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Report of Investigation into FPP Chapter 9 Charges against Prof Akbar Sayeed

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I. Background Information

Dr. Akbar Sayeed was hired as an Assistant Professor into the Department of Electrical and Computer Engineering in the UW College of Engineering in 1997. He was promoted to Associate Professor with tenure in 2003 and to full Professor in 2008. In 2017 following a Faculty Policies and Procedures (FPP) chapter 9 investigation, UW Provost Mangelsdorf determined that the conduct of Dr. Sayeed, as the reported product of that investigation, violated university rules and policies (FPP 9.02, **Ex2**). The Provost imposed a disciplinary suspension from his position as Professor in ECE for a period of 2 years (1/1/18 – 12/31/19).

Initiation of Current Investigation: In March 2020, in response to a request from UW Provost John Karl Scholz, I was appointed (3/27/20) to initiate a second FPP chapter 9 investigation into new complaint allegations related to Dr. Sayeed. These complaints, previously unheard, arose from individual-initiated contacts with College of Engineering administrators from July 2018 through November 2019. In a letter to the Provost (19/11/20) the Dean of the College of Engineering (Ian Roberson) summarized the preliminary evidence collected by the Assistant Dean for Human Resources (Jason Jankowski) following his personal interviews with those individuals, as well as other salient information collected by Dean Jankowski that was believed to have bearing on these allegations (**Ex1** as discussed below).

Specifically, I was asked to confirm or deny 5 new charges related to violations of FPP 9 or associated Faculty Legislation:

- Ch1.** Whether Professor Sayeed engaged in behavior, both prior to and after the events investigated by Professor Wolleat (2017), that could be described as “unwelcome...pervasive or severe enough that a reasonable person would find it hostile and/or intimidating and that does not further the University’s academic or operational interests” and/or “is unacceptable to the extent that it makes the conditions for work inhospitable and impairs another person’s ability to carry out his/her responsibilities to the university” in violation of Faculty Legislation II-332, Part I;
- Ch2.** Whether, through unprofessional behavior and conduct in the period prior to the events investigated by Professor Wolleat and afterwards, Professor Sayeed engaged in conduct that adversely affects the performance of his responsibilities to the university as defined in FPP 9.02 and 9.03;
- Ch3.** Whether Professor Sayeed received previous warnings regarding his behavior that occurred prior to the matters investigated previously in a FPP Ch. 9 complaint by Professor Wolleat;
- Ch4.** Whether Professor Sayeed’s behavior in the period before and since the events investigated by Professor Wolleat demonstrates a pattern of conduct that suggests he has been unsuccessful in his ability to satisfactorily engage in teaching duties, which includes advising and mentoring graduate students, as required by his employment contract as faculty member;
- Ch5.** Whether, on at least one occasion after having been placed on a two-year suspension for prior misconduct and receiving notice of his prior violations of university policy, Professor Sayeed engaged in verbally abusive behavior directed toward a staff member in the College of Engineering.

II. Summary of Findings on the Current Charges

The summary of my findings is below. A description of the investigation process is in Section III. Evidence supporting these findings is in Sections IV & V, **Ex1** and **Ex5**. The word “confirmed” means I found clear and convincing evidence this charge was true. In no case was there countervailing evidence sufficient to refute my findings.

Findings as to Ch#1: **Confirmed**

Findings as to Ch#2: **Confirmed**

Findings as to Ch#3: **Confirmed**

Findings as to Ch#4: **Confirmed**

Findings as to Ch#5: **Confirmed**

III. Investigation Materials, Resources & Procedures

2017 investigation materials: In the spring of 2017 Provost Mangelsdorf appointed Prof Emerita Patricia Wolleat to conduct an FPP 9 investigation into behavior allegations related to Dr. Sayeed, brought to the Provost’s attention by the School of Engineering Dean Ian Robertson, following a preliminary ECE-centric information gathering investigation by Assoc. Dean Jason Jankowski (fall 2016). Consequent to her investigation, Dr. Wolleat filed a “*Report of Investigation of Prof Akbar Sayeed May 31, 2017*” with the Provost that found Dr. Sayeed in violation of these charges.

- (‘17) Ch1. The concern that: (a) You engaged in behavior that could be described as, “unwelcome” behavior pervasive or severe enough that a reasonable person would find it hostile and/or intimidating and that does not further the university’s academic or operational interests” (II-232). (b) Your behavior “is unacceptable to the extent that it makes conditions for work inhospitable and impair another person’s ability to carry out his/her responsibilities to the university” (II-332).
- (‘17) Ch2. The concern that: Your behavior evidences an “abuse of authority, such as using threats or retaliation in the exercise of authority, supervision, or guidance...” (II-332).
- (‘17) Ch3. The concern that: Your behavior has included “abusive expression... directed at another person in the workplace, such as derogatory remarks or epithets that are outside the range of commonly accepted forms of disagreement, disapproval, or critique in academic culture and professional settings that respects free expression (II-332).
- (‘17) Ch4. The concern that: You have engaged in “conduct which adversely affects (your) performance of (your) responsibilities to the university but which is *not* serious enough to warrant dismissal” (FPP, 9.02).

Dr. Wolleat’s report (not included here) and Dr. Sayeed’s response to these materials (**Ex4**) were subject to UW public records requests and afterwards published in redacted formats in a series of public articles initiated by the Wisconsin State Journal. The Provost and Dean’s decision letters (**Ex3**) were not made public except for the general discipline outcome. In receiving my charge I also received copies of all materials cited in the Wolleat report. I was therefore aware of:

- The Provost’s charge to Dr. Wolleat;
- Dr. Wolleat’s report to the Provost (5/31/17) with evidentiary appendices;
- Dean Robertson’s request letter to the Provost (11/3/16);
- Dean Jankowski’s “*Summary of Sayeed Research Lab Investigatory Meetings*” report (11/16).

This full body of evidence was used by the Provost to confirm the 1st investigation charges. However, in the interest of minimizing the potential for prejudicial carryover, I deliberately DO NOT INCLUDE here Dr. Wolleat’s report or repeat its’ supporting evidence. In fairness it seemed important to evaluate and report on the current charges independent of those materials, except where the Wolleat investigation and its written findings had an absolute direct bearing.

2019 investigation materials: I had access to these additional materials at the start of my investigation:

- FPP chapters 8 & 9; Faculty Legislation II-303; II-332 and other relevant UW policies (**Ex2**);
- The confidential administration letters in **Ex3** and Dr. Sayeed’s public (2017) rebuttal, **Ex4**;
- Dean Jankowski’s “*Summary of Sayeed Research Lab Investigatory Meetings*” report (11/19) including his “*Summary & Questions*”, “*Notes from meetings*”, “*Instructional Feedback*”, “*2003 Letter of Expectation*”,

and "2018 Incident", (see **Ex1**);

- The identities and contact information for Dean Jankowski's witnesses, 2017 and 2019 and their requests for anonymity and confidentiality;
- Online website articles reporting on the 1st investigation and its outcomes. (e.g. <https://www.insidehighered.com/news/2019/11/04/graduate-students-death-uw-madison-devastating-cautionary-tale>).

2020 investigation procedures: The above information was read and considered. Additionally:

- After receiving the Provost's charge I had a webex interview with Dean Robertson, Dean Jankowski and Chair Hagness (4/2/20) to review the investigation parameters and request relevant information. Those confidential materials were received and considered, identifying many of the participants and their (potential) participation in this investigation.
- Dean Jankowski's 2018-2019 witnesses (9x) were contacted by e-mail and offered the opportunity for new phone/skype/webex personal interviews. Of these, 8 accepted and were re-interviewed (20-90 min each, April 2020), 1 did not respond. For anonymity each witness was assigned an identifier (e.g. W1) to track their combined testimony from Dean Jankowski's notes (**Ex1** e.g. Interview #1) and my interview notes (**Ex5**), and/or their responses to the broader questionnaire (below, **Ex5**).
- A pdf questionnaire (within **Ex5**) was sent by e-mail to all current ECE departmental staff (14x), to recent ECE staff (6x), and to all current department (43x) and emeritus faculty (14x). The majority of names and e-mail addresses were those defined on the current ECE web site. Similar questionnaires differing only in #3 "start and end dates of your ECE affiliation" and #4, defining their affiliation were sent to 6 previous students/postdocs/staff who had worked with Dr. Sayeed, none of whom had previous contact with Dean Jankowski (1st or 2nd preliminary reports) or with Dr. Wolleat. The ECE Chair, Associate & previous Chairs (7x) and the 9 people interviewed by Dean Jankowski in 2019 were offered the option of returning a questionnaire and/or responding to the same questions in person when I interviewed to them (phone/skype/webex). Each form had non-exclusive check-box options for all questions. There was no requirement for any response to any question. "Other"; "Would you care to elaborate"; and "Comments box" could be filled in (or not), recording voluntary text.
- A total of 49 people returned completed forms; 4 more responded but declined to participate. The check boxes were tabulated anonymously. The writer of any narrative text (in its entirety in **Ex5**) was assigned the next sequential identifier (W10-W35). Among respondents, some completed additional personal phone/skype interviews (6x) or sent separate e-mail testimony (2x).
- Dr. Wolleat was contacted via the Dept. of Counseling Psychology then interviewed by phone (4/16/20).
- Dr. Sayeed was contacted by e-mail then interviewed by skype (4/7/20) for about 80 min. This 1st interview introduced my investigation, my anticipated procedures (primarily interviews, ECE questionnaires) and requested any materials he wished me to consider. When initially notified by the Provost about the current investigation, Dr. Sayeed received the evidence in **Ex1**, including Dean Jankowski's 2019 report, his (de-identified) interview notes, e-mail threads and other information contributing to the current charges. On 4/14/20 Dr. Sayeed sent me an e-mail attachment marked "Private and Confidential" that details a "snapshot of salient points" summarizing his position on the current and previous investigations (**Ex4**). That letter included his personal responses to the 2019 Jankowski report, its evidence and allegations, and also presented individual rebuttals to the current charges. I asked for (e-mail) and received (4/27/20) clarification about the confidentiality of this letter.

".. yes you do have the permission to use my letter to you, dated April 14, 2020, as an exhibit in your report. The letter summarized some of the key points I made during our interview on April 7, 2020".

- On 5/20/20 after I had completed witness interviews and assembled the questionnaire responses, I submitted nine original written questions to Dr. Sayeed arising from my investigation (within **Ex4**). These informed him of new event-specific allegations that had been disclosed to me and provided him an opportunity to respond and/or to submit any more information he felt relevant for my consideration. His written answers to these questions (6/2/20) are verbatim in **Ex4**. A follow up interview (skype, 6/4/20) provided clarifying information. My notes for that interview are summarized in **Ex5**. As part of this exchange, Dr. Sayeed emphasized 4 specific investigation points he wished me to address in this report (see VIII below).
- After consulting with ECE Chair Hagness, the department administrator provided me with multiple current data about graduate student admission procedures, degree tracking, timeline expectations and general information about this program.

Organization of this report: Information was collected from individual witnesses in a variety of overlapping written and oral formats, challenging a concise summary organization. Dr. Sayeed submitted 2 written responses to the current charges (4/27/20, 6/2/20; **Ex4**), which in his opinion, hinge on fundamental questions about the authority of the current investigation to make valid findings. He raised additional issues relating to particular evidence in Dean Jankowski's report and individual charges. Resolution of the authority questions is important to his stated defense. Accordingly, sections **IV. & V. Evidence Bearing on the Current Charges** are followed by **VI. Concerns for Double Jeopardy** and **VII. Prior Authority of II-332**, before **VIII. Summary & Conclusions**. Dr. Sayeed's defensive and/or rebuttal points, as submitted to me in writing are interspersed where appropriate.

IV. Jankowski Evidence Bearing on Current Charges

2019 report by Dean Jankowski: In 2018-2019 allegations brought to the attention of Dean Robertson or Dean Jankowski prompted a preliminary ECE investigation culminating in a report "*Summary of Sayeed Research Lab Investigatory Meeting*." This document (**Ex1**) has testimony notes, e-mail threads, dept. documents, and summary statements which form the basis for the current 5 charges by the Provost. Dean Jankowski interviewed 9 people who gave testimony related to **Ch1**, **Ch2** and **Ch4**. Another (W2) offered information for **Ch5** and ECE contributed information relative to **Ch3**. I reached out to all witnesses then personally re-interviewed 8 of them (phone, skype, webex). The 9th (W6) did not reply to my requests. With this exception, every other person confirmed to me the full specifics of their previous testimony (positive or negative) for which they are cited in Dean Jankowski's summary report or his extended notes. Many added more details or supplemental information (see below). My notes from these and other interviews are in **Ex5**. Some of these people provided additional written testimony by completing and submitting the pdf questionnaire. Those responses are also included in **Ex5**.

FINDING: The process of re-interviewing witnesses allowed me to hear each allegation summarized in Dean Jankowski's report directly from the people who made them and to assess their personal motivation in bringing allegations and their individual credibility. I found all the witness testimonies dovetailed and reinforced each other. Those with timeline charges were validated by personal recollections and sometimes by e-mail threads and department documents offered in evidence. I found no indication that any witness made up any stories or exaggerated incidences just to discredit Dr. Sayeed or to skew recalled timelines. The negative experiences were real, truthfully recounted to me and perceived to be personally injurious. I believe any reasonable person listening to a similar testimony would trust the credibility of these witnesses.

Dean Robertson's summary of Dean Jankowski's report (from **Ex1):**

- *Since the beginning of his tenure at UW-Madison (1989), Dr. Sayeed has had numerous outbursts with his research assistants, with faculty colleagues, staff and department chairs. The assessment of the environment that must have persisted in his laboratory may not have been as extreme as during the period investigated previously, but it was similar and the type of environment that persisted in his research group was one that was not conducive to learning and scholarship. (relevant to **Ch1**, **Ch2**, **Ch4**)*
- *A recurring theme that appears throughout his tenure at UW-Madison, is that following an outburst, shouting, swearing, berating students, staff and colleagues, etc., Dr. Sayeed will apologize to the individuals and will modify his behavior for some period and then it will regress. Faculty in the Department of Electrical and Computer Engineering, at least one department chair and students in his research group all approached him about his behavior and he always claimed he would reform but the change in behavior did not appear to be long lasting. (relevant to **Ch1**, **Ch3**)*
- *Dr. Sayeed was informed in writing by a department chair to apologize to staff members after they had witnessed a verbally abusive outburst by Dr. Sayeed at the department chair. This information suggests that Dr. Sayeed has received prior warnings about his behavior and these occurred prior to the period covered by the recent investigation. (relevant to **Ch3**)*
- *The common approach adopted by students was to get a co-advisor. In some cases, these co-advisors often became the de facto advisor of the research assistant. This also appeared to be the solution used by the faculty members to enable students to continue their studies. (relevant to **Ch2**, **Ch4**)*
- *While back on campus in 2018, he verbally abused a member of the ECE staff. This outburst was overheard by a faculty member. Again, Dr. Sayeed apologized to the staff member. Initially, this incident was reported as being relatively minor by the member of staff, but the fact it occurred while he was suspended is troubling as one would have thought the letter from then-Provost Mangelsdorf would have been sufficient to drive a change in behavior (relevant to **Ch5**).*

FINDING: Dean Robertson's letter to the Provost is an accurate summary of the information Dean Jankowski collected during his 2019 discovery process. The approximately 70 allegations, some of which involve correlative people or incidents recounted to me by these and other witnesses are sincere and reliable. **Ex1** should be read as a fully validated, credible exhibit for the current investigation. These materials if read or reviewed by any reasonable person, substantially confirm all 5 Provost's charges (**Ch1, Ch2, Ch3, Ch4, Ch5**). Dr. Sayeed's various rebuttals to this report (4/14/20, **Ex4**) are addressed below within the context of individual charges (section V) and investigation authority (sections VI, VII). Additional incidents, allegations unique to the current investigation or which require expansion according to new information gathered by me, are described below as are the timeframes of allegations by these witnesses.

V. New Evidence Bearing on Current Charges

2020 Questionnaire: To cast a wide yet fair net over the full scope of ECE experiences, questionnaires to be answered orally or by e-mail (within **Ex5**) were offered to 99 current/past faculty/staff/students including emeriti. Contact information was primarily from the Dept. web site. Of these 13 faculty and 10 staff were hired since [REDACTED]. Of the 49 returned responses, 11 were in [REDACTED] category as were 3 of the 4 faculty/staff who notified me they declined to submit. This is a summary of checkbox responses.

- #5 ... have you heard Dr. Sayeed use inappropriate language directed towards you or towards others?
✓ No (24x); Yes towards me (6x); Yes towards others (17x)
- #6 Has Dr. Sayeed's behavior towards you or towards others in your presence ever made you feel uncomfortable?
✓ We rarely interact (16x); No (10x); Yes (19x)
- #7 Have you ever considered Dr. Sayeed's interactions with you or towards others in your presence to be hostile or intimidating?
✓ We rarely interact (15x); No (12x); Yes (18x)
- #8 Did you ever directly express to Dr. Sayeed, or witness others express to him that his behavior towards you or towards others might be inappropriate?
✓ We rarely interact (17x); No, never spoken about behavior; (18x); Yes, on one or more occasions I told him he was being inappropriate (9x)
- #9 ... (has) Dr. Sayeed consistently met the department's expectations and standards for advising and mentoring graduate students?
✓ (I have) no relevant information (22x); Yes, effective Grad student mentor (5x); No, (doesn't) meet ECE mentoring or advising standards (16x)

Voluntary text responses from W13-W33 covering these questions and a separate box (#10) asking for additional comments are presented verbatim in **Ex5**. None of these witnesses gave cited testimony to Dean Jankowski in his 1st or 2nd investigations. The entries are dated according to the timeframe indicated (if known) by the respondent. The offered comments, some of which are repeated as specific evidence below, are summarized:

- Comments supportive of Dr. Sayeed: by W13, W15, W17, W19, W26, W28, W29, W30, W32; overlap timeframe: [REDACTED] + (4x), [REDACTED] + (3x), [REDACTED] + (1x), [REDACTED] (1x)
- Neutral comments: by W13, W14, W17, W18, W20, W21, W25, W27, W31
- Comments supportive of Provost's charges: by W14, W16, W18, W22, W24, W25, W26, W33; overlap time frame: [REDACTED] + (5x); [REDACTED] (1x); [REDACTED] (1x); [REDACTED] (1x)

Among returned questionnaires ~50% reported limited or no interactions with Dr. Sayeed. About half of those respondents were hired since [REDACTED]. The remainder included faculty/staff/students whose collective experiences span the full length of Dr. Sayeed's career. Some interacted during discrete intervals and others were co-employed for considerable overlap. To be more specific would compromise witness anonymity. Those with overlaps though, because of specifications in the Provost's charges, primarily assessed departmental experiences prior to 2015. Where I had questions about any putative new allegations disclosed by my investigation, the recounted events were submitted to Dr. Sayeed in writing (5/20/20) for his comment. His responses (6/2/20) are in **Ex4**.

FINDING: Among those who reported interactions with Dr. Sayeed, the checkboxes divided roughly 1:2 into those who responded "no" to potential inappropriate behavior allegations and those who answered "yes". The offered comments approximately follow those divisions. For those reporting new instances of inappropriate

behavior, the descriptions of novel events (**Ex5**) almost exactly parallel those of W1, W3-W9, as recounted to Dean Jankowski or to me (see examples below). Any reasonable person reading these overall witness accounts would conclude that Dr. Sayeed's negative behavioral outbursts against students/faculty/staff were essentially perpetual since the time of his hire, although not necessarily directed at, or witnessed by, everyone.

For organizational logic my continued summary of new evidence relating to the Provost's current charges is presented below in the order: **Ch5**, **Ch3**, and then **Ch1**, **Ch4**, **Ch2**. This is because **Ch5** and **Ch3** describe discrete events, while the others (**Ch1**, **Ch4**, and **Ch2**) sometimes reference allegations with considerable overlap, both technically and in specific event characterization. For example, W5 related (**Ex5**):

- In [REDACTED] "I felt like there was no direction or mentoring. (Dr. Sayeed) mandated that you work, but no direction on what that should be." "Mentoring and guidance were missing." "(When I) focused on writing for a conference paper, he never looked at it beforehand (then) threw a tantrum about what was wrong." "Toxic in every aspect (and this) impeded progression to (my) degree. (Without this toxicity I) would have been more productive."

These statements document hostile behavior (**Ch1**) that was unprofessional (**Ch2**) and adversely affected the education of a mentored student (**Ch4**). Accordingly, after the next sections offering evidence concerning **Ch5** and **Ch3**, I've (roughly) binned salient points relevant to **Ch1** and **Ch4**, and will use the discussion of **Ch2** as an overlapping summary. **Ex5**, "questionnaire responses", and "Palmenberg interview notes" place all materials into context with respect to specific witnesses and the format in which they gave testimony (written or oral).

Ch5. Alleged recent abusive behavior directed towards a staff member is a specific event during the summer of [REDACTED] when ECE staff were rearranging assigned faculty office space in anticipation of new hires. Several organizational e-mails (**Ex1**) between W2 and Dr. Sayeed preceded an in-person walk-through of his anticipated new space (7/24/[REDACTED]) during which Dr. Sayeed, displeased by certain conditions, initiated a loud, profanity-laced harangue against W2.

- W2 (in **Ex5**): The incident "lasted ~10 min. He went ballistic (using a) booming voice that went on for at least 10 min", terminated when W2 walked away. "He doesn't grasp the severity of what he does."
- W2: "The office renovation phase was stressful for all staff because of the amount of work. The priority was to 1st accommodate the new people and because of staff turnover, resources were thin. This is why the "attack was so upsetting. (It) demoralizes you. (I) was shaking upset." Others (e.g. W23, W24) overheard this confrontation and/or witnessed the immediate toxic emotional effects on W2. Consequently Chair Hagness recommended "W2 speak to (Dean Jankowski) to write it up." (see **Ex1**).
- W2 [REDACTED] because, "retaliation is a concern. Is he going to come after me?" Moreover, the July [REDACTED] event is not the 1st confrontation with Dr. Sayeed. "You always had to worry about what you said to him. (He) emotionally beat the crap out of me."
- W24 witnessed the July exchange (**Ex5**), "Prof. Sayeed's new office on the 4th floor of Engineering Hall is (location). He was at NSF at the time, but must have come back to UW on this day. I don't recall the date, but I suspect that W2 would recall this. He had a very heated (loud yelling) encounter with W2 outside my office. I don't recall exactly the issue, but I think it had something to do with the renovation of his new office. I recall thinking at the time that this is very unprofessional of him to treat W2 or anyone in this way."
- W23 relates "there was one instance (i.e. July 24, [REDACTED]) where it was late in the day and there were few students, staff or faculty left on campus. (Dr. Sayeed) came to the department and was asking about the renovation of his office, despite the fact that he was not supposed to be on campus. He and W2 went upstairs to discuss the office and W2 came back red faced and crying. W2 explained that they had a screaming match and he was calling W2 names and was very demanding about the renovation." This confrontational outcome was exceptional because, "... crying as a result of an altercation with a faculty member was extraordinarily rare as W2 was often dealing with angry faculty in unique situations."
- Dr. Sayeed admits to this event (**Ex4**) but asserts "... it was a relatively minor incident ..." and also writes "... the notes by Jason Jankowski state the use of the word 'f@%k' in two places (item2, notes regarding interview #2), which is factually incorrect." As supported by the e-mail chain (within **Ex1**) he admits surprise that W2 voiced a negative reaction to the incident, "... especially that last part about yelling and swearing. My recollection of that meeting was very different. It seems that there really was a misunderstanding ..."

FINDING: This incident did occur and was injurious to W2. Dr. Sayeed's behavior was loud, aggressive, profanity-laced bullying (regardless of the semantic specifics laid out in various e-mails), intended to express his anger towards a subordinate over a situation that displeased him. This "ballistic" display exactly parallels those alleged by many other witness throughout the career of Dr. Sayeed. This event occurred while on suspension imposed because of multiple confirmed behavior violations of a similar type. There are no mitigating circumstances that warrant calling this hostile confrontation a "misunderstanding." Any reasonable person reviewing the evidence in **Ex1** and **Ex5** would confirm **Ch5**.

Ch5. Other recent allegations of unauthorized behavior: The Provost's letter of 11/2/17 suspended Dr. Sayeed from his faculty duties and consequent university privileges. Authority for his grants, students and professional contacts were transferred to other faculty for the duration (1/1/18-12/31/19). The letter also states, "You are hereby prohibited from accepting any new graduate students under your immediate direction or supervision until the Spring Semester, 2020."

- W2 alleges (Ex5): "During suspension (Dr. Sayeed) was contacting staff to do business for (his) NSF grants (although he) was not to be conducting university business. It required another faculty member and the Chair to intervene to get him to stop."
- Chair Hagness confirmed to me the accuracy of this allegation. Dr. Sayeed was still attempting to conduct UW business while on enforced leave/suspension. During 2018 he made repeated requests of ECE staff for help with an NSF conference he was involved with organizing, for staff payroll directions and for student conference registration. (W2) at the request of the Chair had to tell him multiple times (verbally and by e-mail) this was not appropriate and he had to stop. E-mail threads recounting communications between staff, oversight faculty and the Chairs (Booske, Hagness) are documented in Ex5. As one example:
(4/28/18): "I believe that Akbar has used the pro-card to register a student for a conference. This charge showed up on our report (staff member) contacted (a student) to inquire about the charge. (The student) replied by indicating that Professor Sayeed registered him last week. There's several problems with this, 1) he used the department pro-card, and 2) he has registered a student for a conference, 3) he's spending on UW funding and finally, 4) he has a PayPal account set up that uses the department pro-card. I truly do not want to continue reporting him for these things but given that he is on leave under direction of the Provost, none of these things should be happening. I do not want anyone on the administrative staff get into trouble for allowing it. Please advise on what to do with this."
- Dr. Sayeed's letter of 6/2/20 disputes these allegations (Ex4).
"I was not given any specific instructions that I could not interact with department staff for continuing to organize a workshop for an NSF-sponsored Research Coordination Network ... I never used the procard, or requested its use during my suspension. Neither did I request to use any university funds. There was some kind of a miscommunication from staff and I remember getting a related call from the Dean. I told him that I had not used the procard or used any funding from any accounts. So, the fact that it is being brought up again is problematic and likely prejudicial."
- On July 9, 2019, before the end of his suspension and when personal student contact was still prohibited, Dr. Sayeed sent an e-mail to an ECE student coordinator (from Ex5).
"I am assuming you are still involved in graduate admissions. You had mentioned in an earlier exchange that Spring admissions are done "under the radar" based on faculty recommendations. I have one such recommendation for Spring 2020 admissions: (student) UW Application Number: (redacted). I am also a reference for (this student) and have submitted my letter. Just a quick background – (this student) finished [redacted] that I hope to resume in Spring 2020 in collaboration with (redacted) (cc ed). It would be great to have [redacted] this time for the PhD program. I was also wondering about the current weblink for looking at graduate applicant files? Would you please share it with me? Thanks." (Akbar Sayeed)
- Several related follow-up e-mails (7/19) occurred before Chair Hagness was notified and intervened to prevent Dr. Sayeed from hiring this student in violation of the terms and conditions of his disciplinary action and without Admin approval. On 8/2/19 Dean Robertson sent a formal letter to Dr. Sayeed (Ex3) again telling him that such recruiting of students was in explicit violation of his suspension.
- Dr. Sayeed's response (6/2/20) to this allegation is in Ex4. To summarize:
"Since, recruitment of graduate students takes time and happens nearly 6 months to a year before they can actually join the university, any possibility of having graduate students in Spring 2020 necessitated some earlier non-direct contact, e.g. via email. ... This interaction was initiated by the student who was planning to [redacted] to the UW-Madison for [redacted] PhD and when [redacted] found out that I planned to return in January 2020, [redacted] applied to the UW with the intent of working with me. ... Since, recruitment of graduate students takes time and happens nearly 6 months to a year before they can actually join the university, I encouraged the student to apply and then asked the Department to process [redacted] application ... I did not realize that I was not allowed to do this and when told by the Dean that I cannot contact any students, I informed the student that [redacted] should contact (faculty member) ... regarding [redacted] application."

FINDING: Dr. Sayeed either did not understand, or did not respect, the professional limitations or consequences of his disciplinary suspension. His repeated contacts with ECE staff for multiple unauthorized activities was in violation of that suspension. One sanctioned exception to this ECE ban was the invited walk-through of dept. office rearrangements and as cited above, this resulted in a verbal altercation with a staff member.

Ch3. Previous behavior warnings prior to the 1st investigation: Dr. Sayeed's written response (2017, **Ex1**) to the finding of the 1st investigation includes this passage (references are to exhibits in the 1st report):

"Prof. Sayeed feels that had the ECE Department taken some action in response to student's complaints, it may have altered some of the outcomes. For example, one student who was interviewed noted that [REDACTED] brought [REDACTED] concerns about Prof. Sayeed's behavior to Prof. Vernon in the ECE department, and Chair, Prof. Booske. However, according to the student (see exhibit D – D2), Prof. Vernon told [REDACTED] that [REDACTED] was been (sic) too sensitive" and Prof. Booske told [REDACTED] that 'they wanted to keep this under the rug'. Similarly, Prof. Nowak was aware of these problems as early as October [REDACTED] when (the graduate student) contacted him, but did not make any effort to speak with Prof. Sayeed directly (see exhibit D – D3). This was a major oversight on part of the department and perhaps some of the outcomes could have been different had someone talked with Prof. Sayeed earlier."

This statement implying ignorance in his understanding of behavior consequences stands in contrast to every witness I spoke to, who to the person, asserted that on at least 1 occasion, if not continuously through their long/short associations with Dr. Sayeed, continually confronted him about his inappropriate behavior and were apparently equally ignored, continually. In just a few recountings:

- W1: (Dr. Sayeed) over the years (since hire) was told multiple times by personal e-mail from W1 that his behavior was inappropriate.
- W9: In [REDACTED], (Dr. Sayeed) started shouting at W9 during a confrontation in front of his office. W9 had enough and burst out telling (Dr. Sayeed) his behavior "was entirely inappropriate." From this point on, (he) was told "many, many times" his behavior was personally confrontational and told to stop. That particular trigger outburst and command to stop was witnessed by nearby faculty, including W1.
- [REDACTED]: "(Dr. Sayeed) frequently used non-professional language against me. (My response was) to tell him to stop, and walk out." "(I found his behavior) intimidating toward me and unprofessional."

A specific incident of written reprimand was referred to in the Provost's charges (**Ch3**) after an event on 8/11/ [REDACTED].

- W2 (in **Ex1**): "(I) witnessed (Dr. Sayeed) rail on the then Departmental Chair. The Chair sent (Dr. Sayeed) a letter of reprimand due to the incident." (in **Ex5**): "(Dr. Sayeed) walked into the office of (then) Chair Chris DeMarcos, 'swearing at him and yelling.'" The entire staff of the office witnessed this unacceptable and disrespectful behavior. W2 demanded an apology on behalf of the staff that had overheard this tantrum and (Dr. Sayeed) eventually apologized verbally to each person. "He is known for his behavior." "If there is a disagreement (with staff) he would raise his voice." "His verbal apologies were never taken as sincere by any of the staff."
- (former) Chair DeMarco confirmed the above points during a personal interview and further noted it was "a hard copy signed letter." The version in Ex1 was reconstructed from a now-obsolete WP format. The essential text (**Ex1**) is: "Your loud use of profanity adjacent to the department's public reception area, in the close proximity of several staff members, is conduct unbecoming to a faculty member and contributes to a hostile work environment."

Dr. Sayeed, in rebuttal to Dean Jankowski's report responded to me (**Ex4** excerpted):

- "At no other point in my career I was given any meaningful warning or advice regarding my behavior. In fact, many faculty were familiar with my 'blunt' and 'loud' behavior that I am sure some found offensive."
- "Other aspects of my behavior noted in the Dean's salient points (i.e. Jankowski's summary points), which can be summarized as 'a pattern lasting a long time' and 'apologizing and relapsing' are not new information either given all the information I provided to Prof. Wolleat in our 2-hour interview as part of the first investigation. As I readily admitted to Prof. Wolleat, and also noted in my response to her report, I had been struggling with my anger and yelling issues for a long time and that the behavior had impacted the relationship with virtually every one of my students at one point or another."

FINDING: Dr. Sayeed by his own admission (**Ex4**) and in his public response to the 1st report (**Ex4**) is now, and has been long aware that his behavior towards others in ECE was inappropriate, loud, profane and frequently hostile. Multiple witnesses accounted to me verbally, or through the questionnaire that they had on numerous occasions spanning his career confronted him to stop individual incidences of abuse and mitigate the damage. Such personal chastisement, like that of the specific written letter in 2003, were ignored, as evidenced by the historical subsequent escalation of aggressive confrontations culminating in the tragic experiences of the graduate student in 2016. It is inconceivable for any reasonable person to believe, "At no other point in my career was I given any meaningful warning or advice regarding my behavior." By his own admission Dr. Sayeed acknowledges his bad behavior impacted those around him "for a long time" but he ignored everyone who called him on it. **Ch3**, as a specific allegation, is confirmed.

Ch3. The contribution of culture: In my oral interviews I asked 15 witnesses why they believed Dr. Sayeed's obvious long term bad behavior against so many people was tolerated without having faculty/staff/students file continuous grievance complaints or FPP filings. Only 4 witnesses allowed me cite responses on this topic:

- W4: witnessed a confrontation when [REDACTED] student was making a presentation and (Dr. Sayeed) corrected [REDACTED] "savagely" in an argument that escalated out of control. "He had issues [REDACTED] students and was much more aggressive towards them." In response, W4 sent an e-mail to (then) dept. Chair that this aggressiveness was not acceptable. W4 was told orally by Chair not to bother (him) again. "There is a culture in engineering; don't put it in writing."
- W11: The department did have a student grievance mechanism in place. Incoming students were informed about the Dept. Grievance Coordinator and they were also told that related information was in their handbooks and on the website. No students ever contacted W11 directly about (Dr. Sayeed). The staff would verbally complain about (him) on occasion, as well as about others, but never in writing.
- W12: "(Dr. Sayeed's) student meetings frequently took place in his office. Every person (in multiple nearby offices) knew he yelled at students. (The Chair) knew but ducked continuously. 7/8 of (all faculty) knew that (Dr. Sayeed) was yelling at students. After (receiving) tenure he didn't fear anyone anymore." "Everyone knew!"
- W2: "The staff felt they weren't listened to."

FINDING: Until relatively recently, perhaps precipitated by the circumstances of the 1st investigation or by a more general awareness of the importance of climate on campus, ECE and perhaps all of Engineering as well as other sectors of campus, have frequently failed to respond to ongoing hostile behavior in the serious manner it deserved. I found ample evidence that historic attitude has changed significantly in ECE over the past few years, particularly since the 1st report, but during the majority of his tenure at the UW, written rebukes even for the most egregious behavior events were apparently discouraged or even suppressed. Faculty, and especially staff and subordinate students were expected to respond to aggressions personally, verbally, or by retreating (W1: "I changed my research area to avoid him."). Given this precedent, that Dr. Sayeed ever indeed received a written reprimand, is highly significant and underscores the very serious nature of that event. Unfortunately, even this very substantial warning apparently had very little impact on his continuing behavior, nor did most of the continual explicit verbal rebukes which he also continually ignored.

Ch1. Unwelcome, severe, hostile and/or intimidating, unacceptable behavior (prior and after 2017): Witness testimony citing events from within months of his hire (1997) through at least July of 2018 (see Ch5 above) document that frequent unwelcome behavior usually took the form of hostile, temper-based, profanity-laced verbal outbursts against whoever (singular or collective) was currently targeted. The language was personally demeaning, in-your-face and sometimes threatening especially when students were concerned, with the loss of funding or program dismissal. In addition to allegations in Dean Jankowski's notes, these are other testimony examples recounted to me (**Ex5**):

- W5: Did not witness (Dr. Sayeed) ever confront faculty or peers. With them he was cordial. It was only when (Dr. Sayeed) was with students and there was a "role disparity" that the temper would flare and he would abuse people. On witnessing this W5 would then confront (Dr. Sayeed) in some form "to ask, what's your problem?" Because of such activities W5 lost all respect for (Dr. Sayeed): "(I) would not ask for letter (or recommendation) now. He was so toxic. I don't want to interact at any level anymore (because this) implies it will do something good. I don't believe that. There is zero trust."
- W8: (Dr. Sayeed) used "flowery language" as a matter of course. Witnessed it constantly and perpetually. "All conversations were flowery".
- W9: [REDACTED], (Dr. Sayeed) had "a new face, more angry and upset". From this point on there was a "power imbalance he took advantage of" to aggressively and belligerently push his students until they had to fight back or give up. "He has no control over his temper." "Aggressive towards everyone." "...psychologically (it) was a struggle" W9 was told (Dr. Sayeed) would cancel scholarship (so they were) always under threats and stress." "(The total) environment was stress."
- W12: (Dr. Sayeed) is "OK with superiors." With colleagues (e.g. peers) his language is "whatever he can get away with. With 'lessers' he exhibits "extreme bullying to the point of violence." "(He) is very emotional and takes personal any slight."
- W13: (Dr. Sayeed) used inappropriate language to him. "(It was) salty language, in your face."
- W16; #6; [REDACTED]: "I was never comfortable with his use of swear words in faculty meetings and the like. His language was never directed at me, but I was uncomfortable with the inappropriateness of his use of 'shit', 'GD', etc. His swearing most commonly arose in a context in which was disagreeing with someone or some idea."
- W16; #9; [REDACTED]: There are far too many former students, dating back to his very first, and continuing through his last, who report being traumatized by the abusive treatment they received. This goes far beyond simply not meeting standards. This also applies to staff and faculty treatment, going back 20 years, and continuing through last year when he was still unable to manage his temper while being on suspension for such behavior. My concern also extends to the

classroom, where we have found evidence of swearing at students in old teaching evaluations (see Ex1). None of this is acceptable behavior.

One witness recounted this specific incident:

- W12: In ~ [REDACTED], Dr. Sayeed told W12 he “wanted to fire a student for not giving enough time to research. (He) grabbed the student and shook [REDACTED] physically... was going to fire [REDACTED].” In response W12 “read him the riot act” but didn’t report the physical incident to the Chair because at that time W12 “wanted to help (Dr. Sayeed) as [REDACTED] advocate.”

