawal of county support for controversial expressions but their positions and associated academic freedom are protected by University of Wisconsin tenure.
- Titles: The title of professor is considered prestigious, conveying a notion of someone with advanced education and deep knowledge of a field. At UW-Madison and UWEX, the titles Associate Professor and Professor<sup>2</sup> are used exclusively by tenured faculty, and Assistant Professor is used for tenure-track faculty. These are the only category of employees that comprise faculty of the university. Two other titles – *research professor* and *teaching professor* are currently under consideration at UW-Madison; however, these would be academic staff positions, not faculty.
- Faculty rights: The authorities and responsibilities of UWEX and UW-Madison faculty are described in [State Statute 36.09\(4\)](#). Additional rights are itemized in UW-Madison Faculty Policies and Procedures [section 1.20 \(C\)](#) and UWEX Articles of Faculty Governance. Rights for UW-Madison faculty that would be different than most Extension faculty are related to student interactions such as establishing requirements for admission and graduation, student misconduct and discipline, developing academic programs and associated curricula, and mentoring and advising. Rights shared

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<sup>1</sup> [Regent Policy 20-23](#) specifies that a “‘tenure appointment’ means an appointment for an unlimited period granted to a ranked faculty member by the board [of Regents].” The board “may grant a tenure appointment only upon the affirmative recommendation of the appropriate chancellor and academic department or its functional equivalent” (with a provision for bypassing departments when tenure denial was based on impermissible factors).

<sup>2</sup> The School of Medicine and Public Health has a system of tenure for Clinical Health Science Professors, though these are technically academic staff positions.

between Madison and Extension faculty include participation in shared governance, procedures for recruitment, appointment, review of faculty colleagues, establishing independent research and/or programming, and automatic principal investigator status, though details of how these rights are executed by each organization differs.

#### *Similarities and Differences Between UW-Madison and UWEX Faculty*

Most UW-Madison faculty have obligations in research, instruction, and service. In some units, outreach is considered a component of service; in others, it is a separate activity area. Specific duties are spelled out at the department level, and broad expectations are described and enforced through tenure evaluation at a campus-wide level (Divisional Committees). Post-tenure review is conducted primarily at the department level, with review by deans. The provost is responsible for oversight of the overall process and resolving differences between those two levels of review. Some faculty are *state specialists* partially supported with UWEX funds; they may teach on the campus of their appointment and some of the academic staff state and regional specialists lead applied research activities.

Most UWEX faculty have outreach as a primary activity and have applied or locally relevant research projects that may be conducted in conjunction with extension specialists or other campus-based faculty. Specific duties are spelled out at the department level, and broad expectations are described and enforced through tenure evaluation at the division level. In general, they do not participate in university credit-bearing instruction, though they may conduct training and teach classes with other forms of credit such as CEUs. Some faculty teach or co-teach existing courses on the Madison campus. As specified in UWEX Articles of Faculty Governance [Appendix I.C](#), assessment of scholarship is based on four themes: “creative, intellectual work; reviewed by the scholar’s peers who affirm its value; added to our intellectual history through its communication; and valued by those for whom it was intended.”

#### *Tenure evaluation*

The processes for evaluating probationary faculty are substantially similar for UW-Madison and UWEX. In both cases, a recommendation is made at the department level. This decision is reviewed by an institution-wide committee (Divisional Committee for UW-Madison, Faculty Tenure Advisory Committee for UWEX), then by a dean, the Provost and Chancellor, all advisory to the BoR which confers tenure. As might be expected given different roles and expectations between UW-Madison and UWEX faculty, the nature of evidence included in a tenure dossier and the criteria used to evaluate it are similar, but not identical. Some notable differences include:

- The type of external letters in the dossier: UW-Madison Divisional Committee guidelines specify at least five “arms-length” letters from knowledgeable professionals that have not collaborated with a candidate. UWEX letters are from people familiar with the candidate’s work, including collaborators and Extension colleagues, though details of required letters vary by department.
- The role of deans in the tenure process: At UW-Madison, deans generally accept the recommendation of departments and Divisional Committees; they tend to be actively involved only in unusual circumstances or during an appeal. Deans at UWEX make tenure recommendations to the Provost, who then makes recommendations to the Chancellor. Recent reorganization of Cooperative Extension (referred to as the nEXT Generation Model) made substantial changes in county-based

faculty positions, which included requesting that recent county-based tenure-track hires convert to an academic staff position or receive a termination of employment letter.

