

>> Chancellor: I'm told we have a quorum so let me call the meeting to order, ask all of the faculty to rise as you are able for the reading of the Memorial Resolution. And let me introduce Professor Ken Sytsma to present the Memorial Resolution for Professor Emeritus Robert Raymond Kowal.

>> Ken Sytsma: Robert R. Kowal, age 76 passed away on August 3, 2015. Bob was a valued professor of botany at the University of Wisconsin-Madison from 1971 to 1997. He was widely known for his expertise in cytotaxonomy and numerical taxonomy of plants particularly the compositae [phonetic] of sunflower family of the genus Packera, and recognized for having trained a number of current authorities in the field of plant systematics. Bob Kowal was born on April 23, 1939 in Paterson, New Jersey where he developed a love of nature as a young boy. He pursued his interest in plant, sciences and mathematics as a college student at Cornell University where he graduated as class valedictorian. Bob continued at Cornell as a graduate student, advised by the eminent ecologist Robert T. Clausen, earning a doctoral degree in plant taxonomy and ecology. Bob held a postdoctoral fellowship in biomathematics at North Carolina State University from 1969-- '67 to 1969 and served as a visiting assistant professor in biology at Kansas State University from 1969 to 1971 and thereafter joined the botany faculty at the UW Madison. As a dedicated teacher, for many years Bob taught a high enrollment introductory botany course where his creative methods stimulated generation of plant biology students. Bob was not too dignified to smash plant pots to dramatically exhibit root systems or to pin the hose of balloons on his clone-- on his clothes to illustrate how fruitless together form aggregate fruits such as when you eat a blackberry. Bob also taught diverse advance plant courses that influence many undergraduate majors and graduate students. For years, graduate students would flock and press them into service as a thesis committee member for his strong expertise in biostatistics and consistency-- consistently constructive and insightful advice on experimental design and interpreting results. Everyone in the department knew to go to Bob for instruction on imaging plant chromosomes and to help with Latin names and description of new species. His departmental college greatly appreciated Bob's long and attentive service as a chair of the Greenhouses and Garden Committee. He's not supported teaching and research in botany but also attracted appreciative interest from a public, promoting both to department in the university at large. Bob also invited visits to his remarkable research garden, personal collection, especially daylilies and hostas, and generously shared cuttings from all his plants with colleague and neighbors. He welcomes students and friends to share his time and his home where they appreciated the discussion of botany, conservation issues and life in general. Bob Kowal truly will be remembered by many as an accomplished and sophisticated intellectual that also was a kind and humble person who illuminated his academic personal settings.

>> Chancellor: You may all be seated. We started this meeting with one of my favorite events at faculty senate meetings which is the awarding of the Hilldale Awards. And today we are honored to have four faculty members who've been selected by the divisional executive committee to receive Hilldale Awards in recognition of their distinct careers. And the Hilldale Awards recognize the combination of taking research and service among members of the faculty of the University of Wisconsin, Madison. So let me start by inviting Professor Jim Sweet, chair of the Department of History to present Professor Steve Stern, recipient of the Hilldale Award in the Arts and Humanities. Jim.

>> Jim Sweet: Thank you. The directions told us that recipient can only speak for five minutes. If I had my [inaudible], I would-- I could probably speak very easily about Steve for 10 or 20 minutes. I'm going to try to keep it to five minutes myself. Most of you-- For most of you Steve Stern needs no introduction. As the most recent vice provost for faculty and stuff, he improved the lives of many of us sitting in this room and, you know, the most obvious way I think is the-- at least in my department, the last time people had significant raises was in the lecture part, thanks to the tools that Steve Stern gave us. So if for no other reason, I think, he deserves our [inaudible]. But many of you may not know-- I mean, you many know Steve Stern from Bascom Hall but you may not know Steve Stern the scholar and I want to talk a little bit about that person for one moment. Steve Stern is the Alberto Flores Galindo and Hilldale Professor of History here in the History Department. He served on the faculty since 1979 and is widely considered one of the world's leading scholars of Latin American History. Indeed, I think it's fair to say he's a towering figure in that field. His career is notable not only for its productivity some 13 books and several dozen articles but also he's amazing versatility. His work spans 5 centuries on themes ranging from Spanish indigenous encounters during the 16th and 17th centuries, to the politics of memory and human rights in Chile in the late 20th and 21st centuries. His book, "Peru's Indian Peoples and the Spanish Conquest" first published in 1982 by the University of Wisconsin press. It sold more than 20,000 copies which for those of you who aren't in the humanities may not seem like a big number but it is astounding for any academic book, let alone one that is not focused on the United States. Some Steve's greatest contribution to our

profession have taken place out of the spotlight of the US academy. Recently the Univerisad Catolica of Peru awarded him a doctor honoris causa. A Letter of Commendation praises the extraordinary quality of Steve's scholarship as well as his prolonged and deep intellectual bond with the Peruvian academic community and universities, expressed numerous academic activities among faculty as well as other institution of higher education, and in his outreach work and recognition of Peruvian intellectuals in the American Academy. Steve's career has been dedicated to the Wisconsin idea, bridging Latin America to Wisconsin and Wisconsin to Latin America. My college and I really could not be proud of his accomplishments. Congratulation Steve.

[Applause]

>> Steve Stern: Do not worry, I won't forget it. Thank you very much Jim and Chancellor and Divisional Committee. It's quite an honor and it's humbling because one is aware of how many really amazing people on the faculty and staff there are at the University of Wisconsin. So, that makes it especially humbling. My mother would have been very happy to hear your words. She might have responded by saying very nice words [foreign language] about my Steve based on a couple of his books maybe one, what's the mater you don't like the other ones. But in all seriousness, I've been embraced by so many communities, the history department, Latin American, Caribbean, Nigerian studies, the many area studies and international studies networks, more recently the Human Rights Scholars program. And, yes, I went to the dark side and worked in the provost office, have the honor working on Provost Paul DeLuca's team for about 6 years and I learned a lot from my colleagues in Bascom as well. So I feel very, very grateful today. And of course, my family, my son, Ramon, who just organized the best Brazilian studies [inaudible]-- dad say things like this. The Best Brazilian Studies Association congress ever held flew in any way even though he's exhausted. And my son Rafa [assumed spelling] who's off in Paris is here in spirit and of course Florencia [assumed spelling]. I have to say that what we've accomplished at the graduate level in Latin American history and the History Department really is the result of a team effort with Francisco Scarano, and before Francisco, Tom Skidmore and Florencia Mallon and myself. We co-advise everybody. So everything that we-- they have accomplished here that has to do with the stature of this place is really a triple effort all the way along. I do want to say something, I'm a historian so I like to talk and I like to think about what is the word means to me, particularly of this historical junction when fears and xenophobia are making a comeback albeit of uncertain strength, I think that may-- it may be worthwhile to share that. My Hungarian mother, Adele Weisler [assumed spelling] was a survivor of Auswitch and Buchenwald who didn't have the opportunity to receive a formal education. She received the gift of a new start after rescued by the US Army near Buchenwald. She arrived in the United States in 1947, where she began her struggle to make the transition from a displaced person to a dignified person. And her worst day, she improvise on how to live-- how to live on very little, teaching her children how to stay clean when there wasn't enough water to take a full bath, teaching us how to enjoy a family story telling huddle in the heated corner when there wasn't sufficient heat for the whole dwelling, and by her own example, how to forego some meals in order to assure that the younger and weaker were fed. She also taught us how to respect the struggles and small accomplishments of others, not only the medical doctor who achieved professional success but also the street musician who improvises living. My mother Adele passed away in 2011. She was the last Holocaust survivor in my family. She was uneducated in the formal sense but brilliant in the way she run a small tailor shop and tuxedo rental business. A true mom and pop shop and related so well to so many varieties of people from so many backgrounds and languages. She lack even a hint of snobbery and related to rich and poor educated and non-educated with charm and insight that a child of a refugee of such humble and marginal background could receive an opportunity to accomplish a few things in life that others might find worthy is a profoundly moving experience. So, I'm accepting this award in honor of my mother, a refugee, and so much more. My professional life, I'm historian of Latin America as Jim told you, a continent of outsized realities that sometimes is marginal on the US radar screen. I've had the good fortune of research and write and teach about communities of humble people who have historically faced great inequalities of fortune and power yet proved capable of responding as in event of adaptive actors not mere victims. I've had the luck to ran into some surprises in the archives in the field, that's the joy of research. I ran into colonized indigenous peoples in 16th and 17th century Peru, whose legal and extralegal struggles for community survival and resilience produced not an exercising futility but something more mixed and complex, notable successes against a harsh labor draft and tribute regime as well as failures and disappointments. In the process, they drastically reshaped the judicial and labor systems at the heart of the early modern worlds silver mining economy which was at the heart of everything. I've also ran into courageous shantytown activist and street priests and the Chile ruled by General Augusto Pinochet, the world icon of dictatorship and human rights problem of Latin American the 20th century. They're insistence on the right to have rights helped build an upsurge oppression that brought down armed rule by once invisible dictator. In so doing, they and other folks from

Africa and Latin America traditionally marginalized in the global status arena, pushed to the four the urgency and widened the appeal of the most universal moral and political language of our times, human rights. Many of those shantytown activists in Chile descended from migrant families who have left the country side only a generation earlier in order to find and mobilize for a future dignity and basic rights including education for their children. My University has chosen to honor historian of such a apparently powerless and stigmatized peoples whom research reveals to have been creative and consequential actors in the world, is also a profoundly moving experience. If I've drawn some attention as a historian or a teacher that's mainly because of the compelling experiences in people I study. So, I'm accepting this award in honor of the Latin Americans from and with whom I've learned and continue to learn. As I think of the adversity and accomplishments of my mother and Latin Americans with whom I've worked, I've come to understand that accepting the inexorability of stigma and xenophobia is just not an option. So, I'm accepting this award with hope and determination that our society will move toward its best and most inclusive version of America, indeed, toward a cosmopolitan concept of America that embraces the children of peoples from across the nation states of the Americas wherever they reside and whatever the original status of their parents as refugees or migrants. Thank you for the honor of working as a professor at the University of Wisconsin-Madison, a great public research university that's become home to this son of refugees. Thank you.