When asked about this (5/20/20), Dr. Sayeed wrote (Ex4):

- “I remember grabbing the shoulders of a student, (redacted) and asking [REDACTED] ‘where were you?’ when I saw [REDACTED] in the hallway after one of our regular group meetings for which [REDACTED] failed to show up. I don’t remember shaking [REDACTED] or anything. This was in early 2000s and this student had an ongoing issue with coming to meetings on time or even attending them.”

In Dr. Sayeed’s defense, among questionnaire respondents who interacted with him, some reported not having witnessed or been the subject of bad behavior. As examples:

- W15; #5; [REDACTED]: I’ve heard him use colorful language (with swear words) around me and others, but as far as I know none of it made us feel uncomfortable and it didn’t feel like it was targeted at us - maybe at some paper deadline or some research result.
- W17; #5; [REDACTED]: I perceived him to be feisty – a devil’s advocate of sorts. I never found his comments to be inappropriate. Perhaps, a foreigner who is not fully immersed in US culture misconstrued the nature or intent of his comments. I do not know.
- W17; #6; [REDACTED]: We were both Professors. No professor can make me feel uncomfortable since there is no “power differential.”
- W19; #10; [REDACTED]: (I) would just like to say that Professor Sayeed has been a very nice person to me. He has always treated me with respect and never made me feel uncomfortable or beneath him. ... I was happy to see him in the halls when he did return and greeted him when I would see him, which was not often.
- W19; #5; [REDACTED]: Professor Sayeed was always professional and pleasant when interacting with me.
- W32; #5; [REDACTED]: He seemed to be very humorous in faculty meetings.
- W30; #10; [REDACTED]: I knew (Dr. Sayeed) and his students for many years. His attitude of not tolerating fools lightly worked well with some but not the more sensitive. I’ve seen a hell of a lot worse advisors at UW. The picture of (Dr. Sayeed) as the one bad apple among a sea of faultless faculty is a lie. He’s a scapegoat.

FINDING: Hostile, unwelcoming behavior, typified by uncontrolled swearing directed towards subordinates (e.g. students) has characterized Dr. Sayeed’s entire career in ECE. While during some timeframes the negative behavior was more frequent or aggressive (e.g. 2012-2016), the specific events of the 1st investigation focus were really just part of an accelerating continuum perpetuated since his hire and continuing still into 2018 when on suspension for exactly similar negative outcomes. To be sure not everyone in ECE has witnessed this or been a target. But at least 9 new witnesses, in addition to the 9 cited in Dean Jankowski’s 2nd report offered testimony supporting this charge. In their presence Dr. Sayeed’s (repeated) behavior was unacceptable, contributing to an inhospitable workplace in which they individually felt uncomfortable or even threatened. Any reasonable person, reviewing the extended body of these materials and considering the full timeframe of these allegations (i.e. Ex5) would confirm Ch1.

Ch4. Unsatisfactory engagement in teaching duties, which includes advising and mentoring graduate students (prior and after 2017): By far, the majority of allegations concerning the behavior of Dr. Sayeed involve negative experiences of his graduate students and postdocs. These were reported over timeframes that started shortly after his hire in 1997 up through the events covered by the 1st investigation report. Dr. Wolleat did not solicit prior or concurrent lab member experiences other than those corroborative to her central focus.

- W4: “After reading WSJ articles (I) felt (I) needed to step forward (because that) wasn’t an isolated incident. (I) needed to say that it wasn’t.” “He picks on people and abuses people and this is not acceptable to anyone in the Dept.”
- W7: WSJ article prompted renewed feelings. “The façade is now broken so (I) can talk about it.” Seeing public sentiment turn made W7 more against (Dr. Sayeed) and wanted to do more. Was not interviewed by Dr. Wolleat in 2017 and wanted to give more information about full experiences. In 2017 W7 was afraid of (Dr. Sayeed) retaliation, because (Dr. Sayeed) “was pissed over it” (response to initial graduate student’s allegations) and so did not tell all to Dean Jankowski of personal experiences, then.

In 2019, these and other witnesses with familiarity of the Sayeed lab environment and his interactions within ECE asked to record original testimony on how his activities affected them, their education, and/or career development at the UW.

Student observations on mentoring (examples):

- W3: In fall of [REDACTED] was interested in [REDACTED] so talked to other (Dr. Sayeed) students and found them "tired beyond belief." (Redacted) a new student was giving a report at their 1st research seminar when (Dr. Sayeed) began berating [REDACTED] viciously just 1 week into their association. W3 and another recruit were shocked as (Dr. Sayeed) then threatened them about supporting the (presumed) low quality of the presenting student's work.
- W3: When discussing joining the lab, (Dr. Sayeed) wanted to know the % time W3 was willing to devote to a [REDACTED] position. W3 gave "reasonable hours" but (Dr. Sayeed) said "no. This is unacceptable." W3 felt overwhelmed by completely unrealistic expectations and instead accepted a position in another lab (with highly positive outcome). "(I) stay away from him now. I never met someone like that. All (his) students are treated this way."
- W3: spent "short but traumatic" time with (Dr. Sayeed). Feels lucky because got out early. (Dr. Sayeed) doesn't meet ECE mentoring standards because "has no consideration for students' well-being"
- W4 consequently switched his research focus in the ECE program specifically to avoid any future contact with (Dr. Sayeed). W4 now does his best to avoid (Dr. Sayeed) and when he can, warns students not to join that lab.
- W5 was told stories about conference where (Dr. Sayeed) "railed" at other people in public and to the embarrassment of his students. Sometimes (he) had great papers, other times nothing. Observed that (he) was under self-imposed pressure to fulfil grants. He had a list of personal (scientific) directions and in that vacuum the pressure was amplified and redirected to the students. Because of this pressure and toxicity, (he) seemed to cycle through many more students because several left to avoid more abuse.
- W8: "was months before got feedback on papers, IF you got him to review your work." This was perceived as retaliatory, but students put up with it (especially foreign students) because to not do so would mean leaving the lab and loss of visa. "Most students weren't comfortable standing up because of visa status." In at least 2 papers, W8 allegedly made significant contributions including "a solution to the problem" but was not cited as an author even when this was requested.
- W13: There were negative outcomes for students including excessive anxiety in any group experiences with (Dr. Sayeed).
- W14; #6; [REDACTED]: He was never happy with my progress as grad student and he always made me feel bad and inadequate about whatever effort I will put. He did care about the work load we would need to take over and was always asking for more. He diminished any personal problem I would have, he literally told me he does not care about those because "he is not a psychologist".
- W14; #10; [REDACTED]: Hopefully people like Prof. Sayeed would never take place in an institution like UW, especially as Mentor or Advisor of any kind. I have no doubts of how brilliant Prof. Sayeed is but his achievements has been at a super high cost when talking about his mentees and/or grad students.
- W14; #8; [REDACTED]: It was my [REDACTED] in the US and Grad School and I thought that maybe that was the "weird" way to act of all the professors at Grad School. Also, I would not have talked to him because of fear. When I left the lab I told him I was leaving because the research area was not interesting to me anymore, but actually I left because I could not tolerate anymore the abuses and atmosphere in Prof. Sayeed Lab.
- W22; #10; [REDACTED]: As I worked under Dr. Sayeed during my very first days [REDACTED] and in the USA, it was a traumatic experience to go to the lab each day knowing that I will be yelled at with insults and inappropriate language. Not only this, but the overall body language of Dr. Sayeed was also very aggressive which added to the anxiety.

Faculty observations on mentoring:

- (SH as Chair): In 2017 (Dr. Sayeed) was allowed to interact with (graduate) students on a limited basis, but only if another supervisory faculty member was present. The Chair assumed this responsibility on at least one occasion and witnessed moments when (Dr. Sayeed) "became extremely agitated" and believed that if a supervisor were not there "he would have blown". This was an extreme concern to (Chair) because it indicated that (Dr. Sayeed) should never again meet 1:1 with students unsupervised.
- W25; #10; [REDACTED]: I had always taken my interactions with Akbar to be unpleasant, and I avoided him whenever possible. In retrospect, this was something of a cop out. I saw his erratic behavior and, for the most part, insulated myself from it. I did not consider what life must be like for his grad students and others who were under his power.

Support for Dr. Sayeed's mentoring:

- W15; #10; [REDACTED]: Professor Sayeed has always blown a little hot and cold. We'd have discussions on my and other research which would jump between enthusiastic to disappointed and back to elated within a span of a few minutes - but I would not characterize any of it as inappropriate behavior. He's always treated me as an equal in the sense that I was always able to challenge his viewpoint/opinion and he never took it personal.
- W18; #10; [REDACTED]: Dr. Sayeed is a super intelligent person (probably one of the smartest persons I have interacted with in my career). This is his blessing and curse at the same time as he expects that his research staff can deliver on the same level as he does. Unfortunately, this is impossible to happen and this was the source of all problems. His language was indeed intimidating whenever he was not content with the progress of his group. Personally, I did not take these outbursts very seriously as I am aware of my capabilities and limitations but I completely understand that some of his students felt hopeless against him.
- From 2017 Sayeed rebuttal (Ex1): "(Dr. Sayeed) ... notes that he has never physically hurt any students in his 20+ years at Wisconsin! He does admit that some of his actions or poor choice of words in recent years may have been

perceived by students as ambiguous physical threats. However, it was never his intention and he has never acted as such either."

FINDING: This quote from Dean Jankowski's report (2019) embodies the evidence related to me about Dr. Sayeed's career-long unsatisfactory engagement in mentoring graduate students: "Everyone we met with shared at least one experience highlighting Professor Sayeed's temper and yelling. Even those former students supportive of Professor Sayeed indicated that it takes a very strong individual to be able to learn in the type of environment they experienced. Based on the experiences shared the majority of former and current students would not recommend Professor Sayeed's lab, or him as an advisor. Most stated the mental strain that was endured at that stage in their life was beyond anything they had experienced previously or since. "Experience was overwhelmingly negative." "Experience was miserable, immensely stressful." "... (Sayeed) students had a difficult time." "(Dr. Sayeed) could be really hurtful." Any reasonable person sharing this body of testimony would conclude that Dr. Sayeed has not satisfactorily engaged in this duty (confirms Ch4). These student experiences span his full career timeframe, including prior to the events of the 1st investigation.

Mentored student turnover: Students admitted to the ECE graduate program assume responsibility for finding mentors aligned with their educational goals. In some cases they are recruited to a specific program, in others, a program may advertise that an opening exists for an RA or PA position pertinent to specific projects. Students apply to faculty for consideration. Funding lines in all cases, including fellowships are coordinated and monitored through Department staff. Multiple witnesses from the 1st and 2nd investigations allege that student turnover in the Sayeed lab was excessive, either because prospective students chose alternative paths or mentors after experiencing/witnessing unacceptable behavior, or for similar reasons, they elected to complete a lesser degree (MS instead of PhD). I reviewed ECE graduate admission and completion records from 2002-2016, but these do not readily record with whom and for how long, any given student was associated with a particular mentor. Many ECE students are direct admits without rotations. When asked about the general prevalence of ECE mentor switching, the current DA suggested this is relatively rare, a point that would make Dr. Sayeed students' recounted experiences the exception. However, since a retrospective baseline department metric for mentor turnover would now be almost impossible to reconstruct, it can be neither confirmed nor denied statistically whether Sayeed lab attrition during the full period of his hire, deviated from ECE norms.

Didactic classroom experiences: Dr. Sayeed's primary teaching responsibilities (2006-2017) included ECE advanced electives 436 & 437, "Communication Systems I & II", 3 cr alternative spring/fall courses with undergrad major enrollments of ~11 per semester. He also teaches ECE 736, "Wireless Communications" in the spring of even numbered years (enrollment ~9x), primarily a graduate level course. ECE records show the mean/median/mode of yearly student evaluations at 4.2 to 4.3/5.0, values that are neither higher nor lower than the typical dept average (**Ex1**). From 1999-2013 (dates for which I was supplied ECE records) his faculty annual performance evaluation as per FPP 5.21.D.1, assigned him ECE normalized scores in the 4.6-5.8 range (5.1 mean), with 5/10 being average for the department. Didactic teaching contributes a component of this score.

As part of the Dean Jankowski's 2019 information gathering, the current ECE DA was asked by Chair Hagness to review undergraduate exit comments from Dr. Sayeed's courses and tabulate putative comments of overt HIB (hostile and intimidating behavior). These are excerpted examples (**Ex1**):

- "Often a quite hostile attitude towards students." "Perhaps you may be slightly intimidating at times which may hinder student participation." "Has a negative attitude towards students especially when students ask questions about tests or homework. Professor was an angry (sic) undertone and swears." "Please someone tell him to change this attitude and stop being arrogant towards students."

ECE faculty have expressed similar concerns that these (and other) examples of temper-based behaviors which are so demonstrably documented against Dr. Sayeed's graduate students, at times carry through into his classroom activities.

- W1 (from 2019 Jankowski report): "(I have) concerns for student's safety and feel(s) the college needs to address culture issues."
- (SH as Chair): "Is really frightened (Dr. Sayeed) will blow again" and would be "scared to put him in a classroom." Personal assessment is that (Dr. Sayeed) feels remorse but still does (hostile behavior) anyway. "He uses swear words to get a kick" when he hasn't been successful in getting his way.

FINDING: Anyone who has ever taught on campus knows that anonymous student feedback can be blunt and not always on point. This investigation does not find that Dr. Sayeed's conduct, over his documentable career, has perpetually created overtly significant hostility problems detrimental to his didactic teaching responsibilities. His

faculty and teaching evaluations rate him “average” which can be interpreted as “satisfactorily engaged” in didactic teaching duties. However, the short-tempered hostility he has frequently used to demean his graduate students, has also clearly been shown to enrolled graduates and undergraduates in formal lecture situations on occasion, as well. Comments like those above don’t come out of classes with a welcoming educational climate.

Ch2. Unprofessional behavior that adversely affects responsibilities to the university (prior and after 2017). Online sources define the common understanding of “unprofessional behavior” to include terms (relevant here) like: harassing other employees, bringing personal issues to the job, intimidation or bullying, rude and loud comments, offensive and abusive language, threats of retribution of violence, demands for special attention and treatment, uncooperative behavior during regular activities, unwillingness to talk about issues and concerns with colleagues in respectful and cordial manner, excessive criticisms, passing the blame onto others, being disrespectful. You are said to be disrespectful if you tend to do things and transactions without prior consent from your superior. Respect is an essential element in establishing strong and long lasting relationship in the workplace.

FINDING: The majority of evidence above cited for **Ch1** and **Ch4** is directly applicable to many of these terms. A reasonable person would find such testimony overlap also confirms **Ch2**. Moreover, within the context of **Ch3**, the unauthorized use of ECE resources and recruitment of a graduate student while under suspension, bypassed required prior supervisory consent giving these actions too, the appearance of disrespect for the whole imposed FPP disciplinary processes.

ECE faculty experiences: Although not as frequent as his outburst with students (above), bullying and aggressive behavior was alleged also by faculty witnesses under circumstances where Dr. Sayeed was challenged about department or academic policies.

- W1: in [REDACTED] W1 was preparing a new course section with revised curriculum as requested by the Chair. In the context of previous problematic interactions, the concept of working with (Dr. Sayeed) to achieve this was “not pleasant to think about.” The implementation did indeed prove difficult because (he) continually insisted on trying to separating his activities and preferred didactic directions from those recommended by the curriculum committee. Collaborative respect just wasn’t the dominant theme of this activity. (Documentary e-mail threads in **Ex5**).
- W12: (Dr. Sayeed) taught in a popular ECE course where the responsibility typically rotated among faculty. But he subsequently decided he only wanted to teach in that course, belligerently and aggressively insisting on doing so and “would not let others teach it.” On multiple occasions he “browbeat and loudly argued with anyone else who suggested a course rotation to the point that they would have to back off and give him what he wanted.”
- W16: ECE teaching assignments are determined by Area Coordinators who parse available faculty into required course coverage. “(Dr. Sayeed) had his way in (his group) and dominated it to get his way.” He had a distaste for anyone telling him how to teach, or for undergrads.
- W25; #5: [REDACTED]: Over the years, we have collided a number of times. (Dr. Sayeed) has a temper and is willing to wheedle, cajole, and threaten in order to get his way. For example, one semester I was revising a book I wrote about telecommunication systems and I requested to teach the telecom class (which is one (he) has often taught). He came to my office, started by asking me to let him keep “his” class (we had both taught it over the years). By the end, he had escalated to yelling at me. I backed down because he was too much of a pain the ass. Eventually, I changed research areas so that I would not have to deal with him.

Uncomfortable behavior was also evident in outside professional situations where students/postdocs with co-authored papers cited embarrassment as being linked by publically uncivil outbursts.

- W8: witnessed “shouting matches at conferences” and this was extremely detrimental to students and postdocs on those papers because it universally perceived as “bad press” “his reputation hurts his people professionally” “Advancing their (students/postdocs) careers was not his priority”

Dr. Sayeed in rebuttal to my question on this allegation (excerpted **Ex4**):

- I certainly had arguments at conferences – as do many other researchers – in the spirit of free intellectual inquiry. Sometimes these would get a bit heated. Sometimes these resulted from some senior researcher unduly criticizing and/or bullying one of my students during a presentation. ... I think such heated technical arguments and blunt feedback very likely negatively impacted my reputation. I don’t think my students had to suffer because of that, since they did not do it, and as evident from the fact that all of them got jobs of their choice after graduating and I don’t know anyone whose career has been impacted by my behavior.”

Department interactions were sometimes also subject to disrespect, or interference in what should have been technical staff functions.

- W1: witnessed difficulties experienced by office staff when (Dr. Sayeed) insisted in interfering with tenure packet preparations. Cautioned AS many times this was inappropriate interference and he should back off. This led to multiple witnessed shouting matches in front of staff.

- W2: In ~██████ W2 was assigned to gather relevant information for the AS tenure packet. He came to the office and watched over (W2) shoulder instructing (W2) about the precise wording of changes he wanted made and the inclusion of particular materials. He bullied W2 into making changes to Dept. approved materials until W2 complained repeatedly to the Chair, and the tenure committee (W1) eventually intervened to prevent AS from further intrusion.
- (previous Chair) Chris DeMarco: (Dr. Sayeed) pushed much harder than any other faculty but was not unique when it came to micromanaging tenure package and imposing on staff for this. Wanted to improve his tenure package. The culture then allowed that unless chair intervened. As chair, tried to change that culture, not necessarily the rules, but so that people could no longer run roughshod over staff, chair or committee when configuring packets.

FINDING: Dr. Sayeed pushes very hard, loudly and aggressively to get what he wants or to get jobs entrusted to others done exactly the way he wants, regardless of whether he oversteps personal or professional boundaries. Frequently the person(s) being confronted finds this totally disrespectful and rude if not demeaning. His demands for special treatment, which is the goal of bullying, have led several students and faculty to state (Ex5) that they now avoid future interactions, even to the point of changing engineering arena directions, mentors or jobs, so as not to be further targets. I did not interview a single witness who would characterize Dr. Sayeed's career at the UW as welcoming, civil, or collegial. Again, the totality of collected evidence confirms Ch2.

VI. Concerns for Double Jeopardy

Dr. Sayeed's position: These quotes excerpted from Ex4 embody Dr. Sayeed's position. For a complete understanding of context, please read both of his letters to me.

- "... I feel that the 2nd investigation is unwarranted given the charges in the 1st investigation... I feel that given the nature and scope of the 1st investigation and the resulting two-year suspension (without pay) imposed on me, the 2nd investigation violates the 'no further jeopardy' provision (FPP 9.13)"
- "a) Of the 9 people interviewed by Jason Jankowski, 5 of them (interview 1, 4, 6, 8, 9) refer to events prior to 2010, 4 of them (1, 3, 5, 7) refer to events over the same time period covered by the 1st investigation (roughly 2010-2017) and only one (interview 2) refers to events in 2018 during my 2-year suspension."
- "Regarding aspect 1 of the charges, in view of (a) above, at least 3 of the interviews (3, 5, 7) done by Jason Jankowski, squarely refer to the same period covered by the 1st investigation.... So, in the spirit of the 'double jeopardy' provision, these interviews are superfluous."

Current investigation context: In ~October 2019, publications summarizing Dr. Wolleat's 1st investigation and her evidence relative to the tragic circumstances surrounding the death of a graduate student were widely circulated locally and nationally. These materials (redacted) are still posted on the web. In response to exposure of these matters via public records, multiple ECE members who had worked with Dr. Sayeed, as well as other current/previous faculty/staff subsequently contacted the College of Engineering or the ECE administration to report their own personal experiences. One (anonymous) said, "It triggered my PTSD." This information, not collected, heard or cited as evidence in Dr. Wolleat's report contained multiple, original, disturbing allegations, paralleling those previously described, but individual to each new complainant. Namely, that Dr. Sayeed's behavior had significant additional negative consequences for many more people and over a career-long timeframe than was evident from the 1st investigation. Several people told me or Dean Jankowski (see IV above) that in the concurrent time frame, they were entirely unaware of Dr. Wolleat's original investigation, surprised it had occurred in the department and that they might have contributed then, had they known.

Dean Jankowski's interview notes from 2018 and the fall of 2019 record information from 8 individuals not contacted in 2016. This formed the basis for his 2019 report ultimately resulting in the Provost's current charges. His records of this testimony are de-identified but I was provided Dean Jankowski's confidential notes so I could place all individuals and their evidence into absolute context relative to Dr. Wolleat's investigation. I judged it highly important to the current investigation to completely understand all witness frameworks to avoid putative FPP-defined double jeopardy in the possible findings.

FPP Chapter 9: Discipline and Dismissal of Faculty for Cause; 9.13. No Further Jeopardy.

"Following recommendations of CFRR and a decision by the chancellor, or following action by the provost if the committee is not involved, the faculty member concerned shall not be subject again under these rules to the same charges arising from the original complaint."

All witnesses except Chairs, when speaking in their administrative roles, are referenced here by anonymous designations. The first numbers (W1-W9) were assigned to the interviewees in Dean Jankowski's 2019 report, as was appended to the Provost's delineation of charges and received by Dr. Sayeed (Ex1). Only 1 (W7) also gave

testimony to Dean Jankowski or to Dr. Wolleat in 2016-2017. For this witness and 7 of the remaining 8 individuals my personal interviews disclosed additional original information not given to Dean Jankowski and certainly not available in 2017. Only W6 declined additional participation in addition to what s/he told Dean Jankowski. The 2016-2017 ECE principles (10x) and members of the graduate student's family who contributed testimony to the 1st report were not re-contacted for interviews. However, within that group W35 & W36 came forth for a phone interview and (unsolicited) e-mail questionnaire, respectively. That testimony was recorded but is not cited as evidence in this report. These choices were deliberate to explicitly avoid putative double jeopardy relative to the 1st investigation charges.

Scope of the 1st investigation: For more clarity on potential overlap between the respective investigations, one of my first interviews (phone) was with Dr. Wolleat (Ex5). She was asked about her understanding of any presumed limits (or not) on the investigatory scope of her 2017 report. More specifically she was asked if she chose to focus her investigation primarily on the graduate student's experiences with Dr. Sayeed as corroborated by contemporary witnesses, rather than solicit other time-frame materials for potential inclusion.

- She stated her understanding (then) was that the primary emphasis of the 1st investigation was to evaluate whether (or not) the behavior of Dr. Sayeed, as documented by extensive testimony and materials from the family of the graduate student, might have contributed to his alleged negative experiences as a graduate student. This specific understanding is captured in the opening paragraph of her *"Procedural Background of Investigation"*.
"The Jankowski Investigation took place roughly during the last two weeks of October and early November 2016. Thus, interview data from current and past members of the lab was collected in close proximity to the death of GS."
- In 2016, Dean Jankowski interviewed 11 people in ECE. His preliminary report (then) also included extensive testimony by the family of the graduate student and the combined, collective evidence was Dean Robertson's trigger to ask the Provost for the 1st investigation. Dr. Wolleat said her "interviews (with these same people) were selective to those (from Dean Jankowski's list) who responded to her (request) and might want to add more." By e-mail they subsequently indicated that "none (of these) wanted to go further."
- Only a few additional faculty including then Chair Booske and current Chair Hagness were also interviewed, mostly in their administrative capacities, but "(Dr. Wolleat) didn't talk to other faculty" or other students because at the time, the Provost, the Dean, the Chair and interviewed faculty in ECE, "did not suggest a wider probe."

The Provost's disciplinary letter to Dr. Sayeed confirming the charges of the 1st investigation (11/2/17, Ex3) states the report timeframe covered the core of the graduate student's experiences (i.e. 2012-2016).

"The record documents that this behavior began as early as 2012 and continued through the time of the investigation. The record further demonstrates that your unwelcome behavior was pervasive, such that it was experienced directly or indirectly by most students who worked in the lab and that your abusive behavior was known not only to students working in your lab, but also to a visiting scholar and other ECE faculty."

FINDING: Dr. Wolleat's 1st investigation and her subsequent report to the Provost focused primarily on documenting the experiences of the graduate student. She collected evidence from a few other students/faculty only insofar as it had bearing on those primary allegations. Her witnesses and those of Dean Jankowski from that era, with a single exception, were not re-interviewed or considered as part of the current investigation. Any testimony cited here from that individual is new and does not repeat that given in 2016. The stated protections in FPP for double jeopardy extend only to "charges arising from the original complaint." Any reasonable person would assert that this concept is not intended to give blanket immunity to all unspecified previous or future actions of a similar ilk that might have been part of a lengthier series of continued abusive behaviors, especially towards other people who were not part of, or aware of, the original investigation.

FINDING: Ch1, Ch2, Ch3, Ch4 and Ch5 authorize the current investigation to examine timeframes "both prior to and after the events", "in the period prior to the events investigated by Professor Wolleat and afterwards," "prior to the matters investigated previously" or "after having been placed on a two-year suspension." New testimony relating to these novel timeframes is also not covered by blanket immunity even if some of the previously uncited witnesses may have related original evidentiary experiences that potentially extend into partial overlap with the graduate student. Again, any reasonable person listening to such testimony would find it primarily independent of the 1st investigation and not subject to double jeopardy relative to the previous charges.

VII. Prior Authority of II-332

Dr. Sayeed's position: This quote excerpted from **Ex4** embodies Dr. Sayeed's position. For a complete understanding of context, please read both of his full letters to me.

"Furthermore, regarding aspect 1 of the charges, it is worth noting that Faculty Legislation II-332 Part I referred to in charge 1 was introduced in November 2014, and thus does not apply, strictly speaking, to events that occurred prior to 2014."

Authority of FPP: Predating II-332, Faculty Legislation extending back at least 50 years has unambiguously clear language defining inappropriate behavior, including harassment, incivility and intimidation. These actions if proven through FPP 9 procedures (virtually identical to those currently extant), were then, and are now, subject to discipline (9.02) up to and including dismissal (9.03). II-332, adopted in 2014 collected, re-codified and extended the language of these previous stated principles but **did not initiate** the requirement for expected, civil behavior, nor the defined disciplinary consequences for unwelcome behavior towards others. As examples of these expectations, II-303 states:

- *Part 3: Within the framework of academic freedom, the faculty and academic staff have a responsibility to foster an environment of tolerance, civility, awareness, and respect. The university community can thrive and serve its members equally only when the community recognizes the inherent worth and dignity of every human being and affirms the principle of mutual respect as an integral aspect of the pursuit of knowledge. The integrity of the University of Wisconsin-Madison rests upon its ability to guarantee freedom from intimidation or injury generated by intolerance or harassment.*
- *Part 4: Faculty and academic staff are subject to discipline for using derogating and debasing expression in a non-instructional but work related setting according to the following definitions and rules.*
 1. "Expression" is communication in any format—including but not limited to oral, visual, literary, recorded, or symbolic. Expression includes the presentation of factual information and opinion, and the advocacy of ideas.
 2. A "non-instructional but work related setting" is any situation ... in which a member of the faculty or academic staff, while engaged in a university related task, communicates with students, University employees or recipients of university services. Non instructional but work related settings include, but are not limited to, such situations as discussion about what graduate school a student might attend or what career options a student might pursue, or comments to a staff member in the Department office.

FINDING: Civility, collegial respect and a work environment free from debasing harassment or aggressive behavior is an absolute expectation of every UW employee, faculty, student and staff member, and has been since the founding of the University. Any reasonable person would find it unbelievable that Dr. Sayeed was unaware of this expectation prior to the enactment of II-332 in 2014, a faculty legislative action which served only to codify and clarify the more recent technical definitions of inappropriate behavior (i.e. relative to II-303) but most certainly did not initiate these concepts. FPP procedures and consequences for violating the unequivocal terms and conditions for expected behavior were empowered by the Faculty Senate long before Dr. Sayeed was hired.

VIII. Summary and Conclusions

Dr. Sayeed's general arguments for exculpatory findings: Dr. Sayeed submitted 2 letters explaining his opinions on charge-related events and putative witness/administrative motivations. He also raised personal concerns about his perception of receiving fair, impartial hearings on any/all of current/previous charges. His writings are included verbatim in **Ex4** and should be read in their entirety for a full understanding of his position. All his information was thoroughly read and fairly considered within the context of my investigation. Where appropriate, some of his points are addressed above relating to individual charges. Giving full voice to his explicit concerns, he asked (6/2/20) that among other issues, this report directly address 4 points.

Point 1: "Are you redoing the first investigation as part of this second investigation? Does that not constitute 'double jeopardy'?"

Response to Point 1: The answer is no. Section VI above lays out my clear understanding of this issue and why the concept double jeopardy does not inherently confer, nor was it ever meant to confer, blanket immunity from prior or future related charges brought by other aggrieved individuals.

Point 2: "Second, do you think the new allegations in the second investigation are substantially new or rise to the same level of significance as the charges already investigated in the first investigation?"

Response to Point 2: The answer is yes. All alleged victims of harassment or toxic behavior have the right to redress if in their opinion that behavior violates the provisions of FPP. The threshold for significance which might rise to the point of putative disciplinary action is accorded to the Provost and to be based on the totality of evidence collected during the investigation process. These authorities are spelled out in FPP.

Point 3: "I ... (ask) you to verify the sources of the various allegations in the second investigation and how the allegations got communicated. I would like to see documentation of these contacts, including dates and the nature of the contact (email/phone/letter). This information is not included in the material provided in Provost Scholz's letter, dated February 21, 2020, informing me of the second investigation."

Response to Point 3: There is no requirement in FPP to reveal or compromise the anonymity or confidentiality of witnesses. That such information might have been available during the 1st investigation does not oblige me to do so here. However in the interest of transparency I summarize the following:

- On 10/23/19 Dean Robertson and Chair Hagness were informed of the pending publication by the WSJ of an open records article summarizing the circumstances, evidence and findings of the 1st investigation. Together they sent e-mails (e.g. **Ex5**) to the full body of ECE membership (postdocs & technical staff, admin staff, grad students, faculty) announcing a series of informative meetings for each group on 10/28/19. At those meetings, the public contents, findings and subsequent discipline from the 1st investigation were disclosed, as was the point that Dr. Sayeed would be returning to campus on 1/1/20 following his 2 yr suspension. The meeting announcements contained this statement:
"When this matter becomes public, it is likely to be met with questions and concerns about the climate and behavior in our department specifically and the college overall. Before the article is published, I want to encourage all of us to renew our individual commitment to providing a welcoming and inclusive environment to our students and to each other. If you have experienced or witnessed behavior that does not align with our core values, please bring the situation to light so it can be addressed. We take these matters very seriously, and will take the appropriate action."
- The WSJ article (online 10/31/19) was followed local and national reiterations, including an article in the J Higher Ed (11/4/19). In response to the Dean's ECE meetings and national reverberations to these 1st investigation disclosures, which had not been widely circulated in ECE previously (see **Scope of the 1st Investigation**, above) 8 people stepped forward, volunteering new testimony: W1 e-mailed Dean Jankowski on 10/28/19; W4, W5, W7 contacted (e-mail) Dean Robertson and were referred to Dean Jankowski (11/4/19, 11/4/19, and 11/7/19); W3, W6, W8, and W9 contacted Assoc Chair Van Vreen (10/29/19, 11/6/19, 11/6/19 and 11/7/19) before being directed to Dean Jankowski. Of these W8 () had an intermediate contact with another ECE member. I have seen these e-mails (originals held by the Dean and Dept. Admin) but decline to include them in Ex5, because to do so would compromise anonymity. Documentation concerning W2 is already presented in **Ex1**.
- My interviews with W1, W3-W9 confirmed that 1st investigation information exposed publicly, or through ECE meetings in Oct 2019, promoted them to voluntarily step forward with their current allegations. Except for W7, they were previously unaware of, or were not asked for testimony during the 1st investigation.

Point 4: "As I stated in response to the first investigation, while I have kept faith in the process laid out in the UW-Madison (FPP), its implementation has been wanting in many respects. ... (For example) to start with, the respondents in the UW-Madison procedures are not even allowed to know the identity of the complainants, let alone question or cross-examine them. Furthermore, given the nature of the second investigation, there seems to be no 'statute of limitations' in terms of the timeframe of complaints, and the 'double jeopardy' protections don't seem to matter. Additionally, I am beginning to realize that having internal investigators, as opposed to external ones, further jeopardizes the process and greatly diminishes the credibility and impartiality of the process and the resulting investigations. I intend to bring these issues to light to the best of my abilities, not just for myself, but for all others who may be subjected to these policies, especially people of color, in the future."

Response to Point 4: FPP is comprised of policies setting forth the rights and responsibilities of UW-Madison faculty as authorized by statute and the Board of Regents. Those policies and procedures are implemented and monitored by faculty governance within which Dr. Sayeed has had career-long opportunities to participate. My UW position is completely external to ECE and the College of Engineering.

Investigation Summary:

Endurance is a word used to me by at least 6 previous students to characterize their experiences with Dr. Sayeed. If they wanted a degree the price was to endure his perpetual swearing, bullying, intimidation and personally demeaning behavior. Foreign students (3x) told me of their fear that if they tried to switch labs or mentors they believed they were in danger of losing their visas. Whether Dr. Sayeed technically intended to carry this out or was making idle threats, is irrelevant, as these new arrivals having never experienced graduate school, had no outside guidance elsewhere in the department or in their lives, to tell them otherwise. To them it was implicit that constant belittling and hostility towards them personally and their work, was the expected norm. They had virtually no contact

with other faculty. Group meetings were almost exclusively with Sayeed lab members under similar aggressive assault. No one stepped in to intervene even when other faculty repeatedly witnessed unacceptable verbal abuse. And so they endured, believing this the only possible route to a degree.

Dr. Sayeed in acknowledging the findings of the 1st investigation wrote:

- "... the abusive aspects of his behavior identified in this report are tied to anger-related issues that he has been dealing with all his life."

Again in his 4/14/20 letter to me he writes:

- "My abusive behavior – yelling, profane language, and belittling remarks – are reflective of my struggle with my "inner demons" rather than a desire or intent to abuse authority. However, this aspect of my behavior, which would be obvious to most psychologists and counselors, is apparently incomprehensible to everyone conducting the investigation. Even Dean Robertson revealed his bias in this context by stating (...), in the context of the 2018 'minor event' with (W2), that '... one would have thought the letter from the then-Provost Mangelsdorf would have been sufficient to drive a change in behavior.' As one of my counselors said to me (paraphrasing): 'you have internalized this behavior for 40+ years, it is not going to change overnight!' The bottom line is that true change comes 'from within' not from fear of authority (especially in people who are not afraid to question authority)."

Throughout these various writings he gives examples of personal circumstances and difficulties in his life that he asserts have led to "a pattern lasting a long time" of "apologizing and relapsing (Ex4)." His perspective is that his personal growth throughout his career (in his view) has helped to mitigate the frequency and intensity of hostility. As this is an ongoing struggle he hopes others can "try to see from his perspective."

But he fails to see, this isn't the point. Dr. Sayeed does not tacitly recognize or apparently accept that any acts of this kind impede with and interfere with the personal space and boundaries of those who witness these episodes, or to whom they are directed. He has been the instigating focal point of a career-long toxic environment that hurts others. Moreover, even when personally acknowledged by apology (e.g. Ch3), the damage these outbursts have caused to others has not been a significant motivation to stop. It is documented in 1st report and in evidence throughout this investigation that 25+ years of informed complaints to Dr. Sayeed resulted in few if any behavior changes. He chooses to ignore or forget rebukes, but he can't say they didn't occur. His expressed written remorse that he had such outbursts ("Some cultures are loud.") serve primarily to deflect an admission of personal responsibility while ignoring the admonishment that such behavior should never have occurred, much less ever be repeated.

The motivation one cites for hurting people is irrelevant to the fact of it. This principle applies to any workplace, much less a university. The overall employment and learning climate of ECE and its reputation as a welcoming overall environment for students, staff and faculty has been impinged by Dr. Sayeed over many years. That, "war stories among faculty were common and treasured (W12)" or that others in the department have not (yet) been called to account for an historic environment of a difficult departmental climate is not a defense. His record is uniquely toxic, hostile and documented.

1. Dean Jankowski's 2019 report is true. Multiple previously unheard witnesses suffered emotional, educational and professional harm by Dr. Sayeed's continual hostile outbursts. Their recounted personal experiences almost exactly mirror those of 2016, proving the toxic climate in his lab was ongoing throughout his career. The 1st investigation was only asked to document a portion of this.
2. Even while on suspension because of those tragic events, Dr. Sayeed precipitated an independent hostile confrontation with W2. That this happened is not a misunderstanding but an indication that despite his continual professed personal intentions towards behavior rehabilitation, no reasonable person can now expect civility improvement will ever occur. He still apparently does not understand that this exact kind of outburst is completely unacceptable. The 2016 events came after an explicit Chair's letter 2003 that likewise did little to prevent subsequent employees and especially students from being subjected to the next 13 years of abuse.
3. I tried hard to cast a wide net in ECE so I could listen fairly to the full voices characterizing experiences in the department, albeit without deliberately overlapping testimony or witnesses with the 1st investigation. Through the questionnaire or personal interviews, witnesses voluntarily wrote or verbalized highly consistent stories.
 - 23 witnessed inappropriate language.
 - 19 were made to feel uncomfortable by Dr. Sayeed's outbursts.
 - 18 considered this behavior hostile or intimidating.
 - 16 do not think Dr. Sayeed meets ECE standards for advising and mentoring graduate students.

