Dear Colleagues and Friends:

Thank you for another successful year of helping our students live out their unique Wisconsin Experience. Please consider if there are other ways we can partner to educate our incredible students and create a campus where everyone feels like they belong.

The Division of Student Life employs 115 permanent staff and approximately 850 student employees, and provides support to 43,820 students. We support involvement that challenges students to move beyond their intellectual and developmental comfort zones, creating a unique Wisconsin Experience. A strength of ours is the variety of ways we deliver incredible learning experiences. Inside you’ll see how all of our departments made significant progress related to the division’s two-year commitment to increasing student resilience through initiatives that teach well-being and self-advocacy skills. We believe that resilience is critical for success in college and beyond. We’re also dedicated to identifying and addressing systemic and environmental factors that negatively impact our students, especially those with marginalized identities. Refer to the Promoting Resilience information in the upcoming pages to learn more about the programs and work being done around this strategic priority.

The past year included the transition of several key staff members including Dean of Students Lori Berquam, named an American Council on Education (ACE) Fellow, and Associate Dean of Students Kevin Helmkamp, who has retired. Both leave a strong legacy of dedication to students, the division, and campus. We’ve also welcomed new members to our leadership team. I became interim dean of students in August, after service as associate dean for 11 years, and was joined by new Associate Dean of Students Bonnie Candia-Bailey and Interim Associate Dean of Students Mick Miyamoto. Change can be challenging but it also brings new ideas and renewed energy. One guarantee is that our commitment to student services, sharing and providing resources, and dedication to student success will not waver.

Finally, in April, Lori Reesor was named the new Vice Chancellor for Student Affairs and the division is excited to formally partner with Wisconsin Union, Recreational Sports, and University Health Services to create a full student affairs experience for all Badgers. Clearly, it’s an exciting time for UW–Madison and the Division of Student Life. Now, I invite you to review this report, help celebrate our successes, and learn more about our incredible students from the 2017–18 academic year.

On, Wisconsin!
Argyle Wade
Interim Dean of Students
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Divisional Strategic Priority: Resilience

Recognizing that resilience plays an important role in a college student’s success, and that it can be improved through effective intervention, the Division of Student Life adopted “increasing student resilience” as the divisional strategic priority for the 2017–19 academic years.

WHAT IS RESILIENCE?
Defined as the characteristics that enable one to persist in the midst of adversity as well as positively cope with stress, resilience is a dynamic and contextual process of negotiating, adapting to, or managing significant sources of stress or trauma.¹ For college students, these adversities or sources of stress or trauma are often related to academics, time management, financial concerns, and social and identity issues.

PROTECTIVE FACTORS FOR RESILIENCE
Personal assets and environmental resources are the two sets of protective factors that can facilitate one’s capacity for adaptation and bouncing back in the face of adversity.²

Personal assets are traits and skills one possesses that help one individual to adapt, persist, and bounce back. These traits and skills include positive self-perceptions, growth mindset, self-regulatory behaviors, and coping strategies.

External environmental resources, including campus resources and social support, is a network that can provide protection against negative impacts that are associated with experiencing adversities, stress, or trauma.

PROMOTING RESILIENCE ON CAMPUS
Across the division, programs and services with various focus areas were implemented to promote student resilience building. They focus on increasing awareness of campus services, providing social support through trust and community building, cultivating positive self-perceptions and growth mindset, promoting the use of self-regulatory and coping strategies, and encouraging health-promoting and self-care behaviors. Examples of the work being done throughout the division will be highlighted and defined, per department, in the following pages. See chart on page 25.


Associated Students of Madison (ASM)

ASM’s mission is divided into three categories: direct action, governance, and service. ASM is composed of 50 elected or appointed students; 50 student employees; 12 professional staff members; and an additional 200 student appointees, all who serve on committees that recommend university policies and budgets. ASM allocates approximately $51 million in segregated fees each year and oversees a number of critical student services.

ASM works to support students as they learn about how the university and governments work and how they can make meaningful contributions to the campus community. This is done through a three-tiered approach of grass-roots organizing, providing essential services, and shared governance. This year showed a renewed energy for students building relationships across campus, resulting in more students being appointed to Shared Governance Committees and the creations of several new committees. This partnership means that students, faculty, and staff have even more opportunities for meaningful engagement.

