

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

FACULTY SENATE AGENDA MATERIALS **for**

1 February 2016

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



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

**FACULTY SENATE AGENDAS, MINUTES, RECORDINGS,
TRANSCRIPTIONS AND FACULTY DOCUMENTS, INCLUDING FACULTY
POLICIES AND PROCEDURES, ARE AVAILABLE:**

secfac.wisc.edu/Faculty-Senate.htm

FACULTY SENATE MEETING
Monday, 1 February 2016 - 3:30 p.m.
272 Bascom Hall

A G E N D A

1. Memorial Resolutions for:
Gail Beck (Fac Doc 2595)
William Feiereisen (Fac Doc 2596)
Robert Herbert “Bob” March (Fac Doc 2597)
Bernadine Peterson (Fac Doc 2598)
Robert Siegfried (Fac Doc 2599)

2. Announcements/Information Items.
3. Question Period.

AUTOMATIC CONSENT BUSINESS

4. Minutes of December 7.

REPORTS

5. Report of the Nominations for Election to the Committee on Committees.
The following faculty members are nominated for election by the Faculty Senate to fill a vacancy on the Committee on Committees in the Arts and Humanities Division for a 4-year term:
 - Ivy Corfis, district 73, L&S/Spanish and Portuguese
 - Venkat Mani, district 59, L&S/German
6. Committee on Committees Annual Report for 2016: Nominations for Faculty-Elected Committees. (Fac Doc 2600)
7. Recreational Sports Board Annual Report, 2014-2015. (Fac Doc 2601)
8. Kemper K. Knapp Bequest Committee Annual Report. (Fac Doc 2602)
9. AAU Climate Survey on Sexual Assault. (Fac Doc 2603)

NEW BUSINESS

10. Resolution of the Committee on Women in the University: Regarding the UW-Madison Sexual Assault Climate Survey Task Force Report and Recommendations. (Fac Doc 2604)
11. Recommendation to Change the Name of the Department of African Languages and Literature to the Department of African Cultural Studies, College of Letters and Science. (Fac Doc 2605)
12. Recommendation to Merge the Departments of German, Scandinavian Studies, and Slavic Languages and Literature to become the Department of German, Nordic, and Slavic. (Fac Doc 2606)

13. Recommendation to Merge the Department of East Asian Languages and Literature and the Department of Languages and Cultures of Asia to become the Department of Asian Languages and Cultures. (Fac Doc 2607)
14. Recommendation to Change the Name of the School of Music to the Mead Witter School of Music, College of Letters and Science. (Fac Doc 2608)
15. Proposed Revision to *Faculty Policies and Procedures, Chapter 6: Addition of the Committee for Gay, Lesbian, Bisexual, Transgender and Queer People in the University*. (Fac Doc 2609)
16. Faculty Senate Districts and Apportionment for Academic Years 2016-2017 and 2017-2018. (Fac Doc 2610)

**Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Gail E. Beck**

Gail Beck was born on July 25, 1923 in Dunn County, Wisconsin. He passed away on May 12, 2015 in Fort Myers, Florida.

Gail was raised on a dairy farm in central Wisconsin and his education derived from a one-room school house until the 9th grade. He had a strong interest in gardening and spent many hours in the garden in his youth. After graduating from high school he volunteered with the US Army and served proudly during WWII. He was wounded in Germany in 1945 and was awarded the Purple Heart Medal.

Following WWII he attended Michigan State University and obtained his undergraduate and master degrees in horticulture. He was then hired by the University of Wisconsin-Madison to build their floriculture program where he simultaneously obtained his Ph.D. in floriculture. Gail spent 36 years as a professor in the Department of Horticulture at the University of Wisconsin-Madison. He taught many students and assisted many in the greenhouse industry during his years on the faculty.

Gail was instrumental in the development of the Allen Centennial Garden. He and his students investigated physiological changes associated with cold hardiness in ornamental plants such as Chrysanthemum and the environmental control of flowering in Poinsettia. He also helped develop and release new cultivars of ornamental plants such as Clerodendrum for greenhouse production.

In 1985 Gail retired and he and his wife Lois moved to Fort Myers, FL. Gail volunteered many hours of his leadership to the 1st Church of the Nazarene in Madison and Fort Myers.

Throughout his career, Gail sought ways for students to gain practical experience in addition to classroom learning. An internship at the Allen Centennial Garden on our campus was developed in his honor by his daughter Juelene to emphasize his focus on practical experience.

**Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus William J. Feiereisen**

William (Bill) J. Feiereisen, Emeritus Professor of Mechanical Engineering, died May 9, 2015, in Madison, Wisconsin at the age of 94. He was born in West Bend, Wisconsin, on October 22, 1920, and attended the UW-Madison, receiving his BS in Mechanical Engineering in 1942 and his MS in Mechanical Engineering in 1947. He was appointed Instructor in Mechanical Engineering at the UW-Madison in 1942, and continued his career at the UW with promotion to Professor in 1968. During a leave of absence, he earned a PhD in Mechanical Engineering at Purdue University in 1970. After 52 years of teaching in Mechanical Engineering, he retired in 1994.

Bill loved laboratory instruction as he believed that students learn best when exposed to actual machinery. He was instrumental in the development of the thermoscience laboratory and created innovative experiments to clearly illustrate complicated fluid flow phenomena. He supplemented the experiments with self-directed videos that aided students in understanding what the experiments showed. He had high standards for laboratory performance, and students left his courses with an appreciation of the rigor required in experimental studies.

In addition to teaching the laboratory course, his class-room instruction covered the thermodynamics, fluid mechanics, and heat transfer courses, which are essential to the thermal aspects of mechanical engineering. Students acknowledged his enthusiasm and skill, and he received many teaching awards from the college's student groups. His dedication to students was also shown through his 17 years of advising the student chapter of the American Society of Mechanical Engineers (ASME) professional society.

Bill was also dedicated to helping educate foreign students in their own country. Through his participation in a number of foreign aid programs sponsored by the United States Aid for Independent Development program, he was able to assist in the construction of teaching laboratories in universities in India and Indonesia.

Throughout his career, Bill earned a reputation as an excellent laboratory instructor with high standards. He contributed to the solid experimental experiences of generations of mechanical engineering students. He will be missed by all of us who knew him and especially by the family he loved so much, his daughter Mary, his four sons, Bill Jr., Tom, Bob, and John, who all received BS degrees from the Mechanical Engineering Department, and their families.

Memorial Resolution of the Faculty of the University of Wisconsin-Madison On the Death of Professor Emeritus Robert Herbert March

Robert Herbert (Bob) March, emeritus professor of physics, died at age 81 on August 4, 2015 in Fitchburg, Wisconsin. Bob was born in Chicago, Illinois, on February 28, 1934, the son of Herbert and Jane (Grbac) March. He received his undergraduate and graduate education at the University of Chicago, finishing a PhD in physics in 1960. His thesis was an experimental study in elementary particle physics. March remained active in elementary particle physics and high energy astrophysics throughout his career.

He joined the faculty of the University of Wisconsin as an instructor in 1961, and moved up through the ranks to become full professor of physics in 1971. In 1981 Bob acquired a joint appointment with Integrated Liberal Studies, and served as chair of ILS from 1987-1990, and again from 1996 until his retirement and award of emeritus status in 1999.

Bob had many talents. He was a competent banjo player and folk singer, and co-authored the popular song “The Ballad of Sigmund Freud”. He was a skilled writer, and spokesperson for science. He reviewed many popular and technical science books for *Physics Today* and other journal publications. He wrote several entries on physics for the *World Book* and *Macmillan* encyclopedias. He appeared frequently on Wisconsin Public Radio talk shows.

His outstanding contribution to science education for non-scientists was his creation of a new course, Physics 107, called ‘Physics for Poets’, and the accompanying text book of the same name, published by McGraw-Hill in 1970. Physics 107 was one of the first courses for non-science majors, an idea subsequently adopted by many science departments. The text has been through four editions, and has been translated into six foreign languages. *Physics for Poets* attracted about 400 UW students at its maximum popularity. His skill at training undergraduates in the Arts attracted campus wide attention, and led to his joint appointment with ILS. He created or helped to create three new courses in ILS, and for three years prior to his retirement he was a Faculty Fellow with the Bradley Learning Community, helping first-year students find their way into the intellectual life of the University.

March remained active in physics research throughout his career. Soon after joining the UW faculty, he co-authored a paper announcing the discovery of a new elementary particle, called the rho meson. He was especially skilled both at computer programming for data analysis, and design of experimental hardware. As a young assistant professor he worked on the construction of a 30” hydrogen bubble chamber for Argonne National Laboratory. He then became interested in studying symmetry breaking in the decay of newly discovered ‘strange’ mesons and hyperons. When the new National Accelerator Laboratory began operation in Batavia, Illinois, in the early 1970’s, March worked on a very fruitful experimental program to measure baryon magnetic moments. March worked in parallel on a proton decay experiment in a mine in Utah, and developed an interest in astrophysics, which he pursued through various ground based experiments to study cosmic radiation.

Robert March received the US Steel Science Writing Award of the American Institute of Physics twice, in 1971, and again in 1975. The University of Wisconsin gave him the Amoco Distinguished Teaching Award in 1992.

Robert March was preceded in death by his parents, and is survived by two brothers, William and Richard March, by his son Thomas, and a grandson Andrew.

He was an engaging personality, and will be remembered by all of those who were fortunate enough to know him.

The Memorial Resolution Committee
Robert Joynt, Professor of Physics
Don D. Reeder Emeritus Professor of Physics
Lee Pondrom Emeritus Professor of Physics (chair)

**Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emerita Bernadine Peterson**

Dr. Bernadine Peterson, Professor Emerita of the School of Human Ecology, passed away on July 27, 2014 at the age of 90. She was born in Neillsville, Wisconsin on September 16, 1923; the daughter of Effie (Alt) Peterson and Bernhardt H. Peterson.

According to Bernadine, it was the opportunity to learn about vitamins and minerals, and their role in child development and human health at Neillsville High School that led her to pursue a lifelong career focused on improving the quality of everyday life through education. She received her undergraduate degree from the University of Wisconsin-Stevens Point in 1945 in home economics education and served as a teacher in several Wisconsin high schools for eleven years before returning to school to complete MS and PhD degrees in home economics education at the University of Wisconsin-Madison in 1961.

Bernadine was mentored in academic s and leadership by Dean Francis Zuill, who oversaw the transition of what is now the School of Human Ecology from a department to a School, as well as a major building expansion. Following completion of the PhD, Bernadine had numerous career opportunities and initially joined the faculty at Kansas State University. In 1965, she returned to UW-Madison, attracted by the ability to continue to play a key role in implementing the University's land grant mission in her home state.

After her initial 1965 appointment at UW-Madison as a resident faculty member in home economics education, Bernadine chaired her department from 1967 - 1969. In 1969 she accepted a joint appointment with University of Wisconsin-Extension where, until her retirement in 1985, she served as Professor and District Program Leader for Family Living Programs in two state districts encompassing 17 counties; the southeast (urban Milwaukee and surrounding area) and south central (Dane County and surrounding region).

Bernadine was passionate about the land grant mission of the University and the importance of interpreting research so that it can be understood by lay audiences and used to improve the human condition. In her role as district program leader for Extension, Bernadine authored numerous publications designed to help the public address critical issues of daily living. And she worked with county Extension specialists to plan adult and community education programs that anticipated emerging family issues rather than simply attempting to ameliorate them reactively. Among her publications were: "Consumer Credit: Make It Work For You," "Getting Your Money's Worth," "Your Food Dollar," "Your Budget: Planning is the Key Word," "Choosing Parenthood," "Food Becomes You and your Baby (Diet in Pregnancy)", "It's Never Too Early to Think About Food Habits." In addition to translating issue-specific research for lay audiences, Bernadine was also an innovator in designing educational delivery strategies to meet community needs. Long before family-focused distance education became well-known and available, for example, she collaborated with Professor Charles Hennon to design, evaluate, and disseminate a packet-based learn-at-home delivery system to provide low-cost family life education for young families focused on parenthood, family management, consumer decision-making, credit, and nutrition.

Those who knew her appreciated Bernadine's willingness to lend a hand both professionally and personally. Bernadine served as advisor to the School's Alumni Association and was an active

member of a number of professional and civic organizations including the American Association of Family and Consumer Sciences, the American Vocational Association, National Organization for Women, League of Conservation Voters, Wisconsin Women's Network, Wisconsin Historical Society, and the Association on American Indian Affairs. She was particularly pleased with the role she was able to play in helping Elizabeth Simpson, who later became Dean of the (now) School of Human Ecology, succeed in becoming the first female president of the American Vocational Association. While she was still able, Bernadine was known to shovel snow and fetch groceries for those unable to do so themselves. Her consideration of those around her also extended to the office where she would, for example, offer to eat lunch alone rather than with the regular office lunch group on those days she brought her particularly pungent cold pizza with anchovies. Following retirement, Bernadine was a generous benefactor for the School of Human Ecology and enjoyed personally meeting the students her scholarships supported.