4. These negative allegations span the duration of Dr. Sayeed's career. Most of my collected testimony covers timeframes outside of that of the 1st investigation, prior to 2014 and also after 2017.
5. Since the events of 2016 described in the 1st investigation, up to and including Dr. Sayeed's 2 year suspension (ending 31/12/19), there has been significant turnover of ECE faculty and staff. Many current personnel therefore have no overlapping experiences. I believe the testimony I recounted above accurately summarizes the negative climate engendered by Dr. Sayeed for those with any extended involvement in his career, particularly his students and lab personnel.
6. Multiple faculty, staff and students who felt insulted, demeaned or intimidated by Dr. Sayeed made career-altering or educational-trajectory choices to escape further negative behavior. Their personal emotional harm was significant to them and as a consequence they have, and are trying hard to avoid future potentially difficult interactions, basically by circumventing further contact. It is unacceptable they should have to do so in the fear of being bullied again.
7. My own interactions with Dr. Sayeed found him highly defensive. Perhaps some of this is rightfully so for anyone subject to 2 FPP behavior investigations. Yet despite the obvious harm he has caused, as proven in the 1st investigation and alleged by my witnesses, I did not find him apologetic. He is angry he is being held to account but there is almost no sympathy for the career-long string of victims. If aggressively directed at subordinates, staff or even faculty colleagues, that anger, regardless of how each instance was triggered, would lead to exactly the types of allegations charged by the witnesses. In my judgement, Dr. Sayeed's stated defenses against any/all of the allegations arising from Dean Jankowski's investigation, or from mine, lack credibility. I find the Provost's 5 charges are totally supported.

The above information in its entirety contributed to my findings.

IX. Exhibits

Exhibit 1: investigation charge

- pg 1: Provost to Palmenberg (3/27/20)
- pg 3: Robertson to Provost (11/19/19)
- pg 7: Jankowski summary investigation
- pg 11: Jankowski interview notes (11/19, redacted)
- pg 22: student evaluation information (11/19)
- pg 25: Demarco to Sayeed (8/11/03)
- pg 27: W2 interview notes & email

Exhibit 2: FPP

- pg 1: FPP 8.0
- pg 5: FPP 9.0
- pg 11: Faculty Legislation II-303
- pg 16: Faculty Legislation II-332

Exhibit 3: investigation letters

- pg 1: Provost to Sayeed (11/2/17)
- pg 5: Robertson to Sayeed (8/2/19)
- pg 7: Provost to Sayeed (11/12/19)
- pg 8: Robertson to Sayeed (12/16/19)

Exhibit 4: Dr. Sayeed's materials

- pg 1: Sayeed to Palmenberg (6/2/20)
- pg 8: Sayeed to Palmenberg (4/14/20)
- pg 14: Sayeed responses 2017
- pg 46: Sayeed CV (2017)

Exhibit 5: witness evidence 2020

- pg 1: Palmenberg questionnaire & responses (redacted)
- pg 7: Palmenberg interview notes (redacted)
- pg 14: email thread: use of office resources, 2018-19
- pg 19: email thread: request to hire student, 2019
- pg 25: email thread: teaching notes 2017
- pg 30: emails: 2019 ECE meeting announcements

March 27, 2020

Ann C. Palmenberg
Roland Rueckert Professor
Department of Biochemistry

VIA E-Mail : acpalmen@wisc.edu

Re : FPP Chapter 9 Charge against Prof. Akbar Sayeed

Dear Professor Palmenberg,

The Office of the Provost has received a formal written complaint against Professor Akbar Sayeed, Department of Electrical and Computer Engineering in the College of Engineering here at the University of Wisconsin-Madison. The complaint alleges that he has engaged in misconduct that, if true, could constitute just cause for discipline or dismissal from faculty employment at the University pursuant to Chapter 9, Faculty Policies and Procedures (FPP). The complaint and supporting documentation are attached. I have concluded that the allegations concerning Professor Sayeed's actions constitute a prima facie case for discipline or dismissal. I have also concluded that the complaint is timely.

I am appointing you to investigate the allegations contained in the complaint related to Professor Sayeed. You are specifically charged to investigate the following:

1. Whether Professor Sayeed engaged in behavior, both prior to and after the events investigated by Professor Wolleat, that could be described as "unwelcome...pervasive or severe enough that a reasonable person would find it hostile and/or intimidating and that does not further the University's academic or operational interests" and/or "is unacceptable to the extent that it makes the conditions for work inhospitable and impairs another person's ability to carry out his/her responsibilities to the university" in violation of Faculty Legislation II-332, Part I;
2. Whether, through unprofessional behavior and conduct in the period prior to the events investigated by Professor Wolleat and afterwards, Professor Sayeed engaged in conduct that adversely affects the performance of his responsibilities to the university as defined in FPP 9.02 and 9.03;
3. Whether Professor Sayeed received previous warnings regarding his behavior that occurred prior to the matters investigated previously in a FPP ch. 9 complaint by Professor Wolleat;

Office of the Provost and Vice Chancellor for Academic Affairs

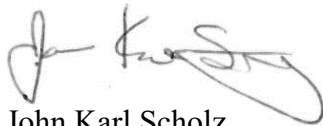
150 Bascom Hall University of Wisconsin-Madison 500 Lincoln Drive Madison, Wisconsin 53706
608/262-1304 Fax: 608/265-3324 E-mail: provost@provost.wisc.edu www.provost.wisc.edu

4. Whether Professor Sayeed's behavior in the period before and since the events investigated by Professor Wolleat demonstrates a pattern of conduct that suggests he has been unsuccessful in his ability to satisfactorily engage in teaching duties, which includes advising and mentoring graduate students, as required by his employment contract as faculty member;
5. Whether, on at least one occasion after having been placed on a two-year suspension for prior misconduct and receiving notice of his prior violations of university policy, Professor Sayeed engaged in verbally abusive behavior directed toward a staff member in the College of Engineering.

At the conclusion of your investigation, please prepare and submit a written report addressing each of the issues identified above to my attention at the Office of the Provost. If at any point during your investigation you discover additional issues which you believe should be included within the scope of this charge, please contact me at once so that we may consider modification of the charge and any other intermediate steps that the administration may be required to take.

If you have any questions related to the investigation charge, please contact me at 262-1304. On behalf of the University of Wisconsin-Madison, I thank you for your willingness to accept this important assignment.

Sincerely,



John Karl Scholz
Provost and Vice Chancellor for Academic Affairs

Attachments

1. Letter from Dean Ian Robertson dated 19 November 2019, with attachments
2. Faculty Policy and Procedures (FPP) Chapters 8 & 9
3. Faculty Legislation II-332 – Defining Language Describing Hostile and/or Intimidating Behavior

xc: (without attachments)

Ian Robertson, Dean, College of Engineering
Brian Vaughan, Senior University Legal Counsel



College of Engineering
UNIVERSITY OF WISCONSIN-MADISON

Provost's Office

UW-Madison

To: Karl Scholz
Provost

From: Ian Roberson
Dean, College of Engineering

Subject: Dr. A. Sayeed

Date: 19 November 2019

Following the recent newspaper article on the hostile and intimidating behavior in the Department of Electrical and Computer Engineering, individuals contacted the college to discuss their interactions with Dr. A. Sayeed. Everyone was offered the opportunity to discuss their interaction with Jason Jankoski, Assistant Dean for Human resources, in the College of Engineering. The information received from these individuals cover the period from the beginning of Dr. Sayeed's tenure at UW-Madison to today. Summaries of the interviews with students, staff and faculty are provided in the attached document. The salient points learned from these individuals are:

1. Since the beginning of his tenure at UW-Madison, Dr. Sayeed has had numerous outbursts with his research assistants, with faculty colleagues, staff and department chairs. The assessment of the environment that must have persisted in his laboratory may not have been as extreme as during the period investigated previously, but it was similar and the type of environment that persisted in his research group was one that was not conducive to learning and scholarship.
2. A recurring theme that appears throughout his tenure at UW-Madison, is that following an outburst, shouting, swearing, berating students, staff and colleagues, etc., Dr. Sayeed will apologize to the individuals and will modify his behavior for some period and then it will regress. Faculty in the Department of Electrical and Computer Engineering, at least one department chair and students in his research group all approached him about his behavior and he always claimed he would reform but the change in behavior did not appear to be long lasting.
3. Dr. Sayeed was informed in writing by a department chair to apologize to staff members after they had witnessed a verbally abusive outburst by Dr. Sayeed at the department chair. This

information suggests that Dr. Sayeed has received prior warnings about his behavior and these occurred prior to the period covered by the recent investigation.

4. The common approach adopted by students was to get a co-advisor. In some cases, these co-advisors often became the *de facto* advisor of the research assistant. This also appeared to be the solution used by the faculty members to enable students to continue their studies.
5. While back on campus in 2018, he verbally abused a member of the ECE staff. This outburst was overheard by a faculty member. Again, Dr. Sayeed apologized to the staff member. Initially, this incident was reported as being relatively minor by the member of staff, but the fact it occurred while he was suspended is troubling as one would have thought the letter from then-Provost Mangelsdorf would have been sufficient to drive a change in behavior.

I thought it worth summarizing the information and bringing it to your attention. In many of the cases, these individuals contacted me first before they spoke to Jason Jankoski. My conversations with them were deeply troubling as many of them recalled quite vividly the negative environment that existed in Dr. Sayeed's group and many were still troubled by their experience. The more recent encounter with a staff member also raises further doubts that he will be able to change his behavior.

Should you determine that you would like additional information before making any decision and would like to meet with some individuals to hear their account firsthand, please let me know and I will ask them if they would be willing to speak with you.

1

Summary and Questions

2

Notes from Meetings

3

Instructional Feedback

4

2003 Letter of Expectation

5

2018 Incident





Summary of Sayeed Research Lab Investigatory Meetings:

Date Conducted: November 1, 2019 to November 19, 2019

Investigatory Meeting Conducted By: Jason Jankoski, Asst. Dean & Tricia Drees, HR Mgr.

Individuals Interviewed Individually: We spoke with former students and others who interacted with Professor Sayeed. Individuals were referred or reached out to the College and Department to share their experiences. Names of those interviewed have been recorded but will not be distributed.

Purpose: The Provost and Dean requested that the Dean's Office meet with any individuals that came forward after the Wisconsin State Journal articles that were published in October and November 2019. Meetings were to allow those who recently had not come forward to share their experiences. The Provost's Office would then review the information to determine if any additional investigation or action was warranted.

Outcome: Information to be shared with the Provost and the Dean.

Information presented: As you are aware there was a recent article in the Wisconsin State Journal regarding the Wireless Communication & Sensing lab. The Provost and Dean have asked us to meet with individuals that have come forward or were referred to us regarding their experiences with Professor Sayeed. We appreciate your willingness to take a few moments of your time to share your experiences. We will take notes, but our report is intended to summarize statements that appear consistent with a majority of the individuals interviewed.

Format: Ask a series of pre-prepared questions to guide our conversation. The focus was on allowing them to share their experience with Professor Sayeed and his lab. Questions guided the conversation, but most meetings were focused on the individuals sharing their recollection of events that occurred in the past.

KEY SUMMARY POINTS OF INVESTIGATION:

- Professor Sayeed's behavior of anger towards colleagues and students dates back to the early 2000's when he was a junior faculty member.
- Received notification from former Department Chair regarding his behavior. (See Addendum 4) He apologized but the notification did not appear to modify his overall behavior.
- Yelling at students could be heard 4 to 5 doors down the hall.
- Shows repeated behavior of apologizing for negative behaviors, and then repeating them over the course of 2 decades.
- Even after receiving a letter from the Provost in 2017, he had another outburst. (See Addendum 5)
- Individuals indicated that while Professor Sayeed could be very nice, when angry he was vicious and unpredictable. Multiple individuals indicated they just wanted to avoid Professor Sayeed's wrath of anger.
- Many students sought out co-advisors as a way out of his lab.
- Many students indicated moving from the PhD program to a M.S. due to the endless revisions of their papers and the environment in the lab.
- Repeated patterns of interruptions and calling students "stupid".
- Former students still have apprehension to this day.

SUMMARY:

The individuals we spoke with stated that Professor Sayeed was very critical of research tasks and yelled frequently when results did not meet his standards. The yelling could be heard by colleagues down the hall. Professor Sayeed continuously criticized work and demeaned students that had ideas or solutions that were not aligned with his thoughts. Instead of encouraging students, he often publically criticized their work in the lab and during weekly lab meetings. The form of the criticism was frequently through yelling in front of other students in the lab. The students across 2 decades indicated that his tirades included swearing and offensive gestures. Students during the past 10 years dreaded the weekly lab meetings with Professor Sayeed. The meeting almost always included swearing and public humiliation of students. Students expressed fear and apprehension going to this meeting because of his yelling, swearing and his anger. This behavior resulted in some students [REDACTED] in Professor Sayeed's lab. Other students quit, left with a MS degree, or found co-advisors. Some stayed in the lab, but the experience in the lab was described as being a negative environment.

Students indicated that turnover in the lab was a constant. Multiple interviewees indicated that more recent students who were interested in working in the lab or accepted appointments typically lasted a semester or less. Over the years former and current students established networks to support each other. Faculty members also tried to assist those students seeking co-advisors, or seeking way out of the lab.

Everyone we met with shared at least one experience highlighting Professor Sayeed's temper and yelling. Even those former students supportive of Professor Sayeed, indicated that it takes a very strong individual to be able to learn in the type of environment they experienced. Based on the experiences shared the majority of former and current students would not recommend Professor Sayeed's lab, or him as an advisor. Most stated the mental strain that was endured at that stage in their life was beyond anything they had experienced previously or since.

While many of our findings mirrored the experiences of the previous investigation, these meetings spanned experiences over a much longer period of time. We also found the behaviors persisted even after Professor Sayeed had been placed on notice by his Department Chair. During the course of our discussions we discovered that faculty colleagues, students, and Department Chairs tried to intervene and/or alter Professor Sayeed's behaviors but had little to no lasting impact given that the behaviors that persisted. Even notification from the Provost's Office was not sufficient to prevent a later incident.

We recommend that the Provost's Office consider speaking directly to a couple of the individuals that came forward, to get a first-hand perspective of how Professor Sayeed's behavior has spanned over his career at UW-Madison. We are available to meet as needed to share our findings.

Potential Questions

- 1) How did you work with Professor Sayeed.
- 2) How many years did you work in Professor Akbar Sayeed's lab?
- 3) Can you share your experience in Professor Sayeed's lab?
- 4) Did Professor Sayeed ever:
 - Made you feel uncomfortable based on verbal exchange?
 - Used inappropriate language in your meetings/discussions?
 - Insulted your intelligence or suggested that you are not capable of successful graduate study (privately/publically)?
 - Threatened to remove your funding or remove you from the graduate program?
- 6) Did Professor Sayeed ever asked you to do something that made you feel uncomfortable?
- 7) Did Professor Sayeed require you to do tasks that you feel are beyond reasonable expectations and different than tasks required by your lab peers?
- 8) Any additional information that you would like to provide that you think would be helpful?

2

Summary notes are being provided to give context to the conversations that we had with students and colleagues. The respondents wanted to remain confidential and it is our hope that every effort will be made to grant their requests.

Interview #1

#1's relationship with AS was as [REDACTED]

#1's Experience:

- They were in [REDACTED] research areas and #1 was [REDACTED]
- Around [REDACTED] they had a PhD student who AS became a co-advisor for. This student became very upset about AS -> there would be shouting matches in AS's office between the two
- A second student around this same time approached #1 and asked if they would be their co-advisor due to their being uncomfortable with AS as their advisor
- #1 received a grant around [REDACTED] which AS was funded on along with other researchers
 - AS accused #1 of discrimination/cutting him out of something (what that something was is forgotten now)
 - AS was very upset; #1 never saw this coming
- #1 has taken over advising multiple AS students plus was co-advisor to three other students
- #1 would over hear shouting in the office and told AS this was unacceptable. He spoke to AS and shared that it was not ok to speak to students this way. AS indicated that he was too hard on his students and would do better.
- #1 knows of another senior faculty member who spoke to AS about his behavior as well.
- During the [REDACTED] AS was unpredictable-would be super friendly one day, then you're walking on eggshells the next day. This was for both students and staff.
- Another student came to #1 about things going on and he was switched to a different faculty member.
- When students would come to #1 for advice, the individual could tell the students didn't provide the full account, but could tell they were very upset.
- One student that #1 still speaks to says they would go toe to toe with AS; this student is still angry about this experience to this day.
- Another student didn't want to be with AS alone. Commented that they didn't know how to handle people like that back then.
- A third student #1 recognized things didn't go as they should. This student had a pretty rough time with AS. Other students recognized this too.

Did #1 hear inappropriate language from AS?

- #1 stated they wouldn't use the words that AS would use and said profanity was normal for AS
- #1 would never hear details or specific exchanges in shouting matches but could hear the shouting [REDACTED]

Do you have concerns with AS coming back?

- Yes, lots of concerns
 - In May [REDACTED] #1 was [REDACTED] AS was pulled from that course and #1 ended up [REDACTED]
 - #1 created [REDACTED] of the course-AS wanted to turn it into a competition. Which students would learn better-in a [REDACTED] environment or in the [REDACTED] section.

- This didn't make sense as an experiment since they couldn't control the parameters which #1 expressed to AS. AS replied with a snarky, taunting email.
- #1 complained to the chair. The chair's response was that AS is going through some things, let him be but #1 felt attacked and didn't want to [REDACTED] him anymore.
- #1 also has concerns about students' safety and feels the college needs to address culture issues
- They are concerned about moving forward as a department with AS back
- #1 feels he should be closely monitored but could lead to fatigue for the person(s) monitoring
- AS's behavior is very hard to predict and #1 is skeptical that he can change.
- How will office hours work for AS?
- #1 has a hard time interfacing with AS and does not want any contact with AS.

Interview #2

This interview was regarding a few instances that Interviewee #2 witnessed or experienced first-hand.

- #2 was moving groups of faculty members to the same floor to encourage collaboration. Approached AS regarding his move to a different floor in the summer of 2017.
 - AS agreed to the move to the different floor and was told that his new office wouldn't be renovated right away but they need to get him up to the new floor.
 - He was told that, when it came time to renovate his office, #2 would do all the work with packing up his stuff then setting up the office again once the renovation was complete. He agreed.
 - When he saw his office for the first time, he exclaimed: What the f@\$k is in here! He proceeded to go to the facilities staff to complain-facilities only said he wasn't nice.
 - #2 reiterated that AS should be contacted them and not going to the Dean's office staff
 - AS went off swearing at #2 and wouldn't let them leave. The first words he said were what the f@\$k is this \$h!t.
 - After the incident a faculty member came out of their office to make sure #2 was okay. (faculty member can corroborate the encounter)
 - This was then reported to the Department Chair and Dean's Office. The Chair and #2 was able to deescalate the situation over the next few days.
 - AS did send a nice email after the fact.
- Back in [REDACTED] #2 witnessed AS rail on the then Department Chair. The chair sent AS a letter of reprimand due to the incident. (See Attachment)
- When it came time to put [REDACTED] together, AS was hostile to #2 during the process and tried to intimidate and micromanage the process.
- #2 stated that AS when angry is unpredictable and can be vicious in his rage.

Interview #3

[REDACTED]

- Joined lab in the past [REDACTED]
 - It was not good. They were very uncomfortable
 - #3 [REDACTED] after the meeting decided to quit
 - #3's recollection about the meeting-another student was giving a project update. AS basically called [REDACTED] stupid and made critical, inappropriate remarks about their presentation and was yelling at them.
 - Another student told #3 that this quality of work that the first student presented would put their asses on the line
 - AS asked #3 how many hours would they be able to work in the lab-#3 responded with 16 hours since their appointment was only going to be a [REDACTED] but AS told them that wasn't enough time.
- Since [REDACTED] day in the lab, #3 has always been wary of AS
- #3's has anxiety about running into AS in the building.

Interview #4

- Time period was [REDACTED] - #4 was [REDACTED] and attended either a [REDACTED] (can't remember after all this time)
 - AS was the student's mentor and kept getting agitated.
 - About 15 minutes into the presentation, AS erupted at the student. Started yelling expletives and calling the student a f@\$king idiot.
 - Was appalled by the incident and that no one else said anything.
 - Very uncomfortable.
 - #4 avoided AS after that incident

Interview #5

Experience was overwhelmingly negative

- #5 was in AS lab around [REDACTED]
- They remember incidents but not precise quotes
- AS basically told [REDACTED] was incompetent every day. This often involved yelling and swearing. They were always being put down by AS
- #5's interactions were more positive than what they witnessed with the international students
 - AS implemented a rule that everyone needed to be in the lab from 8am-5pm Monday through Saturday but #5 was exempt from this rule.
- During this time, in #5's opinion, AS was not working hard
 - AS would come into the lab sporadically and yell and check to see who was in the lab. There would be collective fear and silence and then he would leave
 - AS would also call into the lab to see who was there.
- #5 [REDACTED]
 - [REDACTED] the interaction was normal.
 - [REDACTED] AS wouldn't put the work in, would pick out minor errors and tell #5 that [REDACTED] was incompetent. AS would throw papers into the hallway
 - Nothing positive came out of working with him but there were glimmers of niceness
- #5 still feels elements of fear when [REDACTED] thinks of AS
- #5 did get a co-advisor which allowed [REDACTED] to be removed from AS. Wouldn't work with [REDACTED] closely after that
- There was an implicit threat that AS would pull funding from students or provide bad references
- Students did not talk outside the lab
- AS's lab "dissolved" in front of #5's eyes
- One student was around for [REDACTED] but never finished [REDACTED] had no interest in continuing in [REDACTED] research even though [REDACTED] was the "golden child"
- #5 witnessed AS swearing at another student-did graduate with PhD
- After these two students left, productivity in lab reduced. At this point, #5 was the [REDACTED] [REDACTED] and watched several students come and go due to the negative environment.

Interview #6



- In lab with AS, then switched to a different advisor
- #6 had some difficulty with AS. He is very energetic and a smart guy especially technically.
- AS gets irritated easily and uses too many curse words
- AS was okay when he was a joint advisor-he was more helpful and the dynamic in the joint meetings were better
- When AS was the sole advisor, he was quite short with #6

Overall Situation

- #6 is uncomfortable with it due to AS personality
- Looking back, not that bad but the lab was not a good environment
- AS didn't know how to mentor at the time-he had just graduated and was very young
- AS could use some soft skills training

Interview #7

In AS lab for [REDACTED]

- Experience was miserable, immensely stressful. This stress is still hindering #7's performance [REDACTED]
- AS repeatedly questioned #7's dedication to lab. #7 had the choice between [REDACTED] AS eventually decided he wanted #7 in the lab
- Stressors caused by AS:
 - In one on one meetings, AS accused #7 of not being invested in lab
 - AS gave very intense reinforcements of #7's dedication to lab
 - Would emphasize ways he felt #7 was not showing dedication such as not being in the lab often enough
 - In large group meetings, #7 was mostly spared the insults
 - #7 witnessed AS behavior towards people
 - Anytime one particular student gave presentations, it was very uncomfortable. AS would tear that student apart and wouldn't let the student finish the presentation. AS would interrupt and direct the student all over the place in the presentation and directed the student to talk about what AS wanted the student to talk about. Outbursts would consistently occur.
- One particular incident #7 witnessed-a student made a suggestion, AS blew up: "what are you even doing with your brains? Pissing all over them?"
- While #7 was still in the lab, AS was looking to fill a specific position. They had 3-4 students come through to work in lab but they all left
- AS treated #7 "like sh!t" and said that it was his good graces that allowed #7 to be in his lab and to graduate
- When #7 was thinking about quitting the lab, [REDACTED] sought the advice of an older grad student. This student told #7 that, in the past, [REDACTED] and others have staged interventions with AS to get his behavior to improve. They had one right before #7 joined the lab-AS improved but has started to backslide. This student told #7 that [REDACTED] didn't think [REDACTED] would be able to finish [REDACTED] but was too involved in AS research to switch advisors and this time. That [REDACTED] was content to sit back and watch the lab burn.

Regarding AS's return to the College-#7 stated the thought of having AS in the building again is very stressful. Prior to AS's leave, just walking past AS's office was stressful.

Interview #8

In AS lab for [REDACTED]

Experience in lab:

- Technical level: As leading edge of research which was interesting stuff. #8 was new to this type of research
- Personal: working with AS was interesting. He was not stable-moods were always up and down. He created a very stressful work environment.
 - He was demanding and pushy with what he wanted. #8 would stand up to him.
 - Yelling was prevalent-could hear him down the hall. AS would verbalize his anger and use bad words.
 - AS was a passionate guy-one had to be thick-skinned to work in his lab (AS would say this)
- Expectations in the lab were mainly reasonable.
- AS didn't particularly target anyone-would be verbal at all students.
- One thing that did stand out-AS students had a difficult time.
- AS demanded high level of innovation.
- AS would micromanage articles and sit on them for months before reviewing them. Everything had to be according to AS's style.
 - AS actions were very destructive to students. He forced them to stay longer in his lab due to his sitting on the articles
 - It took months to get #8's work published. Last article took [REDACTED] to get in a journal because of AS's style.
- #8 was involved in incidents that he considered were unfair. [REDACTED] put it up with it because [REDACTED] needed this job.
 - Three times AS took ideas that were #8's from them.
 - #8 demanded co-authorships for these ideas but AS brushed them off
 - One time AS took #8's work and put it in the paper of someone from another institution.
- Shared that AS can be vindictive-#8 is concerned about providing their personal experience [REDACTED] years later.

Interview #9

Experience in lab:

- First 8 months in lab was very good. After that, it was worse
 - AS expected #9 to work hard told them they didn't have the caliber of work needed
 - There was a lot of abuse both verbal and written. He would curse a lot verbally and in writings.
 - Was very demeaning-would say you're stupid. Why are you thinking this way, you're acting like a monkey
 - #9 doesn't think AS realizes that what he is saying hurts. Feels if you shout back at him, it wouldn't phase him. He would be okay with #9 doing that.
 - His style was so intense. #9 says: "his understanding of relationships was very messed up."
 - Students were vulnerable-they didn't feel they could fight back. #9 had publications [REDACTED] so #9 had more power than a typical student.
- AS was an interesting and strange guy. Takes polar approach.
 - Shouted and cursed at #9 while proofing a paper. Told #9 that's it, I don't want to work with you, you're out. #9 was in complete shock since they had already [REDACTED] AS backed off right away when he realized the shock.
 - When AS is angry, his brain doesn't function.
 - Guy isn't bad and didn't delay #9s career. Every time #9 sees AS, AS apologizes for how he treated them as a student.
 - AS could be really hurtful. He was always conciliatory after a blow up but the next day the smallest thing would set him off.

Were AS's expectations reasonable?

- No-final outcome yet (e.g. publishing [REDACTED] but he wants you to be another AS
- The students who had the best experience in AS lab were people who thought and was technically like him
- Writings took too long to publish-one article in particular had [REDACTED] iterations.

At his core, he is a good person, "just a bit crazy" and easy to anger.

3

Jason Jankoski

From: Susan Hagness
Sent: Wednesday, November 6, 2019 10:48 PM
To: Jason Jankoski; Ian Robertson
Subject: box folder shared

Jason, Ian,

Katrina went through all student evaluations we have on file and scanned them for comments that are of a concerning nature. She created a summary spreadsheet of those comments. The spreadsheet and the raw evaluation forms are all in the box folder I just shared with you.

Regards,
Susan

*Susan C. Hagness
Philip D. Reed Professor and Chair
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University of Wisconsin-Madison*

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4

extracted text sayeed conduct memo

To: Professor Akbar Sayeed
From: Professor Chris DeMarco
Re: Inappropriate conduct on August 11, 2003
Date: August 12, 2003

Shortly after 4:00 PM yesterday, you visited my office to voice your disapproval over my decision not to appoint the post-doctoral researcher you supervise, [REDACTED] to an ECE lecturer position. Unannounced, and without the courtesy of closing the door to my office, you launched into very loud criticism laced with profanity. To the best of my recollection, your opening statement was "Chris, I don't know what the <crude sexual expletive> goes through your mind when you make these decisions."

Your loud use of profanity adjacent to the department's public reception area, in the close proximity of several staff members, is conduct unbecoming to a faculty member, and contributes to a hostile work environment. While you are fully entitled to criticize the decisions of your department chair, you are definitely not entitled to do so in this manner. I ask that you offer an apology to the staff members who were forced to overhear your profanity yesterday, and inform me in writing when you have done so. To my knowledge, the group would include [REDACTED] and [REDACTED]. I am particularly concerned about the impression this incident makes on [REDACTED] who has been with our department for less than two weeks. I am copying [REDACTED] on this memorandum, in light of their roles as classified staff supervisors. I will invite them to share this memo with affected staff members, as they feel appropriate.

5

Notes from interaction with Akbar Sayeed

██████████ sent me an email this morning, checking in to see if we are still on schedule to have Akbar's current office painted on Monday. I responded and copied Akbar by informing ██████████ that he indicated that he would be out this week and so ██████████ should continue with that schedule. Akbar did not respond in any way to that email. Previously, Akbar indicated that he would be back in town on the 20th and may even try to start moving things day.

Right after lunch I went to Akbar's office with the intention of asking if he needed any help. He opened the door and it was clear that he had not even started to pack. He immediately questioned why he had to move now. I reminded him that I needed that office for ██████████ and that ██████████ would be here in a couple of weeks so we had to get the office done.

He asked me to take him to ██████████ office. I did and when he went in he immediately asked me why it wasn't renovated yet. He looked around and pointed, in particular, at a white cabinet that ██████████ had left behind and asked me "what's this shit, get it out of here". He also asked again why the office wasn't renovated. He asked why he doesn't get a choice on the furniture. He asked why I am not asking ██████████ to move. He said they don't have half of the shit that he had and it would be easier to have them move. I told him that indeed ██████████ had agreed to move but he is on the same schedule to have the office renovated as the others, which I don't have the schedule yet as the Dean's office is busy preparing offices and labs for the new faculty that are arriving.

He told me that this was a bunch of shit that I am making him move now. I again said that he had to and that I wasn't going to have this argument with him. He kept asking me questions about why he had to move. I told him that I had explained at the time that I asked him to move that his new office would not be renovated when he moved it but it would be on the schedule with the rest of them. He asked when that would be. I told him that I didn't have that information yet. He then said, "so you want me to move and yet you can't tell me when my new office will be renovated". I said yes, that's true and reminded him that he had agreed to it. He told me that he never would have agreed to it.

He asked again about the furniture so I took him to ██████████ office. ██████████ hasn't used his office yet so he asked why he couldn't move it there or why couldn't I assign that office to ██████████ I told him that the office was assigned to ██████████ and ██████████ was on our payroll so I can't just assign that office to someone else.

We then went back to his office and he continued to argue with me that he never would have agreed to this. I told him 3 times that I wasn't going to have this argument with him. The 2nd time, he walked out of his office and continued the discussion with me as I was in the hallway. I went back to his office

because the discussion was getting quite loud. I tried really hard to explain to him that I have the office on schedule to be renovated but I didn't have the date. He kept pushing back so I finally said again, I am not having this argument with you. I walked away and he caught up to me and had more words for me. He walked to the bathroom and as he was pushing the door open to the bathroom he told me that I don't make sense.

There was a lot said that I can't remember verbatim as the interaction lasted for about 10 minutes.

Jason Jankoski

From: Susan Hagness
Sent: Tuesday, October 29, 2019 3:45 PM
To: Jason Jankoski
Subject: FW: Office concerns

FYI

*Susan C. Hagness
Philip D. Reed Professor and Chair
Department of Electrical and Computer Engineering
University of Wisconsin-Madison*

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From: Akbar Sayeed <akbar.sayeed@wisc.edu>
Sent: Tuesday, July 31, 2018 8:28 AM
To: [REDACTED]
Cc: Susan Hagness <susan.hagness@wisc.edu>
Subject: Re: Office concerns

[REDACTED]

Thanks for your understanding email and the update. Yes, I was thinking the same thing that a successful hiring round for the college (which the last one seems to be with 15 new hires!) is great news and a lot of work for [REDACTED]. So, I can appreciate the situation. She was very helpful - swung by 3617 on Thursday with [REDACTED] (and got a little concerned when she saw all the stuff still in there ...), offered student help and provided the cart. I am very glad it all worked out as planned. It also gave me an opportunity to do some (long overdue) major cleaning in my office, which felt really good :)

Best wishes for the rest of the summer (its going fast as always) and prepping for the Fall.

Akbar

Akbar M. Sayeed
Professor
Electrical and Computer Engineering
University of Wisconsin-Madison
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Tel: 608.265.4731

From: [REDACTED]
Sent: Monday, July 30, 2018 8:05 AM
To: Akbar Sayeed
Cc: Susan Hagness
Subject: RE: Office concerns

Thank you for the email and thank you for your efforts in moving to the new office. I do understand how much work you put into doing so and again, I very much appreciate the fact that you were willing to help us out by moving to the 4th floor.

As far as our exchange goes, I think that once you understood (by reading the original email exchange regarding the move) that I had in fact told you from the beginning that your new office would most likely not be renovated prior to you moving in, that you can understand why I was so surprised by our exchange. You were adamant that you never would have agreed to such a thing and it was obvious that I was not going to convince you otherwise. That's why I said several times that I wasn't going to have this argument with you. I had also told you several times that the renovation of your new office was on the same schedule as the others and that I wasn't sure when exactly that would happen. Thus my final response of "I don't know".

At any rate, it's done now and we can move on.

[REDACTED] is busy preparing offices and labs for something like 15 new faculty that will be starting in the College in August. This is wonderful news for the College but a ton of work for [REDACTED] will work with me during the fall semester to schedule the office renovations. It does take about 6 weeks for the furniture to arrive once [REDACTED] orders it and given that [REDACTED] can't start looking at the offices for at least another month, I'm guesstimating that it'll be around October/November before the offices are done but don't quote me on that as [REDACTED] has a lot on her plate. I'll work with each of the faculty when [REDACTED] is ready to start working on it.

Safe travels back to DC.

From: Akbar Sayeed
Sent: Sunday, July 29, 2018 6:23 PM
To: [REDACTED]
Cc: Susan Hagness <susan.hagness@wisc.edu>; Akbar Sayeed <akbar.sayeed@wisc.edu>
Subject: Re: Office concerns

[REDACTED]

Sorry for not being able to respond to your email earlier - it was a busy trip and I had to process your email.

I have to admit that I was really taken by surprise by your email - especially the last part about yelling and swearing. My recollection of our meeting and conversation was very different. It seems that there really was a misunderstanding. You highlighted the following part of *my email* from June 28:

This would also be very helpful if the furniture, carpeting, painting is going to be done in the new office after I move.

and you inferred the following, as you stated in your last email:

Based on these exchanges I informed you of this and you indicated that it would be helpful that it was being done after your move.

This was a mis-interpretation. I was not saying that the renovation being done after my move would be helpful. What I was saying was that having enough boxes to pack my stuff would be very helpful IF the renovation was going to happen after I move.

You are right that you had told me that the renovation would most likely happen after the move. However, you had also indicated in our earlier conversations (the first time you showed me [REDACTED] office at the end of May I think) that there is some chance it would be done in time. Thus, me, being the hopeless optimistic, had a slight expectation that it might actually be done before my move. I was wrong in expecting that, and was disappointed to find out that it was not.

Which brings me back to my surprise about the ending statement in your email. You were showing me pictures of [REDACTED] as we were walking to [REDACTED] vacated office [REDACTED] to take a look, when I made my first unfortunate choice of "swear" words: "what is that s**t?" - when I saw the weird looking white cabinet in [REDACTED] office.

Then you showed me an office with the new furniture to give me an idea of what it would look like, since I had not received any information on that. Then as we were walking back to my office (3617), I think I asked you when my new office would be renovated after all, and your response was "I don't know". At that time, as you were leaving, I made my second and last unfortunate choice of "swear" words in (poorly) expressing my frustration with the whole process. I said something like:

"I understand the need to make sure that the space for new junior faculty is ready upon their arrival, however, that does not mean we throw senior faculty under the bus. I have been here 20 god**m years and would expect it to be a bit better."

I am sure my voice was sounding a bit agitated/excited at that time but I certainly was not yelling. God has blessed me with a booming voice (and more-than-average at that) and I would hope that people - especially those who have known me for a while - would cut me some slack on that front.

In any event, I am glad that I was able to move my stuff as planned last week. I am sure you have been busy getting all the spaces ready for the faculty among other things and I apologize if I added more to that stress - I did not mean to. Hopefully, we will get a chance to celebrate sometime in the fall when this round of renovations is all complete.

Thank you for all your hard work.

Akbar

Akbar M. Sayeed
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From: [REDACTED]
Sent: Wednesday, July 25, 2018 11:06 AM
To: Akbar Sayeed
Cc: Susan Hagness
Subject: Office concerns

Akbar – I was quite taken aback by the conversation that we had yesterday afternoon. I was quite certain that I had informed you that [REDACTED] office would not be updated when you moved in, but that it was on the list and that I would let you know when I was informed of the schedule. I reviewed my email exchanges that I had with you (dated June 29, 2018), which follows below. Based on these exchanges I informed you of this and you indicated that it would be helpful that it was being done after your move. In the end you asked me to let you know when I have the timeline and I indicated that I would give you plenty of notice.

Finally, I am the contact for the Dean's Office regarding renovations. [REDACTED] did respond to you yesterday and again today but please do not contact [REDACTED] again. Any additional questions should go through me.

I apologize for any misunderstanding and can understand that moving offices can be a disruption. As the [REDACTED] am faced with these logistical challenges frequently and have to resolve them. I was very happy when you had originally agreed to help the department out with this situation. It is important that interactions between faculty, staff, and our students maintains a high level of civility. Your reaction yesterday included yelling and swearing which was unacceptable.

If you need any assistance with moving offices please feel free to contact Susan or myself.

From: [REDACTED]
Sent: Friday, June 29, 2018 9:29 AM
To: Akbar Sayeed; JOHN H BOOSKE; Susan Hagness
Subject: RE: office

Hi Akbar – yes, we have to get you moved while you are here in July. [REDACTED] has the order in to get your current office renovated starting the next week. [REDACTED] will be here at the end of July so I need to get [REDACTED] office done as quickly as possible.

We'll get boxes delivered to your office.
We'll get tilt carts delivered outside of your office
We can provide a cart to move your boxes.