The department continues to address issues of accessibility and inclusion through programs and services. The Open Seat food pantry served 293 students and collected 12,183 pounds of food to distribute to students in need. Another highlight is the ASM Bus Pass program, which provided more than 1.7 million rides on city bus routes, and more than one million rides on the 80, 81, 82, and 84 campus routes. There were 5,524 rides on the campus accessible shuttle, allowing students, staff, and visitors with physical disabilities to get to class or around campus.

“With shared governance, student involvement is brought to the table, and as that representative in the three-person team that determines university sanction, I can play a role in domestic violence, social justice, academic integrity, and college climate.”

Amol Goyal, Junior

Finally, ASM students allocated student fees for 264 separate initiatives, including funding for registered student organizations to travel to off-campus events, bringing speakers and experts to campus, and providing general financial support so students can explore their out-of-classroom interests and passions. ASM continues to support all students with the resources and support they need to make their own Wisconsin Experience.

PROMOTING RESILIENCE: COORDINATING COUNCIL

Fifteen student leaders were elected or appointed by their peers to engage in intentional conversations about resilience building. During the academic year, conversations took place to evaluate if students were able to absorb, reflect, and implement the shared resilience information and strategies.
Students use the Student Activity Center (SAC) for studying, gathering, and student organization activities.
The Adventure Learning Programs (ALPs) Ropes Course is designed to generate self-discovery, team-building skills, and an appreciation for community.
After 26 years in the works, the Adventure Learning Programs (ALPs) Ropes Course finally broke ground on a permanent space at Physical Sciences Lab in the Town of Dunn (just outside of Madison). Construction was completed in fall. The departmentally-sponsored student organization will host workshops and trainings that generate self-discovery, teambuilding skills, and an appreciation for community at this new state-of-the-art facility. Over the past year, ALPs explicitly integrated training elements focused on developing resilience into their programming. As students navigate challenging ropes course elements they learn how to respond to stress, how to ask for support, and how to remain determined in the face of adversity. Through participating in the ALPs workshop, about 80 percent of the students felt that the workshops helped to promote positive self-perceptions, and 87 percent reported that the workshops helped to build their coping strategies.

The Fraternity and Sorority community at UW–Madison has developed an initial draft of an accreditation program designed to clarify expectations and encourage chapters to reach new heights. Each chapter submits information related to a variety of categories that align with shared values. Chapters will be scored and receive recognition based on their performance. The program is expected to launch in the fall of 2018.

The CfLI marketing team, a group of dedicated student interns, spent the past year developing a Brand Style Guide that will ensure the department’s outreach efforts are professional and consistent. The team consulted with industry experts to create a comprehensive guide that includes information on updated office logos, tonal words, and critical design elements. CfLI will be relying on the Brand Style Guide to elevate marketing efforts in the years to come.

**PROMOTING RESILIENCE: ALPs HIGH ROPE COURSE**

The purpose of the course is to place participants in situations where they have the opportunity to face their fears and work through challenging situations with the support of their group, and to build resilience.
Center for the First-Year Experience (CFYE)

CFYE is the campus leader and primary resource for undergraduate student transition to UW–Madison. The office works to understand and improve a student’s first year at UW–Madison, while educating faculty and staff on ways to connect with new students. The office oversees orientation for new students (SOAR: Student Orientation, Advising, and Registration); Wisconsin Welcome events; first-year seminars; Our Wisconsin; and the Transfer Transition Program.

After several summers of changing facilities for the academic advising portion of SOAR, CFYE partnered with College Library to host SOAR advising. The library has committed to sharing the space with the department each summer for a minimum of five years. College Library staff collaborated with CFYE to not only house the program but to substantially improve the overall advising experience of new students and create familiarity with the library as an important academic resource.

In July 2017, CFYE’s main office relocated from Ingraham Hall to the Middleton Building, which significantly increased the square footage. The timing was perfect because the office also welcomed the Our Wisconsin program and staff to CFYE, expanding the mission to more intentionally focus on inclusion education. The accommodations in the Middleton Building also include a classroom where the department hosted several sections of CP 125: The Wisconsin Experience Seminar. The classroom also provides a meeting space for course instructors and the coordinators of other campus first-year seminars.