In addition to her parents, Bernadine was predeceased by her sister, Carol Margaret. She was survived by her long-time friend and housemate, Jane Gruber (who has now unfortunately also passed), as well as Jane's sister, brother and sister-in-law and Jane's eight nieces and nephews whom Bernadine regarded as family; and many friends and colleagues. Bernadine's ashes were buried in the family plot in the Neillsville Cemetery. She will be greatly missed.

Respectfully submitted by the Memorial Committee:

Wendy L. Way, Chair

Constance Flanagan

Chere Gibson

**Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Robert Siegfried**

Robert Siegfried, a pioneering historian of science, died at age 93 on September 2, 2014. In 1952, Siegfried was one of the first two students to earn a Ph.D. for work in the history of science at the University of Wisconsin, and he returned to the University in 1963 as a faculty member of the History of Science Department, where he taught for more than twenty years until retiring in the mid-1980s as professor emeritus. Before returning to Wisconsin, he taught at Boston University, University of Arkansas, and the University of Illinois. In 1957, he was a founding member of the Midwest Junto of the History of Science Society.

Siegfried's career as an historian of science began during the years after World War II when awareness that the world had entered the "atomic age" seemed to require a better understanding of the nature and importance of science in its historical and cultural contexts. The University of Wisconsin had established the country's first History of Science Department shortly before the war, and after the war the department became a leader in the field. As chairman of the History of Science Department from 1964 to 1975, Siegfried helped to guide the department's expansion with a keen sense of the significance of its mission. He is remembered by his colleagues for his qualities of honesty, openness, fairness, and mutual respect, which did much to determine the character and success of the department.

Bob's scholarly work focused upon the developments in the history of chemistry that culminated with John Dalton's atomic theory. His study of this period produced several seminal articles as well as his post-retirement *From Elements to Atoms. A History of Chemical Composition*. With the geologist Robert Dott, Siegfried made available an edition of Humphry Davy's 1805 geological lectures, and he also co-authored *Concepts in Physical Science*, a textbook. His courses probably covered a greater range of subjects than those of any other member of the department. His regular offerings included courses on the history of chemistry, science in the enlightenment, history of astronomy and cosmology, and "Newton, Darwin, and Freud." Reflecting the times, Siegfried and David Lindberg created an undergraduate course during the 1970s entitled "Pseudo-science and the Occult," which was taught jointly for a few years but was then continued by Siegfried himself. Siegfried believed that teaching was a critically important part of a professor's duties that was often undervalued.

Siegfried's Ph.D. at Wisconsin was awarded jointly by the History of Science and the Chemistry departments, and he remained committed to the idea that history of science was an interdisciplinary undertaking that required the insights of both scientists and historians. Science, itself, however, he believed was frequently misunderstood as a search for an ultimate "Truth." To the contrary, he argued, it was the openness of science to new ideas that distinguished it from dogmatism. Encapsulating his own views, he frequently declared that the epigram, "You shall know the truth and the truth shall make you free" could be better put as "You shall search for the truth and the search shall make you free." Siegfried's views on the nature of science animated his teaching, and also led to his involvement in public debates about parapsychology, the Bermuda Triangle, and, especially, Creationism. In Siegfried's view, the great merit of Darwinian evolution was simply that it "explained so much."

In politics, Siegfried was a Democrat and in religion he was a Unitarian. As a graduate student, Siegfried joined Madison's First Unitarian Society, and one of his most cherished memories was

his role as a quarry-to-church “stone hauler” under the direction of Frank Lloyd Wright in the construction of Madison’s Wright-designed First Unitarian Society meeting house. After he returned to Madison as a professor, Siegfried rejoined the First Unitarian Society, which remained a center of his social life. For many years, he sang in the Unitarian Society choir. After retirement, and before the onset of Alzheimer’s disease, Siegfried volunteered at UW Hospital, taught Elderhostel classes, and was actively engaged in a variety of sports and hobbies. A celebration of Siegfried’s life was held at the First Unitarian Society Meeting House on May 2, 2015.

Robert Siegfried was born in Marietta, Ohio, on January 18, 1921 to Mary Crawford and Ernest Calvin Siegfried. His father, from whom Bob may have inherited an early taste for writing poetry, was a professor of English at Marietta College. Siegfried graduated from Marietta College and during World War II served as an instructor in flight and meteorology at the Glenview Naval Air Base. During the war, he married Rachel McCutchen, who was a laboratory technician in the Chemistry Department at the University of Oklahoma. Robert and Rachel Siegfried had four children: Margaret, Jean, John, and David. In 1974, Robert and Rachel separated and later divorced. In 1976, Robert Siegfried married Judith Richardson, a teacher. Robert was predeceased by his first wife, Rachel, and is survived by his second wife, Judy, and by his four children.

Members of the Memorial Committee

Victor L. Hilts (chair)

Robert Dott

Daniel Siegel

Glenn Sonnedecker

**FACULTY SENATE
MINUTES
7 December 2015**

Chancellor Rebecca Blank called the meeting to order at 3:31 p.m. with 150 voting members present (111 needed for quorum).

1. Memorial Resolutions were offered for:
Professor Emeritus Stanley Kutler (Fac Doc 2587)
Professor Emerita Claudia Card (Fac Doc 2588)
Professor Emerita Signe Skott Cooper (Fac Doc 2589)
Professor Emeritus David Linberg (Fac Doc 2590)

2. Announcements/Information Items.

Chancellor Blank called attention to the fact that nominations are being accepted for shared governance spring elections and encouraged faculty to consider running. Blank highlighted recent national recognition of improvements in graduation rates, along with steadily declining gaps in retention and graduation rates between white and historically disadvantaged students. She also provided updates on national research rankings, the naming of a UW-Madison Rhodes Scholar, and a large gift to the School of Music. The chancellor also updated the Senate on the work of the UW System Tenure Task Force, campus diversity efforts, and development of a new graduate assistant compensation.

3. Question Period.

There were several questions and comments, primarily on graduate assistant compensation.

AUTOMATIC CONSENT BUSINESS

4. The minutes of the November 2, 2015, meeting were approved as distributed.

REPORTS

5. Professor Judith Burstyn (Chemistry and President of PROFS) presented the annual report of PROFS, Inc., for 2014-2015 (Fac Doc 2591).

There were no questions or comments.

6. Professor Natalia de Leon Gatti (Agronomy and co-chair of the Committee on Women in the University) presented the annual reports of the Committee on Women in the University for 2013-2014 and 2014-2015 (Fac Doc 2592).

There was one comment addressing parental leave and one question on compensation.

7. Professor Phil Brown (Geoscience and chair of the University Curriculum Committee) presented the annual reports of the University Curriculum Committee for 2013-2014 and 2014-2015 (Fac Doc 2593).

There were no questions or comments.

OLD BUSINESS

8. Professor Dorothy Farrar-Edwards (Kinesiology, University Committee member, and chair of the Ad Hoc Committee on Post-Tenure Review) moved approval of Faculty Document 2583a on post-tenure review.

There were two comments in favor of the motion. The motion to approve Faculty Document 2583a passed by unanimous voice vote.

SPECIAL ORDER

10. Chancellor Blank took up agenda item 10 due to time constraints. There were no objections. Prof. Burstyn (Chemistry) moved to convene in closed session pursuant to Wis. Stats. 19.85(1)(c) and (f) to consider the recommendation of the Committee on Honorary Degrees. The motion was seconded and passed unanimously.

Professor David McDonald (History and chair of the Committee on Honorary Degrees) presented background information on the nominees for honorary degrees. Senators voted by paper ballot whether to award the honorary degrees. All four candidates were approved.

NEW BUSINESS

9. Prof. Robert Hamers (Chemistry and chair of the Commission on Faculty Compensation and Economic Benefits) presented the report of the Commission on Faculty Compensation and Economic Benefits and moved endorsement of the report's recommendations (Fac Doc 2594).

The motion was seconded and there were several comments and questions, addressing other employment categories, multiple births/adoptions, gendered language, dual career employees, and process. The motion passed unanimously by voice vote.

The meeting was adjourned at 5:10 p.m.

Respectfully submitted,



Steven K. Smith
Secretary of the Faculty

**Committee on Committees Annual Report for 2016:
Nominations for Faculty-Elected Committees**

The Committee on Committees offers the following nominations for 4 faculty-elected committees for terms beginning in 2016-2017. Any member of the faculty may make additional nominations from the floor at the senate meeting on 1 February 2016. The election will be held electronically April 4 until midnight April 17.

Commission on Faculty Compensation and Economic Benefits (FPP 6.34.) Represents the faculty in salary and economic benefits issues in discussions, hearings, and other appropriate settings. Three faculty members are to be elected to serve 3-year terms. No more than 3 members shall be from a single faculty division, and at least 2 members must be non-tenured at the time of their election.

Candidates:

- Vaishali Bakshi (SMPH/Psychiatry/Biological Sciences)
- Bruce Thomadsen (SMPH/Medical Physics/Biological Sciences)
-
- Amir Assadi (L&S/Mathematics/Physical Sciences)
- Laura Albert McLay (ENG/Industrial & Systems Engineering/Physical Sciences)
-
- Rich Halverson (ED/Educational Leadership & Policy Analysis/Social Studies)
- Jason Yackee (LAW/Law/Social Studies: Non-tenured on his election in 2014)

Continuing members by division (term ends/departments):

Arts and Humanities (3):	Julie Allen (2017/Scandinavian Studies) Daniel Grabois (2018/Music) Laura McClure (2018/Classics)
Biological Sciences (0):	--
Physical Sciences (1):	Randolph Ashton (2017/Biomedical Engineering: non-tenured)
Social Studies (2):	Carolyn Kelley (2018/ELPA) Jessica Weeks (2017/Political Science)

Committee on Faculty Rights and Responsibilities (FPP 6.38.) Serves as the appeal body for faculty nonrenewal decisions and functions in accordance with rules of the board of regents and of the faculty in cases of recommendation for discipline and dismissal of faculty members. Three faculty members are to be elected to serve 3-year terms. At least 1 and no more than 3 members shall be from a single faculty division.

Candidates:

- Sue Coppersmith (L&S/Genetics/Physical Sciences)
- Pilar Ossario (LAW/Law/Social Studies)
- Ananth Seshadri (L&S/Economics/Social Studies)
- To be announced in March
- To be announced in March
- To be announced in March

Continuing members by division (term ends/departments):

Arts and Humanities (2):	J. Michael Collins (2017/Consumer Science) Susan Lederer (2017/Medical History & Bioethics)
Biological Sciences (2):	Corinna Burger (2018/Neurology)

(continued)

	Irwin Goldman (2018/Horticulture)
Physical Sciences (1):	Jennie Reed (2018/Chemical & Biological Engineering)
Social Studies (1):	Howard Schweber (2017/Political Science)

Library Committee (FPP 6.46.) Serves as the faculty advisory body for policy and planning for libraries throughout the university, including the General Library System. Two faculty members are to be elected to serve 4-year terms. The committee shall have 8 faculty members with 2 from each division. *One faculty member from the arts and humanities division and 1 faculty member from the physical sciences division must be elected.*

Candidates:

Matthew Bakkom (ED/Art/Arts and Humanities)
Sarah Thal (L&S/History/Arts and Humanities)

Catherine Arnott Smith (L&S/Library & Information Studies/Social Studies)
Christopher Wells (L&S/Journalism & Mass Communication/Social Studies)

Continuing members by division (term ends/departments):

Arts and Humanities (1):	Sabine Gross (2019/German)
Biological Sciences (2):	Cecile Ane (2018/Botany)
	Eneida Mendonca (2018/Biostatistics & Medical Informatics)
Physical Sciences (2):	Yang Bai (2019/Physics)
	Daniel Klingenberg (2017/Chemical & Biological Engineering)
Social Studies (1):	Kyung-Sun Kim (2017/Library & Information Studies)

University Committee (Faculty Policies and Procedures 6.54.) Serves as the executive committee of the Faculty Senate, represents the faculty in major policy matters, and serves as the faculty's grievance committee except for matters within the jurisdiction of the Committee on Faculty Rights and Responsibilities. Two faculty members are to be elected to serve 3-year terms. No more than 3 members shall be from a single school or college, and at least 1 member shall be from each faculty division.