[Applause]

>> Chancellor: Let me now invite Professor Paul Lambert-- excuse me-- chair of the Department of Oncology who will present Professor Paul Ahlquist, recipient of the Hilldale Award in the Biological Sciences.

>> Paul Lambert: OK. Thank you Chancellor Blank. It is my honor as the director of McArdle Lab Cancer Research to introduce Dr. Paul Ahlquist. I do so on behalf of Patricia McManus who's the chair of the Department of Plant Pathology and Paul Friesen the director of IMV, Institute for Molecular Virology, who together with myself nominated Paul for this prestigious and well deserved award. As one of the youngest scientist elected to the national sciences over 25 years ago and now nearly 20 years an investigator for the Howard Hughes Medical Institute, Paul Ahlquist has established a stellar international reputation as an outstanding researcher in virology. His laboratory has contributed over 170 research, publications, articles on RNA and DNA viruses, in the areas of viral replication, viral host interactions, and tumor virology. Beyond his many research accomplishments, Dr. Ahlquist is also an important ambassador for the UW at national, international levels through his participation on homilies at the National Academy of Sciences, the NIH and HHMI. It's also and I think very relevant to note that Dr. Ahlquist has and continues to play a pivotal role in the teaching on this campus both in plant pathology and in oncology. For nearly 20 years, he is-- he has taught and directed the campuses graduate level course in molecular virology, that was established Howard Temin together with Bob McKlein over 40 years ago. Year in and year out students applaud Dr. Ahlquist for his teaching, with [inaudible] students identify Dr. Ahlquist not just as one of the best but the best teacher they had at UW. So, it's fitting that Dr. Ahlquist follows in the footsteps of his former McArthur colleague, Dr. Howard Temin who received the first Hilldale award in the Biologic Sciences 30 years ago and being selected as this year's recipient. Congratulations Paul.

[Applause]

>> Paul Ahlquist: So, I'll keep my remarks relatively brief. Thank you Paul. Thank you a Chancellor Blank. This moment is really both thrilling and humbling in view of the prior recipient of the Hilldale award. Who include a number of colleagues and mentors and inspirations for me, a number of faculty included from the McArdle Laboratory, including Bill Dove, Henry Pitot, Waclaw Szybalski, and Howard Temin as Paul mentioned, also Ann Palmenberg in Molecular Virology, Donata Oertel, in Neuron Science, and Jim Dahlberg also of the Morgridge Institute. I'm surely delighted to join in their company. Now of course I can only accept this award on behalf of all of the present and the past members of our laboratory who have made possible whatever advances that we've made. And of course, this is one of the great pleasures of being at the university to be able to interact with diverse and inventive stream of young colleagues moving up the ranks. Now, additionally, of course, our group has benefited tremendously from the intellectually stimulating environments in which we've worked on the campus including, again, the Institute for Molecular Virology, the physical site of our campus lab for many years; my medical school homes in the McArdle Laboratory and the Carbone Cancer Center, [inaudible] Home in Plant Pathology, and more recently the Morgridge Institute for Research now the site of a second private laboratory for us. And a truly enriching growth experience in terms of outreach of our mission and expansion of our mission. So, our research has been greatly stimulated by the

creativity, energy and intellectual rigor of these groups and many other collaborators across the campus, in engineering and letters and sciences and elsewhere. Overall, we are particularly in our lab indebted to the general campus ethos of collaboration and assistance across all departmental and school boundaries. An ethos, which I think, exist in Madison to uniquely high level in which at many critical points has led our group move in crucial new directions that have been essential to advancing our research agenda. Finally, I'd like to say that I'm proud to be associated with a campus that even when challenged by serious budgetary and other pressures, has not become lost in self-protective reactions, but continues to move forward positively and vigorously on its critical core, academic and societal agendas. So, our group intends similarly to use this award as a further stimulus to redouble our efforts on our key missions. Thank you.

[Applause]

>> Chairman: Professor Beth Graue, Chair of the Department of Curriculum and Instruction, is going to present Professor Michael Apple, recipient of the Hilldale Award in the Social Sciences. Beth.

>> Beth Graue: Thank you very much. It's really my honor to introduce this year's social studies divisional Hilldale Award winner Michael Apple. He told me to say that. I cannot briefly describe his contributions. They've been immense. But one thing I want to do is to start by saying that he had the right ideas at the right time and in the right place. Now, all of you who might know Michael would know that I don't mean correct and I do not mean politically right. What I mean is that his ideas came in this crucible here to produce a synergism and a creativity and equality that's unparalleled, I think, in curriculum theory. Professor Apple came to UW 46 years ago at a time of growth and openness in the campus. His work which called into question, many of the taking for granted assumptions in education thrived in a really supportive liberal atmosphere. His name is synonymous with the Department of Curriculum and Instruction regardless of the area graduate students come to the UW to study with a small group of people like Mike Apple. And he would probably say it's because he's the most supporting one. I just can guess because his name begins with A. He's the founder of a field called critical curriculum studies prompting us to look at how official knowledge is informed and shaped by race, class, gender and ideology kind of important right now. He's authored or edited more than 50 books that have been translated into 20 languages and was named as one of the most influential writers of the-- of-- in education in the 20th century. He's a fellow of the American Educational Research Association. He has honorary doctorates from universities worldwide and that have been research centers that have actually been named for him in China and Argentina. His mentorship has global reach. If you'd look at a world map with all of his graduate students, there are pens all over except in Antarctica. And he's going to up his outreach there to see if he can get some graduate students from there. His ongoing political work for educators globally keeps us from forgetting that education is local and a political practice. It's my pleasure to introduce my colleague and friend, Michael Apple.

[Applause]

>> Michael Apple: With the last name like Apple, I'm used to jokes. But Beth you've outdone yourself. I will never speak to you again. I hope that you understand. Let me begin by openly saying that of all the awards I've received, this one is among the most personal satisfying. This award comes from the university I've called home for nearly 50 years. What is even more important that my wife, the noted historian Professor Rima Apple and my sons Paul and Peter are in room. Obviously, it's not always the case and that is with great joy that I share this award with them as well. As the comments from Professor Graue had point out over the last four to five decades of dealing with the number of simple questions. I'm deeply concerned about the relationship between culture and power and education, about the multiple and contradictory politics and social movements that make education such as site of conflict and struggle at about what all this means for educational policy and practice in a time when what counts as education is being radically transformed so that the unsayable is now sayable and the undoable is now doable. And I don't mean just Donald Trump. Thus rather than simple asking about whether students have mastered a particular subject matter and I've done well on a all too common test. We should ask a different set of questions. Whose knowledge is this? How did it become official? Who benefits from these definitions of legitimate knowledge and who does not? And finally, what can we do as critically democratic educators to challenge existing educational and social inequalities and to create curricular and teaching that are more socially just? These are crucial questions, but are also very damn hard and complicated one. I mean, Hilldale Awards speaks not only to my role in struggling to ask and answer these questions, but also most importantly to the importance of the questions themselves. They must not be ignored. For me, it is important to see awards such as these as everyone has said as collective accomplishments. For all of the 46 years I've been at Wisconsin, I actually not feel at

home here. As someone from Paterson, New Jersey, it seems odd that I would actually say that. So it is home. It's strange in some ways? I've been surrounded by faculty and students and administrative staff, people we often forget about their role, who recognize the crucial importance of critical scholarship in teaching, the impressive national rankings of the school of education and both of my departments, curriculum and instruction and educational policy studies do not fully speak to why and how these areas provide such a vibrant and special place to do socially and culturally critical work on the nature of education and on the ways in which it participates in and both reproduces and interrupts existing power relations. This is their award as well as mine. Like many of you, I worry about the future of this great university. I worry about the political and financial attacks that threaten the vibrant traditions that have made this university such powerful place. But as I stand here among colleagues and friends or among the very best in the world, it constantly gives me hope. So not only thank you my colleagues and friends for this recognition, but once again I think like all of us again accepting these awards. I accept it in the name of all of us. We'll continue the crucial efforts to build and defend an education that is worthy of its name. And I thank you.

[Applause]

>> Chancellor: Professor Bob McMahon from the Department of Chemistry will present Professor Laura Kiessling, recipient of a Hilldale Award in the Physical Sciences. He will accept the award on behalf of Professor Kiessling. Who, unfortunately, is the conference in the United Kingdom. Bob.