Finally, relocation to the Middleton Building has allowed CFYE to dedicate space to transfer students through the Transfer Engagement Center. Professional staff and student Transfer Ambassadors welcomed new transfer students during SOAR throughout summer 2018. The space also serves as an important programming hub as CFYE partners with other campus departments such as Continuing Studies, Financial Aid, and University Health Services. An official launch of the center happened in fall 2018.

PROMOTING RESILIENCE: THE WISCONSIN EXPERIENCE SEMINAR

The Wisconsin Experience Seminar (CP125) is a one-credit, discussion-based, community-oriented course designed to support new students in their transition to their life at the UW–Madison. With the goal of helping students make the most of their Wisconsin Experience, the program engages students with campus resources; examines identities, skills, interest, and aspirations; and explores the history and purpose of UW–Madison.

“Badger Creating Exceptional Transfer Experiences (CETE) gave me the confidence to assert myself within a new culture. As a result of this I am now a columnist for the Badger Herald, a Social Justice intern for the MSC, and in the Community Environmental Scholars Program.”

Emi Lopez
First-year students link arms and sing “Varsity” at the end of the Chancellor’s Convocation for New Students.
Argyle Wade speaks to a student about the UW American Red Cross Club during the Fall Student Organization Fair.
Dean of Students Office (DoSO)

DoSO supports student success by creating a culture of caring on campus, and works to connect students directly to appropriate resources. The office assists with academic, financial, health, or family issues, and serves as a resource for students who are victims of bias incidents or sexual assault, stalking, or domestic violence. Staff also consult with faculty, staff, parents, and community members to help support overall student success.

The department kicked off the year with the annual kindness campaign with the snack brand KIND, which distributed 7,000 KIND bars to welcome students to campus and spread kindness. DoSO also hosted a Deferred Action for Childhood Arrivals (DACA) DACAmented/undocumented webinar in spring 2018, which was attended by staff and community members. The well-attended event provided tips on how to support students legally, academically, and socio-economically, and provided rich discussion on best practices. In addition, the department hired a permanent bias response coordinator who, in partnership with the vice provost for faculty and staff, works in conjunction with faculty.

DoSO forged deeper relationships and collaborations with Madison area hospitals, resulting in the distribution of a “returning to campus resource folder” to student patients being released. This partnership puts student success at the forefront of staff’s work, a continued goal of the department. University Health Services (UHS), the Dean of Students Office, and the Graduate School collaborated on a workshop centered around mental health and supporting distressed students. The informative and interactive workshops were very well received with positive and notable campuswide feedback.

A few final departmental highlights include providing service to approximately 1,300 students via drop-in service; distributing 50 emergency short term loans and 21 grants; and continuing to build strong connections with campus partners by presenting at numerous trainings in order to increase outreach efforts to faculty/staff/student groups.

**PROMOTING RESILIENCE: DROP-IN ASSISTANCE**

DoSO assists students on a variety of concerns by working directly with individuals via walk-in visits, phone calls, chats, and email. These often involve navigating difficult situations, identifying processes for resolving academic and co-curricular concerns, and helping to empower students to understand the UW system, explore options, make informed decisions, and act on these decisions. In the process of helping students navigate and overcome challenges, the drop-in service contributes to their resilience building through support and asset building.

“I always feel welcomed and supported by the staff at the Dean of Students office and enjoy being a part of the division. The university is lucky to have such a caring group of individuals working alongside and for students.”

Rachel M. Burns, Senior
The Gender and Sexuality Campus Center saw a year of celebration and change in 2017-18. The department recognized its 25th birthday on National Coming Out Day with campus and community members joining together to engage with the past and future of the center’s work. The GSCC ran a campuswide name change process over six months, ultimately moving the name from LGBT Campus Center to Gender and Sexuality Campus Center: Supporting LGBTQ+ students and their communities. This new name allows movement and breadth in the way students identify themselves and their experiences, while keeping the center’s focus on marginalized students and uplifting their needs and voices.

