



BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

November 4, 2021
Gordon Dining & Event Center, 2nd Floor
770 W. Dayton Street
Madison, Wisconsin

Thursday, November 4, 2021

8:15 a.m. – 8:40 a.m. **Business & Finance Committee**
Concerto Room

8:45 a.m. **I. All Regents**
Concerto Room

12:15 p.m. Lunch*
Sonata Room

1:15 p.m. **Closed Session**
Concerto Room

2:00 p.m. **2021 Outstanding Women of Color in Education Awards
and the Dr. P.B. Poorman Awards for Outstanding
Achievement on Behalf of LGBTQ+ People**
Symphony Room
Event is open to the public. Please contact jlee@uwsa.edu
for more information.

**A quorum of the Board of Regents may be present; no Board business will be conducted.*

Webex videoconference registration information and meeting materials can be found at <https://www.wisconsin.edu/regents/meetingmaterials> or may be obtained from Jess Lathrop, Executive Director, Office of the Board of Regents, 1860 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706, (608) 262-2324.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I. All Regents

Thursday, November 4, 2021
8:45 a.m.

Gordon Dining & Event Center
Concerto Room
770 W. Dayton Street
Madison, Wisconsin

1. Calling of the Roll
2. Declaration of Conflicts
3. Approval of the record of the July 8-9, 2021 Meeting of the UW System Board of Regents and the October 8-9, 2021 Meeting of the UW System Board of Regents
4. Report of the Board President
 - A. Acknowledgement of Chancellor Rebecca Blank's Announced Departure
 - B. Update on the UW System Presidential Search
 - C. Update on the Special Regent Committee for Governance Issues
5. Report of the System President
 - A. Introductions
 - B. Enrollment and Admissions
 - C. Title and Total Compensation Project Status
 - D. Office of Compliance and Integrity Status
 - E. 70 for 70 Campaign
 - F. Federal Executive Order Update
6. Diversity, Equity and Inclusion: Update on the 2017 Report of the UW System Task Force on Campus Climate
 - A. Panel Discussion with Chancellors
 - B. Presentation of Enrollment and Student Success Data
 - C. 2021 Campus Climate Survey Results
7. Presentation: Freedom of Expression Compliance and Education
8. Proposal to modify RPD 6-4, "Selection Process for System President, Chancellors, Vice Chancellors and UW System Senior Leadership Positions"
9. Approval of UW System's Plan for Funds Included in the 2021-23 Biennial Budget Placed in the Joint Committee on Finance Supplemental Account
10. Report and approval of actions taken by the Business & Finance Committee

Lunch break (12:15-1:15)

11. Closed Session – Concerto Room

Move into closed session to:

- A. consider a compensation adjustment for an individual with a salary that exceeds 75% of the UW System President's Salary, as permitted by s. 19.85(1)(c), Wis. Stats.;
- B. consider three UW-Madison honorary degree nominations, as permitted by s. 19.85(1)(f), Wis. Stats.;
- C. confer with legal counsel regarding strategy to be adopted by the body regarding potential litigation in which it is likely to become involved, as permitted by s. 19.85(1)(g), Wis. Stats.; and
- D. Confer with legal counsel regarding potential litigation in which it is likely to become involved regarding UW System contracts, as permitted by s. 19.85(1)(g), Wis. Stats.

Adjourn

The Board may reconvene in open session regarding matters taken up in closed session, including voting, where applicable.

Thursday, November 4, 2021

**DIVERSITY, EQUITY AND INCLUSION:
UPDATE ON THE 2017 REPORT OF THE
UW SYSTEM TASK FORCE ON CAMPUS CLIMATE**

REQUESTED ACTION

This item is intended to highlight issues and inform future decision-making.

SUMMARY

In 2016, in response to student concerns about the climate and incidents of hate or bias on UW System campuses, the Presidents of the Board of Regents and the UW System appointed a systemwide task force comprised of students, faculty, staff, and campus leaders. The UW System Task Force on Campus Climate (Task Force) was charged with reviewing and analyzing current efforts related to campus climate, identifying evidence-based models and approaches, and developing recommendations to aid in the continuous assessment and improvement of campus climate.

The Task Force report, issued in June 2017, included nine recommendations to address the composition diversity and success of students, the professional development and expectations for faculty and other employees, and the responsibilities of those in leadership positions throughout the UW System.

At the Board of Regents' November 2021 meeting, the Board's focus will be on the recommendations addressing students. The Board will hear from a panel of chancellors who will share the unique challenges they face in recruiting, retaining, and graduating underrepresented minority students, as well as their successful efforts in these areas. Chancellors will also share what is needed from the Board of Regents and System Administration to make progress to increase the compositional diversity of students and improve outcomes for students of color and other marginalized identity groups.

Following the panel discussion, the Board will receive brief presentations on systemwide enrollment and student success data and the results of the 2020 campus climate survey.

Presenters:

Chancellor Panel

- Michael Alexander, Chancellor, UW-Green Bay
- Debbie Ford, Chancellor, UW-Parkside
- Thomas Gibson, Chancellor, UW-Stevens Point
- Mark Mone, Chancellor, UW-Milwaukee

Enrollment, Student Success, and Survey Results

- Warren Anderson, Senior Equity, Diversity & Inclusion Officer, UW System
- Ben Passmore, Associate Vice President for Policy Analysis and Research, UW System

BACKGROUND

Recommendations of the 2017 Report of the Task Force on Campus Climate

Five of the nine recommendations of the Task Force on Campus Climate addressed students. The Task Force recommended that:

- UW System institutions prioritize building the compositional diversity of all students, including undergraduate, graduate, professional, special, and others, by increasing the enrollment of African American, American Indian, Hispanic/Latino(a), Southeast Asian American students, and students of other marginalized identity groups, and eliminating enrollment rate gaps.
- UW System Administration and UW institutions take a more proactive approach to preparing students of color for college by providing greater support for precollege and bridge programs, as well as strengthening collaborations with the Department of Public Instruction and the K-12 system to increase the graduation rates of high school students of color.
- UW System institutions prioritize and increase efforts to attain equitable outcomes, for students at all levels, related to student engagement, retention, and success, and strategically implement initiatives to eliminate the retention rate and graduation rate gaps for students of color and students from other marginalized identity groups.
- UW institutions prioritize the implementation and expansion of deliberately structured interactions, intergroup dialogs programs, and academic curricula using evidence-based practices across a variety of settings, including learning environments, student orientation, residence halls, and student life programming.

- The UW System adopt a systemwide approach to assessing campus climate for all students, faculty, and staff by implementing the use of a uniform assessment tool that allows institutions some flexibility to add questions. The task force further recommends that every institution administer a climate survey at least once every three years, with results to be reported to the Board of Regents.

The remaining recommendations focused on:

- Increasing the compositional diversity of faculty and staff by (a) prioritizing the review and assessment of hiring practices to ensure that diversity, equity, and inclusion are priorities in the hiring process; (b) holding hiring authorities accountable for developing processes to effectively recruit a diverse pool of candidates and hire a more diverse workforce; and (c) engaging and retaining diverse faculty and staff and making resources available to support the success of faculty and staff.
- Providing professional development opportunities designed to create inclusive learning environments, enhance respect for social and cultural differences, and promote employees' roles in building a positive campus climate;
- Requiring all employees to participate in professional development training that enhances self-awareness and respect for social and cultural differences, while also promoting and reinforcing their role in building a more positive campus climate.
- Prioritizing diversity, equity, inclusion and campus climate among all levels of leadership within the UW System, holding all leaders accountable for achieving positive outcomes related to diversity, equity, inclusion, and climate; and the inclusion of demonstrated skills and contributions related to diversity, equity and inclusion in performance evaluations.

Results of the 2021 Systemwide Campus Climate Survey

During the Spring 2020 semester, UW System Administration contracted with the Higher Education Research Institute (HERI) at the University of California Los Angeles (UCLA) to administer the Diverse Learning Environments (DLE) Survey Instrument to undergraduate students at 12 UW System campuses (UW-Madison did not participate). The survey was administered between February and April 2021 and included a population of 84,785 students.

The DLE is a web-based survey that contains a “core” set of questions, including a set of standard or expanded questions related to sexual conduct/sexual assault. In addition to the standard set of survey questions, UW System also included two additional modules –

classroom climate and intergroup relations. Six UW System campuses opted for the inclusion of additional questions (UW-Eau Claire, UW-Green Bay, UW-Oshkosh, UW-River Falls, UW-Stevens Point, and UW-Stout).

Key Findings

Survey Response Rates and Student Demographics:

- A total of 12,618 students completed the survey – 14.9% response rate;
- While the response rate at each institution varied, this was in line with the response rates seen at institutions nationally during the global COVID-19 pandemic;
- Most of the participants identified as White (83%), while the other four racial/ethnic categories had significantly lower response rates - *Asian (3.9%), Hispanic (any race) (2.5%), African American (1.8%), Native American/Alaska Native (0.3%)*;
- 67.1% of participants identified as female, and nearly 35% identified as low-income;
- 12.5% of participants identified as first-generation;
- 19.0% of participants identified as a member of the LGBTQ+ community.

Overall Satisfaction and Sense of Belonging:

- 78.2% of participants indicated that they feel a sense of belonging at their respective campus. However, this sense of belonging generally decreases when other categories are considered (first generation status, gender, sexual orientation, socioeconomic status, race/ethnicity, disability status). Women and Hispanic students are more likely to indicate a sense of belonging.
- 89.6% of participants said that they would recommend their institution to others. When all other categories are considered, only Hispanic (92.1%), White (90.4%), and first-generation (89.9%) students said they would recommend their institution at a higher rate.
- 7.7% of participants said that they feel unsafe on their respective campus. When other categories are considered (first generation status, gender, sexual orientation, socioeconomic status, race/ethnicity, disability status), the sentiment of feeling unsafe increases.
- 34.6% of participants have considered dropping out of college. This number increases for students identifying as other gender (60.6%), LGBTQ+ (47.9%), African American (42.8%), Hispanic (43.4%), Native American/Alaska Native (44%), and those identifying as “Other” race (44.2%).
- 72.8% of participants believe that their institution provides the financial support they need to stay enrolled in college. Only students identifying as LGBTQ+ (68.3%) and as having a disability (69.3%) rated their institution lower.

Campus Diversity:

- 44.1% of participants said they were satisfied or very satisfied with the diversity of the student body. Those identifying as LGBTQ+ (33%), African American (31.9%),

Asian (40.7%), having a disability (41.8%) all rated the campus diversity of the student body lower.

- 50.4% of participants said they were satisfied or very satisfied with the diversity of the faculty at their institution. That level of satisfaction was lower for students identifying as LGBTQ+ (37.9%), African American (28.5%), Asian (45.7%), having a disability (47.6%), and Hispanic (49.1%).
- 48.9% of participants said that they were satisfied or very satisfied with the diversity of the staff at their institution. The level of satisfaction was lower for students identifying as LGBTQ+ (36.4%), African American (29.2%), Asian (44.8%), and Hispanic (47.1%).
- Overall, 82.9% of participants feel their institution has a long-standing commitment to diversity. When all other categories are considered (gender, sexual orientation, non-White and non-Hispanic race/ethnicity, disability status), the sentiment of decreases.
- Overall, there are varying degrees with the level of satisfaction with the atmosphere for specific areas of expression, and these levels of satisfaction vary when other categories are considered:
 - Atmosphere for difference in immigration status (48.8%);
 - Atmosphere for differences in gender expression (58.2%);
 - Atmosphere for differences in sexual orientation (59.1%);
 - Atmosphere for religious differences (52.6%);
 - Respect for the expression of diverse beliefs (58.7%).

Campus/Classroom Discrimination and/or Bias:

- 39.0% of participants are satisfied with the outcome of administrative responses to incidents of discrimination at their institution. When all other categories are considered, the level of satisfaction is lower for students identifying as LGBTQ+ (30.1%), African American (37.1%), Asian (38.5%), having a disability (36.3%), and Native American/Alaska Native (36.4%).
- 21.1% of participants have witnessed discrimination while enrolled at their institution. When all other categories are considered, except for white students and male students, all other participants from minoritized populations said that they witnessed more instances of discrimination.
- 21.4% of participants say that their institution has a lot of racial tension. That number increases significantly when other categories are considered, especially those that identify as African American (43.8%), Asian (38.5%), Native American/Alaska Native (33.3%), and LGBTQ+ (31.8%)
- When asked how often they have personally experienced various forms of bias/harassment/discrimination while enrolled at their institution, participants personal experiences varied. For example:
 - 25.7% of LGBTQ+ students said they have personally experienced bias/harassment/discrimination related to verbal comments;

- 24.0% of Native American/Alaska Native participants said they were excluded from events or gatherings;
- 7.5% of participants with a disability said they were subjected to offensive visual images or items

ATTACHMENT

A) 2017 Report of the UW System Task Force on Campus Climate



Board of Regents

1860 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin 53706
(608)262-2324

DATE: June 28, 2017

TO: John R. Behling, President, UW System Board of Regents
Regina M. Millner, President Emeritus, UW System Board of Regents
Ray Cross, President, UW System

FROM: Regent Eve M. Hall and Regent Emeritus Edmund Manydeeds, Co-Chairs,
on behalf of the members of the Task Force on Campus Climate

SUBJECT: UW System Task Force on Campus Climate

The establishment of the UW System was predicated on a desire to serve and educate all of the state's citizens, as codified in our statutory mission: "The legislature finds it in the public interest to provide a system of higher education which enables students of all ages, backgrounds and levels of income to participate in the search for knowledge and individual development" (Section 36.01(1), Wis. Stats.).

The call to serve and educate all of the state's citizens is a central premise of the UW System's strategic framework, 2020*FWD*. In its introduction, President Cross states that his dream for the UW System and the state of Wisconsin is a future in which "people in Wisconsin, regardless of their past experience or financial circumstances, can expect an opportunity to earn a college degree" Further, Cross expressed his hope that "students will have a dynamic educational experience in which excellence, originality, and different ways of thinking are encouraged, supported, and celebrated ..." (University of Wisconsin System, 2016).

Teaching and learning are at the heart of the UW System experience. Yet, for some of our students, the UW System experience has for far too long been associated with feelings of isolation, a pervasive sense of not belonging on campus, and conflict directed at them related to their race, ethnicity, gender, sexuality or other differences. Research has shown the important role that campus climate plays in students' educational success, and how it can support or undermine achievement for certain student populations (Munoz, 2014).

Members of the UW System Task Force on Campus Climate (task force) believe that if the UW System is to serve and educate students of all races, ethnicities, genders, abilities, nationalities, sexualities, ages, cultures, backgrounds, identities and socio-economic levels, then we have a shared responsibility for providing an environment in which teaching and learning can flourish. With that in mind, we offer recommendations to address the compositional diversity and success of students, professional development and expectations for faculty and other employees, and responsibilities of those in leadership positions at the UW System and our institutions. **We believe it is imperative for all levels of leadership within the UW System to prioritize diversity, equity, inclusion, and campus climate, and to be held accountable for**

achieving positive outcomes related to diversity, equity, inclusion, and campus climate within the System and at each of our institutions.

The UW System Task Force on Campus Climate respectfully offers the recommendations below for your consideration. The recommendations are summarized here, and a detailed explanation of each is in the report that follows. While these recommendations identify key evidence-based strategies for UW System campuses to pursue, the ultimate success of the initiatives must also involve the continuous assessment of campus climate.

For **all levels of leadership** within the UW System, whether in our classrooms, labs, schools and colleges, academic and student services, administrative operations, or the UW System, the task force recommends:

- (a) UW institutions prioritize the review and assessment of hiring practices to ensure that diversity, equity and inclusion are priorities in the hiring process; (b) hiring authorities be held accountable for developing processes to effectively recruit a diverse pool of candidates and hire a more diverse workforce; and (c) UW institutions engage and retain diverse faculty and staff and have resources available to support the success of those faculty and staff, as desired by those employees (page 6);
- UW institutions prioritize the implementation and expansion of structured interactions, intergroup dialog programs, and academic curricula, using evidence-based practices, across a variety of settings including learning environments, student orientation, residence halls, and student life programming (page 8); and
- the UW System adopt a systemwide approach to assessing campus climate for all students, faculty, and staff by implementing a uniform assessment tool which allows institutions some flexibility to add questions, and that every institution administer a climate survey at least once every three years, with results to be reported to the Board of Regents (page 13).