#### *Post Tenure Review*

Post tenure review (PTR) is required by UW System; each institution develops and implements a policy that meets sixteen requirements described in the Regent Policy Document 20-9. Since the BoR adopted this policy in December 2016, both institutions have revised existing PTR procedures. In both, the review is done by the executive committee of a department or department-equivalent, based on departmental criteria. At UW-Madison the outcome of the evaluation is reviewed by the appropriate dean, and in most cases concludes at this level. At UWEX, the post-tenure review materials are reviewed by the dean, Provost and Chancellor.

While the mechanism for aligning PTR procedures is beyond the immediate charge of the Tenure Work Group, it is described above because UWEX faculty will be governed by UW-Madison procedures in the future. It is clear that “such review shall not infringe on existing faculty rights and protections” (BoR, 20-9) and “post-tenure review is not a re-evaluation of tenure” (UW-Madison Faculty Policies and Procedures, 7.17). However, after joining UW-Madison, former UWEX faculty will go through UW-Madison’s existing PTR procedures and structure, with department-level criteria appropriate to their unit, just as all other Madison faculty.

#### ***Options and Recommendation***

The following describes options members of the Tenure Working Group considered for the incorporation of tenured UWEX faculty into UW-Madison after the institutions are joined. These options are based on the BoR resolutions and amendments that Cooperative Extension will be incorporated “as a component part” of UW-Madison, in a new school, and that the School for Workers will be incorporated into Division of Continuing Studies. The recommended option is the only one that does not lead to a tenured employee of the UW-System losing tenure while remaining in their position. We have agreed by consensus that this is important to the protection of faculty tenure rights at UW-Madison, and throughout the UW System.

#### **Recommended Option**

- Recognition of UW-Extension Tenure: All UWEX faculty retain their current rank and tenure in transition to UW-Madison. This is based on the observation that tenure was granted to them by the BoR, as well as language in the restructuring resolution (BoR, Resolution 7, 11/07/17): “...Extension employees who become employees of a UW System campus or UW System Administration shall continue to enjoy job security rights and shared governance rights consistent with their current appointment.” This approach would require compliance with UW-Madison policies and procedures in all aspects of faculty rights and responsibilities including post tenure review and promotion to full professor. This option preserves tenure commitments made to Extension faculty who are already UW employees, and who have been reviewed by faculty peers in their current departments and granted tenure on that basis. It also preserves the concept that once tenure is granted it may not be revoked or reconsidered without dismissal for cause. This option is considered to provide an equitable transition process that builds on the strengths of both institutions.

