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

1. Memorial Resolutions for:
   Professor Emeritus Tom Carpenter (Fac Doc 2854)
   Professor Emeritus Robert D. Lorenz (Fac Doc 2855)

2. Announcements/Information Items
   UW-Madison Student Affairs Update (Lori Reesor)
   Employee Assistance Office update including LifeMatters (Susan Fuszard)

3. Question period.

4. Minutes of November 4 meeting. (consent).

5. Graduate Faculty Executive Committee (GFEC) Annual Report for 2018-2019 (Fac doc 2856)

6. Graduate School Annual Report for 2018-2019 (Fac doc 2857)

7. Discontinuation of the Department of Engineering Professional Development (Fac doc 2858)

8. Campus Diversity & Climate Committee Annual Report, 2018-2019 (Fac doc 2859)

9. Proposal to Update Faculty Policies & Procedures 627.A., Campus Diversity & Climate Committee Membership (Fac doc 2860) (vote)

10. Resolution in Objecting to the Composition of the University of Wisconsin System President Search and Screen Committee. (Fac doc 2861) (vote)

11. Resolution Endorsing the Wiscard Emergency Contact Resolution Passed by the Associated Students of Madison. (Fac doc 2862) (vote)

SPECIAL ORDER—NO LATER THAN 4:45 PM

12. Executive Session of the Faculty Senate to Receive the Confidential Report of the Committee on Honorary Degrees. (vote)

Upcoming Faculty Senate Meetings – 3:30 p.m., 272 Bascom Hall
February 3, March 2, April 6, May 4, 2020
Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Thomas Phelps Carpenter

Thomas P. Carpenter, Professor Emeritus of Curriculum and Instruction, passed away on August 7, 2018 at the age of 78.

He was born on July 5, 1940 in Galesburg, IL, and he spent his childhood living in California and New York, following his father’s career moves. He then spent most of his married life in Wisconsin, and always considered Wisconsin “home.”

Tom earned his bachelor’s degree in Mathematics from Stanford University in 1962, his master’s degree in Mathematics from San Diego State University in 1968, and his doctoral degree in Curriculum and Instruction from the University of Wisconsin–Madison in 1971. Tom had a long and distinguished career in education, serving first as a high school mathematics teacher and then as a university faculty member at Boston University and San Diego State University before spending the majority of his career at the University of Wisconsin–Madison. He spent almost 30 years as a faculty member at the University of Wisconsin–Madison and more than 10 additional years as a principal investigator on research projects at the Wisconsin Center for Educational Research.

In 2004, Tom was honored with the Lifetime Achievement Award from the National Council of Teachers of Mathematics, reflecting his contributions as an intellectual giant in the field of mathematics education. He leaves behind an immense record of research that has deeply influenced the field on theoretical, practical, and policy levels. He also served in numerous leadership roles, such as editing the field’s flagship research journal (“Journal for Research in Mathematics Education”), designing items and interpreting results for the National Assessment of Educational Progress (NAEP), and directing two national centers—the National Center for Improving Student Learning and Achievement in Mathematics and Science (NCISLA) and the Diversity in Mathematics Education Center for Learning and Teaching (DiME).

Tom was a pioneer in attending to young children’s mathematical thinking, and he was especially known for his role in developing Cognitively Guided Instruction (CGI). This research and professional development project led to the creation of an intellectual and professional community of elementary school teachers and researchers that is still thriving today, more than 30 years after its inception. Central to CGI is research-based knowledge about how young children intuitively think about mathematics and how teaching involves listening to and building on children’s thinking. This work emphasizes children’s sense making and conceptual understanding because Tom believed that understanding mathematics is a basic human right. He worked tirelessly to increase access to high-level mathematics for all children—particularly children traditionally underserved by U.S. schools because of their economic, linguistic, or racial backgrounds. He viewed teachers as skilled professionals who were the centerpiece for achieving this goal, and thus he engaged in long-term collaborations with teachers and fought mandates that dictated teaching practices and constrained teachers’ decision-making. Further, CGI has been one of the most long-lasting and influential projects in the history of mathematics education, and as such, Tom has helped to transform the teaching of thousands of teachers thereby influencing the learning of hundreds of thousands of children.

Tom will continue to influence future generations through his prolific writings that were targeted to a variety of audiences. His publications for researchers included not only the immense collection of empirical research studies on CGI but also two landmark Handbook chapters. The first was published in 1986 in the Handbook of Research on Teaching (3rd ed.), and this innovative chapter pushed the field to integrate two previously separate disciplines of scientific inquiry—research on teaching and research on learning—and this integration was foundational to many research and professional development projects in the subsequent national reform movement. The second was published in 1992 in the Handbook of Research on Mathematics Teaching and Learning, and this noteworthy chapter presented a powerful framework for examining issues of understanding in relation to both the teaching and learning of
mathematics. Tom’s numerous publications for practitioners were similarly groundbreaking and their effects long lasting. For example, he was lead author on most of the CGI books for practitioners, including the original book (Children’s Mathematics: Cognitively Guided Instruction) which marks its 20th anniversary this year. In addition, he played a critical role in the multi-institutional collaboration that produced the widely used book, Making Sense: Teaching and Learning Mathematics with Understanding.

Tom’s work will also continue through the long list of influential graduate students he has mentored. Tom was an extraordinary mentor who was generous in introducing students to the field and then helping them find their academic voices and pursue their passions. Many of Tom’s graduate students were also inspired to continue and extend the CGI legacy, which is a tribute to the power of the work and the community he fostered. As a mentor, Tom modeled genuine intellectual curiosity by showing respect to everyone and to their ideas, regardless of whether the individual was a first grader, a graduate student, or an accomplished scholar. In particular, he never tired of wondering about the mathematical brilliance in young children’s ideas and how those ideas can be powerful tools for teaching. His work also showed graduate students that long-term, meaningful partnerships with teachers, schools, and districts are not only possible but also critical, and he provided a model for genuinely collaborating with teachers in ways that honored the extensive knowledge and commitment they bring to their challenging work. Tom’s support and generosity was foundational for graduate students, but it was also appreciated by both early-career and well-established colleagues.

Tom will be remembered for his deep commitment to mathematics, to teachers, to children, to equity, and to supporting the development of the field of mathematics education. In addition to his intellectual contributions, Tom will be equally missed for his graciousness, his sense of humor, his love of family and friends, his kindness, and his never-ending curiosity and willingness to learn as reflected in one of his favorite quotes from Dr. Seuss: “It’s better to know how to learn than to know.” Tom will also be remembered for his passions outside of work. He was an avid skier and bike rider who enjoyed gourmet meals with excellent wine and conversation. He travelled extensively but his favorite vacation place remained his family’s house in Green Lake, Wisconsin, where he spent every summer since childhood sharing special time with family and friends.

Tom is survived by Sally—his beloved wife of 54 years—sons Bob and Steve, daughter-in-law Amy, and grandsons Zach and Finn. He will be missed.
Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Robert D. Lorenz

Professor Emeritus Robert D. Lorenz, age 72, died in hospice care in Madison surrounded by members of his loving family on January 27, 2019. Bob was born on March 31, 1946, in Sheboygan Falls, Wisconsin. After receiving his BS and MS degrees in Mechanical Engineering at UW-Madison, Bob served two years as a Systems Test Engineer in the US Army at the Aberdeen Proving Grounds, Maryland. He spent the next 10 years working as a Senior Research Staff Engineer at Gleason Works in Rochester, New York, where his expertise as a control engineer grew rapidly, foreshadowing his life-work at UW-Madison. Among his many significant contributions at Gleason was his leadership in introducing computer control technologies into advanced gear manufacturing equipment.

Despite having earned an MBA in 1980, Bob turned down engineering management opportunities at Gleason to return to UW-Madison in 1982 to pursue his PhD in ME under the supervision of Prof. John Bollinger. After completing his PhD in only two years, Bob joined the ME faculty at UW-Madison as a tenure-track Assistant Professor. Soon after, he was recruited by Prof. Donald Novotny in the Department of Electrical Engineering to take on the role of Associate Director in the Wisconsin Electric Machines and Power Electronics Consortium (WEMPEC), a then-new industry/academic partnership that continues to thrive today. Bob’s defining relationship with WEMPEC continued throughout his 35-year career, including 22 years of leadership service as WEMPEC Co-Director. Bob left an indelible imprint on WEMPEC which, over the ensuing years, developed an international reputation as one of the foremost academic programs in its field on a global basis. During his illustrious career, Bob held two chaired professorships at UW-Madison, the Mead Witter Foundation Consolidated Papers Professor of Controls Engineering, and the Elmer R. and Janet A. Kaiser Chair.