To address **student** diversity and success, the task force recommends:

- UW System institutions prioritize building the compositional diversity of all students, including undergraduate, graduate, professional, special, and others, by increasing the enrollment of African American, American Indian, Hispanic/Latino(a), Southeast Asian American students, and students of other marginalized identity groups, and eliminating enrollment rate gaps (page 5);
- UW System Administration and UW institutions take a more proactive approach to preparing students of color for college by providing greater support for precollege and bridge programs, as well as strengthening collaborations with the Department of Public Instruction and the K-12 system to increase the graduation rates of high school students of color (page 5); and

- UW System institutions prioritize and increase efforts to attain equitable outcomes, for students at all levels, related to student engagement, retention, and success, and strategically implement initiatives to eliminate the retention rate and graduation rate gaps for students of color and students from other marginalized identity groups (page 5).

For **faculty and other employees**, the task force recommends:

- faculty and instructors participate in professional development on inclusive, equitable, and culturally-responsive pedagogical strategies, with the goal of creating inclusive learning environments in all UW-sponsored spaces (page 9);
- the UW System requires all employees to participate in professional development that enhances self-awareness and respect for social and cultural differences, and also promotes and reinforces their role in building a more positive campus climate (page 10); and
- the job responsibilities of every UW System employee include expectations related to diversity, equity, inclusion, and campus climate, and that performance evaluations address demonstrated skills and expertise related to diversity and inclusion (page 12-13).

Report of the UW System Task Force on Campus Climate

June 2017

The UW System Task Force on Campus Climate respectfully submits this report, which presents the recommendations resulting from our work and discussions.

President Millner and President Cross have both expressed how vitally important it is that each and every UW student receive a high-quality education that prepares them to succeed in a diverse society and global workforce. This is the foundation of the UW System's 2020FWD strategic framework which seeks to "increase the enrollment and success of individuals in all educational experiences throughout their lifetimes." (University of Wisconsin System, 2016)

A number of steps were taken last year in response to student concerns about the climate and incidents of hate or bias on UW campuses. Among these steps, President Millner announced the creation of the Task Force on Campus Climate. She made this decision in the context of student presentations to the Board of Regents about campus climate and diversity-related issues during the Board of Regents' April 2016 meeting. By October 2016, a task force had been formed with representation from throughout the UW System (Appendix A). The task force was charged with reviewing and analyzing current efforts related to campus climate, identifying evidence-based models and approaches, and developing recommendations to aid in the continuous assessment and improvement of campus climate (Appendix B).

Dr. Susan Rankin, a leading researcher on campus climate issues from Pennsylvania State University and a consultant who has worked with UW institutions on climate assessments, defines campus climate as "the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential." (Rankin, 2008) (See Appendix C for a complete list of definitions used in this report.) Research shows that how students experience their campus environment impacts both learning and developmental outcomes (Pascarella, 2005), and discriminatory environments negatively impact student learning (Cabrera, 1999).

While the impetus for the Task Force on Campus Climate grew out of concerns related to incidents of racism, task force members shared a strong commitment to ensuring that UW System addresses climate concerns for all marginalized students and employees.¹ Task force members agreed that the UW System must do more to effectively educate and serve our students of color, LGBTQ students, and other students of marginalized identities because it is the right thing to do and because it will benefit all UW students and the state as a whole.

¹ The Merriam-Webster dictionary defines the word marginalize as "to relegate to an unimportant or powerless position within a society or group." For the purposes of this report, the definition of students of marginalized identities includes individuals who have been marginalized on the basis of one or more aspects of their identity, including but not limited to: race, gender or gender identity, sexual orientation, ability, socioeconomic status, sexuality, age, and/or religion. Some individuals identify with more than one marginalized group, and may experience further marginalization as a result (Syracuse University Counseling Center).

Task force members noted many examples of existing and effective efforts within the UW System to address campus climate, some of which are included in the following discussion. These efforts are consistent with the 2020*FWD* strategic focus on the university experience which emphasizes teaching and learning, the importance of bridging boundaries, and ensuring success for all learners. Despite these many efforts, task force members agreed that there continue to be more opportunities for UW institutions to improve the climate for UW students. Some might suggest these are societal issues, not of UW System's making. However, the university still has an obligation to its students, faculty, and staff, as well as the state more broadly, to engage in activities within its purview to improve the climate on campuses which, hopefully, will also benefit society more broadly.

OPPORTUNITIES TO IMPROVE CAMPUS CLIMATE

Task force members discussed at length the opportunities to improve campus climate for students of color, as well as LGBTQ students and other students of marginalized identities. These opportunities, discussed below, are grouped into four topic areas: compositional diversity; structured discussions and dialog; curriculum and professional development; and leadership and accountability.

COMPOSITIONAL DIVERSITY

First and foremost, our discussions made clear that students of color can feel isolated on UW campuses where the vast majority of the student body, as well as employees, are white. Students of color on predominantly white campuses also may be under additional pressure to explain and educate others who have questions about people who are not white.

From 2007 to 2016, UW System students identifying as students of color or international grew both in proportion (from 13% to 21%) and in number (from 22,420 to 36,498). The biggest increase was in the number of Hispanic/Latino(a) students, which more than doubled over the decade to 9,158 students in fall 2016, or 5% of all students. Despite these gains, at the majority of UW institutions, more than four out of five students identify as white. On most UW campuses, less than 5 percent of the student body is Hispanic/Latino(a), less than 3 percent is African American, less than 3 percent is either Southeast Asian American or Other Asian American, and less than 0.5 percent is American Indian. Systemwide, undergraduates had a lower percentage of students of color or international students (19% in fall 2016) than graduate and professional students (29%), primarily because of the greater proportion of international students at the graduate/professional level.

Racial/ethnic diversity among UW System students, especially undergraduates, is influenced in part by significant differences in the enrollment rates of Wisconsin high school graduates. In 2015, 34% of Wisconsin's white high school graduates enrolled in the UW System, compared to 22% of Hispanic/Latino(a) graduates and 11% of African American graduates and American Indian graduates. These participation gaps have persisted for more than two decades.

Nonresident and international students also contribute to diversity within the UW System. Nonresident students accounted for 6,899 students of color in fall 2016, although nonresidents were no more likely to be students of color (15%) than were Wisconsin resident students (16%). International students accounted for 9,159 or 5% of fall 2016 enrollments.

UW System data suggest that more effort is needed to retain students of color within the UW System. Retention rates for students of color increased for most racial/ethnic groups over the last decade. However, the most recent retention rate for students of color (77.3%) still lagged behind the rates of white students (82.3%), especially among African American (68.9%), American Indian (71.7%), Hispanic/Latino(a) (77.5%), and Southeast Asian (78.7%) students. Students of color and students of other marginalized identities who are the first in their family to attend college may struggle with the adjustment to college, and with finding the necessary resources and support to help with that adjustment. Also, many students who have to work to pay for their education may leave the campus on weekends to work, making it more difficult to engage them in campus activities.

White students experienced greater gains in four-year graduation rates over the last decade than students of color, with the graduation rate for white students increasing almost 10 percentage points (from 28.0% to 37.9%) while the rate for students of color increased by about half as much (from 17.6% to 23.2%).

The gap in six-year graduation rates between students of color and white students narrowed slightly over the decade, but the rate for students of color remained substantially lower in the most recent year, at 46.7% compared with 62.8% for white students. Among students of color, the lowest six-year graduate rates were experienced by African Americans (31.9%), American Indians (43.0%), Southeast Asian Americans (45.2%), and Hispanic/Latino(a)s (48.2%).

Task force members noted that demographic data regarding students of color and other marginalized identities are sometimes problematic because the data are often aggregated for all minority groups. This data aggregation leads to analyses and decisions that ignore the different experiences and outcomes of individuals within different demographic groups.

A lack of diversity among faculty and staff at UW institutions also was cited by our group as having a negative effect on campus climate. Having faculty, staff and administrators who are members of underrepresented minority groups or other marginalized identity groups is an important component of creating a supportive campus climate, as these employees can serve as role models for all students. Further, this diversity can be helpful in recruiting and retaining students of color and students of other marginalized identities.

UW System employees have become more racially/ethnically diverse over the last decade, with the proportion of employees identifying as persons of color or international increasing from 17% in 2007 to 20% in 2016. However, student populations with the largest gaps in participation and graduation—African Americans, American Indians, and Hispanic/Latino(a)s—find a relatively small proportion of employees who share their identities. African American and Hispanic/Latino(a) employees each were 3% of the UW System total in

2016, while less than 1% of employees identified as American Indian. At half of UW institutions, diversity was even lower with fewer than 1 in 10 employees identifying as persons of color or international in 2016. Systemwide, faculty were slightly more diverse than employees overall, with 21% persons of color or international in fall 2016. Asian Americans (11%) were the largest faculty group of color, followed by Hispanic/Latino(a)s, African Americans, and internationals, each at 3%.

Current Efforts

Task force members identified several examples of how campuses have effectively increased the compositional diversity of students. Some efforts focus on the recruitment of low-income and underrepresented students through pipeline programs for elementary and middle school students, summer-bridge programs for incoming students to help ease the transition from high school to college, and financial literacy and college access workshops for families in their communities. Student retention efforts include a focus on lowering drop-fail-withdraw (DFW) rates for students of color through department-level analyses of rates, and facilitated dialogs on the relationship between race and academic success. Other retention efforts focused on bringing underrepresented graduate students together for a range of social, academic, professional development, and research-related activities, while also providing faculty and peer support.

Task force members also identified efforts to increase the compositional diversity of faculty and staff. Examples include unconscious bias training for faculty and staff search committees, an academic center that supports First Nations teacher education programs, a research center that has become a national leader in research and training around unconscious bias in hiring, and systematic efforts to “grow our own” to encourage and recruit recent graduates and alumni to apply for campus employment opportunities.

Despite these and many other efforts to address the compositional diversity of students and employees of UW institutions, task force members agreed that additional action is necessary due to current compositional diversity, climate issues raised by students and employees, and compelling research.

Need for Action

Research shows that a diverse student body provides a strong basis for the development of leadership and critical thinking skills (Milem J., 2003). Students at campuses with higher concentrations of students of color report fewer incidents of stereotyping and discrimination (Nunez, 2016). Research also shows that the likelihood that students will engage with students who are from different backgrounds increases as the compositional diversity of the campus increases (Chang, 1999).

The diversity of faculty, staff and administrators is another important component of creating a supportive campus climate. The greater the diversity an institution possesses in terms of students, faculty or staff ranks, the greater the opportunity to engage with someone different than one’s self and explore a broader collection of experiences, ideas, and opinions (Hurtado, 2003) (Milem J., 2005). The literature related to the diversification of faculty has been

especially clear about the important ways a diverse faculty serves an institution and its students. Institutions with a diverse faculty support more interdisciplinary work, offer a broader range of course offerings, are more student-centered in their learning and teaching approaches, and contribute to an overall climate on campus that is more responsive to students' social and intellectual needs (Milem, F. 2003). Research on organizational performance has shown that diversity also contributes to higher creativity and innovation, better problem solving, and more organizational flexibility, providing diverse organizations with a competitive advantage in the marketplace (Cox, 1993).

Efforts to increase the compositional diversity of students, faculty, and staff are consistent with 2020FWD's strategic focus on the educational pipeline. As articulated in 2020FWD, by strengthening the educational pipeline, we maximize the number of students, including students of color, who enter and remain in the educational system and increase the number of college graduates in the state (University of Wisconsin System, 2016).

The task force concluded that the UW System must do more to increase the compositional diversity of students and employees, providing all students and employees with opportunities to engage with others from different backgrounds and cultures and to explore a broader set of experiences and ideas. ***The task force recommends that UW System institutions prioritize building the compositional diversity of all students, including undergraduate, graduate, professional, special, and others, by increasing the enrollment of African American, American Indian, Hispanic/Latino(a) and Southeast Asian American students and students of other marginalized identity groups, and eliminating enrollment rate gaps.***

Additional recruitment tools are needed to increase the enrollment of students of color and other students from non-dominant identity groups. Pipeline and summer bridge programs are an important component of increasing the undergraduate enrollment of students of color, lower-income students, and first-generation students. The task force concluded that the UW System must do more to help Wisconsin's K-12 students aspire to enroll in and be successful at UW institutions. ***The task force recommends that the UW System Administration and UW institutions take a more proactive approach to preparing students of color for college by providing greater support for precollege and bridge programs as well as strengthening collaborations with the Department of Public Instruction and the K-12 system to increase the high school graduation rates of students of color.*** These programs should be adequately staffed and funded to support students entering college, and be better coordinated, organized and shared across the UW System. Task force members emphasized that UW institutions also need to continue outreach efforts to families and students, and to help enrolled students successfully adjust to college. Finally, task force members agreed that more needs to be done to encourage students to aspire to and continue on to graduate and professional school.

The task force further recommends that UW System institutions prioritize and increase efforts to attain equitable outcomes related to student engagement, retention, and success, and strategically implement initiatives to eliminate the current retention rate and graduation rate gaps for students of color and students from other marginalized identity groups and at all student levels. Examples of possible strategies could include the following:

- a. assess learning environments for patterns and practices that impact retention and success;
- b. ensure that students of color and students from other marginalized identity groups are equally represented in high impact practices and other student engagement efforts;
- c. provide opportunities for paid employment or “work-study” jobs on campus, to keep students of marginalized identities engaged on campus;
- d. provide culturally-specific programs and services to help and support students and families of marginalized identities, including but not limited to mental health services;
- e. increase scholarships and emergency funds for students of marginalized identities; and
- f. disaggregate student demographic data for underrepresented groups, wherever possible, and identify opportunities and challenges related to recruitment, engagement, retention and success.

As for employees, the task force concluded that UW System institutions must do more to increase the compositional diversity of faculty, staff and administrators. ***The task force recommends that: (a) UW institutions prioritize the review and assessment of hiring practices to ensure that diversity, equity, and inclusion are priorities in the hiring process; (b) hiring authorities be held accountable for developing processes to effectively recruit a diverse pool of candidates and hire a more diverse workforce; and (c) UW institutions engage and retain diverse faculty and staff and make resources available to support the success of faculty and staff, as desired by those employees.***

Chancellors and other administrators could be expected, for example, to implement strategies for achieving compositional diversity such as the following:

- a. conduct a thorough review of required qualifications for jobs posted to ensure they do not negatively impact certain under-represented groups;
- b. encourage institutions, and departments within institutions, to “grow their own” faculty by supporting, mentoring, and encouraging students to pursue a career in higher education;
- c. encourage and support joint hires or cluster hires, hiring multiple faculty at one time;
- d. review and evaluate existing promotion and tenure process policies to identify barriers in retaining faculty of color; and
- e. require chancellors to report to the Board of Regents regarding their progress in achieving compositional diversity goals.

UW System Administration can facilitate the efforts of UW institutions by identifying and sharing promising practices for the hiring and retention of diverse faculty and staff.

Other universities and university systems have undertaken similar efforts to address the compositional diversity of their students and employees. In 2016, the University of Michigan released a strategic plan for diversity, equity and inclusion—Many Voices Our Michigan. This plan grew out of campus-wide studies that (1) concluded that the university needed to do more to recruit and retain a diverse student body, faculty and staff; and (2) identified the need for more

robust cultural skills training across all campus constituencies to help create a more inclusive campus environment. Similarly, Penn State's strategic plan for 2016-2020 includes goals for creating a welcoming and inclusive campus climate, as well as advancing and building a diverse student body, workforce, and management. It will be important to continue monitoring these and similar efforts elsewhere for new ideas.

STRUCTURED INTERACTIONS AND DIALOG

Task force members discussed at length the importance of providing intentional opportunities for students to meaningfully engage with people of different social identities. Without deliberate efforts, students tend to stay in their own groups and do not naturally push themselves to engage with and learn about someone from a different background. Or, interactions are not as productive as they could be, even leading to arguments at times. This tendency to stay within one's own group can negatively impact a student's overall learning, knowledge of other cultures, and ability to effectively navigate an increasingly diverse society. As also noted in *2020FWD*, the UW System must prepare students to compete in a global and diverse workforce.