### Options Considered But Not Recommended

- Title conversion: All UWEX faculty could be converted to academic staff with long-term horizons, with the exception of a small subset that seek to earn tenure based on standard UW-Madison criteria and procedures. This option is based on Regents' Policy 20-23 that BoR grants tenure "only upon the affirmative recommendation of the appropriate chancellor and the appropriate academic department..." UW-Madison expects that all new faculty from outside the institution, including senior administrators such as deans, undergo a rigorous evaluation of their academic record through a full tenure case. This option maintains the sanctity of UW-Madison tenure processes but is highly inequitable to UWEX faculty who earned tenure based on different criteria and are now faced with *de-tenuring* due to circumstances over which they had no control or even input. In addition, the UWEX Faculty are not new faculty who have chosen to apply for a faculty position at UW-Madison. UWEX faculty will be continuing with the same job they had as an associate professor or professor.
- Immediate option pathway: Upon transition, UWEX faculty would be given a choice of 1) conversion to job-secure academic staff, 2) assemble a tenure case for appointment as associate or full professor (within a reasonable period such as a year), or 3) receive an appointment as an assistant professor with a two to six year tenure clock. An additional consideration to recognize professional achievement of faculty that opt to convert to academic staff could be creating a title series such as *Extension Professor*. It would also be important for UW-Madison governance to work with departments and divisional committees to develop reasonable criteria for evaluating extension faculty. Unfortunately, this approach is essentially a removal of tenure and requires faculty to assemble tenure dossiers and return to tenure track positions for a second time, which would be highly inequitable. There are currently no policies on either campus for creating criteria to re-evaluate faculty tenured by the BoR in one institution that are transferred by the BoR to another institution.
- Deferred option pathway: UWEX faculty are granted provisional tenure upon transition with UW-Madison. When they are next due for a post-tenure review, UW-Madison procedures are followed, though with a hybridized set of criteria consistent with expectations of UWEX faculty applied. (It seems appropriate to apply this 1 – 6 years out from the transition rather than 0 – 5, so activities and criteria have time to be adjusted to new circumstances). For UWEX faculty integrated into existing UW-Madison departments, this would require departmental level adjustments of post tenure evaluation criteria. If UWEX faculty remain in a separate extension division, it could require additional procedures outside of the division to assure that "each faculty member's activities and performance [is] in accordance with the mission of the department, college, and institution, and the responsibilities of the faculty (FP&P 7.17)." This option would, to an extent be determined by changes in PTR specifications, subject UWEX faculty to evaluation based on criteria and activities different than those in place when hired and tenured. It could also have provisions for conversion to academic staff for faculty who don't want to go through a faculty-level PTR or who have reviews indicating "does not meet expectations." This type of conversion is currently contrary to UW-Madison policies and is a form of de-tenuring, which again would be highly inequitable.

**Proposal to Clarify *Faculty Policies and Procedures***  
**3.05.H. Regarding the Policy on Academic Staff as Advisors**

Recent requests made of the Graduate School, and subsequent conversations between the University Committee and the Dean of the Graduate School, have revealed a need for clarification of a section of *FPP* relating to the role of academic staff. Section 3.05.H. (below) consists of a single sentence that could be interpreted to allow the dean of the Graduate School to grant academic staff authority equivalent to that of the graduate faculty with regard to the advising of graduate students. After discussion and analysis of other sections of *FPP*, as well as historical campus practice, the UC proposed a revision that it believed clarified the original intent of this section as granting academic staff the same rights as faculty members with regard to graduate training programs, but not with regard to advising graduate students. However, the first Senate reading of that revision made it clear that some departments do grant major advisor status to certain academic staff, notably federal scientists and CHS faculty. At the same time, some departments do not want academic staff to take on the role of major advisors, for a variety of reasons. After consultation with both kinds of departments, the UC proposes the language below to accommodate both scenarios. If this revision is approved, the Graduate School will develop policies for the executive committees of departments requesting an exception under the new language to justify the need, identify the relevant credentials, and supply appropriate documentation.

**Current 3.05.H.**

Upon the affirmative recommendation of the departmental executive committee, and approval by the dean of the Graduate School or other person or body designated by the graduate faculty, academic staff may advise graduate students and participate in graduate training programs on a basis similar to that of faculty members of the faculty of the Graduate School.

**Clarification (with markup)**

Upon the affirmative recommendation of the departmental executive committee, and approval by the dean of the Graduate School or other person or body designated by the graduate faculty, academic staff may advise graduate students as a committee member or co-chair, but not as sole major advisor, and they may participate in graduate training programs on a basis similar to that of ~~faculty members~~ of the faculty of the Graduate School. Exceptions may be granted by the dean of the Graduate School to departments with written policies that allow certain academic staff members with documented research and mentorship experience whose primary job responsibilities include graduate education to serve as sole major advisor. These departmental policies must clearly indicate both the criteria that qualify an academic staff member to serve as sole major advisor as well as the departmental mechanisms that ensure that advisors are kept current on the requirements for serving in this capacity.