Bob pioneered many significant new developments in the fields of electric machines and power electronics controls during his 33 years as a UW-Madison faculty member. In particular, Bob became an international leader in the development of methods for eliminating speed and position sensors from motor controllers by utilizing characteristics of the machines themselves, often in combination with high-frequency signal injection techniques. He is recognized globally as one of the foremost authorities in this field based on the depth and breadth of his technical achievements. Several of these self-sensing techniques have been successfully adopted in commercial machine drive products.

In the early 1990’s, Bob was at the forefront of international efforts to develop advanced motor control methods utilizing state observers that were implemented in emerging digital motor controls. These techniques further enhanced his work in self-sensing controls and led to the development of an entirely new and innovative method of high-performance motor control which Bob named Deadbeat Direct Torque and Flux Control (DB-DTFC). This control methodology, first described in a 2001 paper, delivers a new level of performance surpassing conventional field-oriented control, and is in the process of being adopted by industry for use in new high-performance machine drives.

Other areas where Bob made pioneering technical contributions include: 1) new methods of flux manipulation and control in permanent magnet electric machines, both in their electromagnetic design as well as in active control of their magnetization state; and 2) new contributions to the design and control of power electronic power modules, including the integration of point magnetic field detector arrays to achieve non-invasive current sensing with ultra-high bandwidth.

This impressive body of technical work has been documented in more than 400 published papers in leading archival technical publications, earning Bob and his students more than 35 prize paper awards from highly-respected international conferences and professional societies. He was responsible for more than 45 US patent awards and applications.

Bob had a well-deserved reputation during his academic career for his tireless dedication to student education both as a course instructor and graduate-level research supervisor. Bob was well known by...
generations of WEMPEC graduate students for regularly teaching graduate-level courses in controls that he developed and tirelessly supported. Bob was also passionately dedicated to making his graduate-level courses available to off-campus students, typically working engineers. Largely as a result of his energetic commitment dating back to 1986, all of the graduate-level courses taught by WEMPEC faculty are now recorded and made available to off-campus students who can take these courses for credit to earn either certificates or MS degrees in power engineering.

During his career, Bob supervised more than 200 graduate students who earned advanced (MS and/or PhD) graduate degrees. It was not unusual for him to supervise more than 25 graduate students at any one time, maintaining frequent personal contact with each of them. Bob’s passion for technical excellence was contagious, inspiring lasting dedication among his many generations of students.

Bob enjoyed international travel and had a long, productive history of active service in professional technical associations. He was particularly active in the Institute for Electrical and Electronics Engineers (IEEE), taking on many leadership positions in the IEEE Industry Applications Society (IAS) dating back to 1985. Bob served as the elected President of IEEE-IAS in 2001, and subsequently served two years as an elected member of the IEEE Board of Directors as the Division II Director. Bob participated very actively in many international conferences, developing a very strong relationship with the European Conference on Power Electronics and Applications (EPE), the flagship European technical conference in the field of power electronics and motor drives. Bob was always in high demand as a keynote speaker at conferences around the world, reflecting both the innovativeness of his technical vision and his engaging and energetic presentation style.

Bob’s high standing in the international technical community earned him many honors and awards during his career. Among the most noteworthy are the IEEE Richard Kaufman Technical Field Award (2014), election to IEEE Fellow grade (1998), the EPE Outstanding Achievement Award (2014), the EPE Gaston Maggetto Award (2019), the IEEE-IAS Outstanding Achievement Award (2003), and honorary doctorates from the Riga Technical University in Latvia and the University of Stefan the Great in Romania. He was elected to US National Academy of Engineering (NAE) in 2019, one of the highest engineering recognitions in the US that was announced just 11 days after his passing.

Beyond his extensive technical contributions, Bob built a remarkable record of public service both locally and internationally that was recognized by the UW-Madison Onstad Service to Society Award in 2002. Beneficiaries of this service included the Madison Horizons Rotary Club (30 yrs), Habitat for Humanity (>25 yrs), and the Medical Benevolence Foundation of the Presbyterian Church (>40 yrs). Bob participated in many service trips to both Africa and Central America during his life.

Bob was married to his wife Sally for 48 years; she survives him together with their three children, Becky Peterson, Carolyn Lorenz-Greenberg, and Steve Lorenz, and six grandchildren. His death has been a tremendous loss for everyone around the world who knew him and now treasure the memory of his unique combination of passion for engineering excellence, his generous and optimistic spirit, and his unmatched hospitality and affection for everyone he met. Future generations at UW will be reminded of Bob’s rich legacy of accomplishments by the Robert Lorenz Professorship in Mechanical Engineering that he established at the UW Foundation at the time of his retirement in November 2018.

MEMORIAL COMMITTEE: Thomas M. Jahns (Chair), Jaal Ghandhi, Neil Duffie
Chancellor Rebecca Blank called the meeting to order at 3:32 p.m. with 136 voting members present (116 needed for quorum). Memorial resolutions were offered for Professor Emeritus Frank B. Baker (Faculty Document 2845) and Professor Emeritus Fred Madison (Faculty Document 2866),

Chancellor Blank welcomed everyone to the middle of the semester and remarked on the tragic story that was recently in the newspaper about the engineering student who’d taken his own life in 2016, after enduring hostile and intimidating behavior (HIB) in the lab. Chancellor Blank said that the administration is addressing HIB through various means, such as improving communications to inform everyone about the HIB policy and asking for instances -even small ones- to be reported up so patterns can be identified and addressed. She also commented on the announced retirement of UW System President Ray Cross; the conversation started between the Student Inclusion Coalition (SIC) and the Chief Diversity Officer and the Vice Chancellor for Student Affairs; the Hamel Music Center opening; key measures of student success, such as that the time to degree has fallen to a record 3.96 years, which is the result of various programs like advising, the expansion of summer term, as well as Bucky’s Tuition Promise and Badger Promise which provide tuition relief for low-income students. University Committee chair Terry Warfield asked everyone to take a moment to reflect on one sentence of the Our Shared Future plaque at each senate meeting. There was one question. The minutes of the meeting of October 7, 2019, were approved.

Professor Marah Curtis (School of Social Work), chair of the Committee on Women in the University (CWU) presented their combined Annual Reports for 2017-2018 and 2018-2019 (Faculty Document 2847); CWU proposed to change their co-chair selection in Faculty Policies & Procedures (FPP) (Faculty Document 2848), which was seconded; the proposal was approved by voice vote. Professor Chris Barcelos (Gender & Women’s Studies) presented the Committee on Gay, Lesbian, Bisexual, Transgender, and Queer People in the University Combined Annual Reports for 2017-2018 and 2018-2019 (Faculty Document 2849). Professor Kreg Gruben (Kinesiology) presented the University Curriculum Committee Annual Report for 2018-2019. (Faculty Document 2850). Professor Tim Smeeding (La Follette School of Public Affairs) presented the University Lectures Committee Annual Report for 2018-2019 (Faculty Document 2851). Provost Karl Scholz presented the University Academic Planning Council Annual Report for 2018-2019 (Faculty Document 2852). There were no questions for any of the reports.

Professor Terry Warfield (University Committee, District 120) moved adoption of Faculty Document 2823 which proposed changes to FPP chapter 7 to specify support for joint appointments. Professor Ron Gangnon (Population Health Sciences, District 99) moved to substitute “tenure home” with “administrative home” in the text. The motion was seconded. After several spoke to the amendment, the motion passed by voice vote. The amended document was adopted by voice vote See the revised language incorporated into FPP Chapter 7. Professor Warfield moved adoption of a resolution endorsing 125 years of “sifting and winnowing” (Faculty Document 2853)

Chancellor Blank adjourned the meeting at 4:34 p.m.
I am pleased to report on the actions of the Graduate Faculty Executive Committee (GFEC) for academic year 2018-19. This is a brief summary of 2018-19 approvals and reviews. Further information is included in the following pages.