Current Efforts

Task force members identified a variety of existing programs that provide opportunities for structured discussions and interactions regarding social group differences. Some UW institutions offer residential living and learning communities that specifically focus on diversity and inclusion, academic areas or interests for multicultural students, or social and identity interests. One institution offers a counseling psychology course focused on educational equity and diversity, and includes group dialogs to further students' learning and understanding. Another institution offers similar dialog programs for faculty and staff. Many institutions offer spaces, environments, and activities for students to interact based on identities or common interests, as well as first-year experience programs. At least one institution offers a certificate program that focuses on cultures and diversity and provides ways for people to bridge differences through facilitated discussions, which in turn often leads to other types of positive interactions. Despite these and other efforts, task force members agreed that institutions need to provide more opportunities for these types of structured dialogs and interactions.

Need for Action

In addition to bringing students from diverse backgrounds together, researchers have also suggested that campuses must "create additional opportunities for students to interact across racial and other social differences." It is especially important for institutions to intentionally create these opportunities "because it is easier for students to gravitate toward people of the same racial background" (Milem J., 2005). Nurturing cross-racial interactions that contribute to learning and reducing prejudice is an important component of promoting inclusive environments and advancing the educational benefits of diversity. However, for these interactions to contribute to student learning and growth, the interactions must "challenge students' preexisting stereotypes, beliefs and world views" (Garces & Jayakumar, 2016).

In teaching students how to bridge boundaries, “the UW System can encourage greater understanding of differing perspectives and provide the necessary skills to communicate across boundaries,” as noted in 2020FWD (University of Wisconsin System, 2016).

Task force members agreed that UW institutions need to provide more structured opportunities for students to engage with one another across the social, cultural or ideological differences that exist between them. ***The task force recommends that UW institutions prioritize the implementation and expansion of deliberately structured interactions, intergroup dialogs programs, and academic curricula using evidence-based practices across a variety of settings, including learning environments, student orientation, residence halls, and student life programming.*** Task force members agreed that these types of programs and opportunities are essential for first-year students, but should also include other undergraduate students, as well as graduate and professional students, faculty, staff, and administrators.

Other university systems are considering similar efforts. The University of Michigan is considered a leader in the field of facilitated dialogs through its Program in Intergroup Relations. A recent audit of the University of Missouri System’s efforts related to diversity, equity, and inclusion offered recommendations to explore models to elicit the participation of underrepresented students and expose white students and students of color to each other. Examples offered in the audit report included: the creation of learning communities that explore a common topic; collaborative learning and study groups within a course; and requiring students to take two or more linked courses as a group, working closely with one another and with their professors. The audit also recommended that institutions encourage more connection with organizations and groups across race, class, culture, religion and ability.

CURRICULUM AND PROFESSIONAL DEVELOPMENT

Task force members discussed opportunities for engagement specifically in academic contexts. They observed that classrooms and other learning environments on campus, such as research laboratories and clinics for graduate and professional students can provide very different experiences for students of color. These students may experience a sense of isolation, with others making assumptions based on a student’s race, ethnicity, or appearance; or general lack of awareness of the history, perspectives, and reality of people of color.

It is important for educators to not only master the subject they are teaching or overseeing, but to do so using inclusive and culturally-responsive pedagogical strategies. It is also important for all campus staff to be trained on implicit bias, microaggressions and working with students of color and other marginalized identities. Task force members noted that developing the cultural competency of all employees and students within the UW System will help to improve the climate for students of color, LGBTQ students, and students of other marginalized identities, and will also benefit the larger student body and employees by enhancing their abilities and knowledge about effectively interacting with and allying with people of different cultures.

Current Efforts

Task force members identified some current efforts related to curriculum and professional development. At least one UW institution has made a concerted effort to address drop-fail-withdraw (DFW) rates for students of color through department-level analysis of DFW rates. Another institution uses a student-created film describing the experiences of students of color on campus and in the classroom as a professional development tool to help faculty, staff, and administrators create an environment in which students feel safe, valued, and included. One institution has developed workshops to help students, faculty, and staff identify and minimize the effect of biases on that campus.

Need for Action

Classroom and research spaces can and should be environments where diversity, and the benefits of diversity, can flourish and positively impact campus climate. Research has shown that student outcomes are positively impacted when a classroom is engaged with diversity, particularly when faculty, course content, and pedagogy are considered in conjunction with the compositional diversity of the students (Milem J., 2005). Building conditions for “curricula that are responsive to the realities of students of color, instead of the common narratives that tend to exclude non-white perspectives,” is an important component of creating a supportive campus climate (Nunez, 2016). Pedagogical and advising/mentoring strategies that encourage student engagement, and that are culturally inclusive and responsive, will provide educational benefits for all students, not only students of color or students of marginalized identities. Task force members discussed at length the importance of ensuring that classroom environments and other learning environments are conducive to learning for all students.

Professors, researchers, and instructors who are prepared to provide meaningful opportunities for students to develop cultural competence will help produce the diverse and inclusive workforce that employers need. The UW System plays an essential role in ensuring that Wisconsin’s workforce has the skills needed to adapt to changing demographics and a global economy. Many employers place significant value on employees who can demonstrate that they are able to work effectively with people from a wide range of cultures and backgrounds. While employers may seek diverse and culturally competent employees for a variety of reasons, this ability is increasingly viewed as a significant factor for achieving business success (Bersin, 2016).

The task force recommends that faculty and instructors participate in professional development on inclusive, equitable and culturally-responsive pedagogical strategies, with the goal of creating inclusive learning environments throughout UW System campuses and remote or virtual learning spaces. Professional development for faculty and instructors is particularly important for those teaching gateway courses that are often critical to the retention of underrepresented students and students of color. However, professional development should not be limited to introductory courses and should be provided to all faculty and instructors teaching any undergraduate or graduate courses. Other opportunities could include offering incentives to faculty for developing and implementing new pedagogies; providing administrative time to

participate in professional development opportunities; and possibly realigning salary incentives, promotion, and tenure guidelines.

UW System Administration can support these efforts by identifying high-quality, effective professional development opportunities, and by providing institutions with a toolkit for operationalizing professional development requirements. System Administration can also facilitate the sharing of model pedagogical practices among UW institutions.

The task force recommends that the UW System require all employees to participate in professional development training that not only enhances their own self-awareness and respect for social and cultural differences, but also promotes and reinforces their role in building a more positive campus climate. Every employee should be expected to successfully undertake this type of professional development on a continuous basis rather than on a one-time basis. Administrators should ensure that all employees are provided with time to periodically complete the required training, and might also consider requiring students to take a cultural competency course or offering similar content through other means.

Other universities and university systems have undertaken similar efforts related to curriculum and training. The University of Michigan is creating professional development programs to meet the unique pedagogical needs of each school and college to make learning more inclusive and effective across a diverse student body. In 2015, the State University of New York Board of Trustees approved a policy on diversity, equity and inclusion, which requires the development of tools to provide “cultural competency” training to campus leadership teams, faculty, staff, and system administration. The audit report on the University of Missouri system recommends training and support for faculty members and administrators in cross-cultural competence, inclusive teaching methodologies, and how to create an inclusive teaching and learning environment, and the sharing of teaching approaches that include diversity as a lens for examining issues within a given course, such as directed readings or projects that incorporate issues of diversity into an established course structure.

LEADERSHIP AND ACCOUNTABILITY

Task force members identified a number of challenges related to leadership—at all levels of the UW System and institutions—that must be addressed if UW institutions are to make progress toward improving campus climate. Task force members questioned whether there are system-level expectations of UW institutions related to campus climate, diversity, equity, and inclusion, or strategies to address climate, diversity, equity, and inclusion.

Task force members believe that the job responsibilities of every employee of the UW System should include climate, diversity, equity, and inclusion; and every employee should be evaluated on their performance in these areas through the employee evaluation process, the promotion/tenure process, and/or course evaluations.

In addition, those in leadership roles have a responsibility for holding other people accountable. Plan 2008, the UW System’s plan for diversity adopted in 1998, stated that institutions would be held to account for accomplishing realistic goals and initiatives through the

UW System’s annual accountability report and through other means. The plan also stated the purpose of accountability “is not to lay blame for failure, or to brag about success, but to find solutions that can be shared with all faculty, staff, administrators and students, as well as all employees, alumni, donors, legislators, and others who hold a stake in the success of the UW System.”

Task force members identified resource limitations—both financial and staffing resources—as a challenge in addressing climate issues. During a time of limited resources, good ideas, programs, and plans either are not implemented or are the first items eliminated when budgets are tight. Task force members also cited a lack of mental health resources and other supportive services for students, employees of color and other marginalized identities as a challenge for serving these populations and addressing climate issues.

Despite competing priorities for resources, college and university presidents/chancellors and other leaders play a critical role when it comes to establishing a truly “multicultural university.” Without their commitment to the ideals of diversity, equity, and inclusion, the system of higher education in this country will never fulfill its potential as “the institution most fundamental to economic and social advancement” (Rosser, 1990). The notion of institutional commitment—which university and college presidents have a strong hand in establishing—can have an impact on student life and learning. Researchers have found that at institutions where such a commitment was perceived as strong, students of color reported less racial tension and higher grade point averages, as did their white counterparts. In institutions where the commitment was perceived as weak, students reported higher levels of racial hostility, discrimination, and alienation (Milem J., 2005).

Current Efforts

Approximately ten years ago, UW System Administration initiated a process for assessing campus climate at each institution. Some of these efforts continue today. Plan 2008 included a recommendation for UW institutions to use periodic surveys of students to continue to measure and report student opinion about campus climates and how they can be improved. Between 2008 and 2011, nearly all of the UW institutions administered a systemwide climate assessment survey tool developed by Rankin & Associates to students and employees. Since that time, some institutions have continued to administer periodic climate assessment surveys, while others have not. Some have modified the original survey instrument, while others have chosen to use a different survey instrument.

Task force members considered and discussed whether the UW System should use a uniform campus climate assessment tool that all institutions would be required to use, yet also provide some flexibility for campuses to include questions that address issues specific to their campuses. Members noted that campus climate assessments should not be solely an exercise in data collection; survey results should be analyzed and used to address identified problems, as well as to identify the impact and effectiveness of climate initiatives that have been implemented.

Need for Action

In a 2016 article for Higher Education Today, William (Brit) Kirwan, Chancellor Emeritus of the University System of Maryland, addressed the level of unrest related to diversity and inclusion on many of the nation's university campuses. Kirwan said "efforts to address the underlying causes of the protests cry out for presidential leadership, leadership that permeates the entire campus community so that diversity and inclusion goals are shared with all and progress toward them becomes a prominent measure of the university's success." Kirwan also said that while it is necessary for leaders to be visible on issues of inclusion, visibility in and of itself is insufficient. "The essential rhetoric must be coupled with resources and infrastructure to buttress a president's commitment so that there is a persistent and consistent attention paid to nurturing an inclusive culture throughout the institution" (Kirwan, W., 2016).

The central premise of 2020FWD is that the UW System has an "opportunity to lead" and be the driving force to help the state overcome challenges related to changing demographics and significant obstacles to economic growth. In the introduction to 2020FWD, President Cross noted that "the UW System is widely recognized as one of the finest and most respected systems of public higher education in America." If we are to maintain this reputation and be the driving force that helps the state overcome its challenges, leadership—at both the system and institutional level—must be a driving force in addressing the challenges we have related to campus climate.

The work that needs to be done will require sustained commitment and strategic coordination. Coordination of diversity efforts within an institution would allow institutions to maximize the benefits of its diversity work. In his discussion with task force members, Dr. Mitchell Chang, Professor of Education from the University of California-Los Angeles, identified several factors that make it challenging for campuses to maximize their diversity efforts. He noted that diversity efforts are often poorly resourced. In addition, because diversity efforts are often the result of campus unrest, efforts may be piecemeal, fragmented, and redundant. For example, programs for students may target only new freshmen or students living in university housing, and not reach others such as transfer students, upperclassmen, and graduate and professional students who are also dealing with climate issues and/or could benefit from greater cultural competency. Coordination of efforts between UW institutions, as well as sharing of information and effective programming, would provide opportunities for institutions to learn from each other and maximize efforts within the UW System.

The task force concluded that those in leadership roles need to communicate and demonstrate that diversity, equity, and inclusion are important, and that campus climate matters. For those in leadership roles in the classroom and other learning environments, such as faculty, instructors, teaching assistants, etc., it is imperative that they model appropriate behavior in all their interactions with students and colleagues. Task force members discussed the need for all levels of leaders within the UW System to prioritize climate issues—leaders in our classrooms, labs, and other learning environments, in our schools and colleges, in our academic and student services, in our administrative operations, and at every level of our institutions and our system. ***Therefore, the task force recommends that all levels of leadership within the UW System prioritize diversity, equity, inclusion, and campus climate and be held accountable for***

achieving positive outcomes related to diversity, equity, inclusion and climate. The task force further recommends that the job responsibilities of every UW System employee include expectations related to diversity, equity, inclusion, and campus climate; and that performance evaluations address demonstrated skills and contributions related to diversity, equity, and inclusion.

Task force members discussed the importance of the entire campus community sharing in the responsibility for providing a welcoming and respectful campus climate and a commitment to diversity, equity, and inclusion. However, task force members also noted that holding people accountable for actions or inactions, and policies and practices that impact campus climate, diversity, equity, and inclusion, is equally important. Specific examples of areas that might be addressed include:

- a. addressing and eliminating enrollment, retention and graduation rate gaps for students of color, lower-income students, and first-generation students;
- b. examining and addressing patterns in DFW rates (the rate at which students receive D-grades, F-grades, or withdraw from courses) among students;
- c. assessing hiring, promotion, and tenure practices within departments to determine if UW institutions are doing enough to attract the highest quality talent available and retain that talent over the long term;
- d. participating in professional development related to cultural competency, inclusive and culturally-responsive pedagogical and mentoring strategies, creating inclusive learning environments, implicit bias, and working with students of marginalized identities;
- e. administering climate surveys, and developing and implementing strategies to address the results; and
- f. evaluating classroom climate and efforts of faculty/instructors to address climate.

Campus climate assessments offer a number of important insights into the life of a college or university, including how different students, faculty, and staff experience the institution; where an institution's strengths and weaknesses lie when it comes to diversity; and where policies, practices or programs can be most effective in creating greater engagement and interaction across a wide spectrum of differences (Edgert, 1994). Research suggests that institutions should regularly assess campus racial climates to learn about and address the experiences of historically excluded students (Garces & Jayakumar, 2016) and then take action by studying the results and formulating actions based on the data (Nunez, 2016).

The task force recommends that the UW System adopt a systemwide approach to assessing campus climate for all students, faculty, and staff by implementing the use of a uniform assessment tool that allows institutions some flexibility to add questions. The task force further recommends that every institution administer a climate survey at least once every three years, with results to be reported to the Board of Regents. UW System Administration can support these efforts by working with institutions to develop or identify a quality survey tool, analyzing results, developing strategies to address survey results, and preparing regular reports to the Board.

Other universities and university systems have found it necessary to emphasize the importance of leadership and accountability in addressing climate and diversity issues. One of the key recommendations in the audit report of the University of Missouri was to ensure that diversity, equity and inclusion is integrated into all key aspects of the system's and campuses' strategic plans, with timelines and accountability measures for the leadership and high-level administrators and metrics that include levels of engagement and a sense of inclusion for students, faculty, and staff. The audit report also included a recommendation to evaluate leaders based on their understanding, awareness, skills and commitment to diversity, equity and inclusion.

ADDITIONAL STRATEGIES FOR CONSIDERATION

Task force members discussed and considered several strategies for addressing campus climate, and ultimately decided to limit their recommendations to those strategies that are likely to have the greatest impact on improving campus climate. However, task force members recognize that various levels of leadership within UW institutions can implement some strategies immediately that will help to improve campus climate. Examples of such strategies include:

- speaking out in support of institutional diversity efforts and initiatives and the importance of diversity, equity, inclusion and a positive campus climate for all;
- incorporating some measure of inclusivity and climate into course evaluations and sharing the feedback with faculty and instructors;
- including in all course syllabi and program handbooks a statement that sets the tone for creating an inclusive learning environment, demonstrates that the faculty or instructors value and respect difference in intellectual exchange, and promotes an awareness of campus conversations regarding diversity (Brown University, n.d.); and
- moving quickly to review results of most recent campus climate surveys and developing strategies to address negative survey results.