**Clarification (no markup)**

Upon the affirmative recommendation of the departmental executive committee, and approval by the dean of the Graduate School or other person or body designated by the graduate faculty, academic staff may advise graduate students as a committee member or co-chair, but not as sole major advisor, and they may participate in graduate training programs on a basis similar to that of the faculty of the Graduate School. Exceptions may be granted by the dean of the Graduate School to departments with written policies that allow certain academic staff members with documented research and mentorship experience whose primary job responsibilities include graduate education to serve as sole major advisor. These departmental policies must clearly indicate both the criteria that qualify an academic staff member to serve as sole major advisor as well as the departmental mechanisms that ensure that advisors are kept current on the requirements for serving in this capacity.

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**Proposal to Create the Immigration and International Issues Committee  
in *Faculty Policies and Procedures***

Incorporating the Advisory Council on Immigration and International Student Issues

6.xx –IMMIGRATION AND INTERNATIONAL ISSUES COMMITTEE

A. MEMBERSHIP.

1. Four faculty
2. Two academic staff
3. Two university staff
4. Three students, including at least one graduate student employee and at least one undergraduate.
5. The Vice Provost and Dean of the International Division or designee, ex officio nonvoting.
6. The Director of International Student Services or designee, ex officio nonvoting.
7. The Director of International Faculty & Staff Services or designee, ex officio nonvoting.
8. The Director of the Multicultural Student Center or designee, ex officio nonvoting.
9. The Director of the Immigrant Justice Clinic or designee, ex officio nonvoting.
10. Up to two community representatives as deemed appropriate by the committee, nonvoting.

The committee shall select its own chair from among the faculty members on the committee. The committee may select a co-chair from among the other voting members. Terms of faculty and staff members shall be three years; terms of student appointees shall be one year. Whenever possible, the committee strives to arrive at consensus rather than taking formal votes.

B. FUNCTIONS

1. Provides general advice and recommendations to the administration and all governance bodies on immigration and international student and staff issues.
2. Considers how immigration policy impacts UW-Madison students, faculty, and staff and then provides guidance to campus leadership, especially offices working with immigration issues.
3. Considers how international policies impact UW-Madison students, faculty, and staff and then provides guidance to campus leadership, especially offices working with international issues.
4. Appoints subcommittees or working groups to study issues, as appropriate.

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## **Proposed changes to Faculty Policies and Procedures Chapter 7 based on the report from the Ad Hoc Committee on 7<sup>th</sup>-year Reviews**

The ad hoc committee on 7<sup>th</sup> year reviews, charged last fall by the University Committee, has issued its final report, based on which the University Committee proposes some changes to FPP Chapter 7. The report is below, followed by the proposed changes. The changes have been revised, as noted, since the first reading of the proposal.

### **Final Report of the Ad Hoc Committee on 7<sup>th</sup>-Year Reviews**

This document represents the final report and recommendations of the Ad Hoc Committee on 7<sup>th</sup>-Year Reviews. Our charge from the University Committee (December 11, 2017) was to “first determine whether a 7<sup>th</sup>-year review option [for probationary faculty] should exist at all” and, if so, to determine how that differs from an appeal, what the allowable conditions would be, whether such reviews should be treated as new submissions or reconsiderations, and whether reviews that happen to occur during the 7<sup>th</sup> year should even be called “7<sup>th</sup>-year reviews.” Following review of practice over time in the four divisions, as well as significant deliberation and discussion, **the committee finds that, although reviews of probationary faculty do sometimes continue into the 7<sup>th</sup> year, there is no such thing as a 7<sup>th</sup>-year review per se**, nor should anything be referred to as such. Due to the confusion that surrounds reviews that continue into the 7<sup>th</sup> year (due to appeal, reconsideration, or simply time), the committee recommends clarification of language and processes to make clear that all reviews must start before the mandatory review date (ie, the end of the “6<sup>th</sup> clock year”) and specify what the limitations are beyond that.