[REDACTED] is working on moving out of [REDACTED] office in the next couple of weeks so you'll have complete access to your new office

I have your new office on the list, along with several others to have new carpet, paint, and furniture installed. [REDACTED] is working on it but we first have to deal with getting offices ready for our new professors and also prepare their labs. I'll give everyone enough notice when it'll happen.

From: Akbar Sayeed

Sent: Thursday, June 28, 2018 8:31 PM

To: [REDACTED] JOHN H BOOSKE <jhbooske@wisc.edu>; Susan Hagness <susan.hagness@wisc.edu>; Akbar Sayeed <akbar.sayeed@wisc.edu>

Subject: Re: office

Hello [REDACTED]

I just wanted to touch base regarding my next trip to madison and the plan for my move of my office to [REDACTED] (current office).

I will be in Madison July 23-27 so that would be the best time to move if the timing is right. I would like to request the following to be arranged for that week to facilitate the move:

1) as many cardboard boxes as possible (I have 4 already) - i could probably use at least 20 (20 years worth of paper and books!). This would also be very helpful if the furniture, carpeting, painting is going to be done in the new office after I move.

2) A decent sized dolly or cart (that will still fit in the elevators) for me to transport the boxes or other heavy items (e.g. computer) to the new office.

3) a large recycling bin/cart to get rid of (hopefully lots of) paper!

As I told you last time, I will need to have a fully functional workspace in the new office set up during this visit so that I can use it during my IR/D trips back to Madison in the future.

Please share any updates on the timeline for the painting, carpeting and new furniture for 4610.

Thanks and have a great 4th of July!

Akbar

Akbar M. Sayeed

Professor

Electrical and Computer Engineering

University of Wisconsin-Madison

Email: akbar.sayeed@wisc.edu

Web: <http://dune.ece.wisc.edu>

Tel: 608.265.4731

[REDACTED]

From: [REDACTED]
Sent: Tuesday, May 22, 2018 3:43 PM
To: Akbar Sayeed
Subject: Office needs

Importance: High

Hi Akbar. We are in a bit of a bind with regards to office space at the moment. [REDACTED] accepted our offer as an [REDACTED]. This is great news for us but presents a bit of a logistical issue as I currently do not have an office for [REDACTED] anywhere close to the other [REDACTED].

I would like to offer a solution with hopes that you are agreeable to help us out. I would like to assign your current office (Rm 3617) to [REDACTED]. This would offer the opportunity for [REDACTED] to have [REDACTED] office in the same corridor as the majority of other [REDACTED] faculty, which is important at the [REDACTED] level.

With your permission, I would have our student carefully pack your current office and move your things to a temporary office within ECE space in EH. This would be a short term solution. There are some other faculty that will be moving throughout the summer and fall semester and once their offices are vacated, my plan would be to provide you with a newly updated office on the 4th floor that also includes new furniture, carpet and paint.

I need to move on this right away in order to have an office available for [REDACTED] in August. Please let me know as quickly as possible if you are agreeable to this.

Thank you Akbar. I hope all is well in DC.

[REDACTED]

From: [REDACTED]
Sent: Wednesday, May 30, 2018 8:53 AM
To: Akbar Sayeed
Subject: office

[REDACTED] has agreed to be moved to accommodate you moving to the 4th floor. You'll be moving to [REDACTED] I'll need to get you moved in July. I'm not sure if they'll get the carpet, paint and furniture done before you move in as the furniture has not even been ordered yet and takes 6 – 8 weeks to get here. They like to coordinate it all at once for the least amount of disruption. So, you'll probably be moving into the office as is and then once the furniture comes in, they'll put your old furniture in the hallway, carpet, paint and install the new furniture. I'll have a better idea of timing in July but you will have to be moved when you are back in July. Thank you for agreeing to do this.

If you haven't picked them up, [REDACTED] has boxes for you

[REDACTED]

From: [REDACTED]
Sent: Thursday, May 31, 2018 1:02 PM
To: Akbar Sayeed
Subject: RE: office

yes

From: Akbar Sayeed
Sent: Thursday, May 31, 2018 12:47 PM
To: [REDACTED]
Subject: Re: office

[REDACTED]

would you be around 2pm to show me [REDACTED] office? I will swing by.

Thank,
Akbar

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Web: <http://dune.ece.wisc.edu>
Tel: 608.265.4731

From: [REDACTED]
Sent: Wednesday, May 30, 2018 8:52 AM
To: Akbar Sayeed
Subject: office

[REDACTED] has agreed to be moved to accommodate you moving to the 4th floor. You'll be moving to [REDACTED] I'll need to get you moved in July. I'm not sure if they'll get the carpet, paint and furniture done before you move in as the furniture has not even been ordered yet and takes 6 – 8 weeks to get here. They like to coordinate it all at once for the least amount of disruption. So, you'll probably be moving into the office as is and then once the furniture comes in, they'll put your old furniture in the hallway, carpet, paint and install the new furniture. I'll have a better idea of timing in July but you will have to be moved when you are back in July. Thank you for agreeing to do this.

If you haven't picked them up, [REDACTED] has boxes for you

[REDACTED]

From: [REDACTED]
Sent: Tuesday, July 24, 2018 2:42 PM
To: Akbar Sayeed
Subject: RE: EH 3617

[REDACTED] placed the order to have the tilt carts brought to your office.

From: Akbar Sayeed
Sent: Tuesday, July 24, 2018 2:33 PM
To: [REDACTED]
Cc: Akbar Sayeed <akbar.sayeed@wisc.edu>
Subject: Re: EH 3617

Hi [REDACTED]

I have a busy today and tomorrow but the plan is to pack and move Thursday and Friday AM.

Hopefully everything will moved into my new office by Friday morning - friday afternoon would be good to get the furniture removed.

[REDACTED] can you please arrange for a trash and recycling bins outside my office? Also carts to move the boxes.

[REDACTED] any idea on the timeline when the painting, carpeting, and furniture would be done in my new office
[REDACTED] old office of [REDACTED] I asked [REDACTED] but she did not know.

Thanks,
Akbar

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From: [REDACTED]
Sent: Tuesday, July 24, 2018 9:39 AM
To: [REDACTED]
Cc: Akbar Sayeed
Subject: RE: EH 3617

[REDACTED] haven't had the chance to touch base with Akbar but I assume that he is moving out. Whatever is left in there by Thursday, I can pack up and move to his office.

Yes, please schedule the painters as we need to keep moving on this

From: [REDACTED]

Sent: Tuesday, July 24, 2018 9:31 AM

To: [REDACTED]

Subject: EH 3617

Hi, [REDACTED]

Touching base on EH 3617. We would like to try to begin painting next Monday/Tuesday if possible. I know Akbar had a fair amount to clear. We would like to remove furniture on Friday afternoon. Will that be possible?

Thanks,

[REDACTED]

[REDACTED]

[REDACTED]

From: [REDACTED]
Sent: Wednesday, July 25, 2018 11:07 AM
To: Akbar Sayeed
Cc: Susan Hagness
Subject: Office concerns

Akbar – I was quite taken aback by the conversation that we had yesterday afternoon. I was quite certain that I had informed you that [REDACTED] office would not be updated when you moved in, but that it was on the list and that I would let you know when I was informed of the schedule. I reviewed my email exchanges that I had with you (dated June 29, 2018), which follows below. Based on these exchanges I informed you of this and you indicated that it would be helpful that it was being done after your move. In the end you asked me to let you know when I have the timeline and I indicated that I would give you plenty of notice.

Finally, I am the contact for the Dean's Office regarding renovations. [REDACTED] did respond to you yesterday and again today but please do not contact [REDACTED] again. Any additional questions should go through me.

I apologize for any misunderstanding and can understand that moving offices can be a disruption. As the [REDACTED] am faced with these logistical challenges frequently and have to resolve them. I was very happy when you had originally agreed to help the department out with this situation. It is important that interactions between faculty, staff, and our students maintains a high level of civility. Your reaction yesterday included yelling and swearing which was unacceptable.

If you need any assistance with moving offices please feel free to contact Susan or myself.

From: [REDACTED]
Sent: Friday, June 29, 2018 9:29 AM
To: Akbar Sayeed; JOHN H BOOSKE; Susan Hagness
Subject: RE: office

Hi Akbar – yes, we have to get you moved while you are here in July. [REDACTED] has the order in to get your current office renovated starting the next week. [REDACTED] will be here at the end of July so I need to get [REDACTED] office done as quickly as possible.

We'll get boxes delivered to your office.
We'll get tilt carts delivered outside of your office
We can provide a cart to move your boxes.

[REDACTED] is working on moving out of [REDACTED] office in the next couple of weeks so you'll have complete access to your new office

I have your new office on the list, along with several others to have new carpet, paint, and furniture installed. [REDACTED] is working on it but we first have to deal with getting offices ready for our new professors and also prepare their labs. I'll give everyone enough notice when it'll happen.

From: Akbar Sayeed

Sent: Thursday, June 28, 2018 8:31 PM

To: [REDACTED] JOHN H BOOSKE <jhbooske@wisc.edu>; Susan Hagness <susan.hagness@wisc.edu>; Akbar Sayeed <akbar.sayeed@wisc.edu>

Subject: Re: office

Hello [REDACTED]

I just wanted to touch base regarding my next trip to madison and the plan for my move of my office to [REDACTED] (current office).

I will be in Madison July 23-27 so that would be the best time to move if the timing is right. I would like to request the following to be arranged for that week to facilitate the move:

- 1) as many cardboard boxes as possible (I have 4 already) - i could probably use at least 20 (20 years worth of paper and books!). This would also be very helpful if the furniture, carpeting, painting is going to be done in the new office after I move.
- 2) A decent sized dolly or cart (that will still fit in the elevators) for me to transport the boxes or other heavy items (e.g. computer) to the new office.
- 3) a large recycling bin/cart to get rid of (hopefully lots of) paper!

As I told you last time, I will need to have a fully functional workspace in the new office set up during this visit so that I can use it during my IR/D trips back to Madison in the future.

Please share any updates on the timeline for the painting, carpeting and new furniture for 4610.

Thanks and have a great 4th of July!

Akbar

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University of Wisconsin-Madison

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Web: <http://dune.ece.wisc.edu>

Tel: 608.265.4731

[REDACTED]

From: [REDACTED]
Sent: Monday, July 30, 2018 8:05 AM
To: Akbar Sayeed
Cc: Susan Hagness
Subject: RE: Office concerns

Thank you for the email and thank you for your efforts in moving to the new office. I do understand how much work you put into doing so and again, I very much appreciate the fact that you were willing to help us out by moving to the 4th floor.

As far as our exchange goes, I think that once you understood (by reading the original email exchange regarding the move) that I had in fact told you from the beginning that your new office would most likely not be renovated prior to you moving in, that you can understand why I was so surprised by our exchange. You were adamant that you never would have agreed to such a thing and it was obvious that I was not going to convince you otherwise. That's why I said several times that I wasn't going to have this argument with you. I had also told you several times that the renovation of your new office was on the same schedule as the others and that I wasn't sure when exactly that would happen. Thus my final response of "I don't know".

At any rate, it's done now and we can move on.

[REDACTED] is busy preparing offices and labs for something like 15 new faculty that will be starting in the College in August. This is wonderful news for the College but a ton of work for [REDACTED] will work with me during the fall semester to schedule the office renovations. It does take about 6 weeks for the furniture to arrive once [REDACTED] orders it and given that [REDACTED] can't start looking at the offices for at least another month, I'm guestimating that it'll be around October/November before the offices are done but don't quote me on that as [REDACTED] has a lot on [REDACTED] plate. I'll work with each of the faculty when [REDACTED] is ready to start working on it.

Safe travels back to DC.

From: Akbar Sayeed
Sent: Sunday, July 29, 2018 6:23 PM
To: [REDACTED]
Cc: Susan Hagness <susan.hagness@wisc.edu>; Akbar Sayeed <akbar.sayeed@wisc.edu>
Subject: Re: Office concerns

[REDACTED]

Sorry for not being able to respond to your email earlier - it was a busy trip and I had to process your email.

I have to admit that I was really taken by surprise by your email - especially the last part about yelling and swearing, My recollection of our meeting and conversation was very different. It seems that there really was a misunderstanding. You highlighted the following part of *my email* from June 28:

This would also be very helpful if the furniture, carpeting, painting is going to be done in the new office after I move.

and you inferred the following, as you stated in your last email:

Based on these exchanges I informed you of this and you indicated that it would be helpful that it was being done after your move.

This was a mis-interpretation. I was not saying that the renovation being done after my move would be helpful. What I was saying was that having enough boxes to pack my stuff would be very helpful IF the renovation was going to happen after I move.

You are right that you had told me that the renovation would most likely happen after the move. However, you had also indicated in our earlier conversations (the first time you showed me [REDACTED] office at the end of May I think) that there is some chance it would be done in time. Thus, me, being the hopeless optimistic, had a slight expectation that it might actually be done before my move. I was wrong in expecting that, and was disappointed to find out that it was not.

Which brings me back to my surprise about the ending statement in your email. You were showing me pictures of [REDACTED] as we were walking to [REDACTED] vacated office [REDACTED] to take a look, when I made my first unfortunate choice of "swear" words: "what is that s**t?" - when I saw the weird looking white cabinet in [REDACTED] office.

Then you showed me an office with the new furniture to give me an idea of what it would look like, since I had not received any information on that. Then as we were walking back to my office (3617), I think I asked you when my new office would be renovated after all, and your response was "I don't know". At that time, as you were leaving, I made my second and last unfortunate choice of "swear" words in (poorly) expressing my frustration with the whole process. I said something like:

"I understand the need to make sure that the space for new junior faculty is ready upon their arrival, however, that does not mean we throw senior faculty under the bus. I have been here 20 god**m years and would expect it to be a bit better."

I am sure my voice was sounding a bit agitated/excited at that time but I certainly was not yelling. God has blessed me with a booming voice (and more-than-average at that) and I would hope that people - especially those who have known me for a while - would cut me some slack on that front.

In any event, I am glad that I was able to move my stuff as planned last week. I am sure you have been busy getting all the spaces ready for the faculty among other things and I apologize if I added more to that stress - I did not mean to. Hopefully, we will get a chance to celebrate sometime in the fall when this round of renovations is all complete.

Thank you for all your hard work.

Akbar

Akbar M. Sayeed
Professor
Electrical and Computer Engineering
University of Wisconsin-Madison
Email: akbar.sayeed@wisc.edu
Web: <http://dune.ece.wisc.edu>

From: [REDACTED]
Sent: Wednesday, July 25, 2018 11:06 AM
To: Akbar Sayeed
Cc: Susan Hagness
Subject: Office concerns

Akbar – I was quite taken aback by the conversation that we had yesterday afternoon. I was quite certain that I had informed you that [REDACTED] office would not be updated when you moved in, but that it was on the list and that I would let you know when I was informed of the schedule. I reviewed my email exchanges that I had with you (dated June 29, 2018), which follows below. Based on these exchanges I informed you of this and you indicated that it would be helpful that it was being done after your move. In the end you asked me to let you know when I have the timeline and I indicated that I would give you plenty of notice.

Finally, I am the contact for the Dean's Office regarding renovations. [REDACTED] did respond to you yesterday and again today but please do not contact [REDACTED] again. Any additional questions should go through me.

I apologize for any misunderstanding and can understand that moving offices can be a disruption. As the [REDACTED] I am faced with these logistical challenges frequently and have to resolve them. I was very happy when you had originally agreed to help the department out with this situation. It is important that interactions between faculty, staff, and our students maintains a high level of civility. Your reaction yesterday included yelling and swearing which was unacceptable.

If you need any assistance with moving offices please feel free to contact Susan or myself.

From: [REDACTED]
Sent: Friday, June 29, 2018 9:29 AM
To: Akbar Sayeed; JOHN H BOOSKE; Susan Hagness
Subject: RE: office

Hi Akbar – yes, we have to get you moved while you are here in July. [REDACTED] has the order in to get your current office renovated starting the next week. [REDACTED] will be here at the end of July so I need to get [REDACTED] office done as quickly as possible.

We'll get boxes delivered to your office.
We'll get tilt carts delivered outside of your office
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[REDACTED] is working on moving out of [REDACTED] office in the next couple of weeks so you'll have complete access to your new office

I have your new office on the list, along with several others to have new carpet, paint, and furniture installed. [REDACTED] is working on it but we first have to deal with getting offices ready for our new professors and also prepare their labs. I'll give everyone enough notice when it'll happen.

From: Akbar Sayeed

Sent: Thursday, June 28, 2018 8:31 PM

To: [REDACTED] JOHN H BOOSKE <jhbooske@wisc.edu>; Susan Hagness <susan.hagness@wisc.edu>; Akbar Sayeed <akbar.sayeed@wisc.edu>

Subject: Re: office

Hello [REDACTED]

I just wanted to touch base regarding my next trip to madison and the plan for my move of my office to [REDACTED] (current office).

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- 3) a large recycling bin/cart to get rid of (hopefully lots of) paper!

As I told you last time, I will need to have a fully functional workspace in the new office set up during this visit so that I can use it during my IR/D trips back to Madison in the future.

Please share any updates on the timeline for the painting, carpeting and new furniture for 4610.

Thanks and have a great 4th of July!
Akbar

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Email: akbar.sayeed@wisc.edu
Web: <http://dune.ece.wisc.edu>
Tel: 608.265.4731

[REDACTED]

From:

Sent:

[REDACTED]
Monday, September 24, 2018 10:11 AM

To:

Akbar Sayeed

Subject:

office

The new furniture is scheduled to be delivered on Oct 22. We need to get it carpeted and painted as well. I'd like to get this all done when you aren't here so that we don't inconvenience you. When do you plan to be here in October?

[REDACTED]

[REDACTED]

From: [REDACTED]
Sent: Monday, September 24, 2018 11:32 AM
To: Akbar Sayeed
Cc: [REDACTED]
Subject: RE: office

Great. Either [REDACTED] or I will let you know if we need anything

From: Akbar Sayeed
Sent: Monday, September 24, 2018 11:30 AM
To: [REDACTED]
Cc: Akbar Sayeed <akbar.sayeed@wisc.edu>
Subject: Re: office

[REDACTED]

Thanks for the update. This may be perfect timing. I will be in Madison Sep 28-Oct 8 and then on Nov 12. So, I won't be in Madison between Oct 9-Nov 9. Thus, if the carpeting and painting can be done between Oct 9 and 22 (when the furniture is scheduled to arrive) that would be ideal. But if you need to get started on it earlier, that would be okay as well.

My stuff is all in boxes in [REDACTED] so it pretty much ready to move (except for the computer/printer). Let me know any other prep I need to do and I can do it during my next trip to Madison. I can swing by on Monday Oct 1 to discuss and coordinate.

Thanks again.
Akbar

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Email: akbar.sayeed@wisc.edu
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Tel: 608.265.4731

From: [REDACTED]
Sent: Monday, September 24, 2018 10:10 AM
To: Akbar Sayeed
Subject: office

The new furniture is scheduled to be delivered on Oct 22. We need to get it carpeted and painted as well. I'd like to get this all done when you aren't here so that we don't inconvenience you. When do you plan to be here in October?

[REDACTED]

From: [REDACTED]
Sent: Monday, October 8, 2018 10:09 AM
To: [REDACTED]
Cc: [REDACTED]
Subject: FW: office

Hi, [REDACTED]
Can you have Akbar's computer and printer taken down this week? We will begin clearing that furniture tomorrow, but don't have to have this equipment taken down until end of the week for the painters to begin work. Equipment can be re-installed week of the 22nd. I will let you know the specific timing when I have furniture installation confirmed. Suspect you do not have a use for the old furniture coming out of [REDACTED]
Thanks,

[REDACTED]

From: [REDACTED]
Sent: Monday, October 8, 2018 10:01 AM
To: Akbar Sayeed <akbar.sayeed@wisc.edu>; [REDACTED]
Subject: RE: office

Hi, Akbar –

We will begin clearing your office tomorrow for painting and carpet to be completed next week. I will coordinate moving your computer and printer with [REDACTED]

Furniture install should be scheduled during the week of 10/22, so everything should be ready upon your return on November 9th (actually before).

Thanks for your cooperation with all of this,
[REDACTED]

[REDACTED]

From: Akbar Sayeed
Sent: Saturday, October 6, 2018 8:19 AM

To: [REDACTED]
Cc: [REDACTED]
Subject: RE: office

Hi [REDACTED]

I forgot to swing by this week – it was busy. But I will be available on Monday 10/8 between 10am-2pm before I head back to DC.

I can swing by to look at the office together and see if I need to do anything else to prep the room. Just let me know. Sorry for the short notice.

All my stuff is still in boxes. So the boxes can be moved. The only other things would be to disconnect my computer and printer and associated cables.

Thanks,
Akbar

Akbar Sayeed
Professor
Electrical and Computer Engineering
University of Wisconsin-Madison
akbar.sayeed@wisc.edu
<http://dune.ece.wisc.edu>
608.265.4731

From: [REDACTED]
Sent: Monday, September 24, 2018 11:32 AM
To: Akbar Sayeed <akbar.sayeed@wisc.edu>
Cc: [REDACTED]
Subject: RE: office

Great. Either [REDACTED] or I will let you know if we need anything

From: Akbar Sayeed
Sent: Monday, September 24, 2018 11:30 AM
To: [REDACTED]
Cc: Akbar Sayeed <akbar.sayeed@wisc.edu>
Subject: Re: office

[REDACTED]

Thanks for the update. This may be perfect timing. I will be in Madison Sep 28-Oct 8 and then on Nov 12. So, I won't be in Madison between Oct 9-Nov 9. Thus, if the carpeting and painting can be done between Oct 9 and ?2 (when the furniture is scheduled to arrive) that would be ideal. But if you need to get started on it earlier, that would be okay as well.

My stuff is all in boxes in [REDACTED] so it pretty much ready to move (except for the computer/printer). Let me know any other prep I need to do and I can do it during my next trip to Madison. I can swing by on Monday Oct 1 to discuss and coordinate.

Thanks again.

Akbar

Akbar M. Sayeed

Professor

Electrical and Computer Engineering

University of Wisconsin-Madison

Email: akbar.sayeed@wisc.edu

Web: <http://dune.ece.wisc.edu>

Tel: 608.265.4731

From: [REDACTED]

Sent: Monday, September 24, 2018 10:10 AM

To: Akbar Sayeed

Subject: office

The new furniture is scheduled to be delivered on Oct 22. We need to get it carpeted and painted as well. I'd like to get this all done when you aren't here so that we don't inconvenience you. When do you plan to be here in October?

[REDACTED]

CHAPTER 8: FACULTY RIGHTS AND RESPONSIBILITIES

8.01. FACULTY RIGHTS.

A. Members of the faculty individually enjoy and exercise all rights secured to them by the Constitutions of the United States and the State of Wisconsin, and by the principles of academic freedom as they are generally understood in higher education, including professional behavior standards and the expectation of academic due process and just cause, as well as rights specifically granted to them by: regent action, University of Wisconsin System rules, these policies and procedures, and relevant practices or established custom of their colleges or schools and departments.

B. Academic freedom is the freedom to discuss and present scholarly opinions and conclusions regarding all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, and to reach conclusions according to one's scholarly discernment. It also includes the right to speak or write—as a private citizen or within the context of one's activities as an employee of the university—without institutional discipline or restraint on matters of public concern as well as on matters related to professional duties, the functioning of the university, and university positions and policies.

C. Academic responsibility implies the faithful performance of professional duties and obligations, the recognition of the demands of the scholarly enterprise, and the candor to make it clear that when one is speaking on matters of public interest or concern, one is speaking on behalf of oneself, not the institution.

D. In any consideration of matters of tenure and academic freedom, the following statement of policy is relevant. It was enunciated at the time of the previous codification of the Laws and Regulations of the University of Wisconsin by the Regents of the University of Wisconsin on January 10, 1964. "In adopting this codification of the rules and regulations of the University of Wisconsin relating to tenure, the Regents reaffirm their historic commitment to security of professorial tenure and to the academic freedom it is designed to protect. These rules and regulations are promulgated in the conviction that in serving a free society the scholar must himself be free. Only thus can he seek the truth, develop wisdom and contribute to society those expressions of the intellect that ennoble mankind. The security of the scholar protects him not only against those who would enslave the mind but also against anxieties which divert him from his role as scholar and teacher. The concept of intellectual freedom is based upon confidence in man's capacity for growth in comprehending the universe and on faith in unshackled intelligence. The university is not partisan to any party or ideology, but it is devoted to the discovery of truth and to understanding the world in which we live. The Regents take this opportunity to rededicate themselves to maintaining in this university those conditions which are indispensable for the flowering of the human mind."

8.02. FACULTY DUTIES AND RESPONSIBILITIES.

A. FUNDAMENTAL RESPONSIBILITIES. The university faculty are responsible for teaching, research or other scholarly activity appropriate to the discipline, and public service. Furthermore, every

8.06. PERSONAL GAIN FROM UNIVERSITY POSITION.

A. Definitions used hereafter in this chapter (see UWS 8.02): “Immediate family” means (a) a faculty member’s spouse; and (b) any person who receives, directly or indirectly, more than one-half of his or her support from a faculty member or from whom a faculty member receives, directly or indirectly, more than one-half of his or her support. “Organization” means any corporation, partnership, proprietorship, firm, enterprise, franchise, association, trust or other legal entity other than an individual or body politic. “Associated,” when used with reference to an organization, means that a person or a member of a person’s immediate family is a director, officer or trustee or owns or controls, directly or indirectly, and severally or in the aggregate, at least 10% of the outstanding equity.

B. No faculty member may, in a manner contrary to the interests of the University of Wisconsin System, use or attempt to use his or her public position or state property, including property leased by the state, to gain or attempt to gain anything of substantial value for his or her private benefit, his or her immediate family, or any organization with which the faculty member is associated.

C. No member of the faculty may solicit or accept from any person or organization anything of value pursuant to an expressed or implied understanding that his or her conduct of university business would be influenced thereby.

D. No member of the faculty may intentionally use or disclose confidential university information in any way that could result in the receipt of anything of value for himself or herself, for his or her immediate family, or for any other person or organization with which the faculty member is associated.

8.07. CONTRACTING AND LEASING.

A. No member of the faculty, member of his or her immediate family, nor any organization with which the faculty member is associated, may enter into any contract or lease involving payments of \$3,000 or more within a 12-month period, derived in whole or in part from university funds, if the faculty member is in a position to approve or influence, in his or her official capacity, the university’s decision to enter into the contract or lease.

B. If the faculty member is not in a position to approve or influence the university’s decision, he or she may enter into a contract or lease described in 8.07.A. above if the faculty member first makes written disclosure of the nature and extent of any relationship described in 8.07.A. to the dean, director, or other appropriate administrator and he or she approves. The dean, director or other appropriate administrator shall approve a faculty member’s interest in a lease or contract unless he or she determines that the faculty member’s personal interest in the agreement will conflict substantially and materially with the faculty member’s discharge of his or her university responsibilities.

8.08. NEPOTISM.

A. No faculty member may participate, formally or informally, in the decision to hire, retain, grant tenure to, promote or determine the salary of a member of his or her immediate family.

- B. No faculty member may, in the supervision or management of another unclassified staff member who is a member of his or her immediate family, give preferential or favored treatment.

8.09. RESEARCH PROTECTION OF STUDENTS AND OTHER RESEARCH WORKERS.

A faculty member shall inform students and other research workers engaged in research under his or her supervision of any financial interest which the faculty member has in the research activity, including, but not limited to, financial arrangements involved in the direct support of the activity, agreements made by the faculty member to obtain data for the research, or agreements concerning copyright or patent rights arising from the research.

8.10. OUTSIDE ACTIVITIES REPORTS. (See UWS 8.025.)

- A. The following outside activities must be reported to a faculty member's departmental executive committee and dean, director or other appropriate administrator:

1. Associations with organizations (other than professional societies) related to the faculty member's fields of academic interest or specialization.
2. Private remunerative relationships between faculty members and nongovernmental sponsors of university research for which the faculty member is a principal investigator.
3. Remunerative outside activities in a faculty member's field of academic interest or specialization, including but not limited to consulting, and whether the faculty member earns for such activities \$5,000 or more in a year from a single source.

- B. Each faculty member engaging in reportable outside activities shall annually, on or before April 30, file a report of outside activities with his or her department and dean, director or other appropriate administrator.

- C. If, during the year, significant changes in a faculty member's reportable outside activities occur, the staff member shall immediately inform, in writing, his or her department and dean, director or other appropriate administrator.

8.11. INSTITUTIONAL ADVISORY COMMITTEE ON CONFLICTS OF INTEREST.

The committee can be consulted in advance by any member of the unclassified staff or of the administration on the application of UWS Chapter 8.

8.12. SERVICE WITH AGENCIES GRANTING MONEY.

Any faculty member who is asked to serve as adviser or consultant, or in any other capacity, with a public or private agency that grants money or decides policy for grants, shall ascertain if his/her participation will adversely affect the university's eligibility for funds from the agency involved and shall report this information to the chancellor through the dean.

8.13. SERVICE AS AN EXPERT WITNESS.

Any faculty member who intends to serve as an expert witness in any civil or criminal case shall promptly report the nature of the case to his/her dean, who shall transmit the information to the chancellor.

8.14. RECORDS.

Departmental, committee, and other records may not be destroyed without the permission of the archivist.

8.15. GRIEVANCES OF FACULTY MEMBERS. (See UWS 6.02.)

- A. A faculty member who believes that his/her rights have been violated or that he/she has been dealt with unfairly should first seek a mutually satisfactory resolution of the problem at the departmental level and then at the school or college level, unless the problem initially arises at a higher level.
- B. If a mutually satisfactory resolution cannot be found, the faculty member may bring the matter to the attention of the University Committee.
 - 1. The University Committee may use whatever means and procedures it considers most likely to be effective in dealing with the matter consistent with UWS 6.02.
 - 2. The University Committee will report to all parties concerned.

CHAPTER 9: DISCIPLINE AND DISMISSAL OF FACULTY FOR CAUSE

9.01. PREAMBLE.

The university has a tradition of commitment to professional honesty and integrity, as described in FPP Chapter 8, and also recognizes the need for fair and adequate investigation of alleged violations of rules and policies relating to faculty conduct. The unified rules and procedures contained herein shall apply in faculty disciplinary and dismissal proceedings, within the framework established in sections UWS 4 and UWS 6 of the Wisconsin Administrative Code. Faculty members charged with actions which could lead to discipline or dismissal (see 9.02. and 9.03. below) are entitled throughout the proceedings to due process both by tradition and by law. The principles of due process as understood traditionally by the faculty and delineated herein (FPP 9.06., 9.08., as well as in UWS 4) include, but are not limited to: knowledge in writing of the full complaint and its source(s), access to all documentation, the right to be present at all hearings and the right to confront and cross examine, the right to be represented, the right to refrain from testimony without prejudice, appropriate appeal processes, closed hearings if desired, written findings of fact, and verbatim records of all hearings. While this chapter provides the formal structure for proceeding in disciplinary and dismissal cases, many cases will be resolved by agreement among the parties involved or by formal mediation. In cases involving alleged scholarly misconduct, the rules and procedures are those set forth in Faculty Document 867a, which is presented in the faculty legislation appended to Faculty Policies and Procedures.

9.02. CAUSE FOR DISCIPLINE.

No faculty member shall be subject to discipline except for just cause, based upon a determination that the faculty member has violated a university rule or policy or has engaged in conduct which adversely affects the faculty member's performance of his/her responsibilities to the university but which is not serious enough to warrant dismissal. As used in this chapter, discipline means any sanction except dismissal imposed by the administration against a faculty member for misconduct, including but not limited to an official reprimand, reduction in salary or reduction of a departmentally recommended increase in salary, or reduction in rank.

9.03. CAUSE FOR DISMISSAL. (See UWS 4.01.)

No faculty member shall be subject to dismissal except for just cause, based upon a determination that the faculty member's conduct directly and substantially affects adversely, to a degree greater than that reserved for disciplinary action, the ability to carry out satisfactorily his/her responsibilities to the university. Examples of conduct that may warrant dismissal include, but are not limited to, fraud or intentional misrepresentation of facts for personal benefit, gross abuse of authority or influence (e.g., discriminatory or retaliatory actions, particularly where a pattern is evident), or willful and protracted violations of university rules or policies. Layoff and termination for reasons of financial emergency are not dismissals for cause, and such actions are taken pursuant to Chapter 10 of these rules.

9.04. COMPLAINTS ABOUT FACULTY MEMBERS.

Complaints against faculty members alleging facts which, if true, might constitute adequate cause for discipline under UWS 6 or dismissal under UWS 4 shall be in writing and shall be filed with the vice chancellor for academic affairs and provost (provost).

9.05. ACTION BY PROVOST ON COMPLAINTS.

A. On receiving a complaint concerning a faculty member, the provost shall determine whether the complaint deals with scholarly misconduct and/or other misconduct.

B. Complaints alleging scholarly misconduct shall be dealt with according to Faculty Document 867a and FPP 9.14. A formal allegation of misconduct in scholarly research will be referred to the chair of the department (or functional equivalent) or to the corresponding academic dean or, in the case of conflict of interest on the part of the chair or academic dean, to the Vice Chancellor for Research and Graduate Education.

C. If the complaint alleges misconduct other than scholarly misconduct, the provost shall determine whether a prima facie case exists for the imposition of discipline or for dismissal. The provost shall also consider the timeliness of the complaint, particularly in light of related state and federal limitations statutes. As used in this section, a prima facie case for discipline exists whenever the information submitted in support of the complaint would warrant disciplinary action, if considered on its face to be true and not subject to refutation or exculpatory explanation. A prima facie case for dismissal exists whenever this standard is met, but with the additional requirement that the information submitted in support of the complaint be of such substantial character that the magnitude of the alleged conduct warrants contemplation of dismissal if determined to be true. If a prima facie case does not exist or if the complaint is not considered timely, the complaint shall be dismissed.

D. Whenever the provost receives a complaint against a faculty member which he/she deems substantial and which, if true, might lead to dismissal under UWS 4, the provost shall proceed under UWS 4 and the provisions of this chapter of FPP.

9.06. INVESTIGATION AND FURTHER ACTION.

A. If the provost determines that a prima facie case exists for imposition of discipline or dismissal and the case is timely, he/she shall institute an investigation by appointing an investigator or investigators of his/her choosing. The provost shall also offer to discuss the matter with the faculty member concerned, giving the faculty member an opportunity to speak to the matter, and shall provide the faculty member with a written statement of the matter(s) to be investigated. The faculty member shall also receive a copy of the original signed complaint, subject to the possible need to redact information pertaining to third parties that will not be considered part of the investigation. The faculty member concerned shall have the right to be advised and represented by counsel or other representative at his/her expense throughout the investigation and thereafter.

B. The faculty member can state objections to the provost's selection of investigator(s). The investigator(s) shall investigate the complaint as soon as practicable and provide an oral and/or

written report to the provost. Following the investigation the provost shall consult with recent past chairs of the University Committee and the Committee on Faculty Rights and Responsibilities who shall advise the provost as to the actions that should be taken as enumerated in C. below.

C. Actions that the provost may take are:

1. Dismiss the case; or
2. Refer the complaint to the department(s) or the equivalent functional unit(s) in which the faculty member concerned holds membership if the investigation indicates that the case involves a matter which should be resolved at the departmental level and in which disciplinary action by the provost is not warranted; or
3. Prepare to invoke an appropriate disciplinary action. In doing so, the provost will present the faculty member with a written summary of all evidence obtained both for and against each charge brought forward for disciplinary action or dismissal. The provost shall then invite the faculty member to participate in voluntary and confidential settlement negotiations which could involve, with agreement of both parties, formal mediation.

If formal mediation is invoked, the parties shall agree on the appointment of a mediator or mediators. Formal mediation must be completed within 30 days of the appointment of the mediator(s), unless both parties agree to an extension of no more than 30 days. At any time, either party may withdraw from the mediation process.

4. If settlement is not achieved by negotiation or mediation, invoke appropriate discipline or dismissal. When the provost invokes either discipline or dismissal, he/she shall provide the faculty member with a copy of any investigatory report produced and a copy of any written recommendation as provided above. The provost shall also inform the faculty member of his/her right to appeal to the Committee on Faculty Rights and Responsibilities (CFRR). Such appeal must be filed with the Office of the Secretary of the Faculty within 30 calendar days of the provost's notification as detailed in this clause.

9.07. COMMITTEE ON FACULTY RIGHTS AND RESPONSIBILITIES.

A. When a faculty member appeals a disciplinary action to the committee, the committee shall:

1. Conduct fact-finding hearings if requested by the faculty member or by the provost or if deemed necessary by the committee;
2. Make recommendations to the chancellor concerning the validity of the appeal.

B. When a faculty member appeals dismissal, the committee shall under UWS 4.03 serve as the standing committee to hear and act on the case, except for cases involving allegations of misconduct in scholarly research in which the Hearing Committee on Misconduct in Scholarly Research shall be the standing committee, under Faculty Document 867a. For the purposes of Wis. Stats. s. 36.115(4)(b), this panel serves the role of impartial hearing officer.

9.08. CFRR HEARINGS.

When CFRR is holding a fact-finding hearing in a discipline case or is acting as a hearing body in a dismissal case, it shall operate as provided in UWS 4.05 and 4.06. Additionally, the faculty member shall have a right to:

- A. service of notice of hearing with specific charges in writing at least twenty days prior to the hearing;
- B. notification of the name(s) of the complainant(s);
- C. be heard by all bodies passing judgment or making recommendations;
- D. refrain from testifying without such omission being used as formal evidence of guilt; and
- E. a stenographic record of all hearings and transcripts thereof at no cost to him/her.

9.09. FINDINGS BY CFRR.

- A. A finding of just cause for the imposition of discipline or just cause for dismissal must be based on clear and convincing evidence in the hearing record.
- B. A finding by the committee of just cause for discipline or just cause for dismissal requires a majority vote with not more than two dissenting votes. Otherwise, the committee shall report that just cause for discipline or just cause for dismissal has not been established. The vote shall be reported in every case.

9.10. SUSPENSION.

The faculty committee to be consulted by the chancellor in considering suspension under UWS 4.09 is the University Committee.