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Health and resilience were priorities this year: the GSCC and University Health Services (UHS) Mental Health Services instituted four hours of mental health services drop-in hours in the office each week and also collaborated to establish and launch an informed consent process for students to access hormone replacement therapy for gender transition. Addressing and removing barriers to health and wellness is just one way the GSCC recognizes and celebrates folks in the community across gender, sexuality, and all of our intersections.

**PROMOTING RESILIENCE: THE QUEER INTERPERSONAL LIFE SKILLS LAB (QUILL)**

A newly instituted program, QUILL, targets students who are interested in exploring queer identity and developing healthy relationship skills for themselves, friends, partners, and communities. QUILL helps students develop conflict resolution, boundary setting, negotiation, and accountability practices. Adopting models, queer narratives, and intersectional work, QUILL aims to equip students with a stronger sense of self after exploring their own relationships (romantic, academic, platonic, professional) and identities.
Representatives from the Gender and Sexuality Campus Center bring the Pride Flag to Flag Day at Bascom Hill.

Courtesy of the GSCC
Members of the International Student Services (ISS) march in the 2017 Homecoming Parade. Courtesy of ISS
International Student Services (ISS)

ISS offers a wide variety of services and programs for international students at the university. The department helps international students get familiar with campus and the community through orientation, events, and programs, while assisting with visas and related immigration issues.

“I didn’t know there was anyone else in the world so similar to me... BRIDGE found me my ‘long lost twin’ and best friend.”
Hayley Rozman, Senior

ISS provided student-centered advising and support to more than 6,000 international students during 2017-18 and continues to focus on assessing and managing immigration processes to improve efficiencies. The department worked to strengthen ongoing training and professional development opportunities for ISS staff to ensure best practices in advising, as well as clarify ISS and campus interpretation of federal regulations for F/J non-immigrant students.

Due to ISS’ co-curricular educational offerings, the department leads through a student core model. This means to educate and empower students to maintain their status and to live out a meaningful Wisconsin Experience. The department revised and improved forms for student document requests, moving several forms online, which helps students ease their transition to campus. The team is in the process of developing a policy manual that clearly outlines ISS policies and practices with reference to F1 and J1 regulations.

A few more departmental highlights include crafting the Wisconsin Experience for International Students (WEIS) platform for ISS co-curricular education that is rooted in the Wisconsin Idea, informed by the Wisconsin Experience framework, and aligned with UW–Madison Learning Outcomes. Continuing to build stronger connections with existing partners, the department increased the number of initiatives that focus on the safety and well-being of students (in collaboration with the UW–Madison Police Department and University Health Services) and their engagement including CfLI; Division of Diversity, Equity & Educational Achievement (DDEEA); Wisconsin Alumni Association, Success Works; and UW Credit Union to name a few.

PROMOTING RESILIENCE:
ADVISING

Walk-in advising is provided for international students to discuss questions and concerns they may have regarding their visa status, travel, work authorizations, academic success, personal issues, or other matters relating to their experiences as international students at UW–Madison. ISS advisors aim to empower international students with self-advocacy skills and the knowledge to make informed decisions about immigration and employment matters.
McBurney Disability Resource Center

The McBurney Center is built around four core program components: classroom accommodations, adaptive technology, communication access, and transition. The majority of students affiliated with the McBurney Center have nonapparent disabilities such as mental health, learning disabilities, or chronic medical conditions.

The McBurney Center celebrated 40 years on campus! This year, the department implemented a new electronic accommodation and case management system, McBurney Connect, designed to improve the implementation of classroom accommodations for students and faculty. Students log into the system prior to each semester and select which accommodations they wish to use for each class. A Faculty Notification Letter is then generated and emailed to instructors, and is available in the Instructor Portal. These changes streamline how UW–Madison processes students’ disability-related accommodation requests and improve the overall experience of students who receive accommodations. A priority of the office is for all students to feel like they are a part of the community, and this is one way to better assist students with disabilities access their coursework on campus.

A highlight for the year was co-hosting Nyle DiMarco — Deaf actor, model, activist, and winner of Dancing With the Stars and America’s Next Top Model — who visited campus in January. Part of the Distinguished Lecture Series, the McBurney Center sponsored an afternoon session for Deaf, DeafBlind, and Hard of Hearing high school and college students from the region to learn more about Nyle and his influence around the country, focusing on the importance of early language acquisition.