The appeals process for promotional decisions is well defined and clear, but confusion arises in the case of reconsiderations and deferrals by the divisional committee. This is particularly the case when a dossier is sent to the divisional committee late in the year. We want to be clear that submission of materials very close to the mandatory review date (end of the “6<sup>th</sup> year”) should not be a method of extending an appointment or creating an additional buffer year. At the same time, we recognize that there are legitimate situations wherein a case does come up late in the probationary period, potentially causing reconsiderations or deferrals to continue into the 7<sup>th</sup> year. We also recognize that there are sometimes delays in submission that are due to circumstances beyond the control of the probationary faculty member, such as delays in requesting and receiving letters, irregular executive committee actions, or slow administrative action. Such delays and late submissions should not be viewed as prejudicial to the candidate.

For the reasons detailed above, the committee recommends clarification language in FPP to indicate that **reconsiderations must be submitted to the relevant divisional committee through the Office of the Secretary of the Faculty within 90 days of the original divisional committee decision date.**

Furthermore, if a divisional committee vote is negative and the reconsideration period will extend past the mandatory review date, it should be clear that **the dean’s office must issue a non-renewal letter before the mandatory review date and that the reconsideration and any eventual appeal will not extend the non-renewal date.** That is, in these situations, the affected faculty member still moves into their notice year pending the reconsideration.

Further complicating matters, the committee feels that FPP 7.07. does not appear to have been intended to allow reconsideration of divisional votes. However, each of the divisions have developed such an option for reasons of fairness and equity. The committee feels FPP is permissive on this points, so it should be clarified that it is up to the divisions to allow reconsideration if they so choose. However, **if divisional committees allow reconsideration, the rules and expectations must be clearly indicated**, providing clarity and predictability for probationary faculty, deans, and others. The committee also

recommends clarification in FPP of what material should be included in a reconsideration (when allowed), again so that expectations are clear. Specifically, the committee recommends indicating that, **except under extraordinary circumstances, completely new information will not be considered as part of a reconsideration by a divisional committee.**

Another reason that reviews sometimes get delayed into the seventh year is that there is no specification in FPP of the timeframe for a dean to act on the advice of the divisional committee. Thus, **we recommend that a time limit be placed on the period between a dean receiving a recommendation from the divisional committee and the dean's action.** Specifically, FPP 7.15.F. could be changed from: "The faculty member shall be notified in writing within twenty days of the decision of the dean." to: "The faculty member shall be notified in writing within twenty days of the decision of the dean, which shall be made no later than twenty days following receipt of the divisional committee's advice."

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Proposed changes, with explanation *in italics*:

**Original proposal**

FPP 7.06. E. Review by the departmental executive committee for the purpose of determining whether to recommend tenure must occur far enough in advance of the probationary faculty member's mandatory review date to allow for the divisional committee to also act prior to that date.

**Revised proposal**

FPP 7.06.A. A probationary appointment may be reviewed by the departmental executive committee at any time; each probationary appointment, however, shall be reviewed by the departmental executive committee long enough in advance of its expiration to meet the time limits for notification of nonretention (see 7.11 of these rules) and to allow administrative actions provided for in these rules. Specifically, departmental executive committees must conduct reviews far enough in advance of the materials deadline for the relevant divisional committee's last meeting of the semester to allow for dossier assemblage and dean's office review. The divisional executive committees and deans ~~may~~ shall provide deadlines for departmental recommendations to ensure adequate time for consideration.