**GFEC Approvals**
- **Approved** 6 notices of intent to create new graduate programs
- **Established** 2 master’s degree programs, 1 doctoral minor, 17 named options, 1 graduate/professional certificate and 1 capstone certificate
- **Renamed** 2 master’s and 1 PhD degree programs
- **Restructured** 2 master’s degree programs, 1 doctoral minor, and 2 capstone certificates
- **Changed admitting status** of 1 master’s degree program
- **Suspended admissions to** 1 master’s degree program, 2 PhD programs, 2 named options and 1 graduate/professional certificate
- **Discontinued** 2 master’s degree programs, 1 PhD program, 1 named option, 2 doctoral minors, 4 graduate/professional certificates, and 3 capstone certificates

**GFEC Reviews**
- **Program reviews** of 14 programs
- **Review updates** of 8 programs
Notices of Intent

• Notice of Intent to establish a Master of Science in Applied Biotechnology from the School of Medicine and Public Health. (GFEC November 2018)
• Notice of Intent to establish a Master of Science in Athletic Training from the Department of Kinesiology in the School of Education. (GFEC December 2018)
• Notice of Intent to establish a Master of Science in Business Analytics from the School of Business. (GFEC March 2019)
• Notice of Intent to establish a Master of Science in Clinical and Health Informatics from the School of Medicine and Public Health. (GFEC March 2019)
• Notice of Intent to establish a Master of Science in Design + Innovation from the College of Engineering. (GFEC December 2018)
• Notice of Intent to establish a Master of Science in Information from the Information School in the College of Letters & Science. (GFEC December 2018)

Established

Master's Degrees

• Master of Science in Design + Innovation effective Summer 2020. (GFEC April 2019)
• Master of Science in Applied Biotechnology effective Fall 2019. (GFEC December 2018)

Doctoral Minors

• Doctoral Minor in Community-Engaged Scholarship. Effective Fall 2019. (GFEC December 2018)

Named Options

• Agricultural and Applied Economics MS Named Option “Professional Option”. Effective Fall 2019. (GFEC October 2018)
• Biomedical Engineering MS Named Option “Accelerated Program”. Effective Fall 2019. (GFEC October 2018)
• Biomedical Engineering MS Named Option “Biomedical Innovation, Design, and Entrepreneurship”. Effective Fall 2019. (GFEC October 2018)
• Educational Leadership and Policy Analysis MS Named Option "Educational Policy Analysis & Evaluation". Effective Fall 2020. (GFEC May 2019)
• Educational Leadership and Policy Analysis PhD Named Option "Educational Policy Analysis & Evaluation". Effective Fall 2020. (GFEC May 2019)
• Educational Leadership and Policy Analysis PhD Named Option "Higher Education". Effective Fall 2020. (GFEC May 2019)
• Educational Leadership and Policy Analysis PhD Named Option "K-12 Leadership". Effective Fall 2020. (GFEC May 2019)
• Educational Psychology MS Named Option “Educational Specialist in School Psychology”. Effective Fall 2019. (GFEC September 2018)
• Electrical Engineering MS Named Option “Professional”. Effective Fall 2019. (GFEC September 2018) [Note: GFEC approved this effective Spring 2019, but it was amended by UAPC for Fall 2019]
• Mechanical Engineering MS Named Option “Research”. Effective Fall 2019. (GFEC September 2018)
• Special Education MS Named Option “Research and Theory”. Effective Fall 2019. (GFEC February 2019)
• Special Education MS Named Option “Teacher Certification”. Effective Fall 2019. (GFEC February 2019)

Graduate/Professional Certificates
• Graduate/Professional Certificate in Community-Engaged Scholarship. Effective Fall 2019. (GFEC December 2018)

Capstone Certificates
• Capstone Certificate in Community and Nonprofit Leadership. Effective Fall 2019. (GFEC May 2019)

Renamed
Doctoral/Master’s Degrees/Doctoral Minors
• “Rehabilitation Counseling” to “Clinical Rehabilitation Counseling” MS from the Department of Rehabilitation Psychology and Special Education. Effective Spring 2019. (GFEC November 2018)
• “Social and Administrative Sciences in Pharmacy” to “Health Services Research in Pharmacy” MS/PhD from the School of Pharmacy. Effective Fall 2019. (GFEC November 2018). [Note: the new name was changed from the originally-proposed “Health Services Research and Policy” prior to the UAPC vote.]

Restructured
Doctoral/Master’s Degrees/Doctoral Minors
• Business: Supply Chain Management MS curriculum restructured. Effective Fall 2019. (GFEC December 2018)
• Folklore Doctoral Minor academic home moved from the Department of Comparative Literature and Folklore Studies to the Department of German, Nordic, and Slavic within the College of Letters and Science. Effective Fall 2019. (GFEC April 2019)

Capstone Certificates
• Foundations of Professional Development Capstone Certificate academic home moved from Engineering Professional Development to the College of Engineering. Effective Fall 2019. (GFEC April 2019)
• Power Conversion and Control Capstone Certificate academic home moved from Engineering Professional Development to the College of Engineering. Effective Fall 2019. (GFEC April 2019)

Admitting Status Changed
Doctoral/Master’s Degrees/Doctoral Minors
• Sociology MS to non-admitting. Effective Fall 2019. (GFEC May 2019)
Admissions Suspended

**Doctoral/Master's Degrees/Doctoral Minors**
- Development PhD. Effective Spring 2019. (GFEC November 2018)
- Physiology MS/PhD. Effective Summer 2019. (GFEC May 2019)

**Named Options**

**Graduate/Professional Certificates**

Discontinued

**Doctoral/Master's Degrees**
- Art Education MA. Effective Fall 2019. (GFEC May 2019)
- Physiology MS/PhD. Effective Fall 2024. (GFEC May 2019)

**Named Options**

**Doctoral Minors**

**Graduate/Professional Certificates**
- Graduate/Professional Certificate in European Studies. Effective Spring 2019. (GFEC October 2018)
- Graduate/Professional Certificate in Material Culture Studies. Effective Summer 2020. (GFEC November 2018)

**Capstone Certificates**
- Capstone Certificate in French Studies at the Graduate Level. Effective Spring 2019. (GFEC October 2018)
- Capstone Certificate in International Politics and Practice. Effective Spring 2021. (GFEC December 2018) [Note: this item was amended to be effective Spring 2021]
Dear Colleagues,

As Dean of the Graduate School at UW–Madison, I lead our collective efforts in graduate education using three strategic pillars: service, diversity and engagement. We base our activities on campus on the pillars, which support a culture of excellence in graduate education and research. I am pleased to share our annual report with the campus community, as an opportunity to illustrate some of our accomplishments across these core areas.

We provide exceptional service to graduate students, faculty, and staff in over 260 master’s and doctoral programs. This year we increased access to data by launching interactive dashboards of career outcomes for our graduates (the second most popular campus data visualization, with over 47,000 views to date) and “at a glance” statistical views of admissions, enrollment, and degrees. We distributed over $1,000,000 for graduate student research and conference travel – our largest-ever Vilas Trust allocation. And we improved our admissions application system, cross-trained staff, and developed new recruitment resources, all in direct response to faculty and graduate program coordinator needs.

We strive to increase graduate student diversity and ensure inclusivity for our over 9,200 enrolled master’s and doctoral students. Inclusivity efforts for graduate students continued in force, ranging from events hosted by the Multicultural Graduate Network to new training on how to recognize and reduce implicit bias. We initiated a Graduate School Engagement, Equity, and Diversity Committee charged with determining better ways to engage staff and promote equitable practices among employees. Our long-standing involvement in the Edward Alexander Bouchet Graduate Honor Society continued, and we attracted our largest incoming GEM Fellow class for fall 2019.

We seek innovative opportunities for engagement with the graduate education community. This year we added a critical new staff position, shared with the Office of the Dean of Students, which is responsible for assisting graduate students with issues ranging from mental health to grievance and beyond. We increased the volume of news stories and alumni profiles published on our website and promoted through social media, aimed at building awareness of the world-changing research of our graduate students and alumni. We assessed our e-newsletter strategy across segmented audiences, and more fully utilized social media engagement for community building. We partnered with the School of Medicine and Public Health in the creation of the Office of Training Grant Support, a critical cross-campus endeavor to support our existing National Institutes of Health-funded training grants as well as position us to be competitive for new training grants on the leading edge of life science discovery.

Finally, we announced this year that UW–Madison has risen to first in the nation for the number of doctoral degrees conferred – a point of pride because we are now top in quantity as well as quality, and because each year over 800 new UW–Madison PhD holders impact the world through their research, scholarship, and practice. I am proud of the accomplishments of our graduate students, and I appreciate the dedication of the Graduate School staff, faculty, and program staff who support them.

I hope you will agree that it has been another successful year, as you read the following report.