CONCLUSION

The UW System has a long history of pursuing educational excellence and diversity. In 1988, the UW System was the first university system in the country to adopt a long-range plan for racial and ethnic diversity. This was followed by several other long-term plans designed to increase educational opportunity for underrepresented groups, including Plan 2008, adopted as a ten-year plan in 1998.

Our conversations as a Task Force made clear that many of the goals of Plan 2008 are still applicable today. These goals pertain to increasing the number students, as well as faculty, staff and administrators of color; closing gaps in retention and graduation rates; fostering environments and course development that enhance learning and a respect for diversity; and improving accountability of the UW System and UW institutions.

Teaching and learning are at the heart of the UW System experience. In order to build and maintain a strong community of teaching and learning, UW System institutions must provide

a climate where teaching and learning can flourish. We live in an increasingly global economy and multicultural society. Providing a healthy campus climate is essential to ensuring that all of our students, faculty, and staff are well equipped to thrive, both professionally and socially, in this multicultural society.

We would hope to reconvene this task force in the next 12 to 18 months to consider how our climates have changed and the status of our report recommendations. We appreciate having been appointed to consider these issues which are so important to the future of the UW System and the state of Wisconsin.

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TASK FORCE ON CAMPUS CLIMATE

INSTITUTION	NAME	TITLE
Task Force Members:		
	Eve Hall	Regent Co-Chair
	Edmund Manydeeds	Regent Co-Chair
Eau Claire	David Shih	Associate Professor, Department of English
Eau Claire	Ashley Sukhu	Student and President of the Student Body
Green Bay	Lisa Poupart	Associate Professor, Humanistic Studies
La Crosse	Crystal Champion	Counselor, Counseling and Testing Center
Madison	Allison Ebben	Student
Madison	LaRuth McAfee	Assistant Dean of Diversity, Inclusion and Funding, Graduate School
Madison	Katrina Morrison	Student
Milwaukee	Joan Prince	Vice Chancellor, Division of Global Inclusion and Engagement
Milwaukee	Eli Walker	Student
Oshkosh	Kevin Cathey	Student and President of the Black Student Union
Oshkosh	Jordan Landry	Interim Director of the Center for Excellence in Teaching & Learning; Associate Professor, Department of English
Parkside	Shewanna Brown-Johnson	Nurse Practitioner, Student Health and Counseling Center
Platteville	Dennis Shields	Chancellor
River Falls	Gregg Heinselman	Senior Student Affairs Officer/Associate Vice Chancellor for Student Affairs
Stevens Point	Michelle Fournier	Coordinator for Gender and Sexuality Outreach Services
Stevens Point	Ta Xiong	Student
Stout	Patrick Guilfoile	Provost and Vice Chancellor for Academic and Student Affairs
Stout	Markie Twist	Associate Professor, Human Development and Family Studies Department
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Whitewater	Tom Rios	Vice Chancellor for Student Affairs
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Office of the Board of Regents	Jane Radue	Executive Director and Corporate Secretary

*Tou Her retired from the Board of Regents Office 1-3-17.



Board of Regents

Appendix B

1860 Van Hise Hall
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DATE: October 24, 2016

TO: Natalie Arriaga, Student, UW-Whitewater
Markie Blumer, Associate Professor, UW-Stout
Malcolm Brett, Director, Div. of Broadcast & Media Innovations, UW-Extension
Shewanna Brown-Johnson, Nurse Practitioner, UW-Parkside
Kevin Cathey, Student, UW-Oshkosh
Crystal Champion, Counselor, UW-La Crosse
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Dennis Shields, Chancellor, UW-Platteville
David Shih, Associate Professor, UW-Eau Claire
Ashley Sukhu, Student and President of the Student Body, UW-Eau Claire
Ta Xiong, Student, UW-Stevens Point

FROM: Regina M. Millner, Regent President
Ray Cross, UW System President

SUBJECT: Task Force on Campus Climate – Appointments and First Meeting

As we announced earlier this year, we are appointing a task force to examine the climate for students on our UW campuses. Having received Chancellors' nominations for membership, we are pleased to appoint you as members of the Task Force on Campus Climate. We are continuing to work with some institutions to identify additional student appointees and will share the definitive task force membership list once it is finalized. Regents Eve Hall and Edmund Manydeeds have graciously agreed to co-chair the task force.

The co-chairs are eager to begin; they have scheduled the first meeting for Friday, **November 11, 2016, from 9:00 a.m. to noon**, in Madison. More information will follow, but please set aside this date. While we strongly encourage you to attend this and future task force meetings in person, staff will arrange for members to call in, should this be necessary.

The charge of the task force will be discussed and affirmed at the first meeting. Our current expectation is that the task force will address the following:

1. Review and analyze UW institutions' current efforts related to campus climate.
 - a. How have UW institutions successfully created more inclusive and welcoming learning environments?
 - b. What key challenges have UW institutions encountered in their efforts to improve campus climate?
2. Identify evidence-based models and approaches that have been effective in improving the climate on campus that could be implemented by UW institutions.
 - a. What effective institutional programs, practices or policies currently in use within the UW System could be shared or replicated at other UW institutions?
 - b. What effective programs, practices or policies at colleges and universities outside of Wisconsin that could be considered for implementation by UW institutions?
3. Recommend changes in practice at UW institutions that will aid in the continuous assessment and improvement of campus climate.
 - a. What kinds of institutional assessment and evaluation processes should be in place so UW institutions can regularly measure their progress in improving campus climate?
 - b. What common student outcomes might be defined so that progress can be measured across all of the UW institutions?

We sincerely appreciate your willingness to participate in this important effort. We look forward to the results of your work.

cc: Regent Eve Hall
Regent Ed Manydeeds
UW System Board of Regents
UW Chancellors
President's Cabinet

Appendix C

Definitions

Campus climate: The current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential.

Cultural competence: A commitment to social justice and inclusivity characterized by behaviors, attitudes and policies which foster mutual adaptation to cultural differences and enhance effective cross-cultural relationships.ⁱ

Culturally responsive pedagogy: A pedagogy that recognizes the importance of including students' cultural references in all aspects of learning. Culturally-responsive teaching practices include the following principles: communication of high expectations; active teaching methods; practitioner as facilitator; inclusion of culturally and linguistically diverse students; cultural sensitivity; reshaping the curriculum or delivery of services; student-controlled discourse; and small group interaction.ⁱⁱ

Diversity: The condition of having or being composed of differing elements. The inclusion of different types of people (such as people of different races or cultures) in a group or organization.ⁱⁱⁱ

Equity: Fairness and justice in allocating resources, opportunity, treatment and success. This is different from equality. Equality means getting the same, equity means getting what is fair.ⁱ Dr. David Shih suggests that in the context of the UW System, the definition of equity is that state of an institution whereby outcomes are not predictable by social group identity.

Intergroup dialog programs: Programs that promote greater engagement and understanding between students of differing social and cultural identities by bringing them together to talk with one another over a sustained period of time. Intergroup dialog has been found to be an effective means of preparing college students with the knowledge and skills necessary for living and working in increasingly diverse world.

Learning environment: Includes traditional classrooms as well as other settings in which learning occurs such as laboratories, on-line classrooms, placements, etc.

Marginalized identities: Individuals who have been marginalized on the basis of one or more aspects of their identity, including but not limited to: race, gender or gender identity, sexual orientation, ability, socioeconomic status, sexuality, age, and /or religion. Some individuals identify with more than one marginalized group, and may experience further marginalization as a result.

Microaggression: Brief and commonplace everyday exchanges that communicate hostile, derogatory, denigrating or negative slights and insults to certain individuals because of their group membership. They are often automatic and well-intended.ⁱ

Students: Includes all students in the UW System including undergraduate students, graduate students, and professional students.

ⁱ Source: UW-La Crosse Campus Climate website, Diversity Terminology, <https://www.uwlax.edu/campus-climate/resources/diversity-terminology/>

ⁱⁱ Source: Ladson-Billings (1994). *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco: Jossey-Bass Publishers.

ⁱⁱⁱ Source: Merriam-Webster dictionary, <https://www.merriam-webster.com/dictionary/diversity>

Thursday, November 4, 2021

FREEDOM OF EXPRESSION COMPLIANCE AND EDUCATION ON UW SYSTEM CAMPUSES

REQUESTED ACTION

Item for information and discussion only.

SUMMARY

The UW System takes pride in its commitment to academic freedom and freedom of expression and each institution in the System works throughout the academic year to cultivate an atmosphere on campus where these freedoms are protected and cherished. Our campuses host a number of events throughout the year where speakers with different viewpoints can be heard, where robust and civil dialogue is both modeled and taught, and where the true value of these freedoms beyond the classroom is on display. This presentation will involve a discussion of these efforts as detailed in the 2020-2021 Annual Freedom of Expression and Academic Freedom Report, a presentation by the UW System Office of General Counsel on legal issues pertaining to enforcement of the First Amendment on our campuses, and discussion with the UW System Office of Equity, Diversity, and Inclusion on the overlay between EDI and First Amendment issues.

Presenter(s)

- Katie Ignatowski, Chief Compliance Officer, UW System
- Warren Anderson, Senior Equity, Diversity & Inclusion Officer, UW System
- Wade Harrison, Senior Legal Counsel, UW System

BACKGROUND

Regent Policy Document 4-21, "Commitment to Academic Freedom and Freedom of Expression," requires the UW System to prepare an annual report for the Board of Regents describing implementation of the policy, including a description of efforts to support academic freedom and freedom of expression and a report of policy violations.

Previous Action or Discussion

On October 6, 2017, the Board approved Regent Policy Document 4-21, "Commitment to Academic Freedom and Freedom of Expression."

Related Policies

- Regent Policy Document 4-21, "Commitment to Academic Freedom and Freedom of Expression"

ATTACHMENTS

- A) 2021 Annual Academic Freedom and Freedom of Expression Report

**Office of the President**

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Date: November 1 , 2021

TO: Edmund Manydeeds III, President
UW System Board of Regents

FROM: Tommy Thompson, President
UW System

SUBJECT: Annual Academic Freedom and Freedom of Expression Report

On October 6, 2017, the UW System Board of Regents adopted Regent Policy Document (RPD) 4-21, "Commitment to Academic Freedom and Freedom of Expression." RPD 4-21 reaffirms the UW System Board of Regents' longstanding support of academic freedom and freedom of expression. The policy recognizes that each institution in the University of Wisconsin System has a "solemn responsibility not only to promote lively and fearless exploration, deliberation, and debate of ideas, but also to protect those freedoms when others attempt to restrict them."

The policy requires UW System to prepare an annual report for the Board of Regents describing the implementation of RPD 4-21, including a description of efforts to support academic freedom and freedom of expression and a report of policy violations. This annual report describes activities implemented by UW System institutions between July 1, 2020 and June 30, 2021. To collect information for this report the Office of Compliance & Integrity surveyed UW System institutions.

Efforts to Support Academic Freedom and Freedom of Expression

UW System institutions were asked to describe any activity endorsed by the institution to affirm a commitment to academic freedom and freedom of expression. The following report highlights examples of activities implemented by UW System institutions in support of academic freedom and freedom of expression. Institutions reported a wide variety of activities (See Attachment A).

Presentations on Academic Freedom and Freedom of Expression

Several institutions reported hosting presentations and discussions open to the campus community addressing topics related to academic freedom and freedom of expression. Some highlights are as follows:

- The Tommy Thompson Center on Public Leadership at UW-Madison partnered with UW-Green Bay and UW-Milwaukee to present “Freedom in America Today: A Conversation with Shelby Steele.” On April 13, 2021 Shelby Steele, Senior Fellow at Stanford University’s Hoover Institution, discussed the free market, education, social safety net and the future of justice and equality in America during this free virtual event.
- Free Speech Week at UW-Stout was kicked off by the Menard Center for the Study of Institutions and Innovation (MSCII), which held multiple events for students and employees, such as *Pros and Cons of Banning Hate Speech, Academic Freedom and Free Speech, and Cancel Culture*. The MSCII holds events throughout the year to promote expressive freedoms, such as workshops, symposiums, and an annual Student Civil Liberty Contest where students are invited to submit their essays, poetry, photos, artwork, videos, or other creations on a civil liberty topic to help educate others and for the chance to win a prize.
- The newly renamed Menard Center for Constitutional Studies was established at UW-Eau Claire that will enable the center to expand its focus and incorporate new programming that focuses on the First Amendment. The center will work closely with UW-EC’s Political Research Institute to create a state-of-the-art research center which will produce the Civil Liberties Scorecard, a report that will be generated from national survey research that measures how much Americans know about their civil liberties, with a focus on First Amendment freedoms. The center will be hosting speaker forums and series that provide multiple points of view on current issues, offer research symposiums, support faculty, and create new educational programming.
- UW-La Crosse’s Joint Committee on Free Speech Promotion hosted two events in October 2020 during Free Speech Week. The two virtual lectures discussed political polarization and the news media and emerging feminism. Keynette Tisha Barnes, political strategist and co-founder of #MuteRKelly, spoke on “Activism, Intersectionality and Agency in the Era of Me Too.” Founder of Ad Fontes Media, Venessa Otero, spoke on Media Bias and Political Polarization. Otero discussed her company’s mission of educating consumers and making news media better with the Interactive Media Bias Chart which ranks news and news-like articles on a spectrum of reliability and political bias.
- The American Enterprise Institute Executive Council at UW-Madison co-sponsored the virtual conference, “The First Amendment on College Campuses.” Prominent speakers from across the country spoke on the First Amendment and its role in college campuses. The discussion focused on how college campuses can address and protect the civil liberties of freedom speech and freedom of religion.
- The League of Women Voters of Wisconsin (LWVWI) cosponsored a Constitution Day event with UW Oshkosh, “What is Wrong with Gerrymandering? Everything! And the

Solution is the Iowa Solution.” Former state senators Tim Cullen and Dale Schultz, along with Debra Cronmiller, a former president of the LWWI spoke at the event.

- Sponsored by the Office of Diversity, Inclusion, and Belonging, UW-River Falls held interactive dialogues called “Taco Bout It Tuesday.” The events created a forum for discussion on multiple social and political events across the country. Featured topics this past year included George Floyd, SCOTUS rulings, politics at city, county, state, and national levels, the U.S. Capitol riots, executive orders, and the Texas energy crisis.
- UW-Platteville hosted a live Zoom event, “Freedom of Speech – Understanding Your Rights & Responsibilities.” The UW System General Counsel with assistance from UW Platteville University Bias Incident Team moderators provided further education around the First Amendment and specifically freedom of speech. The presenters communicated rights and responsibilities in a relatable and nuanced way for a higher education setting.
- UW-Stevens Point political science professor John Blakeman held a lecture for Constitution Day which provided an overview of the electoral college including its history, how it works, and current sentiment on the topic.
- The MCSII at UW-Stout called upon students to submit original works to help educate others about civil liberties in their inaugural Student Civil Liberty Contest. The judges panel made up of faculty, staff and students considered the message of the 15 entries and considered whether it was thought provoking and promoted the study and rationale of civil liberty. Elizabeth Kelly was awarded first place for her photos depicting the riot damage in Kenosha. Digital versions of winning submissions are posted on the [MCII website](#). In addition, the MCSII purchased \$1000 of free speech and civil liberties books for the university’s civil liberty collection.

Engaging Campus Leadership

Leadership across the UW System this past academic year demonstrated a commitment to promoting lively and fearless exploration, deliberation, and debate of ideas, while also protecting those freedoms when others attempt to restrict them. Some highlights are as follows:

- At UW-Milwaukee, Chancellor Mone sends regular email updates in order to address current events and to highlight the rights and responsibilities of campus members working together in a mutually respectful and healthy environment. He encourages individuals to share their perspectives and listen to each other. These messages also include links to relevant policies, reporting mechanisms, and support services.