>> Bob McMahon: It's a great honor to offer some remarks on behalf of my distinguished colleague Laura Kiessling, Steenbock Professor of Chemistry and Laurens Anderson Professor of biochemistry. I felt it was appropriate to remark that Laura is a native of Lake Mills of Wisconsin. She grew up in Wisconsin. She spent her freshmen year as an undergraduate here at this institution before she transferred to MIT to complete her undergraduate degree or graduate degree at Yale, postdoc at Caltech. Those of us who were on the scene at the time that Laura interviewed for a faculty position here. It was readily apparent at that time that she is a remarkable scientist and scholar. Just to give a glimpse into her research, some of you may be familiar this concept of Lock and Key Catalysis by which enzyme binds a substrate and carries out are remarkable biochemical transformation. And this Lock and Key mechanism though when people started to think about cell surface recognition and signal transduction which remarkably seem to involve carbohydrates and the sugars which people think of as energy sources or more structure materials seemed to remarkably ill-suited to this sort of recognition that would be of some sort of analogy to enzyme catalysis. Well, Laura identified this problem of cell surface recognition and carbohydrates and has really built a substantial program and what has come to be known as glycobiology. The chemistry of sugars and the concepts of multivalency that no one sugar can first great fidelity but arrays of sugars and multiple very subtle interactions lead to this sort of recognition which is very powerful. So, shortly after tenure, Laura receive the McArthur Foundation Fellowship followed quickly by a deluge of other major awards including among many things, becoming the founding Editor in Chief of what is now the major journal in the field; ACS, the American Chemical Society of chemical-- the journal in chemical biology and then a few years later election to the National Academy of Sciences. So Laura is internationally recognized as one of the founders and pioneers in the field that is now known as Chemical Biology. Her creative scholarship continuous to put her at the forefront of this field. She's devoted to her students, her departments, this would be chemistry and biochemistry; or profession in this institution. And I would say Laura is richly deserving of the Hilldale Award in the Physical Sciences. Thank you.

[Applause]

>> Chancellor: Thank you very much Bob. Please join me in congratulating all four of our Hilldale awardees, one last time.

[Applause]

Those of you who are here for the Hilldale Awards are more than welcome to stay for the remainder of the meeting. But now would be a good time to leave if you are not to stay. OK. The first order of announcements are the faculty elections and I understand going to display results for those?

>> The slates.

>> Chancellor: The slates. I'm sorry. OK. I have slates displayed here but if it's not going-- yeah. Why don't you work on that and I will move forward and you can see the slates when they come up. I want to give a quick update on a number of things happening around campus. And we're going segue directly from my report into Patrick Sims because he is also talking about things happening on campus and going to report on a number of diversity related issues. And Patrick, why don't you come on down so we can just move smoothly from the other. And after the two of us have spoken, we'll then open up to questions on any of those issues. And then, we're going to ask Vice Chancellor Marsha Mailick to talk and provide an update on the Office of the Vice Chancellor for Research in Graduate Education. Then move to questions on that. So, that is the format here. As usual, I want to start with a few congratulations and good news of things happening around campus. The National Science Foundation last week announced a five year \$35 million renewal of the IceCube project, our cooperative agreement which is a massive Neutrino telescope very deep in the ice of the South Pole. This is a project as many of you know that's won also to scientific awards, a very exciting projects then it's great to see that grant renewed and I appreciate it. Simply, you show that there's a disciplinary equivalency here, a much smaller award, I fear, was given by the National Endowment for the Humanities to center for the Study of Upper Midwestern Cultures and the Mills Music Library, which has received really lovely award for Digital Preservation for a unique collection of historic sound recordings in Wisconsin and the Upper Midwest. I only wished they've gotten 35 million as well. Many of you will have noticed that we just receive an announcement last week that four of our students were awarded a Barry Goldwater Scholarship for excellence in the sciences. This is a national award that's highly competitive to have four students winning it here at the University of Wisconsin is really great. Our four recipients are Idris Boukahil, who's a sophomore majoring in applied mathematics, engineering and physics. Bailey Flanigan, a senior who is majoring in biomedical engineering. Hannah Mast, a junior majoring in biochemistry. And Thejas Wesley, a junior majoring in chemical engineering. So, congratulations to those students and all of their mentors. Some of you will have noted in the last two weeks that a incoming new head for WARF has been announced. As many of you know after many years of service Carl Gulbrandsen is retiring later in the-- later in this year. Erick Iverson is going to be replacing him as the next managing director. I've had a chance to meet and talk with Erick. I think he's someone who brings an enormous degree of talent to this job. He'll be starting on July 1st. Iverson is a former Gates Foundation attorney. He most recently serves as president of business in operations for the Infectious Disease Research Institute. And I look forward to welcoming to campus and I know that he'll get out and want to talk to a lot of folks who are close collaboration with WARF. I'd also note that the Morgridge Institute has just announced a top hire in-- Jan Huisken who's coming from the Max Planck Institute in Germany in August. And we'll be replacing Rock Mackie as the biomedical engineering director. So a little news from around campus. With the primary election tomorrow, I hope everyone will vote. We had flurry of visitors to campus. Hillary Clinton was the Gordon Commons last year. Bernie Sanders was at the Kohl Center yesterday. There are a number of other candidates who are in and around Madison but not here on campus. And I want to note that we have policies around campaign activities. Every candidate is allowed one on-campus activity and not more than one. So we can say that we're evenhanded. The campus visits script [phonetic] a lot of logistics problems, a lot of inconvenient that take a lot of time, but I must say that to the extent they both increased our national visibility and they encourage our students, our community, our faculty and staff to be involved in the electorate process. There's something that we need and should be doing. Things are going to quiet down a little bit, I suspect after tomorrow's election. But they will speed up again and get lively as we move into the fall. I would also note this primary is the first election where we expect substantial turnout that is going to be done under the new voter ID laws. You go to vote. Bring your Wisconsin driver's license or Wisconsin ID with you. As you know we have been working with students to educate them. Anyone who does not a hold a Wisconsin ID has to get a student voter ID. We've been running an extra hour for the office that does this over in Union South. We purchased a second machine. They've been up and running all weekend. They'll be running and available for very long hours today and tomorrow. And this is a great run-up to the general election as I said I think we're going to have a high turnout. And it's a great way to get those IDs out and to make sure everyone understands the process. Next issue, which I know many people in this room are interested in is where we stand with regard to our campus tenure policies. As I think you probably all know if you read the papers, after March meeting, three-four weeks ago, the Board of Regents approved broad systemwide tenure policies. And the next step is to bring to them policies through each individual campus if you want specific policies on your campus that lay out in more detail how the campus will deal with particular issues. The Board of Regents approved actually three documents. They approved the document that basically defines tenure and talks about the process by which tenure is awarded. That document has received virtually no attention and I think there's virtually no controversy there. The second document is a document about tenure layoffs. You've read about some of those controversy and we'll continue to talk about that I'm sure. The third document is a document on post-tenure

review. Let me talk just about the layoff policy because that is what's most relevant for us today. The faculty senate last November passed a recommended policy on layoffs for the university. There are some consistencies between the proposed policy we passed in November and the systemwide policy that the Board of Regents passed last month. I am expecting that the UW system lawyers will identify a number of amendments that will bring our policy into compliance. I have-- you know, you never know what the final passage is going to be. I've seen those amendments. I know we could have more conversation about this. Some of them will make a few people here unhappy. The UW system policy gives the chancellor more control over final decision making. And I suspect they will amend our policy to make that clear. They will also in some ways weaken some of the language around sending these policies forward for-- you know, if you got someone identified as a potential layoff prospect, making sure they get placed else where. I will go back to a statement that I've made many times that I do expect to the final policy unless something very unexpected happens is going to look a great deal like the policies that the University of Michigan has, that the University of Minnesota has, that a number of our peers have. It is a policy that's a result of a great deal of conversation and compromise. It's not perfect policy. It may not be the policy that any of us would write if we were starting from scratch and we're single decision-maker. But it is a policy that we can live with. And I will say again what I've said many times that this is important. I understand why it's important symbolically and substantively to everyone on this campus. You cannot open up tenure issues without caring and develop-- you know, and getting into the sort of conversation we've all had. All of that said, we are a first rate research institution. We have many examples both on our campus and on other campuses that have policies similar to what we are likely to have after this next recent vote. That-- You know, those campuses might be on Michigan and Northwester have close programs, right. And when you close a program, let me say several things happen. First of all, closing the program almost never-- means you're not going to do that, right. It means it's not going to be a separate program that does that you close the school and instead you have a department of journalism, instead of school of journalism, or you integrate certain people into other parts of the university because the educational landscape is shifted. So naturally many of this faculty move as part of that. But secondly, even in cases where there's not a natural home. Those top rate universities do not aggregate tenure. They find places for tenure faculty to be-- to continue their research and I will commit to you that that is what we are going to do because we're University of Wisconsin at Madison. So I know that you're going to be looking at these changes as they come forward. I assumed they'll be out publicly tomorrow. There's usually a 48 hour noticing period. And you'll hear the conversation in the Board of Regents. That is where we are on that. And I very much hope that we will see the passage of a [inaudible] for us under which we can live and work. A common on the post-tenure policy you all passed in December, I know the university committee is working on this. That is not going to the Regents at this meeting and I think they may be suggesting some changes that they will bring back to the faculty senate before we send that forward to the Regents that has to go to the Regents for approval by October of next year I think. So that one, you'll be hearing more about. But that's not what's on the table for this particular meeting. Finally, let me end and I will segue over to Patrick to talk about some climate issues. I suspect almost every one this room is aware that we like I will say virtually every other university I known about has had a whole series of reported incidents on their campus that broadly fit under the category of hate and bias incidents. We've had these incidents relating to Jewish students, relating to African-American students, relating to Native American students. You know, this is not pretty picture. And I want to say as unambiguously as I can that these are inexcusable and do not meet the behavioral requirements that we would think would be natural to our community of Badgers. I issued, a few weeks ago, a letter to the entire communities, something that I've not done ever in the last three years emphasizing the importance of our community, finding ways to work together in civil ways. We will investigate when these incidents occur. If they are reported to the police, the police will investigate. We have disciplinary processes that we will and are using. And I want to commit to you that our dean of students, our chief diversity officer, my self, the executive team, our deans, our housing departments are deeply involved into spending a great deal of time on where we are right now. There is lots of attention on this issue. It is evolving rapidly. Things are changing all the time. Patrick is going to show you some-- give you some sense of where you can go to get information as these evolves. But I will also say there are limited levers that I as the chancellor or any of my senior colleagues have as to how we change this behavior on the ground when it happens on the weekend, at 2 o'clock in the morning or wherever else it happens on campus. At the end of the day, the community, students, staff and faculty have to stand up and say the real UW is a UW that cares about other people and that we stand with those who've been the victims of these incidents. And short of that sort of response, this will keep happening. So, let me turn things over to Patrick and he's going to talk a bit about some of the things the chief diversity officer that he's been involved with.

