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

1. Memorial Resolutions for:
   - Professor Emerita Chère Gibson (Fac doc 2948)
   - Professor Emeritus Earl Shrago (Fac doc 2949)
   - Professor Emeritus John Suttie (Fac doc 2950)

2. Announcements/Information Items

3. Diversity Update

4. Question period

5. Minutes of April 5 meeting (consent)

Reports

6. Kemper Knapp Committee Annual Report for 2020-2021 (Faculty doc 2951)

7. Committee on Undergraduate Recruitment, Admissions and Financial Aid Annual Report for 2020-2021 (Faculty doc 2952)

8. Campus Transportation Committee Annual Report for 2019-2020 (Faculty doc 2953)

9. Faculty Committees General Election Spring 2021 Results. (Faculty doc 2954)

Old business

10. Promotion from Associate Professor to Professor (Addition of Faculty Policies and Procedures 7.16) (vote) (Fac doc 2879 Rev 2)

11. Revision of Faculty Document 1071 (UW-Madison Faculty Policy on Access and Accommodation in Instruction) (vote) (Fac doc 1071 Rev)

12. Policy on Election day class absences (vote) (Fac doc 2947)

Next Faculty Senate meetings, new session: October 4, November 1, December 6, February 7, 2022, March 7, April 4, May 2
Memorial Resolution of the Faculty of the University of Wisconsin–Madison
On the Death of Professor Emerita Chère Campbell Gibson

Professor Emerita Chère Campbell Gibson died at the age of 75 on August 25, 2020. Chère was born on February 2, 1945 in Winnipeg, Manitoba, Canada. She attended MacDonald College of McGill University, Montréal, Québec, graduating with a BSc in Nutrition Science in 1966. She came to Madison with the hope of earning a degree in public health with a focus on adult education and learning. At this point, the School of Medicine and Public Health was still in the early stages of formation. As a consequence, she decided to focus on adult learning and enrolled in what was to become the Department of Continuing and Vocational Education, an interdisciplinary program across schools at UW-Madison. She finished her PhD in 1974 and joined the faculty of the University of Minnesota–Twin Cities.

She returned to Madison in 1982 and worked as an academic planner in University of Wisconsin System Administration designing and implementing time, pace, and place-flexible degree completion programs for adults. In 1984 she left administration and joined the faculty of the Department of Continuing and Vocational Education at the University of Wisconsin-Madison and the Family Living Program Area in University of Wisconsin-Extension.

For the past 40 years, Gibson has been a passionate “cheerleader” for quality distance education. She worked with faculty in Engineering, Nursing, and Veterinary Sciences, among others, to ensure adults working in these fields have access to graduate degrees and continuing professional development programs necessary to enhance their practice. She held joint appointments in the School of Engineering and the School of Nursing. She has reached far beyond the halls of academia and her home university to engage others through the development of organizations and conferences, not just in Wisconsin but around the globe, developing strong alliances with other distance education leaders, scholars and practitioners. Her work and that of her graduate students contributed significantly to the research-based practices used in other open and distance learning universities around the world today.

An author of many research articles and book chapters, she edited a book entitled Distance Learners in Higher Education: Institutional Responses for Quality Outcomes (1998) and co-edited a book Flexible Pedagogy, Flexible Practice: Notes from the Trenches of Distance Education (2011). Both books marry the learner-centered principles of adult and continuing education with emerging technological possibilities, and both received international recognition. Highlights of her published research include her work on persistence and cognition in distance education programs, group and gender dynamics in online learning contexts, and psychosocial factors associated with Internet use among enrollees in tribal colleges. Her body of work focuses on creating educational access for those (particularly women) struggling to complete educational programs while working, raising families, and contributing to local communities. She is particularly known for her learner-centered research and practice on culturally appropriate instructional strategies.

She was committed to providing non-credit opportunities for professionals to learn more about distance education and training. The Certificate of Professional Development in Distance Education, which she founded, and Annual Conference on Teaching and Learning at a Distance,
which she chaired for many years, exemplify her commitment to continuing professional education. Further, she provided guidance on the formation of the Great Plains IDEA online graduate degrees in human sciences, co-designed the Penn State Leadership workshop in distance education, and served on national panels developing distance education quality standards including the American Council on Education and the American Distance Education Consortium. Her international work on the use of distance education for development includes projects in the Leeward Islands of the Caribbean, Canada, Jamaica, Turkey, and Thailand. Her graduate students span the globe, as do her faculty mentees and her research and publication colleagues.

Over her many years of teaching and research on learners and learning at a distance she received national awards in distance education such as the Wedemeyer Award for Excellence in Distance Education Research and the Brock Prize in Education Innovation. She was inducted into the United States Distance Learning Association’s Hall of Fame, and the International Adult and Continuing Education Hall of Fame. On the UW-Madison campus she was selected as a Teaching Fellow and was the recipient of the Brenda Pfaehler Award of Excellence for her work with students. The National Science Foundation, United States Department of Agriculture, and Fund for the Improvement of Post-Secondary Education, among other funders, supported her work in rural areas with Native American populations, migrant workers and new immigrants using appropriate technologies.

As a professor at the University of Wisconsin–Madison she engaged thousands of adults with limited educational choices and helped them move forward on their educational journey. She was passionate about serving self-directed learners and better understanding what they need to be successful.

After retirement from UW-Madison, she served at as External Evaluator for major programs supported by the Robert Wood Johnson Foundation and C-SPAN – The American Cable Television Industry.

Memorial Committee
  Terry Gibson
  Alan Knox
  Jerry Apps
  Boyd Rossing
Memorial Resolution of the Faculty of the University of Wisconsin–Madison
On the Death of Professor Emeritus Earl S. Shrago

Earl S. Shrago, professor of Medicine and Nutritional Sciences at University of Wisconsin-Madison, died peacefully at his home in Madison, surrounded by his family on January 14, 2021 at the age of 92. He was a nationally recognized and influential researcher, scholar, and physician and, to his peers and colleagues, a cherished friend and collaborator.

Earl grew up in Omaha, Nebraska attending Central High School and Creighton University. He then went to the University of Nebraska at Lincoln for medical school. While a medical intern at Michael Reese Hospital in Chicago, he met his future wife Anita Shrago (née Lien). In 1955, Earl and Anita were married in San Francisco where Earl was stationed with the Navy during the Korean War. After his honorable discharge from the Navy in 1956, they began their family in Chicago where he was a medical resident before moving to Madison as a faculty member in 1959. He retired from the University in 1997 after a meritorious 37 years of service to the departments of Medicine and Nutritional Sciences and the Enzyme Institute. His contributions greatly enhanced our reputation as an institution of higher learning and he rendered extraordinary service to the community, the state, and the nation in various roles over the years.

As a new faculty member, Earl initiated a series of investigations into the biochemistry of fatty acid metabolism that would progress throughout his career. His contributions to the field achieved international prominence and the more than 130 original scientific papers and numerous book chapters and reviews attest to his impact on the field. He was widely recognized both for his pioneering studies of the role of fatty acyl CoA thioesters in the regulation of cellular metabolism and his seminal findings on the hormonal regulation of gluconeogenesis. Earl obtained extensive grant support from the National Institutes of Health over the course of his career including the prestigious accomplishment of serving as the Principal Investigator and Director of the NIH-funded Clinical Nutrition Research Unit at UW-Madison. Also, as Director of the University of Wisconsin Clinical Nutrition Center from 1978-1993, he helped provide invaluable research and education opportunities to many students and faculty conducting nutrition-related research. His many contributions to the field of nutritional sciences were ultimately recognized by his induction as a Fellow of the American Society for Nutrition in 1999. This is the highest honor the Society bestows to recognize individuals for significant discoveries and distinguished careers in the field.

In addition to his remarkable success in basic research, Earl served effectively as attending physician at the University Hospital and Clinics and the William S. Middleton Veterans Affairs Medical Center. As attending physician, he directed the clinical learning of numerous medical students and staff. Later in his career, he took on the task of serving as attending physician in the Outpatient Obesity Program of the Clinical Nutrition Center. His extensive and conscientious service in that capacity was greatly appreciated by both his patients and his colleagues.

Earl’s expertise in diabetes and lipid disorders made him a valuable teacher at all levels of education. His extensive expertise in both clinical and basic aspects of nutrition led in 1971 to a joint appointment in the newly formed Department of Nutritional Sciences. In Nutritional Sciences, his teaching was primarily focused on the graduate program. He was an invaluable advisor to young faculty regarding the appropriate topics to include in a new intermediary metabolism class when the nutrition graduate curriculum was revised in the mid-1990s. For his
entire career, Earl was a valued and unfailingly up-to-date source of knowledge regarding metabolism and metabolic control. Twelve graduate students earned doctoral degrees under his supervision. Earl’s contributions to the Nutritional Sciences department helped make it one of the most prestigious research and educational programs in the country. He also provided invaluable service to his departments, the campus, and the nation during his career. One notable example was his service on the Metabolism Study Section of the National Institutes of Health.

Earl enjoyed the simple things in life; work, family, reading, having coffee with friends, the Green Bay Packers, and the NCAA basketball tournaments. He never really retired and continued to go to his campus office almost every weekday until COVID kept everyone at home. Earl was a remarkable, caring person with a heartwarming way of connecting to people with a smile and an unforgettable twinkle in his eye.

Memorial Committee
William Busse
David Eide
Richard Eisenstein
Charles Elson
Memorial Resolution of the Faculty of the University of Wisconsin–Madison
On the Death of Professor Emeritus John W. Suttie

John W. Suttie, celebrated scientist and professor of Biochemistry and Nutritional Sciences at the University of Wisconsin-Madison, died on December 21, 2020 in Green Valley, Arizona, at 86. He was a nationally recognized and influential researcher, scholar, and advocate for the scientific community, and to his peers and colleagues, a cherished friend, storyteller, collaborator and pioneer.

Suttie was born and raised on a dairy farm in the small town of Galesville, Wisconsin, where the foundation for his long career in science was laid in a one-room schoolhouse. Suttie studied fluorosis as an undergraduate with Professor Paul Phillips, subsequently earning a B.S. (1957), M.S. (1958), and Ph.D (1960) in Biochemistry from UW-Madison. He spent a year as an NIH Postdoctoral Fellow at the National Institute for Medical Research in England, returning to UW-Madison in 1961 to join the Department of Biochemistry as a professor. Suttie also became professor and chair of the Department of Nutritional Sciences, and held an affiliate faculty role with the UW Institute on Aging and Adult Life. He retired from the university as Professor Emeritus in 2001.

Suttie was known for his outstanding work on blood clotting, including the metabolism and mode of action of vitamin K, and fluoride toxicity. Suttie’s lab was a vibrant center for vitamin K research, and Suttie himself served as a world expert on vitamin K and the anticoagulants dicumarol and Warfarin. His interest in nutrition and the environment also led to his emergence as an expert consultant on fluoride toxicity and the effect of fluoride accumulation in the skeleton. His research provided a baseline for assessing hazards, defining emission standards, and enacting regulations of fluoride emissions across the country. Over his long career, Suttie published more than 300 journal articles on vitamin K function and on the nutritional toxicology of fluoride.