- UW-River Falls Chancellor Foster sent an email to all students recognizing freedom of expression as critical to the university's identity and providing information intended to help students fulfill their civic responsibility of voting.
- UW-La Crosse Chancellor Gow emailed all students and employees regarding the UW System Board of Regents' Commitment to Academic Freedom and Freedom of Expression.
- The book "The First Amendment on Campus: A Handbook for College and University Administrators" was provided to each member of the UW-Platteville Incident Bias Team.

Training and Workshops

Several institutions reported providing training and coursework about free speech issues. Some highlights are as follows:

- The UW-Stout Menard Center for the Study of Institutions and Innovation held a number of workshops throughout the year for students and employees, such as:
 - Constitution Day: Racial Injustice and the First Amendment
 - Banned Books and Orwell's 1984
 - Graffiti and Street Art
 - Black Contributions to Civil Liberty
 - Fight Like Hell: Redefining Incitement in the 21st Century
 - Student Press Freedom
 - Campus Free Speech Cases- You Decide
 - Free Speech and Social Media
 - Student Activism
- UW-River Falls took to social media as a way to educate its students on voting. The university campaign "We Are Falcons and We Vote" created informational content related to voter registration, absentee ballots, polling locations, and information on why students were voting.
- UW-Stout hosted a student workshop "Graffiti and Street Art" which was facilitated by Professor Cynthia Bland of the Art and Art History Department.

Policies

Several institutions include policies related to academic freedom and freedom of expression on their websites in addition to including the full policy in student handbooks.

Barriers to Academic Freedom and Freedom of Expression

As required under RPD 4-21, UW System institutions were asked to report any material barriers to upholding academic freedom and freedom of expression and articulate the steps they have taken to remove those barriers. While the pandemic did affect the ability of our institutions to hold in-person events, many found ways to utilize virtual platforms in new and creative ways in order to create opportunities for individuals to share their perspectives and listen to others.

Violations of RPD 4-21

Under RPD 4-21, any student who has twice been found responsible for misconduct that materially and substantially disrupted the free expression of others shall be suspended for a minimum of one semester. Any student found responsible a third time is required to be expelled. However, these specific provisions of the policy are not currently in force. Instead, the current version of the policy requires the chancellor of a UW System institution to report directly to the Board any instance where the institution does not suspend or expel a student whom the institution has found responsible on two or more occasions of disrupting the expressive rights of others. Employees charged with disrupting the freedom of expression of others are subject to procedures under Ch. UWS 18, Wis. Admin. Code and UW System institution policies.

Regent Policy Document 4-21 requires UW System to include a description of any formal complaint of violations of academic freedom or freedom of expression and the administrative response to the complaint as part of the Annual Academic Freedom and Freedom of Expression Report. UW System institutions reported no formal complaints of violations of expressive freedoms during the academic year July 1, 2020- June 30, 2021.

Notification Requirements

The Office of Compliance & Integrity requested information from UW System institutions regarding the status of efforts to comply with the notification requirements of RPD 4-21 (See Attachment B). This policy requires each UW institution to include information regarding freedom of expression in orientation materials for freshmen and transfer students entering the institution. All institutions reported providing information about RPD 4-21 as part of orientation sessions for new and transfer students. Information regarding RPD 4-21 was provided in various formats, for example:

- UW-Eau Claire covered the information during the faculty panel at the virtual Academic Session which is required of all incoming students.
- UW-La Crosse distributed pamphlets during move-in and the Student Affairs Division held a video presentation.
- UW-Milwaukee freshman and transfer students were required to complete the online orientation which covers Freedom of Expression topics.
- UW-Oshkosh printed the Freedom of Expression policy in the 2020 New Student Guide and mailed a physical copy to all new students.
- UW-Stout participated in a session as part of their Week One Orientation. The presentation included information on hate/bias reporting and slides on RPD 4-21.

- UW-Whitewater provided a copy of the policy during student orientation and followed-up with mailing a copy of the orientation booklet to each student.

Regent Policy Document 4-21 requires institutions to notify all enrolled students and employees of the requirements of the policy on an annual basis. Institutions across UW System reported notifying students and employees through emails and posting on their websites to meet this requirement (See Attachment B).

Appendix A
UW System Institution Initiatives in Support of
RPD 4-21, “Commitment to Academic Freedom and Freedom of Expression”
July 1, 2020 to June 30, 2021

Institution	Description of Activity	Date of Activity	Target Audience	Estimated Number of Students or Employees
UW-Eau Claire	<p>The UW-Eau Claire Foundation worked with alumnus John Menard to secure a gift to expand the university’s Center for Constitutional Studies, a nonpartisan organization created in 2016 that aims to educate the campus community on issues that relate to the U.S. Constitution.</p> <p>The newly renamed Menard Center for Constitutional Studies was established through a \$3 million gift from the Menard family and a coordinated \$747,000 gift from the Charles Koch Foundation. The funding enables a five-year project that will: allow the university to hire two new faculty members; create new speaker forums and series that provide multiple points of view; offer research symposiums; support faculty; and make possible new educational programming. The gift also will enable the center to expand its focus, including new programming that specifically relates to the First Amendment. The center will work closely with UW-Eau Claire’s Political Research Institute to create a state-of-the-art research center, housed in the Department of Political Science. The research center will produce the Civil Liberties Scorecard, a report that will be generated from national survey research that measures how much Americans know about their civil liberties, with a focus on First Amendment freedoms. The gift announcement was made September 16, 2020 by UW-Eau Claire’s Integrated</p>	September 16, 2020	Students and Employees; Statewide news media	100%

	Marketing & Communication office, which posted two web stories (here and here) and notified students, employees, and statewide news media via e-mail.			
UW-Green Bay	The Tommy Thompson Center on Public Leadership: “Freedom in America Today” by Shelby Steele.	April 13, 2021	Students	Unknown
UW-La Crosse	Held virtual Free Speech Week event entitled “Media Bias and Political Polarization” featuring Vanessa Otero.	October 22, 2020	Students	Unknown
UW-Madison	Campus guidelines are permanently listed in the Center for Leadership and Involvement Student Organization Resource & Policy Guide https://guide.cfli.wisc.edu/policies/ (Protest Guidelines & Information accordion panel). These guidelines are frequently linked to in messages to student organizations.	On-going	Students and Employees	
UW-Madison	Shared governance meetings of the campus Protest Administrative Review Team. Reviewed campus protest guidelines and activities.	October 12, 30, 2020; February 19, 2021; April 20, 2021	Students and Employees	
UW-Madison	Provided many events prior to and after the federal presidential election aimed at fostering dialogue.	Mid-Oct 2020 to early Nov 2020	Students and Employees	Thousands
UW-Madison	UW Protest Planning Emergency Operations Center Planning around Presidential Inauguration to ensure everyone’s free speech rights are protected.	January 14, 2021	Students and Employees	

UW-Madison	Communication with individual students and groups who planned to protest.	Ongoing	Anyone organizing a protest to share protest guidelines	Nine groups of people organizing protests
UW-Madison	Article on campus guidelines for freedom of expression - published on news.wisc.edu and shared in The Weekly all-student email newsletter once each semester. https://news.wisc.edu/campus-guidelines-help-students-exercise-rights-of-free-speech-expression/	August 26, 2020 and February 17, 2021	Students	40,961
UW-Madison	Virtual conference examining the First Amendment and its role on college campuses. Four-person panel moderated by Daniel Tokaji (Dean of Law School) and co-sponsored by American Enterprise Institute Executive Council at UW-Madison. https://thompsoncenter.wisc.edu/events/	April 16, 2021	Students and Employees; General Public	All
UW-Milwaukee	The Divisions of Global Inclusion and Engagement and Student Affairs hosted a "Dialogue on Racial Justice." Vice Chancellor Joan Prince and Chief Student Affairs Officer Kelly Haag sponsored the event, which were moderated by Associate Vice Chancellor Chia Youyee Vang and Dean of Students Adam Jussel.	July 10, 2020	Students and Employees	300 attended event
UW Oshkosh	Constitution Day Event: Gerrymandering and Fair Maps. This event featured 3 speakers: former state senators Tim Cullen and Dale Schultz, and Debra Cronmiller, a former president of League of Women Voters of Wisconsin. It was cosponsored by the League of Women Voters of Winnebago county.	September 16, 2020	Students	75

UW Oshkosh	Voting 101: This event empowered students to become familiar with the process of registering to vote, finding their polling place, and becoming informed about the issues on their ballot. The presentation included information from government sources, nonprofits, and a range of perspectives (including Fox News and NPR) to ensure no one perspective was overrepresented.	September 30, 2020	Students and General Public	80
UW Oshkosh	The Science of Denial: Why People Reject Climate Change: From climate change to COVID-19, many people refuse to accept the science that could save their lives. Why? This talk explored that question from multiple perspectives, ultimately grounding the answer in evolutionary theory. Understanding why people deny the scientific realities of climate change and other issues can help us work toward effective cooperation versus division.	April 29, 2021		
UW-Platteville	Freedom of Speech – Understanding Your Rights & Responsibilities was a live Zoom event intended to provide the campus community further education around the First Amendment, and specifically Freedom of Speech. The presenters communicated rights and responsibilities in a relatable and nuanced way for a higher education setting. The event was presented by UW System Office of General Counsel with assistance from UW-Platteville University Bias Incident Team moderators.	October 20, 2020	Students and Employees	100%
UW-Platteville	The book The First Amendment on Campus: A Handbook for College and University Administrators was given to all University Bias Incident Team members.	Fall 2020	University Bias Incident Team members (employees)	15

UW-Platteville	The university created the Student Activism internal webpage for faculty, staff, and students. The site contains information about student rights, resources, and activism, including freedom of expression.	September 16, 2020	Student	100%
UW-River Falls	The University's Center for Excellence in Teaching & Learning, hosted a discussion entitled "This is How I Teach: Politics in Class." It was an informal discussion of how and when to talk about politics in class, including suggested guidelines and models and providing resources showing additional perspectives.	October 9, 2021	Employee	15
UW-River Falls	<p>University campaign, "We Are Falcons and We Vote," The voting initiative used social media content to educate students. Student Involvement worked with university ambassadors and created informational content related to voter registration, absentee ballots, polling locations, info on why students were voting, and sent out T-shirts for National Voter Registration Day.</p> <p>Social Media Content included:</p> <p>Voting How To- Stories https://www.instagram.com/stories/highlights/17848253338958197/</p> <p>The Vote—Voting Mascot</p> <ul style="list-style-type: none"> - https://www.instagram.com/p/CEm639vgARY/ - https://www.instagram.com/p/CFKNu_mgUqx/ - https://www.instagram.com/p/CFcn7ytgejF/ <p>Absentee Voting Info https://www.instagram.com/p/CFubHgvgZRg/</p> <p>Why I am Voting—Videos/Photos https://www.instagram.com/p/CGAv9o8g1hX/ https://www.instagram.com/p/CGkNPTEguv0/ https://www.instagram.com/p/CHlaAopg3JM/</p>	September to November 2020	Students and Employees	<p>Exact total is unknown.</p> <p>240 students received "Voting is Cool" shirts and 744 students responded to a survey on the efforts</p>

	Of the participants (n=744) surveyed, 69% said the We Are Falcons & We Vote social media efforts aided them in learning about the 2020 election.			
UW-River Falls	We Are Falcons Values Series: 2020-21, Focus on Race, The Importance of the Student Voice: No Middle Ground. A Conversation with Former University of Minnesota Student Body President: Jael Kerandi.	April 8, 2021	Students and Employees	25
UW-River Falls	We Are Falcons Values Series: 2020-21, Focus on Race, Creating Communities Where #BlackLivesMatter: Pandemic Edition.	December 9, 2020	Students and Employees	40
UW-River Falls	Webinar for "The First Amendment on College Campuses," registration information provided to all employees via newsletter.	April 16, 2021	Employee	100%
UW-River Falls	Taco 'Bout It Tuesday, Event from Diversity, Inclusion and Belonging, entitled "Politics 101," providing a forum for attendees to discuss politics at all levels from the city council, county commissions, state and national legislatures, and presidential elections.	October 27, 2020	Students	Approx. 4 live, posted online for additional views
UW-River Falls	Taco 'Bout It Tuesday, Event from Diversity, Inclusion and Belonging, entitled "Hot Topics and Current Events," discussing the US Capitol riots, executive orders, and the Texas energy crisis.	February 23, 2021	Students	Approx. 4 live, posted online for additional views
UW-River Falls	Email from Chancellor Foster, subject line "Statement on Violence at U.S. Capitol," honoring the constitutional right of freedom of expression and peaceful protest sent to employees.	January 7, 2021	Employees	

UW-River Falls	Email from Chancellor Foster, subject line "COVID-19 Update/Some Questions and Answers," sent to all employees, explaining that the university was reviewing preparations for facilitating the organization of safe and peaceful protests.	August 27, 2020	Employees	
UW-River Falls	Email from Chancellor Foster, subject line "Upcoming Elections and Falcons Values," sent to all students providing information intended to help students fulfill their civic responsibility of voting and recognizing freedom of expression and free speech as critical to the university's identity.	October 29, 2020	Students	
UW-River Falls	Various Falcon Daily announcements relating to voting and providing information on where to vote.	October 27, 2020; February 11, 2021	Employee	
UW-Stevens Point	Hosted a virtual session, "Constitution Day: The Electoral College -- A Constitutional Quick Take" to celebrate Constitution Day.	September 17, 2020	Students	
UW-Stout	Constitution Day: Racial Injustice and the First Amendment. Sponsored by Menard CSII, Center for Applied Ethics, and Dean of Students Office. Moderated by Tim Shiell (MCSII Director, UW-Stout) with speakers Selika Ducksworth-Lawton (UWEC, History and WGS) and George Williams (Beloit, Art).	September 5, 2020	Employees	30
UW-Stout	Banned Books Week: Banned Books and Orwell's 1984. Sponsors: Menard CSII, Literature Committee and university library. Moderated by Tim Shiell, MSCSII Director with speaker Jame Tager (PEN America) and respondents Rickie-Ann Legleitner (UW-Stout, English and WGS) and Laura McCullough (Stout, Physics).	September 29, 2020	Employees	30

UW-Stout	Free Speech Week: Pros and Cons of Banning Hate Speech. Sponsored by Menard CSII. Moderated by Tim Shiell, MSCSII Director with speaker Alison Kibler (Franklin and Marshall College).	October 19, 2020	Employees	40
UW-Stout	Free Speech Week: Academic Freedom and Free Speech. Sponsored by Menard CSII. Moderated by Tim Shiell, MSCSII Director with speakers Brian Huffman (Mgmt, UWRF) and John K Wilson (ind. Scholar).	October 20, 2020	Employees	40
UW-Stout	Free Speech Week: Cancel Culture. Sponsored by Tim Shiell, MSCSII Director with speakers Brian Huffman (Mgmt, UWRF) and John K. Wilson (ind. Scholar) October 21, 2020.	October 21, 2020	Employees	40
UW-Stout	Workshop: Graffiti and Street Art. Sponsored by MCSII and facilitated by Cynthia Bland (Stout, Art History).	October 29, 2020	Students	16
UW-Stout	Workshop: Confederate Monuments. Sponsored by MCSII and facilitated by Cynthia Bland (Stout, Art History).	February 23, 2021	Students	16
UW-Stout	Black History Month: Black Contributions to Civil Liberty. Sponsored by MCSII, Black Student Union, Stout Student Association, Honors College, and Center for Applied Ethics. Moderated by Tim Shiell (MCSII Director) with panelists LeTrice Donaldson (UW-Stout, History); Selika Ducksworth-Lawton, (UWEC, History), and Lynette McNeely (NAACP-Wisc).	February 25, 2021	Students and Employees	30