**Explanation**

*This was originally a new section meant to clarify the general deadlines already present in 7.06.A. and to call attention to the need to recognize the mandatory review date. Upon first reading, it was pointed out that "far enough in advance" was itself ambiguous. Thus the original proposal has been rewritten to be more specific – and moved into 7.06.A. where this type of deadline was already addressed.*

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**Original proposal**

FPP 7.14.C. Each divisional executive committee shall establish written criteria and standards it will employ in recommending the granting of tenure. These criteria and standards shall assure that the granting of tenure is based on evidence of (1) teaching excellence; (2) a record of professional creativity, such as research or other accomplishments appropriate to the discipline; and (3) service to the university, to the faculty member's profession, or professional service to the public. These guidelines may include a process whereby a faculty member and/or a department or de novo review committee can request reconsideration of a decision. If such a process is allowed, the divisional guidelines must clearly specify the rules and expectations applicable thereto. It is generally expected that, except under extraordinary circumstances, completely new information will not be considered as part of any divisional committee reconsideration.

FPP 7.15.C. If the divisional executive committee advises against accepting the departmental or ad hoc committee recommendation, the departmental executive committee or ad hoc committee shall, if it so

requests, be heard by the divisional executive committee and a new vote taken. Such a vote must be requested (or other documentation for reconsideration submitted to the Office of the Secretary of the Faculty) within 90 days of the original divisional committee decision date. If this 90-day period will extend past the mandatory review date, the relevant dean must issue a nonrenewal letter prior to the mandatory review date and note that the reconsideration and any eventual appeal will not extend the non-renewal date.

**Revised Proposal**

FPP 7.14.C. Each divisional executive committee shall establish written criteria and standards it will employ in recommending the granting of tenure. These criteria and standards shall assure that the granting of tenure is based on evidence of (1) teaching excellence; (2) a record of professional creativity, such as research or other accomplishments appropriate to the discipline; and (3) service to the university, to the faculty member's profession, or professional service to the public. *[no change]*

FPP 7.15.C. If the divisional executive committee advises against accepting the departmental or ad hoc committee recommendation, the departmental executive committee or ad hoc committee shall, if it so requests, be heard by the divisional executive committee and a new vote taken. Each divisional executive committee's guidelines must clearly specify the rules and expectations applicable to such reconsideration votes. It is generally expected that, except under extraordinary circumstances, completely new information will not be considered as part of any divisional committee reconsideration. Reconsideration votes must be requested by the departmental executive committee or ad hoc committee and materials submitted within 90 days of the original divisional committee decision date. If this 90-day period extends beyond the end of the faculty contract year, the deadline for requesting reconsideration shall be the materials deadline for the respective divisional committee's November meeting. If the 90-day period will extend past the mandatory review date, the relevant dean must issue a non-renewal letter prior to the mandatory review date and note that the reconsideration and any eventual appeal will not extend the nonrenewal date.

**Explanation**

*The original proposal provided guidance (in 7.14.C.) for the implementation of "reconsideration" processes by the divisional committees, which was seen as distinct from the required "new vote" in 7.15.C. Upon further reflection and after receiving additional input, the University Committee believes that the "new vote" provisions already extant in 7.15.C. are functionally equivalent to "reconsideration." Thus, the guidance on reconsideration has been moved to the section on new votes and adapted accordingly.*

*In addition, the original proposal created a time limit on the taking of new votes/reconsiderations of 90 days from the time of the original vote. As pointed out at the first reading and subsequently, this could be exceedingly difficult in the event the original vote were held at the end of the academic year, so it has been adjusted to account for the summer, when executive committees do not normally meet.*

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**Original Proposal (no revision)**

FPP 7.15.F. The faculty member shall be notified in writing within twenty days of the decision of the dean, which shall be made no later than twenty days following receipt of the divisional committee's advice.