Suttie’s deep commitment to advancing science was evident in his active involvement in numerous leadership and committee roles both on campus and well beyond. He served as Director of the Center for Coagulation Research, President of the American Institute of Nutrition (now American Society for Nutrition), and President and Board Chairman of the Federation of American Societies for Experimental Biology, the major national life sciences society. As chair of Nutritional Sciences (1988-1997), Suttie re-invigorated the department’s impact across campus, accomplished in part by creation of the Interdepartmental Graduate Program in Nutritional Sciences and attaining a highly competitive NIH nutrition training grant. As editor of the Journal of Nutrition (1998-2003) he expanded its scope and was founding editor of Advances in Nutrition (2010-2014), the latter now the most highly cited of the four journals published by the American Society of Nutrition. Suttie’s work enhanced the reputation of the College of Agricultural & Life Sciences (CALS) as a nationally prominent center for research in biochemical, human and animal nutrition.

Suttie was recognized by the scientific community as an extraordinary scholar and researcher, earning such prestigious awards as the Mead Johnson Award of the American Institute of Nutrition, the Osborne & Mendel Award, the Bristol-Myers Squibb/Mead Johnson Award for Distinguished Achievement in Nutrition Research, the Conrad Elvehjem Award, and numerous professorships and lectureships. He was elected to the National Academy of Sciences in 1996.
Suttie’s work helped to establish national nutrition policy. He played an important role in increasing the NIH budget by appearing many times before Congress to speak of the importance of federal funding and negotiating on behalf of nutrition scientists. His advocacy was considered a great service to the scientific community in general, and his achievements helped raise the visibility of CALS and UW-Madison on the national stage.

Suttie influenced generations of student scientists, training 45 graduate students and 27 postdoctoral scientists, and serving as lead instructor of Biochemistry 501, a key course in the Biochemistry undergraduate curriculum. He authored the highly-regarded *Introduction to Biochemistry* textbook for undergraduates, and played a key role in reorganizing Biochemistry’s graduate curriculum.

By all accounts from those who knew him, Suttie was, resoundingly, even more than an exceptional scientist and scholar. He was an active and vibrant member of the community, and a challenging and supportive colleague with a hearty sense of humor. He was a remarkable, caring person with a heartwarming way of connecting, and an unforgettable smile.

“Because of his great sense of humor, John made life pleasurable for everyone around him,” said Biochemistry Professor Emeritus Hector DeLuca, “yet he was strong and resolute when required. John Suttie is a largely unsung champion of the University of Wisconsin-Madison at all levels, one of the most highly regarded members of the Department of Biochemistry and of Nutrition. Both I and the University will forever miss him.”
Chancellor Rebecca Blank called the online meeting to order at 3:32 p.m. with 167 voting members present (113 needed for quorum.) Memorial resolutions were offered for Professor Emeritus John Fett (Faculty document 2936), Professor Emeritus J. Rogers Hollingsworth (Faculty Document 2937), and Professor Emeritus Howard Weinbrot (Faculty Document 2938).

The 2021 Hilldale Awards were presented to four faculty members representing their divisions: Arts and Humanities Division: Professor Sabine Gross (German, Nordic, Slavic+), Biological Sciences Division: Professor Michael Fiore (Medicine), Physical Sciences Division: Professor Robert Mathieu (Astronomy), Social Sciences Division: Professor Susan Ellis Weismer (Communication Sciences and Disorders).

Chancellor Rebecca Blank is watching infection rates closely, including the growing number of variants, though she expects fall 2021 will look more like fall 2019 than fall 2020. Fall courses will be taught mainly in person, and employees currently working from home are expected to return by the end of August. There will be a new policy for remote work. Face masks, distancing, and limits on group gatherings will be in place through summer and probably fall. COVID-19 testing will be available, but not required for those vaccinated. Vaccine dosages on campus remains limited, and people are encouraged to seek other options. If you are vaccinated off campus, upload your record to MyUHS to turn your Safer Badgers app’s Badger Badge eternally green.

Two in-person commencement ceremonies will be in Camp Randall on May 8: one for undergraduates and one for graduate students. Graduates and officials will be required to wear masks, stay socially distanced, and have a green Badger Badge to enter. Families and friends may participate virtually through the live-stream.

Title and Total Compensation Project (TTC) will go into effect fall 2021. TTC will facilitate market comparisons for jobs for academic staff and university staff.

A task force to consider academic policies for the spring 2021 semester recommended, and the University Committee approved, that students will be able to change their spring 2021 courses to SD (Satisfactory-Disruption) or UD (University Disruption-No Credit). Transcripts will also contain a notation for the spring 2020, summer 2020, fall 2020, and spring 2021 semesters about the global pandemic.

University Committee Chair Kirsten Wolf reminded faculty to vote in faculty elections. She also announced that the latest draft of the Promotion from Associate Professor to Professor would be sent out to Senators for feedback.

Steve Ackerman, Vice Chancellor for Research and Graduate Education (VCRGE), provided an update on the research enterprise. The OVCRGE provided no-cost extensions on their awards upon request and provided funding through the Pandemic-Affected Research Continuation Initiative and the COVID-19 Dissertation Degree Completion. Faculty donated PPE and biosafety cabinets to UW Health, Great Lakes Inter-Tribal Council, and Exact Sciences. Over 70 grants related to COVID-19 have been funded so far. The National Science Foundation Higher Education Research
and Development Survey (HERD) survey ranked UW-Madison 8th again in the nation. Next year’s data shows a 5.3% growth. There are several WARF special initiatives this year including Understanding and Reducing Inequalities Initiative ($2 million), Promoting Industry Collaboration Initiative, and Research Forward, which replaces UW2020. UW2020 made over $144 million in additional funds generated by the original $31.7 million investment in these research projects.

Chancellor Blank and Vice Chancellor Ackerman addressed a couple of questions.

The minutes of the March 1, 2021 meeting were approved by consent. Vice Chancellor for Research and Graduate Education Steve Ackerman presented the University Research Council annual report (Faculty Document 2939), Senator Tom Purnell (District 55, English) presented the Archives annual report (Faculty Document 2940), Professor Sean Fain (Medical Physics) presented the Library Committee annual report (Faculty Document 2941), and Professor Adrian Treves (Institute for Environmental Studies) presented the Committee on Disability Access and Inclusion annual report (Faculty Document 2942). There were no questions on these reports.

University Committee member Eric Sandgren moved to change the membership of the University Research Council (Faculty Document 2943). The change was approved.

Professor Fain moved to change the membership and name of the Library Committee (Faculty Document 2944). The changes were approved.

Senator Purnell moved to approve dissolving the Archives Committee (Faculty Document 2945). The removal was approved.

Senator Purnell moved to rescind Faculty Legislation II-500, Archives Policy (Faculty Document 2946). This was approved.

University Committee chair Kirsten Wolf presented a first reading of a revision of Faculty Document 1071 (Faculty document 1071 Rev). Questions and comments were received.

University Committee chair Kirsten Wolf presented a first reading of Policy on Election day absences (Faculty document 2947). Questions and comments were received.

The meeting adjourned at 4:47 pm.

Heather Daniels
Secretary of the Faculty
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. However, due to the conditions under the pandemic, neither Lectures nor the Morgridge Center opted to re-apply for the 2020-2021 cycle. We anticipate that both projects will apply again in future cycles. The committee approved six ongoing commitments and one new scholarship in all in 2020-2021.

The committee makes other grants for one-time projects, typically in the range of $500 to $5,000. The committee approved support for sixteen of these projects in 2020-2021.

Awards approved during the 2020-2021 funding cycle are intended for projects occurring during the upcoming 2021-2022 academic year. During the 2020-2021 funding cycle, the committee received 23 total requests and granted at least partial funds to all 23 programs for projects taking place in 2021-2022. The Kemper K. Knapp Bequest Committee approved grants totaling $1,564,637.00 for 2021-2022 projects. Refer to pages two and three for the list of awards.

This year, the committee again took an extra initiative to confirm that awardees reached out to underserved student groups and students in under-funded areas. Committee members also reviewed detailed narratives, outlining student impact from previous award cycles.

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, 2020-2021
Andrea Arpaci-Dusseau, Physical Sciences (Computer Sciences)
Mark Guthier, Wisconsin Union
Paola Hernández, Chair, Arts and Humanities (Spanish & Portuguese)
Heather Schlesser, Biological Sciences (Extension – Dairy Program)
Mindi Thompson, Social Sciences (Counseling Psychology)
<table>
<thead>
<tr>
<th>Project/Program Name or Description</th>
<th>2019-2020</th>
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<tbody>
<tr>
<td><strong>Ongoing Commitments</strong></td>
<td></td>
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<tr>
<td>Chancellor’s Scholarship Program</td>
<td>$90,000</td>
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<tr>
<td>Office of the Provost and Vice Chancellor for Academic Affairs</td>
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<tr>
<td>Graduate School University Fellowships</td>
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<td>Graduate School</td>
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<tr>
<td>Legal Education Opportunity Program</td>
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<td>Law School</td>
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<tr>
<td>Division of Enrollment Management Financial Aid Scholarships</td>
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<tr>
<td>Powers-Knapp Scholarships</td>
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<td>Mercile J. Lee Scholars Program</td>
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<td>Sophomore Summer Research Apprenticeships</td>
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<tr>
<td>L&amp;S Honors Program</td>
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<tr>
<td>Sophomore Research Fellowship Program</td>
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<td>Office of the Provost</td>
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<tr>
<td><strong>One-Time Awards</strong></td>
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<tr>
<td>Baytunaa</td>
<td>$1,500</td>
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<tr>
<td>International Learning Community; African Cultural Studies</td>
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<tr>
<td>Biocore Outreach Ambassadors and Biocore Peer Advisors</td>
<td>$4,312</td>
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<td>Biocore</td>
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<td>Concrete Canoe Team</td>
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<td>Civil and Environmental Engineering</td>
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<td>Engineers Without Borders Ecuador Team</td>
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<td>Civil and Environmental Engineering</td>
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<td>Engineers Without Borders Ecuador-Tabuga Team</td>
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<td>Civil and Environmental Engineering</td>
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<td>Engineers Without Borders Guatemala Team</td>
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<td>Civil and Environmental Engineering</td>
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<tr>
<td>Human Powered Vehicle Team</td>
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<td>Mechanical Engineering</td>
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<tr>
<td>PlayMakeLearn Conference</td>
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<td>Student Learning Game Design Competition</td>
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<td>P.O.W.E.R. Collective</td>
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<td>Civil Society and Community Research</td>
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<td>Onward Odyssey English Composition Course</td>
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<td>Second Language Acquisition Graduate Student Symposium</td>
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<td>Speech and Debate Team</td>
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<td>L&amp;S Honors Program</td>
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<td>Steam Roller Print Event</td>
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<td>Fresh Hot Press</td>
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<td>WISCIENCE</td>
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<td>Transfer Transition Program</td>
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<td>Wisconsin Art Institute Symposium</td>
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<td>Professional Learning and Community Education</td>
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Committee on Undergraduate Recruitment, Admissions, and Financial Aid (CURAFA) Annual Report for 2020-2021

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I. Committee function and charge approved by the Faculty Senate November 7, 2016:
The Committee on Undergraduate Recruitment, Admissions, and Financial Aid (CURAFA) is a shared governance committee whose mission is to build a scholarly and diverse undergraduate student population by initiating, monitoring, and advising on policies related to student recruitment, admissions, and financial aid.