>> Patrick Sims: Thank you Chancellor. Great. I'm just going to walk you through a set of slides that I have here and I want to first off acknowledge that there's no way I'll be able to get through all of these in the 15 minutes that we have.

So, for those who might be interested in having myself or a member of my team to come visit your department, I'm happy to do so to talk thorough about some additional next steps beyond what we're showcasing here today. But the chancellor's absolutely right. We need everyone involved in this conversation. I think we're still-- There you go. So, Forward Together: New Era for Diversity Inclusion. So, the first thing I wanted to ask us to think about is helping us define our shared values and philosophies about diversity inclusion here at UW-Madison. We have a long rich history of over 50 plus years of committing to diversity inclusion both in our resources and our efforts to attract and diversify both our student population our faculty and staff population. Having said that, there's very little we could point to that demonstrates that commitment. Those who happen to be in administration or have access to budget or funds are the ones who are aware of that commitment. But Madison has actually been in the trenches for quite sometime. And I've been known to say and I'm still committed to saying that Madison can be a national thought leader in this conversation on diversity inclusion in higher ed. As chancellor mentioned, there are number of incidents that have happened this semester. I also want to point out that these are the ones that we're aware of. There's several things that happened on our campus. We-- I believe about two years ago at the dean of students office created a hate and bias reporting mechanism for our students to share that information. I believe this year, this semester alone, we're near 33 incidents that are being reported. So, there's a lot happening. So, the first step was really brought to our attention was on January 25th, an anti-Semitic incident happens at Sellery Hall, in Dejope on March 9th in response to the data that we received from our sexual assault survey. We know that 47% of our Native American students, women, on our campus have had or experienced with sexual assault on our campus. We were trying to acknowledge that horrible and horrifying statistic. And we had folk who thought it funny to make whooping calls and war calls during what was a sacred experience in partnership with our native community. Just three days later, that early Friday morning, we had an incident in Sellery Hall again where there was shoving, and name calling and students spitting in the face of other students, lambasting what the person thought was a free ride if you will being admitted to our institution by virtue of being affiliated with one of the scholarship programs that are in our division. That same day, that evening, just outside of the Student Activity Center, we had another student who reported being spat on by a passerby. So, someone who may not have very well been a student on our campus, but someone felt the need to express themselves in this way telling the young East Asian women to go back to China, all right. I'm sharing that with you not because I want to put you to the horrors that I kind of wrestle within a daily basis, but more important to give you context. I firmly believe context is important because as a faculty, the chancellor mentioned, there are few levers that we have and I think this is the final lever perhaps that we have yet to activate. And that's one of the reasons why I'm here with you today to talk about what you can do to help support us. So, our office has done a number of efforts, activities, in concert with the chancellor's office that I quickly want to draw your attention to. The first of which is providing more support staff for emotional, mental well-being. Our division, we currently supported individual who works directly with our students. In our first rate program, we're adding another graduate student. These are graduate student roles. We're adding another one. The chancellor has committed in her open letter to our campus to supporting two full-time staff members in UHS, University Health Services. We're also establishing regular contact with our shared governance bodies. I regularly-- I'm starting to connect with the academic staff, university staff, and ASM as well and, of course, this body, faculties and in the UC. One of the things that is a pretty big goal for us this year is to define an institutional statement that reflects our commitment to diversity and inclusion. I could write a statement, our past provost, President Luke [assumed spelling] has written statement, our past chancellor has written a statement. One of the challenges with having that individual approach to statements is that only those individuals are the ones who are on the hook. We're trying to use the shared governance process and model as a way to create a coalition and buy-in that it's all of our responsibility. So, we plan to bring to this body as well as the other three shared governance groups in the fall statement that we expect your endorsement that talks about what we're willing to commit to that reflects our ongoing commitment to diversity inclusion. Just this past February, we had the first ever Annual Deans Retreats. So I'm having a conversation with our deans to try and encourage them to use their bully pulpit to think more critically about how we engage diversity inclusion activities. I have an advisory council for students and, again, those shared governance groups. We have the Campus Diversity and Climate Committee. We're also partnering with Mike Bernard-Donals. He and I both co-managed a fund of faculty diversification initiative which is meant to help diversify our faculty, but also ensure that we have a support for those unique and rare opportunities where we have faculty who could bring different perspectives to our work and we want to capitalize and bring them to us. The one thing I'll just ask this body to pay particular attention to because, I think, faculty, we have the most flexibility with our time is to agree to which you can carve out 25% of your time to thinking and working more concretely and specifically on issues of diversity and inclusion. My office, we have limited resources to be in this space. And we have the purview of the entire campus community. There's no way that 80 people that help me manage the work that we do which is primarily focused on those pipeline programs can handle that task. But if they are coalition of

a dedicative few, who are willing to serve as ambassadors and work with other faculty, department, chairs, deans, directors, et cetera, we're hoping that that can begin to shift the tide and encourage all of us to be involved in this conversation. We just this past weekend, had the powwow, the 47th Annual Powwow. I'm pleased to report that we had over 7000 people participate. Last year, there were 3000 folk that was our top number. So, 7000 folk were able to participate in this year's powwow and was held at the Alliant Energy Center. I want to acknowledge that the division School of Human Ecology in the Nelson Institute. We're working very closely with our native community partners to connect the dots between all of the activity that's happening on our campus as it relates to the university's relationship with our Native American populations. We're also making diversity more central to our regular activities, for example, our philanthropic and leadership development spaces. This year, the division will be the recipient of the spring game proceeds which is the first for the division. We're also pleased to report that we renewed our Federal TRIO Grant. We have about \$2.6 million. We expanded that program to offer STEM support and initiatives. And we're also experiencing additional success in philanthropic and fundraising activities for our scholarship programs. April 5th, tomorrow, our Women in Leadership symposium that's happening and our Dean Shim, she will be Madison's representative at this event. We're a partnership with the National Diversity Council. We're working on a pilot seminar to bring faculty and staff to engage in the learning opportunities. This is the piece that I'll simply leave you with and open up for conversation. Our students gave UW system five demands that they wanted to see responded to. We can talk about choice of word. I encourage them to use expectations, know they wanted demands. Having said that of those five demands, UW-Madison has already have programming in place to respond to four of those five demands. The one demand that we couldn't participate in was the request or the demand for Regent Milner and President Cross to apologize and acknowledge the context of what our students of color are experiencing on our campus as across the UW system. But we're responding to mental health support for our student. We're responding to having strategic diversity planning. We're responding to having coalition or workforce throughout system of folk like myself at other UW institutions who are really trying to figure out what the appropriate next steps are. We're also responding to that required cultural competency and this is where I really need your help. Our student are asking for this and I'm wondering if as faculty members we can go back to our respective departments or units and say we're volunteer to participate in these ongoing cultural competency trainings. We don't have the format figure out yet. It is a sort of incubator like conversation we're having now but recognizing that faculty plays a key role in helping to shape the climate not just in the classroom, but outside of the classroom. We know that student often report when group assignment are given that if you're that one person of collar, everyone else identifies the groups and you're hot person out. It's very subtle things that don't cause a ton of resources. But it requires a vigilant and it requires persistent reminding and reasoning of these issues and ways that can help to let students know any marginalized group that our faculty are aware of their challenges and they're speaking to them to the extent they can in their classroom and work. So next steps, we talked about bullying language. We can think about ways we may want you address some of these issues in our classroom. There's a unit on our campus called LCICE or Learning Communities for Institutional Change and Excellence to the degree that you're interested and learning more about how you can refined your culture competency and capacity around issues of diversity inclusion that is a space you can reach out to us and we'll connect you with the right folk who offer those trainings. We're also, again, as I said asking folk to carve out 25% for those who are in supervisor positions to the extent you can give 10 to 15% to allow your employees to have that support. We will take it. And last but not the least support, a request for additional staff. You can go to our campusclimate.wisc.edu initiatives and you'll learn all about what we're doing campus-wide and the communication and the history and context of some of those things I was describing earlier. And if you're interested in providing a proposal, something that you like to see happen demonstrating you're committed to this fight with us, please share your thoughts on that proposal. We'll be vetting those proposals in time and directly to our diversity framework document and our implementation real change document to see how we align those efforts and where we want to put new resources. I'll pause there. Questions?

>> Chancellor: Questions for Patrick, for myself on any of these? Comments?

>> Mark Etzel: Mark Etzel, District 11. I have a question that relates to the topic that you've brought up before about the Regents meeting to discuss the attacks on tenure that had been going on. And I'm assuming that you'll be at that meeting of the Regent where they discuss these policies.

>> Chancellor: Well, be there on Friday, yes, which is the discussion is.