William J. Karpus
Dean of the Graduate School
Professor of Pathology and Laboratory Medicine
University of Wisconsin–Madison
Service

Advance graduate admissions
• Implemented new efficiencies: upgraded Applicant Review, digitized processes, and cross-trained staff
• Redesigned program profiles as “at a glance” statistical views of admissions, enrollment, and degree completion data
• Developed an expanded collection of recruitment resources for programs

Bolster student funding
• Allocated over $1M from the Vilas Trust, supporting 972 graduate students’ research and conference travel
• Announced the sixth consecutive annual increase to TA stipends

Promote academic excellence
• Conferred over 800 PhDs and 2,000 master’s degrees
• Assisted nearly 750 students with actions to support academic progress
• Sustained commitment to high academic standards through the program approval and review work of the Graduate Faculty Executive Committee
• Participated in the creation of a graduate assistant policies document
• Launched work on the Graduate Student Tracking System project

Support career success
• Addressed a range of skill development and career topics within the DiscoverPD competencies framework
• Administered large-scale surveys of current students and alumni and published the first of a series of data briefs, as part of the Council of Graduate School (NSF- and Mellon Foundation-funded) PhD Career Pathways project
• Published a data profile of UW-Madison PhD alumni and postdoctoral researchers, as a founding member of the Coalition for the Next Generation of Life Sciences

Diversity

Foster inclusive experiences
• Hosted a Multicultural Graduate Network mixer/luncheon series for students from underrepresented or marginalized identities
• Continued successful programs such as the Edward Alexander Bouchet Graduate Honor Society and Peer Mentor Awards
• Developed an interactive workshop on recognizing and reducing implicit bias using evidence-based strategies
• Supported programs in recruiting UW’s largest incoming GEM Fellow class
• Started an Engagement, Equity, and Diversity Committee for Graduate School employees

Increase graduate student diversity
• Produced customized data reports for individual and comparative review of the Graduate Research Scholar Communities
• Led the university effort to become a member of the National Name Exchange
• Had a higher than average success rate for Institute for Recruitment of Teachers graduate applicants
• Supported the Chemistry Department in applying for the American Chemical Society Bridge Program

Engagement

Build meaningful connections
• Increased social media engagement and piloted a newsletter for distance learning graduate students
• Hosted topical brown bags for graduate program coordinators
• Partnered with the School of Medicine and Public Health in the creation of the Office of Training Grant Support

Improve data access and transparency
• Added interactive data dashboards of career outcomes for PhD graduates to the Graduate School Explorer
• Streamlined PhD Exit Survey reports, produced more than 80 custom reports, and developed a current Doctoral Student Experience Survey
• Raised graduate program coordinators’ awareness of data tools and resources

Highlight the impact of graduate education
• Featured stories of graduate students making an impact throughout the state and beyond, often in coordination with larger university campaigns and the national Council of Graduate Schools
• Aligned alumni career profiles to the career outcomes categories of the Council of Graduate Schools PhD Career Pathways project

Support graduate student well-being
• Implemented a new shared staff position with the Office of the Dean of Students, charged with supporting graduate students struggling with academic and personal issues
• Extended student onboarding initiatives through the first semester and launched a website for new graduate students
• Examined policy in light of emerging issues and needs of the graduate education community

at a glance

Degree programs offered:
158 master’s | 109 doctoral

Enrollment (fall 2018):
4,124 master’s + 5,310 doctoral
9,212 total graduate students
(students enrolled in both master’s and doctoral programs simultaneously are counted once in the total)
ADVANCE GRADUATE ADMISSIONS

The Graduate School continued a multi-year effort to transition away from paper-based admission processing, and in 2018-19 achieved an almost entirely electronic system, with the exception of international transcript collection. Staff members are partnering with International Student Services on a new software system that will go live in the next year to make international financial processing easier for the applicant and Graduate School staff. Staff members updated documentation, underwent cross-training to provide more efficient service, and held training sessions on the admission system Applicant Review that fostered best practices sharing among graduate program coordinators.

The Graduate School released an upgrade of Applicant Review. Improvements include faster page load time and response to a number of program requests, such as the ability to impersonate an applicant, an inline training manual, the ability to attach PDFs to email templates and copy others, and an Advanced Opportunity Fellowship filter option on all pages. Moving the student status check response within the processing workflow led to quicker response time, so that programs know applicants’ intentions sooner.

The Graduate Program Profiles were redesigned to be one-page “at a glance” statistical views of admissions, enrollment, and completion data for each degree program. The reports and metrics are consistent with peer institutions nationwide.

With input from graduate program coordinators, the Graduate School developed an expanded toolkit to help programs recruit top prospective students. Staff created new printed materials about the reputation of UW–Madison and the benefits graduate assistants receive on campus, which programs have used for visit days. The recruitment toolkit includes lists of helpful campus websites, eye-catching videos, and social media accounts that help programs give students a better sense of what it’s like to be a Badger.

The Competitive Counteroffer program continued to be successful in aiding attendance commitments by the best graduate student applicants. The one-time stipend supplement of $5,000 to applicants with offers from top peer institutions resulted in a 46% acceptance rate. These individuals chose UW–Madison over the University of Michigan, University of Pennsylvania, University of Chicago, and other top universities.

BOLSTER STUDENT FUNDING

The Graduate School developed over 100 custom, program-level data reports to support preparation and review of applications to the Graduate Student Support Competition, the primary process through which graduate programs request fellowship and recruitment funds from the Graduate School.
This year marked the largest allocation to date from the Vilas Trust: over $1,000,000. The Graduate School broadened eligibility criteria to include all full-time graduate students and provided 972 awards for travel to conduct research or present their research at conferences. Awards were made to support other needs that arose, such as funding for students to re-collect data damaged by building flooding in January and February 2019. The Graduate School supported 16 graduate students to attend the Association of Asian American Studies conference hosted by UW–Madison.

The Graduate School-led effort to increase university investment in graduate assistants continued. The latest minimum stipend increase announced this year, to $20,000 for 50% academic year teaching assistant appointments, places UW–Madison above the estimated Association of American Universities peer median. Graduate assistants also receive full tuition remission, valued at approximately $15,000 annually, and eligibility for reduced-cost state group benefits like health insurance.

The newly released Graduate Assistant Policies and Procedures document provides formal guidance on employment-related matters for graduate student teaching and project assistants and their supervisors. Consistent with university values of shared decision making, the document came out of a two-year collaborative process involving graduate students, faculty, staff, and administration.

### PROMOTE ACADEMIC EXCELLENCE

The Graduate Faculty Executive Committee (GFEC) sustained its commitment to high academic standards for graduate study at UW–Madison. The GFEC reviewed six notices of intent to plan new master’s degrees, a significant increase from recent years. Additional governance actions include:

- Established 21 new awards: 1 degree, 1 minor, 17 named options, 1 graduate/professional certificate, 1 capstone certificate
- Restructured: 2 master’s degree programs, 2 capstone certificates, and 1 minor: changed 1 admitting status
- Suspended: 2 PhD programs (including 1 associated MS), 3 named options, 1 graduate/professional certificate
- Discontinued: 1 PhD program (including 1 associated MS), 1 MA degree program, 1 doctoral minor, 1 named option, 4 graduate/professional certificates, 3 capstone certificates

The Graduate School conferred over 800 PhD and 2,000 master’s degrees and assisted almost 750 graduate students with action processes to support academic progress.

The Graduate Student Tracking System project was launched. The cross-campus project team worked with partners to ensure efforts are synchronized with the Student Information System, and reached its first major milestone by rolling out the Minimum Credit Requirements functionality of GSTS to all graduate programs.

Improvements were made to enhance student and graduate program coordinator experiences in accessing critical processes through technology. The graduate portal, for example, is undergoing a redesign that will improve user experience and streamline functionality.
Service

SUPPORT CAREER SUCCESS

As a participant in the Understanding PhD Career Pathways for Program Improvement project led by the Council of Graduate Schools, the Graduate School administered large-scale surveys of current PhD students and alumni. These surveys collected a range of data on career plans among current students as well as employment outcomes among alumni. In July 2019 the school will publish a data brief comparing PhD students’ aspirations with employment outcomes of alumni, the first in a topical data brief series from the Career Pathways project.

Professional development programming from the Graduate School continued to address a range of skill development and career topics within the DiscoverPD framework. For example, this year marked the third iteration of the project management workshop for graduate students, which continues to be a strong draw for those seeking to manage their work in graduate school and prepare for leadership roles after graduation. Another event, “How Graduate Students Can Build a Personal Brand: Standing Out in a Crowded Job Market,” taught students to leverage their own interests and research to connect with a wide network of potential employers and references.

To help build student awareness of the university’s new subscription to the National Center for Faculty Development and Diversity, Karen Kelsky of The Professor Is In presented to students preparing for tenure track faculty careers. Students engaged Dr. Kelsky on a lively, virtual Q&A, and nearly all respondents reported leaving with greater understanding of how to succeed on the academic job market.

The Graduate School published a web-based interactive data profile of UW–Madison postdoctoral researchers, in collaboration with the Office of Postdoctoral Studies. This is part of the Coalition for the Next Generation of Life Sciences project, which provides accessible data on graduate students’ and postdoctoral researchers’ career outcomes. Additionally, the UW Survey Center collected data on the first career destinations of postdoctoral researchers after they complete their training at UW–Madison, which will be added to the data visualization in summer 2019.