Candidates:

- Rick Amasino (CALS/Biochemistry and WI Energy Inst./Social Studies)
- Barbara Bowers (NUR/Social Studies)
- Jane Collins (CALS/Community & Environmental Sociology/Social Studies)
- To be announced in March

Continuing members by division and school (term ends/departments):

Arts and Humanities; Letters & Science	Thomas Broman (2017/History of Science)
	Anja Wanner (2018/English)
Biological Sciences; Letters & Science:	Ruth Litovsky (2018/Comm Sci & Disorders)
Physical Sciences; Engineering:	Amy Wendt (2017/Electrical & Computer
Social Studies:	Eng) --

2015-2016 Committee on Committees

Patti Brennan, Nursing (chair)
Judith Burstyn, Chemistry
Ivy Corfis, Spanish and Portuguese
Noah Weeth Feinstein

Michael Gould, Oncology
Ruth Litovsky, University Comm rep
Laura McClure, Classics
Brian Yandell, Horticulture

Recreational Sports Board Annual Report, 2014-2015

I. Statement of Committee

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

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

II. Current or Past Year's Activities

- 6 Recreational Sports Board Meetings
- Highlights for 2014–2015:
 - The 2014-2015 strategic initiatives for the Division were: 1) Engagement, Inclusion and Diversity, 2) Student Leadership Development (WiGrow), 3) Process Improvement (Preventative Maintenance Plan) 4) 10 Year Vision 5) University Wellness Initiative.
 - Rec Sports Master Plan: The plan, approved by a Student Referendum in the Spring 2014 was discussed at length and addressed at every meeting. Approvals were gained from the Campus Planning Committee, Board of Regents and State Building Commission to begin Phase 1 of the Master Plan, which includes the Near West Playfields (directly west of the Natatorium on Observatory Drive) and the Southeast Recreation Facility.
 - Revised Rec Sports Board Configuration: 3 Faculty, 2 Academic Staff, 2 Classified Staff, 7 Students, 1 Non-Voting Member (Athletics) and the Director of Recreational Sports (Non-voting).
 - The Rec Sports Board discussed preferred changes to the configuration related to discussions that actually began back in Fall 2012. The Board discovered that changes were actually instituted when the previous Director was here, but not communicated to the then current Board or the new Director. The Board president worked closely with the University Committee to address what was felt to be a shortage of student representation on the Board. Student segregated fees make up the majority of the Rec Sports' budget (75% and growing), yet there was a minority representation of students on the Board. Changes were made by the University Committee for the 2015–2016 academic year for board configuration.
 - Program Spotlights were given in all areas of the Division, including new programmatic areas of Marketing and Communications, and Special Events.
 - Indoor Recreational use is on pace to once again surpassed 1.7 million users in 2014–2015. Over 75% of that use is by currently enrolled UW Students.

- The SHELL saw a lower participation rate from July-October due to a water main break that forced the entire facility to close for a period of time for replacement of the track and basketball court surfaces.

III. Current Issues or Concerns

- Budget concerns continued to challenge the Division, much like the rest of campus. There are growing concerns about current and future maintenance and repair of facilities, both now and in the future. As state dollars continued to decline, so does the ability of Rec Sports to properly plan for and fund needed maintenance.
- Student wages are a priority for the student government, with a desire to continue to find an appropriate starting wage. Rec Sports worked closely with the Board, the Student Recreation Leadership Council, and the Student Service Finance Committee to fund a wage gap in comparison to other student life divisions on campus. Future wage increases would further pressure a declining budget.
- Rec Sports is working with campus partners to produce a “surge plan” for recreational space usage while the SERF and NAT are under construction.

IV. Future Issues

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

V. Summary/Recommendations

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

VI. Committee Membership

Faculty [term ends]

Douglas Reindl (co-chair), ENG/Engineering Professional Development [2018]
Earlise Ward, NUR/Nursing [2016]

Academic Staff [term ends]

Chris Bruhn, L&S/Administration [2017]
Peter Crump, Computing & Biometry [2017]
Jesse Markow (co-chair), School of Education [2017]

Classified Staff [term ends]

Dennis Reece, L&S/Chemistry [2017]
Josiah Redford, GLS/College Library [2017]

Students

Alexander Carlos
Elizabeth Cain
Elly Pirman

Ex officio, Non-voting

Jeff Schmidt, Division of Intercollegiate Athletics [2018]

Kemper K. Knapp Bequest Committee Annual Report for 2015-2016

I. Committee Function

The Kemper K. Knapp Bequest Committee meets at least once each year to evaluate requests to fund special projects that will take place during the following academic year. The committee favors projects that cross departmental lines and have an impact on the educational and cultural life of the university community, particularly projects that benefit undergraduate students. Knapp funds are not often used for purposes that can and should be supported elsewhere, such as from regular grants or research funding, from fees charged for performances, or from the regular university budget. When considering requests for funds, the committee keeps in mind the spirit of the will of Kemper K. Knapp:

“In general it is my wish that such funds be used for purposes outside the regular curriculum of the university. . . to cultivate in the student body ideals of honesty, sincerity, earnestness, tolerance, and social and political obligations.”

II. Activities

As in previous years, the major share of the income from the Knapp Bequest Fund has been allocated to enhance scholarship opportunities at the UW-Madison. Support in this category has been granted toward undergraduate and law scholarships, minority scholarships administered through the Office of the Chancellor, and Graduate School fellowships.

In addition to the ongoing support for scholarships, the committee makes regular allotments to the Lectures Committee and to the Morgridge Center for Public Service.

Lastly, the committee makes other grants for one-time projects, typically in the range of \$500 to \$5,000. During the 2015-2016 funding cycle, the committee received 21 requests and has granted between 96-99% of available funds to 17 programs. We are able to carry-over funds from year-to-year. The Kemper K. Knapp Bequest Committee approved grants of \$958,317 in 2015-2016.

III. Summary

In its commitment to the enrichment of the intellectual environment of the university through the use of the Kemper K. Knapp Bequest, the committee strives to encourage increased interest in the development of campus activities that will fulfill the donor's interest in the undergraduate experience.

IV. Membership, 2015-2016

Julie Allen, Arts and Humanities (Scandinavian Studies)
Alberta Gloria, Social Studies (Counseling Psychology)
Tracey Holloway, Physical Sciences (Gaylord Nelson Institute for Environmental Study)
Scott Lutz, *Chair, 2014-16*, Biological Sciences (Forest & Wildlife Ecology)
Laurie Mayberry, Office of the Provost

(continued)

Appendix A

Project/Program Name or Description Sponsoring Unit	2015-2016
<u>Ongoing Commitments</u>	
Chancellor's Scholarship Program.....	\$70,000
Office of the Provost and Vice Chancellor for Academic Affairs	
Secretary of the Faculty.....	\$35,000
University Lectures Committee	
Legal Education Opportunity Program.....	\$75,000
Law School	
Transportation Options Program.....	\$33,000
Morgridge Center for Public Service	
National Merit Finalists.....	\$630,000
Office of Student Financial Services	
<u>One-Time Awards</u>	
Garage Physics.....	\$6,000
Department of Physics	
Holding History.....	\$4,000
UW Continuing Studies / UW Special Collections	
Local Food Systems and Sustainable Horticulture.....	\$5,000
West Madison Ag Research Station / Horticulture Department	
Human Powered Vehicle Team.....	\$4,617
Department of Mechanical Engineering	
Kaleidoscope.....	\$4,000
Department of Spanish & Portuguese	
Sophomore Summer Research Apprenticeships.....	\$13,000
L&S Honors Program	
Sophomore Research Fellowship Program.....	\$60,000
L&S Honors Program	
To the People, Prairies, Lakes and Streets: Field Trips with Graduate....	\$3,000
Students to Nelson Institute Research Sites	
Nelson Institute	
Second Language Acquisition Student Symposium.....	\$4,500
Second Language Acquisition Student Organization	
Steel Bridge Team.....	\$5,000
Department of Civil and Environmental Engineering	
Arabic Language and Culture.....	\$1,300
Department of African Languages and Culture	
Village Health Project.....	\$4,900
College of Agriculture and Life Sciences	



UW–Madison
Association of American Universities
Sexual Assault Climate Survey
Task Force Report
Final Report
January 15, 2016



University of Wisconsin–Madison

Sexual Assault Climate Survey Task Force Report

Table of Contents

I. Introduction from Chancellor Blank	3
II. Background.....	4
III. Methodology	5
IV. Definitions.....	6
V. Key Findings.....	7
VI. Community Engagement	12
VI. Updated Recommendations.....	13
VII. Appendix A	19

*Sexual Assault Climate Survey Task Force
Membership and Charge*



WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

©2016 The Board of Regents of the University of Wisconsin System

I. Introductory Message from the Chancellor

Sexual assault concerns me deeply, not just as the leader of this university, but as the mother of a college sophomore. The question on the mind of every parent dropping their son or daughter off at college is always “Will they be safe here?”

I want to state unambiguously that every student has the right to be safe. Sexual violence and misconduct is unacceptable. Far too many sexual assaults are still happening, at UW and at campuses across the country.

The University of Wisconsin-Madison participated in the Association of American Universities Campus Climate Survey on Sexual Assault and Sexual Misconduct, along with 26 other AAU schools.

The survey confirmed much of what we know—sexual assault remains a serious problem at UW–Madison and on campuses nationwide. This is unacceptable and the university is committed to doing everything in its power to changing this narrative.

We have been working to educate our students, reduce sexual assault, and make more people aware of the resources available on campus. We have implemented a number of important outreach efforts in recent years.

There is evidence in this survey that some of our efforts in education and prevention are having a positive effect. We have done a lot, but clearly there is more work to do.

Sharing what we’ve learned from this survey helps us bring our entire campus community into this conversation. I and other university leaders can talk about the problems of sexual assault, but at the end of the day, we need to engage everyone in this discussion in a way that leads to behavior change.

Safety is a shared responsibility that we must all address together.

We are doing everything in our power to provide a safe and positive learning environment—an environment that provides our students with the foundation they need to succeed after graduation.

When sexual assault occurs, we pledge to continue to respond promptly and compassionately to all reports, while providing resources and support where needed.

But above all, we are committed to working to end sexual violence on this campus, making this a safe place for everyone to live and learn.

II. Survey Background

Sexual assault, stalking, intimate partner violence, and sexual harassment are a devastating reality on college campuses. Students who experience these incidents are at risk for long-term physical and mental health problems. They might leave school and not complete their education. Recent federal actions such as the Violence Against Women Reauthorization Act amendments to the Clery Act, the April 2011 “Dear Colleague Letter” regarding Title IX, and the White House’s “Not Alone” report have created new mandates and expectations for our campus. UW–Madison has a legal and ethical obligation to address gender-based violence through effective prevention, survivor support, and perpetrator accountability and to create a campus climate where all people can learn, live, and work.

Limited information is available about the incidence and prevalence of gender-based violence on our campus. According to the spring 2015 National College Health Assessment, 7 percent of UW–Madison students who participated in the assessment indicated that, within the past 12 months, they had experienced sexual touching without their consent; 2 percent had experienced sexual penetration without their consent; and 2 percent had experienced stalking.¹ Little is known about our students’ current knowledge and beliefs about gender-based violence or their knowledge and perception of campus resources.

In the summer of 2014, the Association of American Universities (“AAU”) announced that it would lead the creation of a sexual assault climate survey for its member institutions. The goal of the climate survey was to examine the amount of gender-based violence occurring on campuses and students’ attitudes about sexual violence. AAU developed and implemented the survey on an ambitious timeline of less than 12 months. The project had some limitations—the survey was somewhat narrow in scope and the timeline did not allow for complete engagement of many researchers, experts in the field, campus stakeholders, and students. In particular, the survey did not collect information about perpetration rates and perpetrator characteristics.

Nonetheless, the AAU climate survey provided a unique opportunity to obtain valuable data specific to UW–Madison that, we hope, can be used to reduce and better respond to gender-based violence on our campus.

¹ American College Health Association. American College Health Association–National College Health Assessment II: Reference Group Data Report UW–Madison Spring 2015. Hanover, MD: American College Health Association; 2015

III. Survey Methodology

The AAU 2015 Campus Climate Survey was developed by the research firm Westat, in consultation with a committee of representatives from participating institutions, including a representative from UW–Madison. Twenty-six of AAU’s 62 member institutions and one non-member institution chose to administer the survey on their campuses. There were three overall goals of the survey.

- Estimate the incidence and prevalence of different forms of nonconsensual sexual contact, harassment, stalking, and intimate partner violence.
- Collect information on student views related to the campus climate surrounding sexual assault and sexual misconduct.
- Assess student knowledge and perceptions of school resources and procedures for responding to instances of sexual assault and sexual misconduct.

The survey was comprised of 10 sections with questions covering perceptions of risk; campus resources; prevention education; perceptions of the University’s responses to reporting; bystander behavior; and personal experience of sexual violence, stalking, harassment, and intimate partner/ domestic violence. UW–Madison was provided an opportunity to ask students additional campus-specific questions about their school(department) of study, membership in student organizations, living situation, and on-campus resources.