>> Mark Etzel: And so, you know, this whole process of attacks on tenure and that part of what you talked about is that

the faculty in November 2nd here right in this room, we approved policy on layoff and termination. And what the Regents are going to do, it sounds like on Friday is undermine that. They're going to replace words with like pursue with consider. They're going to take away our ability or have discontinuance proposals come back before the faculty senate for approval. They're going to take away our ability to comment or approve program or budgets decisions. They're going to eliminate severance. All these things that we approved back in November 2nd, they're going to attack these and delete them or weaken them. And so I think that the-- so I have one question for you is, are you against this or for this weakening of tenure?

>> Chancellor: So I don't believe that everything you said is actually what I expected to happen at the meeting. So-- But, you know, we can all read the annotated version. And I don't think the intention of the Regent is to undermine tenure. I think the intention of the Regents is to make sure that our document, which they have to approve under Regent policy is consistent with the policy that they introduced last time. We have had ongoing controversy on this. It is time for us to have a final policy that we can live with. As I said, this may not be the policy that you and I would write, but if you read our policy and you put it up against something like the-- as I expect the Regents to approve it, right. And let's say there's-- you know, we don't know yet what that final policy would be. We will see it. But, you know, my expectation, given what I know about their overall policy and what they're going to amend if you put that policy they're going to approve against something like the University of Michigan, it is going to look quite similar. And, you know, as I say there's some things there that will differ because the Regent policy approve last month is inconsistent in a few places. The final decision in the Regent policy approved last month on faculty layoff after a whole extended faculty process does it in the hands of the chancellor. OK. That's not what our policy originally said. I expect them to amend our policy so that the chancellor is the final decision maker so two are consistent. You know, that is what many, many other schools have. So when I say this is consistent with other schools that is what I'm saying.

>> Mike Etzel: Yeah. So--

>> Chancellor: I realized that's not your guy's first choice, which is why we're sending forward the policy that you would want.

>> Mike Etzel: So my problem with this in the end is that you say it's something we can live with and you use the "we" term. But we as a faculty senate approve these things and now they're being undone. And so you're telling us that we have to live with this because we said we don't want this.

>> Chancellor: So the Regents have always had final authority over this area of faculty policy and procedure. I realize that not everyone is entirely happy with the final systemwide policy the Regents passed last month. But that is the Regental policy that now governs our actions. As I read that policy, I believe we can run a strong University of Wisconsin at Madison maintaining as I say policies that protect tenure and make sure that layoff do not happen here.

>> Mike Etzel: OK. So Chancellor Blank I would like to make a motion that we reaffirm the faculty senate policy that we approved on November 2nd of 2015 and the wording that was in that policy.

>> Chancellor: OK. So motion [inaudible] do you want to speak to this So I'm told that all motion of this would have to be properly noticed in advance. And so you cannot make this motion on the floor.

>> Mike Etzel: So you're telling me that in agenda item that has already been brought up and approved by the faculty senate, we cannot vote to re-affirm it today?

>> Chancellor: I'm going to let the parliamentarian, the secretary of the faculty speaks to this because I want to make it clear that it is procedural issue and not my ad hoc judgment. Do you want [inaudible] with it? Yeah.

>> Mike Etzel: So perhaps none of you as faculty in this room care about the weakening of tenure. But if you want to re-affirm what we approved in November 2nd, perhaps you could just applaud right now.

[Applause]

Thank you.

[Applause]

>> Chancellor: So noted. Thank you.

>> Judith Burstyn: So the procedure here is--

>> Chancellor: Identify yourself.

>> Judith Burstyn: I'm sorry. I'm Judith Burstyn, district 48 which is chemistry. So the procedure here is troubling. And largely because to my knowledge there is no president although I agree that it is always been the Regents' right to amend our faculty and policies and procedures or to adjust what we do. The fact of the matter is there's not president for them having done so. And to my-- at least to my knowledge as far back as I know and people I've consulted, no. And it's distressing to feel that the Regent can reach in rather than asking us to make the adaptation of those policies and which we could have done to make them compatible with the systemwide policies. I do not like the idea of allowing the Regents to make the change. I don't think that's reasonable. I think the reasonable approach is to bring it back to the faculty senate for amendment. They could bring it into alignment with the systemwide policies.

[Applause]

>> Chancellor: So let me just note the inconsistency. I do sense strong approval for the policy you passed in November. That is what you would like to send forward and to the extent you want to emphasize that. That is what we have sent forward to the Regents saying this is the policy that we approved and we'd like to see passed, right. And they then-- you know, given the policy they passed last month, even if they passed our policy, it would still be subject to that overall arching system policy so that there would be aspect of our policy we couldn't implement because the system policy was in place and would trump it. OK. I just want to make it clear that, you know--

>> Judith Burstyn: I understand that. But what I am expressing objection to is the idea that they would actually be the ones to make the amendment. I would rather have seen it come back to the faculty senate with the understanding that while we would prefer the version we passed in November if it is incompatible with the system policy, we can't have that. And therefore we have to make changes.

>> Dave Banness: I'm Dave Vanness I'm not a senator. I am a faculty member from the District 99, Population Health Sciences. I want to make it clear and just a statement and then a question that having watched this very carefully, regents and you have echoed a similar tone that these policies are inline with our peers. In fact what they have done it is picked and chosen the weakest provisions from number of peer institution and assembled together effectively a Frankenstein's monster of a policy which effectively is the weakest of all of them. Your comments about the University of Michigan are particularly important because that is then listed as appear to which we aspire. There was language introduced by Regent Tony Evers that use specifically language that is present from Michigan's SPG document that would have place primarily emphasis on educational considerations over financial considerations. And it was explicitly rejected by the Board of Regents on the grounds that it would rob of the flexibility and tools that you need to manage the difficult situations that we have in front of us with budgetary concerns. There are also things in the Michigan policy that were not present here. For example, there's a statement that is exactly in the SPG document that states and I quote, the university has never released tenure faculty members because of program closure. The main institute tenured faculty and have been essential and instructional in supporting services maintain-- remains the highest priority of the university. There is no way that the Regents would have tolerated that statement. And therefore, we are not as strong as the University of Michigan's policy and we should not be saying that we are. Here's my question to you is, we had heard really around the process from you that we would have the flexibility to maintain our own policies. At point did it become clear to you that this is not the case?

>> Chancellor: So the Regents decided they wanted to pass the systemwide policy before looking at any individual campus policy. Our campus policy sets out a wide variety of specific procedures that we will follow. So, if a financial emergency were declare, it says there must be a faculty committee then writes a full report looking at this and reporting

in on whether they think that is a fact. If we we're in the midst of a program closure that could threaten layoffs, there are four different faculty groups that have to look at that and make recommendations about it. So our policy which is specific to this institution does have a whole variety of specifics about how the faculty will be involved with these decisions, right. So, I-- you know that--

>> Dave Banness: That they're amending that policy. They're amending that part of the policy where we had specified that they needed to be approved by the faculty. It says voted on and approved our policy. I believe I have it in front of me.

>> Chancellor: I think each of those groups do vote on and make a recommendation.

>> Dave Banness: It says that-- Let's see. I'm going confused of hearing policy here. Let's see do you know what section we have here?

>> Chancellor: I think it's 502. That's not a section that the Regents have--

>> Dave Banness: Oh that's right. It's at the--

>> Chancellor: That's not a section--

>> Dave Banness: At the end, in 502. Well, it is, because they are making changes to section-- to the FP&P5, as well as 10. So FPP5--

>> Chancellor: No, we do not send forward Section 5. That--

>> Dave Banness: OK. So the edits that have been made that are in front of me are--

>> Chancellor: I don't know what you're looking at but we do not--

>> Dave Banness: I'm a looking at document from Tom Stafford of the University of Wisconsin Legal Council.

>> Chancellor: Section 5 does not need approval by the Regents and we did not send it forward.

>> Dave Banness: So, they can't rewrite them? I thought that they had directed the campuses to make sure that FP&Ps were consistent with the new law?

>> Chancellor: Is Ray Taffora here? I could let him respond. But I think it's pretty clear that it's only Section 10 that the Regents need to approve. Not Section 5.

>> Dave Banness: There's no proposal shall move forward without an affirmative vote of each of the following bodies in order the faculty, the affected department, the school college governance body usually the APC, UAPC, and for graduate programs, [inaudible] and UAPC who suggested edits are that shall be reviewed and voted on not approved.

>> Chancellor: I did not send Section 5 forward to the Regents.

>> Dave Banness: Will that be going forward to the regent at any point time?

>> Chancellor: As far as I know, it is not going to the Regents. It is-- That's news to me. We have not sent it.

>> Dave Banness: And the change from considered pursued prior to for all feasible alternatives.

>> Chancellor: If you're in Section 5, it didn't go.

>> Dave Banness: Nope, it's in 10.3C.

>> Dave Banness: -- went to Regents and those changes I'm expecting them to make.

>> Dave Banness: OK. And they are also going to make the change that put severance at the discretion of the chancellor rather than to be given?

>> Chancellor: I am not happy with that change. But I don't know the state-- let me be clear--

>> Dave Banness: Because the University of Michigan's policy does have severance.

>> Chancellor: Let me be clear. It says that there is a year of additional funding available and one can either stay on your job for that year. There are some people would like to do that for a whole variety of job search for the next one, or consider receiving a year severance. And the chancellor is supposed to consult on which of those two choices is the best choice, right. Not imagine anyone telling me or saying to us that they don't want to be at this university that you would not grant immediate severance to those [inaudible].