Faculty Policies and Procedures 6.51.

A. MEMBERSHIP.

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

The chair shall be elected from among the faculty members appointed pursuant to section A.1. Academic staff appointed pursuant to section A.2. may be elected to serve as co-chair. Chair and co-chair elections will be conducted in accordance with the Committee’s Statement of Policies and Procedures. Note: Titles for members in seats 6 and 7 have changed and are reflected above; Faculty Policies and Procedures will be updated.

B. FUNCTIONS

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

II. CURAFA 2020-21 Focus Areas: Test-optional admissions, COVID-19 impacts

The committee sets priorities at the first fall meeting. During academic year 2020-2021, CURAFA identified five topics directly impacting Admissions, Recruitment, and Financial Aid. These topics were:
1. Test-optional admissions review process (SAT or ACT not required)

The University of Wisconsin–Madison received authorization from the University of Wisconsin System Board of Regents to waive the requirement for applicants to submit an ACT or SAT test score as a part of their application to the university through the spring 2023 term. Including scores from either the ACT or the SAT is currently optional, and applicants are not disadvantaged in the evaluation process for choosing to not include these scores for consideration in their application. Preliminary review of data indicates that about 53% of applicants wanted their test scores used, while 47% did not submit or asked for their scores not to be used. Analysis continues to determine impacts of the test-optional process.

CURAFA discussed the merits of test-optional admissions as a permanent policy, rather than a temporary one made in response to the COVID-19 pandemic. CURAFA co-chair J.J. Andrews presented research about how public perceptions on standardized testing and grade point average influence secondary school classrooms and students (Appendix C). Content analysis of mass media about grades and testing reveals that more than 74% of messaging focuses on external classroom issues, such as accountability, governance, and politics, and only 24% of messaging focuses on student development and growth. Presentation discussed the ways in which academic measurements become disempowering for students when used as value-based measurements (fixed mindset) much more than as tools for improved pedagogy and student development (growth mindset). Such a significant mass media messaging gap promotes disengagement by precollege students and teachers who are tasked to satisfy needs external to the classroom rather than needs inside the classroom. Additionally, research suggests that a combination of equity issues with standardized testing and improved Year One college programming have diminished the importance of ACT/SAT scores for the admissions process.

CURAFA believes more analysis is needed before reaching a definitive recommendation regarding the future of test-optional admissions at UW-Madison. However, preliminary findings suggest it is a step in the right direction toward guaranteeing an equitable and holistic admissions review process for students. Additional research on the impact of test-optional admissions for both UW-Madison and UW System is being conducted by the Student Success Through Applied Research Lab (SSTAR Lab), through a research-practice partnership with the University of Wisconsin-Madison’s Division of Enrollment Management.

2. Recruitment and enrollment of underrepresented student populations

Campus climate issues impacting diversity, equity, and inclusion at UW-Madison were a significant focus for CURAFA during AY 2019-20. The committee concluded that UW-Madison needed to more explicitly advance campus-based diversity and inclusion initiatives to improve the quality of life and student experience for those who identify as a traditionally underrepresented population at predominantly white institutions (PWI). Specifically, CURAFA recommended in its AY 2019-20 annual report that UW-Madison:

1) provide necessary support to broaden diversity-based outreach, recruitment and admissions initiatives;
2) explicitly promote diversity and inclusion in UW-Madison’s mission statement and branding materials as integral aspects of campus culture; and
3) increase necessary support for inclusive and diverse campus communities and climate initiatives. This support must include resources for existing racial/ethnic student organizations and initiatives.

The yield rate for first-year, first-time admitted students enrolling at UW-Madison (excluding transfers) has consistently been lower every year since 2012 for targeted minority students when compared to white, non-Hispanic students (Appendix A). For example, the yield rate in
2020 for targeted minority students was 27.7% and for white, non-Hispanic students was 34.0%. It is difficult to determine why admitted students enroll elsewhere. However, Academic Planning and Institutional Research (APIR) conducted an examination of the fall 2020 students admitted to UW-Madison who chose to enroll elsewhere. APIR’s findings suggest admitted students from underrepresented race/ethnic groups – as well as students from rural high schools, low-income households, and first-generation families – who enroll elsewhere are attending (mostly public) research institutions in the Midwest. The complete report, “Enrollment Patterns of UW-Madison’s Fall 2020 Admitted New Freshman Applicants | February 2021” is provided in Appendix B.

APIR writes: “This (yield rate) suggests that we are competing for enrollments with our peer research institutions rather than other institutions in the UW System or small private institutions and that admitted UW-Madison applicants are mainly seeking institutions with similar characteristics to UW-Madison. This means that factors other than the ‘type’ of institution are at play for the applicants who were admitted to UW-Madison but chose to enroll elsewhere.”

Andre Phillips, Director of Admission and Recruitment, presented a report detailing how improved key partnerships with schools and programs has helped strengthen enrollment of students from traditionally underrepresented categories. Fall 2020 data of first-time, first-year students appears to support these reports (Appendix A). Despite single-year total enrollment decreasing by 244 to 7,306 students, there were enrollment increases in nearly every traditionally underrepresented race and ethnicity category reported using federal reporting methodologies. Enrolled students who self-identified as Hispanic/Latino(a) increased by 84 students to 520 total; two or more races increased by 25 to 298; Black/African American increased by 63 to 176; American Indian/Alaska Native by 7 to 17; and Asian increased by 30 to 676.

Additionally, enrollment yield rates for underrepresented minority Wisconsin residents exceed that of all admitted Wisconsin residents.

APIR writes: “For the purposes of this analysis and other efforts to evaluate racial/ethnic diversity, these groups include applicants who identify in one of the following groups: African American, Hispanic/Latino(a), American Indian/Alaska Native, Southeast Asian (Hmong, Vietnamese, Laotian, Cambodian). UW-Madison admitted 793 Wisconsin resident applicants from the aforementioned targeted racial/ethnic groups for fall 2020 and 545 (69%) enrolled at UW-Madison. This is higher than the 64% of all admitted Wisconsin resident applicants who enrolled at UW-Madison in fall 2020. … Wisconsin residents from these racial/ethnic groups who were admitted to UW-Madison but did not enroll at UW-Madison were most likely to enroll at private institutions (14%) than they were to enroll at other public institutions in Wisconsin (7%) or public institutions in other states (7%).” (Appendix B)

It is important to note that, for data-reporting purposes, all race and ethnicity categories and reporting methodology represent federal reporting categories and methodology. These guidelines stipulate that all domestic (non-international) students who indicate Hispanic ethnicity should be reported as Hispanic, regardless of other racial information provided. Non-Hispanic domestic students who indicate more than one race are reported in the “2 or more races” category. All other non-Hispanic domestic students who indicated a single race are reported in that category.

Federal race/ethnicity reporting categories are: Hispanic/Latino(a), Black/African American, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, Southeast Asian (Hmong, Vietnamese, Laotian, Cambodian), White, Unknown, or International.

CURAFA commends the Division of Enrollment Management and other stakeholders on campus for actively working to strengthen partnerships to improve campus climate issues related to diversity, equity, and inclusion – especially within the context of responding to the global pandemic. As was stated and a significant focus of the AY 2019-20 CURAFA annual report, we continue to believe the ability to recruit and enroll traditionally underrepresented students at UW-Madison is directly linked to perceptions about campus climate related to diversity, equity, and inclusion. CURAFA urges all partners to continue building relationships and infrastructures that support a positive campus experience for all students.
3. International/Out-of-State student recruitment/admissions during and after COVID-19

Factors potentially impacting the ability of admitted international students to enroll include embassies reopening and global management of COVID-19. According to Fall 2020 data, enrollment of first-year, first-time international students decreased by 92 for 543 total after steadily increasing each of the previous five years (Appendix A). The last time UW-Madison enrolled fewer international students was Fall 2015 when it admitted 498. CURAFA members and representatives from the Division of Enrollment Management discussed factors outside of UW-Madison’s control impacting international enrollment. How the world handles the ongoing pandemic and its financial impact is the top concern. There has been a financial impact on many families, including those of our international students.

The pandemic may have impacted out-of-state enrollment, as well. Both applications and admission offers increased for domestic non-residents, but enrollment decreased by 184 to 2,260 students (Appendix A). Enrollment of domestic, non-resident students had increased every year over the past decade, with the exception of a minor decrease in 2014. The percent of enrolled non-resident admitted applicants was 15.5% for domestic students and 13.9% for international students, which were the lowest yield rates over the past decade. The previous low yield rates both occurred in 2018, with domestic, non-resident at 16.8% and international students at 17.8%. The previous highs for yield rates were 24.5% for domestic students in 2014 and 30.6% for international in 2012.

CURAFA recommends investigating ways that external complications could be preventing out-of-state and international students from enrolling enrollment. These external complications could include issues such as travel restrictions and family care that may not be resolved via financial aid, alone. CURAFA suggests continued investigation into long-term hybrid models of instruction that would allow students who cannot physically attend campus to still participate in campus and classroom life.

4. Recruitment and enrollment of American Indian/Alaska Native students

Recruitment and enrollment of Native American student populations are connected to challenges requiring long-term, relationship-building with populations both in urban and rural areas. There is a need to identify cultural components that are impacting recruitment and enrollment. UW-Madison received 62 first-year, first-time (excluding transfers) admission applications from students identifying as American Indian or Alaska Native. Of those, 33 were offered admission, and 17 enrolled Fall 2020. Over the past decade, applications have been as few as 34 in 2013 and as many as 60 in 2017 and 62 in 2020. During that same time, admission rate offers have been as low as 38% in 2016 and as high as 59% in 2011. Yield rate (enrollment) of admission offers for Native American students has been as low as 31% (8 students) in 2012 and as high as 67% (18 students) in 2017 (Appendix A).

Representatives from APIR and the Division of Enrollment Management believe the number of American Indian/Alaska Native students attending UW-Madison is being underreported due to federal reporting requirements for race/ethnicity. Guidelines require the data to only reflect students who only identify as American Indian or Alaska Native. Students who self-identify as American Indian/Alaska Native in the race category, but also identify as Hispanic/Latino(a) in the ethnicity category, can only be reported in the Hispanic/Latino(a), according to federal guidelines.

CURAFA recommends developing, expanding, and providing long-term support for precollege outreach and recruitment programs designed for Native American populations. Programs should do more than develop academic college readiness. These programs should develop trust and relationships with students, parents, and local community leaders as part of their mission statements. For example, the Information Technology Academy (ITA) precollege program in its work with the Lac du Flambeau Band of Lake Superior Chippewas and Oneida Nation has had success developing academic college readiness and builds trust with students, parents, and local community leaders. CURAFA recommends the development of precollege recruitment programs with a holistic approach that also emphasize the reciprocal relationship between UW-Madison campus and local communities.
5. Financial aid adjustments in the COVID era

The Higher Education Emergency Relief Fund (HEERF II) requires institutions “to provide at least the same amount of funding in financial aid grants to students” as was provided to students under CARES/HEERF I (Appendix D). Student grant allocation of $9.8 million. Office of Student Financial Aid (OSFA) began distributing emergency funds on Feb. 15. HEERF II enables OSFA to distribute emergency aid to students financially impacted and prioritizes exceptional need. No application is needed for undergraduate, Pell-eligible students to receive $1,000 grants. Students that are ineligible for HEERF II funding will be receiving non-HEERF II funding.