UW–Madison launched the web-based AAU survey on April 13, 2015, and closed it three weeks later, on May 4, 2015. All enrolled students, undergraduate and graduate, were offered the opportunity to participate. The response rate at UW–Madison was 22.2 percent, which was higher than the aggregate result of 19.3 percent from all participating universities (“national sample”), and higher than the aggregate result of 16.5 percent for other participating public institutions. Similar to the national, aggregate sample, UW–Madison female students were more likely to respond to the survey than male students, 26.4 percent vs. 17.9 percent. Overall, 21.8 percent of undergraduates and 23 percent of graduate and professional students responded to the survey. The sample reflects the experience of 8,972 UW–Madison students.

Unweighted Sample	Number of Respondents	Percent of Respondents
Undergraduates	6,247	69.6%
Graduate/Professional	2,725	30.4%
Race		
White	7,361	82.0%
Black	139	1.5%
Asian	1,072	11.9%
Multi/Other	400	4.5%
Gender Identity*		
Female	5,378	59.9%
Male	3,511	39.1%
Other	83	0.9%

*More information about the survey sorted “gender identity” categories of male, female, and “other” can be found under Key Finding #3. UW–Madison recognizes that these may not be the terms individuals utilize to identify themselves.

IV. Definitions Used in the AAU Climate Survey

The definitions below are those provided to survey respondents. In some cases, these may not correspond with accepted campus definitions, definitions utilized in university policies, and/or definitions under Wisconsin State Law.

Sexual Assault- penetration, attempted penetration and/or sexual touching (without consent).

Penetration- “When one person puts a penis, finger, or object inside someone else’s vagina or anus or when someone’s mouth or tongue makes contact with someone else’s genitals. Includes attempts to physically force the person to engage in acts involving penetration.”

Sexual Touching- “Kissing, touching someone’s breast, chest, crotch, groin, or buttocks, grabbing, groping, or rubbing against the other in a sexual way, even if the touching is over the other’s clothes.”

Physical force/attempted physical force- “Includes someone being held down with his or her body weight, arms being pinned down, being hit or kicked, or the use or threat of a weapon being used.”

Incapacitated- “Refers to being unable to consent or stop what was happening due to being passed out, asleep, or incapacitated due to drugs or alcohol.”

Coercion- “Is defined as nonconsensual contact that involved threats of serious non-physical harm or promise of rewards (e.g., threatening to give you bad grades or cause problems for you, promise of good grades, or a promotion at work).”

Absence of affirmative consent (AAC)- “Has someone had contact with you involving penetration or oral sex without your active, ongoing voluntary agreement? Examples include someone initiating sexual activity despite your refusal, ignoring your cues to stop or slow down, went ahead without checking in or while you were still deciding, or otherwise failed to obtain your consent.”

Sexual harassment- “A student at UW–Madison or someone employed by or otherwise associated with [the University] said or did something that interfered with your academic or professional performance, limited your ability to participate in an academic program, or created an intimidating, hostile or offensive social, academic or work environment. The specific behaviors referenced were taken from several different scales measuring harassment: made sexual remarks or told jokes or stories that were insulting or offensive to you; made inappropriate or offensive comments about your or someone else’s body, appearance or sexual activities; said crude or gross sexual things to you or tried to get you to talk about sexual matters when you didn’t want to; emailed, texted, tweeted, phoned, or instant messaged offensive sexual remarks, jokes, stories, pictures or videos to you that you didn’t want; and/or continued to ask you to go out, get dinner, have drinks or have sex even though you said, “No.”

Sexual misconduct- includes sexual harassment, intimate partner violence, and stalking.

Non-heterosexual and Heterosexual- With regard to sexual orientation, the survey provided 7 options for students to choose from in response to the question, “do consider yourself to be...” 1) heterosexual or straight, 2) gay or lesbian, 3) bisexual, 4) asexual, 5) questioning, 6) not listed, 7) decline to state. For some analysis, respondents who selected something other than “straight,” “gay or lesbian,” or “decline to state” were merged into a single category. The term “non-heterosexual” represents a category created for data analysis and may not be the preferred language of individuals of multiple sexual orientations.

Male/Female- The survey provided 8 categories of gender identity; male, female, transgender male, transgender female, genderqueer or non-conforming gender, questioning, not listed, and decline to state. For some analysis, respondents were classified into one of three groups: 1) female, 2) male, and 3) transgender, genderqueer or nonconforming, questioning or not listed (TGQN). Those who declined to state their gender were randomly allocated to the male or female categories.

Additional detailed information about survey methodology and a link to the survey instrument is available at <http://www.uhs.wisc.edu/AAUSurvey/>.

V. Survey Findings

Key Finding #1—Since entering college, 27.6 percent of female undergraduates have experienced a sexual assault involving force or incapacitation*.

Since entering the institution:		UW–Madison	Aggregated Results
Nonconsensual penetration by force or incapacitation	Female Undergraduates	12.6%	10.8%
	Female Graduate/Professional	4.9%	3.9%
Sexual touching by force or incapacitation	Female Undergraduates	21.7%	17.7%
	Female Graduate/Professional	8.8%	6.4%
Either penetration or sexual touching	Female Undergraduates	27.6%	23.1%
	Female Graduate/Professional	12.1%	8.8%

* All conduct may not meet the State of Wisconsin legal definition of sexual assault but may constitute sexual harassment and/or violate University policy. The survey also collected data on sexual assault by coercion or absence of affirmative consent which is not included above.

- Undergraduates reported the greatest incidence of sexual assault during freshman and sophomore years.
- Perpetrators were overwhelmingly identified as male (>98%) and a fellow student, often a friend or acquaintance.
- One of the most common consequences that victims experienced were academic: 58.3 percent of females who reported a sexual assault experienced difficulty concentrating on studies, exams, or assignments.

Key Finding #2—Alcohol is a common factor in sexual assault.

Since entering the institution:		UW–Madison	Aggregated Results
Penetration by incapacitation	Female Undergraduates	6.8%	5.4%
Sexual touching by incapacitation	Female Undergraduates	9%	6.6%
Witnessed a drunk person heading for a sexual encounter	All Students	53.3%	44.4%
For female students reporting nonconsensual penetration by force:			
Offender drinking alcohol		76.1%	67%
Victim drinking alcohol		74.6%	65.4%

- Use of drugs other than alcohol by victims and/or offenders was reported in <10% of incidents.

Key Finding #3—Sexual assault and sexual misconduct were disproportionately reported by female students*, students with disabilities, non-heterosexual students, and students who identify as American Indian or Alaska Native.

Percentage reporting either penetration or sexual touching involving force or incapacitation since entering the institution:		
Gender Identity*	Undergraduate males	5.4%
	Undergraduate females	27.6%
Registered Disability**	All students with a disability	28.1%
	Undergraduate females with a disability	45.5%
Non-heterosexual	Undergraduate non-heterosexual females	43.2%
	Undergraduate non-heterosexual males	15.6%
	Graduate/Professional non-heterosexual females	13.5%
	Graduate/Professional non-heterosexual males	11.7%
American Indian or Alaska Native	All American Indian/Alaska Native students	23.7%
	Undergraduate American Indian/Alaska Native females	46.2%

* Survey responses to a non-male/female category were imputed to a male or female category. Transgender male/female were coded as male/female.

** Defined as a student who self-reported a registered disability with the disability resource center.

- The rates for transgender, genderqueer, nonconforming, questioning, and gender not listed (TGQN) were generally sufficiently large to generate a reliable statistical estimate, but not to compare across groups. TGQN students reported experiencing victimization at disproportionate rates.

Key Finding #4—Sexual harassment, including by co-workers and university faculty and other employees, is reported by significant numbers of both undergraduate and graduate students.

Percentage of students experiencing sexual harassment since entering the institution:		UW–Madison	Aggregated Results
All Students		51.5%	47.7%
Female Undergraduates		65.7%	61.9%
Female Graduate/Professionals		53.1%	44.1%
Offenders relationship to institution:		UW–Madison	Aggregated Results
Female Undergraduates	Other Student	95.3%	94.6%
	Faculty Member	4.1%	5.9%
Female Graduate/Professionals	Other Student	84.1%	82%
	Faculty Member	22.2%	22.4%
	Staff or Administrator	10.7%	9.9%
Offenders relationship to victim:		UW–Madison	Aggregated Results
Female Undergraduates	Friend or Acquaintance	70.3%	69.0%
	Teacher/Advisor	3.4%	4.9%
	Co-worker, boss, supervisor	7.7%	6%
Female Graduate/Professionals	Friend or Acquaintance	62.7%	63.1%
	Teacher/Advisor	12.4%	15.8%
	Co-work, boss, supervisor	23.6%	17.7%

- Sexual harassment was reported as a range of behaviors including an individual; made sexual remarks or insulting/offensive jokes or stories; made inappropriate comments regarding body, appearance, or sexual activity; said crude or gross sexual things or tried to engage in sexual conversation, transmitted offensive sexual remarks, stories, jokes, pictures, videos; or asked to go out, get dinner, drinks, or have sex, despite refusal.
- 24.6 percent of students reported harassment 3–5 times in the last year.

Key Finding #5—Sexual assault and sexual misconduct often go unreported.

Percentage of students reporting incidents to at least one on- or off-campus resource:	UW–Madison	Aggregated Results
Stalking	32.1%	28.2%
Forced Penetration	26.1%	25.5%
Intimate Partner Violence	15.8%	15%
Penetration by incapacitation	9.6%	13.3%
Touching by force	7.1%	7%
Touching by incapacitation	1.9%	5%
Harassment	6.9%	7.7%

Key Finding #6—Undergraduates report greater knowledge about sexual assault and awareness of campus resources than graduate and professional students.

Reporting very or extremely*		UW–Madison	Aggregated Results
Knowledgeable about how sexual assault and misconduct are defined at the university	All students	27.4%	24%
	Female Undergraduates	32.1%	25.4%
	Female Graduate/ Professionals	15.3%	16.9%
Knowledgeable about where to get help at the university if they or a friend experience sexual assault or misconduct	All students	34.6%	29.5%
	Female Undergraduates	42.6%	34.5%
	Female Graduate/ Professionals	22.1%	22.3%
Knowledgeable about where to make a report at the university if they or a friend experience sexual assault or misconduct	All students	29.7%	25.8%
	Female Undergraduates	30.6%	25.6%
	Female Graduate/ Professionals	18.9%	19.3%
Knowledgeable about what happens when a student reports sexual assault or misconduct at the university.	All students	13%	11.4%
	Female Undergraduates	13.7%	11.4%
	Female Graduate/ Professionals	7.1%	8.6%

*Respondents were asked on a scale of not at all, a little bit, somewhat, very and extremely.

- The greatest awareness is of law enforcement, medical and mental health resources, and community-based victim support services.

Key Finding #7—Peers are the primary resource for students who experience sexual assault and misconduct. Students seldom report intervening as bystanders.

Percentage of students who reported telling a friend:		
Female students reporting forced penetration	83.5%	
Female students reporting forced touching	78.6%	
Students reporting harassment	59.7%	
Action	UW–Madison	Aggregated Results
Suspected a friend was sexually assaulted and took action	67.4%	66.4%

*Most common action reported “Spoke to my friend or someone else to seek help”.

Bystander Action	UW–Madison	Aggregated Results
Witnessed a drunk person heading for a sexual encounter and took action*	22.4%	23%
Witnessed someone acting in a sexually violent or harassing manner and took action*	47.3%	45.8%

*Such as directly intervening to stop it or speaking to someone else to seek help.

Key Finding #8—Students report mixed attitudes about campus climate, resources and response. There are opportunities to improve, especially among graduate and professional students.

Reporting very or extremely*		UW–Madison	Aggregated Results
Students would support the person making the report	All students	60%	55.2%
	Female Undergraduates	58.3%	51.3%
	Female Graduate/ Professionals	45.6%	48.7%
Campus officials would take the report seriously	All students	70.8%	63.3%
	Female Undergraduates	66.7%	57.1%
	Female Graduate/ Professionals	60.9%	57.5%
Campus officials would conduct a fair investigation	All students	54.1%	49.2%
	Female Undergraduates	52.9%	45.7%
	Female Graduate/ Professionals	43.1%	45.3%
Campus officials would take action against the offender	All students	45.9%	44.3%
	Female Undergraduates	39.2%	37.4%
	Female Graduate/ Professionals	29.7%	33.6%
Sexual assault or misconduct is a problem at the university	All students	29.8%	20.2%
	Female Undergraduates	36.2%	27.1%

*Respondents were asked on a scale of not at all, a little bit, somewhat, very and extremely.

Key Finding #9—Students generally believe their personal risk is lower than reported prevalence suggests.