>> Dave Banness: I appreciate hearing that you're in favor of that. The hearing committee that our bodies stated should be able to question the existence and extent of the financial emergency and the validity of the educational judgments and criteria. That is now being eliminated as inconsistent with the procedures of 36.22?

>> Chancellor: No, that's as far as I know. I have not seen-- no. I haven't seen the final copy which is not become public. So I don't know if you're looking at an earlier draft or what.

>> Dave Banness: I am not sure.

>> Chancellor: The final copy will come out tomorrow and that would then show you exactly what is being proposed to them--

>> Dave Banness: And the qualification that training and financial support will only be provided where readaptation is feasible rather than in all circumstances as we required. And who determines whether readaptation is feasible and what feasible means. So that mean that we have enough budget for it?

>> Chancellor: I will stay exactly where I was before. You don't fired tenured faculty at a place like the University of Wisconsin at Madison/

>> Dave Banness: I agree.

>> Chancellor: We will find other places to put faculty as all of our peers always had when they close schools departments or other--

>> Dave Banness: I wish that our written policy reflected that, chancellor. Thank you.

>> Chancellor: Thank you. Yaps

>> Chad Goldberg: Chad Goldberg, District 71. I move to set aside the orders of the day and take up as special order of business and urgent resolution concerning the Regents' consideration of our layoff and termination polices. I can read that resolution. I also have a copy of it to be displayed up on the screen.

[Inaudible Remark]

>> Chancellor: Why don't you-- You've got the right words here. Why don't you say this, you know. OK. So the statement that I understand is this would be in-- for us to take this up without previous notice would be in violation of the open meetings law.

>> Chad Goldberg: This is a motion to suspend the rules. It requires a two-thirds majority. This is not an ordinary motion.

[Inaudible Remark]

>> Chancellor: The open meetings law supersedes anything in Robert's rules. I'm simply repeating what the parliamentary is saying in my other ear.

>> Chad Goldberg: I respectfully dissent from this decision but so it goes.

>> Chancellor: Yeah. Yeah.

>> Christa Olson: Christa Olson, District 55 which is English. I just wanted to follow up in the last thing that Dave Vanness said, which is I hear and I believe that you as chancellor would do your best to not fire a tenured faculty. The thing that concerns me is that nothing. If the amendments as that annotated version comes through, there is nothing in there that actually says what you just said. So it would be entirely up to the good grace of the chancellor to not fire tenured faculty and that strikes me as logis-- or administratively problematic.

>> Chancellor: I'm going to go back to the Michigan policy and David and I potentially can respectfully disagree on this. That policy leaves the final decisions in the hands of the chancellor. It says look, we've closed programs before. We've never done this. We hope not to. But if we would consider it, here's what we do and the chancellor makes the final decision, right. I suspect the chancellor at Michigan would say the same thing that I say. What-- If we get to that point, we are no longer the quality university we can and want to be. I can't imagine any chancellor of this institution would say anything other than that. And again, I would remind all of you that the policy as approved at the regental level is written to apply to large numbers of schools in the system. And, you know, we're going to operate like the University of Wisconsin at Madison. Go ahead.

>> Venkat Mani: Are you going to talk about tenure?

>> No.

>> Venkat Mani: OK. Neither am I.

>> Chancellor: Go for it.

>> There is something more important that's happening. I've thanked all of my guest. Venkat Mani, District 59, Senate and German Department. I appreciate all the questions about tenure. I think the debate should continue. But I want to respond to Patrick Sims' presentation and the update on diversity. And the first thing I want to say both as a member of faculty and a senator for the German Department, I want to express and convey through you my solidarity to all of the students who've experienced hate, vice, or any kind of discrimination on this campus. We cannot be a great university if one student, all students need to be safe here, but especially students of minorities who sometimes offers generation students coming to college not knowing what is going on, what the entire environment is, and then getting this kind of exposure to something that is completely uncalled so. So, I mean whatever is to be done, has to be done by everybody not just by members of minorities communities or students of color. But this is an important step. And so, thank you for all the work that you are doing for bringing this to our attention.

[Applause]

Three very brief points and there might be grammatical mistakes. I'm as outraged as you Patrick. So, I might have some grammatical mistakes here. But I'm still going to read out loud. One of the things that I've heard from the many forums that I've been part of it, you now, which being led by you and your office in February, especially is a number of our students are hurting. They are hurting because they want to claim that they're here because of their talent and not because they are members of a minority community, that they have a right to be here. That's the message that I've been hearing over and over again, and to this what I would like to add is we keep saying that-- their people have

responsibility for assuring a kind of social justice message to our students beyond the classroom. Beyond the classroom is very important. But within the classroom is equally important because that is why these students come here. And that's a very important thing which is why I think if these conversations primarily happened in the fields of Humanities and Social Sciences then those kind of curricular can be supportive-- supported through your office or through the university that actually help create that kind of dialogue for the students. And this is once again not causes just for students of minorities but for everybody. Second, I'm-- I appreciate the counseling and advising that you have set as measures. But they have to come sort of afterwards, like they're not preventative measures. And so that conversation needs to start whether this is, you know, the one incident of anti-Semitism leading up to all the-- and these are just reported ones because there are many. Lastly, I want to say that these incidents do not just impact students of color. They also impact faculty of color because, ultimately, it is a question of what kind of culture is there in this-- on this campus, on this disproportionately white campus which as the chancellor also recognized the last time just because of the demographics of the State. But the larger question is what other, if there is any lesson that has to be learned from what students have asked from Missouri to Princeton, you know, and to UW-Madison just as this academic year. Is what kind of measures are then being taken to-- and sort of not just retain faculty and students, students just before they're about to drop out, faculty just before they're about to leave but before that. That has to be part of this conversation. So once again, these are just ideas. Thank you for your work. But I thought that somebody needed to actually talk about this as well. Tenure is very, very important so as this. So thanks.

>> Patrick Sims: I'll just say thank you for your comments. The one thing I'll add and I-- it's in the slide. But November 1, this coming November is our annual fall diversity forum. To the extent that you can or your colleagues can bring this opportunity back to them, if we could find ways to directly connect curriculum or curricular experiences in the classroom with that we're wanting more students to be involved in those conversations and experiences. We're doing human library so there are number of innovative things we're focusing on for this upcoming diversity forum. And most important, we're really going to do a full court press to reach out to faculty to share those thoughts. I absolutely agree with you. It's important that we're proactive and not reactive and how we provide support to our students and our faculty and staff of color. It sort of takes the community and the degree to which there are resources that are available to provide those kinds of networking opportunities. One of the reasons why we recognize outstanding faculty of color where we have mixture experiences for faculty of color can interact with graduate students of color. It's all about creating that sense of commonality and bonding on our campus and that's no small task, right, because they're few and far in between. But having said that, having allies of the majority who are equally committed and passionate about it and it's not just happening on the backs of those who are numerically in the minority, but also racial and ethnically in the minority. We want everyone involved in that conversation because everyone is a part of the solution. So, thank you for sharing it.

>> Chancellor: I am aware that we have an ongoing agenda here and I'm going to perhaps take the comments from the people who are standing at the mics and then we need to move on. Bill.

>> Bill Tracy: OK, Bill Tracy, District 4, Agronomy. I've been on the Faculty Center for a long time. I would not get the gold star for attendance, so I'm not a historian of the senate but I've never bustling like this of motions. We've made motions before from the floor. We've made motions to change the agenda. This is a whole new thing. And I don't even know why to come here if you can't respond to something that's being said and make a motion especially, the kind that judges made in terms of suspending the rules. If this is what open-- well, I'm not going to say that. Open records are-- open meetings [inaudible] are incredibly important in the state. I'm 100% for them, but I think this is a very unusual interpretation.

>> Noah Weeth Feinstein: Noah Weeth Feinstein, Community and Environmental Sociology and supported what Professor Tracy just said. In my relatively last time here, I believe I've actually made a motion to change the order of meeting and I think it passed. So, I think there is substantial precedent for doing that. But I want to shift topics for a moment, to shift it back to the issues that our colleague brought up regarding hate speech discrimination and racism on campus. There was a marvelous [inaudible] published by our colleague Karma Chavez regarding the relationship between tenure protections and this sort of speech on campus which I think is important for all of us to think about to think about, to think about the ways in which changes to protections of academic speech, free speech on campus affect our ability to advocate forcefully and politically within the domains of academic speech and free inquiry and the way that those changes will affect our colleagues who we look to as leaders on these issues. Turning to Vice Provost Sims, the question that I have for you is in regards to urgency. Our students operate on a different time scale than we do.

Changes to the university make me feel like we should call ourselves the USS Madison Wisconsin. The propellers slowed down and we speed out and you make orders to engine room and you hold the conference. And there's a diversity summit in November at which point some of the students affected by this will be gone. How do we maintain the sense of urgency? How do you maintain the sense of urgency at your level and how do we maintain the sense of urgency in our units that responds to the feeling of hurt, to the need for healing, to the need for action and change because these issues aren't new as I'm sure you know better than I. This is just a moment where they're come to light. So how do we maintain that sense of urgency that our students feel that will not wait for November, that will not wait for next week?

>> Patrick Sims: Well, that's a great a question and I feel that sense of urgency from the students all throughout because they let me know when I'm not doing so good too. Having said that, I think there's a certain amount personal responsibility and ownership that needs to happen at the individual level. You know, someone asked a question in show of applause if we're support of what you all put forth as it relates to our faculty tenure policies, I would ask the same thing. Are we willing to commit to doing the kind of culture competency and capacity building work for ourselves by show of applause that the students are asking us to do.