The McBurney Center continued their partnership with Greater University Tutoring Services (GUTS) to provide support to students with disabilities through the Study and Learning Skills (SLSS) program onsite, including help with time management and organization, note-taking strategies, study methods, and more. Monthly study tips were shared with students working with SLSS this year and the SLSS specialists were booked by students for 348 appointments.

**PROMOTING RESILIENCE: AMBASSADOR PROGRAM**

The team launched the McBurney Ambassadors Program, which allows first-year students to match with a current student with a disability as a peer mentor. The mentors provide an additional layer of support for new students during their time of transition by answering questions, connecting to resources, and providing opportunities for social interaction.

“McBurney has been instrumental in providing me with an equal starting point in the classroom with my peers so that I can work to succeed despite my disability.”  
Elise Witmer, Junior

McBurney has been instrumental in providing me with an equal starting point in the classroom with my peers so that I can work to succeed despite my disability.”

Elise Witmer, Junior

McBurney has been instrumental in providing me with an equal starting point in the classroom with my peers so that I can work to succeed despite my disability.”

Elise Witmer, Junior
Deaf activist Nyle DiMarco converses with an audience of nearly 200 high school and college students during a question and answer session.
The Multicultural Student Center hosted the 2018 Social Justice Leadership Retreat.
(Photo courtesy of the MSC)
Multicultural Student Center (MSC)

The MSC was created in 1968 to improve academic, cultural, and social climate for race relations at UW–Madison. It aims to collaboratively strengthen and sustain an inclusive campus where all students, particularly students of color and other historically underserved students, can realize an authentic Wisconsin Experience. The center hosts workshops and guest speakers, organizes a multicultural orientation and student organization festival, and provides leadership programs.

The MSC continues to develop and support programs, events, and educational opportunities around their guiding principles of social justice, leadership development, community building, and advocacy. A few examples include hosting the Multicultural Orientation and Reception (MCOR) and WayUp Student Multicultural Organization Fair as part of the Wisconsin Welcome and an effort to introduce students to the MSC space and affiliated student organizations.

The Black Cultural Center celebrated its one year anniversary and continued to celebrate and uplift the voices, experiences, and lives of Black Badgers.

Throughout the academic year, the MSC also offered several identity-based, in-community dialogue groups to provide spaces to build community and connect with others. The purpose of the groups is to create a space intended to center the lives, experiences, challenges, and unique narratives of students with a shared identity here at UW–Madison. Groups include UBUNTU, Tu Voz, and Rooted, dialogue and support groups intended for Black/African American students, Latinx/Chicanx students, and LGBTQ+ students of color, respectively.

The Crossroads Initiative, in partnership with the Gender and Sexuality Campus Center, continued to address the needs of LGBTQ+ students of color and explore the intersections of identity. The MSC staff also facilitated workshops and trainings around issues of social justice, inclusion, and equity for the campus community, and hosted the annual Social Justice Leadership Retreat.

**PROMOTING RESILIENCE: PRESIDENT’S ASSEMBLY**

The President’s Assembly initiative was launched and brought together the executives from culturally-based student organizations to offer leadership development and community building for MSC affiliated student organizations. Selected student organization representatives attend biweekly assembly meetings, develop leadership skills to enhance student organization development and personal growth, foster community building, and cultivate new ideas.

“The MSC always serves the students by putting our interests first and listening to the needs of the community. Through the workshops, dialogue groups, community dinners and other events, the MSC became my home in Madison.”

Hana Lee, Class of 2018
Office of Student Conduct and Community Standards (OSCCS)

OSCCS upholds every student’s right to learn in an inclusive community that fosters integrity through challenging and supporting students to reflect, integrate, and act on their Wisconsin Experience.

The department had a successful year of upholding the standards of the university through meaningful interactions with students whose behavior doesn’t align with community expectations. OSCCS addresses student misconduct through an educational, restorative approach, guiding student behavior for the common good, while respecting the rights and responsibilities of all members of the UW–Madison community. The department also maintains strong partnerships with University Housing, UW Police, Madison Police, University Health Services, and the Wisconsin Union staff.