Reporting very or extremely*		UW–Madison	Aggregated Results
Own likelihood of experiencing sexual assault or misconduct on campus or at an off-campus, university-sponsored event	All students (on vs. off-campus)	6.7%/4.8%	5%/5.3%
	Female Undergraduates (on vs. off campus)	13.7%/9.3%	10.2%/10.3%

*Respondents were asked on a scale of not at all, a little bit, somewhat, very and extremely

VI. Community Engagement

Between the release of survey findings in September, 2015 and the end of the calendar year, the AAU Survey Task Force undertook an extensive process of community engagement. Survey results and recommendations were shared and utilized to refine recommendations included in this report. Highlights of this process are included below.

- A. Student Engagement**—General and targeted student engagement sessions were held for various student groups. Students were provided opportunities to also comment confidentially through both on-line and physical “Continuing Conversation Spaces” throughout the university. Led by task force student members with the support of university staff members, these sessions engaged with undergraduate, graduate and professional students, including LGBTQ+ and underrepresented racial minority student communities. Greek students were extensively engaged and asked to help create a specific action plan for their community. Most student feedback called for:
1. Additional training for all students
 2. Future surveys and more data collection
 3. Greater student involvement and connection to administration
 4. Ally training
 5. Reduction in stigma
- More detailed information regarding student engagement is available in a separate student engagement report.
- B. Faculty/Staff Engagement**—Survey findings were presented to faculty and staff groups including the University Committee, the Academic Staff Executive Committee, and the University Staff Executive Committee, numerous academic and administrative departments, and university committees and workshops. There was support for the task force recommendations. Key themes emerging from faculty and staff sessions included:
1. Required training for faculty and staff
 2. Greater accountability for incidents of harassment perpetrated by faculty and other employees
 3. Greater awareness of existing initiatives and resources
- C. Non-University Community Engagement**—Task force members presented findings to various community groups including community victim services providers and other interested parties. Groups were supportive of university efforts to move forward with recommendations and strengthen key partnerships.

VII. Recommendations

	Issue	Action	Status	Target Date	Who
Recommendations to Address Key Survey Findings					
1	Targeted prevention efforts for incoming students have shown effectiveness but can be strengthened. Bystander action and peer support are especially important. Knowledge gaps remain.	Expand “Tonight” into a multi-dose prevention program on sexual violence for all students living in university housing. Training should address alcohol-facilitated sexual assault, consent, healthy sexuality, ally training, and changing cultural norms to make sexual violence unacceptable and enhance bystander action.	Underway. Will require 15 peer educators and additional UHS prevention staff.	Fall 2016	University Health Services and Division of University Housing
2	Alcohol is a common factor in a majority of sexual assaults.	Continue efforts to reduce high-risk alcohol consumption by UW–Madison students through education and enforcement, including the First 45 Days initiative. Increase the understanding of the role of alcohol in sexual violence perpetration without blaming victims for drinking. Continue to publicize responsible action guidelines.	Underway Finalizing contract for bystander curriculum and social norming campaign, as part of Badger’s Step Up	Fall 2016	Chancellor’s Advisory Group on Alcohol and other Drugs; UW Police Department; Division of Student Life; University Health Services; Division of University Housing; and WI Union

	Issue	Action	Status	Target Date	Who
Recommendations to Address Key Survey Findings					
3	A disproportionate location of sexual assault is within off-campus Greek housing.	<p>Implement additional required educational programs which address alcohol-facilitated sexual assault, consent, healthy sexuality, and changing cultural norms to make sexual violence unacceptable and enhance bystander action.</p> <p>Review and modify as appropriate Greek Life member selection processes and new member orientation.</p> <p>Continue to support the prevention and leadership efforts of gender-based violence programs with and for fraternity men, including Greek Men For Violence Prevention, a 2-credit course offered by the School of Social Work and UHS.</p>	<p>Greek Task Force recommendations developed</p> <p>Finalizing contract for bystander curriculum as part of Badger's Step Up</p>	Fall 2016	Division of Student Life; University Health Services; and Greek student organizations
4	Graduate and professional students have less knowledge about sexual assault and misconduct.	Require a sexual assault and misconduct educational program for all incoming graduate and professional students. A pilot program was recently launched in part to meet this need.	Launched Sept. 1, 2015	Fall 2016	University Health Services; Division of Student Life; Graduate School; and Professional School Deans

	Issue	Action	Status	Target Date	Who
Recommendations to Address Key Survey Findings					
5	Graduate students report harassment and stalking by faculty and university employees.	<p>Appoint a task force and engage shared governance to address the sexual harassment and stalking reported by graduate and professional students from faculty and staff.</p> <p>Appoint an ombudsperson for graduate and professional students</p>	No updates	Report-spring 2016	Provost; Office of Human Resources and Shared Governance
6	Student experience with campus resources is mixed. Experiences with trained victim advocates are positive.	<p>Expand the Victim Advocate Services to allow all students timely access to a trained victim advocate for resources and support through the healing process, which may include reporting. Increase marketing to improve awareness of these services and the services available off-campus</p> <p>Create an Office of Student Conduct separate from the Dean of Students Office to provide to clarity in the roles of each office.</p> <p>Engage the Student Title IX Advisory Committee (STIXAC) to advise the Dean of Students and the Title IX Coordinator on issues related to campus title IX and sexual violence policy and services.</p>	Two additional victim advocate positions proposed in UHS 16–17 budget.	Fall 2016	University Health Services and the Division of Student Life-Dean of Students Office

	Issue	Action	Status	Target Date	Who
Recommendations to Address Key Survey Findings					
7	Student knowledge of campus resources is limited.	<p>Building on current educational programs such as “Tonight,” launch a coordinated comprehensive communications campaign with this information, including options for reporting, the overall institutional process for handling sexual assault and misconduct incidents and the possible university sanctions for a sexual assault or sexual misconduct violation. Include information on confidential resources.</p> <p>Require the addition of approved language regarding sexual assault and misconduct to all course syllabi</p>	New	Fall 2016	University Communications and Title IX Coordinator/ Office of Compliance
8	American Indian students, students with disabilities and those who identify as LGBTQ are disproportionately affected.	<p>Engage students through methods such as focus groups to determine the climate and service needs for those specific populations. Incorporate findings into targeted and general prevention and communication efforts.</p> <p>Define roles and enhance capabilities of center staff members to serve as confidential resources.</p> <p>Evaluate campus resources for inclusion.</p> <p>Engage national and state leaders with expertise in the victimization of individuals from these populations.</p>	In progress. Focus groups conducted with various groups.	Recommendation in spring 2016	Division of Student Life: Directors of LGBT Campus Center, Multi-Cultural Student Center, and McBurney Disability Resource Center; and Vice Provost for Equity and Diversity

	Issue	Action	Status	Target Date	Who
Recommendations to Address Key Survey Findings					
Additional Recommendations					
9	Sexual assault and sexual misconduct affects the entire campus climate.	<p>Create opportunities for deeper engagement and capacity building of the entire campus community to address the challenges of gender-based violence.</p> <p>Look for opportunities to include within campus efforts such as Go Big Read.</p> <p>Explicitly connect these efforts to the campus diversity framework and existing professional development opportunities and learning communities.</p>	Finalizing contract for bystander curriculum and social norming campaign, as part of Badger's Step Up.	Immediate	<p>Vice Provost for Equity and Diversity</p> <p>University Health Services</p>
10	Addressing potential perpetrators must remain a priority. Continue to engage men as allies to prevent gender-based violence.	Support evidence-based programming and social norming efforts that foster healthier expressions of masculinity, reduce homophobia and increase empathy for victims of gender-based violence. Continue to implement public awareness efforts such as "It's On Us" and "Don't Be That Guy".	Underway	Ongoing	<p>University Communications;</p> <p>UW Police Department;</p> <p>Division of Student Life; and</p> <p>University Health Services</p>

	Issue	Action	Status	Target Date	Who
Recommendations to Address Key Survey Findings					
11	Campus efforts on prevention, victim support, and perpetrator accountability must be coordinated and robust.	Appoint a Provost's Advisory Group on Sexual Violence to provide overarching analysis and leadership on campus sexual violence (includes but is not limited to: gender based violence, sexual assault, intimate partner violence, and stalking), advise senior campus leaders including the Provost and ensure the coordination of campus prevention, response and accountability	Draft charge completed.	Spring, 2016	University Communications; UW Police Department; Division of Student Life; and University Health Services
12	Climate surveys are a significant investment of resources but are a valuable tools to inform efforts in prevention and response.	Conduct periodic campus climate surveys on sexual assault and misconduct using an internally and externally benchmarked and validated tool. Suggested intervals is every 3–5 years.		Spring 2018	University Health Services

VII. Appendix A-

Sexual Assault Climate Survey Task Force Membership and Charge

Lori Berquam, Vice Provost and Dean of Students

Kari Hajduk, PAVE student organization

Janet Hyde, Professor, Department of Psychology

Rachel Jeris, University Legal Counsel, Office of Legal Affairs

*Jeanette Kowalik, Director, Campus Health Initiatives & Prevention Services,
and University Health Services Survey Coordinator*

Bret Paysuer, Faculty Representative, EVOC

Valyncia Raphael, Associated Students of Madison

Margaret Raymond, Dean, University of Wisconsin Law School

Susan Riseling, Assoc. Vice Chancellor and Chief of Police

Nora Cate Schaeffer, Professor and Director, UW Survey Center

Patrick Sims, Vice Provost for Equity and Diversity

Meredith McGlone, University Communications

Sarah Van Orman, Director of University Health Services

The UW–Madison Sexual Assault Climate Survey Task Force is charged to:

- 1.** Review UW–Madison Sexual Assault Climate Survey findings including response rates, sample characteristics, and results.
- 2.** Identify and communicate any limitations of survey findings including concerns about validity and reliability.
- 3.** Develop specific recommendations for campus policy, practices, and services based on findings.
- 4.** Develop and recommend a comprehensive communications plan for dissemination of survey findings.
- 5.** Make recommendations for areas of future program evaluation and research based on survey findings and plans for ongoing campus surveillance.

For questions contact Sarah Van Orman
svanorman@uhs.wisc.edu

**Resolution of the Committee on Women in the University:
Regarding the UW-Madison Sexual Assault Climate Survey Task Force Report and
Recommendations**

In Spring 2015, undergraduate, graduate, and professional students at UW-Madison participated in the Association of American Universities (AAU) Campus Climate Survey on Sexual Assault and Sexual Misconduct, which was administered at 27 AAU institutions.

Results from the UW-Madison survey revealed that sexual assault and sexual misconduct affect students of all genders and sexual orientations, with more than one in four undergraduate females reporting nonconsensual penetration or sexual touching and more than half of all students reporting sexual harassment. The UW-Madison Sexual Assault Climate Survey Task Force produced a report that summarizes survey results, identifies key challenges, and proposes action-oriented responses for the campus community.

Be it resolved that we, the UW-Madison Faculty Senate, express our strong and unambiguous dedication to the health and welfare of our students. We recognize that sexual assault and sexual misconduct at UW-Madison are prevalent and alarming problems that jeopardize student physical and emotional safety, interfere with academic performance, and negatively affect the health, welfare, and values of our campus community. We endorse the recommendations of the UW-Madison Sexual Assault Climate Survey Task Force with the hope that advancing them will significantly improve the lives of our students.

**Recommendation to Change the Name of the
Department of African Languages and Literature to the
Department of African Cultural Studies, College of Letters and Science.**

The faculty of the Department of African Languages and Literature requests to change the name of the department to the Department of African Cultural Studies (ACS).

For fifty years, the department has taught African languages, literature, linguistics, and oral tradition. In its strategic plan dated July 2012 that aims to look to the future, the department committed itself to embracing cultural studies as a promising organizing frame for renewal and transformation of its academic endeavors both in research and teaching. Cultural studies will make it possible for the faculty to blend disciplines in a way that will be more productive and more coherent. In turn, this new approach will allow for a conceptually and practically more holistic view of African languages, cultural productions, and practices. Cultural studies makes it possible for scholars to study in a way that is self-reflexive and interdisciplinary a variety of cultural forms and expressions beyond and including literature, language, and orality, such as the composite of new electronic media, and popular cultures of musical, visual, audiovisual, and performance arts. Moreover, cultural studies will enable us to examine the relationship between cultural creativity on the African continent and global cultural movements and exchanges, and thus open new avenues of inquiry into the culturally productive impacts—and their sponsoring social, political, and economic contexts—of African migrations, current as well as historical.

The faculty notes that this request is a formalization of the direction ALL has been moving—and very successfully—for a couple of years now, having successfully placed in good jobs doctoral students who wrote on film traditions and national and sexual politics, carnivals and cultural identity, and Arabic cartooning and nationalism, in addition to the standard fare of straightforward literary and language studies. This diversity is mirrored even more richly in the work of current students.