[Applause]

If that is indeed the case, then please support the students as they ask for required code for competence experience. One of the reasons why we've sort of done the little dance around at we're required because we know the hardest group to commit to anything that's required is sitting in this room or at least you are the representatives of that group faculty. So if we can get faculty to commit in their own and say yes, we will do our work, we'll commit our share of owning this conversation. That's the first and probably one of the most critical steps because as it happens in the classroom, that's a tone in president that had occurred in other spaces, our dorms, Jeff Novak, Laurie Brachman, dean of students, a whole host of us who are regulating meeting around these issues and trying to figure out what those next steps are. If we have the lever, probably one of the biggest levers of faculty behind us supporting and saying yes, I'll stand up and engage to that experience, that that will do tremendous work for us as we move forward. So, thank you for raising the issue.

>> Chad Alan Goldberg: Chad Alan Goldberg, District 71. So, a few moments ago when I tried to make a motion for especial order of business, I was told that this motion was out of order by you Chancellor under the advice of our parliamentarian, respectfully, I appeal from the decision of the chair and I believe that means that the question of whether this is motion is out of order, whether it can go forward would go to the body. The senate would have to vote on it.

>> Chancellor: And we'll look parliamentarian for this one. Is Brian Vaughan in the room or anyone from--

[Inaudible Remark]

-- so what I'm told is you can certainly procedurally appeal this but if the outcome of this is to create a new item of business for the body that violates open record laws and that is continuous to be out of order because that law trumps. Let me see what Brian says about this. I mean I know we've moved the agenda around that time in a minute going to propose we move it around but moving around is either dropping things or changing the order. It's usually not adding a new topic that was not previously announced.

>> Chad Alan Goldberg: I'd to say that I didn't introduce this topic.

>> Chancellor: So I have just proposed the following. For those of you who want to do this after we have formally adjourned as a Faculty Senate but if they remain enough people to want to stay and take such vote as an informal vote of the sense of the senate, I would be happy to stay here and chair that vote if that would be useful, that would make it a formal vote of the senate. But anyone who wishes to stay and participate, you know, we could do it after the formal adjournment.

>> Chad Alan Goldberg: So, I don't understand who's vote would be if not's a formal vote of the senate?

>> Chancellor: Would be a vote of those who are here, you know, we can see how many of the senate were president that we could--

>> Chad Alan Goldberg: That makes absolutely no sense to me, so I continue to appeal from the decision of the chair. I've made the appeal.

[Inaudible Discussion]

>> Bryan Vaughan: Well, Bryan Vaughan, so Legal Affairs and I'm trying to stifle anyone's opportunity to make a motion. The question is one about how to reconcile two distinct different bodies of authority, Wisconsin Open Meetings Law and Roberts Rules of Order.

>> Chad Alan Goldberg: You're interpretation of the open meetings law?

>> Bryan Vaughan: That's fair, I'm only lawyer speaking now, so if there's another lawyer [inaudible] Madison who wants to offer an interpretation, I'm certainly open to it or if others can point where there are guidelines or other authorities that--

>> Chad Alan Goldberg: The body as a whole could try to decide this question.

>> Chancellor: I'm told that against of advice of parliamentarian, I have the right to take this vote. So, against the advice of the parliamentarian, I will let you go for with your motion and, you know.

>> Chad Alan Goldberg: Thank you Chancellor.

>> Chancellor: See what that means. You have motion

>> Chad Alan Goldberg: So an appeal from your decision basically would mean that that body as I understand it that the Faculty Senate would have to decide whether you're ruling that my motion was out of order is correct or incorrect. So, if the Faculty Senate votes that my motion is in order then it would proceed. That's my understanding.

>> Chancellor: That's right. So, the motion is to adopt to set aside the current rules and to move to this topic and to add-- accept a motion.

>> Chad Alan Goldberg: That's right.

>> Chancellor: And I'm happy to do that. I will say that under the circumstances, the-- that if everyone's going to challenge the legality of this, I can't guarantee that given the advice of the parliamentarian that I am with some of you that I think we should move forward with this and take whatever vote people wish to take. So there's a motion to set aside the rules and to move forward with a--

>> Chad Alan Goldberg: To vote on a resolution which were have in mind.

>> Chancellor: -- solution. Is there a second to that motion? Is there any further discussion of it?

>> Chad Alan Goldberg: I would like to add something--

>> Chancellor: So the vote right now is to set aside the rules and allow us to take up another motion, right?

>> Chad Alan Goldberg: I would like to add something in discussion.

>> Chancellor: OK.

[Inaudible Remark]

OK. The vote on suspending the rules takes a two-thirds vote, so I'm going to call for that and let's see what it sounds like and we may have to do this with paper. All of those in favor of suspending the rules and taking up a motion not on the agenda indicate by saying aye.

>> [Simultaneously] Aye.

>> Chancellor: Are there any oppose? OK. I'm going to rule that as a two-thirds vote. I think we-- I-- we could count it but I suspect would strongly, that's two-thirds. So, there is now a motion that's going to come on the floor.

>> Chad Alan Goldberg: Chancellor, may I present to you the text of the resolution.

>> Chancellor: You want to read this?

[Multiple Speakers]

OK.

>> Chad Alan Goldberg: So, the resolution which I believe will be displayed on screen momentarily reads as follows, whereas revisions to University of Wiscon--

[Inaudible Remarks]

>> Chancellor: Yeah, he's typing it in.

>> Chad Alan Goldberg: Thank you. I appreciate your help. So I'll read it while you guys are on working on making that visible. Whereas revisions to University of Wisconsin Madison Faculty Policies and Procedures, Chapters 5 and 10 regarding procedures for layoff and in termination as the result of financial exigency of program discontinuance for educational considerations as adopted by the Faculty Senate on November 2nd, 2015 are the product of lawful faculty governance in accordance with the faculty's primary responsibility for educational matters. Therefore, be it resolved that is the sense of the Faculty Senate that the revisions to either be Madison Faculty Policies and Procedures, Chapters 5 and 10 adopted by the Faculty Senate on November 2nd, 2015 should be accepted by the Board of Regents of UW System without the material alteration.

>> Chancellor: Is there a second to that motion?

>> Second.

>> Chancellor: That motion is on the floor for discussion. There has been discussion of it already. If there's additional discussion, I would invite. Do you need that reread or are you ready to vote? It's coming. I suspect you all understand, you know, the motion essentially reaffirms the November policy adopted by the senate and urges the Board of Regents to accept it.

>> It's all right. I'll reread it once more. Whereas revisions to University of Wisconsin Madison Faculty Policies and Procedures, Chapters 5 and 10 regarding procedures where for layoff and termination as the result of financial exigency or program discontinuance for educational considerations as adopted by the Faculty Senate on November 2nd, 2015 are the product of lawful faculty governance in accordance with the faculty's primary responsibility for educational matters. Therefore, be it resolved, that is the sense of the Faculty Senate that the revisions to UW Madison Faculty Policies and Procedures, Chapters 5 and 10 adopted by the Faculty Senate on November 2nd, 2015 should be accepted by the Board of Regents of the UW System without the material alteration.

>> Chancellor: Discussion and then we'll move to a vote. Yeah.

>> Christa Olson: Christa Olson, District 55, I'm wondering if we should-- right, I move to amend this in light of the

information that-- or the proposal that Burstyn raised say without material alteration or return to the Faculty Senate for modification here. So, that if we have to modify it to fit then we do that, not the system.

>> I'm not actually-- This is Beth Meyerand, I'm speaking on my role on the University Committee. I'm not speaking on behalf of your comment but just we need to remove Chapter 5 from this. We're not giving them Chapter 5, period.

[Inaudible Remark]

So how about I just amend we would remove Chapter 5 and add or return to the Faculty Senate for modification.

>> Chancellor: So, the motion is--

[Inaudible Remark]

There is an amendment on the floor. Is there a second to that amendment?

>> Second.

>> Is there discussion of the amendment? If not, if you're ready to vote on the amendment only which take removes Chapter 5 from the language and adds the last pause. All those in favors indicate by saying aye.

>> [Simultaneously] Aye.

>> Chancellor: Any opposed? Now, we return to the overall motion as amendment. So any further discussion of that? All in favor indicate by saying aye.

>> [Simultaneously] Aye.

>> Chancellor: Any opposed? We now return to our regular schedule program. I'm going to make a proposal-- yes, I'm sorry.