OSCCS continues to build the Restorative Resolutions Pathways program for nonacademic misconduct. In cases where there is direct harm to a complainant or victim, and the respondent has accepted responsibility for the behavior, the option for a restorative conference or circle can be offered by the investigating officer. Sixty-eight students successfully participated in the academic misconduct restorative program Badgers AIM (Academic Integrity Matters), which brings in staff and faculty members for a restorative dialogue about the factors that lead to the decision to engage in the misconduct. Students who have accepted responsibility for academic misconduct can then think about how they can repair harm and rebuild trust.

OSCCS encourages instructors to foster an educational environment in which student learning is achieved in a fair, just, and honest way and supports faculty through the academic misconduct process (UWS Chapter 14). When academic misconduct is suspected, OSCCS staff work in partnership with instructors to navigate the process and offer students due process. OSCCS takes their role of supporting the academic mission of the university seriously and remains the central office to ensure that the value of a UW–Madison degree depends on the department’s commitment to academic integrity.

PROMOTING RESILIENCE:
DISCIPLINARY CONFERENCE
Staff employ a compassionate, educational, and supportive manner during the student misconduct process. Of all students who participated in a disciplinary conference, close to half (44.8 percent) of the participants indicated that they felt very or extremely comfortable approaching OSCCS staff and 64.2 percent of them found it very or extremely easy to contact the office, which indicates this model works for our students.

“I have really enjoyed working with the OSCCS on both policy and through ASM. The nonacademic and academic misconduct panels have provided me experience that I never thought I would gain, and have opened my eyes to all types of experiences students have on campus.”

Allison Ebben, Senior
The Office of Student Conduct and Community Standards upholds every student's right to learn in an inclusive community.
# Promoting Resilience: Programs and Work

<table>
<thead>
<tr>
<th>Personal Assets</th>
<th>Environmental Resources</th>
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<tbody>
<tr>
<td>Foster positive self-perception</td>
<td>Encourage health-promoting &amp; self-care behaviors</td>
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<tr>
<td>Promote the use of self-regulatory skills</td>
<td>Raise awareness of campus resources</td>
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<tr>
<td>Promote the use of coping strategies</td>
<td>Social support through trust building</td>
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<tr>
<td>Encourage health-promoting &amp; self-care behaviors</td>
<td>Social support through cultivating sense of belonging</td>
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| **ASM** | Coordinating Council | ✔ | ✔ |
| **CfLI** | ALPs High Ropes | ✔ | ✔ |
| **CFYE** | The Wisconsin Experience Seminar (CP125) | ✔ | ✔ | ✔ | ✔ |
| **DoSO** | Drop-in Service | ✔ | ✔ | ✔ | ✔ | ✔ |
| **ISS** | Advising Services | ✔ | ✔ | ✔ | ✔ | ✔ |
| **GSCC** | QUILL | ✔ | ✔ | ✔ | ✔ | ✔ |
| **McBurney** | Ambassador Program | ✔ | ✔ | ✔ | ✔ | ✔ |
| **MSC** | President’s Assembly | ✔ | ✔ | ✔ | ✔ |
| **OSCCS** | Disciplinary Conference | ✔ | ✔ | ✔ | ✔ |

*Seventeen total programs. Not all programs are listed here. 
Find the definition of each program in each departmental section in the previous pages.*
## Division of Student Life

*By the Numbers 2017-18*

<table>
<thead>
<tr>
<th>ALUMNI ADVANCEMENT</th>
<th>ASSOCIATED STUDENTS OF MADISON (ASM):</th>
<th>OFFICE OF STUDENT CONDUCT AND COMMUNITY STANDARDS (OSCCS):</th>
</tr>
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<tbody>
<tr>
<td>294,421 contacts via newsletter</td>
<td>1,147 visits to The Open Seat food pantry from 293 unique visitors</td>
<td>90 faculty were assisted through the academic misconduct process</td>
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<td>919 attendees at alumni events</td>
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<tr>
<th>CENTER FOR THE FIRST-YEAR EXPERIENCE (CFYE):</th>
<th>DEAN OF STUDENTS OFFICE (DoSO):</th>
<th>INTERNATIONAL STUDENT SERVICES (ISS):</th>
</tr>
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<tbody>
<tr>
<td>26 courses of CP125: Wisconsin Experience Seminar</td>
<td>1,438 students assisted through drop-in service</td>
<td>$17.9K in grants awarded to international student organizations</td>
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<tr>
<th>CENTER FOR LEADERSHIP &amp; INVOLVEMENT (CFLI):</th>
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<td>16.5K+ visitors to the Spring and Fall Student Org Fairs</td>
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GENDER AND SEXUALITY CAMPUS CENTER (GSCC):