The long consideration of the change of name and reorientation in the last two years has focused the department's vision most productively on efforts to address the issue of the less commonly taken and low-enrollment foreign languages in the department. Over the last decade, ALL has gradually changed from its previous model of a faculty anchor for each language to a model in which a faculty specialist directs TAs in several languages. This has saved costs. It also created the potential to expand language offerings to undergraduates and graduates, not just through the formal classroom method but also through efficient linkages with other schools and directed self-study arrangements. More significantly, the new cultural studies organizing focus will allow the faculty to recreate the curriculum in a way that integrates language in its proper stimulating relational context of other “languages” of cultural and social interaction. In a conference ALL held with alumni in May 2015 to discuss the name change, one of the suggestions received was to aim for more cultural context for the languages we teach, especially at the undergraduate level. The Department of African Cultural Studies, will be positioned to create lively large and small (high-impact such as FIGS) cultural studies classes to (i) impart to students substantive knowledge of African cultural forms and practices, (ii) serve as potential recruitment venues for language study, and (iii) afford the students more and wider understanding of the cultures of the African languages they study.

This change was approved by a unanimous vote of the ALL Executive Committee on March 12, 2015. In the general Department vote, there was one abstention, by a faculty associate. On

November 17, 2015, the L&S Academic Planning Council considered the request to change the name of an L&S department, from African Languages and Literature to African Cultural Studies. The L&S APC noted that the department has taught African languages, literature, linguistics and oral traditions for 50 years. As our colleagues celebrated a half-century of success in these fields, they reflected on the recent past and looked toward the future, crafting a new strategic plan. In the course of their discussions, and as new faculty joined the department, they recognized both the current capacity and the new opportunity to renew and transform their work, the better to pursue a more holistic view of African languages, cultural productions, and practices. Of course, language study will continue to be integral to what they do; however, linking it more explicitly to the study of culture will serve students well by more clearly showing the connections and intersections between the two. The L&S APC unanimously supported this exciting new vision for the department.

The proposal was subsequently approved unanimously by the University Academic Planning Council on December 17, 2015. This action is effective July 1, 2016.

**Recommendation to Merge the Departments of
German, Scandinavian Studies, and
Slavic Languages and Literature to become the
Department of German, Nordic, and Slavic (GNS).**

Upon the request of the Dean and Associate Dean, the Departments of German, Scandinavian Studies, and Slavic propose to combine into one unit, to be called the Department of German, Nordic, and Slavic (GNS). By combining these three units, administrative efficiencies will be increased and there will be benefit from the collective insights and experience of a joint Executive Committee and other major committees. Moreover, the fields taught and studied have geographical, historical, cultural, and linguistic points of intersection – a shared history.

After considerable deliberations with the respective departments and in consultation with other units over two years, each department held a separate vote on the permission to plan, submitted in December 2014. All votes were favorable. Subsequently, each department held a vote on an earlier version of the planning document, which was most recently revised (11/11/2015) after feedback from L&S: German (vote held 11/5/2015): unanimously positive (16 faculty present; 2 faculty and one academic staff member absent); Scandinavian Studies (vote held 11/6/2015): one abstention, all other votes positive (8, including faculty, academic staff, and one university staff member), with one absence; Slavic Languages & Literature (vote held 11/10/2015): two abstentions, all other votes positive (11, including faculty, administrative staff, and one university staff member), with one absence.

The Department of German, Nordic, and Slavic (GNS) represents a merger of the Department of German (established in 1890), the Department of Scandinavian Studies (established in 1875, the oldest in the United States), and the Department of Slavic Languages and Literature (established in 1936 as the Department of Polish and renamed in 1942). GNS supports the University of Wisconsin mission “to provide a learning environment in which faculty, staff, and students can discover, examine critically, preserve, and transmit the knowledge, wisdom, and values that will help ensure the survival of this and future generations and improve the quality of life for all” and “to help students to develop an understanding and appreciation for the complex cultural and physical worlds in which they live and to realize their highest potential of intellectual, physical, and human development.” GNS fosters innovative teaching and research in Slavic, Nordic, Continental West Germanic, and Central Eurasian languages, literatures, linguistics, and cultural studies. It is a major priority of the Department to maintain vibrant programs in all of these academic areas at the undergraduate and graduate levels.

To fulfill its mission, GNS offers language courses; offers a curriculum that features courses in critical theory, cultural history and area studies, language pedagogy, linguistics, and literature at both undergraduate and graduate levels in order to prepare students for advanced study in the respective programs; strengthens cultural understanding by providing opportunities, in cooperation with the Office of International Academic Programs, for students to study abroad; maintains teaching excellence; generates new knowledge through scholarly research; achieves national and international leadership in the discipline; serves various communities through outreach in accordance with the Wisconsin Idea; and embodies, through its policies and programs, respect for and commitment to the ideals of a diverse and open academic community and pluralistic democratic society.

GNS faculty and academic staff conduct research in a wide variety of fields including folklore studies, foreign language pedagogy, linguistics, literary and cultural history, literary and critical theory, the relationship between literature and the performing arts, national and transnational identity, world literature, print- and digital cultural history, migration studies, and translation studies. Some faculty and academic staff members are also translators, creative writers, and authors of textbooks and other published pedagogical materials. Academic fields of GNS faculty and staff overlap in many ways under these general categories. Within the department, however, are housed separate graduate and undergraduate academic programs whose activities will continue, and whose research missions are outlined below.

Over the long term, the Department of German, Nordic, and Slavic sees opportunities to offer joint graduate courses in literary and critical theory and foreign language pedagogy. Promising avenues of collaboration include a course that introduces graduate students (Teaching Assistants) to foreign language pedagogy, and a graduate-level proseminar which would introduce our newly admitted students, as well as any other students who would benefit from such a proseminar, to aspects of professionalization common to GNS. The faculty intends over the coming years to explore other domains where GNS faculty and academic staff can combine efforts to team-teach, alternate in teaching, or offer interdisciplinary/inter-program courses at the undergraduate and graduate levels on cultural studies, literature (Romanticism, Modernism, literature of exile, literature on the Holocaust, etc.), folklore, linguistics, pedagogy, theater studies, and translation studies.

At present German, Scandinavian Studies, and Slavic Languages & Literature each offer a BA/BS, MA, and PhD, and both German and Scandinavian Studies offer a certificate. (Slavic is in the process of applying for a certificate in East Central European Languages, Literatures, and Cultures, and will also apply for a separate certificate in Russian.) In addition to the combined efforts outlined above, the faculty intends to continue offering the separate undergraduate majors and graduate programs, as they reflect their separate disciplines and prepare graduate students to teach in these separate fields.

The new department will assume responsibility for all academic programs and subject listings currently administered by the Departments of German, Scandinavian Studies, and Slavic. At this time, no substantial revisions are planned for these programs, which will retain their distinct characters. Responsibility for academic oversight of these programs will continue to reside with the faculty in these areas, who will continue to teach and mentor students through these programs.

The department will have a single Curriculum and Planning Committee led by the Associate Chair for Academic Programs. Though each sub-program may have its own committee, the C&P Committee will be responsible for program review, assessment, and evaluation of GNS programs; review of proposals to add, change, or discontinue courses in the subject listings administered by the department; and coordination of the schedule of courses offered by the department. In addition, the faculty and staff in the combined department will continue to offer courses in the shared subject listing, Literature in Translation (551)

Budget cuts implemented in the 2015 cycle of cuts to each department will remain allocated to the three respective units (German, Nordic, Slavic), and future hires will reflect these allocations.

(continued)

Foundation and Trust Fund accounts will remain separate and in their current form and will continue to serve the purposes for which they were given. In addition, the department anticipates opening a separate UW Foundation account for GNS.

The faculty and academic staff of the three departments (German, Scandinavian, Slavic) will be combined into one unit. The combined unit will need to vote to accept a possible transfer of a faculty and academic staff member from Languages and Cultures of Asia. Other than these changes, no further changes in teaching commitments and assignments are anticipated in the near future.

Concerning staff, position descriptions for four full-time university staff positions have been drafted: Academic Department Manager, Financial Specialist, Senior Student Status Examiner/Graduate Coordinator, and an Undergraduate Coordinator (University Staff title TBD). This configuration of staff will allow for a streamlining of departmental work, since staff will be able to specialize and cross-train in certain areas, such as finances, payroll, undergraduate and graduate record-keeping, timetable, and general office duties.

German, Scandinavian Studies, and Slavic Languages & Literature have been engaged in discussion about this merger for two years, both as individual units and jointly, including joint GNS meetings in March and November 2015. The faculty believes the creation of the GNS department will enhance administrative efficiency of the academic programs, research endeavors, and outreach efforts. The unit will be cost-effective in the sense that the number of chairs will be reduced from three to one, although we anticipate being able to offer a course reduction to each of the two associate chairs, in addition to a two-course reduction and one-ninth salary to the chair.

The combined Executive Committee and committee structure outlined in the attached document will provide a broader platform for consultation on tenure and promotion cases, future hiring decisions, faculty and graduate student award nominations, and other policies affecting faculty, academic staff, university staff, and graduate students.

The proposal was approved unanimously by the Letters & Science Academic Planning Council on November 17, 2015, and the University Academic Planning Council on December 17, 2015. This action is effective July 1, 2016.

**Recommendation to Merge the
Department of East Asian Languages and Literature and the
Department of Languages and Cultures of Asia to become
The Department of Asian Languages and Cultures**

This proposal to form the Department of Asian Languages & Cultures has been developed by representatives from the faculty and staff of the departments of East Asian Languages and Literature (EALL) and Languages and Cultures of Asia (LCA), with important contributions from the directors and affiliates of the Center for South Asia, the Center for Southeast Asian Studies, and the Center for East Asian Studies, and other Asianists on campus.

Restructuring the existing departments is motivated by both external and internal factors. Externally, the different regions of Asia are becoming increasingly interconnected with one another and with the outside world. And the robust interconnection of Asia is paralleled by a dramatic increase in the impact of the region on the world in multiple domains ranging from pop culture to commerce and beyond. UW's student body is rapidly internationalizing, with students from Asia leading the trend, and the classrooms of colleagues teaching about Asia are at the front lines of UW's global transformation. In short, by any measure, the global importance of Asia and the complexity, frequency, and depth of its connections to the United States and to Wisconsin have increased. There is no pressing problem in the world today, nor any enduring question in human history, that can be considered while ignoring Asia. Internally, faculty, staff, and students are increasingly pursuing research, teaching, and learning that crosses regional divides. At the same time, the units studying Asia have suffered from faculty departures and face the administrative and governance challenges common to small units. This proposal will create a new unit that is robust and flexible enough to take on the challenges of learning from Asia, as well as learning and teaching about Asia, in the 21st century.

The University of Wisconsin-Madison, with a history of leading scholarship and teaching about South, Southeast, and East Asia, must adapt to current changes to best serve students and the larger community. Historically, the university has been known for its strength in an Area Studies approach, through which departmental structures are conceptualized in terms of regions. When conceptualized in these terms, academic units involve the interaction of disciplines that might otherwise be kept apart: literature, history, religion, and many other foci of scholarly practice interact in such a way that each informs the other. The strength of a place-based approach is that religion, for example, is studied not as a transcultural abstraction; instead, it is understood as emergent within the particular and complex interaction of all that is not religion. An academic unit that is conceptualized along these lines is one in which conversations cutting across disciplines are integral to scholarly practice, and scholarship becomes an innately collaborative project that emerges from the rich complexity of a region itself.

In organizing an academic unit around a region, one key to success is the conceptualization of that space itself. When a conceptual boundary is drawn, the region created thereby must not only be sufficiently cohesive, it must also be relevant in the way that it impacts the world beyond its borders. And as cohesion and impact increase, so too does the rationale and need for research and teaching focused on the region in question. It is with all this in mind that the formation of a new unit, "Asian Languages & Cultures," is proposed.

The formation of a new department of Asian Languages & Cultures (ALC) involves the reorganization of two existing departments: Languages and Cultures of Asia (LCA) and East Asian Languages and Literature (EALL). Part of the rationale for forming ALC is already implicit in these existing units. Using an Area Studies approach, these departments emerged from the cohesion and global impact of the regions that are the focus of their teaching and research. As Asia itself becomes far more cohesive, and as its highly significant and global impacts are generated from interactions that are Asia-wide, it becomes clear that these existing departments can far better serve the university by merging—and drawing in new colleagues from other units—so as to create a robust yet flexible structure for future teaching, research, and community engagement about the deeply interconnected and globally impactful region that is Asia in the twenty-first century.