>> Chris Walker: I just want-- sorry. Chris Walker, District 33. I just wanted to make one comment before we move on about diversity and about Professor Sims presentation today. I shared with my faculty, my colleagues and the Dance Department a video that Professor Sims made and at-- by the end of the eight-minute video, they were all standing with their hand pressed onto the conference room table. At which point, we started to talk about whether we should do a collective statement from the Dance Department on a website, so our students know that we stood literally with Professor Sims on this subject matter. So, our students know that we stand with them in this subject matter. I speak from a very personal space. And I understand that faculty tenure is important. It is important. It's one of the many things we are talking about here. And we no disrespect, even that as an example, right? I speak from a very personal place here. When I say the UW-Madison campus can be violent space for personal of color. Good genes are, otherwise, many students think I'm a student walking around this campus. And so, I get to unfortunately experience a lot of the aggression or students go through. This can be an extremely violent campus. The picture that Professor Sims painted today is mild in comparison to the experiences that students of color and faculty of color have in this campus, very mild. I want us to understand that this is a severely important issue which affects our student's ability to be successful on this campus. Our jobs and our responsibility is to support that success. Because like we see in other presentations earlier today, those students then go on to impact the rest of the world. I came to UW Madison from Jamaica, not via an American University, from Jamaica because of the scholarship that was done here that impacted the work that was happening there. I'm saying this because I don't believe that it should be optional. The competency course, the competency workshop should be something that all of us, all of us, faculty members who engage with our students in a daily basis should go through. I should do it again because I'm dealing with the young women growing up in the 21st century. I should do it again because I'm from a different culture and from a different country. We should all do it regularly as a part of that conversation. Our students have to know that they're safe. And so even the proposal, the recommendation that there will be another graduate student who is dedicated to serving the students, there should be six. I work with students on a daily basis. I work with that least 15 to 20 students of color every single semester. I hear for

at least half hour before I can get in to the subject that I planned for my class. I have to rebuild spines. I have to rebuild students in their own identity. I have to remind students that they belong here and that they're valuable. And that the scholarship that they will engage in here would be positive and life changing. And that's before I can get into teaching my course. So colleagues when I reach out here, I'm saying that presentation though powerful was pale in comparison to what our students really go through. I finished teaching today at 3 o'clock. I didn't even change after class because I sat with a student until shortly before I came in here, who is showing me a message that was posted just as yesterday. That black student sincerely don't know how to be quiet but black people everywhere don't know how to who let them out of the zoo while when we let one out some time of ago and we can't get him out of the White House. Now these are comments on our student's page. That's what I read before I walk in to Faculty Senate today. So yes, it's an issue that we can easily brush aside and have other conversations because tenure is important. I agree with my colleagues here in response to tenure but our student are suffering. It is affecting their ability to be successful. It is affecting their ability to even get a good night sleep. It's affecting them and if it's affecting them, it's affecting our campus, it's affecting our university. And yes, yes, it takes time for culture to shift but as individuals, we applauded, one of the things we talked about in performance is what happens after the applause? What happens after the applause? Are we going to put in the action? Are we going to respond? Are we going to reach out to our student of color to let them know where we stand as individual faculty members on this issue? Thank you for listening.

[Applause]

>> Chancellor: I am going to call an end to the-- no, I'm moving on. I'm calling an end to the announcement period and I'm going to propose by consent the following change in the agenda. If anyone disagrees with this, we will have to go back and vote on it but if you're in agreement that we are going to postpone till the next meeting. The state of the Research Center Enterprise by Marsha Mailick, that's-- sits under item 3. Item 6, the approval of the-- or just the presentation of the Advisory Committee of the Office of Equity and Diversity, that was just a presentation of report no vote. Item 7, presentation of report no vote by the Ombuds and Employee Assistance Office postpone both of those. And postpone item 9, the URC and Related Faculty Policies Changes and Procedures. That means we're going to approve the minutes to open access policy recommendation do the value statement, and do the proposal to add the faculty and polices and procedure for the Budget Advisory Committee. Those things we need to do today and I-- I can have consent on that if no one objects. We will postponed those four items and move forward with the four that we have to deal with. Hearing no objections, let's do that. I need approval of the minutes of March 7. Where I am here? I'm completely out of order. Are there additions or correction to the minutes on March 7th of 2016? Hearing none, the minutes are approved as distributed. And I will not move on to item number 8 and recognize Professor Karl Broman who will follow up on last month's discussion about open access. You're on.

>> Karl Broman: I move to refer the Open Access Resolution to the University Library Committee for further review and study. The resolution will be submitted to the senate at such time as the ULC has had an opportunity to consider the concerns raised in March.

>> Chancellor: You recall, we tabled this last time because of extensive discussion and controversy, and I think the proposal is now that this resolution go back to the original committee and they considered some of the issues that we raised. Is there a second to that motion?

>> Second.

>> Chancellor: Is there any discussion of that motion? All those in favor indicate by saying aye.

>> [Simultaneously] Aye.

>> Chancellor: Are there any opposed? Thank you that motions carries. Let us then move to item 10 and I will recognize professor Beth Meyerand who's going to move adoption of the statement on shared governance. This is page 16 in your packet.

>> Beth Meyerand: I move adoption of faculty document 2617 affirming the value of shared governance at UW Madison.

>> Chancellor: You all have a copy this and I think you saw it for commentary only at the last meeting. So, it's coming up for a vote to this meeting, discussion.

>> Chad Alan Goldberg: Chad Alan Goldberg, District 71. I move to amend these documents in two ways and I've made my amendments available to Steven before the meeting. So hopefully, they can be shown but I'll read them now. If I may, if I have permission, although I need a second on that. Should I go ahead and read them--

[Multiple Speakers]

So that the amendments are to strike the line where it says shared governance partners must be involved in decisions concerning and then there is a long string of things and to replace that with a sentence that reads faculty academic staff, university staff and student must be involved in decisions concerning the matters for which they are by law respectively responsible for advising the Chancellor. The reason for that clarification is that the way that the sentence is currently written, it would look as though students and non-faculty groups would have the right to be involved in decisions concerning educational academic matters in campus. So, it's a bit confusing, so this is really just a clarification. And the other part of the amendment is to add at the very end the sentence we further call upon the Chancellor to delegate primary responsibility for academic and educational activities and faculty personnel matters to the faculty.

>> Chancellor: I think that's already in policies and procedure but-- so where are you adding that?

>> Chad Alan Goldberg: At the very end, that last part at the very end.

>> Chancellor: So, the first amendment, essentially, because not all governance groups have authority over all of those issues--

>> Chad Alan Goldberg: Right.

>> Chancellor: -- essentially says to whichever ones you have authority over, you should be involved in.

>> Chad Alan Goldberg: Precisely.

>> Chancellor: Right and the third one is an addition that simply says--

>> Chad Alan Goldberg: So, the last one is because Act 55 as very here knows changed the previous statutory language, previously Wisconsin State statutes gave Wisconsin faculty, University of Wisconsin faculty primary responsibility for academic and educational activities and faculty personnel matter that is no longer true as a result of Act 55. What Act 55 says it that we have primary responsibility for advising the Chancellor on those matters and so this would-- basically, this addition is to take seriously the first line of the statement which is that we are committed to shared governance as it has been historically practiced. And so it recognizes that legally, the Chancellor is now responsible for those things but it calls upon the Chancellor to delegate responsibility back to us.

>> Chancellor: Is there a second to these amendments? Discussion of the amendments. You are ready to vote? All those in favor of the amendments indicate by saying aye.

>> [Simultaneously] Aye.

>> Chancellor: Any opposed? We then return to the value statement and its entirety as amended, is there any further discussion on that? If you're ready to vote, all those in favor of the values statement as amended indicate by saying aye.

>> [Simultaneously] Aye.

>> Chancellor: Any opposed? The statement passes. So, we move to item 11 on the agenda and I will again turn to Professor Meyerand, will introduce a proposal for a shared governance budget committee.

>> Beth Meyerand: So, I present the budget committee proposal for a first reading and this is a revised version of what was introduced last month and then referred to committee, we've incorporated input from the Interim Vice Chancellor for Finance and Administration, university committee, faculty and staff, and I look forward to your input.

>> Chancellor: This is a first a first reading, there is no reason to take a vote. Those of you have changes, if you do not want to discuss them now because it's the latest of the hour, you can send them to the UC or have conversations with anyone in UC. But if there is discussion, now is the time. I see Professor Hansen coming to room.

>> Lee Hansen: Lee Hansen, Economics, retired. Do I have permission? I must have it.

>> Chancellor: I don't know if you need permission.

>> Lee Hansen: Technically.

>> Chancellor: I don't think so, you're emeritus.

>> Lee Hansen: OK. Thank you. I'm concerned about the composition of this committee which involves equal representation by faculty staff, academic of-- academic staff, students and the university staff. This seems to me to your move towards the shared governance concept discussed in the precious item that you-- we talked about and I think that there are different interests among these four groups. And the faculty have a minor role, they have one quarter of the votes and I think that there can be an alignment of interest among the other groups that would imperil our responsibility for conducting an academic and educational activities. So, I recommend that this be modified and I don't think I can introduce an amendment.

>> Chancellor: No, there's no votes on this today, this is purely for discussion.

>> Lee Hansen: OK. So to have the committee compose of five faculty members, perhaps one each from the other three groups, the chairman would be a tenured faculty member and any recommendations would have to-- have the votes of the majority of the faculty members before they would go ahead. This would be a way of protecting faculty governance which we've profited from over the last half century I've been here and I would hate to see us voluntarily give up what has been one of our strongest recruiting efforts and which has made the faculty the effective group it has been. So I would hope somebody would introduce these amendments or do whatever have to done and I would hope that people will recognize the fact that this would be surrendering some of our faculty governance rights something we should not do. Thank you.

>> Chancellor: Do one of you want to say something about why the committee is composed in the way that it is, just as a matter of explanation since the issue has been raised?

>> Beth Meyerand: Yeah, Beth Meyerand, I'm a Senator, by the way, at the UC. So, one of the main reasons that document was written the way it was is just to acknowledge the important roles that academic staff, university staff and students play with faculty, and all these different aspects of running the university and definitely in the Budget Committee, there are many very complicated budget issues which do involve input from different players throughout the entire university. And especially at this time in our history, when it does feel like we're under attack from forces from the outside, I think it's really important that we all been together, all of us within the university, everyone, faculty, staff and students, and come together to make these important decisions. So, I think now more than any other time in our history, we really need to band together and help each other and look to all of our partners across the university, not just faculty.

>> Chancellor: Is there other discussion of this motion? If you have other comments, suggestions, concerns, you may send them to the UC as soon as possible and this will come back for a vote I suspect at the main meeting, if that is correct. That is the end of the agenda on my list and so I'm going to declare the meeting closed. Thank you all for coming.