**Explanation**

*This is one of the few places in FPP where there is no time limit specified. In order to not keep the promotion candidate waiting for a decision (which has happened even recently for a period of as long as several months), this step should have a deadline, just as all other steps in the process do.*

*No mark-up*

FPP 7.06.A. A probationary appointment may be reviewed by the departmental executive committee at any time; each probationary appointment, however, shall be reviewed by the departmental executive committee long enough in advance of its expiration to meet the time limits for notification of nonretention (see 7.11 of these rules) and to allow administrative actions provided for in these rules. Specifically, departmental executive committees must conduct reviews far enough in advance of the materials deadline for the relevant divisional committee's last meeting of the semester to allow for dossier assemblage and dean's office review. The divisional executive committees and deans shall provide deadlines for departmental recommendations to ensure adequate time for consideration.

FPP 7.15.C. If the divisional executive committee advises against accepting the departmental or ad hoc committee recommendation, the departmental executive committee or ad hoc committee shall, if it so requests, be heard by the divisional executive committee and a new vote taken. Each divisional executive committee's guidelines must clearly specify the rules and expectations applicable to such reconsideration votes. It is generally expected that, except under extraordinary circumstances, completely new information will not be considered as part of any divisional committee reconsideration. Reconsideration votes must be requested and materials submitted by the departmental executive committee or ad hoc committee within 90 days of the original divisional committee decision date. If this 90-day period extends beyond the end of the faculty contract year, the deadline for requesting reconsideration shall be the materials deadline for the respective divisional committee's November meeting. If the 90-day period will extend past the mandatory review date, the relevant dean must issue a non-renewal letter prior to the mandatory review date and note that the reconsideration and any eventual appeal will not extend the nonrenewal date.

FPP 7.15.F. The faculty member shall be notified in writing within twenty days of the decision of the dean, which shall be made no later than twenty days following receipt of the divisional committee's advice.

### **Resolution on Payment of Mandatory Fees by Graduate Assistants**

**WHEREAS** the faculty have the primary responsibility for advising the Chancellor regarding academic and educational activities (Act 55, 36.09[4]);

**WHEREAS** equitable working conditions attract and retain talented and experienced graduate assistants and enable them to fulfill their professional responsibilities more effectively, thereby promoting the quality of undergraduate education;

**WHEREAS** the faculty depend on the contributions of graduate assistants to fulfill effectively our own professional responsibilities;

**WHEREAS** past university policy has permitted graduate workers to pay mandatory fees after receipt of their third paycheck each semester;

**WHEREAS** new university policy would require graduate workers to pay mandatory fees at the beginning of the semester, before their first paycheck, severely exacerbating the economic burden placed on them;

**WHEREAS** graduate workers were not involved in the discussion of this policy as it was conceived, contrary to shared-governance principles promoted by the university;

**WHEREAS** graduate students have conveyed their opposition to the changes proposed by the Bursar's Office through a petition signed by over a thousand graduate students and university-affiliated allies, including a third of all graduate workers;

**WHEREAS** current mandatory fee policies already place an undue burden on graduate workers, accumulating to at least 10.4% of the typical non-dissertator graduate workers' income;

**WHEREAS** at least half of peer (Big Ten) institutions provide some amount of mandatory fee remission for their graduate workers;

**Therefore, be it RESOLVED that the UW–Madison Faculty Senate commends and encourages the ongoing efforts taken by the Chancellor, the UW-Madison Graduate School, and the UW System Board of Regents toward an equitable resolution of these problems;**

**Be it further RESOLVED that the UW–Madison Faculty Senate respectfully advises the Chancellor to extend these efforts as follows: 1) ensure that the UW–Madison Bursar's Office and other administrators consult with graduate worker representatives, chosen by graduate workers, before making changes to graduate worker payment policy that would increase the economic burden placed upon them; 2) allow graduate workers to pay mandatory fees after receipt of their third paycheck each semester and promote the revision of University of Wisconsin System Policy 805 to codify this practice; 3) take steps toward a policy of full remission of mandatory fees for all graduate workers at UW–Madison, as soon as practicable, with the university funding said remission, and without raising mandatory fees for undergraduate students or deflecting the costs of remission to departments or employing units; and 4) provide the Faculty Senate with an update next academic year on progress toward a policy of full remission of mandatory fees.**