UW-Stout	Fight Like Hell": Redefining Incitement in the 21 st Century". Sponsored by MCSII, Center for Constitutional Studies at UWEC, and Norman Miller ;Center at St. Norbert College. Moderated by Bob Pyne (Director, NMC) with panelists Alan Bigel (UWL, Political Science), Eric Kasper (UWEC, Political Science) and JoAnne Sweeny (Louisville, Law).	March 2, 2021	Students and Employees	30
UW-Stout	Student Press Freedom. Sponsored by MCSII and Center for Applied Ethics. Moderated by Kate Edenberg (Interim Director, CAE) with panelists Debra Fisher (editor, Pepin County Courier-Wedge), Molli Reeder (UW-Stout), David Gordon (editor, Chippewa Valley Post), Dominic Yates (UW-Stout), and Bryce Parr (UW-Stout).	March 31, 2021	Students	25
UW-Stout	Workshop Campus Free Speech- You Decide. Facilitated by Tim Shiell (MCSII Director).	April 7, 2021	Students	16
UW-Stout	Free Speech and Social Media. Sponsored by MCSII and Institute for Human Studies at George Mason University. Moderated by Tim Shiell, MCSII Director with speaker Kate Klonick (St. Johns, Law).	April 13, 2021	Students and Employees	30
UW-Stout	Student Activism. Sponsored by MCSII and Wisconsin Institute for Peace and Conflict Studies. Moderated by Jim Handley (UW-Stout, Peace Studies) with keynote speaker David Ragland (Truth Telling Project) and student panelists Audrey Tchaa, Blessing Joseph, and Simon Brown.	April 22, 2021	Students and Employees	30
UW-Stout	MCSII held a Student Civil Liberty Contest during fall Semester collecting 12 entries ranging from artwork to essays to poems to videos. Four awards were given. In addition, MCSII purchased \$1000 of free			

	speech and civil liberty books for university library's Civil Liberty Collection. MCSII also funded three students during Summer 2021 to develop Augmented Reality software / phone app to educate viewers about controversial artwork.			
UW-Whitewater	Fall Fairhaven Lecture Series: Election 2020: Candidates, Campaigns, and Crises . The ten lectures were hosted by Continuing Education. The series was an exploration into the people and issues of Election 2020, including a global pandemic, economic crisis, and social unrest. Lectures presented by faculty from across the UW-W campuses. Though typically and historically, lectures in this series are held at Fairhaven Senior Services in Whitewater, WI, lectures in the 2021 series were held live via WebEx and recorded and posted to the UW-W CE website for later viewing.	Monday's from September 21 to November 23, 2020	Students and Employees ; Open to public	298
UW-Whitewater	Spring Fairhaven Lecture Series: No Passport Needed: From the U.S. to the World, Yesterday and Today. Eight lectures hosted by Continuing Education, in partnership with the UW-W NEA Big Read examined local and international communities through the experiences of fellow global citizens. Lectures presented by faculty from across the UW-W campuses. Though typically and historically, lectures in this series are held at Fairhaven Senior Services in Whitewater, WI, lectures in the 2021 series were held live via WebEx and recorded and posted to the UW-W CE website for later viewing.	Monday's from February 8 to April 5, 2021	Students and Employees ; Open to public	229

Appendix B
RPD 4-21, Notification Requirements
July 1, 2020 to June 30, 2021

Institution	Description of Notification	Date of Notification	Target Audience
UW-Eau Claire	E-mail from the Dean of Students.	October 1, 2020	All students
UW-Eau Claire	Prominent inclusions in weekly all faculty/staff e-mail newsletter.	February 11, 2021	All employees
UW-Eau Claire	Information covered during the Faculty Panel at the virtual Opening Day Academic Session, which is required of all incoming students.	August 31, 2020	Students, 2100
UW-Eau Claire	Information covered during the virtual Incoming student orientation for spring semester.	January 25, 2021	First year and transfer students, 180
UW-Green Bay	Annual policy notification e-mail from the Dean of Students.	November 13, 2020	All students
UW-Green Bay	Annual policy notification e-mail from Human Resources.	October 8, 2020	All employees
UW-Green Bay	All students participating in Phoenix Orientation are provided with verbal and written notice of RPD 4-21.	August 2020	All first-year students
UW-La Crosse	Distribution of pamphlets to students during move-in.	September 2-5, 2020	Students, 3000
UW-La Crosse	Chancellor's e-mail to all students and employees regarding UW System Board of Regents' Commitment to Academic Freedom and Freedom of Expression. This was a non-opt out e-mail, meaning all students, faculty, and staff received it.	October 19, 2020	All students and employees
UW-La Crosse	Video presentation by Student Affairs Division.	September 2-5, 2020	All new students
UW-Madison	Article on news.wisc.edu shared with all students via The Weekly (e-mail newsletter): https://news.wisc.edu/campus-guidelines-help-students-exercise-rights-of-free-speech-expression/	August 26, 2020	All students & available to all employees

UW-Madison	Center for Leadership and Involvement sent a message to the 4 primary contacts of all Registered Student Organizations (RSO) that included campus protest guidelines.	September 2, 2020	Students, 3552
UW-Madison	Campus protest guidelines appeared in the Center for Leadership and Involvement's Buzz Newsletter (sent to all RSO primary contacts).	August 17,2020- November 16, 2020	Approx. 1000 student leaders
UW-Madison	Websites with voting information for students were publicized via student-wide e-mails and social media. (vote.wisc.edu, voterid.wisc.edu, and https://morgridge.wisc.edu/students/badgersvote/)	October/November 2020	All students
UW-Madison	Welcome message from Dean of Students included campus protest guidelines (https://students.wisc.edu/news/welcome-back-badgers-spring21/).	January 20, 2021	All students
UW-Madison	Campus guidelines appeared in the Wiser Adviser RSO advisor newsletter.	Weeks of 8/25/20, 9/21/20 & 10/19/20	All employees who are student organization advisors
UW-Milwaukee	Email: "Chancellor's Update: New Year, Same Values." Shared reminders and resources pertaining to a safe and healthy campus: UWM's Guiding Values, the UWM Code of Conduct, UWS' Guidance on Political Campaign Activities, Ethics/Conflicts of Interest and Fiscal Misconduct rules (SAAP 8-2), Title IX, IT Usage (RPD 25-3), the UWS Reporting Hotline, Freedom of Expression (RPD 4-21) and discipline under UWS Chapter 18, Executive Order 54, and Public Record and Records Retention information. https://uwm.edu/chancellor/chancellors-update-new-year-same-values/	September 17, 2020	All employees
UW-Milwaukee	Email: "Chancellor Campus Update: Unsettling Times: Higher Education and Democracy." Commentary on January 6th violence at U.S. Capitol. Underscored the central principle upon which the country and university are built: the ability to disagree, to engage in radically different opinions and world views, through civil discourse and respectful exchange of ideas. Linked to UWM's Guiding Values. https://uwm.edu/chancellor/unsettling-times-higher-education-and-democracy/	January 7, 2021	All employees

UW-Milwaukee	All freshman and transfer students were required to complete the Online Orientation which included a Health & Safety Module. Within this module is a "Freedom of Expression & FERPA" page with a link to RPD 4-21. All new students receive a QR code which links to the Student Handbook website (https://uwm.edu/studenthandbook/student-resources/) and RPD 4-21.	June-August 2021	All freshman (2800), transfer (1000) and branch campus (500) students
UW Oshkosh	E-mail from the Interim Vice Chancellor for Student Affairs to all students sharing important university policies, including the UW Regents' policy "Commitment to Academic Freedom and Freedom of Expression".	October 15, 2020	All students
UW Oshkosh	"Annual Compliance Memo" sent to all employees regarding relevant policies and links to Regent policies.	September 14, 2020	All employees on all three campuses
UW Oshkosh	The Academic Freedom of Expression policy is printed in the UW Oshkosh 2020 New Student Guide. A physical copy of the guide was mailed to all new students. A PDF version is available on the New Student and Family Programs website.	Summer 2020	All incoming students
UW-Parkside	Email: Policies included in Student Handbook were provided via Midnight Ranger a weekly student newsletter.	Fall 2020 & Spring 2021	All students
UW-Parkside	Email notification to all faculty and staff.	November 30, 2020	All employees
UW-Parkside	Policy information covered during online orientation.	Summer 2020 & January 2021	New students, 900
UW-Parkside	Policy information discussed during Ranger welcome sessions.	September 1, 2020	New students, 600
UW-Platteville	Annual notice regarding academic freedom & freedom of expression sent to all campus users via e-mail.	September 23, 2020	All students and employees
UW-Platteville	E-mail from UWP Updates (via Paul Erickson and the Dean of Students) with the Student Handbook (which contains the Freedom of Expression Policy).	October 22, 2020	All students

UW-Platteville	New employee onboarding includes RPD 4-21. All new employees read and attest to having read.	Ongoing	New employees, 90
UW-Platteville	Online orientation module recorded via canvas and viewed by all incoming students. Explains RPD 4-21 and the Academic Freedom and Freedom of Expression Policy, including potential ramifications for violations.	Summer 2020	First year students, 1500
UW-River Falls	Student Handbook available on www.uwrf.edu contains specific reference to RPD 4-21.	Ongoing	All students
UW-River Falls	Student Organization Handbook available on www.uwrf.edu – contains specific reference to academic freedom and freedom of expression and includes links to RPD 4-21.	Ongoing	All students involved in Student Organizations (approx. 500)
UW-River Falls	The Department of New Student and Family Programs outlines RPD 4-21, Commitment to Academic Freedom and Freedom of Expression within the handbook distributed to all incoming students and families who attend the required New Student Registration program.	Distributed at the beginning of semesters	All new students
UW-Stevens Point	Campus announcement sent via e-mail and on Message of the Day – “Commitment to Academic Freedom and Freedom of Expression – Regent Policy Document 4-21” CHRO/AEEEO/Title IX & ADA Coord, Eric Roesler.	October 5, 2020	All students and employees
UW-Stevens Point	New student orientation included a presentation covering a variety of topics including RPD 4-21. Guest speaker Dean of Students Troy Seppelt addressed the policy in detail.	Multiple dates in June/July/August 2021	Students (1600), Parents and Guests (2400)
UW-Stout	Campus-wide e-mail with subject “Campus Compliance”.	November 6, 2020	All employees
UW-Stout	First year students participated in a session as part of Week One Orientation. The orientation included a presentation on hate/bias reporting and slides on the Board of Regents policy.	September 7, 2020	First year students, 980
UW-Superior	University website is updated with RPD 4-21.	September 1, 2020	Entire campus community

UW-Superior	Policy statement included in written material distributed to first year students who attend fall and spring Weekend of Welcome.	August 8, 2020; September 1, 2020; January 18, 2021	First year students, 281
UW-Superior	Policy statement included in online orientation for first year students who were unable to attend Weekend of Welcome.	October 1, 2020; January 18, 2021	First year students, 84
UW-Whitewater	Broadcast email announcement, subject: "RPD 4-21 Academic Freedom and Freedom of Expression." https://announcements.uww.edu/Announcement/Details/16981	September 1, 2020; January 20, 2021	All students and employees
UW-Whitewater	Freedom of Expression policy is published in the student handbook: https://www.uww.edu/student-handbook/academic-freedom	Ongoing	All students
UW-Whitewater	Freedom of expression & protest guidelines webpage: https://www.uww.edu/adminaffairs/compliance/freedom-of-expression	Ongoing	Entire campus community
UW-Whitewater	All incoming students (fall 2020 & spring 2021) received the Board of Regents Policy 4-21 during Warhawks SOAR (Student Orientation, Advising, & Registration). Each student received a copy of the orientation booklet sent via U.S. postal mail.	April 2020-January 2021	All freshman and transfer students
UW-Whitewater	The policy is available online on the First Year Experience website. New Freshmen: https://www.uww.edu/fye/freshmen/warhawks-soar/windows-and-checklist New Transfer Students: https://www.uww.edu/fye/transfer/warhawks-soar/windows-and-checklist	Ongoing	All freshman and transfer students

Thursday, November 4, 2021

**PROPOSED CHANGES TO REGENT POLICY DOCUMENT 6-4
RELATING TO CHANCELLOR SEARCH PROCESSES**

REQUESTED ACTION

Adoption of Resolution 8. approving revisions to Regent Policy Document 6-4, "Selection Process for System President, Chancellors, Vice Chancellors, and UW System Senior Leadership Positions" related to search processes for chancellors and the appointment of interims.

Resolution 8. That, upon the recommendation of the Special Regent Committee on Governance Issues and the President of the UW System Board of Regents, the UW System Board of Regents approves the revisions to Regent Policy Document 6-4, "Selection Process for System President, Chancellors, Vice Chancellors, and UW System Senior Leadership Positions."

SUMMARY

On September 28, 2021, the Special Regent Committee on Governance Issues recommended the following changes to Regent Policy Document 6-4, "Selection Process for System President, Chancellors, Vice Chancellors and UW System Senior Leadership Positions" related to search processes for chancellors and the appointment of interims:

- Modify language to specify a minimum number of Regents to serve on the Special Regent Committee for chancellor searches to provide greater flexibility to the Regent President in making appointments to search committees (see page 1 of Attachment A);
- Modify language related to the composition of Search and Screen Committees for chancellor searches to specify that members of the Special Regent Committee shall also serve as members of the Search and Screen Committee, and to provide greater flexibility to include non-Regent members on Search and Screen Committees (see page 2 of Attachment A);

- Modify language related to interim appointees to require the Regent President to provide advance written authorization to allow interim appointees to participate as a candidate for permanent positions (see page 6 of Attachment A).

The Special Regent Committee on Governance Issues also adopted recommendations to provide training to Regents on the role and responsibilities of the Search and Screen Committee chair, and to provide a Regent mentor to a Regent chairing a search committee for the first time.

Presenter:

- Regent Tracey Klein, Chair of the Special Regent Committee on Governance Issues

BACKGROUND

At a special meeting of the Board of Regents on May 11, 2021, the Board approved a resolution creating “a special committee of the Board to review the Board’s bylaws, policies, operations, traditions, and processes, and recommend changes designed to nurture and sustain good governance practices.” On August 19, 2021, Regent President Ed Manydeeds appointed Regents Scott Beightol, Héctor Colón, Michael Grebe, Tracey Klein, John Miller, and Cris Peterson to the special committee, and designated Regent Klein as committee chair. Regent President Manydeeds also noted that he and Regent Vice President Karen Walsh would serve as ex-officio voting members of the committee.

ATTACHMENT

- A) Proposed changes to Regent Policy Document 6-4, “Selection Process for System President, Chancellors, Vice Chancellors and UW System Senior Leadership Positions”

Regent Policy Document 6-4 (formerly 88-2) – Proposed Changes

Selection Process for System President, Chancellors, Vice Chancellors and UW System Senior Leadership Positions

Scope

This policy sets forth the protocol the Board of Regents has determined shall be followed for the selection of University of Wisconsin System senior leadership positions: chancellors of UW institutions, vice chancellors of UW institutions, UW System Senior Vice Presidents, Vice Presidents, the General Counsel, and the Chief Audit Executive, as well as interim appointees to these positions and the UW System President position.

Purpose

The purpose of this policy is to implement s. 36.09(1)(e), Wis. Stats., authorizing the Board of Regents to appoint a president of the UW System, a chancellor for each UW institution, and other UW System leadership positions. This policy defines the roles and responsibilities of the Board of Regents and the System President, and the committees they appoint, when filling leadership positions in UW System Administration and at UW institutions.

Policy Statement

The University of Wisconsin System Board of Regents considers the selection of the System President and UW institutional Chancellors to be among its most important duties and maintains a strong commitment to the principles of inclusivity and consultation with institutional and community representatives. To ensure effective leadership of the University of Wisconsin System, the following protocols are to be used:

UW System President:

When a vacancy occurs or is imminent, the Regent President shall consult with the Regent Vice President and other members of the Executive Committee of the Board of Regents to determine the process the Board will use in selecting a new System President.

Chancellors:

1. SPECIAL REGENT COMMITTEE COMPOSITION:

When a vacancy occurs or is imminent, the Regent President shall designate a Special Regent Committee consisting of ~~not less than~~ at least three ~~nor more than five~~ Regents to be involved in the selection process for a replacement. The Regent President shall designate a chairperson of the Special Regent Committee.