OSFA stated that an information and awareness campaign may be needed to educate staff and students about all the ways OSFA can assist students once they are on campus. Many times, students are going to their schools and colleges asking questions about financial assistance rather than OSFA. Additional donations to the general funds and emergency funds could assist students experiencing need who do not meet all the requirements for federal relief funding.

CURAFA recommends developing an information and marketing campaign to better educate campus staff and students about the ways in which the Office of Student Financial Aid can assist students experiencing need.

III. Division of Enrollment Management report: Undergraduate enrollment planning for 2020-21

The University of Wisconsin-Madison’s undergraduate enrollment planning for 2020-21 was and continues to be characterized by:

- **Modest, planned growth in the first-year class.** In 2017, the Chancellor announced plans to pursue, overtime, a 1,000-student enrollment in our first-year class. The Division of Enrollment Management aims to achieve this through 250-student increments. The Fall 2019 class was over-subscribed by 440 first-year students. In Fall 2020, we enrolled 7,306 students which was within 1% of the target class of 7,360. The goal for Fall 2021 is 7,610. With this growth, the university aims to continually improve recruitment and enrollment of under-represented students (e.g. geographically, socioeconomically and racially/ethnically under-represented). For Fall 2020, there was a 19% increase in under-represented minority student enrollment (i.e. who identify as African-American, Hispanic/Latinx, American Indian, or Southeast Asian-American). The university also aims to improve and expand enrollment of transfer students from Wisconsin and other states.

- **Commitment to Wisconsin.** The Fall 2020 incoming class of first-year students included 3,802 Wisconsin residents; over the last two years, students came from 71 of the state’s 72 counties. This enrollment is above the university’s 3,600 Wisconsin resident enrollment minimum. Due to the move to test-optional, the Wisconsin Prime campaign is no longer applicable in its previous format, but UW-Madison continues to attract and enroll many of the state’s highest achieving students (by any measure).

- **Access to a UW-Madison education.** The university is actively pursuing strategies to attract and retain students who have financial barriers to enrolling. These efforts include expanding Bucky’s Tuition Promise to include family incomes at or below $60,000 (previously set at $56,000). For the Fall 2020 entering class, one in four Wisconsin residents were the recipient of either Bucky’s Tuition Promise or Badger Promise. The Division of Enrollment Management’s goal is to expand this program through eligibility or coverage. The Division has also streamlined the admit decision and financial aid package release timing so that admitted students know their financial aid offer very shortly after being admitted. There continues to be a ‘Go Forward Pell Plan’ to work with students in low-income households who may benefit from additional assistance in navigating the enrollment and financial aid process. Resources have been dedicated to outreach that has significantly increased high school counselor, community-based organization, and alumni engagement. UW-Madison is a partner in the American Talent Initiative, a network of 327 public and private colleges with the goal of educating 50,000 more low/moderate income students and are currently engaged in the initiative’s transfer community of practice. We have gained an increase
in the percentage of first-year Pell students from 13.9% in 2018-19 to 14.4% in 2019-20 (and of Wisconsin residents, a 21% Pell rate). Our current figures for 2020-2021 show the percentage of first-year Pell students increasing to 17.1% and the overall undergraduate rate to 15.0%, which is 220 more Pell recipients than the previous year.

IV. CURAFA monthly activities

The committee sets priorities at the first fall meeting. COVID-19 pandemic required virtual meetings be conducted. Fall semester business may include status and demographics of the incoming class; future year enrollment goals and recruitment plans; major changes in unit operations; and/or current enrollment financial aid data and metrics. Spring semester business may include issues such as review of the admissions application and recruitment materials, and review of the enrollment management plan. The following provides a summary of meeting discussions:

- **September 2020:** Review and discuss EOY Report for CURAFA 2019-20 and reviewed the role and function of CURAFA. Reconfirmed selections of Dante Fratta, Faculty, Civil & Environmental Engineering [2021], and J.J. Andrews, Academic Staff, PEOPLE Program [2021], as CURAFA Co-Chairs for AY 2020-21. The committee discussed potential topics for 2020-21 year.

- **October 2020:** Continued discussion on selection of CURAFA topics. Agreed to conduct a digital poll to narrow down the list of topics. Brief overview of research highlights about standardized testing and grade point average by CURAFA co-chair J.J. Andrews (please see appendix for presentation, “Empowerment Approaches to GPAs, Testing and Academic Measurements”).

- **November 2020:** Results of topics poll discussed. Members approved focus on five topics. Admissions and Financial Aid agreed to provide updates concerning Topics 1-3 at the December meeting, followed by CURAFA discussion, and topics 4-5 at the February meeting. Topics are:
  1. Test-Optional Admissions review process
  2. Pathways for enrollment of students of color/African American students
  3. International/Out-of-State student recruitment/admissions. Recruitment of these students during and after COVID-19
  4. Recruitment and enrollment of Native American students.
  5. Admission and financial aid adjustments in the COVID era: Students working remotely and internationally.

- **December 2020:** Listened to presentations and discussed Topics 1, 2, and 3. 1) Test-Optional Admissions review process (SAT or ACT not required). 53% of applicants wanted their test scores used; 47% asked for score to not be used. The implication of those decisions are still unclear; however, reviewers indicated that they felt more genuinely holistic when scores were excluded. 2) Pathways for enrollment of students of color/African American students. Improved partnerships with schools and programs have helped strengthen enrollment of students of color. Fall 2020 enrollment trends reported enrollment increases in nearly every traditionally underrepresented race and ethnicity category. 3) International/Out-of-State student recruitment/admissions during and after COVID-19. Early increase of 12% on international applications for Fall 2021 was a bit of a surprise, within the context of external factors influencing student choices. Optimistic that embassies will continue to open and management of COVID continue to improve – both of which directly impact ability of international students to enroll. However, the applicant pool suggests a robust enrollment and even an increase.

- **February 2021:** Listened to presentations and discussed Topics 4 and 5. 4) Recruitment and enrollment of American Indian/Alaska Native students. Significant challenge is building trust within Native populations. The more UW-Madison can develop and expand precollege outreach programs for Native American populations, the better equipped we will be to foster these relationships. 5) Admission and financial aid adjustments in the COVID era. Helen Faith, Director of Student Financial Aid, presentational overview of the Higher Education Emergency Relief Fund (please see appendix for presentation, “Emergency Aid Update” by Helen Faith, Director of Student Financial Aid). During Q&A and discussion, more donations to the general funds and emergency funds are needed to assist students experiencing need but do not meet all the requirements for federal relief funding. Additional report presented by Clare Huhn, Academic Planning and Institutional Research, analyzes the enrollment patterns of Fall 2020 admitted applicants who did not enroll at UW-Madison (please see appendix for report, “Enrollment Patterns of UW-Madison’s Fall 2020 Admitted New Freshman Applicants | February 2021”). Among the findings, APIR analysis found that the highest proportion of
admitted applicants who enrolled elsewhere attend (mostly public) research institutions in the Midwest.

According to the report: “This (yield rate) suggests that we are competing for enrollments with our peer research institutions rather than other institutions in the UW System or small private institutions and that admitted UW-Madison applicants are mainly seeking institutions with similar characteristics to UW-Madison. This means that factors other than the ‘type’ of institution are at play for the applicants who were admitted to UW-Madison but chose to enroll elsewhere.”

- **March 2021**: Reviewed and discussed draft of CURAFA’s annual report. Members submitted revision recommendations for wording and structure of annual report.
- **April 2021**: Members approved annual report and prepared for presentation to shared governance bodies. Presentation on “Broadband Internet & the Wisconsin Economy” given by Tessa Conroy from the Center for Community and Economic Development (CCED). Presentation included in Appendix E in which Conroy shared challenges for access to broadband internet in rural communities and lower-income households. Discussion focused on potential impacts for student college readiness, admissions, and undergraduate participation.

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**V. CURAFA Membership 2020-2021**

**Faculty [term ends]**
- Dante Fratta, ENGR/Civil & Environmental Engineering [2025], Chair
- Duncan Carlsmith, L&S/Physics [2021]
- Sara McKinnon, L&S/Commun Arts [2024]
- Alberta Gloria, EDUC/Counseling Psych [2021] Stephen Young, L&S/Geography [2024] Faculty seat vacant

**Academic Staff [term ends]**
- J.J. Andrews, G SERV/PEOPLE Program [2022], Chair
- Tracy Mores, Administration/CFYEX, [2021]

**University Staff [term ends]**
- Carol Pope, Administration/CFYEX [2023]
- Karla Stoebig, Admin Vmth/Admin-Rcpt [2021]

**Students [terms end 2021]**
- Eryne Jenkins
- Peter Monti
- Anna Thompson
- Cole Wozniak

**Ex officio, Non-voting**
- Andre Phillips, Enrollment Mgmt/Dir of Admissions and Recruitment
- Eric Williams, DDEEA/AVP for Student Diversity & Scholarship Programs
- Helen Faith, Enrollment Mgmt/Dir of Student FinAid
- Derek Kindle, Enrollment Mgmt/VP for Enrollment Management
- Jane Richard, Office of the Secretary of Faculty

**Friend**
- Clare Huhn, Academic Planning and Institutional Research

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**2019-2020 Faculty [term ends]**
- Rachelle Winkle-Wagner,
I. STATEMENT OF COMMITTEE FUNCTIONS | CHARGE

Pursuant to section 6.30(B) of the Faculty Policy and Procedures, the functions of the Campus Transportation Committee [CTC] are as follows:

1. Provides advice and recommendations to the administration and all governance bodies on policies and budgetary matters, including rates, relating to all aspects of pedestrian, motorized, and non-motorized vehicular transportation and parking on the campus.
2. Interprets policies related to transportation and parking adopted by governance bodies.
3. Ensures appropriate consultation of governance bodies regarding proposed changes in any policies.
4. Initiates and recommends projects for addressing campus transportation needs including projects to enhance pedestrian, bicycle, bus, and automobile access to the campus. Such recommendations are to be considered in detail by the Division of Facilities Planning and Management, or other appropriate divisions of the university, and the Campus Planning Committee.
5. Provides representation on all building committees for projects that include or affect transportation facilities.
6. Creates subcommittees to address issues related to particular aspects of the campus transportation system.