The Graduate School continued to widely promote and analyze use of DiscoverPD, which in addition to establishing professional development competencies for graduate students, offers a self-assessment and recommendations report. In an effort to continuously improve professional development opportunities for graduate students, the Graduate School hired user experience experts to determine key enhancements that will be made to DiscoverPD in the upcoming year.
FOSTER INCLUSIVE EXPERIENCES

Inclusivity efforts for graduate students included continuation of the Multicultural Graduate Network (MGN) mixer/luncheon series for those from underrepresented or marginalized identities, as well as new initiatives around social justice training in partnership with the Multicultural Student Center. The MGN partnered with University Health Services to initiate a support group for graduate students of color.

In collaboration with the Women in Science and Engineering Leadership Institute, the Graduate School developed a new addition to its core Welcome Week activities: an interactive workshop for graduate students on how to recognize and reduce implicit bias using evidence-based strategies.

Three graduate students received Peer Mentor Awards and one additional student received honorable mention at the Bucky’s Awards Ceremony hosted by the Center for Leadership and Involvement. Selection criteria emphasized mentoring students from underrepresented or marginalized populations.

The Graduate School inducted five new graduate student members into the Edward Alexander Bouchet Graduate Honor Society. A total of 45 graduate students and postdoctoral researchers have been inducted since inception of UW–Madison chapter in 2010. The Bouchet Seminar Series continued, with presentations by members and informational sessions on applying for membership to help interested applicants prepare strong self-nominations.

The university recruited its largest incoming GEM Fellow class in spring 2019 for enrollment in academic year 2019-20, through efforts initiated by the Graduate School. Eight GEM Associate and two GEM Full Fellows will arrive on campus in fall semester 2019, joining the nine GEM Fellows already on campus.

The Graduate School hosted two students through Mellon-funded Associated Colleges of the Midwest-Big Ten Academic Alliance Graduate School Exploration Fellowship (GSEF) initiative in summer 2018, and will have one GSEF student in summer 2019 through the Summer Education Research Program.
Diversity

The Graduate School Engagement, Equity, and Diversity Committee, composed of staff representatives from each unit, was formed and recommended to leadership better ways to engage staff and promote equitable practices.

INCREASE STUDENT DIVERSITY

The Graduate School produced customized data reports for individual and comparative review of the Graduate Research Scholar Communities, with plans for follow-up student focus groups to be administered by the UW Survey Center. This is the planned follow-up from the first ever program review of the eight Graduate Research Scholar Communities in 2018.

The Graduate School supported the Chemistry Department in applying for the American Chemical Society (ACS) Bridge Program and participated in an ACS site visit after the university was selected as a finalist. This program will admit four students to the Chemistry MS degree with first-semester support provided by the Graduate School. The goal of the program is to provide education and research experiences that will allow the students to transition to the PhD.

Additionally, 10 of 16 Institute for Recruitment of Teachers applicants to UW–Madison were admitted, which is more successful than usual.

Through efforts led by the Graduate School, the university was voted into membership in the National Name Exchange, a consortium of universities that share names of promising underrepresented minority undergraduates who self-select for potential recruitment into graduate study.

at a glance

Enrolled graduate students:

<table>
<thead>
<tr>
<th></th>
<th>Arts &amp; Humanities</th>
<th>Biological Sciences</th>
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</table>
**Engagement**

**BUILD MEANINGFUL CONNECTIONS**

The Graduate School ran an engagement campaign on Facebook and Twitter during Graduate Student Welcome Week. Through the use of event hashtags, photo galleries, in-the-moment posts, and a Snapchat filter, the campaign resulted in students, staff, and faculty engaging with social media at a higher rate than average.

To further support graduate program staff, the Graduate School in partnership with the Graduate Coordinator Planning Committee hosted a series of monthly, topical brown bags for graduate program coordinators. The series came out of feedback from coordinators who wanted discussion-based space to interact with one another and Graduate School staff.

The Graduate School partnered with the School of Medicine and Public Health in the creation of the Office of Training Grant Support. This will be a critical cross-campus endeavor to support the continuation of existing National Institutes of Health-funded training grants as well as position UW–Madison to be competitive for new training grants on the leading edge of life science discovery and graduate education.

**IMPROVE DATA ACCESS AND TRANSPARENCY**

The new iteration of the Graduate School Explorer data visualization includes interactive dashboards of career outcomes for PhD graduates, across employment sector, type, and location at the time of graduation as well as five and fifteen years beyond. This is the second most viewed interactive data visualization at the university (after the Dean’s List) with 47,000 views since its publication in January 2018.

The Graduate School streamlined its annual PhD Exit Survey reports, which now feature a table of contents and better organization of tables by thematic sections. The school produced custom reports for over 80 degree programs, each...
Engagement

HIGHLIGHT THE IMPACT OF GRADUATE EDUCATION

Contributing to a campus-wide initiative to showcase how UW changes lives throughout the state, the Graduate School highlighted the stories of graduate students who are making an impact. These stories were shared across campus channels and social media to spread awareness of the important work of graduate students, particularly to Wisconsin residents and lawmakers.

In addition, the school continued to elevate graduate student success stories year round, celebrating students’ accomplishments with news features that were often shared across campus. For example, when campus celebrated the 20th anniversary of the isolation of human embryonic stem cells, a Graduate School story highlighted the research that draws graduate students to UW–Madison, and featured three outstanding graduate student researchers.

The Graduate School reorganized its collection of alumni career profiles to fit into the career outcome categories of the Council of Graduate Schools Career Pathways project. By providing direct, recent examples of alumni in each career sector, the collection helps students explore career options, and supplements Career Pathways data with people-focused stories. The new profiles added this year took on a Q&A format, providing alumni with a direct way to give current graduate students advice about their career paths and skills development.

Graduate School staff served on the campus data community and governance bodies to develop common, standardized data definitions, tools, and reporting conventions. These groups include the Business Intelligence Community of Experts Tableau User Group, UW–Madison Reporting and Analytics Project, Tableau Developer Community, and the Data Integrity Group.

47,000+
views of the Graduate School Explorer,
2nd most popular data view at UW

school/college, and academic divisions. A new Doctoral Student Experience Survey will collect information from PhD students earlier in their careers, in addition to the long-standing Exit Survey. The school will use these data to analyze experiences and participation for program improvement.

Through various presentations, Graduate School staff raised graduate program coordinators’ awareness of data tools and resources available to them for internal program review and continuous improvement efforts, at the same time providing data reporting and analysis services to individual graduate programs, often to support internal improvement. The Graduate School created three new web-based data query tools available to campus employees to assist with program administration, produced as part of the campus Query Library replacement project.
Engagement

SUPPORT STUDENT WELL-BEING

In a partnership between the Graduate School and the Office of the Dean of Students, a new shared position began work in the fall semester, providing a critical resource for over 60 graduate students seeking support for a range of issues from mental health to early stage grievance resolution. Together with Graduate School staff, this position also engaged graduate program coordinators to bolster their ability to support graduate students.

The Graduate School hosted Welcome Week for new and continuing graduate students, which featured workshops on productivity tools, time management, and career development. The week included New Graduate Student Welcome, attended by hundreds of new graduate students, as well as the annual Graduate School Degree Dash run/walk open to all members of the graduate education community and family members.

A new website, Graduate Student Life, helps prospective and new graduate students navigate questions about housing, living in Madison, enrolling in classes, and student life at UW-Madison. The Graduate School collaborated with new partners in the Office of Sustainability and University Apartments to add more valuable information to this guide, including a section for partners of graduate students relocating to Madison.

To continue onboarding efforts throughout the first semester, new graduate students received a series of emails that provided in-depth information about campus. Emails in this series focused on how to get involved on campus, campus resources including incident reporting processes, professional and career development for graduate students, and mental health and well-being.

The Graduate School is examining policy in light of emerging issues and needs of the graduate education community. To this end, staff continue to work with units across campus on graduate student well-being and to advocate for graduate student needs across campus departments, schools, and colleges, University Health Services, International Student Services, the Dean of Students Office, and beyond.