9.11. TRANSMITTAL OF CFRR FINDINGS IN DISCIPLINE CASES.

- A. CFRR shall transmit its findings of fact and recommendations in discipline cases in writing to the chancellor, with copies to the provost, to the faculty member involved, and to the complainant within ten days of the conclusion of its proceedings.
- B. Within ten days of the transmittal of the committee's findings and recommendations to the chancellor, the faculty member concerned or the original complainant may file written objections with the chancellor.
- C. The chancellor shall, as soon as practicable after the expiration of this ten-day period, render his/her decision and transmit such decision to the committee, the provost, the faculty member concerned, the original complainant, and the University Committee.

9.12. CFRR TRANSMITTAL OF FINDINGS IN DISMISSAL CASES.

CFRR shall transmit its findings of fact and recommendations in dismissal cases in accordance with UWS 4.07.

9.13. NO FURTHER JEOPARDY.

Following recommendations of CFRR and a decision by the chancellor, or following action by the provost if the committee is not involved, the faculty member concerned shall not be subject again under these rules to the same charges arising from the original complaint.

9.14. PROCEDURES WHEN MISCONDUCT IN SCHOLARLY RESEARCH IS ALLEGED.

Whenever the provost acting as the Deciding Official pursuant to Faculty Document 2668a has issued an institutional decision imposing discipline or dismissal of a faculty member on the basis of misconduct in scholarly research, sections 9.01. through 9.05.B., 9.10., and 9.13. of this chapter, as well as other sections specifically noted below, shall govern faculty dismissal and disciplinary actions as follows:

A. The report of the Investigation Committee provided for in Faculty Document 2661a shall constitute the investigation required by 9.06.A. and the complaint referred to in 9.01. and 9.04.

When serving as Deciding Official pursuant to Section VI of Faculty Document 2668a, after reviewing the report of the Investigation Committee and the response, if any, of the faculty member, if the provost believes that dismissal may be warranted, the provost shall proceed in accordance with UWS 4, or, if the provost believes that lesser discipline may be warranted, the provost shall proceed in accordance with 9.06.C.3. or 9.06.C.4., and UWS 6.01. If the provost decides to dismiss the case, he/she shall proceed in accordance with 9.06.C.1. A hearing to appeal the provost's actions shall be conducted by the CFRR under Faculty Document 2668a, as provided below and in Faculty Document 2668a Section VII.

B. The Committee on Faculty Rights and Responsibilities (CFRR) shall serve as the body to hear the appeal provided for in Section VII of the Faculty Document 2668a. The chair of the CFRR may request the substitution of up to two regular members of the CFRR with not more than two special members of the CFRR who have the scholarly competence and expertise appropriate for the hearing of this matter.

C. The CFRR shall proceed in accordance with the provisions of UWS 4.04-4.06 and Faculty Document 2668a, Section VII. In this appeal, the University bears the burden of proof for all issues related to the allegations of research misconduct. The faculty member bears the burden of proof for any claims asserted in opposition to the institutional decision.

D. Within 10 days after service of the notice of the institutional decision, the faculty member may appeal to CFRR by giving written notice of the appeal to the Deciding Official, as determined under Section VI of Faculty Document 2668a.

1. CFRR shall review the record made by the Inquiry Committee, the Investigation Committee and the Deciding Official, but shall not receive any new evidence. CFRR may ask members of the Investigation Committee to explain matters within their expertise, and the faculty member is entitled to be present when any such explanation is given and to ask pertinent questions. As directed by the CFRR, the faculty member may submit a written statement and appear personally before the CFRR.

2. The institutional decision shall be affirmed unless CFRR determines (a) that the factual findings are clearly erroneous, or (b) that the Investigation Committee or Deciding Official erred in applying the law and that this error influenced the committee's decision, or (c) that the recommended sanction is inappropriate. In determining whether a factual finding is clearly erroneous, the question to be answered by CFRR is not whether it would have reached the same conclusion as the Investigation Committee or Deciding Official but, rather, whether reasonable people could have considered the findings to have been supported by a preponderance of the evidence. Similarly, the criterion for reviewing the sanction shall be whether reasonable people could consider it appropriate under the circumstances of the case. If CFRR finds error as defined above, it will recommend to the chancellor actions to remedy the error. If CFRR finds an inappropriate sanction was recommended, it will recommend a different sanction.
 3. If the institutional decision is appealed to CFRR, CFRR shall formulate a written decision and transmit it to the chancellor and the faculty member within 45 days after the initiation of the appeal. Within ten days of receipt of the recommendation from CFRR, the faculty member may file objections with the chancellor.
 4. The chancellor shall issue an appeal decision and rationale to affirm, reject or modify the action specified in the recommendation from the CFRR within 30 days of receipt of the recommendation. This period may be extended for good cause.
- E. If no appeal is taken to CFRR from the institutional decision, the faculty member may file objections with the chancellor within ten days after receipt of the institutional decision.
- F. Procedures thereafter shall be according to UWS 4.07-4.10 or UWS 6.01.

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History: 9.06.C approved by Fac doc 2811 on 2019-03-04

History: 9.14 approved by Fac doc 2668b on 2017-02-06

History: 9.05 approved by Fac doc 2615 on 2016-05-17

II-303**PROHIBITED HARASSMENT: DEFINITIONS AND RULES GOVERNING THE CONDUCT
OF UW MADISON FACULTY AND ACADEMIC STAFF**Part I. Sexual Favors as a Basis for Actions Affecting an Individual's Welfare as a Student or Employee

A member of the university faculty or academic staff is subject to discipline if he or she behaves, while engaged in official university business, toward another university employee, student, or recipient of university services in any of the following ways:

- A. Uses, offers to use, or threatens to use one's status as a member of the university faculty or academic staff to bring about decisions or assessments affecting an individual's welfare on the basis of submission to, or rejection of, requests for sexual favors.
- B. Accepts an offer of sexual favors in exchange for an agreement to use one's status as a member of the university faculty or academic staff to bring about favorable decisions or assessments affecting an individual.

Part II. Flagrant or Repeated Sexual Advances, Requests for Sexual Favors, and Physical Contacts Harmful to Another's Work or Study Performance or to the Work, Study, or Service Environment

A member of the university faculty or academic staff is subject to discipline if, in a work or learning related setting, he or she makes sexual advances, requests sexual favors, or makes physical contacts commonly understood to be of a sexual nature, and if

- 1. the conduct is unwanted by the person(s) to whom it is directed, and
- 2. the actor knew or a reasonable person could clearly have understood that the conduct was unwanted, and
- 3. because of its flagrant or repetitious nature, the conduct either
 - a. seriously interferes with work or learning performance of the person(s) to whom the conduct was directed, or
 - b. makes the university work, learning, or service environment intimidating or hostile, or demeaning to a person of average sensibilities.

Part III. Expression in Instructional Settings

The University of Wisconsin Madison endeavors to maintain an environment that challenges students, faculty, and staff to develop their critical thinking capacities to their fullest potential—an environment in which controversial, provocative, and unpopular ideas can safely be introduced and discussed. The university is, therefore, unswervingly committed to freedom of speech as guaranteed under the First Amendment to the Constitution of the United States and to the principle of academic freedom adopted by the Board of Regents in 1894, which states in part: "whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone truth can be found."

Beneficial to students, academic staff and professors alike, academic freedom has special application to the classroom and has been described by U.S. Supreme Court Justice William Brennan as "...of transcendent value to all of us and not merely to the teachers concerned. That freedom is therefore a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom....The classroom is peculiarly the marketplace of ideas."

Adherence to the right of freedom of speech and to the principle of academic freedom requires that all thoughts presented as ideas or the advocacy of ideas in instructional settings, if they are germane to the subject matter of the course being taught, must be protected. This applies to the ideas of faculty and students alike. The maintenance of intellectual freedom through the open expression of ideas will sometimes be unavoidably hurtful. Some hurtful expressions, however, play no meaningful role in the free exchange of ideas; they may, indeed, inhibit that exchange, thereby denying some individuals full participation in the learning experience. These expressions are those that clearly derogate and debase a student or students in the class on the basis of gender, gender identity and expression, race, religion, ethnicity, sexual orientation, or disability.

Within the framework of academic freedom, the faculty and academic staff have a responsibility to foster an environment of tolerance, civility, awareness, and respect. The university community can thrive and serve its members equally only when the community recognizes the inherent worth and dignity of every human being and affirms the principle of mutual respect as an integral aspect of the pursuit of knowledge. The integrity of the University of Wisconsin Madison rests upon its ability to guarantee freedom from intimidation or injury generated by intolerance or harassment. The freedom of all members of the university to express openly their ideas and opinions, however, must be maintained.

Accordingly, all expression germane to the instructional setting—including but not limited to information, the presentation or advocacy of ideas, assignment of course materials, and teaching techniques—is protected from disciplinary action.

A student who finds that an instructor uses expressions that are hurtful to him or her is strongly urged to discuss these concerns with the instructor. If for some reason this is not possible, or does not produce results the student finds satisfactory, he or she is urged to contact his or her advisor, the instructor's department chair, or the Dean of Students, for mediation between the student and the academic staff or faculty member. If the student still believes the expressions were not germane to the instructional setting, he or she is referred to Faculty Policies and Procedures Chapter 9 or Academic Staff Policies and Procedures Chapter 6.

Part IV. Protected and Unprotected Expression in Non Instructional but Work Related Settings

Faculty and academic staff are subject to discipline for using derogating and debasing expression in a non-instructional but work related setting according to the following definitions and rules.

A. Definitions

1. "Expression" is communication in any format—including but not limited to oral, visual, literary, recorded, or symbolic. Expression includes the presentation of factual information and opinion, and the advocacy of ideas.
2. A "non instructional but work related setting" is any situation except those described in Definition 3 below in which a member of the faculty or academic staff, while engaged in a university related task, communicates with students, University employees or recipients of university services. Non instructional but work related settings include, but are not limited to, such situations as discussion about what graduate school a student might attend or what career options a student might pursue, or comments to a staff member in the Department office.

3. An “instructional setting” is any situation in which the instructor of a course communicates about course content with one or more students enrolled in the course, or in which an instructor who has partial responsibility for communicating course content but is not the individual delegated with particular authority to record student grades communicates with the student(s) about the course content (e.g., as a member of a thesis committee; as a lecturer in a team taught course), or in which an instructor, acting as an advisor, discusses courses taught by other instructors. Instructional settings include, but are not limited to, lecture halls, seminar rooms, laboratories, field trips, and instructors’ offices. Instructional settings do not include public lectures where attendance by students is not required, published scholarship, commentary advanced in or reported via any public medium, and the like.

B. Protected and Unprotected Expression

1. Expression is protected if it involves the presentation or discussion of any material that is appropriate to non instructional but work related activities.

The use, in addressing a specific student, university employee, or recipient of university services, of an epithet or a comment concerning that student, employee or recipient of services that clearly derogates and debases him or her on the basis of his or her gender, gender identity and expression, race, religion, ethnicity, sexual orientation, or disability is not appropriate and therefore is not protected.

2. Expression can be the basis for discipline only if all of the following conditions apply:
 - a. The expression is clearly and patently not protected under IV.B.1; and
 - b. one or more student(s), university employee(s), or recipient(s) of university services have asked on one or more previous occasions that the faculty or academic staff member stop using such expression; and
 - c. the expression is, and is commonly considered by the university community—including individuals who belong to a group targeted by the faculty or academic staff member—to be, seriously derogating and debasing; and
 - d. the expression is likely seriously to interfere with an individual’s academic or professional performance, or receipt of university services.

Part V. Procedures for the Implementation of Part IV

The procedures below distinguish between (a) situations in which someone believes that a member of the faculty or academic staff has engaged in prohibited expression, but there could be no violation of Part IV, because there had been no prior request not to engage in that expression, and (b) situations in which the claim is that Part IV has been violated, because such a request had been made and the expression was subsequently repeated.

In the first situation, the procedures deal with communication between the person who engaged in the expression and the person who objects to it. This may lead to agreement on whether the expression is or is not protected. If no such agreement emerges, the procedures provide mechanisms for obtaining clarification on whether the expression is protected.

The second situation is one in which it is claimed that unprotected expression has been repeated and constitutes a violation of these rules. Experience demonstrates that most such claims can and should be dealt with through informal processes whose goal is to enhance the understanding of those concerned and to fashion a resolution that each of them will perceive as fair and reasonable. The procedures for seeking

such a resolution are set forth below. In addition, the university's formal disciplinary processes are explained, as is the grievance process available to a faculty member who believes that his or her rights have been violated by proceedings under these rules. Whether a matter is being pursued informally or through formal disciplinary proceedings, expression cannot be deemed a violation of these rules unless all of the requirements of Part IV.B.2 are satisfied.

A. Procedure prior to a repetition of expression believed to be unprotected

1. A person who objects to expression and believes that, if repeated, it could be the basis for disciplinary action, should, either directly or through an intermediary of his/her choice, explain to the faculty or staff member in question why the expression is considered objectionable and request that the expression not be repeated. If the faculty or staff member considers the expression to be protected, he/she is encouraged to discuss the matter with the person who has complained. If such a discussion fails to produce agreement on whether the expression is protected, the faculty or staff member whose expression is in question, if he or she wishes, may ask, as appropriate, the secretary of the faculty to convene a panel of at least three former chairs of the Committee on Faculty Rights and Responsibilities and/or the University Committee, or the secretary of the academic staff to convene a panel of at least three former chairs of the Academic Staff Appeals Committee and/or the Academic Staff Executive Committee to provide advice on this question, or may ask his/her department to ask for such advice.

- a. If requested by a student, the Dean of Students office shall facilitate communication between the student and the faculty or staff member, either by helping and advising a student who wishes to speak directly with the faculty or staff member or by acting as an intermediary between them.

- b. Oral and written communications occurring during this process between or among the person objecting to the expression of the faculty or staff member, that faculty or staff member, and an intermediary may not be used as evidence in any university disciplinary proceeding. This provision does not apply to a request that expression not be repeated.

B. Procedure following repetition of expression believed to be a violation of these rules

1. The Informal, Non Disciplinary Process. A person who believes that these rules have been violated is encouraged, though not obliged, to discuss the matter with the faculty or staff member involved, either directly or through the intervention of an appropriate intermediary at the departmental, school/college, or campus level. Similarly, faculty or staff members are encouraged, though not obliged, to participate in efforts to resolve complaints in this informal manner.

Oral and written communications occurring during the informal process may not be used as evidence in any university disciplinary proceeding.

- a. When an individual believes that these rules have been violated and seeks to deal with the problem informally, he/she should be prepared to identify precisely the conduct believed to constitute the violation. Precision is often aided by expressing the complaint in writing. If the matter is not promptly resolved, and if the person complained against so requests, the complainant shall provide such a written statement.

- b. A complainant who believes that informal approaches are inappropriate, or that an informal process that has been invoked is not functioning satisfactorily, is entitled to invoke the formal disciplinary process.

c. A faculty or staff member is entitled to refuse to participate, or cease participating, in informal processes and insist that the matter be dropped or handled through the disciplinary process.

d. If a complaint about harassment is being handled informally, and there is a dispute about whether the alleged conduct constitutes a violation of these rules, the person or body handling the matter shall seek advice on this question from the Administrative Legal Services Office and inform those concerned of the advice received.

2. The Disciplinary Process.

a. Discipline can be imposed on faculty members for violation of these rules only in compliance with the requirements of the formal processes delineated in Chapter 9 of FPP (Faculty Policies and Procedures). This process is instituted by the filing of a written complaint with the Provost. If the faculty conduct in question does not constitute a violation of these rules, the complaint is dismissed. If the conduct would be a violation, an investigation is conducted, including a discussion with the faculty member, if he/she wishes. Depending on the outcome of the investigation, the Provost will either dismiss the case, refer it to the faculty member's department, or proceed with disciplinary action. If discipline is proposed, the faculty member is entitled to have the matter fully heard and considered by CFRR (Committee on Faculty Rights and Responsibilities), a committee of nine faculty members elected by the faculty at large. CFRR makes specific findings of fact and forwards them to the chancellor together with its recommendation as to the disciplinary action it considers appropriate. A determination by CFRR that there is adequate cause for discipline requires a majority vote with no more than two dissenting votes. FPP Chapter 9 should be consulted for further information concerning the details of the formal disciplinary process.

b. Discipline can be imposed on academic staff members for violation of these rules only in compliance with the requirements of the formal processes of chapters 6, 8 and 9 of the Academic Staff Policies and Procedures (ASPP).

C. Grievances by Faculty Members. A faculty member who believes that he/she has been treated unfairly or that his/her rights have been violated by efforts to deal with a complaint of harassment is entitled to pursue a grievance under FPP 8.15. Such a grievance, if not otherwise resolved to the faculty member's satisfaction, can be brought to the University Committee, which has full power to consider it and take whatever actions it deems appropriate.

D. Grievances by Academic Staff Members. An academic staff member who believes that he/she has been treated unfairly or that his/her rights have been violated by efforts to deal with a complaint of harassment is entitled to pursue a grievance under ASPP chapter 7.

[UW Madison Faculty Document 458a - 2 November 1981]

[UW Madison Faculty Document 758 - 2 May 1988; UW-Madison Faculty Document 786 - 6 February 1989]

[UW Madison Faculty Document 1402c - 1 March 1999]

II-332: DEFINING LANGUAGE DESCRIBING HOSTILE AND/ OR INTIMIDATING BEHAVIOR

PART I: Language Describing Hostile and/or Intimidating Behavior

Unwelcome behavior pervasive or severe enough that a reasonable person would find it hostile and/or intimidating and that does not further the University's academic or operational interests is unacceptable to the extent that it makes the conditions for work inhospitable and impairs another person's ability to carry out his/her responsibilities to the university. A person or a group can perpetrate this behavior. The person need not be more senior than or a supervisor to the target. Unacceptable behavior may include, but is not limited to:

- Abusive expression (including spoken, written, recorded, visual, digital, or nonverbal, etc.) directed at another person in the workplace, such as derogatory remarks or epithets that are outside the range of commonly accepted expressions of disagreement, disapproval, or critique in an academic culture and professional setting that respects free expression;
- Unwarranted physical contact or intimidating gestures; Conspicuous exclusion or isolation having the effect of harming another person's reputation in the workplace and hindering another person's work;
- Sabotage of another person's work or impeding another person's capacity for academic expression, be it oral, written, or other;
- Abuse of authority, such as using threats or retaliation in the exercise of authority, supervision, or guidance, or impeding another person from exercising shared governance rights, etc.

Repeated acts or a pattern of hostile and/or intimidating behaviors are of particular concern. A single act typically will not be sufficient to warrant discipline or dismissal, but an especially severe or egregious act may warrant either.

These standards are to be construed within the context of the University's historical and enduring commitment to academic freedom, freedom of expression, and the conception of the University as a place that must encourage and foster the free exchange of ideas, beliefs, and opinions, however unpopular. In no case shall a sanction be imposed in response to a complaint solely about the contents of a faculty member's beliefs, views, or opinions taken in the abstract. The policy is not intended to constitute a general civility code addressing ordinary stresses of the workplace, such as occasionally insensitive language or behavior. Nor is it intended to constrain commonly accepted workplace management practices. Nor is it intended to constrain the freedom of faculty to speak out about troubling matters, criticize the administration or university policies, take part in political protest, or to promote and participate in labor unions. Rather, it is intended to address patterns of hostility or intimidation that impede persons from carrying out their duties to the University, ensuring that all, regardless of rank or status, may pursue their work and speak as they see fit.

PART II: Procedures for Implementation of Part I

A person who has been the target of hostile and/or intimidating behavior may use the informal process for redress or proceed directly to the formal process.

A. The Informal Process

A person who believes he/she has been subjected to unacceptable hostile and/or intimidating behavior may wish to discuss the matter with the faculty involved either directly or through the intervention of an intermediary at the department, school/college, division, or campus level such as Vice Provost for Faculty and Staff, Ombuds, Employee Assistance Office, or union representative.

When a person believes that these rules have been violated and seeks to deal with the problem informally, he/she should be prepared to identify precisely the pattern or acts of conduct believed to constitute the violation. Precision is often aided by expressing the complaint in writing. If the matter is not promptly resolved, and if the person complained against so requests, the complainant shall provide such a written statement.

Oral and written communications occurring during the informal process may not be used as evidence in any subsequent formal proceeding.

If a complaint about unwelcome behavior is being handled informally, and there is a dispute about whether the alleged behavior constitutes a violation of these rules, the person or body handling the matter shall seek advice on this question from the Office of Human Resources (OHR) and inform those concerned of the advice received.

B. The Formal Process

1. Filing a Written Complaint

An individual may file a written complaint with the department or head of the equivalent unit in the case of non-departmental matters. If there is a conflict with the department chair/unit head, the individual may file with the dean. If upon investigation of the complaint, evidentiary support for discipline or dismissal is established, the department chair/unit head (or Dean) may initiate the disciplinary or dismissal process by filing a written complaint with the Provost. The written complaint filed with the Provost must also be shared with the faculty member or members against whom the disciplinary or dismissal process is initiated. If the department chair/unit head (or Dean) does not initiate the disciplinary or dismissal process within 30 days, the complainant may file a complaint directly with the Provost.

Discipline can be imposed on faculty members for violation of Faculty Policies and Procedures (FPP) 9.02. or 9.03. in compliance with the requirements of the formal processes delineated in Chapter 9 of FPP.

2. Filing a Grievance

If filing a written complaint does not lead to a resolution, an employee can file a workplace grievance pursuant to applicable policies and procedures for the complainant's employee category. Faculty members can file a grievance with the University Committee pursuant to FPP 8.15.

[UW-Madison Faculty Document 2511 - 3 November 2014]

II-500: ARCHIVES POLICY

1. **MISSION.** The primary purposes of the UW-Madison Archives are: to preserve university records and information of permanent historical value; to provide records management services; and to serve as an educational resource encouraging administrative and scholarly research in its collections. As part of General Services, the University Archives reports to the vice chancellor for academic affairs and provost. Its governing policies are approved by the campus Archives Committee (*Faculty Policies and Procedures* 6.24.). Operating policies and procedures employed to carry out the mission of the Archives are based on the “Core Mission and Minimum Standards for University Archives in the University of Wisconsin System,” endorsed by the Board of Regents in 1980.

In carrying out its mission the University Archives:

- A) is an official state depository of records. In 1985 the Archives was designated as the official depository for all records of permanent value of the UW-Madison, the System Administration, the UW-Extension, and the Center System.
 - B) develops, maintains and distributes a manual which outlines procedures for offices to meet their responsibilities for records management and preservation and to gain access to university and State records services.
 - C) in consultation with appropriate campus offices, provides efficient and economical records management services; determines administrative, financial, legal and historical records preservation needs within the university; and serves as intermediary between university offices and the State of Wisconsin Public Records and Forms Board.
 - D) appraises, accessions, arranges, describes and preserves records transferred to its custody while providing access to its holdings, in accordance with accepted professional archival principles.
 - E) cooperates with state and national archival, historical and records management professional organizations on behalf of the university to keep informed on major issues of concern to the profession and participates in networking arrangements to share resources with other research institutions.
2. **ROLE OF DIRECTOR OF THE ARCHIVES.** The director of the Division of Archives has the working title of university archivist and is responsible for arranging the retention/disposition of records transferred to the custody of the archives, approving records retention policies, and providing general advice and guidance to university offices concerning the preservation of their historical papers and materials. The director establishes working policies and procedures as necessary to carry out the functions of the archives.
 3. **DEFINITION OF UNIVERSITY RECORDS.** The University of Wisconsin-Madison is subject to the definition of public records [*Wisconsin Statutes Chapter 16.61 (2) (b)*]. This statutory definition applies to all official records created and/or maintained by university offices. All official public records must be scheduled for retention/disposition in accordance with Wisconsin Statutes 16.61, subject to approval by the Public Records and Forms Board. No department or other office may destroy any public record without the permission of the board and university archivist. Because of the wide range of responsibilities carried out by members of the faculty, their public papers contain a unique combination of professional, research and instructional documentation. While certain portions of faculty papers are covered under the statutory definition, other portions are traditionally considered private papers. The Archives collects both the public and private faculty papers and will provide assistance to faculty members regarding the disposition and preservation of their records.
 4. **ACCESS/REFERENCE POLICY.** Like all other offices of the university, the archives is subject to the provisions of the Open Records Law [*Wisconsin Statutes Chapter 19.35*]. Records in the archives are open without restriction unless they have been closed or otherwise restricted by statute or other legal agreement. The use of the University Archives is governed by “UW Archives Reference Policy and Rules,” dated January 1988.

II-501: DEPARTMENTAL PERSONNEL RECORDS POLICY

At its meeting on April 3, 1978, the Faculty Senate requested the University Committee, in conjunction with the Administration, to develop a policy statement to govern faculty personnel records at the departmental level. An ad hoc committee was appointed jointly by the University Committee and the Administration to help work toward such a policy statement, and it submitted a report on January 18, 1979. The following statement of policy is drawn from the majority view in that report. Law and legal interpretation in the area of personnel records are subject to frequent change. This statement addresses the general principles that should govern university policy within the scope of the law as we currently understand it. It is intended to provide guidance to departments and to individual faculty members on how personnel files are to be maintained and on the rights and limits of access to them.

1. Purpose and Contents of Departmental Personnel Records. Departmental personnel files for each faculty member should contain only that information which is relevant to the faculty member's status and performance as a faculty member, and to the commitments made to and by him/her—i.e., only that information which the university is required to know for the performance of valid and necessary university functions. No other information should be included without the agreement of the faculty member concerned, or except at his/her own initiative. If unsolicited material pertaining to a faculty member is included in the subject's file as relevant, the faculty member should be informed that it has been so included.
2. Access to Personnel Records.
 - A. Within the limits contained in the section on confidentiality (below), the individual faculty member should have the right to inspect his/her own personnel file, the right to copy any portion of it, and the right to append a personal statement concerning the accuracy, relevance, or applicability of any material in it.
 - B. Within the university, including the Departmental Executive Committee, access to a faculty member's personnel file by anyone other than the subject should be on a "need to know" basis—that is, access should be limited to circumstances in which the information sought is essential to a legitimate university purpose.
 - C. Absent a valid subpoena or court order, departments should not disclose contents of a personnel file that are not public by law to anyone outside the university without the faculty member's prior consent. When disclosure of information other than that which is public by law is made to anyone outside the university, a record of such disclosure (a so-called "audit trail") should be kept.
3. Confidentiality.
 - A. Faculty members should not have access to letters of recommendation from individuals outside the university which have been obtained only by making an express promise of confidentiality to the individual providing the recommendation. Departments should maintain a confidential file within the subject's file for this purpose. This is the only exception to the principle of maximum openness of a file to its subject, and it is justified by the compelling importance of acquiring honest evaluations. Departments have the obligation, however, continually to advise faculty on their progress toward tenure or promotion, and in pursuit of this obligation and in protection of the individual, departments should discuss the adverse comments contained in outside evaluations without disclosing either their verbatim texts or their authors, but disclosing details sufficient to allow the faculty member in question to make an informed reply. If, in the judgment of the department, such disclosure would reveal the identity of the author, the department should either obtain a waiver of confidentiality from the author, or exclude the letter from consideration.
 - B. Confidential letters of recommendation should not be removed from a personnel file once they have served their original purpose, because they may be needed at some future time to document the basis for personnel decisions. In addition, State law does not permit the destruction of

material that has properly been treated as part of a personnel file.

[UW-Madison Faculty Document 348, adopted 7 May 1979.]



PERSONAL & CONFIDENTIAL

REVISED DECISION LETTER

November 2, 2017

Professor Akbar Sayeed
Dept. of Electrical and Computer Engineering
3617 Engineering Hall
1415 Engineering Drive
Madison, WI 53706

Akbar.Sayeed@wisc.edu

Dear Professor Sayeed:

I am writing to inform you of my final decision to impose discipline pursuant to section 9.02 and 9.06.C.4. of the UW-Madison Faculty Policies and Procedures (FPP). We met on September 27, 2017 pursuant to FPP 9.06.C.3. to discuss the results of the investigation conducted by Professor Emeritus Pat Wolleat. My tentative decision was to impose discipline as I indicated in my letter to you on or about August 3, 2017. You were provided with a copy of the investigation report with said letter, and subsequently you requested and received copies of additional materials which were gathered during the course of the investigation. Prior to our meeting on September 27th, you provided your thoughts via letter on or about September 16, 2017. After our meeting, you notified me in writing of a potential position with the National Science Foundation (NSF) that you wish to pursue. I have carefully considered the issues you raised both in your written communications and in our discussion.

FPP Ch. 9 Investigation

First, I will summarize the findings and conclusions of the FPP Ch. 9 investigation:

1. You engaged in behavior that was clearly unwelcome and your behavior was severe enough that a reasonable person would find it hostile and intimidating. This behavior does not further the University's academic or operational interests, and is in direct violation of Faculty Legislation II-332, Part 1.

The record documents that this behavior began as early as 2012 and continued through the time of the investigation. The record further demonstrates that your unwelcome behavior was

Office of the Provost and Vice Chancellor for Academic Affairs

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pervasive, such that it was experienced directly or indirectly by most students who worked in the lab, and that your abusive behavior was known not only to students working in your lab, but also to a visiting scholar and other ECE faculty.

2. Your behavior made conditions for work inhospitable and impaired others from being able to carry out their responsibilities to the University. This behavior is in direct violation of Faculty Legislation II-332, Part 1.

The investigative report found that your behavior negatively affects students' productivity and had a deleterious effect on students' academic progress, resulted in considerable stress for most lab members, and had a negative effect on students' emotional and mental health and personal relationships.

3. Your behavior evidences an abuse of authority, also in direct violation of Faculty Legislation II-332, Part 1. The investigative report documented that most students were required to work many more hours than their contracts specified, and students were threatened that their contracts would be pulled if they complained about excessive work hours. Furthermore, the investigator found evidence that you threatened students with ambiguous physical threats of harm.
4. Your behavior included abusive expressions in the workplace, which were outside the range of commonly accepted forms of disagreement, disapproval or critique in academic culture and professional settings that respects free expression, in violation of Faculty Legislation II-332. The investigative report found that your abusive expressions were frequently directed at individuals who worked in the lab, and these expressions were derogatory, profane, offensive and/or personally insulting. Furthermore, these abusive expressions were made in front of other individuals or groups, and these expressions were found not to fall within commonly acceptable forms of academic or professional discourse.
5. Your behavior meets the standard of "conduct which adversely affects (your) performance of (your) responsibilities to the University" in violation of FPP Chapter 9.02. There is evidence that your conduct adversely affected your performance of your mentoring and supervisory responsibilities, and your conduct limited the academic goals and achievements of several students. It appears there is clear and convincing evidence that you misused your power and authority as a professor and engaged in unprofessional conduct.

Based on the foregoing, I have determined that your conduct violated university rules and policies. After this consultation and careful consideration, I have decided to impose the following disciplinary actions:

1. You are hereby suspended from your position of professor in the Department of Electrical and Computer Engineering for a period of two years beginning on or before January 1, 2018, in accordance with the arrangements described below.
 - a. During the term of the two-year suspension, you are permitted to participate in the National Science Foundation (NSF) rotator position in an Intergovernmental Personnel Act (IPA) appointment. It is my understanding that you have the approval of the Dean of

the College of Engineering to participate in this program. This is an annual appointment which may be renewed by the NSF. During the NSF IPA appointment, 90% of your salary will be paid by NSF, an amount equivalent to 5% of your pay must be drawn from your UW-Madison discretionary account(s), and the College of Engineering will cover the remaining 5%. During your IPA appointment, your discretionary account(s) will be transferred to the control of the chair of your department, the Department of Electrical and Computer Engineering. Should you assume the NSF IPA appointment and only if sufficient funds are available, during the term of this appointment you may utilize your discretionary account(s) for reimbursement of travel expenses between Washington, D.C. and Madison for the purposes of advising on grants for which you were a PI.

- b. This institutional commitment to cover 10% of your salary will only remain in place for the duration of the IPA.
 - c. If asked about the status of your employment the reference provider should state "Professor Sayeed is a faculty member of the UW-Madison on unpaid leave," or words to that effect.
 - d. Information regarding these proceedings will be considered part of your confidential personnel record. Inquiries received about your employment status may be directed to Jason Jankoski, Director of Human Resources in the College of Engineering. If the circumstances permit, you may be notified if an external party requests personnel records, i.e. pursuant to a public records request or other lawful order.
 - e. You have been assigned duties other than teaching in the fall semester, 2017. Your remaining 10% assignment will continue in the CoE Dean's office.
2. You must work with the chair of your department and appropriate university authorities to notify granting agencies that your grants will be transferred to a co-PI, specifically Professor Parmesh Ramanathan. Students currently on your grant funding will be transferred to other faculty member's projects or in other ways supported in order for them to complete their degrees here at the UW-Madison should they wish to do so.
 3. From today through the completion of the two-year suspension, you are to have no direct contact with students in your lab without a third party present. You are directed to work with Department Chair John Booske to establish an appropriate mechanism to provide oversight of these professional contacts. As has been suggested, you may participate in meetings with advisees and the third party via Skype or other remote communication methods which would be effective means of participating in the scholarly development of graduate students.
 4. You are hereby prohibited from accepting any new graduate students under your immediate direction or supervision until the Spring Semester, 2020.
 5. Should you return to UW-Madison after your two-year suspension, you must meet regularly with a faculty mentor appointed by the Dean of the College of Engineering and the Chair of the Department of Electrical and Computer Engineering to discuss your role and responsibilities as a mentor to graduate students.
 6. In addition, I direct the Department of Electrical and Computer Engineering to establish a faculty committee of three tenured faculty members who will serve as an ad hoc monitoring committee of any students and/or post-doctoral fellows under your direction upon your return in January of 2020. This committee will meet periodically, no less than once a semester, with students or post-doctoral fellows working directly with you, to ensure that those individuals do not have concerns that mirror concerns raised in this matter. It is my expectation that this monitoring will continue,

at a minimum, through academic year 2021-22. I will then ask the committee to provide to the Dean of the College of Engineering and the Office of the Provost their recommendation regarding termination of this monitoring.

7. I recommend that you continue with personal counseling to address your behavior.

At this point in the process, you have the following options:

1. You may accept the proposed discipline; or
2. You may pursue an appeal of the discipline with the UW-Madison Committee on Faculty Rights and Responsibilities (CFRR) according to FPP 9.07.

The foregoing terms shall not be modified in any way absent written authorization from the Office of the Provost.

Sincerely,



Sarah C. Mangelsdorf
Provost and Vice Chancellor for Academic Affairs

xc: Dean Ian Robertson, College of Engineering
John Booske, Dept Chair, Electrical and Computer Engineering, CoE
Brian Vaughan, Senior University Legal Counsel, Legal Affairs



College of Engineering
UNIVERSITY OF WISCONSIN-MADISON

Dr. Akbar Sayeed
[REDACTED]

12 November 2019

Dear Dr. Sayeed,

With your potential return to the faculty of the College of Engineering, the College is engaged in detailed information gathering and development of the necessary oversight and monitoring procedures that are required to be in place.


Based on the input I have received from students, staff and faculty, should you return in January 2020, I have requested, and the Provost has approved, that you be assigned to administrative duties within the College of Engineering. This assignment in the College of Engineering will remain in place until your faculty duties and the required oversight and monitoring procedures as directed by Provost Mangelsdorf in her letter of November 2, 2017, can be established and agreed to by all the appropriate parties. This will include further review and collaboration between you, the Department of Electrical and Computer Engineering, the College of Engineering, and the Office of the Provost. To be clear, you will only be allowed to resume your regular faculty duties upon satisfaction of the Department Chair, Dean, and Provost that adequate measures are in place to provide oversight of your role as a teacher and mentor in the classroom and laboratory, as well as to mitigate potential harm to students and the possibility of repeated conduct for which the Provost imposed your recent discipline. Directives related to the steps to be taken to address these concerns will be communicated to you in writing with an opportunity to respond.

Your only office within the College of Engineering will be within the Office of the Dean and your assignment will be given after January 1, 2020. Arrangements will be made to move your possessions from your faculty office in the Department of Electrical and Computer Engineering to your office within the Dean's suite.

Sincerely,

Ian Robertson
Dean

cc: Karl Scholz, Provost
Susan Hagness, Professor and Chair, ECE
Jason Jankoski, Assistant Dean for HR

Dr. Akbar Sayeed


16 December 2019

Dear Dr. Sayeed,

I would like to follow-up on my letter of November 12, 2019, in which I informed you that I had decided to reassign you to the Office of the Dean with responsibility for special projects until resolution on oversight and management of your efforts can be discussed and an agreement reached. You will need to agree to the arrangements and they will need to be approved by me, Susan Hagness, the chair of the Department of the Electrical and Computer Engineering (ECE), and, finally, Karl Scholz, the Provost. During your assignment to the Office of the Dean you will report to me through the Executive Associate Dean, David Noyce.

As your reassignment covers both teaching and service activities to the department, your appointment in my office is set at a minimum of 60%. Should you have no research effort, the percentage of your time assigned to special projects will be increased to 100%. You will be given access to your current research laboratory, but you are not authorized to engage with other faculty, staff and students in research.

During the time in my office, you will be tasked with the completion of special projects, examples of which include, but are not limited to, conducting benchmarking studies of the top 50 engineering programs in the U.S. as determined by the US News and World Report, of:

1. Educational programs for undergraduates, graduates and faculty/staff on diversity, bias, harassment, bullying;
2. Safety training programs for students, staff and faculty;
3. First year engineering design programs;
4. NAE Grand Challenges programs (with content);
5. Engineering differential tuition;
6. Assessment of the use of teaching professor and research professor titles, as well as the review and promotion criteria where appropriate.

In addition to these benchmarking studies, one other assignment will include:

7. Gather awards information offered by professional societies for faculty in Engineering. The information gathered should include a description of each award, eligibility criteria, nomination deadlines, and the link to the website for each award.

Your first two assignments are the educational programs benchmarking (#1) and information on the awards (#7). These assignments should be completed no later than January 31, 2020. The timeline for the others will be established in January 2020.

Your request to be absent from the office until January 6 is approved with the understanding that you will be working on the assigned projects from your return date, which officially is January 1, 2020. On January 6, David Noyce and I will meet with you to review the assigned tasks. This meeting will occur at 8:30 am in room 2610 Engineering Hall. Your only office within the College of Engineering during your reassignment will be in the Dean's suite and it will be room 2630F. Adam Whitehorse, the Associate Dean for Administration and Chief Financial Officer will be available on January 6, 2020 and will work with you to coordinate the movement of your possessions from your previous office in ECE. At the completion of your reassignment, ECE will work with you to assign an office within their designated space.