II. CTC’s 2019-2020 ACTIVITIES

September 2019 – May 2020

a. 6 Campus Transportation Committee meetings (did not meet January, April or May 2020)

2019-2020 CTC Actions Items

b. September 13, 2019
   Approval of May 10, 2019 minutes – motion to approve made by C. Scarlett and second by A. Crandall.
   Approved: Passed by Voice Vote

c. October 11, 2019
   Approval of the September 13, 2019 minutes – motion to approve A. Broan and second by C. Pier.
   Passed: Voice Vote

Motion: Motion to approve the 2018-2019 CTC Annual Report made by A. Crandall and second by S. Arneson.
Approved: Passed by Voice Vote

d. November 8, 2019
   Approval of the October 11, 2019 minutes – motion to approve S. Arneson and second by J. Moran.
   Approved: Passed by Voice Vote

e. December 13, 2019
   Approval of the November 8, 2019 minutes – motion to approve A. Broan and second by C. Pier.
   Approved: Passed by Voice Vote
Motion: To cancel the January 10, 2020 meeting due to low attendance and the students have not returned to campus made by A. Crandall and second by A. Broan.
Approved: Passed by Voice Vote

f. January 10, 2020 | No Meeting

g. February 14, 2020
Approval of the December 13, 2019 minutes – motion to approve A. Broan and second by S. Arneson.
Approved: Passed by Voice Vote

MOTION: To defer rate change discussion on annual parking rates and Flex rates to the next CTC meeting, made by A. Crandall and second by A. Broan
Approved: Passed by Voice Vote

h. March 13, 2020
Approval of the February 14, 2020 minutes – motion to approve C. Scarlett and second by A. Broan.
Approved: Passed by Voice Vote

Motion: To approve annual parking rate increase of 1% from September 1, 2020 through August 31, 2021 except for FLEX parking by A. Crandall and second by C. Pier.

6 Yes 4 No 1 Abstain

Amendment to the motion by Peter Van Kan and second by Hans Purisch to increase the parking rates to reduce the cost of the employee bus pass by $4 per month or $48 annually.

3 Yes 7 No 1 Abstain

Discussion: Bring in someone from TTC to talk to the committee about the bus pass being a possible benefit to Faculty/Staff and draft a letter to VCFA regarding employee bus pass program as a benefit.

MOTION: Approve the FLEX Rates as presented to the committee by D. Ward, motion by A. Broan and second by C. Pier.
Approved: Passed by Voice Vote

i. April 10, 2020 | No Meeting due to COVID-19

j. May 8, 2020 | No Meeting due to COVID-1

III. CTC’s 2019-2020 DISCUSSIONS | TRANSPORTATION SERVICES

Presentations and Topics brought to the CTC by Transportation Services:
Dates correlate with monthly minutes located online: https://transportation.wisc.edu/ctc/

b. ASM (11.08.19)
c. Associate Vice Chancellor [AVC] (12.13.19) (2.14.20)
d. B-Cycle (11.08.19)  
e. Bucky Bike Shelter (11.8.19)  
g. FY21 Transportation Services Budget (2.14.20) (3.13.20)  
h. Campus Bus (9.13.19) (3.13.20)  
j. Campus Transportation Committee [CTC] Roles & Responsibilities | Meeting Dates & Time (9.13.19)  
m. e-Scooter & Electric Bikes (9.13.19) (10.11.19)  
n. Employee Bus Pass (9.14.18)  
o. Flex Parking (9.13.19) (10.11.19) (2.14.20) (3.13.20)  
p. Ice Cream Social (11.08.19) (2.14.20)  
q. Intercity Bus Parking (10.11.19)  
t. New Transportation Hires (10.11.19) (11.08.19)  
u. Parking Rate Discussion FY21 (2.14.20) (3.13.20)  
v. Program Changes - Rate Change Info – 2019-2020: (2.14.20)  
w. Starship Robot | Food Delivery (11.08.19) (12.13.19)  
x. Transportation: What we do and who we are (9.13.19)  
y. Winter Maintenance on UW Campus (10.11.19) (11.08.19) (12.13.19)  

Parking System  
Operational changes beginning September 1, 2019 include:  

A. Parking Updates  
   □ Completed the final year of the six-year conversion plan; now a two-tier system has all parking structures and high-demand surface lots in one category and all remaining surface lots in the other.  
   □ Due the COVID-19 pandemic, Transportation Services will not be raising any rates for FY21. This negates the 1% parking rate increased approved by the committee on March 13, 2020.  
   □ No new policy updated for the 2019-2020 parking year  
   □ Continue with a comprehensive maintenance plan for the campus parking structures.  
   □ Improvements to PARCS [parking access revenue control system].  
   □ Parking updates due COVID-19:  
      o 26 is the number of major campus events canceled between March - June 2020 which included music concerts, WIAA basketball tournaments and the UW-Madison Varsity band concert.  
         ▪ $264,000 estimated loss of parking revenue from canceled events which includes the loss of daily visitor sales.  
      o With the release of the Campus Smart Restart Plan to safely ramp up operations for the fall semester. Transportation Services prepared for in-person operation by installing Plexiglass barriers in customer service locations, reconfiguring spaces to support physical distancing, enforcing building occupancy limits and communicating expectation to supervisors and staff.  
      o Anticipating a gradual return of students and employees to campus, planning for new products and processes began. The new services were designed to minimize foot traffic in Transportation Services office and support changing work schedules for campus employees.
- Multiday parking permit: for telecommuters who only need to park on campus infrequently, this new pre-paid pass accommodates more flexible work schedules
- Expanded Flex Program: The popular pay-as-you-park option further accommodated employees who park on campus infrequently.
- Virtual Permit Exchanges: Enables customers to exchange permits without a trip to a TS office and reduce mailing delays.
- Curbside Permit Pickup: allows customer to remain in their vehicles when picking up their parking products to further reduce foot traffic in Transportation Services Offices.
  - March 23-August 31, 2020: Due to the suspension of charging for parking and enforcement during reduced campus operations, all 2019-20 permits, bus passes, and other products were refunded. This resulted in roughly a $6 million loss of revenue.

B. Mopeds
- Issued 912 moped permits; 77 returned permits, leaving 835 active moped permits for 2019-2020, which is a decrease of 318 permits from the previous year, perhaps due to COVID.
- Transportation Services reduced campus moped stalls in 2020 from 1246 down to 1179 and created 174 e-scooter stalls in moped lots in 26 campus locations.
- No lots were removed, 3 locations were closed for construction 2019-2020 and one new lot was returned after a construction project.

C. Commuter Solutions Initiatives 2019-2020 Transportation Demand Management activities continued for 2019-2020, including the use of the employee bus pass campus bus; flex parking, and ZipCar (car sharing program).

2019-2020 Highlights are:
- Lot 202 and 203 Park and Rides (with shuttles) ran for 7th year with permit total sales of 829: 207 permits returned, net of 622 active permits. The prior year total sales had been 720 with 110 returned.
- Sixth year of Accessible Circulator Shuttle. Total rides reserved Sept-May was 2,952 down from 3,722 the previous year. Shuttle service was reduced from two to one vehicle from mid-March to May 2020. ASM agreed to help fund the 7th year of the Accessible Circulator Shuttle (57.5%) while continuing to partner on campus bus funding.
- Total bicycle parking stalls on campus held steady at 15,124. Commuter Solutions will be developing a new bike parking improvement plan in the future (possibly delayed to FY22 because of COVID-19).
- University Bicycle Resource Center attendance down to 318 from 695. UBRC was closed from spring break 2020 through the end of the 2020 fall semester due to COVID-19.
- Football Bicycle Corral customers roughly flat at 273 (278 in FY19)
- FY20 Campus Bus Rides: Due to farebox failure, there is no data for April 2020. Minus that month, ridership was 1,617,834. Even without April’s data, the ridership is likely down, having been 2,116,976 in FY19
- FY20 Employee Bus Pass Rides: 950,920 (down from 1,712,719 in FY19). Due to COVID-19, Metro did not track fares from mid-March through the end of August 2020 so it is not possible to know employee ridership for that period and this accounts for the drop off
- SAFEWalks down to 711 from 1,514. SAFEwalk was closed due to COVID-19 from mid-March through late August 2020.
- Zipcar reservation hours down to 41,898 from 45,275 the previous year.
- Flex permits continue to be a popular option. Flex permits increased to 2281 from 2,222 in
FY19. Flex transactions for FY20 were 77,308, down from 85,112 in FY19, but we were not able to track (or charge for) flex transactions from mid-March through August 2020.

- Review how to collect revenue for flex parking and decide whether to continue with pay by phone or move to another solution. STILL IN PROCESS

Transportation Demand Management activities continued for 2020-2021, including the use of the employee bus pass, campus bus, flex parking, and ZipCar again this year.

IV. FUTURE TRANSPORTATION ISSUES

- a. Administer 2020 Biennial Transportation Survey
- b. Analyze the annual parking assignment process and replace priority systems with an annual permit renewal system
- c. Bus Rapid Transit
- d. Collaborate with student groups on solar bus shelter amenity pilot project
- e. Complete university-branded bus shelter updates
- f. Connect the Flex permits to the garage and ramp gate systems
- g. Electric Scooters | Test e-Scooter racks and develop campus standard
- h. Explore ways to offset rising costs of all programs
- i. Explore multi-modal intersection counting options
- j. Implement revised campus bus service
- k. Install 6 new electric vehicle charging stations
- l. Monitor development of the Campus Master Plan/Transportation Master Plan recommendations
- m. Renew B-cycle contract
- n. Review the subsidized Madison Metro bus pass policy for updates and changes

V. SUMMARY/RECOMMENDATIONS

The CTC recognizes the efforts of Transportation Services to balance the complex and often competing needs of transportation users on campus. As traffic congestion continues to grow in the Madison region, the University, UW Hospital, Dane County, City of Madison, Village of Shorewood Hills, and major employers will need to continue to explore alternatives.

VI. COMMITTEE MEMBERSHIP 2019-2020

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<th>Faculty</th>
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<tr>
<td>Sue Ahn</td>
<td>Civil &amp; Environmental Engineer Carey McAndrews - Chair</td>
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<td>Peter Van Kan</td>
<td>Kinesiology</td>
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<td>Academic</td>
<td>University Staff</td>
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<td>Aaron Crandall</td>
<td>School of Med &amp; Public Health</td>
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<td>Christina Pier</td>
<td>Environment, Health &amp; Safety</td>
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<td>Cameron Scarlett</td>
<td>School of Pharmacy</td>
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<td>Jim O’Brien</td>
<td>UW Housing (alternate)</td>
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<td>ASM</td>
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<td>Georg Chen</td>
<td>UW Student</td>
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*First Semester | ** Second Semester

Patrick Kass | Director, Transportation Services
Gary Brown | Director, Campus Planning & Landscape Architecture
Anne Bogan | Recorder, TS Administrative Services

Revised 12/09/2020 agb
Faculty-elected Committees Election Results: Spring 2021

The election for the following committees ran from April 4 through April 18, 2021. There were 540 voters. The in-coming committee members are in **bold**.

**UNIVERSITY COMMITTEE**
MEMBERSHIP: 6 faculty; no more than three members shall be from a single school or college; at least one member shall be from each division. See also committeetracker.wisc.edu/Committee/Details/414

<table>
<thead>
<tr>
<th>2021-2022 Roster</th>
<th>Term ends</th>
<th>Department</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fernando Tejedo-Herrero</td>
<td>2024</td>
<td>L&amp;S/Spanish &amp; Portuguese</td>
<td>Arts &amp; Humanities</td>
</tr>
<tr>
<td>Susan Thibeault</td>
<td>2024</td>
<td>SMPH/Surgery</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>Kristyn Masters</td>
<td>2023</td>
<td>Engr/Biomedical Engineering</td>
<td>Physical Sciences</td>
</tr>
<tr>
<td>Lauren Papp</td>
<td>2023</td>
<td>School of Human Ecology</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Erica Halverson</td>
<td>2022</td>
<td>Edu/Curriculum &amp; Instruction</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Eric Sandgren</td>
<td>2022</td>
<td>Vet/Pathobiological Sciences</td>
<td>Biological Sciences</td>
</tr>
</tbody>
</table>

**COMMITTEE FOR FACULTY RIGHTS AND RESPONSIBILITIES**
MEMBERSHIP: 9 faculty; at least 1 and no more than 3 members from a single division. See also committeetracker.wisc.edu/Committee/Details/378.