300 people celebrated the 25th anniversary of the office at the National Coming Out Day open house and birthday party

35 UHS mental health and medical providers trained to implement an informed consent model for Hormone Replacement Therapy students registered for new course, Queer Interpersonal Life-skills Lab (QUILL)

319

McBURNEY DISABILITY RESOURCE CENTER (McBURNEY):

2,200 undergraduate, special, graduate, and professional school students registered for services

MULTICULTURAL STUDENT CENTER (MSC):

175 graduates participated in the 2018 Multicultural Leadership Awards

VETERANS SERVICES & MILITARY ASSISTANCE CENTER (VSMAC):

431 veterans and 349 children/spouses of veterans served

VSMAC is a joint program between the Division of Student Life and the Division of Enrollment Management that helps student veterans and service members navigate their educational benefits and acclimate to life at UW-Madison. The program informs, and assists veterans and service members, and their dependents, on educational benefits and the transition to campus and ensures campus compliance with all federal and state policies concerning military and veteran students. The group also focuses on educating students, faculty, and staff on veteran issues, while advocating for veterans and military students.
Wisconsin Experience

Last year, we refined the definition of the Wisconsin Experience to better reflect our vision for the total student experience at UW–Madison, which combines learning in and out of the classroom. We want students to engage in diverse areas of intellectual and personal growth that will prepare them to fully live the Wisconsin Idea after graduation. And we want to communicate these values in a concise, effective way.

The refreshed Wisconsin Experience describes how undergraduate and graduate students develop and integrate four core concepts: empathy and humility, intellectual confidence, relentless curiosity, and purposeful action.

Interim Dean of Students Argyle Wade and Vice Provost for Teaching and Learning Steve Cramer continue to engage with students, faculty, and staff to ensure that components of the Wisconsin Experience are reflected throughout campus. In partnership with University Marketing, a campuswide campaign launched in the 2017–18 academic year and will continue as a campuswide effort in 2018–19.

EMPATHY AND HUMILITY
Develop and demonstrate a cultural understanding of self and others
Engage locally, nationally, and globally in a respectful and civil manner
Appreciate and celebrate one another’s abilities, views, and accomplishments

INTELLECTUAL CONFIDENCE
Develop competence, depth, and expertise in a field of study
Integrate ideas and synthesize knowledge across multiple contexts
Exercise critical thinking and effective communication

RELENTLESS CURIOSITY
Actively learn with expert instructors, scholars, and peers
Engage in creative inquiry, scholarship, and research
Develop resilience, and foster courage in life and learning

PURPOSEFUL ACTION
Apply knowledge and skills to solve problems
Engage in public service, partner with others, and contribute to community
Lead for positive change
Thank you for giving!  (July 1, 2017–June 30, 2018)

We are grateful to all who have given to the Division of Student Life. Together, we can make a difference.

$1,000+
Covance Inc.
Ira Edelson
Samuel Gellman
Larry Ginsberg
Jesse Ridley Foundation
Anne Martino
Harvey Meyerhoff
Scott Richards
Karen Ripley
Merle Robinson
Michael Swenson
Target
UW–Madison Retirement Association

$100 – 499
David Adam
Rachel Beech
Loring Brinkerhoff
Lee Cook
Mary Flanagan
Sara Fiorita
Marilyn Goldman
Paul Grinde
Paul Grossman
Jo Ann Hoffine
Mary Horton
Joseph Huftel
Thomas Kilsdonk
Alyson Kim
Mark Ludwig
Jane Mawer
Niluka McLeod
Eric Nguyen
Participatory Learning and Teaching
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