Beginning in January, you and I will meet regularly with the ECE department chair. Scheduling of these meetings will occur after January 6, 2020. The purpose of these meetings will be to determine the oversight measures that must be established prior to you resuming the normal duties of a faculty member.

I want to make it clear that the College of Engineering, as well as the other schools and colleges at UW-Madison, seek to create an environment that is conducive to learning and scholarship. Such an environment must be welcoming and inclusive of all, and be free of any form of bias, harassment and bullying. All members of the Office of the Dean in the College of Engineering must be exemplary in practicing behaviors that foster that type of environment. Nothing short of the highest standards are acceptable and all infractions will be dealt with in accordance with the appropriate governance procedures, which for faculty are described in Faculty Policy and Procedures.

Yours sincerely,



Ian M. Robertson
Dean, College of Engineering

cc: Karl Scholz, Provost
Susan Hagness, Professor and Chair, ECE
Jason Jankoski, Assistant Dean for HR

Exhibit 4: Sayeed to Palmenberg 6/2/20

May 20, 2020

Dr. Sayeed:

These are a few questions that arose from my investigation. You may choose to answer all, some, or none, in any format you wish. There is no particular implied order. For editing convenience, I submit this to you as a simple *.docx file. If you require clarification for any of this, please contact me. After you respond (or chose not to), we can schedule a final interview to provide any additional context to your answers, or if you wish, where you might submit any further materials you wish me to consider. Since obviously this is a sensitive and difficult matter for all concerned, I would like to bring this to investigation to completion as quickly as possible.

Ann Palmenberg

1. In the spring of 2018 after your suspension was activated, you continued to visit the ECE office asking for staff support for activities relating to a conference you were involved with, funding from your grants, and student conference registrations. Witnesses suggest you were persistent in this involvement despite being told by the staff and the Chair that such requests for Dept resources, staff and the use of a departmental procard was inappropriate. Do you have comments on these alleged activities?
2. In July 2019, you contacted a student services coordinator in ECE to facilitate the re-hiring of a grad student into your program () despite prohibition of any kind of student contact as a condition of your suspension. Do you have comments on this?
3. Did you ever grab the shoulders of a student and physically shake them during an argument?
4. Did you ever initiate or carry out any form of inappropriate physical contact with any ECE member (student, faculty, staff) during an argument?
5. Do you consider behavior where you allegedly pounded on desks/tables, raised your fists and yelled continuously in a loud, aggressive manner, to be non-threatening?
6. Witnesses have alleged that you had "shouting matches at conferences" and this was extremely detrimental to attending students and postdocs who were listed on those papers as co-authors because it was universally perceived as "bad press" and reflected back on them too. Your negative reputation at meetings because of such behaviors is alleged to hurt your people professionally. Do you have any comments on such allegations?
7. Predating II-332, Faculty Legislation extending back at least far as 1989, contains clear language defining inappropriate behavior including harassment, incivility and intimidation, which is (and was) subject to discipline up to and possibly including dismissal. As only one example, II-303 states:

Within the framework of academic freedom, the faculty and academic staff have a responsibility to foster an environment of tolerance, civility, awareness, and respect. The university community can thrive and serve its members equally only when the community recognizes the inherent worth and dignity of every human being and affirms the principle of mutual respect as an integral aspect of the pursuit of knowledge. The integrity of the University of Wisconsin-Madison rests upon its ability to guarantee freedom from intimidation or injury generated by intolerance or harassment.

II-332, adopted in 2014 collected, re-codified and extended the language of these previous stated principles (e.g. II-303) but did not initiate the requirement for expected, civil behavior, nor the defined disciplinary consequences for unwelcome behavior towards others.

Were you aware that even prior to II-332, any aggressive, demeaning behavior towards any members of the UW community none-the-less violated FPP and was potentially subject to discipline if reported?

8. Why do you think so many people make so many “hostility” allegations against you if they are not true?
9. Is there any information, in addition to the letter you have already given me, which you wish me to consider before I write my report?

AMS response: 6.2.20

Dr. Palmenberg:

I would like to first make a few general comments about your questions before I respond to them below. As with the first letter I sent you, I would like this entire document to be included verbatim in your report. In my general comments, I have also included some questions of my own. I would like you to respond to them and include your responses in the report as well.

First, it seems to me that, except for questions 1 and 2, all the remaining questions are relevant to the first investigation as well. So, I am wondering: Are you redoing the first investigation as part of this second investigation? Does that not constitute “double jeopardy”?

Second, do you think the new allegations in the second investigation are substantially new or rise to the same level of significance as the charges already investigated in the first investigation? I had asked Provost Scholz this question during our electronic meeting on March 20, 2020 and his response was that it is the job of the investigator (i.e., you) to ascertain that. I had also raised this issue during our skype interview on April 7, 2020 and in my letter to you, dated April 14, 2020.

Third, during our skype interview, I had asked you to verify the sources of the various allegations in the second investigation and how the allegations got communicated. Did the people contact ECE/CoE? Or were they asked by someone (e.g., the WSJ journalist or someone at UW) to come forward? I would like to see documentation of these contacts, including dates and the nature of the contact (email/phone/letter). This information is not included in the material provided in Provost Scholz’s letter, dated February 21, 2020, informing me of the second investigation.

Finally, as I stated in response to the first investigation, while I have kept faith in the process laid out in the UW-Madison Faculty Policy and Procedures, its implementation has been wanting in many respects. Universities claim, and are supposed, to be bastions of objective and fair inquiry. Furthermore, scientists, like yourself, are expected to have an even higher bar for objectivity in their investigations. However, given the nature of your questions (and in view of other interactions I have had with UW administrators), I have to admit that I have no higher expectations for the objectivity and impartiality of this second investigation. As a result, I am beginning to realize that perhaps even the UW policies and procedures need to be revisited. For example, in our interview, to explain the rationale for the second investigation (in the context of the scope and findings of the first investigation), you made an analogy with burglary investigations in the criminal justice system, implicitly putting the UW policies and

procedures on the same footing, which is patently not the case, in many respects. To start with, the respondents in the UW-Madison procedures are not even allowed to know the identity of the complainants, let alone question or cross-examine them. Furthermore, given the nature of the second investigation, there seems to be no “statute of limitations” in terms of the timeframe of complaints, and the “double jeopardy” protections don’t seem to matter. Additionally, I am beginning to realize that having internal investigators, as opposed to external ones, further jeopardizes the process and greatly diminishes the credibility and impartiality of the process and the resulting investigations. Thus, I am beginning to think that the UW-Madison policies and procedures, and the processes for implementing them, including how investigations are conducted, need greater transparency and scrutiny. I intend to bring these issues to light to the best of my abilities, not just for myself, but for all others who may be subjected to these policies, especially people of color, in the future.

AMS response to the specific questions asked by Dr. Palmenberg:

1. In the spring of 2018 after your suspension was activated, you continued to visit the ECE office asking for staff support for activities relating to a conference you were involved with, funding from your grants, and student conference registrations. Witnesses suggest you were persistent in this involvement despite being told by the staff and the Chair that such requests for Dept resources, staff and the use of a departmental procard was inappropriate. Do you have comments on these alleged activities?

AMS: I was not given any specific instructions that I could not interact with department staff for continuing to organize a workshop for an NSF-sponsored Research Coordination Network (<http://mmwrcn.ece.wisc.edu>). When I was told by [REDACTED] and Susan Hagness that I don’t contact them directly, I asked Parmesh Ramanathan (new PI on that grant) to handle those interactions while I communicated with him. It is worth noting that the RCN was established through my efforts and I was the main person who was responsible for finding hosts for the workshops (twice a year). I never used the procard, or requested its use, during my suspension. Neither did I request to use any university funds. There was some kind of a miscommunication from staff and I remember getting a related call from the Dean. I told him that I had not used the procard or used any funding from any accounts. So, the fact that it is being brought up again is problematic and likely prejudicial.

2. In July 2019, you contacted a student services coordinator in ECE to facilitate the re-hiring of a grad student into your program ([REDACTED]) despite prohibition of any kind of student contact as a condition of your suspension. Do you have comments on this?

AMS: First of all, your question indicates an inaccurate characterization of the conditions of the suspension as laid out in the then-Provost Mangelsdorf’s letter dated November 2, 2017. I include a snapshot of the relevant parts from her letter below to refresh your memory:

3. From today through the completion of the two-year suspension, you are to have no direct contact with students in your lab without a third party present. You are directed to work with Department Chair John Booske to establish an appropriate mechanism to provide oversight of these professional contacts. As has been suggested, you may participate in meetings with advisees and the third party via Skype or other remote communication methods which would be effective means of participating in the scholarly development of graduate students.
4. You are hereby prohibited from accepting any new graduate students under your immediate direction or supervision until the Spring Semester, 2020.

Note that item 3 above states “no direct contact with students in your lab without a third party

present". Item 4 states "prohibited from accepting any new graduate students under your immediate direction or supervision until the Spring Semester 2020". Since, recruitment of graduate students takes time and happens nearly 6 months to a year before they can actually join the university, any possibility of having graduate students in Spring 2020 necessitated some earlier non-direct contact, e.g. via email. The student in question is [REDACTED], who was well aware of the first investigation ([REDACTED] had been interviewed for it and was part of my group when [REDACTED]) and had left after [REDACTED]. This interaction was initiated by the student who was planning to come back to the UW-Madison [REDACTED] and when [REDACTED] found out that I planned to return in January 2020, [REDACTED] applied to the UW with the intent of working with me. According to the then-Provost Mangelsdorf's decision on the first investigation, I could return to the UW on January 1, 2020, and she specified "monitoring guidelines" for the process of starting back my research program. Since, recruitment of graduate students takes time and happens nearly 6 months to a year before they can actually join the university, I encouraged the student to apply and then asked the Department to process [REDACTED] application (in ECE, graduate school applications for Spring semester are only processed on request from the sponsoring faculty). I did not realize that I was not allowed to do this and when told by the Dean that I cannot contact any students, I informed the student that [REDACTED] should contact Parmesh Ramanathan (the new designated PI on all of my NSF grants when I left to work at the NSF in November 2017) regarding [REDACTED] application.

3. Did you ever grab the shoulders of a student and physically shake them during an argument?

AMS: I remember grabbing the shoulders of a student, [REDACTED], and asking [REDACTED] "where were you?" when I saw [REDACTED] in the hallway after one of our regular group meetings for which [REDACTED] failed to show up. I don't remember shaking [REDACTED] or anything. This was in early [REDACTED] and this student had an ongoing issue with coming to meetings on time or even attending them.

4. Did you ever initiate or carry out any form of inappropriate physical contact with any ECE member (student, faculty, staff) during an argument?

AMS: As far as I can remember, other than 3 above, I have never initiated or carried any form of inappropriate physical contact with any ECE member (student, faculty, staff) during an argument. I don't know the source of this question and would like to know, since this seems like a gratuitous and unfounded allegation.

5. Do you consider behavior where you allegedly pounded on desks/tables, raised your fists and yelled continuously in a loud, aggressive manner, to be non-threatening?

AMS: I don't think that such behavior is appropriate or productive, as I unequivocally stated in my response to the first investigation as well. When I engaged in such behavior in the past, I was not thinking about whether its perceived as threatening or not. It was certainly not my intention to threaten in any way - I was dealing with my frustration in a (rather poor and inappropriate) way as I had done in the past.

6. Witnesses have alleged that you had "shouting matches at conferences" and this was extremely detrimental to attending students and postdocs who were listed on those papers as co-authors because it was universally perceived as "bad press" and reflected back on them too. Your negative reputation at meetings because of such behaviors is alleged to hurt your people professionally. Do you have any comments on such allegations?

AMS: I certainly had arguments at conferences – as do many other researchers – in the spirit of free intellectual inquiry. Sometimes these would get a bit heated. Sometimes these resulted from some senior researcher unduly criticizing and/or bullying one of my students during a presentation. As I told you during my interview, I think such heated technical arguments and blunt feedback very likely negatively impacted my reputation. I don't think my students had to suffer because of that, since they did not do it, and as evident from the fact that all of them got jobs of their choice after graduating and I don't know anyone whose career has been impacted by my behavior. Again, I don't know who these "witnesses" are, but they should be reminded that nobody approached me about the arguments, including the "witnesses". In fact, the Institute of Electrical and Electronics Engineers (IEEE), the main sponsor of the conferences I attended, elected me an IEEE Fellow in 2012! Furthermore, I was tenured in 2003 and promoted to full professor in 2008 at the UW! Talking of "bad press", many faculty engage in rather despicable and unprofessional manner in criticizing paper submissions from others, including former students, during paper/proposal review meetings under the guise of "anonymity". To me that is much "worse press" and hypocritical. However, since it is behind closed doors and under the veil of anonymity, it is not considered so! Intellectual honesty, which I cherish, often leads to contentious arguments/discussions, as the history of science would attest. I would rather engage in an intellectually honest fashion, rather than being non-confrontational (or worst conformist) when it comes to scientific/research inquiry (or equally worst, unjustly put down others while hiding behind anonymous reviews!). That is the only way real progress is made in science.

7. Predating II-332, Faculty Legislation extending back at least far as 1989, contains clear language defining inappropriate behavior including harassment, incivility and intimidation, which is (and was) subject to discipline up to and possibly including dismissal. As only one example, II-303 states:

Within the framework of academic freedom, the faculty and academic staff have a responsibility to foster an environment of tolerance, civility, awareness, and respect. The university community can thrive and serve its members equally only when the community recognizes the inherent worth and dignity of every human being and affirms the principle of mutual respect as an integral aspect of the pursuit of knowledge. The integrity of the University of Wisconsin-Madison rests upon its ability to guarantee freedom from intimidation or injury generated by intolerance or harassment.

II-332, adopted in 2014 collected, re-codified and extended the language of these previous stated principles (e.g. II-303) but did **not** initiate the requirement for expected, civil behavior, nor the defined disciplinary consequences for unwelcome behavior towards others.

Were you aware that even prior to II-332, any aggressive, demeaning behavior towards any members of the UW community none-the-less violated FPP and was potentially subject to discipline if reported?

AMS: No, I was not aware of it. In fact, I only heard about such FPP guidelines around 2014 when university leaders, including Dean Roberston, started talking about "anti-bullying" initiatives, reflecting the development and adoption of II-332. I would like to note that "yelling" and "profanity" and "explicit belittling remarks" are not the only ways which constitute "intolerance", "harassment" or "intimidation" or "lack of respect." Intolerance, lack of respect, and even intimidation can be conveyed, rather insidiously, with more subtle behavioral patterns; e.g., by simply discounting or dismissing thoughts/ideas of others for reasons other than intrinsic merit of ideas; through exclusion of people from important discussions; or saying defamatory things about others behind their backs. I have a long list of encounters with colleagues, staff and

even students, that reflected prejudice, intolerance and even harassment in such subtle ways, some of which I documented in my response to the first investigation.

8. Why do you think so many people make so many “hostility” allegations against you if they are not true?

AMS: I don’t understand the intent or point of this question. Did you read my response to the first investigation? I fully admitted to charges related to “hostility” but did not agree with and vehemently refuted the charge that I “abused my authority”. So, are you redoing the first investigation?

You say “so many people” – how many people? According to the report of the 1st investigation, apparently 11 students (current or former), one visiting scholar, and one faculty member provided statements. In the current investigation, 9 interviews are listed, along with the statement from a staff member. So, we are talking about 20 people in total and I don’t even know if some of the complainants are included in both investigations. Now, I have worked at the UW since 1997 and during the 20 years from 1997-2017, I taught on average 2 classes each year. If we assume that there were about 10 students in each class (a conservative estimate), that amounts to 20 per year and thus 400 students who attended my classes. This does not include all the graduate/undergraduate students, postdocs/visitors, and faculty/staff who worked with me and/or interacted with me over the course of two decades. So, we are talking on the order of 400 or more students out of which about 20 (or less) have provided statements, representing at most 5% of my significant interactions with students, faculty, and staff. It is also worth noting that very few, if any, of the students who protested following the WSJ articles knew me directly!

Furthermore, when the “allegers” can remain anonymous, and whose complaints are not fully verified, some inaccurate allegations and/or prejudicial/discriminatory elements can creep in. So, if inaccurate allegations, or others with potentially prejudicial/discriminatory elements/intent are repeated “anonymously”, do they become true?

Finally, I find the mechanism of establishing “truth” implied by your question highly problematic at best, and extremely prejudicial at worst. Following the logic of your question, I offer the following for you to consider:

A lot of anti-Semites have hateful allegations against Jews. Does it make them true?

A lot of White supremacists have hateful allegations against Black and Brown people. Does it make them true?

9. Is there any information, in addition to the letter you have already given me, which you wish me to consider before I write my report?

AMS: please see my comments preceding my response to your questions.

Exhibit 4: Sayeed to Palmenberg 4/14/20

April 14, 2020

Ann Palmenberg
Roland Rueckert Professor
Department of Biochemistry
UW-Madison
Re: our skype conversation on April 7, 2020

Prof. Palmenberg:

I am writing this letter to summarize the key points that I made during our skype discussion on April 7, 2020 regarding the 2nd investigation into my behavior launched by Provost Scholz for which you have been designated as the investigator. Overall, as I stated in our conversation, I feel that the 2nd investigation is unwarranted given the charges in the 1st investigation launched by then-Provost Mangelsdorf and which was conducted by Prof. Wolleat and documented in a report dated May 31, 2017. I feel that, given the nature and scope of the 1st investigation and the resulting two-year suspension (without pay) imposed on me, the 2nd investigation violates the “no further jeopardy” provision (FPP 9.13): “... the faculty member concerned shall not be subject again under these rules to the same charges arising from the original complaint.”

First, I include a snapshot of the charges stated in the Provost’s letter dated February 21, 2020 informing me of the investigation and a snapshot of the salient points noted in the College of Engineering Dean Robertson’s memo to the Provost, dated November 19, 2019, that prompted the investigation. Following the snapshots, I summarize the key points that I made in our skype interview regarding the charges in the Provost’s letter and the Dean’s memo that was based on information gathering by Jason Jankoski, CoE Assistant Dean for Human Affairs.

Snapshot of the charges against me stated in the Provost’s letter dated February 21, 2020:

1. Whether you engaged in behavior, both prior to and after the events investigated by Professor Wolleat, that could be described as “unwelcome...pervasive or severe enough that a reasonable person would find it hostile and/or intimidating and that does not further the University’s academic or operational interests” and/or “is unacceptable to the extent that it makes the conditions for work inhospitable and impairs another person’s ability to carry out his/her responsibilities to the university” in violation of Faculty Legislation II-332, Part I;
2. Whether, through unprofessional behavior and conduct in the period prior to the events investigated by Professor Wolleat and afterwards, you have engaged in conduct that adversely affects the performance of your responsibilities to the university as defined in FPP 9.02 and 9.03;
3. Whether you received previous warnings regarding your behavior that occurred prior to the matters investigated previously in a FPP ch. 9 complaint by Professor Wolleat;
4. Whether your behavior in the period before and since the events investigated by Professor Wolleat demonstrates a pattern of conduct that suggests you have been unsuccessful in your ability to satisfactorily engage in teaching duties, which includes advising and mentoring graduate students, as required by your employment contract as faculty member;
5. Whether, on at least one occasion after having been placed on a two-year suspension for prior misconduct and receiving notice of your prior violations of university policy, you engaged in verbally abusive behavior directed toward a staff member in the College of Engineering.

Snapshot of the salient points learned from the initial information gathered by Jason Jankoski, Assistant Dean for Human Affairs (highlighting by AMS), as stated in Dean Robertson's memo to the Provost, dated November 19, 2020:

1. Since the beginning of his tenure at UW-Madison, Dr. Sayeed has had numerous outbursts with his research assistants, with faculty colleagues, staff and department chairs. The assessment of the environment that must have persisted in his laboratory may not have been as extreme as during the period investigated previously, but it was similar and the type of environment that persisted in his research group was one that was not conducive to learning and scholarship.
2. A recurring theme that appears throughout his tenure at UW-Madison, is that following an outburst, shouting, swearing, berating students, staff and colleagues, etc., Dr. Sayeed will apologize to the individuals and will modify his behavior for some period and then it will regress. Faculty in the Department of Electrical and Computer Engineering, at least one department chair and students in his research group all approached him about his behavior and he always claimed he would reform but the change in behavior did not appear to be long lasting.
3. Dr. Sayeed was informed in writing by a department chair to apologize to staff members after they had witnessed a verbally abusive outburst by Dr. Sayeed at the department chair. This information suggests that Dr. Sayeed has received prior warnings about his behavior and these occurred prior to the period covered by the recent investigation.
4. The common approach adopted by students was to get a co-advisor. In some cases, these co-advisors often became the *de facto* advisor of the research assistant. This also appeared to be the solution used by the faculty members to enable students to continue their studies.
5. While back on campus in 2018, he verbally abused a member of the ECE staff. This outburst was overheard by a faculty member. Again, Dr. Sayeed apologized to the staff member. Initially, this incident was reported as being relatively minor by the member of staff, but the fact it occurred while he was suspended is troubling as one would have thought the letter from then-Provost Mangelsdorf would have been sufficient to drive a change in behavior.

Summary of my impressions of the charges and the nature and scope of the 2nd investigation:

First, the charges in the Provost's letter imply that there are **three main aspects** which are the basis for launching the 2nd investigation while not violating the "double jeopardy provision":

1. The new information gathered by the CoE corresponds to a period "prior to and after the events covered investigated by Prof. Wolleat" in the first investigation, as evident from the language in charges 1, 2 and 4.
2. I had received previous warnings regarding my behavior prior to the events investigated in the 1st investigation (charge 3).
3. I engaged in verbally abusive behavior on at least one occasion following the 1st investigation and during the 2-year suspension period (charge 5).

Second, the information provided in Dean Robertson's memo (in support of the charges), has the following significant aspects:

- a) Of the 9 people interviewed by Jason Jankoski, 5 of them (interview 1, 4, 6, 8, 9) refer to events prior to 2010, 4 of them (interview 1, 3, 5, 7) refer to events over the same period covered by

the 1st investigation (roughly 2010-2017), and only one (interview 2) refers to events in 2018 during my 2-year suspension.

- b) There is only one item (item 4) included in the Dean's memo that provides concrete evidence of a prior warning – a 2003 memo from then Department Chair, Chris DeMarco.
- c) There are some significant, potentially very prejudicial, inconsistencies between the summary provided by Jason Jankoski and the actual information provided by the single interview (2; [REDACTED] [REDACTED] regarding the 2018 event. In particular, while I used the word "shit" at one point, which is also corroborated by [REDACTED] email record and [REDACTED] own account (item 5 in the information provided by CoE), the notes by Jason Jankoski state the use of the word "f@%k" in two places (item 2, notes regarding interview #2), which is factually incorrect. It is worth noting that in the 1st investigation, Jankoski referred to me as "Prof. Chin Sayeed" at one point.

Based on the above observations, we can draw the following conclusions related to the charges:

- Regarding aspect 1 of the charges, in view of (a) above, at least three of the interviews (3,5,7) done by Jason Jankoski, squarely refer to the same period covered by the 1st investigation done by Prof. Wolleat (roughly 2010-17). So, in the spirit of the "double jeopardy" provision, these interviews are superfluous.
- Furthermore, regarding aspect 1 of the charges, it is worth noting that Faculty Legislation II-332 Part I, referred to in charge 1, was introduced in November 2014, and thus does not apply, strictly speaking, to events that occurred prior to 2014.
- Regarding aspect 2 of the charges, there is only one concrete item that supports any "prior warning". The Dean's memo, based on the comments of interviewee #1 ([REDACTED]), seems to imply that there were other prior warnings from faculty. I don't have any recollection of any other warnings of any substance. It should be noted that at the time of Chair's memo from 2003, I was an Assistant Professor and thus was provided annual feedback on my performance. In addition, I was promoted to Associate Professor with tenure in 2003 (not too long after the event) and then promoted to Professor in 2008. At no other point in my career I was given any meaningful warning or advice regarding my behavior. In fact, many faculty were familiar with my "blunt" and "loud" behavior that I am sure some found offensive. In particular, at one faculty meeting (after the 2003 event that prompted the memo), when Chris DeMarco was still the department chair, Chris made a comment that went something like (paraphrasing): "I have received some complaints of yelling. But I have been assured that it is not Akbar". The result was lots of chuckles from the faculty who were present at the meeting.
- The aspect 3 of the charges is solely based on interviewee #2 ([REDACTED] By [REDACTED] own admission, and also noted by the Dean, it was a relatively minor incident but the Dean still wanted to bring it up (perhaps due to the prejudicial summary comments by Jason Jankoski). This is supported by the email chain provided by [REDACTED] (which is part of the information in the Dean's memo). It is also worth noting that I had known [REDACTED] for a long time and we had had conversations that involved similar words that are noted as "abusive" in this investigation. Furthermore, while [REDACTED] was showing me my new office (when the event occurred), [REDACTED] was showing me pictures of [REDACTED]!

The above observations and the resulting conclusions make a strong case against the validity of the 2nd investigation. I believe in the process spelled out in the Faculty Policies and Procedures (FPP) and UW Statutes, but I have to admit that I am disappointed and deeply concerned about the implementation of the process, especially the launch of the 2nd investigation given the findings of the 1st investigation and the resulting sanctions imposed on me. I took the 2-year suspension, and the process outlined by then-Provost Mangelsdorf in the event of my returning to the UW after the suspension, on face value. However, I feel that I was naïve to assume that. The launch of the 2nd investigation, given its questionable validity in view of the “double jeopardy clause” and the above factual observations and conclusions, leave a lot to be desired in the implementation of the process. It seems that the UW administration was expecting and hoping that I would not return to the UW after my suspension!

As I stated throughout the 1st investigation, and reiterated it in my response to Professor Wolleat’s report, I did not challenge three of four charges in the 1st investigation that centered on the newly introduced language on “hostile and intimidating behavior” in Faculty Legislation II-332, Part I, and its impact on my ability to perform my duties as a faculty member. The only charge I categorically and vehemently rejected was that of “abuse of authority” (charge 2 in 1st investigation). However, no matter what I said, and despite all the student testimony indicating otherwise (that I noted in my response), Prof. Wolleat and Provost Mangelsdorf found the “abuse of authority” charge valid. This was the first indication to me of the wanting implementation of the process. However, I accepted the Provost’s decision and the resulting 2-year suspension, that significantly impacted me and my family, and explored every possible option (including counseling, meditation, medication and more!) to correct my abusive behavior so that it did not occur in the future, especially upon my return to campus.

The fact of the matter is that the Chair’s memo from 2003 reprimanding my behavior at that time is actually evidence to support my claim that I did not abuse my authority. I was an assistant professor at that time and had no authority over my chair! My abusive behavior – yelling, profane language, and belittling remarks – are reflective of my struggle with my “inner demons” rather than a desire or intent to abuse authority. However, this aspect of my behavior, which would be obvious to most psychologists and counselors, is apparently incomprehensible to everyone conducting the investigation. Even Dean Robertson revealed his bias in this context by stating (item 5 in the snapshot included in this letter), in the context of the 2018 “minor event” with [REDACTED], that “... one would have thought the letter from the then-Provost Mangelsdorf would have been sufficient to drive a change in behavior.” As one of my counselors said to me (paraphrasing): “you have internalized this behavior for 40+ years, it is not going to change overnight!”. The bottom line is that true change comes “from within” not from fear of authority (especially in people who are not afraid to question authority).

Other aspects of my behavior noted in the Dean’s salient points (echoing Jankoski’s summary points), which can be summarized as “a pattern lasting a long time” and “apologizing and relapsing” are not new information either given all the information I provided to Prof. Wolleat in our 2-hour interview as part of the first investigation. As I readily admitted to Prof. Wolleat, and also noted in my response to her report, I had been struggling with my anger and yelling issues for a long time and that the behavior had impacted the relationship with virtually every one of my students at one point or another. At the same time, these abusive aspects of my behavior got significantly more accentuated during 2010-2017 due to a confluence of factors: i) my group expanding its research into new areas, including building and

experimenting with state-of-the-art electronics hardware, that we had never done before, ii) [REDACTED], and iii) [REDACTED]. As a matter of fact, during this period, my lab was functioning in a “startup mode” to develop a new patented technology, partly funded through WARF, with the attendant stressors and pressures which was not a good combination with my abusive behavioral patterns!

While the last few years have been a very challenging experience for me and my family, I also realize the gravity of the impact of my behavior on other people, including my family, students, and colleagues. Thus, in a very real sense, I am also grateful for the 1st investigation since it really made me confront these issues. Furthermore, since [REDACTED] were also directly (and indirectly) impacted by my behavior, it really motivated me to make a change for the better for myself, my family and everyone I interacted with. This aspect is also discussed in my response to the 1st investigation and I feel confident that, given all the steps and actions I have taken, and with the support of my family, I have made tremendous progress to avoid the abusive behavioral patterns of my past. I have done everything I can in my capacity to address the issues raised in the first investigation, which also cover all the “new” aspects brought up in the second investigation as I have argued in this letter. I sincerely hope that you and the Provost are able to take a fresh and objective look at all the information in this (and the first) investigation so that an informed, unbiased, and inspired decision can be made in the end.

Sincerely,



Akbar M. Sayeed
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Exhibit 4: Sayeed response to 1st investigation 2017

Prof. Akbar Sayeed's Response to the Investigation Report Dated May 31, 2017, and Provost Mangelsdorf's Letter Dated Aug 3, 2017

Prof. Sayeed takes full responsibility for the unprofessional and negative aspects of his behavior and how they have impacted his students and colleagues. He is sincerely sorry for all the pain and suffering his behavior has caused his students, colleagues and others. At the same time, he reiterates what he has not done and refutes any charges related to “abuse of authority”. He also takes this opportunity to address some aspects of the investigation that he finds wanting. Furthermore, Prof. Sayeed shares some observations on how his department and college have handled this matter, and some related observations and thoughts on the issues of bias and climate in the Electrical Computer Engineering (ECE) department, the College of Engineering and the UW-Madison. Finally, he shares some reflections on his cultural background and upbringing, their potential relationship to his behavior, and, most importantly, what steps and actions Prof. Sayeed has been taking in the last several years, and will continue to take for the foreseeable future, to address the negative aspects of his behavior going forward.

The Findings of the Investigation with Regard to Charges Against Prof. Sayeed:

Provost Mangelsdorf had asked Professor (Emerita) Wolleat to investigate Prof. Sayeed’s conduct in relation to five charges (1A/B, 2, 3, 4) as also noted in the Provost’s letter to Prof. Sayeed dated August 3, 2017. The five charges directed towards Prof. Sayeed’s conduct are:

1. The concern that:

A. *You engaged in behavior that could be described as, “unwelcome” behavior pervasive or severe enough that a reasonable person would find it hostile and/or intimidating and that does not further the university’s academic or operational interests” (II-332, part I).*

B. *Your behavior “is unacceptable to the extent that it makes conditions for work inhospitable and impairs another person’s ability to carry out his/her responsibilities to the university” (II-332, part I).*

2. The concern that:

Your behavior evidences an “abuse of authority, such as using threats or retaliation in the exercise of authority, supervision, or guidance...” (II-332, part I).

3. The concern that:

Your behavior has included “abusive expression... directed at another person in the workplace, such as derogatory remarks or epithets that are outside the range of commonly accepted forms of disagreement, disapproval, or critique in academic culture and professional settings that respects free expression” (II-332, part I).

4. The concern that:

You have engaged in “conduct which adversely affects (your) performance of (your) responsibilities to the university but which is not serious enough to warrant dismissal” (FPP, chapter 9.02).

Prof. Wolleat found Prof. Sayeed in violation of all five charges. As Prof. Sayeed had indicated in his face-to-face meetings with the Provost and Prof. Wolleat (in February and March 2017,

respectively), he generally accepts the findings of the investigation on four of the five charges above (1A, 1B, 3 and 4). However, as he also noted in his meetings with the Provost and Prof. Wolleat, and elaborated below in response to the report, **Prof. Sayeed respectfully disagrees with and challenges the findings on Charge 2 involving “abuse of authority”**. Specifically, the report cites the following reasons for the finding on Charge 2 (see page 19 of the report):

1. *Most students were required to work many more hours than their contracts specified.*
2. *Some students were threatened that their contracts would be pulled if they complained about excessive work hours.*
3. *Students were told that they should have the lab as their priority and to relegate academics and personal relations to a lesser status.*
4. *Prof. Sayeed threatened students with ambiguous physical threats.*

Regarding reason 1, it should be noted that it is a common, unwritten and implied expectation – certainly in Prof. Sayeed’s department and similar research departments nationwide – that graduate students work far more than the hours specified in their contracts. Anyone claiming otherwise is simply not telling the truth. For example, the usual 50% percent appointment stipulates 20 hours of work per week. However, most if not all graduate students work significantly more hours than that. The same is true of faculty, most of whom work more than the 40 hours/week that their contract stipulates (as also reported in a survey done recently at the UW-Madison). There is more sensitivity to this issue now and that is perhaps a good development but to cite this expectation on part of Professor Sayeed as an abuse of authority is reaching.

Prof. Sayeed refutes Reason 2. Prof. Sayeed makes it clear to the students joining his research group that he works hard and he expects them to work hard and if that was an issue then the students would likely be better off joining a different group. However, he does not force them to work hard by threatening to pull their contracts. In very rare cases, Prof. Sayeed has cancelled a student’s appointment when it is clear that there is not a good match between the ongoing research in Sayeed’s group and the student’s research interests and technical background – but never because a student is not putting enough hours. In some cases, in the heat of the moment, Prof. Sayeed may have said something that may be construed as a threat of cancelling the contract, but he has never acted on it simply because he felt that the student did not work enough hours.

Reason 3 is related to Reason 2 and it is more of a reflection of Prof. Sayeed’s philosophy of priorities rather than evidence of abuse of authority. First of all, while it may be true in other fields that academic work and lab work are distinct, in Engineering and certainly in Prof. Sayeed’s research field, academics (course work) and lab work are very closely related in that the tools and techniques learned in classes are directly applied in the research work in the lab. Conversely, and equally importantly, the lab research work provides a very concrete and meaningful context

for what the students are learning in the classes and actually facilitates the learning. In fact, lab work is a great opportunity for students to sharpen and hone their technical skills as they apply to real-world problems. This has been particularly true in Prof. Sayeed's lab since 2010 when the lab started designing and building a complete prototype hardware for the new technology that they had invented. Secondly, from the practical and important viewpoint of finding a good job, the actual experience in the lab – especially the kind of experience that the students have been receiving in the prototype design and development in Prof. Sayeed's lab – is a more significant factor than the courses the students have taken. Finally, with regard to personal relationships, Prof. Sayeed refutes that he expects his students to relegate their personal relationships to the lab. However, he does emphasize that the commitment to work in the lab and related deadlines is also very important – both in graduate school and in their future jobs – and needs to be appropriately balanced with personal commitments.

Prof. Sayeed refutes Reason 4 as well. He notes that he has never physically hurt any student in his 20+ years at Wisconsin! He does admit that some of his actions or poor choice of words in recent years may have been perceived by students as an ambiguous physical threats. However, it was never his intention and he has never acted as such either. The evidence provided seems more related to abusive expression rather than abuse of authority, which is amply covered by the other charges.

The most significant evidence of Prof. Sayeed not abusing his authority lies in the students' responses to various items in Question 4 of the questionnaire used by Assistant Dean Jason Jankoski in his investigation (reported on page 44 and 45 of the report – the handwritten page numbers at the bottom). All students unanimously responded “no” to the following questions:

Has Professor Sayeed ever:

- *Threatened to remove your funding or to remove you from the graduate program (all “no”)*
- *Threatened to prevent you from changing advisors or schools (all “no”)*
- *Threatened to provide negative references (all “no”)*
- *Threatened to “destroy your career” if you decide to leave the lab or make a career change? (all “no”)*

The students also unanimously answered “no” to Question 6 (page 45 of the report): *Has Professor Sayeed ever asked you to do something that you feel uncomfortable (all “no”).*

It should also be noted that Prof. Sayeed is on good terms with all of his former students.

In summary, given Prof. Sayeed's history with students and colleagues over the last 20+ years at UW-Madison, and the information collected by Prof. Wolleat and Assistant Dean Jason Jankoski

for the report, the conclusion reached on Charge 2 of “abuse of authority” seems forced, reaching and potentially biased. Thus, Prof. Sayeed also respectfully disagrees with and refutes the following statement in Provost Mangelsdorf’s letter (page 3, item 5): *“It appears that there is clear and convincing evidence that you misused your power and authority as a professor and engaged in unprofessional conduct”*. Prof. Sayeed admits that he engaged in unprofessional conduct, but refutes the assertion that he misused his power and authority as a professor.

Prof. Sayeed is also disappointed that Provost Mangelsdorf did not care to acknowledge that he has been in counseling since 2013 (even though he shared this information in his face-to-face meetings with her, Prof. Wolleat, and Dean Robertson) when she recommended in her letter (page 3): “I recommend that you seek personal counseling to address your behavior”.

Information Used in the Investigation: The investigation was prompted by a complaint filed by the father of Prof. Sayeed’s former student [REDACTED] after his [REDACTED] death on [REDACTED]. As evident from the report, the investigation was strongly influenced by the information provided by [REDACTED] father as part of the complaint, which included:

- A page and half document written by [REDACTED] in October 2015 outlining his thoughts on the problems in Prof. Sayeed’s lab.
- Copies of various emails and text messages between [REDACTED] and other people.
- Audio recordings of several meetings involving Prof. Sayeed, made by [REDACTED], without knowledge or consent of Professor Sayeed.

As documented in the report, additional information was gathered by Assistant Dean Jason Jankoski as part of his investigation that involved at least 13 current and former graduate students who were associated with Prof. Sayeed’s lab at one point or another. Transcripts of the questionnaire used by Jankoski and the students’ responses were included in the report.

Additional information was gathered by Prof. Wolleat as part of her investigation, including interviews with faculty, administrators and students. As noted in the report, the faculty and administrators in the College of Engineering interviewed for the report included: Associate [REDACTED] Dean [REDACTED], Associate Dean [REDACTED], [REDACTED] Professor [REDACTED], ECE Professor [REDACTED], and ECE Professor [REDACTED]. Only transcript of the interview with Prof. [REDACTED] was included in the report. No documentation of the interviews with [REDACTED] or [REDACTED] is included in the report.