<table>
<thead>
<tr>
<th>2021-2022 Roster</th>
<th>Term ends</th>
<th>Department</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Hernandez</td>
<td>2024</td>
<td>Animal &amp; Dairy Sciences</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>Cecelia Klingele</td>
<td>2024</td>
<td>Law School</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Jennifer Ratner-Rosenhagen</td>
<td>2024</td>
<td>History</td>
<td>Arts &amp; Humanities</td>
</tr>
<tr>
<td>Jeffrey Beneker</td>
<td>2023</td>
<td>L&amp;S/CANES</td>
<td>Arts &amp; Humanities</td>
</tr>
<tr>
<td>Vikas Singh</td>
<td>2023</td>
<td>SMPH/Biostat &amp; Med Info</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>Izabela Szlufarska</td>
<td>2023</td>
<td>Engr/Materials Science</td>
<td>Physical Sciences</td>
</tr>
<tr>
<td>Anja Wanner</td>
<td>2022</td>
<td>L&amp;S/English</td>
<td>Arts &amp; Humanities</td>
</tr>
<tr>
<td>Jenny Gumperz</td>
<td>2022</td>
<td>SMPH/Medical Microb &amp; Imm</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>Robert Radwin</td>
<td>2022</td>
<td>Engr/Industrial &amp; Systems</td>
<td>Physical Sciences</td>
</tr>
</tbody>
</table>

**UNIVERSITY LIBRARY COMMITTEE**
FACULTY MEMBERSHIP: 8 faculty, 2 from each faculty division; 2 of these elected each year. See also committeetracker.wisc.edu/Committee/Details/394.

<table>
<thead>
<tr>
<th>2021-2022 Faculty Roster</th>
<th>Term ends</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew Ginder-Vogel</td>
<td>2025</td>
<td>Civil &amp; Env Eng</td>
</tr>
<tr>
<td>Catherine Arnott Smith</td>
<td>2025</td>
<td>Information School</td>
</tr>
<tr>
<td>Rania Huntington</td>
<td>2024</td>
<td>L&amp;S/Asian Lang &amp; Cultures</td>
</tr>
<tr>
<td>Anne Vila</td>
<td>2024</td>
<td>L&amp;S/French &amp; Italian</td>
</tr>
<tr>
<td>Duncan Carlsmit</td>
<td>2023</td>
<td>L&amp;S/Physics</td>
</tr>
<tr>
<td>Matthew Berland</td>
<td>2023</td>
<td>Edu/Curric &amp; Instruction</td>
</tr>
<tr>
<td>Amy Trentham Dietz</td>
<td>2022</td>
<td>SMPH/Pop Health Sciences</td>
</tr>
<tr>
<td>Sean Fain</td>
<td>2022</td>
<td>SMPH/Medical Physics</td>
</tr>
</tbody>
</table>
COMMITTEE ON COMMITTEES

MEMBERSHIP: 10 faculty; 4 elected by the Faculty from each division; 2 appointed by and from the UC; and 1 member from each division appointed by the divisional committees.

See also committeetracker.wisc.edu/Committee/Details/370/

<table>
<thead>
<tr>
<th>2021-2022 Roster</th>
<th>Term ends</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erika Marin-Spiotta</td>
<td>2025</td>
<td>Geography Physical Sciences</td>
</tr>
<tr>
<td>Morton Gernsbacher</td>
<td>2025</td>
<td>L&amp;S/ Psychology Social Sciences</td>
</tr>
<tr>
<td>Vijayasaradhi Setaluri</td>
<td>2024</td>
<td>SMPH/ Dermatology Biological Sciences</td>
</tr>
<tr>
<td>Christa Olson</td>
<td>2024</td>
<td>L&amp;S/ English Arts &amp; Humanities</td>
</tr>
<tr>
<td>Steph Tai</td>
<td>2023</td>
<td>Law School Social Sciences</td>
</tr>
<tr>
<td>Christine Seroogy</td>
<td>2022</td>
<td>SMPH/ Pediatrics Biological Sciences</td>
</tr>
<tr>
<td>Azadeh Davoodi</td>
<td>2022</td>
<td>ENG/Electrical &amp; Computer Physical Sciences</td>
</tr>
<tr>
<td>Russell Shafer-Landau</td>
<td>2023</td>
<td>L&amp;S/ Philosophy Arts &amp; Humanities</td>
</tr>
</tbody>
</table>

ARTS & HUMANITIES DIVISIONAL COMMITTEE

MEMBERSHIP: 12 faculty; no more than two members shall be from one department. See also committeetracker.wisc.edu/Committee/Details/695

<table>
<thead>
<tr>
<th>2021-2022 Roster</th>
<th>Term ends</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christy Clark-Pujara</td>
<td>2024</td>
<td>L&amp;S/Afro-American Studies</td>
</tr>
<tr>
<td>Baron Kelly</td>
<td>2024</td>
<td>Edu/Theatre &amp; Drama</td>
</tr>
<tr>
<td>Sonja Klocke</td>
<td>2024</td>
<td>L&amp;S/German, Nordic, and Slavic</td>
</tr>
<tr>
<td>Meg Mitchell</td>
<td>2024</td>
<td>Edu/Art</td>
</tr>
<tr>
<td>Ramzi Fawaz</td>
<td>2023</td>
<td>L&amp;S/English</td>
</tr>
<tr>
<td>Victor Goldgel-Carballo</td>
<td>2023</td>
<td>L&amp;S/Spanish &amp; Portuguese</td>
</tr>
<tr>
<td>Alan Rubel</td>
<td>2023</td>
<td>L&amp;S/Information School</td>
</tr>
<tr>
<td>Alan Sidelle</td>
<td>2023</td>
<td>L&amp;S/Philosophy</td>
</tr>
<tr>
<td>Vlad Dima</td>
<td>2022</td>
<td>L&amp;S/African Cultural Studies</td>
</tr>
<tr>
<td>Andra Harris</td>
<td>2022</td>
<td>Edu/Dance</td>
</tr>
<tr>
<td>Brian Hyer</td>
<td>2022</td>
<td>L&amp;S/Music</td>
</tr>
<tr>
<td>Elizabeth Lapina</td>
<td>2022</td>
<td>L&amp;S/History</td>
</tr>
</tbody>
</table>

BIOLOGICAL SCIENCES DIVISIONAL COMMITTEE

MEMBERSHIP: 12 faculty; only 6 members can be from one school or college, 1 per department.

See also committeetracker.wisc.edu/Committee/Details/696

<table>
<thead>
<tr>
<th>2021-2022 Roster</th>
<th>Term ends</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Alexander</td>
<td>2024</td>
<td>SMPH/Medical Physics</td>
</tr>
<tr>
<td>Tracy Baker</td>
<td>2024</td>
<td>Vet/Comparative Biosciences</td>
</tr>
<tr>
<td>JD Sauer</td>
<td>2024</td>
<td>SMPH/Medical Microbiology &amp; Immunology</td>
</tr>
<tr>
<td>Kent Weigel</td>
<td>2024</td>
<td>CALS/ Animal &amp; Dairy Sciences</td>
</tr>
<tr>
<td>Michelle Ciucci</td>
<td>2023</td>
<td>L&amp;S/Communication Sciences &amp; Disorders</td>
</tr>
<tr>
<td>Ellen Hartenbach</td>
<td>2023</td>
<td>SMPH/Obstetrics &amp; Gynecology</td>
</tr>
</tbody>
</table>

UW-Madison Fac Doc 2954 — 3 May 2021
<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrick Masson</td>
<td>2023</td>
<td>CALS/Genetics</td>
</tr>
<tr>
<td>Gillian Mclellan</td>
<td>2023</td>
<td>Vet/Surgical Sciences</td>
</tr>
<tr>
<td>Jeri Barak</td>
<td>2022</td>
<td>CALS/Plant Pathology</td>
</tr>
<tr>
<td>David Eide</td>
<td>2022</td>
<td>CALS/Nutritional Sciences</td>
</tr>
<tr>
<td>Randy Kimple</td>
<td>2022</td>
<td>SMPH/Human Oncology</td>
</tr>
<tr>
<td>Gretchen Schwarze</td>
<td>2022</td>
<td>SMPH/Surgery</td>
</tr>
</tbody>
</table>

**SOCIAL SCIENCES DIVISIONAL COMMITTEE**

FACULTY MEMBERSHIP: 12 faculty, 1 from each department. See also [committeetracker.wisc.edu/Committee/Details/374](https://committeetracker.wisc.edu/Committee/Details/374)

<table>
<thead>
<tr>
<th>2021-2022 Roster</th>
<th>Term ends</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>J Michael Collins</td>
<td>2024</td>
<td>School of Human Ecology</td>
</tr>
<tr>
<td>Patricia Devine</td>
<td>2024</td>
<td>L&amp;S/Psychology</td>
</tr>
<tr>
<td>Andrew Kydd</td>
<td>2024</td>
<td>L&amp;S/Political Science</td>
</tr>
<tr>
<td>Mariana Pacheco</td>
<td>2024</td>
<td>Edu/Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>David Bell</td>
<td>2023</td>
<td>Edu/Kinesiology</td>
</tr>
<tr>
<td>Felix Elwert</td>
<td>2023</td>
<td>L&amp;S/Sociology</td>
</tr>
<tr>
<td>John Hawks</td>
<td>2023</td>
<td>L&amp;S/Anthropology</td>
</tr>
<tr>
<td>Rachelle Winkle-Wagner</td>
<td>2023</td>
<td>Edu/Educ’l Leadership and Policy Analysis</td>
</tr>
<tr>
<td>Don Hausch</td>
<td>2022</td>
<td>Wisconsin School of Business</td>
</tr>
<tr>
<td>Stephen Kilgus</td>
<td>2022</td>
<td>Edu/Educational Psychology</td>
</tr>
<tr>
<td>Barbara King</td>
<td>2022</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>Michael Wagner</td>
<td>2022</td>
<td>L&amp;S/School of Journalism &amp; Mass Communication</td>
</tr>
</tbody>
</table>

**PHYSICAL SCIENCES DIVISIONAL COMMITTEE**

MEMBERSHIP: 12 faculty; 1 per department. 4 should be from L&S, 3 from College of Eng, 1 from CALS or Pharmacy. See also [committeetracker.wisc.edu/Committee/Details/694](https://committeetracker.wisc.edu/Committee/Details/694)