2. CHANCELLOR QUALIFICATIONS:

The Special Regent Committee shall confer with the UW System President and advise the System President of any special qualifications for the position that it believes should be considered. Members of the Special Regent Committee are encouraged to visit the UW institution and meet with students, faculty, staff, and other members of the campus community to familiarize themselves with the unique characteristics and needs of the institution. The Special Regent Committee shall work with the System President to produce a brief job description, taking into account the special characteristics of the institution at which the Chancellor would serve. The job description shall be inclusive and encourage applicants from various professional backgrounds and not require candidates for chancellor to have a terminal degree or the academic experience to be awarded tenure at the institution.

3. SEARCH AND SCREEN COMMITTEE COMPOSITION:

The Search and Screen Committee shall be comprised of ~~ten members, to include five Regents and five~~ individuals knowledgeable of the duties and responsibilities of the position and broadly representative of the interests of the students, faculty, academic staff, university staff, administrators, community and friends of the institution and the interests of the UW System.

The members of the Special Regent Committee shall also serve as members of the Search and Screen Committee. The Regent President shall ~~appoint five Regents to the Search and Screen Committee, and~~ designate one of the Regents as chair.

The System President in consultation with the Regent President, and after consulting with members of the institution's governance groups and other members of the university community, shall appoint ~~the at least~~ five non-Regent members of the committee to include at least two faculty, one staff representative from the institution, one student, and one community and/or alumni member. The System President shall consider diversity, particularly as it relates to gender, race, and ethnicity, when making committee appointments.

The System President, in consultation with the Regent President and the chair of the Search and Screen Committee, shall designate one of the faculty committee members as the Search and Screen Committee vice chair.

It is essential that the members of the Search and Screen Committee be dedicated to a single objective—the identification and recommendation of the strongest possible candidates for a chancellorship of a University of Wisconsin institution.

4. SEARCH AND SCREEN COMMITTEE ROLE AND PROGRESS REPORTS:

The Search and Screen Committee shall be provided with an opportunity to review and provide input on the job description prepared by the System President and the Special Regent Committee. After the Special Regent Committee finalizes the job description, the Search and Screen Committee shall conduct such interviews of semi-finalists as it deems appropriate, with at least one member of the Special Regent Committee in addition to the Search and Screen Committee chair observing each of the semi-finalist interviews. The Search and Screen Committee shall make periodic progress reports to the Special Regent Committee and the

71 System President and shall continue to provide feedback on candidates until such time as the
72 committee is discharged by the System President.

73 **5. IDENTIFICATION OF FINALISTS:**

74 The Search and Screen Committee shall subsequently provide a list recommending qualified
75 individuals, in unranked order, along with an alphabetical list of all persons considered at a joint
76 meeting of the Search and Screen Committee, the Special Regent Committee and the System
77 President. The Search and Screen Committee may be asked to provide oral presentations on
78 the candidates under consideration. If any of the names on the initial list presented by the
79 Search and Screen Committee are not accepted by the Special Regent Committee, or if any of
80 the recommended candidates withdraw from the search, then before the Search and Screen
81 Committee is discharged, it may be asked to provide additional candidates from the list of
82 persons considered as semi-finalists.

83 The Special Regent Committee shall determine the finalists who will be invited to continue in
84 the selection process, with up to three being a typical number invited for interviews.

85 **6. FINALIST INTERVIEWS:**

86 The Special Regent Committee, in conjunction with the System President, shall review all of the
87 finalists, conduct interviews, work with the campus community to schedule campus visits for
88 the finalists, and identify a candidate to recommend to the full Board of Regents.

89 **7. BOARD OF REGENTS APPROVAL:**

90 The full Board shall approve the appointment, including salary.

91 **Vice Chancellors:**

92 **1. PROCESS:**

93 When a vacancy occurs or is imminent, the chancellor shall determine the process to be used to
94 select a new vice chancellor. A UW institution may not adopt a policy or rule, or use a position
95 description or job advertisement, that requires a candidate for a vice chancellor position to
96 have served as a UW System faculty member or as a faculty member at another institution of
97 higher education, to have been granted tenure at a UW System institution or at another
98 institution of higher education, or to hold the highest level of academic degree in a field of
99 study or profession.

100 **2. POLICY ADOPTION:**

101 This Regent policy will supersede all institutional policies on the matter of academic and
102 professional qualifications for vice chancellors.

103 **UW System Administration Senior Leadership Positions:**

1. APPOINTMENT OF SEARCH AND SCREEN COMMITTEE:

When a vacancy occurs or is imminent, the System President shall appoint a Search and Screen Committee. For positions determined by the System President to involve a high degree of campus contact, the Search and Screen Committee may include faculty, staff, and/or student representatives.

2. SEARCH AND SCREEN COMMITTEE ROLE:

The Search and Screen Committee shall be provided with a job description prepared by the System President in consultation with the chair(s) of the appropriate standing committee(s) of the Board of Regents, depending on the duties and responsibilities of the vacant position. The Search and Screen Committee shall screen candidates and conduct such interviews as it deems appropriate.

3. IDENTIFICATION OF FINALISTS:

The Search and Screen Committee shall subsequently provide a list recommending qualified individuals, in unranked order, along with an alphabetical list of all persons considered. If any of the names on the initial list presented by the Search and Screen Committee are not accepted by the System President, or if any of the recommended candidates withdraws from the search, then before the Search and Screen Committee is discharged, it may be asked to provide additional candidates from the list of persons considered. In addition, the System President may identify as finalists up to two additional names from the list of persons considered by the Search and Screen Committee.

4. FINALIST INTERVIEWS:

The System President shall review all of the final candidates and conduct interviews. The System President shall fill the vacancy from among the candidates interviewed, and shall advise the appropriate Board standing committee of the person selected.

5. SALARY APPROVAL:

Board approval of the salary for senior leadership positions is not required unless the salary exceeds the Board-approved salary range.

6. APPOINTMENT:

In the case of the Chief Audit Executive, the appointment is made jointly by the System President and the Chair of the Board of Regents Audit Committee.

Interim Appointments:

The procedure for selecting an interim System President is as follows:

1. REGENT PRESIDENT'S AUTHORITY:

When a vacancy occurs or is imminent, the Regent President may appoint an interim System President to serve until a permanent appointment is made.

2. COMMITTEES NOT REQUIRED:

Appointment of a Special Regent Committee or Search and Screen Committee is not required or expected for an interim appointment.

3. REGENT PRESIDENT CONSULTATION:

Prior to appointing an interim System President, the Regent President shall consult with the Vice President and other members of the Executive Committee of the Board of Regents. Such consultation shall include the length and salary of the interim appointment.

4. LIMIT ON LENGTH OF APPOINTMENT:

In determining the length of an interim appointment, the Regent President shall consider the circumstances of the vacancy and the best interests of the UW System. The length of an interim appointment for a System President may not exceed three years.

5. ELIGIBILITY FOR PERMANENT APPOINTMENT:

An interim appointee shall not be considered a candidate in the search process for the permanent position without advance written authorization from the Regent President permitting the interim appointee to participate as a candidate for the permanent position.

The procedure for selecting interim Chancellors and UW System Administration senior leadership positions is as follows:

1. SYSTEM PRESIDENT'S AUTHORITY:

When a vacancy occurs or is imminent, the System President may appoint an interim leader to serve until a permanent appointment is made. In the case of the Chief Audit Executive, the interim appointment is made jointly by the System President and the Chair of the Board of Regents Audit Committee.

2. COMMITTEES NOT REQUIRED:

Appointment of a Special Regent Committee or Search and Screen Committee is not required or expected for interim appointments; however, the System President is urged to consult with members of the university community where a chancellor vacancy is expected.

3. SYSTEM PRESIDENT CONSULTATION:

Prior to appointing an interim Chancellor, the System President shall consult with the Regent President and Regent Vice President. Prior to appointing interim senior leadership positions, the System President shall consult with the Regent President and Regent Vice President and with the chair of the appropriate standing committee(s) of the Board of Regents, as determined by the duties of the position. Such consultation shall include the length and salary of the interim appointment.

4. LIMIT ON LENGTH OF APPOINTMENT:

In determining the length of an interim appointment, the System President shall consider the circumstances of the vacancy and the best interests of the UW System. The length of an interim appointment for a Chancellor or senior leadership positions may not exceed three years.

5. ELIGIBILITY FOR PERMANENT APPOINTMENT:

An interim appointee shall not be considered a candidate in the search process for the permanent position without advance written authorization from the ~~System~~Regent President permitting the interim appointee to participate as a candidate for the permanent position.

The procedure for selecting an interim Vice Chancellor is as follows: When a vacancy occurs or is imminent, the Chancellor may appoint an interim Vice Chancellor to serve until a permanent appointment is made.

Oversight, Roles and Responsibilities

The Office of the Board of Regents and the UW System Office of Human Resources and Workforce Diversity are responsible for communicating search process requirements and working with the Regent President, Regents, and the System President to implement the procedures detailed in this policy.

History: Res. 59, adopted 1/7/1972; Res. 325, adopted 11/3/1972, created Regent Policy Document 72-18 and rescinded Res. 59. Res. 4034, adopted 4/8/1988, created Regent Policy Document 88-2 and replaced Regent Policy Documents 72-18; Res. 5176, adopted 3/10/1989, created Regent Policy Document 89-3 and amended Regent Policy Document 88-2; Res. 6636, adopted 4/8/1994, amended Regent Policy Document 88-2; Res. 6932, adopted 5/5/1995, amended Regent Policy Document 88-2; Res. 8157, adopted 6/8/2000, amended Regent Policy Document 88-2; subsequently renumbered 6-4; Res. 9811, adopted 8/20/2010, amended Regent Policy Document 6-4; Res. 10517, adopted 6/5/2015, amended Regent Policy Document 6-4; Res. 10933, adopted 10/05/2017, amended Regent Policy Document 6-4.

I. All Regents

Item 9.

Thursday, November 4, 2021

UW SYSTEM PLAN FOR FUNDS INCLUDED IN THE 2021-23 BIENNIAL BUDGET PLACED IN THE JOINT COMMITTEE ON FINANCE SUPPLEMENTAL ACCOUNT

REQUESTED ACTION

Adoption of Resolution 9., authorizing the request and use of funds set aside in the 2021-23 state biennial budget.

Resolution 9. That, upon the recommendation of the President of the UW System, the UW System Board of Regents approves the UW System plan for use of funds included in the 2021-23 biennial budget, and submission of the plan to the Legislature's Joint Committee on Finance and the Department of Administration.

SUMMARY

On July 8, 2021, Governor Evers signed the state's 2021-2023 biennial operating budget, which includes \$4,250,000 in General Purpose Revenue (GPR) in 2021-2022, and \$4,000,000 in GPR in 2022-2023 in the Legislature's Joint Committee on Finance supplemental appropriation. The approved budget also included a provision requiring the UW System to submit a request under s. 13.10 Wis. Stats., for release of the funding.

The biennial operating budget sets aside GPR for the following programs: 1) Freshwater Collaborative, 2) UW-Extension Cooperative County Agriculture Agents, 3) Foster Youth Programs, 4) UW-Madison Nelson Institute for Environmental Students Collaboration with the Federal Department of Defense, and 5) Water Council support for collaborative efforts with the Federal Department of Defense related to water activities.

Description	FY2021-2022	FY2022-2023
Freshwater Collaborative	\$2,500,000	\$2,500,000
Agriculture Agents	\$1,000,000	\$1,000,000
Foster Youth	\$250,000	\$500,000
Nelson Institute	\$250,000	\$0
Water Council	\$250,000	\$0
Total	\$4,250,000	\$4,000,000

Presenters

- Deej Lundgren, Interim Associate Vice President for Government Relations, UWSA
- Kathy Divine, Government Relations Specialist, UWSA

BACKGROUND

Freshwater Collaborative

The Freshwater Collaborative of Wisconsin (FCW) is designed to solidify Wisconsin's competitive advantages represented by our expanding water economy, our unparalleled water wealth and geography, and the diversity of intellectual strengths within our system of public universities. FCW will lay the foundation for a new era of inter-campus collaboration and private sector partnership. It provides structure to Wisconsin's established lead in water sector innovation and will advance a unique platform for linking economic and workforce development with higher education.

FCW is designed to establish the nation's most significant, integrated, multi-institutional higher education program serving the freshwater economy. It will allow students to traverse disciplines and focus areas across all 13 UW System institutions. FCW will also help attract local, regional, and global talent to Wisconsin, securing Wisconsin's role as the "Silicon Valley of Freshwater." Further, FCW will help fill the global, regional, and local demand for a water workforce through explicit structuring of curriculum, training, and workplace experience. Finally, FCW will help solve local, regional, and global water resource problems through collaborative research across natural science, agriculture, engineering, social science, economics, and policy areas.

FCW will establish a grant program, using a request for proposal process, for institutions to access. Award determinations will be made by the FCW Steering Committee, which is comprised of members from each campus and UW System.

UW-Extension Cooperative County Agriculture Agents

The importance of Wisconsin's Agriculture industry has been well documented, as has UW-Extension's role in advancing agriculture in our state. This proposal aims at increasing the number of statewide staff available to assist the agriculture community. In partnership with agriculture coalition partners, this proposal would invest staffing in the most needed areas throughout the state. In addition, the Division of Extension will explore additional ways to match funding sources to maximize the impact of this funding allocation. UW System would request the funding to be placed in an on-going appropriation.

Foster Youth Programs

The Foster Youth Programs proposal is aimed at expanding opportunity and improving student outcomes for former foster youth. The proposal is based upon UW-Stout's Fostering Success program, which supports former foster youth by providing additional wrap-around services. This first-of-its-kind program within UW System (UWS), has led to improved student outcomes by raising retention and graduation rates among former foster youth enrolled at UW-Stout. Since the 2012 inception of UW-Stout's Fostering Success program, other UWS universities have launched similar programs. These campuses include: UW-Eau Claire, UW-Milwaukee, and UW-Whitewater. Several other campuses across the system have also shown interest or have started preliminary development of a foster youth program.

UWS intends to use the \$750,000 appropriated in the 2021-2023 state budget to expand the Fostering Success model and would request the \$500,000 provided in the second year be placed in an on-going appropriation. UWS will disperse funds to our universities through a grant process. An RFP will be established for universities to apply for funds and a steering committee will be established to review and select program proposals. Universities can apply for funds to either expand a successful program or begin a Fostering Success program on their campus. However, the first grant cycle may favor established programs to allow other universities time to develop a program to best address the needs of foster youth on that campus.

UW-Madison Nelson Institute for Environmental Studies Collaboration with Federal Department of Defense

The need for civilian expertise is critical to the U.S. Army. Given UW-Madison's well-recognized expertise across a range of environmental and resource management areas, there is a clear opportunity to help meet the U.S. Army Civil Affairs need. This initiative will be overseen by the Dean's Office of the Nelson Institute for Environmental Studies. The initiative will provide consultations, workshops, or research based on the needs that emerge from the U.S. Army. A partnership between UW-Madison and the U.S. Army will enhance the missions of both organizations.

Water Council Support for Collaborative Efforts with the Federal Department of Defense

The Water Council (TWC), is based in Milwaukee, Wisconsin, which is recognized as a global center for advancing water technologies and stewardship. TWC is a non-profit, membership organization that connects, convenes, and showcases the hub comprised of more than 238 water technology businesses. TWC's mission is centered on driving economic development, attracting and connecting world-class talent and supporting water-focused technology innovation, while its larger goal is to help secure freshwater resources

for the world by driving solutions to the numerous industries that need and use a large amount of water.

UW-Milwaukee has been in partnership with TWC since its founding in 2009 and Chancellor Mark Mone is a member of their Board of Directors. This proposal hopes to expand that partnership by engaging with TWC to be positioned to execute a proposed MOU for collaborative activities with the U.S. Department of Defense.

The \$250,000 is intended to serve as seed funding to support the partners in their efforts to assist U.S. military personnel in their overall understanding of water related issues. This may include the development of military training aids and materials, workshops and conferences for skills exchange and capacity building, integrating water management practices and technology into military exercises, cross-training and mission assignment opportunities, and to provide a platform to support outreach to organizations in the wider military and water industry professional communities.