Additionally, University Health Services partnered with the Graduate School to present a very popular workshop during Welcome Week, “Flourishing in Graduate School: How to Manage Stress and Maintain Your Mental Health.” The workshop introduced students to strategies to cope with the psychological challenges of graduate school.
Discontinuation of the Department of Engineering Professional Development (EPD) and Merge Functions into an Office in the College of Engineering Dean’s Office

The Department of Engineering Professional Development Executive Committee voted on December 20, 2018 to dissolve the department and transition to an office. The College of Engineering Academic Planning Council approved the discontinuation of the Department of Engineering Professional Development on February 20, 2019. The University Academic Planning Council approved discontinuation of the Department of Engineering Professional Development on April 18, 2019. Full documentation is posted here: [https://apir.wisc.edu/academic-planning/uapc-meeting-information/april-18-2019/](https://apir.wisc.edu/academic-planning/uapc-meeting-information/april-18-2019/)

Department discontinuation follows an external review of the department and subsequent departmental approval to restructure as the Office of Engineering Professional Development. Related work includes:

- Transfer of remaining 4 tenured faculty members to other departments. (Approved)
- Request to transfer the EPD subject listing UDDS to the College of Engineering (Department). (Submitted concurrently, effective Spring 2020, UAPC vote on April 18, 2019 approved)
- Proposals to move the academic home of certificates housed by EPD: Undergraduate Certificate in Technical Communication (CERT706), Technical Japanese Studies for Undergraduates (CERT390), Capstone Certificate in Power Conversion and Control (UNCS393), and Capstone Certificate in Foundations of Professional Development (UNCS396). (Submitted concurrently, effective Fall 2019, UAPC vote on April 18, 2019 approved)
- Proposals to move the Master of Engineering programs to the Office of Engineering Professional Development, to be associated with the Dean’s Office, College of Engineering.

This restructuring will enable the newly established Office of Engineering Professional Development to better serve the needs of students, the state of Wisconsin, and industry partners. Discontinuation of the Department of Engineering Professional Development would take effect Summer 2020.

The department underwent a review that included an external committee of visitors in 2017. The following are highlights of recommendations from this committee:

- [Department of] EPD is doing ok, but is fairly tactically focused. They have managed to find a set of faculty who work with them and have been opportunistic in this regard. However, there are some brittle spots across program offerings where looking at gap analysis could allow them to be more strategic as well as better aligned with the College.
- The culture of [Department of] EPD, CoE, and the University seems steeped in tradition, not unlike many universities. Determining what are the needs of current and future students/industry (stakeholders) and beginning to make preparations to meet those needs present opportunities.
- The existing online strategy seems to be a ‘bolt-on’ to the College and University, a financial goal, rather than a strategy. With the rich history in Wisconsin, home to the Wisconsin Idea, a concept that the entire nation understands for access, many opportunities exist for creating the next kinds of access strategies that the State and other university stakeholders could utilize.
• Online strategy expertise exists in [Department of] EPD but not leveraged across College/University.
• [Department of EPD] is the front door to stakeholders of the university, bringing people to the faculty and university, but is not currently leveraged as much as it might enable.
• Sustainable growth comes best from scale, not always boutique and could tie to statewide efforts for industry cultivation.

The College of Engineering is committed to continuing to provide high quality educational programs as part of its commitment to life-long learning. Based on the departmental review and additional analysis, the College of Engineering developed a proposal to discontinue the Department of Engineering Professional Development and restructure the functions into an Office of Engineering Professional Development with the College of Engineering dean’s office. As approved in the full proposal (approved by UAPC in April 2019), tenure-track and non-tenure-track faculty positions will be allocated to the academic units to meet the growth in demand from undergraduates for engineering degrees and to continue the discovery of engineering solutions to challenges of national and societal importance; The continuing education efforts, including staffing of the programs, must become integral to the broader educational mission of the CoE; The continuing engineering educational efforts will become more agile, offering a broad array of programs that are relevant to the customer base, and developing new offerings rapidly in emerging areas; The continuing engineering efforts will more fully realize their opportunity to serve their focus audiences and generate appropriate levels of revenue. The Office of Engineering Professional Development (OEPD), is led and managed by an Associate Dean who reports to the Dean.
I. Statement of Committee Functions

The Campus Diversity & Climate Committee (CDCC) is a shared governance committee that:

1. Advises the administration, faculty, staff, and students on campus diversity and climate which, as noted in the UW-Madison Institutional Statement on Diversity, is a source of strength, creativity, and innovation for this campus. The CDCC values the contributions of each person and respects the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. As part of that community, the CDCC is committed to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

2. Works collaboratively with and advises the Vice Provost for Diversity and Climate/Chief Diversity Officer to provide direction and accountability for the implementation of university diversity plans.

3. Provides for faculty, staff and student participation in long-range planning and serves as a gateway of information to and from shared governance communities.

4. Reviews campus committees pursuing discrimination goals regarding missions and coordination.

5. Meets with campus leadership to discuss policy and progress on climate and diversity.

6. Works with the Office of the Vice Provost for Diversity and Climate/Chief Diversity Officer to plan the annual campus-wide policy and progress forum.

7. Makes policy recommendations.

8. Reports annually to the Faculty Senate, Academic Staff Assembly, University Staff Congress, and the current student governance body.

9. Provides updated reports to all shared governance groups of the students, staff, faculty, and to the general public.

The committee’s “Operating Procedures” (18 September 2018) are available upon request from the Office of the Secretary of the Faculty.

Professor Alberta M. Gloria (Counseling Psychology) and Director of Admissions Sir Williams (Law School) co-chaired the committee in Fall 2018. Professor Alberta M. Gloria and Douachong Lee (Student Affairs, College of Letters & Science, University Housing) are co-chairing the committee in Spring 2019.

Nasia Safdar (Medicine) and Director of Education and Faculty Development Tetyana Schneider (Ophthalmology and Visual Sciences) have been elected to serve as faculty and academic staff co-chairs, respectively, in 2019-2020.

II. Acknowledgement of Partnerships

The CDCC highly values campus partnerships and connections that have improved our work. We extend our sincere appreciation and thanks to the following individuals who have partnered with the CDCC in 2018-2019, devoting time and energy to deepen our work and to extend our reach across the university: Assistant Dean Tom Browne (College of Agricultural & Life Sciences) and Director of Diversity Affairs Mel Freitag (School of Nursing), both Campus Diversity Officers (MDCs) who served on the Academic Success subcommittee; Communications & Community Relations Director Esty Dinur (Wisconsin Union) and Director of Communications Mary Carr Lee (DDEEA), who served on the Diversity Forum subcommittee; and Assistant Chief Kari Sasso (UWPD), who served on the Policy subcommittee.

continued
Our structural partnership with the Division of Diversity, Equity & Educational Achievement has been particularly important. We greatly value our ongoing collaboration with Deputy Vice Chancellor, Vice Provost and Chief Diversity Officer Patrick Sims and his leadership team, especially Assistant Vice Provost Sherri Charleston and Chief of Staff Edward Brown, and thank them for their partnership with the CDCC.

We thank this year’s presenters to the CDCC -- all colleagues who share daily in the work of creating a more inclusive, engaged, and supportive campus, where individuals can learn to understand and bridge differences as well as explore shared interests and identities:

- Gia Gallimore, Director of Diverse Alumni Engagement, WFAA
- David Nelson, Senior Managing Director, Engagement Programs, WFAA
- Carrie Welsh, Director, Discussion Project
- Stephen Quintana, Professor & Chair, Counseling Psychology and Director, Diversity Dialogues
- Aaric Guerriero, Program Director, Inclusion Education, CFYE
- Aaminah Long, Program Coordinator, Inclusion Education, CFYE
- Lori Reesor, Vice Chancellor for Student Affairs
- Cindy Holzmann, Associate Director for Academics & Inclusion, University Housing
- Cleda Wang, Assistant Director of Residence Life for Inclusion, University Housing

Finally, we thank other units who have expressed interest and support for the committee’s work, which include Department of Athletics, Office of Enrollment Management, and Department of Classical & Ancient Near Eastern Studies.

III. Current Activities

**Campus Climate Survey Task Force Recommendations.** The CDCC committed in 2017-2018 to work on **Recommendation 1. Ensure inclusive learning environments.** Subcommittee efforts this year have centered on how to promote rich and inclusive learning environments, in and beyond the classroom. In addition, members and friends of the CDCC participated in a joint meeting hosted by the Division of Diversity, Equity & Educational Achievement (19 December), at which the CDCC, Committee on Women in the University, Campus Diversity Officers (formerly MDCs), and Equity & Diversity Committee chairs, provided progress reports and Assistant Vice Provost Sherri Williams presented a refresher on Campus Climate Survey findings and timeline for Round 2, in 2020. She asked committee members and friends to imagine: “What will it look like to achieve positive change between 2016 and 2020 across the seven recommendations?

**Academic Success.** Subcommittee members consulted with Assistant Director for Advising Technology & Assessment Jeff Shokler (Office of Undergraduate Advising), Campus Crossroads advisors, Campus Diversity Officers (MDCs), and other campus partners about using new Starfish advising software to its full potential exploring uses for communication and retention purposes as well as implementing scheduling functions. They advocated for developing more formal interdisciplinary advising networks. Subcommittee member Brian Yandell participated on a Learning Analytics work team convened by Vice Provost for Teaching & Learning Steve Cramer and DoIT Director of Academic Technology Linda Jorn. The team has adopted values that will inform policy development, including beneficence, transparency, privacy and confidentiality, and inclusivity and equity.