<table>
<thead>
<tr>
<th>2021-2022 Roster</th>
<th>Term ends</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Evans</td>
<td>2024</td>
<td>Engr/Materials Science &amp; Engineering</td>
</tr>
<tr>
<td>Laurentiu Maxim</td>
<td>2024</td>
<td>L&amp;S/Mathematics</td>
</tr>
<tr>
<td>Katherine McMahon</td>
<td>2024</td>
<td>Engr/Civil &amp; Environmental Engineering</td>
</tr>
<tr>
<td>Thatcher Root</td>
<td>2024</td>
<td>Engr/Chemical &amp; Biological Engineering</td>
</tr>
<tr>
<td>Elena D’Onghia</td>
<td>2023</td>
<td>L&amp;S/Astronomy</td>
</tr>
<tr>
<td>Daniel Fredrickson</td>
<td>2023</td>
<td>L&amp;S/Chemistry</td>
</tr>
<tr>
<td>Luke Mawst</td>
<td>2023</td>
<td>Engr/Electrical and Computer Engineering</td>
</tr>
<tr>
<td>Ivan Rayment</td>
<td>2023</td>
<td>CALS/Biochemistry</td>
</tr>
<tr>
<td>Nick Balster</td>
<td>2022</td>
<td>CALS/Soil Science</td>
</tr>
<tr>
<td>Pam Kreeger</td>
<td>2022</td>
<td>Engr/Biomedical Engineering</td>
</tr>
<tr>
<td>John Lee</td>
<td>2022</td>
<td>Engr/Industrial &amp; Systems Engineering</td>
</tr>
<tr>
<td>Thad Walker</td>
<td>2022</td>
<td>L&amp;S/Physics</td>
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</table>
### GRADUATE FACULTY EXECUTIVE COMMITTEE

**MEMBERSHIP:** 16 faculty to represent the four divisions, 1 per department. See also [committeetracker.wisc.edu/Committee/Details/380](http://committeetracker.wisc.edu/Committee/Details/380)

<table>
<thead>
<tr>
<th>2021-2022 Roster</th>
<th>Term ends</th>
<th>Department</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily Fletcher</td>
<td>2025</td>
<td>L&amp;S/Philosophy</td>
<td>A&amp;H</td>
</tr>
<tr>
<td>Robert Asen</td>
<td>2024</td>
<td>L&amp;S/Communication Arts</td>
<td>A&amp;H</td>
</tr>
<tr>
<td>Leslie Smith</td>
<td>2023</td>
<td>Edu/Art</td>
<td>A&amp;H</td>
</tr>
<tr>
<td>Alex Dressler</td>
<td>2022</td>
<td>L&amp;S/CANES</td>
<td>A&amp;H</td>
</tr>
<tr>
<td>Donna Neumann</td>
<td>2024</td>
<td>SMPH/Ophthalmology &amp; Visual Sciences</td>
<td>BIO</td>
</tr>
<tr>
<td>Gail Robertson</td>
<td>2022</td>
<td>SMPH/Neuroscience</td>
<td>BIO</td>
</tr>
<tr>
<td>Mark Mandel</td>
<td>2023</td>
<td>SMPH/Medical Microbiology &amp; Immunology</td>
<td>BIO</td>
</tr>
<tr>
<td>Manish Patankar</td>
<td>2025</td>
<td>SMPH/Obstetrics &amp; Gynecology</td>
<td>BIO</td>
</tr>
<tr>
<td>Morgan Robertson</td>
<td>2025</td>
<td>L&amp;S/Geography</td>
<td>SOC</td>
</tr>
<tr>
<td>Sissel Schroeder</td>
<td>2024</td>
<td>L&amp;S/Anthropology</td>
<td>SOC</td>
</tr>
<tr>
<td>Julie Poehlmann-Tyanan</td>
<td>2023</td>
<td>School of Human Ecology</td>
<td>SOC</td>
</tr>
<tr>
<td>Bret Shaw</td>
<td>2022</td>
<td>CALS/Life Sciences &amp; Communication</td>
<td>SOC</td>
</tr>
<tr>
<td>Sue Babcock</td>
<td>2025</td>
<td>Engr/Materials Science and Engineering</td>
<td>PHYS</td>
</tr>
<tr>
<td>Kevin Black</td>
<td>2024</td>
<td>L&amp;S/Physics</td>
<td>PHYS</td>
</tr>
<tr>
<td>Christopher Choi</td>
<td>2023</td>
<td>CALS/Biological Systems Engineering</td>
<td>PHYS</td>
</tr>
<tr>
<td>Shannon Stahl</td>
<td>2022</td>
<td>L&amp;S/Chemistry</td>
<td>PHYS</td>
</tr>
</tbody>
</table>

### University Research Council

**MEMBERSHIP:** 8 faculty to represent the four divisions, 1 per department. See also [committeetracker.wisc.edu/Committee/Details/705](http://committeetracker.wisc.edu/Committee/Details/705)

<table>
<thead>
<tr>
<th>2021-2022 Faculty Roster</th>
<th>Term ends</th>
<th>Department</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marina Moskowitz</td>
<td>2024</td>
<td>School of Human Ecology</td>
<td>A&amp;H</td>
</tr>
<tr>
<td>Jyoti Watters</td>
<td>2024</td>
<td>Vet/Pathobiological Sciences</td>
<td>BIO</td>
</tr>
<tr>
<td>Mary Trotter</td>
<td>2022</td>
<td>L&amp;S/English</td>
<td>A&amp;H</td>
</tr>
<tr>
<td>Dorothy Farrar-Edwards</td>
<td>2022</td>
<td>Edu/Kinesiology</td>
<td>SOC</td>
</tr>
<tr>
<td>Chris Kucharik</td>
<td>2022</td>
<td>CALS/Agronomy</td>
<td>PHYS</td>
</tr>
<tr>
<td>Tim Kamp</td>
<td>2023</td>
<td>SMPH/Medicine</td>
<td>BIO</td>
</tr>
</tbody>
</table>
Proposed Change to *Faculty Policies and Procedures*: the Addition of a New Section, 7.16, Promotion from Associate Professor to Professor

7.16. PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

A. GUIDANCE

Promotion from the rank of associate professor to that of professor should be guided by a clear, written policy on the criteria and process for promotion within each department (see 7.16.B below). Schools and colleges may determine parameters for departmental policy. While the departmental policy need not establish absolute metrics of scholarship, it should define types of scholarly work (teaching, service, outreach/extension and research/scholarly productivity) that are expected for promotion. Copies of both school or college and departmental policies should be sent to the appropriate dean’s office (for department policies), the Office of the Provost, and the Office of the secretary of the faculty.

B. CRITERIA FOR PROMOTION

1. A *departmental recommendation* to promote to the rank of professor is granted forwarded to the Dean’s office following an affirmative recommendation of a subset of the departmental executive committee, consisting of the full professors on the executive committee (hereafter referred to as the “Council of Full Professors”), to that effect. In lieu of a Council of Full Professors, departments may instead create a *standing committee* use a subset of full the executive committee consisting only of tenured professors to vote on promotion cases.

A minimum of three professors is required for a Council of Full Professors. Any department that does not have at least three professors must appoint, by a vote of its executive committee, enough professors from other departments to bring the complement of professors on the Council to three. The appointed professor(s) will serve until there are at least three professors on the departmental executive committee.

2. In applying its professional judgment to the decision of whether to recommend promotion, the Council of Full Professors has the obligation to exercise its discretion follow the department guidelines in the interest of improving the academic and professional quality of the department; *departmental executive committees* Council of Full Professors may not decline to recommend promotion for any reasons which are legally impermissible or which violate principles of academic freedom. The basic standard for review shall be whether the faculty member under review has met criteria consistent with the rank of professor as established in its guidelines (see 7.16.B.3 below). Special care should be taken to ensure that the scholarly productivity of jointly appointed and interdisciplinary faculty is appropriately evaluated.
3. The articulated standards in each department shall be consistent with the criteria for excellence held by peer institutions and with disciplinary conventions. **Department standards for promotion shall consider any additional documentation of responsibilities.** In general, promotion should be based on the record of scholarly work (teaching, service, outreach/extension and research/scholarly productivity) and should not be taken solely for reasons of salary, status, or retention, or years of service. Promotion is not acquired solely because of the number of years of service. These criteria and standards shall be consistent with, and indeed may be a subset of, those established under section **FPP 7.17.B.** ("Post-Tenure Review: Criteria").

4. A copy of the criteria and standards described in 7.16.B.3 shall be furnished to all persons hired into the rank of associate professor and to all newly tenured faculty members, in accordance with **FPP 5.21.D.1**

5. Notwithstanding the responsibility of the departmental executive committees to provide for the guidance and mentoring of all faculty members, it is the faculty member’s responsibility to meet the criteria for promotion as determined by the department.

6. These criteria and standards shall be periodically reviewed by the executive committee of each department and the relevant school or college Academic Planning Council(s).

C. PROCEDURES

1. **FPP 5.21.D** requires that departmental executive committees shall consider each of its associate professors’ progress toward promotion to professor status either during part of its periodic review of tenured faculty (including post tenure review described in **FPP 7.17**) or separately.

2. **Associate professors must be reviewed considered for their readiness** for promotion to professor no later than the occasion of their first post-tenure review (performed in the fifth year) under section **FPP 7.17** and every year after. Delays or Changes to this review schedule may be made by mutual agreement between the associate professor and the department chair. If not promoted, **If promotion is not sought or granted at that time, the associate professor and department chair may mutually agree upon a timeline for reconsideration, not to exceed five years between reviews; if such an agreement is not made, the default reconsideration schedule will be once every year. An associate professor may request the Council of Full Professors consider them for promotion any time after their initial fifth-year post tenure review.**

3. If an associate professor being considered for promotion has a joint appointment, the department designated as the principal sponsor of the appointment will take the primary role in the evaluation process. The involvement of other department(s) in the review should follow the process outlined in the faculty member’s appointment letter or other agreement between the departments.
4. The associate professor will provide the Council of Full Professors with materials as outlined in the departmental policy such as a current curriculum vitae, annual activity reports, publications, grant proposals, and other scholarship; summary of teaching and student evaluations; and evidence of service (both at UW-Madison and to the profession more broadly), outreach, governance, and administrative work.

5. For departments requiring outside letters of evaluation as part of the process of evaluating the scholarly work (in teaching, service, outreach/extension and research/scholarly productivity) of associate professors being considered for promotion, the number of letters (typically three or more), confidentiality, and selection of references will be outlined in the departmental policy. For departments where outside letters are not required by the department, the associate professor may request that outside letters be solicited and included in the materials. To address requests for letters from associate professors, departments should include the process for outside letters in their policy regardless of whether they are required or not.

If a department adds a requirement for outside letters, faculty members who are being considered for promotion from associate professor in the year in which the rule changes may opt to prepare their cases for promotion to professor without outside letters.

6. A written evaluation summary of the associate professor’s work and supporting documentation across all areas of scholarship (teaching, service, outreach/extension and research/scholarly productivity) needs to be submitted to the Council of Full Professors before a vote is taken. The summary will include materials primarily provided by the associate professor following departmental guidelines.

7. The Council of Full Professors will meet to discuss and vote on the advancement of associate professors to the rank of professor. The vote should follow the procedures outlined in the department policy and be based on the record of scholarly work (in teaching, service, outreach/extension and research/scholarly productivity), and should not be taken solely for reasons of salary, status, or retention or years of service.

8. Once the vote has been taken, the faculty member shall be notified of the decision by the department chair in writing within five business days of the decision. If the decision is adverse, reasons for the decision will be included.