Prof. Sayeed met with Provost Mangelsdorf and Senior Legal Counsel Brian Vaughan on February 27, 2017. Prof. Sayeed asked if he make an audio recording of the meeting. The Provost and the Legal Counsel did not want the meeting recorded so Prof. Sayeed did not.

Prof. Sayeed met with Prof. Wolleat for a nearly 2 hour interview on March 10, 2017. Prof. Wolleat did consent to an audio recording of the meeting and Prof. Sayeed made a recording.

Prof. Sayeed's Relationship with [REDACTED]: The investigation was strongly influenced by the information provided by [REDACTED] father. However, that information does not reflect the full breadth or depth of the relationship between Prof. Sayeed and [REDACTED].

First, Prof. Sayeed had the highest regard for [REDACTED] intellectual and technical capabilities. He did everything to advance [REDACTED] academic career as evident from: the papers he co-authored with [REDACTED]; the number of conferences [REDACTED] traveled to for presenting the work, including international trips to Montreal, Toronto, Vancouver, and London; and Prof. Sayeed's nomination of [REDACTED] for several fellowship opportunities during the course of his graduate studies. Finally, after [REDACTED] death, Prof. Sayeed was the first to bring up the idea of nominating [REDACTED] and his critical and thorough evaluation of [REDACTED] research contributions was essential to the [REDACTED] being approved and awarded to [REDACTED] (see Exhibit A). It should be noted that this is one of the very rare cases (a handful in UW-Madison's history) in which a [REDACTED] has been awarded by the UW-Madison.

Second, Prof. Sayeed and his family had opened their home to [REDACTED]. In fact, he had visited Prof. Sayeed's home on several occasions between 2012 and 2017, including in early August 2016, a couple of months before his [REDACTED] death on [REDACTED]. [REDACTED] (see Exhibit B).

Third, the implications in [REDACTED] father's comments that somehow [REDACTED] was responsible for training the new graduate students in the lab by himself, and that Prof. Sayeed was intentionally delaying [REDACTED] completion of his Ph.D. degree, are not founded in fact. Prof. Sayeed greatly valued [REDACTED] input given his background, skills and the fact that he had been involved in the prototype development project right from the beginning in 2010. However, to claim that [REDACTED] was responsible for training the students by himself is not warranted. This observation is borne by the fact that Prof. Sayeed has been able to successfully train a completely new group of students since Fall 2016. In fact, the group did a successful demonstration of an advanced version of the prototype in July 2017. Furthermore, Prof. Sayeed was well aware that [REDACTED] had already made more than sufficient contributions for a PhD degree and all he needed was to go through the remaining steps: form a committee, present a thesis proposal, write a thesis and defend it. In fact, Prof. Sayeed and [REDACTED] had extensive discussions on this issue in late summer and Fall of 2016 and had created a plan and tentative timeline for [REDACTED] obtaining his PhD degree by the end of Spring or Summer of 2017 (Exhibit B).

Prof. [REDACTED]: Prof. Sayeed's collaboration with Prof. [REDACTED] which started in 2009 deteriorated over time for a number of reasons (Prof. Sayeed and Prof. [REDACTED] have shared their points of view independently with ECE Chair Prof. Booske). A few points are worth noting here. First, Prof. Sayeed and Prof. [REDACTED] mutually stopped any collaboration in December 2013. However, Prof. [REDACTED] did not bring forth his complaints with the ECE Chair, John Booske, until summer (June/July) 2016. Second, Prof. Sayeed had actively helped Prof. [REDACTED] in obtaining his first extramural NSF grant at the UW in 2009 (Prof. [REDACTED] was having some difficulty initially securing grants). This grant was the basis of a subsequent bigger NSF grant and a WARF-funded prototype development project (as part of the WARF accelerator program) for which [REDACTED] was recruited. The project was Prof. Sayeed's brainchild and he was the principal investigator on all these grants. Third, Prof. Sayeed did everything that his department chair Prof. Booske asked him to do for potential reconciliation with Prof. [REDACTED].

[REDACTED] The goal of this effort was to eventually have a facilitated meeting between Prof. Sayeed and Prof. [REDACTED] to start the process of reconciliation. Unfortunately, while Prof. Sayeed has been willing to have a mediated joint meeting with Prof. [REDACTED], it has not happened to date because Prof. [REDACTED] feels he not ready for it (**Exhibit C**).

Investigation by Assistant Dean Jason Jankoski: One of the recommendations of Assistant Dean Jankoski, based on his investigation, was for an investigation by the Provost "specifically for abuse of authority and influence." (See page 46 of the report and also **Exhibit D – D1**). As elaborated above, Prof. Sayeed refutes this charge. Furthermore, it is worth noting and a bit odd that Mr. Jankoski arrived at this conclusions without ever interviewing Prof. Sayeed as part of his investigation, even though Prof. Sayeed explicitly asked Dean Robertson in one of their face-to-face meetings whether Mr. Jankoski was going to interview him or not (and hoping that such an interview would occur, which never happened).

Departmental Guidance and Support: Prof. Sayeed feels that had the ECE Department taken some action in response to student's complaints, it may have altered some of the outcomes. For example, one student who was interviewed noted that he brought his concerns about Prof. Sayeed's behavior to Prof. Vernon in the ECE department, and Chair, Prof. Booske. However, according to the student (**see exhibit D – D2**), Prof. Vernon told him that "he was been too sensitive" and Prof. Booske told him that "they wanted to keep this under the rug". Similarly, Prof. Nowak was aware of these problems as early as October 2015 when [REDACTED] contacted him, but did not make any effort to speak with Prof. Sayeed directly (**see exhibit D – D3**). This was a major oversight on part of the department and perhaps some of the outcomes could have been different had someone talked with Prof. Sayeed earlier.

It is worth noting that Prof. Sayeed has known Prof. Booske and Prof. Nowak since his undergraduate days at UW-Madison (1989-1991). Prof. Booske was an assistant professor in the

ECE department at that time, and Prof. Sayeed took at least one course from him, and also did independent research study with him. Prof. Nowak was a fellow undergraduate student at UW-Madison at that time, one year senior to Prof. Sayeed. Prof. Sayeed got to know Prof. Nowak even more during graduate school and afterwards as they were part of the same research community in the field of “signal processing.” Prof. Sayeed feels disappointed that neither of them, especially Prof. Booske being the chair, tried to talk with Prof. Sayeed about these problems, let alone offer help or advice. It is also worth noting that when Prof. Booske brought Prof. [REDACTED] complaints to the Prof. Sayeed’s attention (summer 2016), despite the fact that Prof. Sayeed was quite surprised and upset by the nature and timing of the complaints, [REDACTED]

Observations Related to Climate and Bias at UW-Madison: Prof. Sayeed would like to share some observations, related to climate and bias at the UW-Madison, in this report. The issues raised by these observations and their impact on Prof. Sayeed may be relevant to his anger-related behavioral issues at the heart of this investigation. The bias against under-represented non-white faculty, students, and staff at UW-Madison has been noted in a number of recent surveys. Dean Robertson also noted these surveys with a recommendation for anti-bias training in his recent presentation to the faculty on Sep. 13, 2017. Prof. Sayeed has experienced it first hand, unfortunately many times, over the course of his 20+years at UW-Madison. Some examples:

- Ethnically/racially insensitive statements made (quite a few times) by his faculty mentors when Prof. Sayeed was an assistant professor (1997-2003). **Example 1: being called a “towel head” by Prof. [REDACTED] (now retired). Example 2: being told “you can take a third worlder out of the third world, but you cannot take the third world out of the third worlder” by Prof. [REDACTED], currently a [REDACTED] Professor in ECE.**
- More recently (in the last year), being asked by the [REDACTED], who has known him since 1989: **“Do you celebrate Christmas?”**
- Prof. Sayeed’s name is misspelled as **Prof. Chin Sayeed** in the questionnaire used by Assistant Dean Jankoski in the investigation for collecting input from former students – see page 43 of the report (**see also Exhibit D – D4**).
- A printout of an email that Prof. Sayeed accidentally discovered in a department-wide printer in 2001. The email was sent by Prof. [REDACTED] to Prof. [REDACTED], Prof. [REDACTED], Prof. [REDACTED], and a graduate student of Prof. [REDACTED] at the time [REDACTED]. The subject line of the email was “John 2” and it was apparently related to a Bible Study that the group was involved in, led by Prof. [REDACTED]. Prof. Sayeed remembers feeling uncomfortable finding this printout in the departmental printer, including the feeling of “not belonging” or feeling like “an outsider”. Prof. Sayeed also

wondered if this was even appropriate in view of “separation of church and state”. It is also worth noting that Prof. Sayeed was collaborating with [REDACTED], and [REDACTED] on a research project at that time, and [REDACTED] was also one of his faculty mentors (see Exhibit E).

These are a few of the more blatant examples. There are countless other so-called “micro aggressions” that Prof. Sayeed has endured and continues to endure on a regular basis that take a toll over time.

It is also worth noting that when Prof. Sayeed shared the initial decision of the Provost with an Ombudsman and his counselor, they were both very surprised by the nature and severity of the disciplinary action. In the end, Prof. Sayeed cannot help wondering that if his name was John Smith, would things have turned out differently?

A Brief Overview of Prof. Sayeed’s Career at UW-Madison: While the focus of the report was an investigation of misconduct by Prof. Sayeed, let us not forget that he has been at UW-Madison for over 20 years and has actually done a few positive things during that time as well! He was an undergraduate transfer student at UW-Madison (1989-91) when he first moved to the United States in 1989, went to University of Illinois for graduate school (1991-1996), and spent a year at Rice University (1996-1997) as a postdoctoral fellow before returning to the UW-Madison in 1997 as an Assistant Professor in Electrical and Computer Engineering. He was promoted to Associate Professor with tenure in 2003, and then to Full Professor in 2008.

Prof. Sayeed founded the Wireless Communication and Sensing Laboratory (<http://dune.ece.wisc.edu>) in 1997 that has been at the forefront of research and technology development in the broad field of wireless communication and sensing. To date, Prof. Sayeed has graduated 11 PhD students and 14 MS students. All of them found employment of choice right after graduation, and all have been successful in their careers by any measure.

He has established a successful and well-funded research program that has brought nearly \$6M in external funding to the UW-Madison to date, with an overhead of around \$2M.

Prof. Sayeed has brought visibility and prestige to the ECE Department, College and UW-Madison through his research contributions and visibility in the research community. He was elected a Fellow of the Institute of Electrical and Electronics Engineers (IEEE), the leading professional society in his field, in 2012 in recognition of his research contributions (see Exhibit F for a full CV).

Reflections on Prof. Sayeed’s Background and Personal Plans: Prof. Sayeed takes full responsibility for his behavior and feels sincere remorse for its negative impact on his students and colleagues. Here Prof. Sayeed shares some personal reflections on his background and upbringing that have shaped parts of his behavior. He also wants to highlight his recent and ongoing efforts at addressing his behavioral issues at the heart of this investigation.

Prof. Sayeed believes that the abusive aspects of his behavior identified in this report are tied to anger-related issues that he has been dealing with all his life. However, he did not explicitly recognize these aspects of his behavior and their negative consequences until he started his job at the UW in 1997. (It was a telephone conversation with his aunt about his dad that prompted this realization. His dad had anger issues as well. Prof. Sayeed endured physical and emotional abuse as a child). He is not proud of it, but his relationships with virtually all of his students have been negatively impacted by his behavior at some point during their graduate studies. At the same time, he knows that he has never intentionally tried to hurt any of his students or jeopardize their academic or professional development or careers. In fact, he is proud to say that he is on good terms with all of his former students.

As a researcher and colleague, Prof. Sayeed is not the stereotypical faculty member. He can be very candid – to the point of being very direct or blunt at times – that is not always comfortable for others. Sayeed feels that he is very thick skinned and (unreasonably) expects others to be so as well.

Sayeed also does not take himself too seriously and expects others not to take themselves too seriously either. This has backfired with some professional colleagues who find his candid feedback almost offensive or disrespectful. It has also backfired with some students, and possibly junior faculty, who take him more seriously than he realizes!

There are three main negative aspects of Sayeed's behavior: i) raising his voice/yelling, ii) cursing or using foul language, and iii) making disparaging or belittling remarks towards others (e.g. students and colleagues). He is not proud to admit that it has taken him an awfully long time to realize that not everyone can brush them off as easily as he can. (This is related to the kind of environment he encountered growing up in Pakistan; similar to the middle east and even parts of southern Europe, where emotional expression can be quite vivid and dramatic.)

Sayeed thinks that the events in his life in the last 10 years are particularly significant to the current situation. In 2006 his personal life was at a relative low point, and his motivation at work was at a record low. He was not sure if he would ever regain his joy for life or work. Then slowly, he started taking care of himself and then came one of the most significant years of his life - 2008: He became a citizen of the United States on his birthday on [REDACTED]; he met his future wife [REDACTED] on October 24 after going to his first badger football game; he voted for the first time in the historic presidential election, and watched the results on television with [REDACTED] the night Barack Obama was elected president. He got married on [REDACTED] father passed away (at the age of 55) on [REDACTED] after his second battle with cancer. Their son [REDACTED] was born in [REDACTED] and in June 2012 Sayeed quit smoking in preparation for [REDACTED] arrival (after being a heavy smoker for 10 years!). On [REDACTED] Sayeed's father passed away at the age of 84. Luckily he was able to say goodbye to him in June 2013.

Sayeed and [REDACTED] did not have much family support to help with [REDACTED] arrival. At the same time, Sayeed was doing something new for the first time in his work: his research group was actually building a state-of-the-art prototype system in an emerging technology that was ripe for disrupting the wireless landscape! In effect, he was running his lab like a small start-up.

So while he was having the greatest time of his life, the stressors in his life were also at an all-time high. The result was that his negative behavioral issues were getting more pronounced at both work and home. So, on the urging and encouragement of his wife, he sought counseling in June 2013 – just before he traveled to Pakistan to visit his family, particularly his dying father. In retrospect, this was the best thing he did for himself. He has been seeing a counselor regularly – roughly every 4-6 weeks – to this day, and it has been extremely helpful.

Just around the time of [REDACTED] death, Sayeed's first counselor was retiring. So, he got assigned a new counselor and then that counselor took a new job, so now he is onto his third counselor, who is really good and Sayeed is seeing continual (although slow) improvement. As his first counselor noted, "you have developed this behavior over the course of 40+ years and you are not going to change it overnight!" So, Sayeed is trying his best to be patient with himself and everyone around him.

Some of the other things that Sayeed has been doing to improve his behavior with the ultimate goal of eliminating the three main negative aspects, include:

- Meditating on a regular basis.
- Exercising on a regular basis.
- Getting sufficient sleep on a regular basis.
- [REDACTED].
- Keeping track of the times when he engages in negative behavior, and applying "cognitive behavioral therapy" and "role playing" techniques that he has learned in counseling to break the cycle.
- Being thankful every day for all the great things in his life: his family, his health, his family's health, his job, his friends, his colleagues, his students, UW, Madison, the Badgers, and the Green Bay Packers.
- Creating a better work-life balance by creating a bigger circle of friends outside of work. His 4-year old son is greatly facilitating that!
- Honoring his commitment to improving his behavior in memory of [REDACTED].

His second counselor noted: "Our behavior is shaped by all sorts of influences in childhood and growing up. However there is one aspect of adult life that can have an equally potent impact on our behavior: a traumatic event. We can use such as event as an 'anchor' to make a positive change in our lives and behavior". To Sayeed, [REDACTED] death was one such traumatic event. [REDACTED] is his anchor going forward.

Prof. Sayeed fully realizes that the negative aspects of his behavior are unacceptable and need to be modified for effective positive change. They affect everyone: his wife, his 4-year old son, his students, his colleagues, and himself. He is sincerely sorry for all the pain and suffering his behavior has caused to others around him. He turned 50 this year and he is committed to make a positive change in earnest! He is committed to prove to himself, his family, and his students and colleagues at the UW and beyond that he can do it. He feels that he is finally getting to the place where he can fully contribute and give back to Madison and the UW, his first home when he came to the US as a transfer student in January 1989.

List of Exhibits

- A. [REDACTED] led by Prof. Sayeed. It was one of the very rare cases (a handful in UW-Madison's history) in which a [REDACTED] [REDACTED] has been awarded by the UW-Madison. (8 pages including cover page)
- B. Some information on [REDACTED] relationship with Prof. Sayeed and his family. (4 pages)
- C. Email from Sherry Boeger of the Employee Assistance Office (EAO) informing Prof. Sayeed that Prof. [REDACTED] is not ready for a facilitated meeting. (2 pages)
- D. Material from the Investigation Report referenced in this response (3 pages):
 - 1. Recommendations by Assistant Dean Jankoski based on his investigation
 - 2. Prof. Vernon's and Prof. Booske's (partial) knowledge of the situation through a student
 - 3. Prof. Nowak's knowledge of the situation through an email from [REDACTED]
 - 4. Prof. Sayeed's name misspelled as "Chin Sayeed" in the questionnaire used by Assistant Dean Jankoski
- E. Scan of a printout of an email that Prof. Sayeed found in one of the departmental printers in 2001 when Prof. Sayeed was an Assistant Professor. (3 pages)
- F. Prof. Sayeed's CV. (30 pages)

Exhibit B

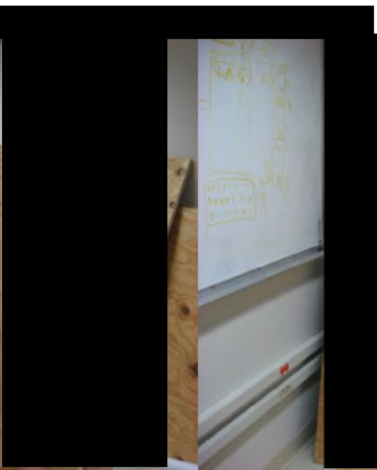
A Timeline of [REDACTED] visits to Sayeed's Home, Some Photographs, and Some Additional Thoughts on Sayeed's Relationship with [REDACTED]

© 2006 The Authors

- _____
- _____

March 2016: ██████ visited Sayeed's home (see pictures below)

August 2016: ██████ visited Sayed's home a few weeks before





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Some Additional Thoughts: [REDACTED] was the most diversely talented student Prof. Sayeed had the privilege of working with in his 20+ years at Wisconsin. Sayeed opened his home to him, as noted above, and he and his family cared for [REDACTED] well being.

[REDACTED]

[REDACTED]

[REDACTED]

After the successful prototype demonstration in May 2016, Sayeed was planning to move forward with a fresh start. Sayeed recognized that it had been a very stressful time for the entire group. The other senior graduate student in Sayeed's lab, [REDACTED], was graduating and planning to leave in June for a job in California starting in August 2016. While there had been significant turn over in the past few years, this was the first time that [REDACTED] was the only one from the older students who was left in the lab for the summer -- two new students were joining the lab in the Fall. Sayeed could sense that [REDACTED] was feeling a little down about the fact that he was not done with his Ph.D., and he had several conversations with [REDACTED] about that. [REDACTED] expressed his intent to finish in the following year. Sayeed agreed and helped him create a timeline for finishing the remaining tasks (forming a committee, presenting a thesis proposal,

and writing the thesis). [REDACTED] was planning on taking his preliminary Ph.D. exam (thesis proposal) in November/December 2017, with the intent of defending his thesis the following May or during summer at the latest.

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
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[REDACTED]
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[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

Exhibit C

Email from Sherry Boeger of the Employee
Assistance Office Regarding [REDACTED]
Unreadiness for a Facilitated Conversation

update

SHERRY L BOEGER

Mon 1/9/2017 9:40 AM

To Akbar Sayeed <akbar.sayeed@wisc.edu>;

Hello Akbar,

[REDACTED]

[REDACTED]

I wish you well.

Best regards,
Sherry

[Sherry Ray Boeger](#)

Employee Assistance Office(EAO) Director

University of Wisconsin-Madison

Lowell Center, Room 226

610 Langdon Street

Madison, WI 53703

Telephone: 608-263-2987

www.eao.wisc.edu

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Exhibit D

Some Items from the Report

Recommended Outcomes:

- Recommend further investigation by the Provost under Faculty Policies & Procedures Chapter 9, specifically for abuse of authority and influence.
- Recommend anger management assistance for Professor Sayeed.
- Letter of expectation
- Require that Professor Sayeed conduct himself professionally within student meetings omitting his desire to call his students stupid, using derogative language, or other inappropriate words with his students in any capacity.
- Assist students to transfer to other faculty advisors if that is their desire.
- On-going monitoring of the lab to ensure a change in atmosphere and behavior by Professor Sayeed.

D1: Recommendations of Assistant Dean Jason Jankoski (from page 46 of the report)

Additional information:

- tried talking to Prof Vernon-Vernon told him he was too sensitive but then tried to console him
 - Told him it would be wise to go to different group
 - Advised him to maintain composure
- Complained to John Booske and told him he wanted to leave
 - John told him they wanted to keep this under the rug

D2: Comments from one of the interviewed student when he brought his concerns to the attention of the ECE Department (page 59 of the report)

Time to talk tomorrow

Tue, Oct 20, 2015 at 6:24 PM

To: Robert Nowak <nowak@ece.wisc.edu>

Professor Nowak,

Would you have some time tomorrow to talk with me about some serious issues our group is having with professor Sayeed?

Thank you,

D3: Email from [REDACTED] to Prof. Nowak (from page 76 of the report)

QUESTIONS & RESPONSES:

1) Are you a M.S. or Ph.D. student? How many years have you been in Professor Chin Sayeed's lab?

We interviewed 7 students that were in the M.S. program and 2 students who were in the PhD program and switched to an M.S. We also interviewed 1 current PhD student and 1 recent PhD graduate-neither of these students had Professor Sayeed as a final mentor. A number of students stayed for a year or less in the lab and then moved to another lab or did not seek another lab position.

D4: The first question in the questionnaire used by Assistant Dean Jason Jankoski (from page 43 of the report) in which Prof. Sayeed's name is misspelled.

Exhibit E

Scan of a Printout of an Email Prof. Sayeed
found on a Departmental Printer in 2001

X-Sender: [REDACTED]
Date: Fri, 16 Mar 2001 10:09:46 -0600
To: [REDACTED]
From: [REDACTED]
Subject: John 2
Cc: [REDACTED]

On Wednesday there was a question about the date and authorship of the book of John. Here is some of what I found:

From Vincent's Word Studies - "The nearly unanimous tradition of the Church assigns the fourth gospel to John (the apostle). It is unquestionably the work of a Jew, an eye-witness, and a disciple of Jesus. It was probably written toward the close of the first century, and therefore later than the other three Gospels. According to the earliest evidence, it was composed at Ephesus.....

..... (the dominant theory is that) John wrote the fourth Gospel as a supplement to its predecessors, in order to supply what was wanting in the synoptic narrative. This Gospel is indeed supplementary in that the writer constantly assumes certain facts are already known to his readers, and adds other facts from his own special information. But the Gospel itself expressly disclaims all intention to be complete (21:25), and is an original conception, both in form and substance, having a distinct plan of its own, and presenting a fresh aspect of the person and teaching of our Lord. It is the picture of him who paints, not because others have failed to catch the ideal he would represent, but because his heart is full and he must speak....."

All the other sources I have (remarks in various Bibles and handbooks) place the writing after the destruction of the temple in A.D. 70 and before John's death in about A.D. 100, most likely between A.D. 85-90. I found no mention of any other possibilities.

Regarding the study of John 2 for next week -- There are two events presented in this chapter. 1) Turning the water into wine; 2) Jesus clearing the temple of the moneychangers and merchants. Depending on the discussion, we may or may not get through both of these.

Let's remember when reading these to view them in light of John's purpose for writing, as revealed in John 20:30-31.

1) Jesus turns water into wine (vs. 1-11)

- a) What about miracles? How do we view these in light of our scientific training? How would we respond to a skeptic who claims that miracles are impossible and thus the Bible can't be true?
- b) Why did John choose to include this miracle? What purpose did miracles serve in John's view?
- c) What does this account tell me about the character of Jesus and how I can expect Him to intervene in my life?

2) Jesus clears the temple (vs. 12-25)

- a) Why did Jesus clear the temple? What was so offensive that He acted this way?
- b) What did Jesus claim as the basis for His authority in clearing the temple? Did the Jews get it?
- c) Why did Jesus not entrust Himself to men? What does this say about His deity?
- d) How does this account parallel what Jesus wants to do in my life?

--

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Exhibit F

Prof. Sayeed's CV

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Tel: (608) 265-4731, Fax: (608) 262-1267
Email: akbar@engr.wisc.edu, Web: <http://dune.ece.wisc.edu/>
Google Scholar: 9800+ citations; h-index: 42

Research Interests

Wireless communication and sensing, wireless channel measurement and modeling, machine learning and data analytics, statistical signal processing, communication and information theory, harmonic analysis, time-frequency representations, prototype and testbed development, and technology development and transfer.

Education

1996	University of Illinois-Urbana	Ph.D. in Electrical and Computer Engineering
1993	University of Illinois-Urbana	M.S. in Electrical and Computer Engineering
1991	University of Wisconsin-Madison	B.S. in Electrical and Computer Engineering

Positions

2008-present	University of Wisconsin-Madison	Professor
2003-2008	University of Wisconsin-Madison	Associate Professor
1997-2003	University of Wisconsin–Madison	Assistant Professor
1996–1997	Rice University	Postdoctoral Research Fellow
1991–1996	University of Illinois–Urbana	Research Assistant

Awards and Honors

2016	Leading an NSF Research Coordination Network on Millimeter-Wave Wireless Technology
2016	Invited Participant of a Kickoff Event for a new \$400M, 7-year NSF-led Advanced Wireless Research Initiative
2015	Steering Committee Member: NSF Workshop on the <i>Enhancing Access to the Radio Spectrum (EARS)</i> program
2012	IEEE Fellow
2003	UW Grainger Electrical and Computer Engineering Junior Faculty Fellowship
2001	Office of Naval Research Young Investigator Award
1999	National Science Foundation Faculty Early CAREER Development Award
1996	Robert T. Chien Memorial Award for outstanding Ph.D. research (U. Illinois)
1992–1995	Schlumberger Fellowship (U. Illinois)

Research Support

2017-2020	NSF	NeTS: SHF: Medium: Integrated Design and Optimization of Scalable Millimeter-Wave Multi-beam MIMO Networks for Gigabit Mobile Access; PI: A. Sayeed, co-PI: P. Ramanathan, \$1,189,378; Collaborative project with WSU (PI: D. Heo, and co-pI: S. Gupta); Wisconsin (lead) share: \$660,900, WSU share: \$528,478
2016-2019	NSF	RCN: Millimeter-Wave Wireless Research: Hardware, Communication, Computation, and Networking ; PI: A. Sayeed, co-PI: X. Zhang; \$300,000
2016-2019	NSF	II-New: A BeamSpace Multiple Input Multiple Output (MIMO) Testbed for Centimeter-Wave and Millimeter-Wave Wireless; PI: A. Sayeed, co-PI: P. Ramanathan; \$775,000
2015-2017	WARF	Accelerator Program, CAP-MIMO Phase III Prototype Development, PI: A. Sayeed; \$128,000
2015-2017	NSF	EAGER: Proof-of-Concept of a New MIMO Transceiver for Addressing Beam Squint in Wideband High-Dimensional Arrays; PI: A. Sayeed; \$200,000
2014-2017	NSF	PFI-AIR: BeamSpace MIMO Transceiver Prototype for Gigabit Mobile Wireless Access at Millimeter-Wave Frequencies; PI: A. Sayeed, co-PI: C. Navis (UW Business); \$200,000
2012-2016	NSF	EARS: BeamSpace Communication Techniques and Architectures for Enabling Gigabit Mobile Wireless at Millimeter-wave Frequencies; PI: A. Sayeed, co-PI: N. Behdad; \$500,000
2013-2015	DARPA	DARPA 100G Program - Electro-optic transceivers for Millimeter-Wave Wireless Links - subcontract from Battelle Memorial Institute; PI: A. Sayeed; \$55,000
June 2010-	WARF	Continuous Aperture Phased MIMO; PI: A. Sayeed. Wisconsin Alumni Research Foundation (WARF) <i>Accelerator Competition Grant for Technology Commercialization</i> ; Phases I, II, and III; \$212,000
2010-2013	NSF	EAGER: A Novel Hybrid Analog-Digital Architecture for Optimum Agile Wireless Communications Using Discrete Lens Arrays; PI: A. Sayeed, co-PI: N. Behdad; \$150,000
2009-2011	UW	Cognition and Adaptation in Wireless Networks; \$35,000
2006-2010	NSF	An Integrated PHY-MAC Approach for Secure Open-Access Wireless Networks; co-PI with S. Banerjee (Wisconsin) and A. Perrig (Carnegie Mellon); \$330,000
2004-2008	NSF	Communication over Dispersive Wireless Channels: Theory and Methods Based on Physical Principles; PI, joint with V. Veeravalli (Illinois); \$500,000
2001-2005	NSF (ITR)	Integrated Signal Processing and Antenna Array Design for Diversity Wireless Links; PI, joint with Z. Popovic (Colorado); \$500,000
2001-2004	ONR (YIP)	Maximal Exploitation of Space-Time Dimensions for Communication in Highly Dynamic Scenarios; PI; \$300,000

2001-2002	NSF	Measurement Based Channel Modeling for Coherent Terahertz Communications; co-PI, joint with D. van der Weide and B. Van Veen; \$64,000
2000-2003	DARPA	Location-Centric Distributed Computation and Signal Processing in Microsensor Networks; co-PI, joint with P. Ramanathan, Y. Hu, K. Saluja; \$1,300,000
1999-2003	NSF	Integrating Antennas, Receivers, and Networks in Mobile Wireless Communications; co-PI, joint with B. Van Veen, R. Agrawal, S. Hagness, D. van der Weide, L. Scharf (Colorado), Z. Popovic (Colorado); \$750,000
1999-2004	NSF (CAREER)	An Integrated Digital Signal Processing Framework for Optimized Wireless Communications; PI; \$200,000
2000-2001	Wisconsin	Signaling in Canonical Channel Modes for Wireless Networks; \$25,000
1999-2000	Wisconsin	Canonical Space-Time Processing in Wireless Communications; \$20,000
1998-1999	Wisconsin	New Techniques for Multiuser Wireless Communications; \$20,000

Professional Activities

Associate Editor: *IEEE Transactions on Signal Processing* (2013-2015)

Associate Editor: *IEEE Signal Processing Letters* (1999-2002)

Guest Editor: IEEE Journal of Selected Topics in Signal Processing (special issue on signal processing for millimeter-wave wireless communication); R. Heath, N. Gonzalez-Prelcic, S. Rangan, W. Roh, and A. Sayeed (2015-16)

IEEE Journal of Selected Topics in Signal Processing (special issue on Signal Processing and Networking for Dynamic Spectrum Access); A. Swami, R. Berry, A. Sayeed, V. Tarokh and Q. Zhao (2008)

IEEE Journal on Selected Areas in Communications (special issue on Self-organizing Distributed Collaborative Sensor Networks); A. Sayeed, D. Estrin, G. Pottie, and K. Ramchandran (2005)

Technical

Committees: Signal Processing for Communications and Networking Technical Committee of the IEEE Signal Processing Society (2007-2012)

Technical Program

Committees: 2017 **Workshop Co-Chair**, IEEE VTC Workshop on Millimeter-Wave Channel Measurement, Modeling, and Systems
2017 **Workshop Co-Chair**, Second Workshop of the NSF Research Coordination Network on Millimeter-Wave Wireless Technology
2016 **Workshop Co-Chair**, Kickoff Workshop of the NSF Research Coordination Network on Millimeter-Wave Wireless Technology

2016 **Workshop Co-Chair**, IEEE Globecom Workshop on 5G Wireless Channel Modeling

2016 **Workshop Co-Chair**, IEEE VTC Workshop on Millimeter-Wave Channel Modeling

2014 **Technical Program Co-Chair**, IEEE Workshop on Signal Processing Advances for Wireless Communications (SPAWC)

2007-2013, IEEE Workshop on Signal Processing Advances for Wireless Communications (SPAWC)

2007-2013, IEEE International Conference on Acoustics, Speech and Signal Processing (ICASSP)

2011 IEEE International Symposium on Information Theory (ISIT), St. Petersburg, Russia

2010 International Conference on Cognitive Radio Oriented Wireless Networks and Communications (CrownCom), Cannes, France

2009 IEEE GLOBECOM, Hawaii

2008 **Technical Program Track Chair**, Asilomar Conference on Signals, Systems and Computers, Pacific Grove, CA

2008 IEEE GLOBECOM, New Orleans

2008 **Technical Program Co-chair**, IEEE Communication Theory Workshop, St. Croix, US Virgin Islands

2007 **Technical Program Co-chair**, IEEE Statistical Signal Processing Workshop, Madison, WI

2005 ACM Conference on Embedded Networked Sensing Systems (SenSys), San Diego

2005 IEEE Global Communications Conference (GLOBECOM), St. Louis

2005 IEEE Workshop on Signal Processing Advances for Wireless Communications (SPAWC), New York

2004 25-th IEEE International Real-Time Systems Symposium (RTSS), Portugal, Lisbon

2004 International Symposium on Information Processing in Sensor Networks (IPSN), April, Berkeley, CA

2003 IEEE International Conference on Communications (ICC), 2003, Alaska

Fall 2002 IEEE Vehicular Technology Conference (VTC), Vancouver, Canada

Session Organizer: Millimeter-Wave MIMO Wireless Systems, 2017 Asilomar Conference

5G Wireless Panel, 2014 IEEE Workshop on Signal Processing Advances in Wireless Communications (SPAWC 2014)

Cognitive Wireless Communication and Sensing in Networks, 2006 Military Communications Conference (MILCOM 2006); with B. Daneshrad (UCLA)

Member: IEEE (Fellow), Eta Kappa Nu, Tau Beta Pi

[REDACTED]

Dr. Michail Matthaiou (visiting scholar, summer 2009), Technical University of Munich, currently Se

[REDACTED]

Prof. Chang-Heon Oh (visiting scholar, 2006-2007), Korea University of Technology and Education

[REDACTED]

J. Kotecha (postdoc, 2002-2004); Senior Member of Tech. Staff, Freescale, Austin, TX

[REDACTED]

Z. Hong (postdoc, 2002-03); Canadian Research Centre, Ottawa, CA

[REDACTED]

University Service

1997-present	Director, Wireless Communication and Sensing Laboratory
1998-present	ECE Openhouse
1999-present	Faculty Recruitment (Systems Area)
2016-2017	ECE Graduate Advisor
2016-2017	ECE Graduate Admissions and Fellowship Committee
2016-2017	ECE Steering Committee
2016-2017	CoE Academic Planning Council
2015-2016	ECE Steering Committee
2015-2016	CoE Academic Planning Council
2015-2016	ECE Graduate Advising (chair)
2014-2015	College of Engineering Equity and Diversity Committee
2014-2015	College of Engineering Academic Planning Council
2014-2015	ECE Graduate Committee (Chair)
2014-2015	ECE Educational Innovation Committee (Online Program in Wireless)
2005-2014	Associate Director, UW Wireless and Sensor Networks (WiSeNet) Consortium
2013-2014	College of Engineering Equity and Diversity Committee
2013-2014	Educational Innovation Committee (Chair)
2013-2014	Strategic Planning Committee
2013-2014	Workload Committee
2012-2013	Faculty Performance Review
2012-2013	Online Education Committee (Chair)
2012-2013	Faculty Recruitment Committee (Communications and Signal Processing)
2010-2011	Faculty Recruitment (Power Systems)
2009-2011	Curriculum and Strategic Planning Committee
2010-2011	Awards Committee
2006-2011	Representative to College Equity and Diversity Committee
2006-2009	Undergraduate Advising
2007-2008	Graduate Admissions and Fellowships
2005-2006	Graduate Admissions and Fellowships
2005-2006	Faculty Performance Review
2003-2004	Eta Kappa Nu Faculty Advisor
2000-2004	Graduate Fellowships
2000-2001	Departmental Seminar Coordinator
1997-1998	Graduate Fellowships
1999-2004	IEEE Student Branch Faculty Advisor

Patents and Invention Disclosures

[1] A. Sayeed, *Radiator Localization*, US patent No. 9,763,216 issued, September 12, 2017.

- [2] [REDACTED]
- [3] [REDACTED]
- [4] A. Sayeed and N. Behdad, *Continuous Aperture Phased MIMO*, US patent No. 8,811,511 issued August 19, 2014.
- [5] W. Bajwa, A. Sayeed, R. Nowak and J. Haupt, *Method for Probing and Learning Sparse Multipath Wireless Channels*, US Patent No. 8,320,489, issued on Nov. 27, 2012.
- [6] A. Sayeed and V. Raghavan, *Method and Apparatus for Maximizing Capacity of Multi-Antenna Communication Systems with Reconfigurable Antenna Arrays*, US patent No. 8,000,732, issued on August 16, 2011.
- [7] A. Sayeed and T. Sivanadayan, *Active Wireless Sensing: Method for Rapid Information Retrieval From an Ensemble of Wireless Sensors*, US patent No. 7,881,671 issued on Feb. 1, 2011.
- [8] K. Liu and A. M. Sayeed, *Layered Space-Time Processing in a Multiple Antenna System*, US patent No. 7,218,906 issued on May 15, 2007.
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- [10] T. A. Kadous and A. M. Sayeed, *Method and System for Multi-Carrier Multiaccess Reception in the Presence of Imperfections*, US patent No. 6,654,408 issued on November 25, 2003.

Book Chapters

- [1] [REDACTED]
- [2] A. M. Sayeed and T. Sivanadayan, "Wireless Communication and Sensing in Multipath Environments Using Multi-antenna Transceivers," *Handbook on Sensor and Array Processing*, (S. Haykin and R. Liu, eds.), IEEE-Wiley, 2010.
- [3] A. M. Sayeed, "Object Detection and Classification in Sensor Networks," in *Frontiers in Distributed Sensor Networks* (R. Brooks and S. Iyengar, eds.), CRC Press, 2004.
- [4] A. M. Sayeed, "Communication over Linear Dispersive Channels: A Time-Frequency Perspective," in *Time Frequency Signal Analysis and Processing* (B. Boashash ed.), pp. 549-557, Elsevier, Nov. 2003.
- [5] A. M. Sayeed, "Optimal Time-Frequency Detectors," in *Time-Frequency Signal Analysis and Processing* (B. Boashash ed.), pp. 500-509, Elsevier, Nov. 2003.
- [6] A. M. Sayeed and B. Aazhang, "Communication over Multipath Fading Channels: A Time-Frequency Perspective," in *Wireless Communications: CDMA versus TDMA* (S. G. Glisic and P. A. Leppanen eds.), pp. 73-98, Kluwer Academic Publishers, 1997.