**Diversity Forum.** UW-Madison’s 2018 Diversity Forum, *Beyond the Numbers – Relationships, Retention and Reality* attracted more than 1200 faculty, staff, students, and community members. Dr. Talithia Williams – an American statistician and mathematician who researches the spatiotemporal structure of data, and the first black woman to achieve tenure at Harvey Mudd College – delivered a well-received keynote address: “Power in Numbers: Data-Driven Decision Making for Inclusive Education.” Forum participants attended four blocks of break-out sessions on topics including: efforts
to improve policing, Trans/Forming allyship and increasing availability of gender inclusive restrooms, University Health Services’ *Color of Drinking* survey and the 2019 AAU survey on sexual assault and sexual misconduct, future directions for UW-Madison’s cultural centers, campus wellness and mental health support, masculinity and men’s role in promoting gender equity and social justice, the 25th anniversary of CeO, workshops on hostile and intimidating behavior, mindfulness/meditation for individuals working for social justice, and the role of families in supporting first year students. A late night forum held on 26 November, attracted 300 second and third shift employees and featured a keynote address by Chief Kristin Roman (UWPD) that was translated into Spanish, Hmong, Tibetan, Chinese, and Nepalese. Presentation topics included: VCFA Engagement, Inclusion & Diversity (EID) Council updates and recent successes; an overview of DDEEA Strategic Priorities; and university and community resources, featuring the Wisconsin Tibetan Association, Hmong Community, Cultural Linguistic Services, Learning and Talent Development, Chinese Association. In Spring 2019, the planning team is analyzing responses to a 6 month post-event survey and that will inform preparation for UW-Madison’s Fall 2019 Diversity Forum. John Quiñones, ABC News correspondent and creator and co-host of the “What Would You Do?” hidden camera television series will be the keynote speaker for Fall 2019 Diversity Forum.

**Leadership Meetings.** Subcommittee members partnered with CDCC leadership to organize six presentations to the full committee, thematically linked by speakers’ efforts to engage and educate important constituencies, on and beyond campus.

In October, WFAA Diverse Alumni Engagement Director Gia Gallimore provided a detailed and comprehensive report on intentional and strategic outreach to alums of color (~1,800 in Milwaukee, ~4,000 in Madison, ~2,500 in Chicago). This engagement initiative includes efforts to record race and ethnicity for alums graduating before 1977, an Alumni Notes project through which graduates are invited to “Share Your Story,” and a new Badger Vibes publication launched in Winter 2018. WFAA launched a Diversity Council including members of established affinity groups in Fall 2019.

In November, Discussion Project Director Carrie Welsh (School of Education) described how the Discussion Project, launched in 2017, prepares faculty and instructional academic staff to teach students discussion skills that will enhance their educational experience and support effective interpersonal interactions during and after college. To date, more than 70 faculty, in three cohorts of instructors representing 30 departments, have completed the program. Two additional cohorts will complete the program in 2019-2020. Participants invest two full days before the semester begins and ½ day mid-semester to learn how to get students talking, design effective small group discussions, facilitate whole group discussions, address ethical issues related to discussion, and attend to individual and group needs. Three support tools help faculty members expand use of discussion in their classrooms: a grouping tool, a process of individualized observation and coaching/feedback, and student surveys. Pre- and post-surveys of instructors and students measure project effectiveness. The Discussion Project recently received a $1M Mellon grant to scale up the program and test effectiveness in different institutional contexts (including implementation at Historically Black College and Universities and Hispanic Serving Institutions).

In January, Program Director Aaric Guerriero and Program Coordinator Aaminah Long provided an overview of Inclusion Education efforts offered through the Center for First Year Engagement (CFYE), focusing on *Our Wisconsin*, a program that has grown significantly since its inception in 2016. Currently, 110 facilitators provide approximately 135 three-hour workshops over a period of three weeks in early Fall semester. Aaric works with faculty and staff facilitators to define and promote inclusive educational practices. Aaminah focuses on program development and logistics, and on mentoring and guiding facilitators’ leadership growth. Facilitators have and/or develop a skill set to navigate spaces with learners gaining new knowledge, self and other awareness, and skills (i.e., cultural competencies) who in the process of learning may experience emotional resonance with topical discussions and identify new areas of growth. In particular, the program curriculum attends to issues of intersectionality of identities. The *Our Wisconsin* team provides new venues and
interactions to create a sense of belonging within residence halls and (re)define how each person defines and engages “home.” The program is highly encouraged for all first-year students.

In February, Professor & Chair of Counseling Psychology Steve Quintana overviewed Diversity Dialogues, a program that helps students to understand the learning utility of dialogue. Dialogue is the practiced skill set of allowing oneself to “be changed by what we hear” rather than arguing to move the listener to adopt the speaker’s position. Program facilitators are graduate students who are trained in specific interpersonal process and group skills. Diversity Dialogues have been offered for more than a decade. During this period, more than 7,000 undergraduates have participated. The program serves students in Ethnic Studies classes, general education courses, several UW-Madison departments and units, some community agencies, and the Madison Metropolitan School District, working to improve the climate for work and learning. A 90-minute one-time intervention, 8 to 12 students/participants and two facilitators dialogue about topics of diversity. Paired participants listen to narratives without offering responses or asking questions, with the intended focus on learning new perspectives and reflection of self in relation to other. This practice, founded on principles of critical intergroup contact theory, allow participants to identify “growth edges” and to engage in open dialogue about emerging themes and challenges.

In April, Vice Chancellor for Student Affairs Lori Reesor met with the CDCC. She shared her integrative vision for the new position of Vice Chancellor for Student Affairs, guided by principles of caring about the whole student, learning in and beyond the classroom, and treating all students with dignity and respect. She provided a progress report on the Dean of Students search and on an ongoing reorganization of the Division of Student Life, inviting feedback from the committee about the thematic groupings and administrative structures proposed by her internal team in consultation with campus stakeholders: Identity & Inclusion (Gender & Sexuality Campus Center, International Student Services, McBurney Disability Resource Center, Multicultural Student Center); Health & Wellbeing (Recreational Sports, University Health Services), Student Advocacy (Office of the Dean of Students; Associate Students of Madison, Center for First-Year Involvement, Office of Student Conduct & Community Standards); Student Leadership and Community Engagement (Wisconsin Union, Center for Leadership and Involvement); Administrative Operations (Assessment, Communications and Marketing, Development and Alumni Relations, Finance and Budget, Human Resources). She has formed a Diversity, Inclusion & Social Justice committee to assess climate issues and workforce data and to give strategy and direction for future recruitment, climate, professional development and retention efforts. An associate vice chancellor will be appointed to coordinate diversity and inclusion efforts within the thematic structure and across the division. Vice Chancellor Reesor discussed a new task force addressing mental health services and considerations to provide increased levels and more effective services for students, including culturally relevant services. Members include students, faculty, and staff who are reviewing mental health resources and related supports at UW-Madison with a focus to provide recommendations for a comprehensive, multifaceted approach to the mental health needs of students. Finally, she provided an update on the second iteration of the AAU survey and approaches to create a safer and healthier campus culture.

In May, Associate Director for Academics & Inclusion Cindy Holzmann and Assistant Director of Residence Life for Inclusion Cleda Wang from the Division of University Housing presented an in-depth review of the diversity efforts in UW-Housing. Specifically, student demographics, staff training, the Center for Cultural Enrichment, learning communities, and additional diversity initiatives were discussed. UW-Housing serves approximately 92% of first-year students who reside in residential halls, with 22% living in one of ten learning communities. Learning communities have a residential floor or hall dedicated to a specific theme (i.e., BioHouse, Bradley, Chadbourne Residential College, GreenHouse, International, Multicultural, Open House, StartUp, The Studio, Women in Science & Engineering). Each learning community offers a variety of academic and social programs to foster critical thinking and engagement relative to each learning community. Residents are encouraged to enroll in the learning community seminar organized by a faculty director in support of learning community outcomes and goals. The Center for Cultural Enrichment hosts a variety of
cultural, academic, and social programming open for all residential students to participate. The center has increasingly been a space for student organizations to reserve and host programming. Residence Life has a dedicated emphasis on diversity competency when training their student staff members (e.g., housefellows). Other UW-Housing diversity initiatives include an Elders-in-Residence program.