9. A Council of Full Professors recommendation of promotion to professor shall be transmitted by the department chair to the dean. The dean will then follow the process for approval or denial of promotion recommendations as outlined by school/college policy. Promotions typically take effect on July 1 for faculty on 12-month appointments and at the start of the contract year in August for faculty on 9-month appointments.

D. DUE PROCESS, RECONSIDERATIONS AND APPEALS
1. A faculty member receiving a negative outcome may request within ten business days of receiving the written decision a reconsideration by the Council of Full Professors. The meeting shall be held within twenty calendar days after the faculty member concerned requests reconsideration.

2. The faculty member concerned shall have an opportunity to attend the reconsideration meeting accompanied, if they wish, by a representative of their choice, to respond to the statement of reasons, and to present any written or oral evidence or arguments relevant to the decision.

3. Reconsideration is not a hearing, nor an appeal, and shall be non-adversarial in nature.

4. Within five business days following the reconsideration, the chair shall convey the decision of the Council of Full Professors to the faculty member concerned in writing. If the decision is adverse, the faculty member may appeal to the dean. The dean has fifteen calendar days to consider the faculty member’s appeal and render a decision in writing. In cases when an adverse decision is upheld by the dean, that decision may be appealed to the Committee on Faculty Rights and Responsibilities (CFRR) (see 6 below).

5. Should a departmental decision on promotion be positive, and that decision is reversed by the dean, the faculty member will be notified in writing of the dean’s decision and the reasons for the decision within five business days. The faculty member may appeal a dean’s adverse decision to CFRR (see 6 below).

6. In the event of an adverse decision by the Council of Full Professors or by the dean, the faculty member will have twenty calendar days from the date of the decision to appeal to CFRR. The CFRR will decide on the validity of the appeal – basing its assessment on whether or not the decision on promotion was based in any significant degree on impermissible factors outlined in UWS Administrative Code 3.08[1][a], [b], and [c] and will transmit its findings to the faculty member concerned, the department chair, the department’s Council of Full Professors, the dean, and the provost.

If CFRR finds that a decision in 7.16.D.2 or 7.16.D.35 was based in any significant degree on impermissible factors, it may remand the case back to the department decision maker or ask the provost to send it to the next higher appointing authority. If the provost is involved, they will, in consultation with the Divisional Committee Review Council (DCRC)(FPP 7.17.C.7), make the final decision on promotion. That decision will be rendered within 30 calendar days of the date of the CFRR report. The provost’s decision will be final.

7. In the event of an adverse decision that the faculty member chooses not to appeal or appeals without success, the chair or designee will meet with the faculty member to discuss how to create a stronger case for promotion.

8. A negative decision on promotion does not preclude consideration in subsequent years.
Rationale/Purpose of the Policy

This policy ensures compliance with UW System Board of Regent Policy, Wisconsin Statute, the Americans with Disabilities Act [ADA], including changes made by the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act as amended, to prohibit discrimination on the basis of disability. The university must provide reasonable accommodations to qualified students with disabilities to access and participate in its academic programs and educational services.

Definitions

Disability: with respect to a person, under Section 504 of the Rehabilitation Act, as amended, and the Americans with Disabilities Act, as amended, a disability is a:

- physical or mental impairment that substantially limits one or more major life activities (e.g., reading, writing, learning, breathing, hearing, seeing, bodily functions such as cell growth, etc.);
- a record of having such an impairment; or,
- being regarded as having such an impairment.

Student: any person enrolled in a course or participating in a course-related activity or event.

Qualified Student with a Disability: a student with a disability who meets the academic and technical standards required for admission or participation in the course, activity, or program with or without reasonable accommodations.

Faculty/Instructional Personnel: includes but is not limited to, all faculty, instructors, lecturers, teaching assistants, support teaching staff such as librarians delivering instruction, or other individuals (hereby referred to as “faculty”) responsible for delivering or coordinating a course or course-related activity or event.

Campus Disability Authority: the following campus entities have authority to verify disability status and determine reasonable accommodations for individuals with disabilities:

- McBurney Disability Resource Center for credit-earning or degree students, special students, guest auditors, and prospective students
- Divisional Disability Representatives in consultation with the Employee Disability Resources Office for employees or prospective employees
- ADA Coordinator in the Office of Compliance

Division of Continuing Studies: the division provides administrative oversight and support for many of UW-Madison's noncredit courses and certain credit programs taken by UW special students.
Reasonable Accommodation: a reasonable accommodation is an auxiliary aid, service, adjustment, or modification to ensure qualified students with disabilities are not denied or excluded from the benefits of a course, activity, or program.

• A reasonable accommodation does not:
  o alter the knowledge and skills of the program or course;
  o lower academic standards;
  o result in a fundamental alteration in the nature of the course, activity, or program; or,
  o pose an undue burden to the university.
• Examples of reasonable accommodations may include: additional testing time, note-taking, sign-language interpreting, media captioning, or text-to-speech.

Scope
This policy applies to all credit and non-credit courses, academic programs, and instructional activities of the university. This policy applies to all faculty or instructors of all credit and non-credit academic programs and educational services, as well as any participating students.

Policy Details

Student Role and Accommodation Process
The determination and approval of reasonable accommodations for the majority of students, including special students enrolled in credit courses, occurs through the McBurney Disability Resource Center. Accommodations for students in non-credit courses are approved through the Division of Continuing Studies.

• Students are asked to communicate with their faculty during the beginning of the semester or term (or as soon after being approved) to review their approved accommodations and how they will be implemented. Students are expected to give faculty ample notification so accommodations may be timely implemented.
• Students should not expect accommodations to be retroactively applied to course assessments or materials for which due dates have passed.

Faculty/Instructional Personnel Role
• Faculty will be notified of approved accommodations through an accommodation plan.
• If necessary, faculty may reach out to students to discuss implementation of their accommodations after receiving accommodation notification.
• Students who request accommodations directly to faculty may be referred to the McBurney Disability Resource Center (or Division of Continuing Studies as appropriate).
• Faculty are responsible for timely implementation of accommodations and may share accommodation information with others legitimately involved in accommodation implementation such as a teaching assistant or course coordinator.
• Faculty are not required to retroactively implement accommodations for course assessments or materials for which due dates have passed.
Faculty who are uncertain about or disagree with an accommodation or believe an accommodation poses an undue burden to the university must consult with the McBurney Disability Resource Center even if the accommodation was approved by the Division of Continuing Studies. The McBurney Disability Resource Center will provide guidance.

**Division of Continuing Studies Role**

- The Division of Continuing Studies is responsible for timely review and response to an accommodation request. The Division of Continuing Studies may not request medical documentation to conduct disability determination but instead may confer as needed with the McBurney Disability Resource Center, which may request medical documentation as appropriate.
- The Division of Continuing Studies must consult with the McBurney Disability Resource Center prior to denying an accommodation request.
- The Division of Continuing Studies must notify faculty of approved accommodations in writing.

**Appeal Rights**

Students who have been denied an accommodation have appeal rights as follows:

- Students denied an accommodation through the McBurney Disability Resource Center or Division of Continuing Studies may initially attempt to resolve matters by contacting the McBurney Disability Resource Center to discuss the nature of the complaint, factors to consider as part of the interactive process, and whether an alternative resolution process with the program that denied the accommodation could be engaged. Often, an alternative resolution process is sufficient to address the accommodation concern.
- Students may file an appeal with the ADA Coordinator in the Office of Compliance, and must do so, in writing, within 30-calendar days from the date of accommodation denial regardless or notwithstanding attempts to resolve matters through an alternative resolution process. Further information about the appeal process and timely filing is available through the Office of Compliance.

**Non-retaliation**

It is against UW System Board of Regent Policy 14-6 and federal and state laws to retaliate against a student requesting a reasonable accommodation in terms of their opportunities to enjoy equal terms, benefits, privileges, or conditions of the University’s programs, including social, academic, or recreational activities.

**Confidentiality**

A student’s affiliation with the McBurney Disability Resource Center or their disability status, medical information, and accommodations, whether issued through the McBurney Disability Resource Center or another unit, are protected under the Family Educational Rights and Privacy Act (FERPA). Faculty should keep this information strictly confidential unless there are
legitimate concerns about a student’s wellbeing or there is a legitimate educational interest or need to know, such as sharing with a teaching assistant responsible for the implementation of an accommodation. For further information about confidentiality, contact the McBurney Disability Resource Center or the Office of the Registrar.

Consequence for Non-Compliance

- Non-compliance with the Americans with Disabilities Act (ADA), including the ADA Amendments Act of 2008, may result in monetary damages.
- Non-compliance with Section 504 of the Rehabilitation Act, as amended, may result in loss of federal funding as determined by the U.S. Department of Education’s Office for Civil Rights.

Related UW–Madison Policies

List and provide a link to any other UW–Madison policies that are closely related to the policy itself and may need to be known to users of the policy. (optional)

Related UW–Madison Documents

List and provide a link to any other UW–Madison related documents that provide relevant information and may be necessary to ensure compliance with the policy. (optional)

External References

- UW Board of Regent Policy 14-10: Nondiscrimination on the Basis of Disability
- UW Board of Regent Policy 14-6: Discrimination, Harassment, and Retaliation
- Wisconsin Statute §36.12: Student Discrimination Prohibited
- The Americans with Disabilities Act (28 CFR §35): Nondiscrimination on the Basis of Disability in State and Local Government Services
- Section 504 of the Rehabilitation Act 34 CFR §104: Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance

Policy Administration

Approval Authority

Office of the Secretary of the Faculty

Policy Manager

ADA Coordinator

Policy Contact(s)

ADA Coordinator

Director and Assistant Dean – McBurney Disability Resource Center

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Policy History
Effective Date Select the date the policy goes (or went) into effect. (required)
Date Issued Select the original date the policy was released to the university as approved. (optional)
End Date Select the date the policy is no longer in effect. (optional)
Next Review (I anticipate taking an annual review of this policy with the shared governance Committee on Disability Access and Inclusion)

Revised Dates
List all the dates the policy was revised, using MM/DD/YYYY format. (optional)

Reviewed Dates
List all the dates the policy was reviewed, using MM/DD/YYYY format. (optional)
Policy on Election Day Observances

The idea for faculty and instructional staff to offer students flexibility during election days goes as far back as 1970 when an Ad Hoc Committee on the Calendar urged individual members of the faculty to make accommodations for students who choose to miss class in order to participate in the election process. Most recently during the pandemic, instructors were asked to provide flexibility to students working at polls as they filled in for many regular election officials who were unable to work.

This proposal would codify the suggestion of flexibility into a new Faculty Legislation II-110: Election Day Observances.

Faculty Legislation II-110: Election Day Observances

Students must inform instructors at least two weeks prior to an election day due to work as an election official. Students will not receive a grade deduction for not attending class, and instructors will attempt to keep election days free of major assignments.

Instructors will announce early in the semester that students must notify them two weeks prior to an election about their anticipated absence to work at the polls and should include this information on their course syllabi. Make-up work may be scheduled before or after the regularly scheduled requirements.

Instructors are also asked to provide flexibility to students reporting they may be tardy or absent the day of an election due to waiting to vote at the polls.