UW-Milwaukee specifically will be engaged in order to share knowledge relating to water relating matters, to provide graduate and post-graduate level research in order to further the understanding of water related challenges related to military missions, to provide curriculum and training program development, to provide lab and/or facility staff support, and to provide connections to the campus Military and Veterans Resource Center, as well as providing meeting space and lab access for purposes of training excursions.

ATTACHMENTS

- A) Freshwater Collaborative of Wisconsin Proposal
- B) UW-Extension Cooperative County Agriculture Agents Proposal
- C) Foster Youth Programs Proposal
- D) UW-Madison Nelson Institute for Environmental Studies Collaboration with Federal Department of Defense Proposal



Governor Tommy Thompson, Interim President
University of Wisconsin System
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

October 19, 2021

Dear Governor Thompson:

We are submitting this letter in support of the Freshwater Collaborative of Wisconsin (FCW) funding for review, consideration, and approval by the Board of Regents for submission to the Joint Committee on Finance for their approval.

We want to start by thanking you for your confidence in the FCW. It is with your confidence that we have been able to come together as a Steering Committee of the FCW and develop a plan and process for moving forward with the \$5M in funding that was made available in this biennial budget. The FCW Steering Committee is a statewide group consisting of one representative from each of the 13 UW Universities and one from UW System.

The mission of the FCW is to (1) contribute to Wisconsin's reputation as a world leader in freshwater science, technology, entrepreneurship, and economic growth; (2) provide support to meet the need for a knowledgeable and skilled water workforce through explicit structuring of curriculum, training, and workplace experience; and (3) establish a global water resource to identify and manage problems through collaborative research across the natural science, engineering, social science, economics, and policy arenas.

Detailed conversations with our Steering Committee, the 13 Provosts and UW System staff have resulted in a consensus that the majority of the funding should be allocated through a systemwide RFP process. This process will serve to create and grow, aligned water programming across the state. A draft RFP has been developed and distributed to all institutions for review, with awards planned for December, subject to the approval of the Joint Committee on Finance.

This RFP will focus on tackling two of the ten Grand Water Challenges defined in the FCW's founding documents: **Agricultural Water Management** and **Water Quality Safety and Emerging Contaminants**. This grant process will allow FCW's impact to be coordinated, agile, and transparent. Preference will be given to proposals that clearly enhance the vision, visibility, economic importance, and sustainability of the FCW. Specifically, short-term proposals that help reach FCW goals and propel campus programming forward, longer-term collaborative proposals that can start immediately, and programs that are matched or leverage outside funds.

Envisioned collaborations are on multiple levels and include: interdisciplinary on a campus, between campuses, and between students and faculty/staff. The grants will fund both student and faculty/staff support necessary to advance the programming. The programming priorities will fit into 5 award types under the umbrella of student engagement and learning:

- **Student Scholarships** - Proposals to enhance scholarship support. Examples include: Support students engaging in activities that enhance career prospects, by alleviating financial constraints (i.e., a student would need to quit a part-time job to participate in research or take an unpaid internship), stipends for participation in research, fieldwork, and internships, and covering differential tuition between campuses.
- **Student Experiences** - Programs that are non-credit bearing, that provide experiential learning opportunities for students. Examples include: Spring Break or Winterim trip related to freshwater studies, student fieldwork development, and collaborative projects with community and industry partners focused on advancing freshwater initiatives with students.



- **Course Development** - Proposals that support the creation of Transformative Experiences (TEs) for the FCW collaborative curriculum. Examples include: Enhancing or amplifying courses to include TE components, developing new TE courses, planning intercampus collaborative course logistics.
- **Collaborative Research** - Proposals for research that is collaborative and/or has the potential for future cross-functional collaboration with other departments on campus or with other campuses. Examples include: Interdisciplinary water research, cross-campus water research, engaging students as data collectors and research assistants, and community engaged water research.
- **Career Development** - Programs that enhance career opportunities for students. Examples include: Growing internship programming at multiple campuses, job placement opportunities, and industry, policy, and non-profit partnerships.

To effectively execute this mission, we propose to allocate \$250,000 per year to administration including salary and benefits for an executive director and grant assistant, and related materials, supplies and travel expenses. Additionally, we are proposing to spend \$125,000 in the second and ensuing years on program marketing, including salary and benefits for a part-time marketing manager and related materials and expenses, in order to grow and strengthen FCW programming and recruit students to the state. Table 1 illustrates the biennial budget breakdown.

Table 1:

Funding Category	2021-22	2022-23	Biennium
Executive Administration	\$250,000 (10%)	\$250,000 (10%)	\$500,000
Marketing (Recruitment, Web, Media, Collaterals)	\$0 (0%)	\$125,000 (5%)	\$125,000
Systemwide Program RFP	\$2,250,000 (90%)	\$2,150,000 (85%)	\$2,375,000 (87.5%)

Further detail about the program awards will be available later in the calendar year with the RFP timeline as follows:

- The draft RFP is currently out for review to the FCW Steering Committee to be returned October 18, 2021.
- The RFP will be posted to UW Universities November 1, 2021 and proposals are due back December 1, 2021.
- Reviews and decisions will be made December 15, 2021 using a standard and public evaluation scorecard.
- Funds would be made available to awardees on January 3, 2022, pending BOR and JFC Action.
- Similar methodology for the second year of funding starting February 2022.

This plan for the appropriation has been carefully crafted to reflect the legislative directives and to balance the need to show early results with the support it will take to foster the FCW's long-term vision. Our Steering Committee highly values the intention of the Legislature to make the Freshwater Collaborative of Wisconsin appropriation part of the base budget moving forward and position us for further investment. Support for ongoing funding will provide the stability for campuses to grow high-impact statewide collaborative programming over time.

In conclusion, interviews with water industries have described UW System water academics as the engine that fuels a strong growing water economy. We are confident that this investment in water research and education will feed Wisconsin's water workforce of more than 60,000, or about 2% of the state's total employment, with the research and development it needs to tackle the Grand Water Challenges of today and tomorrow.

Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read "M. Jablonski".

Marissa Jablonski, PhD

Executive Director

Freshwater Collaborative of Wisconsin

FY21-23 Biennial Budget Proposed Extension Positions

A summary of the positions that are proposed as a result of the biennial budget increase can be found below. The positions include both UW-Madison College of Agricultural & Life Sciences Extension faculty specialists and UW-Madison Division of Extension outreach specialists. Importantly, key partners will be involved in final scoping of these positions and the subsequent recruitment process. The proposed positions were shared with agriculture coalition partners in August of 2021 and modifications to the proposal have been made based upon coalition partner feedback. In addition, the Division of Extension will explore additional ways to match funding sources in order to maximize the impact of this funding allocation.

UW-Madison Division of Extension Staff Outreach Specialists*Beef Outreach Specialist*

This outreach specialist position will work across Wisconsin to improve the profitability and vitality of Wisconsin's beef industry by developing, implementing, and evaluating research-based educational programs in subject-matter areas of beef production, beef management, nutrition, reproduction, genetics, and animal health and welfare.

Grazing Outreach Specialist

This outreach specialist position will work across Wisconsin to develop, implement, and evaluate research-based educational programs on grazing system management. The specialist will provide outreach related to topics such as grazing system planning, pasture condition management, incorporating and selecting perennial and annual livestock forage and fencing, and watering systems.

Swine Outreach Specialist

This outreach specialist position will work across Wisconsin to develop, implement, and evaluate research-based educational programs in subject-matter areas such as swine production, management, nutrition, reproduction, genetics, health and welfare

Commercial Vegetable Specialist

This outreach specialist position will work across Wisconsin, with a special focus in central Wisconsin, to improve the profitability and vitality of Wisconsin's vegetable industry. This specialist will be responsible for developing, implementing, and evaluating research-based educational programs in subject-matter areas such as pest, nutrient, and irrigation

management; disease management; and the adoption of production practices to improve water quality.

Farm Management Outreach Specialist (farm labor emphasis)

This outreach specialist position will work statewide, developing, delivering and evaluating research-based educational programming in subject-matter areas such as new and emerging human resource issues that present risks and opportunities for farm businesses, farmer leadership development, creating positive workplace culture, and farm health and safety.

Farm Management Outreach Specialist (business development and management emphasis)

This outreach specialist position will work statewide, developing, delivering and evaluating research-based educational programming such as farm business viability, farm enterprise assessment and evaluation, analysis of farm data and data utilization, and new enterprise development.

Water Quality Specialist (agricultural emphasis; two positions across the state)

The two outreach specialist positions will work to provide research-based information on agricultural practices that protect and improve water quality management in agricultural landscapes. The outreach specialists will work with other faculty and staff to develop, implement, and evaluate programming related to agricultural best practices for water quality protection, nutrient management, groundwater/surface water interactions, and other water quality topics. The position will work closely with the agricultural community to ensure that research and outreach efforts provide practical, real world solutions to water quality issues in agriculture.

UW-Madison College of Agricultural & Life Sciences (CALS) Extension Faculty Specialists

Additional Extension Faculty Specialists

The Division of Extension and CALS will immediately begin working to identify three additional Extension Faculty Specialist positions for hire. Decisions regarding Extension Faculty Specialist hiring are made through an existing, defined process of requesting proposals from CALS academic departments. The proposals are developed based upon the research and outreach understanding of the academic department, which incorporates perspectives informed through the department's interaction with engaged constituencies. Priority hiring decisions are then made by Extension and CALS leadership based upon programming gaps identified through ongoing partner interactions. In addition, we are

currently in the process of recruiting the three following Extension faculty positions in CALS: 1) Biological Systems Facility and Environmental Control Engineer, 2) Forage Systems Agroecologist, and 3) Precision Pest Ecologist.

Use of Funding in the First Fiscal Year

For the first fiscal year, funds would be appropriated after the fiscal year has already started. Any funds that are not able to be allocated to the above positions because of this fact would be used to support the breadth of work represented by the intended positions. Specifically, funding will be used on short-term or one-time investments such as graduate students, post-doctoral students and equipment purchases that lead to research and educational outcomes.

Foster Youth Programs Proposal

The Foster Youth Programs proposal is aimed at expanding opportunity and improving student outcomes for former foster youth. The proposal is based upon UW-Stout's Fostering Success program, which supports former foster youth by providing additional wrap-around services. This first-of-its-kind program within UW System (UWS), has led to improved student outcomes by raising retention and graduation rates among former foster youth enrolled at UW-Stout. Since the 2012 inception of UW-Stout's Fostering Success program, other UWS universities have launched similar programs. These campuses include: UW-Eau Claire, UW-Milwaukee, and UW-Whitewater. Several other campuses across the system have also shown interest or have started preliminary development of a foster youth program.

In 2019, there was 7,049 Wisconsin youth in foster care, based on [the Wisconsin Department of Children and Families \(DCF\) 2019 Out-of-Home Care Report](#). Approximately 300 of these youth age out of foster care each year. [National outcome data](#) shows that only 1-3% of foster youth complete any type of post-secondary degree and 60% of these youth earn incomes below the poverty line. Former foster youth often face significant barriers in enrolling, navigating, and completing college without family or other community support.

THE PROGRAM:

Fostering Success has proven to improve outcomes for former foster youth entering college. At UW-Stout, initial retention data indicates that when supported, former foster youth are retained at a similar rate as their non-foster care peers. The program provides an array of wrap-around services grounded in trauma-informed care for the students. The program assists with enrollment, financial aid, bridging unmet financial needs, and housing and food assistance. Academic supports are instituted alongside federal Department of Education TRIO services providing academic support, career planning, financial literacy, math and writing support, and other relevant workshops. Success is also driven by the assistance of peer mentors and holding "family dinners" with program participants. Fostering Success also aims to engage foster youth early by hosting an annual summer overnight camp for youth in high school, providing them a campus visit experience at both UW-Stout and Chippewa Valley Technical College (CVTC).

2021-23 BUDGET REQUEST:

UWS intends to use the \$750,000 appropriated in the 2021-2023 state budget to expand the Fostering Success model and would request the \$500,000 provided in the second year be placed in an on-going appropriation. UWS will disperse funds to our universities through a grant process. An RFP will be established for universities to apply for funds and a steering committee will be established to review and select program proposals. Universities can apply for funds to either expand a successful program or begin a Fostering Success program on their campus. However, the first grant cycle may favor established programs to

allow other universities time to develop a program to best address the needs of foster youth on that campus.

Only 10% of the funds in each year will be used for administrative costs to develop and implement the RFP, provide technical assistance to campuses to establish or expand programs, and collaborate with statewide foster youth partners to maximize student program offerings.

Funding Category	2021-22	2022-23	Biennium
Administration	\$25,000 (10%)	\$50,000 (10%)	\$75,000
Grant Program	\$225,000 (90%)	\$450,000 (90%)	\$675,000

We appreciate the funding for this biennium and the ability to expand investment in a program with proven outcomes for Wisconsin's former foster youth to more of our four-year and two-year campuses.

UW-Madison / US Army Civil Affairs Environmental Initiative

The need for expertise on the environment is critical to Civil Affairs operations as per specialist area “38G/4E – Environment and Natural Resources.” Given UW-Madison’s well-recognized expertise across a range of environmental and resource management areas, there is a clear opportunity to help meet the U.S. Army Civil Affairs (USACA) needs. A clear route of communication and facilitation, however, will be essential so that unit needs are well-articulated and understood by area experts, and sufficient human resources are available to support dialogue. A pilot 2-year Initiative will be established in order to:

- 1) Create an internal organizational structure at UW-Madison to facilitate access to UW-Madison’s environmental expertise in support of 38G personnel.
- 2) Design a project/request/work-flow system that simultaneously meets the needs of 38G personnel, while simultaneously not overtaxing faculty time/resources.
- 3) Provide infrastructure to support 38G personnel excursions to the UW-Madison campus for workshops/trainings.

Proposed Structure

The Initiative will be overseen by the **Dean’s Office** of the *Nelson Institute for Environmental Studies*. Additionally, an **oversight committee** consisting of a small number of environmental experts from across campus will be periodically convened. A **faculty chair** of that committee will receive a month of summer salary to dedicate a fixed amount of time to the project. In addition, a 60% staff member will serve as the **primary liaison** between USACA and the Initiative. In support of this position, **graduate student hourlies** may be periodically assigned to facilitate research, organize workshops, or manage informational requests. Additionally **fractional faculty research time** may be compensated, as needed.

The faculty chair’s role will be to provide knowledge of campus expertise, help scope and scale responses and programs, and guide any staff or student work related to the Initiative, reporting out to the oversight committee twice per year. The chair will receive a month of summer salary and so be expected to provide a fixed amount of dedicated time and attention.

The primary liaison will be a dedicated staff member, preferably with background in environmental issues, science and scholarship, and also in working with the United States Army (in service, as a consultant, etc.). The primary liaison will be the first point of contact for USACA personnel.

Proposed Workflow and Expectations

Requests for consultation, workshops, or research will emerge from 38G-identified needs. These will pass directly to the primary liaison for coordination and dissemination. Requests will be submitted with expected initial response durations sufficiently long enough to allow time to coordinate and provide meaningful responses. The scope of requests will be discussed in advance to “right size” the nature of the consultation/response. Ideally, requests will come in the form of specific sets of questions, sufficiently “close-ended” to allow experts to target responses or recommendations. These requests might be met in a number of ways/formats, including:

- A meeting between 38G personnel and area experts, to follow a Q&A format or brief presentation, using 38G’s preferred secure platform (APAN).
- A short (~1-2 page) precis summary of information relevant to meet needs and decision-making.
- A brief research summary to target new information relevant to the query.
- The scheduling of a workshop/excursion to be held on the UW-Madison campus, for more in-depth review of current knowledge relevant to the query (not to exceed four such events over the two-year program period).

Proposed Assessment

On a periodic basis, the leadership team from UW-Madison will meet with the leadership team from USACA to review overall progress and Initiative status. Specifically, these meetings should encourage the group to collectively determine whether 38G needs are being met, whether the workload and expectations for campus personnel is being correctly scoped, and whether changes in format or structure are needed (course correction).

Proposed Budget

Faculty chair 1-month of summer salary	16,000
Primary liaison - 60% staff time	45,000
Graduate student ad hoc hourly support	10,000
Consultation charges for additional faculty time	6,000
Excursion support expenses	48,000
TOTAL (per annum)	125,000