**Policy Subcommittee.** Subcommittee members analyzed 2017-2018 school/college diversity and inclusion reports submitted to Provost Sarah Mangelsdorf and Chancellor Rebecca Blank, prepared a matrix of divisional efforts in key areas linked to *Campus Climate Survey Task Force* recommendations and implementation efforts, and drafted recommendations to university leadership for consideration by the full committee. In 2017-2018, the CDCC recommended staging opportunities for divisional representatives to interact and share best practices; campus level effort to identify promising practices and scale up selected efforts; and providing more precise prompts in future report requests. This year, the committee has focused on increasing learning opportunities for faculty, staff, and students; efforts to improve recruitment and hiring practices; creating safe spaces; learning how surveys and assessment tools are used to bring pilots to scale; and asking how strategies can be communicated to and adopted by other units. With respect to Campus Climate Task Force *Recommendation 1. Ensure inclusive learning environments*, CDCC discussion has centered on promising professional development opportunities for instructional academic staff and faculty (research informed programming with a formal evaluation component, evidence of positive outcomes); equity, inclusion, and diversity-focused course learning outcomes; construction of syllabi; and student evaluation and curriculum assessment efforts. The full committee discussed divisional reports and the reporting process in March and approved a draft report and recommendations to Chancellor Blank and Provost Sarah Mangelsdorf in April (Appendix: Memo to Chancellor Rebecca Blank and Interim Provost Jim Henderson Re: CDCC recommendations for 2019-2020 divisional diversity and inclusion reports, 13 June 2019).

**III. Current and Future Issues and Areas of Effort**

In 2019-2020, the committee will:

- Continue discussing recommended language updating the CDCC’s membership *(FPP 6.27.A.5-6.)*
- Collaborate with DDEEA to plan for and evaluate the 2019-2020 Diversity Forum
- Meet with university leadership to discuss CDCC recommendations related to divisional diversity & inclusion reports and discuss next steps
- Attend to Associated Students of Madison diversity & inclusion efforts
- Address priorities identified by the committee in Fall 2019
## V. Committee Membership

Campus Diversity & Climate Committee, 2018-2019

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<tr>
<td>Douachong Lee (co-chair)</td>
<td>L&amp;S Center for Academic Excellence</td>
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<td></td>
<td>UW Housing and Residence Life</td>
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<tr>
<td>Tetyana Schneider</td>
<td>Ophthalmology and Visual Sciences</td>
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</tr>
<tr>
<td>Liz Valentine</td>
<td>University Health Services</td>
<td>2017</td>
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<tr>
<td>Sir Williams</td>
<td>Law</td>
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<tr>
<td>Heidi Hakseth</td>
<td>Mercile J. Lee Scholars Program</td>
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<td>Juli Loker</td>
<td>Physician Assistant Program</td>
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<td>Kelly O’Ferrell</td>
<td>Center for Limnology</td>
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<td>Carol Pope</td>
<td>Center for the First-Year Experience</td>
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<th>Students:</th>
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<tr>
<td>Aina Athirah Ab Latip (undergraduate student)</td>
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<td>2018</td>
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<tr>
<td>Agalia Ardyasa (undergraduate student)</td>
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<tr>
<td>Kianna Goodwin (graduate)</td>
<td>School of Social Work</td>
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<td>Abrielle Ivancevich</td>
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<th>Community &amp; Alumni</th>
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<tr>
<td>Mary Beth Collins</td>
<td>Center for Community &amp; Nonprofit Studies</td>
<td>2016</td>
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<tr>
<td>vacant</td>
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<th>Ex-Officio/Non-Voting:</th>
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<tr>
<td>Patrick Sims</td>
<td>Office of the Provost/DDEEA</td>
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<tr>
<td>Lindsey Stoddard Cameron</td>
<td>Office of the Secretary of the Faculty</td>
<td>2016</td>
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</table>
Proposal to Update Faculty Policies & Procedures 6.27.A.
Campus Diversity & Climate Committee Membership

The Campus Diversity & Climate Committee and the University Committee recommend the following change to Faculty Policies & Procedures 6.27.A. to add representation of postdoctoral scholars and bring the committee’s membership into alignment with other diversity and inclusion-focused shared governance committees, including the Committee for Gay Lesbian, Bisexual, Transgender & Queer People in the University and the Committee on Women in the University.

Mark-up

6.27. CAMPUS DIVERSITY AND CLIMATE COMMITTEE

A. MEMBERSHIP. The Campus Diversity and Climate Committee shall consist of the following members:

1. Four faculty
2. Four academic staff
3. Four university staff
4. One postdoctoral scholar (research associate, postdoctoral fellow, or postdoctoral trainee), appointed by the Office of Postdoctoral Studies (VCRGE).
5. Four students
6. Two members representing community interests beyond campus appointed by the chancellor
7. Two members representing community and/or alumni interests appointed by the Wisconsin Alumni Association
8. The Vice Provost for Diversity and Climate/Chief Diversity Officer, ex officio, non-voting
9. Faculty, staff, alumni, and community representatives appointed under A.1, A.2, A.3., A.4., A.5., A.6., and A.7., shall serve three-year staggered terms, and may be reappointed to second consecutive three-year terms. Postdoctoral scholars and students selected under A.3., A.4., and A.5., shall serve renewable one-year terms.
10. The committee shall elect two co-chairs. One co-chair shall be elected from among the faculty members appointed pursuant to section A.1. The second co-chair shall be elected among the other shared governance groups appointed pursuant to Section A.2, A.3, and A.4, A.5.

No mark-up

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Resolution Objecting to the Composition of the University of Wisconsin System President Search and Screen Committee

WHEREAS, the Search and Screen Committee for the UW System President announced on November 1, 2019 consists of five Regents, one former Regent, two Chancellors, and one Provost, and includes no faculty, academic staff, or university staff members, and no students other than one student Regent; 

WHEREAS, the committee was announced just one week after President Cross announced his retirement with no outreach to faculty, academic staff, university staff, or students regarding the composition of the committee; 

WHEREAS, the composition of the Search and Screen Committee represents a significant departure from past practice, as past Search and Screen committees have consistently included multiple faculty, staff, and student members; 

WHEREAS, the System President makes decisions that affect all members of our campuses and the UW-System community; and 

WHEREAS, faculty, staff, and students are key stakeholders in the University of Wisconsin system, and can provide valuable perspectives on the role of the President that are distinct from those of the Board of Regents and System administrators; 

WHEREAS, the incoming System President will be best-served by having the support of an inclusive, rather than exclusive, search process; 

THEREFORE be it therefore RESOLVED that the Faculty Senate strenuously objects to the existing composition of the Search and Screen Committee for the new UW System President. 

Be it FURTHER RESOLVED that we call on the University of Wisconsin Board of Regents to have more balanced representation including faculty, academic staff, university staff, and students on the Search and Screen committee before the committee begins its work.
Resolution Endorsing the Wiscard Emergency Contact Resolution passed by the Associated Students of Madison

WHEREAS, over 200 universities including Ohio State, Northwestern University, University of Illinois, University of Maryland, UNC Chapel Hill, University of Richmond, Brown University, all universities in California, and many more, include “emergency service phone numbers” ranging from the National Suicide Hotline to the University Police number on student IDs;

WHEREAS, former Provost Sarah Mangelsdorf and the Vice Chancellor for Student Affairs Lori Reesor commissioned a Mental Health Task Force report (May 2019) which stated, “there is a growing need for relevant, sustainable, and accessible mental health services”;

WHEREAS, almost 15% of UW-Madison students have considered suicide at some point, according to a 2018 UW-Madison survey;

WHEREAS, the Wisconsin State Assembly’s suicide task force recommended, based on research conducted from the Wisconsin Department of Health Services, that all UW student ID cards include the National Suicide Hotline;

WHEREAS, this recommendation of including the National Suicide Hotline on Student ID Cards has not been passed yet and does not include the Rape Crisis Line, UWPD, or local UHS Crisis Line;

WHEREAS, according to the 2019 AAU sexual assault and misconduct survey, 26.1% of undergraduate women at UW-Madison reported having experienced some form of sexual assault; 11% reported experiencing assault by penetration, and 87% of all sexual assaults go unreported to any campus resource, even including confidential resources;

WHEREAS, the Associate Students of Madison’s Student Council passed the Wiscard Emergency Contact Resolution (26-1002-02) on October 13th, 2019;

WHEREAS, the Academic Staff Assembly passed a resolution in support of the Wiscard Emergency Contact Resolution (Academic Staff Doc 720) on November 11th, 2019;

THEREFORE, be it RESOLVED that the Faculty Senate endorses the Wiscard Emergency Contact Resolution (26-1002-02) passed by the Associated Students of Madison which calls on Mark Guthier to convene the Identity Management Leadership Group to add the National Suicide Hotline, UWPD number, UHS Mental Health Crisis Line, and Rape Crisis Line, on student Wiscards before the start of the next academic year, and calls for the appointment of two student representatives to the Identity Management Leadership Group.