Established in 1967, EALL has offered undergraduate and graduate majors in Chinese and Japanese for almost five decades. The Chinese M.A. and Ph.D. were established in 1963 and 1964, respectively, under the Department of Chinese, EALL's precursor. The Chinese graduate program's traditional strength has been in the study of Classical Chinese literature, but it has recently developed additional foci on the study of Chinese religion, as well as contemporary literature and media, the latter particularly in connection with the transasian track. The Japanese graduate program, on the other hand, was established in 1967, first as MA and committee PhD degrees, and the Japanese PhD was formally approved in 1991. The Japanese graduate program's traditional strength has been the Japanese linguistics program, whose graduates have been in high demand as language instructors in major U.S. institutions, and the Japanese literature program has become more prominent in recent years. Both Chinese and Japanese undergraduate majors have a national and international reputation for excellence, and have maintained robust student numbers. In addition, the department began to offer undergraduate certificates in both languages (Japanese in 2011, and Chinese in 2012) thanks to the support it received from the Madison Initiative for Undergraduates.

Starting in the mid-1980s EALL began to offer Korean. The program has grown considerably since then, and Korean language and culture courses now attract over 120 students per semester. Recognizing Korea's fundamental significance in the region and responding to the growing interest in Korean language and culture, EALL and the Center for East Asian Studies made concerted efforts to strengthen the Korean program.

In the meantime, EALL has also seen an increasing number of graduate and undergraduate students whose intellectual curiosity goes beyond the focus on one particular language and culture. In order to support graduate students who were admitted to the Chinese or the Japanese graduate program, but aspired to pursue research projects that crossed regional and disciplinary boundaries, the department has foregrounded the theme of "Transasian Studies" in its application for the Chancellor's Fellowship competitions. Under the leadership of faculty specializing in contemporary China and Japan, this transasian emphasis has become a popular trend, so much so that the current structure of having the two separate degrees in Chinese and Japanese has become unsuitable to accommodate students with transasian interests.

Much needed support for the Korean program and the emerging discipline of transasian studies within the department prompted EALL to consider the restructuring of its graduate education; it

(continued)

decided to propose a single degree program with named options. This structure allows more flexibility to build on the department's existing strength in Chinese literature and culture, Japanese linguistics, and so on, and at the same time to accommodate changing student interests. This structure also allows the department to continue exploring new emphases in response to qualifications sought after in the current and future academic and other job markets. This discussion began in the early 2010s, and when EALL was about to propose this new structure, the discussion of restructuring on a larger scale began.

LCA was established in 1999, emerging from the Department of South Asian Studies (DSAS) which included the study of Thai and Indonesian languages and literature. DSAS was established in the mid-1960s and had its origin in the Department of Indian Studies (DIS) which had been established in the late 1950s. Thus, the University of Wisconsin-Madison has maintained a commitment to the study of South and Southeast Asian for more than fifty-five years.

Since 1999, LCA has encompassed the study of South, Southeast, and Southwest/Central Asia while focusing on the research and teaching of Asian humanities, with particular emphasis on the cultures, literatures, religions, and languages of the geographical regions mentioned above. The faculty has engaged in wide-ranging humanistic scholarship that transcends the boundaries of language, region, historical period, nation, and ethnic and religious identity. Faculty and academic staff train undergraduate and graduate students from across the university in the humanistic study of Asia. More broadly, LCA has served as a source of expertise on various parts of Asia for the university, the local community, and the state, and also at the national and international levels. In all these contexts, LCA has emphasized the significance of the Asian humanities, promoting them as something not only to learn about but also, and equally importantly, to learn from. LCA's paradigm of Asian humanities has been seen as a groundbreaking innovation because, at present, no academic program in North America or Europe is able to approach Asian materials systematically across the humanities, especially in the fields of religious, literary, and cultural studies.

Despite the innovative vision and approaches to research and education of the Asian humanities, LCA faced challenges due to the departure and retirement of faculty members, whose positions have not been replaced. The process of reimagining the structure and mission of LCA began in the fall of 2013 when Associate Dean Susan Zaeske announced that the College of Letters and Science was asking small departments throughout the college to propose departmental structures that would allow the new unit to have an executive committee of at least 14 members. Prior to being told that LCA had to restructure, some (especially those in the field of religious studies) have, for a number of years, thought that it would be intellectually exciting to collaborate with EALL on a degree program (or two) such as an Asian Humanities BA or a PhD in Asian religions. Since LCA has never emphasized national borders, but rather regions, moving to a larger regional perspective has been an attractive new direction for a number of faculty members. Thus, exploring the possibility of establishing a new department in collaboration with EALL was a logical step.

For the purposes of this department, how to determine geographic coverage of Asia is a complex question. Although this new unit wishes to stress transasian teaching and research, at the same time it cannot cover all areas. The Future of Asian Studies Committee charged to make recommendations for restructuring proposed that this unit will cover the areas and languages funded by the Centers for South Asia, Southeast Asia, and East Asia, while the areas funded by CREECA may move to another newly emerging department. The current proposal that adopted

(continued)

this recommendation was presented to LCA and EALL members for the purpose of voting. This proposal is not meant to discourage future collaboration with scholars and students working on central and southwest Asia.

After careful consideration of the pros and cons of different names suggested for this new department, “Asian Languages & Cultures” prevailed as the final choice. The factors considered for this decision making process include (not necessarily in the order of significance): 1) match with the unit’s scope; 2) accessibility for a broad audience; 3) longevity of the name; 4) potential of confusion with other UW-Madison internal units; 5) potential misinterpretation of the terms used in the name; and 5) length of the name. As simple as they may seem, all of the components in the name of the department, “Asian,” “languages,” and “cultures,” are indeed rather complex and encompassing constructs that warrant intellectual examination, and that is precisely the mission of this department. And faculty of the new department will approach the inquiry from different disciplinary expertise. These three terms also constitute the current name of one of the departments involved in this restructuring. In order to mark a fresh start of this new department, however, the proposed new name is preferred over retaining the name of the existing department. Doing so will also eliminate possible confusions with the current LCA department and this new department.

The proposed Department of Asian Languages & Cultures at UW-Madison is student-centered and driven by research that is integrated into the classroom. With thematic foci in Asian languages, linguistics, and literature, Asian cultural studies, religions of Asia, and critical issues in contemporary Asia, the department aims to teach students how to recognize and critically analyze the realities of past and present “Asia” as a region that is crucial to the global flows of people, materials, and ideas through its own rich complexity with deep interconnections across multiple domains. At the same time, within this context of connections across Asia, the department seeks to promote deep learning and knowledge of particular languages, time periods, and places, since in order to understand transasian regional and global networks, students also need to acquire specific cultural and linguistic competencies.

With all this in mind, students are encouraged to study Asia in a regional and comparative frame while cultivating scholarly capacities in particular aspects of Asian cultures. To that end, the department offers multiple degree options at the BA, MA, and PhD levels, reflecting departmental research strengths that allow students to approach the study of Asian cultures, languages, media, religions, and critical social issues from a variety of perspectives. Both teaching and research will be enhanced through collaborations within the department and beyond, with particular emphasis on the development of robust connections with scholars at peer institutions throughout Asia.

Once approved, the members of the new department will engage in detailed program planning to revise existing programs and perhaps propose new academic programs to be housed in this new department. The existing EALL majors are currently under review, and IRIS plans to review all academic programs currently housed in the area studies centers in the near future. The results of these program reviews will also inform the new department’s planning of new programs and/or revision of the existing major programs.

Based on the recommendations by FASC and ASRIC, the department plans to maintain the existing undergraduate major and certificate programs in Chinese and Japanese. The Chinese and Japanese BA degrees currently housed in EALL are popular and sustainable. Chinese and

(continued)

Japanese are the seventh and sixth most studied languages in the U.S. (MLA 2013 survey) and these major degree names are well recognized by students. Advanced proficiency in these languages appears to be in demand in the current job market as well. In addition to these two language-specific majors and certificates, the new department will propose another new undergraduate major, not tied to a specific language and flexible enough to allow for options of concentrations of study.

The department's plan for graduate education, on the other hand, is to create a single graduate program in Asian Languages & Cultures with named options. The move towards this type of structure, rather than keeping Chinese and Japanese as separate graduate programs, had already been explored and approved by EALL in spring 2012 prior to this restructuring discussion. The new structure will enable the program to accommodate students with transasian interests, as well as those with interests in a specific language or a region; it will also enhance communication and collaboration among faculty and increase administrative efficiency. The department intends to begin discussion on the development of new academic programs and revision of the existing programs starting in spring 2016, aiming to launch our new or revised programs in the fall 2017, if possible.

All current EALL and LCA faculty with the exception of one LCA faculty member who is seeking to transfer tenure to the proposed Department of German, Nordic, and Slavic will participate in the new department. In addition, the department is currently conducting an open rank search, and this new hire will be an additional member of the department. There may be other faculty joining the department after the submission of this proposal.

One Faculty Associate in LCA, one Associate Faculty Associate in EALL, and 5 Lecturers in LCA will participate in the new department. The department proposes an additional academic staff position of an undergraduate advisor. The undergraduate programs of the new unit will be complex, including continuing programs, teach-out of earlier programs, and new programs. The consistent support of a professional advisor, working in concert with faculty mentoring in specific areas, is essential to guide our students. There may be other academic staff joining the department after the submission of this proposal.

Both EALL and LCA currently employ two University Staff. Staff positions in the new unit will be defined after faculty and student needs are clear. The new unit will need staff (university or academic staff, as appropriate) for the following three general areas of responsibility: financial administration; graduate program coordination; and undergraduate advising, timetable, placement tests, and coordination of evaluation. The following additional areas of responsibility could be divided among the staff as appropriate to their skills: website and communication; additional research and instructional support; archiving of departmental records, gathering data for department initiatives etc.

The governance structure for this new department has been developed by carefully reviewing Faculty Policies and Procedures (FP&P) and EALL's and LCA's current operations, as well as models presented by other units. The proposed structure, including the selection and duties of Chair, membership and charge of the Executive Committee is in alignment with FP&P. A leadership team consisting of Chair, Associate Chair, and Director of Graduate Studies, with specification of respective areas of responsibilities, will ensure transparent, systematic, and principled decision-making for the department. The five standing committees—Faculty and Staff, Budget, Curriculum and Planning, Graduate Admissions and Funding, and Events,

(continued)

Communications, and Advancement—attend to respective key aspects of departmental life.

The new department will have 15 tenured faculty who can participate in the Executive Committee, and over 20 members who can participate in the Department Committee and the standing committees. However, the majority of these are the current members of EALL, who specialize in Chinese and Japanese languages and cultures. In order to ensure a regional and disciplinary balance in its governance structure, the department will establish a transitional arrangement for the new department's initial three years, agreeing to invite up to five tenured faculty members representing otherwise underrepresented regions or disciplines to its executive and department committees. This transitional arrangement will be reviewed by the regular members of the departmental executive committee in Spring 2019, and may be extended for an additional one to three years depending on the configuration of the members and the operation of the department at the time.

In consultation with L&S administration, the departments will combine their current budgets. For reasons of practicality the new unit will use EALL's UDDS. All gift funds associated with the two units will continue to be used as the donors determined, and the department will communicate with all living donors about the change in departmental structure.

The merger was voted on in an advisory vote by EALL faculty and staff, an advisory vote by LCA faculty and staff, and an EALL executive committee vote. The results of the votes were as follows:

- EALL advisory vote (secret ballot, voting from off campus permitted, including one future faculty member of the new department not yet in EALL, completed November 9, 2015): 16 votes in favor, including 11 faculty, 1 academic staff, 2 university staff, and 2 graduate student representatives, there were no votes against the proposal.
- LCA advisory vote (November 9, 2015): 6 votes in favor (1 faculty, 5 academic staff), 4 votes against (1 faculty, 1 academic staff, 2 university staff). The LCA faculty member who voted in favor of this proposal is enthusiastically supportive and has been a valued leader in developing it. The faculty member who voted against it has applied to leave LCA to move to Slavic, the department in which he was originally hired and to which his research is the most closely aligned. The university staff who voted against the proposal expressed concern about their job security in relation to the restructuring. They have expressed such concerns throughout the planning process, in which they were included as appropriate per FP&P, starting with the LCA retreats in fall 2013 and continuing through the recent information session.
- EALL Executive Committee vote (November 10, 2015, 3 colleagues on leave, 2 otherwise absent, chair not voting): 7 votes in favor, no votes against. While the EALL faculty unanimously approved the ASRIC proposal, the EALL executive committee discussed concerns raised by some members of the LCA advisory group and acknowledged that in future discussions about the identity of the new department, it will be necessary to clarify where Central Asia belongs. In the next stage of bringing the new department into being, the members of the new department will work with L&S to define the staffing needs of the new unit and to communicate with current university staff as quickly and as clearly as possible

(continued)

•

On November 17, 2015, the L&S Academic Planning Council considered the proposal to establish a new “Department of Asian Languages & Cultures.” As noted in the proposal, the new department will be created by restructuring the Departments of East Asian Languages and Literature (EALL) and of Languages and Cultures of Asia (LCA). These departments received permission from the L&S APC to plan to restructure in May 2015 and in November 2014, respectively. Since then, they have been engaged in an intensive planning process (per L&S and campus policy) that has been informed by the work of a strategic planning committee focused on “The Future of Asian Studies.” The proposal submitted to the L&S APC reflects honestly concerns and anxieties expressed by faculty and staff affected by the restructuring. The L&S APC discussed these concerns thoroughly, speaking with faculty and staff from the departments and from the planning committee. Voting members of the L&S APC approved this request unanimously.

The proposal was subsequently approved by the University Academic Planning Council on December 17, 2015. This action is effective July 1, 2016.

Recommendation to Change the Name of the School of Music to the Mead Witter School of Music, College of Letters and Science

The School of Music is a large and complex department that offers undergraduate and graduate degrees, including several nationally accredited professional and performance programs. Additionally, the school offers a variety of courses to non-majors and fields an enviable array of outreach and engagement programs and public events. Indeed, among L&S departments and programs, the School of Music presents one of the most public faces of the university, which we see and hear every time the Marching Band takes the field, and when the Wisconsin Youth Symphony Orchestra and the Pro Arte Quartet or any of our other musicians and ensembles perform.

The school has long been engaged in efforts to raise funds for a new building and performance space to support its several missions, and we have made significant strides in securing that funding. In recognition of significant support to be provided by the Mead Witter Foundation, the Music faculty proposes to rename the school the “Mead Witter School of Music.”

At its September 3, 2015 department meeting, the School of Music faculty voted unanimously (40 in favor with no opposed or abstentions) to approve naming the School of Music in a manner that appropriately recognizes the extraordinary generosity of the Mead Witter Foundation. The Foundation’s \$25M gift will allow Phase 1 of the Hamel Music Center building project to proceed as originally planned with both recital and concert halls in place along with the lobby and large rehearsal space. We understand that in accordance with the Chancellor’s decision, this naming of the School of Music will remain in effect for the life of the Hamel Music Center building. The Mead Witter Foundation is a private philanthropic organization located in Wisconsin Rapids, WI. Currently led by George W. Mead II, chair, and Susan Feith, vice chair, the Foundation is funded through endowments from family members who were major shareholders in Consolidated Papers, Inc., where Mr. Mead served as company president. Since its beginning in 1951, the Foundation has given over \$65M in charitable support primarily to higher education, local community causes, and to fine and performing arts and other cultural programs. The Mead family has a number of UW-Madison connections, beginning with Mr. Mead’s grandfather who served as a Regent in the 1930s. Many family members, including Mr. Mead’s sister Mary (Business 1956) attended the UW-Madison. His cousin, Sally Mead Hands (L&S 1934) bequeathed \$20M to the English Department, and another cousin, Emily Nissley (L&S 1955) donated \$3M to the Chazen Museum Expansion

Professor Susan Cook, Director, presented and discussed the proposal with the L&S APC, which held an interested and energetic discussion. They noted the relative rarity of “named” schools at UW-Madison, as well as the frequency of such honors bestowed at other institutions, where generous patrons have long sustained performance and artistic endeavors. APC members noted the commitment of the Mead Witter Foundation to the arts and to higher education, and agreed that this would be an appropriate way to honor a generous donor. The L&S APC approved this request (8 for, 0 against, 1 abstention) on September 4, 2015. When circulated to L&S departments and programs, the only comment received enthusiastically reaffirmed the importance of this support and the positive impact new performance and rehearsal spaces will have on the community.

The proposal was subsequently approved by the University Academic Planning Council on December 17, 2015. This action is effective July 1, 2016.

Faculty Senate Districts and Apportionment Academic years 2016-2017 and 2017-2018

[with clerical errors corrected, 2/2/2016]

District	Department	2015 FTE	senators 2016-2018	senators 2013	regular election year
<i>College of Agricultural and Life Science</i>					
1	Agricultural and Applied Economics	22	2	2	2018
4	Agronomy	19	2	2	2018
15	Animal Sciences	16	2	2	2017
5	Bacteriology	20	2	2	2016
6	Biochemistry	30	3	3	2017
2	Biological Systems Engineering	15	1	1	2016
18	Community and Environmental Sociology	7.6	1	1	2017
8	Dairy Science	12	1	1	2016
9	Entomology	14	1	1	2017
11	Food Science	11	1	1	2016
12	Forest and Wildlife Ecology	19.5	2	2	2018
23	Genetics; Medical Genetics ¹ (11.5 in CALS)	21.75	2	3	2016
13	Horticulture	19	2	2	2018
7	Landscape Architecture	7	1	1	2018
3	Life Sciences Communication	8	1	1	2017
16	Nutritional Sciences	11.5	1	1	2018
17	Plant Pathology	14	1	1	2016
19	Soil Science ¹	14	1	2	2018
76	Urban and Regional Planning	7.75	1	1	2018
24	School of Business ²	83	8	7	2017
<i>School of Education</i>					
25	Art	30	3	3	2018
32	Counseling Psychology	7	1	1	2016
27	Curriculum and Instruction	32.75	3	3	2017
33	Dance	8	1	1	2017
28	Educational Leadership and Policy Analysis	15	1	1	2018
29	Educational Policy Studies	10.75	1	1	2016
30	Educational Psychology	20	2	2	2017
31	Kinesiology ²	16	2	1	2018
26	Rehabilitation Psychology and Special Education	12	1	1	2016
75	Theatre and Drama ³	10	1	1	2017

1- Special election in Spring 2016 to reduce number of senators

2- Special election in Spring 2016 to increase number of senators

3- Formerly in School of Education

(Continued)

College of Engineering

37	Biomedical Engineering	13	1	<i>1</i>	2018
34	Chemical and Biological Eng	19	2	2	2018
35	Civil & Env Engineering	27.25	3	3	2016
36	Electrical and Computer Eng	39	4	4	2017
41	Engineering Physics	22	2	2	2016
42	Engineering Professional Dev	5	1	<i>1</i>	2017
38	Industrial & Systems Engineering	20	2	2	2016
40	Materials Science and Engineering	14	1	<i>1</i>	2018
39	Mechanical Engineering	30.25	3	3	2017
43	School of Human Ecology	39	4	4	2018
44	Law School	30	3	3	2016

College of Letters and Science

78	African Cultural Studies ¹ ; Afro-American Studies	15	1	<i>1</i>	2017
45	Anthropology ²	16.9	2	<i>1</i>	2017
79	Art History	14	1	<i>1</i>	2018
46	Astronomy	11.75	1	<i>1</i>	2018
64	Atmospheric and Oceanic Sciences	12.1	1	<i>1</i>	2018
47	Botany	16.5	2	2	2016
48	Chemistry	38	4	4	2017
110	CANES	11	1	<i>1</i>	2016
49	Communication Arts	23.6	2	2	2018
50	Communicative Disorders	12	1	<i>1</i>	2016
51	Comparative Literature and Folklore Studies	9	1	<i>1</i>	2017
52	Computer Sciences	37	4	4	2018
53	Asian Languages and Cultures ²	16	2	<i>1</i>	2016
54	Economics	31	3	3	2017
55	English ³	40.9	4	5	2018
56	French and Italian	19.5	2	2	2016
116	Gender and Women's Studies	6	1	<i>1</i>	2016
57	Geography	17	2	2	2017
58	Geoscience	21	2	2	2018
59	German, Nordic and Slavic ⁴	17	2	<i>1</i>	2016
60	History	51	5	5	2017
80	Jewish Studies ⁵	2.5			
82	History of Science; Medical History and Bioethics (6 in L&S)	13.25	1		2018

1- Formerly African Languages and Literature

2- Formerly 2 depts/districts (East Asian Languages and Literature; Languages and Cultures of Asia); special election in Spring 2016

3- Special election in Spring 2016 to increase number of senators

4- Special election in Spring 2016 to reduce number of senators

5- new district TBD; dist 80 will be retired

(Continued)

61	Journalism and Mass Communication	18	2	2	2018
109	LaFollette Sch of Public Affairs	8.5	1	1	2016
72	<i>Asian Languages and Cultures</i> ¹				
62	Library and Information Studies	7	1	1	2016
81	<i>Linguistics; Scandinavian Studies</i> ¹	5			
63	Mathematics	48	5	5	2017
65	Music	39	4	4	2016
66	Philosophy	18	2	2	2017
67	Physics	42	4	4	2018
68	Political Science²	30.5	3	4	2016
69	Psychology	35	3	3	2017
81	<i>Scandinavian Studies; Linguistics</i> ¹				2017
70	Social Work	16	2	2	2018
71	Sociology	29.5	3	3	2016
73	Spanish and Portuguese	26	3	3	2018
74	Statistics	18	2	2	2016
77	Zoology	22	2	2	2016
<i>School of Medicine and Public Health</i>					
84	Anesthesiology	8	1	1	2017
97	Biomolecular Chemistry	13	1	1	2018
20	Biostatistics and Medical Informatics	15	2	2	2018
83	Cell and Regenerative Biology	16	2	2	2016
87	Dermatology	5	1	1	2017
	<i>Emergency Medicine; Medicine (2 in EM)</i>				
103	Family Medicine and Community Health ³	10	1	1	2018
85	Human Oncology	10.5	1		2018
23	Medical Genetics; Genetics ² (9.29 in SMPH)	21.75	2	3	2016
82	<i>Medical Hist and Bioethics; Hist of Science (8.25 in SMPH)</i>	13.25	1	1	2018
86	Medical Microbiology & Immunology	10.9	1	1	2016
88	Medical Physics	19	2	2	2018
89	Medicine; Emergency Medicine ⁴	83	8	8	2016
101	Neurological Surgery; Radiology	24	2	2	2016
90	Neurology	8	1	1	2017
98	Neuroscience²	24.5	2	3	2016
92	Obstetrics and Gynecology	14	1	1	2016
93	Oncology	19.5	2	2	2017
94	Ophthalmology and Visual Sciences	17	2	2	2018
91	Orthopedics and Rehabilitation; Urology	18	2	2	2018

1- Retire district number; Linguistics dist TBD

2- Special election in Spring 2016 to reduce number of senators

3- Formerly Family Medicine

4- Formerly Medicine

(continued)

95	Pathology & Laboratory Medicine	14	1	<i>1</i>	2016
96	Pediatrics ¹	24.5	2	<i>3</i>	2017
99	Population Health Sciences	22	2	<i>2</i>	2017
100	Psychiatry	17	2	<i>2</i>	2018
101	Radiology; Neurological Surgery	24			2016
102	Surgery ²	42	4	<i>3</i>	2017
91	<i>Urology; Orthopedics & Rehabilitation</i>				2018
105	School of Nursing	17	2	<i>2</i>	2017
106	School of Pharmacy	33	3	<i>3</i>	2018
<i>Others</i>					
108	Science ²	17	2	<i>1</i>	2017
107	Gaylord Nelson Institute for Environmental Studies	13.9	1	<i>1</i>	2016
<i>School of Veterinary Medicine</i>					
111	Comparative Biosciences	16	2	<i>2</i>	2017
112	Medical Sciences	15	1	<i>1</i>	2018
113	Pathobiological Sciences	17	2	<i>2</i>	2016
114	Surgical Sciences	5	1	<i>1</i>	2017
<i>Division of Continuing Studies</i>					
115	Liberal Arts and Applied Studies ³	8	1	<i>1</i>	2018
total senators:		2272.9	223	219	

1- Special election in Spring 2016 to reduce number of senators

2- Special election in Spring 2016 to increase number of senators

3- New district name

95	Pathology & Laboratory Medicine	14	1	<i>1</i>	2016
96	Pediatrics ¹	24.5	2	<i>3</i>	2017
99	Population Health Sciences	22	2	<i>2</i>	2017
100	Psychiatry	17	2	<i>2</i>	2018
101	Radiology; Neurological Surgery	24			2016
102	Surgery ²	42	4	<i>3</i>	2017
91	<i>Urology; Orthopedics & Rehabilitation</i>				2018
105	School of Nursing	17	2	<i>2</i>	2017
106	School of Pharmacy	33	3	<i>3</i>	2018
<i>Others</i>					
108	Science ²	17	2	<i>1</i>	2017
107	Gaylord Nelson Institute for Environmental Studies	13.9	1	<i>1</i>	2016
<i>School of Veterinary Medicine</i>					
111	Comparative Biosciences	16	2	<i>2</i>	2017
112	Medical Sciences	15	1	<i>1</i>	2018
113	Pathobiological Sciences	17	2	<i>2</i>	2016
114	Surgical Sciences	5	1	<i>1</i>	2017
<i>Division of Continuing Studies</i>					
115	Liberal Arts and Applied Studies ³	8	1	<i>1</i>	2018
		2234.9			
total senators:			221	219	

1- Special election in Spring 2016 to reduce number of senators

2- Special election in Spring 2016 to increase number of senators

3- New district name