Technical Reports

- [1] [REDACTED]
- [2] Y. Zhou, M. Herdin, A. M. Sayeed and E. Bonek, "Experimental Study of MIMO Channel Statistics and Capacity via the Virtual Channel Representation," UW-ECE Technical Report, February 2007.
- [3] J. Kotecha and A. M. Sayeed, "Canonical Statistical Modeling and Capacity Analysis of Correlated MIMO Channels," UW-ECE Technical Report, February 2004.
- [4] A. M. Sayeed, "A Statistical Signal Modeling Framework for Integrated Design of Sensor Networks," UW-ECE Technical Report, October 2003.

Journal Publications

- [1] X. Gao, L. Dai, A. Sayeed, "Low RF-Complexity Technologies for 5G Millimeter-Wave MIMO Systems with Large Antenna Arrays", submitted for publication, 2016.
- [2] R. Heath, N. Gonzalez-Prelcic, S. Rangan, W. Roh, and A. Sayeed, "An Overview of Signal Processing Techniques for Millimeter-Wave MIMO Systems", *IEEE Journal on Selected Topics in Signal Processing*, April 2016.
- [3] H. Mehrpouyan, M. R. Khanzadi, M. Matthaiou, A. Sayeed, R. Schober, and Y. Hua, "Improving Bandwidth Efficiency in E-band Communication Systems," *IEEE Communications Magazine*, March 2014.
- [4] A. Fish, S. Gurevich, R. Haddani, A. Sayeed, and O. Schwartz, "Delay-Doppler Channel Estimation in Almost Linear Complexity," *IEEE Transactions on Information Theory*, November 2013.
- [5] T.-H. Chou, S. Draper and A. Sayeed, "Secret Key Generation from Sparse Wireless Channels: Ergodic Capacity and Secrecy Outage," *IEEE Journal on Selected Areas in Communications*, pp. 1751-1764 September 2013.
- [6] M. Malloy and A. Sayeed, "Re-visiting Spread Spectrum Detection in Multipath," *IEEE Transactions on Signal Processing*, pp. 4330-4340, September 2013.
- [7] [REDACTED]
- [8] Y. Liu, S.C. Draper, and A.M. Sayeed, "Exploiting Channel Diversity for Secret Key Generation From Multipath Fading Randomness", the *IEEE Transactions on Information Forensics and Security*, pp.1484-1497, October 2012.
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- [14] T. Sivanadayan and A. M. Sayeed, "Active Wireless Sensing: A Versatile Framework for Information Retrieval in Sensor Networks," *IEEE Transactions on Signal Processing*, Jan 2010.
- [15] M. Matthaiou, Y. Kopsinis, D. Laurenson and A. Sayeed, "Ergodic Capacity Upper Bound for Dual MIMO Ricean Systems: Simplified Derivation and Asymptotic Tightness," *IEEE Transactions on Communications*, Dec. 2009.
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- [23] A. Sayeed and V. Raghavan, "Maximizing MIMO Capacity in Sparse Multipath with Reconfigurable Antenna Arrays," *IEEE Journal on Special Topics in Signal Processing (special issue on Adaptive Waveform Design for Agile Communications and Sensing)*, pp. 156-166, June 2007.
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- [27] K. Liu and A. M. Sayeed, "An Iterative Extension of BLAST Decoding Algorithm for Layered Space-Time Signals," *IEEE Transactions on Communications*, pp. 1754-1761, October 2005.
- [28] Y. Zhou, S. Rondineau, D. Popović, A. Sayeed, and Z. Popović, "Virtual Channel Space-Time Processing With Dual-Polarized Discrete Lens Antenna Arrays," *IEEE Transactions on Antennas and Propagation* (special issue on Antennas and Propagation Applications), pp. 2444-2455, August 2005.
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- [4] A. Sayeed and N. Behdad, "Continuous Aperture Phased MIMO: Basic Theory and Applications," *Allerton Conference on Communications, Control and Computing*, September 2010.

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Tutorial

“Wireless Sensor Networks,” (with D. Estrin and M. Srivastava), *8th ACM Conference on Mobile Computing and Networking (Mobicom 2002)*, September 24, 2002.

Keynote and Plenary Talks

“Wideband (and Massive) MIMO for Millimeter-Wave Mobile Networks: Recent Results on Theory, Architectures, and Prototypes,” Keynote Lecture, *Workshop on Millimeter Wave-Based Integrated Mobile Communications for 5G Networks, 2017 IEEE Wireless Communication and Networking Conference*, San Francisco, March 2017.

“Multi-beam MIMO for Millimeter-Wave Wireless: Architectures, Prototypes, and 5G Use Cases,” Keynote Lecture, *Workshop on Millimeter Wave-Based Integrated Mobile Communications for 5G Networks, 2016 IEEE Wireless Communication and Networking Conference*, April 3, 2016, Doha, Qatar.

“Beamspace MIMO Architectures for Millimeter-Wave Wireless,” Plenary Lecture, *International Workshop on Emerging MIMO Technologies* as part of *2015 IEEE International Conference on Computing, Networking and Communications (ICNC)*, Feb. 16, 2015, Anaheim, CA.

“Millimeter-Wave MIMO Architectures for 5G Wireless,” Plenary Lecture at the *2014 IEEE Globecom Workshop on Emerging Technologies for 5G Wireless Cellular Networks*, Dec 8., 2014, Austin, TX.

“Wireless Sensor Networks: Interplay between Distributed Sensing, Communications and Learning”, Keynote Lecture, *Picture Coding Symposium*, San Francisco, CA, December 15-17, 2004.

Invited Lectures and Presentations

“Millimeter-Wave Wireless: A Cross-Disciplinary View of Research and Technology Development,” First ACM Workshop on Millimeter-Wave Networks and Sensing Systems, Snowbird, UT, October 16, 2017.

“Millimeter-wave MIMO: Basic Theory, Architectures, and Technology Development,” Huawei University Days, Chicago, Aug 4-5, 2016.

“The Next Wireless Frontier: Challenges and Opportunities at Millimeter-wave and Higher Frequencies,” Hawaii Center for Advanced Communication, University of Hawaii, December 2, 2014.

“Beamspace Communication Techniques and Architectures for Enabling Gigabit Mobile Wireless at Millimeter-wave Frequencies,” NSF EARS (efficient access to the radio spectrum) program Kickoff Workshop, October 7-8, 2013.

“The Next Wireless Frontier: Challenges and Opportunities at Millimeter-wave and Higher Frequencies,” Virginia Tech, April 22, 2013.

“The Next Wireless Frontier: Challenges and Opportunities at Millimeter-wave and Higher Frequencies,” Iowa State University, April 13, 2012.

“Harnessing the Wireless Spectrum: Challenges and Opportunities,” Washington State University, October 4, 2011.

“Harnessing the Wireless Spectrum: Opportunities and Challenges,” Boston University, March 2009.

“Cognition and Security in Wireless Networks,” LUMS School of Science and Engineering, Lahore, Pakistan, October 15, 2008.

“Capacity of Correlated MIMO Channels: Channel Power and Multipath Sparsity,” Random Matrix Theory and Wireless Communications Workshop, Boulder, CO, July 24, 2008.

“Cognitive Wireless Communication in Time, Frequency and Space,” McMaster University, July 20, 2007.

“Cognitive Wireless Communication in Time, Frequency and Space,” WINLAB, Rutgers University, April 3, 2007.

“Cognitive Wireless Communication in Time, Frequency and Space,” Columbia University, April 2, 2007.

“Cognitive Wireless Communication and Sensing in Time, Frequency and Space,” Illinois Center for Wireless Systems, University of Illinois, February 23, 2007.

“Non-coherent Capacity and Reliability of Sparse Multipath Channels in the Wideband Regime,” *2nd Workshop on Information Theory and Applications*, UCSD, January 2007.

“Active Wireless Sensing in Time, Frequency and Space,” *Workshop on Mathematical Challenges and Opportunities in Sensor Networks*, Institute for Pure and Applied Mathematics, Los Angeles, January 2007.

“Wireless Communications and Sensing in Time, Frequency and Space,” Darmstadt University, Germany, July 5, 2006.

“Distributed Inference in Wireless Sensor Networks,” University of Frankfurt, Germany, July 4, 2006.

“Distributed Inference in Wireless Sensor Networks,” Department of Computer Science, LUMS, Pakistan, June 28, 2006.

“Active Wireless Sensing”, 2006 IEEE Communication Theory Workshop, San Juan, May 24, 2006.

“Wireless Communication and Sensing in Time, Frequency and Space”, UCLA, November 7, 2005.

“Active Wireless Sensing and Applications in RFID-Enabled Systems,” MITRE Workshop on Netted Sensors, October 26, 2005.

“Wireless Communications and Sensing: A Physical Perspective,” Qualcomm, April 28, 2005.

“Multi-antenna Wireless Channels: New Results on Modeling, Optimal Signaling and Capacity,” Northwestern University, November 24, 2004.

“Multi-antenna Wireless Communications, Sensor Networks, and RFID,” 3M Visit, University of Wisconsin, September 29, 2004.

“Sensor Networks, Antenna Array Systems and RFID,” RFID Industry Workgroup Meeting, UW E-Business Consortium, Madison, WI, August 14, 2004.

“Correlated MIMO Channels: Modeling, Capacity and Coding,” Stanford University, December 5, 2003.

“A Statistical Signal Modeling Framework for Optimizing Sensor Networks,” *IEEE Statistical Signal Processing Workshop*, St. Louis, MO, September 29, 2003.

“A Virtual Representation for Multi-Antenna Wireless Channels,” EECS Department, University of California at Berkeley, April 23, 2003.

“A Virtual Representation for Multi-Antenna Wireless Channels,” Program on Applied and Computational Mathematics Colloquium, Princeton University, February 10, 2003.

“A Virtual Representation for Time- and Frequency-Selective MIMO Channels,” FTW, Vienna, Austria, November 15, 2002.

“A Virtual Representation for Time- and Frequency-Selective MIMO Channels,” ETH, Zurich, Switzerland, November 13, 2002.

“Deconstructing Multi-Antenna Wireless Channels,” University of Hawaii, October 29, 2002.

“Deconstructing Multi-Antenna Fading Channels,” University of Rome “La Sapienza”, July 11, 2002.

“Deconstructing Multi-Antenna Wireless Channels,” Department of Electrical Engineering, University of Washington-Seattle, April 15, 2002.

“Multi-Antenna Wireless Channels Made Simple,” Chaos and Complexity Seminar, Physics Department, University of Wisconsin-Madison, April 9, 2002.

“Deconstructing Multi-Antenna Wireless Channels,” Distinguished Lecture Series, Electrical and Computer Engineering, Illinois Institute of Technology, February 15, 2002.

“Orthogonal Time-Frequency Signaling Over Doubly Dispersive Channels,” Department of Electronic Engineering, University of York, England, January 21, 2002.

“Deconstructing MIMO Wireless Channels,” Centre for Telecommunications, King’s College, University of London, January 14, 2002.

“Modeling and Capacity of MIMO Fading Channels,” Motorola Laboratories, Schaumburg, IL, December 17, 2001.

“Deconstructing Multi-Antenna Wireless Channels,” Department of Electrical Engineering, University of Southern California, November 8, 2001.

“Deconstructing Multi-Antenna Wireless Channels,” Department of Electrical Engineering, Stanford University, November 7, 2001.

“Deconstructing Space-Time Channels,” Department of Electronic Engineering, University of York, August 20, 2001.

“Deconstructing Space-Time Channels,” Department of Electrical and Computing Engineering, Ohio State University, May 22, 2001.

“Canonical Space-Time Modes Based Receivers,” Wireless Communications Group, Texas Instruments, Dallas, TX, February 7, 2001.

“Modeling and Capacity of Multi-Antenna Multipath Channels,” Department of Electrical and Computer Engineering, George Washington University, December 7, 2000.

“Modeling and Capacity of Multi-Antenna Multipath Channels,” Department of Electrical and Computer Engineering, University of Colorado, Boulder, November 16, 2000.

“Integrated Design of CDMA Transceivers Via Canonical Space-Time Modes,” Mobile Communications Group, Eurecom Institute, Sophia Antipolis, France, June 19, 2000.

“WINSPAR’s Approach to Signaling, Reception and Dynamic Resource Allocation,” Advanced Systems Technology, Rockwell Collins, Cedar Rapids, IA, May 24, 2000.

“WINSPAR’s Approach to Signaling, Reception and Dynamic Resource Allocation,” Motorola Labs, Schaumburg, IL, April 28, 2000

“Integrated Design of CDMA Transceivers Via Canonical Space-Time Modes,” Department of Electrical Engineering, Cornell University, March 13, 2000.

“Wireless Communication in Canonical Channel Modes,” Wireless Communications Group, Texas Instruments, Dallas, TX, January 20, 2000.

“Signal Processing Using Wavelets and Time-Frequency Representations,” Chaos and Complex Systems Seminar, Physics Department, University of Wisconsin, December 14, 1999.

“The Holy Grid of Wireless Communications,” Systems Seminar, Department of Electrical and Computer Engineering, University of Wisconsin, December 1, 1999.

“Wireless Communication in Canonical Channel Modes,” Department of Electrical Engineering and Computer Science, University of Illinois at Chicago, October 15, 1999.

“Canonical Space-Time Processing for Multiuser Wireless Communications,” Wireless Communications Group, Texas Instruments, Dallas, TX, July 27, 1999.

“Canonical Space-Time Processing for Multiuser Wireless Communications,” Nokia Research Laboratory, Irving, TX, July 26, 1999.

“An Integrated Framework for Space-Time Processing in Multisuer Wireless Communications,” Digital Communications Research Department, Bell Laboratories, Holmdel, NJ, June 21, 1999.

“Signal Processing in Canonical Space-Time Coordinates for Multiuser Wireless Communications,” Department of Electrical and Computer Engineering, University of Minnesota, April 23, 1999.

“Signal Processing in Canonical Spatio-Temporal Coordinates for Wireless Communications,” Motorola Cellular Infrastructure Group, Arlington Heights, IL, March 5, 1999.

“Interference-Resistant Timing Acquisition Over Multipath Fading Channels,” Department of Electrical and Computer Engineering, Rice University, June 5, 1998.

“Channel-Based Signal Processing in Mobile Wireless Communications,” Department of Electrical Engineering, University of Carlos III, Madrid, Spain, February 9, 1998.

“Joint Multipath-Doppler Diversity in Fast Fading Mobile Wireless Channels,” Department of Electrical and Computer Engineering, University of Illinois at Urbana-Champaign, November 24, 1997.

“Communication Over Multipath Fading Channels: A Time-Frequency Perspective,” 8th International Conference on Personal, Indoor and Mobile Radio Communications, Helsinki, Finland, September 1, 1997.

“Optimal Detection Using Time-Frequency Representations and Wavelets,” Faculty of Electrical Engineering, Ghulam Ishak Institute of Technology, Topi, Pakistan, January 10, 1997.

“Time-Frequency Representations and Optimum Detection,” Department of Electrical and Computer Engineering, University of Wisconsin–Madison, December 2, 1996.

“Statistical Signal Processing Using Time-Frequency and Wavelets,” Department of Electrical Engineering and Computer Science, The University of Michigan, October 26, 1996.

“A Statistical Framework for Time-Frequency and Wavelet Analysis,” Department of Electrical Engineering, The Michigan State University, October 24, 1996.

“A Statistical Framework for Time-Frequency and Wavelet Analysis,” Department of Electrical and Computer Engineering, Rice University, October 22, 1996.

“Statistical Time-Frequency Analysis,” Department of Electrical Engineering, The Ohio State University,
June 3, 1996.

Personal

U.S. Citizen. Married [REDACTED] with a son [REDACTED] born [REDACTED].

Exhibit 5: questionnaire & responses 2020

Investigation Questionnaires

On April 14 (staff) and April 19 (faculty) of 2020, a pdf questionnaire generated as part of the current investigation was sent via e-mail to all current ECE departmental staff (14x), to recent ECE staff (6x), and to all current department (43x) and emeritus faculty (14x). The majority of these names and e-mail addresses were as defined on the current Dept web site. Similar questionnaires differing only in #3 “start and end dates of your ECE affiliation” and #4, defining the nature of that affiliation were sent to 7 previous students/postdocs/staff who had worked with Dr. Sayeed, but were not previously involved with Dean Jankowski (2nd preliminary report). The ECE Chair, Associate & previous Chairs (7x), and the people (9x) cited as “interviewed” by Dean Jankowski in 2019, were offered the option of returning a questionnaire and/or responding in person when I spoke to them (phone/skype/webex). Each form had non-exclusive positive/negative/neutral check-box options for all questions. There was no requirement for any response to any question. “Other”; “Would you care to elaborate”; and “Comments box” could be filled in as the responder wished (or not), recording voluntary text.

E-mail requesting voluntary questionnaire participation:

"As Prof Hagness has informed you, Provost Scholz recently appointed me to investigate FPP 9.0 behavior allegations related to Prof Akbar Sayeed. This investigation was triggered in response to new information unavailable in 2017. My report will help guide the Provost's consideration.

Faculty governance is a community effort. For an unbiased and yet thorough account, I want to give voice to all ECE members who might have something to contribute. My intent is to ensure I fully understand the investigation materials and witness accounts within the experiences of the entire department. If you could possibly complete the attached (brief) questionnaire about your professional interactions with Prof Sayeed, your experiences, supportive, not supportive or neutral will give me a better perspective on the Provost's charges. You may of course, decline to participate or decline to answer any questions with which you are unfamiliar or uncomfortable, but I request that you let me know of that decision.

Of necessity I am privy to all responses, but you may be assured of complete confidentiality and source anonymity for any information you choose to convey. In order to preserve the integrity of the investigation and honor the rights and privileges of your faculty colleague, I must ask that you not discuss these questions or your responses with anyone else."

Number of responses: Current and previous ECE members returned a total of **49** questionnaires; 4 more responded but declined participation; the remainder did not respond. 2 additional forms were returned from voluntary, unsolicited ECE participants. Among those queried, 23 people had been hired by ECE since 2016, of whom only 11 returned forms. 7 new people and 2 others checked, “We’ve only met casually or infrequently” to Qu4, then chose not to answer other questions. The inclusion of the full department membership in this exercise was deliberate to allow for self-selection instead of investigator-selection of potential responses.

The “[Ans](#)” values below record the sum of checked boxes for each question. Some people skipped questions, declined to answer or checked multiple answers. From all returned forms, all volunteered text for each question is cited below. The answers are total and verbatim, edited only for obvious misspellings/typos. In some cases words/phrases are redacted to maintain anonymity. Each responder submitting such text was assigned a witness ID (e.g. “W12”) and the time referent for the event(s) in that response (e.g. “07”; “prior to ’10”; etc.) is indicated if available. As described elsewhere ([Ex5](#)), some witnesses provided additional oral testimony during personal interviews requested by them or by me.

Text of pdf questionnaire; record of checkbox responses:

ECE Community. The Provost has initiated an FPP 9.0 investigation concerning recent and past behavior allegations against Prof Akbar Sayeed. The current charges involve new information subsequent to, or not considered by, the 2017 investigation. The intent of these questions is to make sure I fully understand the investigation materials and the experiences of the entire department. Your responses are completely confidential and anonymous (except to me). You may, of course, decline to participate or decline to answer any questions with which you are unfamiliar or uncomfortable. To preserve the integrity of the investigation and honor the rights and privileges of your faculty colleague, I must ask that you not discuss these questions or your responses with anyone else.

Please return this form to: acpalmen@wisc.edu. Thank you for any information you feel might be helpful.

1. Your name:
2. Your ECE affiliation (e.g. Prof? Emeritus? Staff?):
3. Approximate start date of your ECE affiliation:
4. In what professional capacities are you acquainted with Prof Sayeed?

Note: Staff/student options were slightly different. For anonymity identifying responses are not given here.

- ✓ We've only met casually or infrequently.
- ✓ We've taught courses together.
- ✓ We've co-served on Dept. or grad student committees.
- ✓ We sometimes discuss our research.
- ✓ We've collaborated on research.

Other:

5. In any of your interactions with Prof Sayeed, have you ever heard him use inappropriate language directed towards you or towards others?

- ✓ No, not in my presence.
- ✓ Yes. He has directed inappropriate language towards me.
- ✓ Yes. I have heard him use inappropriate language with others.

Ans: 24x

Ans: 6x

Ans: 17x

Would you care to elaborate?

- W13; #5; [REDACTED]: Nothing of the severely inappropriate words that I'd heard he's used with other faculty and students. Just sometimes in meetings, when he disagreed, he'd use phrases like "c'mon, that's ridiculous!" etc. Stuff that is not good for effectively converging to consensus and understanding, but it could still be uncomfortable to hear sometimes. But again, not unique and--in MY presence, nothing like I've heard he's used in other circumstances.
- W14; #5; [REDACTED]: I (experienced a) couple of situations when he yelled at other labs member for not progressing according to his standards. In one occasion in particular he said to one of my lab members "are you a fucking idiot" when he made a mistake. During my time in his Lab he had a totally bipolar behavior with all of us, some days he will love us and invite us to his place (we went because of fear) and some other days he would hate us all.
- W15; #5; [REDACTED]: I've heard him use colorful language (with swear words) around me and others, but as far as I know none of it made us feel uncomfortable and it didn't feel like it was targeted at us - maybe at some paper deadline or some research result.
- W16; #5; [REDACTED]: He occasionally swore in professional settings.
- W17; #5; [REDACTED]: I perceived him to be feisty -- a devil's advocate of sorts. I never found his comments to be inappropriate. Perhaps, a foreigner who is not fully immersed in US culture misconstrued the nature or intent of his comments. I do not know.
- W18; #5; [REDACTED]: Dr. Sayeed was occasionally using inappropriate language when he was not happy with our progress. I also noticed that these outbursts were often followed by friendly jokes indicating some sort of moodiness or even bipolar disorder.
- W19; #5; [REDACTED]: Professor Sayeed was always professional and pleasant when interacting with me.
- W22; #5; [REDACTED]: We used to have project related group meetings as well as 1:1 and every single time it was an uncomfortable and fearful experience with the professor using inappropriate language and also screaming/shouting at everyone.
- W25; #5; [REDACTED]: Over the years, we have collided a number of times. Akbar has a temper and is willing to wheedle, cajole, and threaten in order to get his way. For example, one semester I was revising a book I wrote about telecommunication systems and I requested to teach the telecom class (which is one Akbar has often taught). He came to my office, started by asking me to let him keep "his" class (we had both taught it over the years). By the end, he had escalated to yelling at me. I backed down because he was too much of a pain the ass. Eventually, I changed research areas so that I would not have to deal with him.

- W24; #5; [REDACTED]: Prof. Sayeed's new office on the 4th floor of Engineering Hall is (redacted). He was at NSF at the time, but must have come back to UW on this day (I don't recall the date, but I suspect that (redacted) would recall this). He had a very heated (loud yelling) encounter with (redacted) outside my office. I don't recall exactly the issue, but I think it had something to do with the renovation of his new office. I recall thinking at the time that this is very unprofessional of him to treat (redacted) (or anyone) in this way.
- W26; #5; [REDACTED]: During my interaction with him, he sometimes use Fxxx word to emphasize his feeling for or against something but not to any one directly. In fall [REDACTED], one of his newly recruited graduate student transferred to my group complaining his derogative attitude and foul language during group meeting. I offer that student RA and also advised him to talk to the then chair to lodge his concern. However, I did not heard or witnessed such behaviors myself.
- W32; #5 [REDACTED] He seemed to be very humorous in faculty meetings.

6. Has Prof Sayeed's behavior towards you, or towards others in your presence, ever made you feel uncomfortable?

- ✓ We rarely interact.
- ✓ No. We've interacted but I've never been uncomfortable.
- ✓ Yes. I was made to feel uncomfortable.

Ans: 16x

Ans: 10x

Ans: 19x

Would you care to elaborate?

- W13; #6; [REDACTED]: It was infrequent, and it's what I'd call "mildly uncomfortable". But honestly, I've been rendered uncomfortable in multiple situations, including dept chair meetings with Deans, where the intent was to make me uncomfortable for a particular reason. I'm concerned that my contributions to this "made me feel uncomfortable" question might be used to "build a stronger case" when my examples, although I wish they would not have happened, also don't feel significant enough to be lumped in with the other cases I've heard about. I'm just reporting them in full disclosure.
- W14; #6; [REDACTED]: He was never happy with my progress as Grad Student and he always made me feel bad and inadequate about whatever effort I will put. He did care about the work load we would need to take over and was always asking for more. He diminished any personal problem I would have, he literally told me he does not care about those because "he is not a psychologist". In particular at that time I was [REDACTED]
- W16; #6; [REDACTED]: I was never comfortable with his use of swear words in faculty meetings and the like. His language was never directed at me, but I was uncomfortable with the inappropriateness of his use of "shit", "GD", etc. His swearing most commonly arose in a context in which was disagreeing with someone or some idea.
- W17; #6; [REDACTED]: We were both Professors. No professor can make me feel uncomfortable since there is no "power differential."
- W18; #6; [REDACTED]: As I was not a member of his group, our relationship was not similar to a student-mentor relationship. I believe that this was a reason that he was not trying to bully me and created distance between us.
- W19; #6; [REDACTED]: Professor Sayeed never made me feel uncomfortable ever. I never witnessed him being anything but professional.
- W24; #6; [REDACTED]: Yes, the behavior that I mentioned above made me feel rather uncomfortable to hear this.
- W25; #6; [REDACTED]: Over the years I have done my best to avoid dealing with him.
- W28; #6; [REDACTED]: As I mentioned before we interacted, albeit infrequently, but I never felt uncomfortable in our discussions are conversations.
- W33; #6; [REDACTED]: As a member of the [REDACTED] ECE Graduate Committee, which Prof. Sayeed chaired, I found him, on several occasions, to act in a bullying manner. Specifically, on at least one occasion he dismissed other committee members' opinions and made some decisions without a vote. Those were infrequent occurrences although they involved important matters such as decisions regarding if to pass students which had taken PhD Qualifying Exams, based on their performance at those examinations. However, outside that committee's work, I had a couple of interactions with him during which he was quite gracious and helpful.

7. Have you ever considered Prof Sayeed's interactions with you or towards others in your presence, to be hostile or intimidating?

- ✓ We rarely interact.
- ✓ No. We've interacted but I've never felt intimidated.
- ✓ Yes. I've witnessed behavior I would consider hostile and/or intimidating.

Ans: 15x

Ans: 12x

Ans: 18x

Would you care to elaborate?

- W14; #7; [REDACTED]: The atmosphere in the lab was everyone is an idiot not good enough and we should work harder.
- W16; #7; [REDACTED]: My interactions with Prof. Sayeed over the past 20 years have been relatively limited, and I don't recall witnessing HIB behavior first-hand. But I've witnessed the aftermath – the impact of his HIB behavior on others – as recently as a 2018-19 tirade he had against a staff member while on suspension, and

in 2016 when I helped one of our ECE faculty deal (someone whom I learned had been verbally abused by Prof. Sayeed) with the management of a joint grant he had with Prof. Sayeed while I was in the (redacted) role for the college.

- W19; #7; [REDACTED]: Professor Sayeed made me feel a part of the team and never made me feel lower than him.
- W25; #7; [REDACTED]: When he wants something, he fights for it.
- W26; #7; [REDACTED]: I did not witness any inappropriate behavior or language from him in my presence.

8. Did you ever directly express to Prof Sayeed or witness others express to him that his behavior in some contexts to you or towards others might be inappropriate?

- ✓ We rarely interact. Ans: 17x
- ✓ No. We've interacted but I've never spoken to him about behavior. Ans: 18x
- ✓ Yes, on one or more occasions I, or another, told him he was being inappropriate. Ans: 9x

Would you care to elaborate?

- W13; #8; [REDACTED]: If there were such instances, they were rare/infrequent, and were not strong enough to generate a lasting memory compared to other more stress-filled experiences I had as [REDACTED]. Note: for most of my career, I have had a power differential relationship over him. I was always in a position to vote on him when he came up for promotions, and once he was promoted to full professor, for much of that time (I think) I was (redacted). Just FYI.
- W14; #8; [REDACTED]: It was my ([REDACTED]) [REDACTED] and Grad School and I thought that maybe that was the "weird" way to act of all the professors at Grad School. Also, I would not have talked to him because of fear. When I left the Lab I told him I was leaving because the research area was not interesting to me anymore, but actually I left because I could not tolerate anymore the abuses and atmosphere in Prof. Sayeed Lab.
- W16; #8; [REDACTED]: Prior to serving in my (redacted) role, I never felt like I was in a position to call out his language in faculty meetings. (For what it's worth, I would certainly do so now if this ever happened during a meeting I was running.)
- W17; #8; [REDACTED]: I never witnessed behavior that I would deem inappropriate.
- W19; #8; [REDACTED]: I never witnessed Professor Sayeed be inappropriate to anyone, including myself.
- W26; #8; [REDACTED]: Since I did not witness such an incidence, I only advise my graduate student to talk to the department chair when I heard the complaint from my student.

9. Given your personal experiences in ECE, do you feel Prof. Sayeed has consistently met the department's expectations and standards for advising and mentoring graduate students?

- ✓ I have no information or experiences relevant to this. Ans: 22x
- ✓ Yes. In my experience, he has been an effective grad student mentor. Ans: 5x
- ✓ No. I don't feel he consistently meets ECE mentoring or advising standards. Ans: 16x

Would you care to elaborate?

- W13; #9; [REDACTED]: This ("no") response is based entirely on information I have learned since the first investigation on him was opened and selected portions of the results shared with me.
- W14; #9; [REDACTED]: He does not meet the ECE standards at all. His bipolar behavior and fear atmosphere he practices in his lab is out any serious Grad. School.
- W16; #9; [REDACTED]: There are far too many former students, dating back to his very first, and continuing through his last, who report being traumatized by the abusive treatment they received. This goes far beyond simply not meeting standards. This also applies to staff and faculty treatment, going back 20 years, and continuing through last year when he was still unable to manage his temper while being on suspension for such behavior. My concern also extends to the classroom, where we have found evidence of swearing at students in old teaching evaluations. None of this is acceptable behavior.
- W17; #9; [REDACTED]: I often saw students in his office when I walked by. However, I have no basis to judge his performance as an advisor or mentor.
- W21; #9; [REDACTED]: (I) can only speak to the one situation that I recall was when I was (a) (redacted) for the dept. I had to work with Prof. Sayeed to get a student added (redacted). It had been determined the student had been working for a while, but Prof. Sayeed had not given (our) office the details to add this student to payroll.

10. Is there is any additional information about behavior related to Prof Sayeed that you would like me to be aware of? If so, please comment here, or if you prefer, contact me to schedule a brief phone/Skype interview.

Comments box.

- W14; #10; [REDACTED]: Hopefully people like Prof. Sayeed would never take place in an institution like UW, especially as Mentor or Advisor of any kind. I have no doubts of how brilliant Prof. Sayeed is but his achievements has been at a super high cost when talking about his mentees and/or grad students.
- W15; #10; [REDACTED]: Professor Sayeed has always blown a little hot and cold. We'd have discussions on my and other research which would jump between enthusiastic to disappointed, and back to elated within a span of a

few minutes - but I would not characterize any of it as inappropriate behavior. He's always treated me as an equal in the sense that I was always able to challenge his viewpoint/opinion and he never took it personal.

- W18; #10; [REDACTED]: Dr. Sayeed is a super intelligent person (probably one of the smartest persons I have interacted with in my career). This is his blessing and curse at the same time as he expects that his research staff can deliver on the same level as he does. Unfortunately, this is impossible to happen and this was the source of all problems. His language was indeed intimidating whenever he was not content with the progress of his group. Personally, I did not take these outbursts very seriously as I am aware of my capabilities and limitations but I completely understand that some of his students felt hopeless against him. As I mentioned before, my personal interpretation is that Dr. Sayeed suffers from some sort of bipolar disorder but of course I have no proof to support such a claim. A thorough examination is required.
- W19; #10; [REDACTED]: (I) would just like to say that Professor Sayeed has been a very nice person to me. He has always treated me with respect and NEVER made me feel uncomfortable or beneath him. All our professors in ECE have treated me as part of the family, including Professor Sayeed. I was shocked to hear what happened when it came out in the newspaper. I had absolutely no idea. I knew that he was gone for a couple of years, but I had been told he was working on a special project. When I was told I was not allowed to communicate with him for the NSF Conferences in the end, I was very confused. I was happy to see him in the halls when he did return and greeted him when I would see him, which was not often.
- W20; #10; [REDACTED]: Prof Sayeed was already on leave [REDACTED]. I had minimal interactions with him over the past 2.5 years.
- W22; #10; [REDACTED]: As I worked under Dr Sayeed during my very first days of [REDACTED] and in the USA, it was a traumatic experience to go to the lab each day knowing that I will be yelled at with insults and inappropriate language. Not only this, but the overall body language of Dr Sayeed was also very aggressive which added to the anxiety.
- W25; #10; [REDACTED]: I had always taken my interactions with Akbar to be unpleasant, and I avoided him whenever possible. In retrospect, this was something of a cop out. I saw his erratic behavior and, for the most part, insulated myself from it. I did not consider what life must be like for his grad students and others who were under his power.
- W27; #10; [REDACTED]: I rarely interacted with him. Our sub-areas within ECE were different and I don't even recall serving in the same committee with him since I joined. I recall him talking only during faculty meetings.
- W28; #10; [REDACTED]: I did not interact much with Akbar but he shares his birthday with a good friend of mine. Some of us take this friend out for lunch on his birthday and often Akbar also joins us - this is once a year event. But Akbar has always been friendly and cordial in our meetings. In any case I don't recall if we discussed about our grad students in these and other meetings with Akbar.
- W29; #10; [REDACTED]: Professor Sayeed approached several times in the [REDACTED] years I was here at the ECE dept. He always spoke to me about possible lab experiments he could use in class. It never went anywhere as what he wanted to do was too involved for the time he had to prepare the experiments.
- W30; #10; [REDACTED]: I knew Akbar and his students for many years. His attitude of not tolerating fools lightly worked well with some but not the more sensitive. I've seen a hell of a lot worse advisors at UW. The picture of Akbar as the one bad apple among a sea of faultless faculty is a lie. He's a scapegoat.
- W31; #10; [REDACTED]: Outside of faculty meetings, I have had little interaction with him. I cannot speak to the issues that have been raised about his behavior. I do appreciate you reaching out broadly to gather information. A thorough investigation is appropriate.
- W33; #10; [REDACTED]: He has appeared to me as a troubled individual with possibly a deep-anger problem. This was just an impression, as I am not a psychologist.

Two sets of voluntary responses to the questionnaire were submitted by W35 & W36, who were previously interviewed as part of the 1st investigation. While those particular responses are entirely new to the current investigation, they are not included here to avoid the potential for prejudicial overlap between the investigations.

**Exhibit 5: Palmenberg interview notes
2020 (redacted)**

After interviewing witnesses, my written notes, essentially summarizing their verbal responses to #10 of the standard questionnaire are excerpted here. Names and affiliation contexts are de-identified as requested for witness confidentiality and anonymity. The beginning of their ECE overlapping experiences with Dr. Sayeed is given where known, again in broad strokes for anonymity. Specified names are referents to individuals testifying in their official UW administrative capacity. The occasional use of initials is a writing expedient. No disrespect is intended.

W1: Interview by phone 4/16/20; ECE overlap: [REDACTED]

- W1: Was not asked to participate in 2017 investigation. After WSJ articles in 2019 decided to come forward because of abuse suffered when working with AS. "(There was only a) small scope at 1st investigation, so now speaking up." "There wasn't an opportunity before."
- W1: AS over the years was told multiple times by personal e-mail from W1 that behavior was inappropriate.
- W1: AS treatment of grad students as witnessed "was totally inappropriate."
- W1: "I changed my research area to avoid him. I didn't want to interact with AS."
- W1: witnessed difficulties experienced by office staff when AS insisted in interfering with tenure packet preparations. Cautioned AS many times this was inappropriate interference and he should back off. This led to multiple witnessed shouting matches in front of staff.
- W1: In [REDACTED] W1 was preparing a new course section with revised curriculum as requested by the Chair. In the context of previous unpleasant interactions, the concept of working with AS to achieve this was "not pleasant to think about." The implementation did indeed prove difficult because AS continually insisted on trying to separating his activities and preferred didactic directions from those recommended by the curriculum committee. Collaborative respect just wasn't the dominant theme of this activity. (Documentary e-mail threads in Ex5).

W2: Interview by phone 4/20/20; ECE overlap: [REDACTED]

- W2: The July [REDACTED] incident lasted ~10 min. "He went ballistic (using a) booming voice." "He doesn't grasp the severity of what he does."
- W2: Saw similar behavior in [REDACTED]. AS walked into the office of (then) Chair Chris DeMarcos, "swearing at him (DeMarcos) and yelling." The entire staff of the office witnessed this unacceptable and disrespectful behavior. W2 demanded an apology on behalf of the staff that had overheard this tantrum and AS eventually apologized verbally to each person. "He is known for his behavior." "If there is a disagreement (with staff) he would raise his voice."
- W2: During 1st investigation Chair was asked by W2, "what are you going to do to protect us from him?" but no staff was asked for input then. "The staff felt they weren't listened to." "I walk on eggshells around him."
- W2: "During suspension AS was contacting staff to do business for (his) NSF grants (although he) was not to be conducting university business." It required another faculty member and the Chair (Susan Hagness) to intervene to get him to stop.
- W2: AS "went after students/staff. Did not see him go after faculty."
- W2: The office renovation phase was stressful for all staff because of the amount of work. The priority was to 1st accommodate the new people and because of staff turnover, resources were thin. This is why the July [REDACTED] "attack was so upsetting. (It) demoralizes you. I was shaking upset." Others (e.g. W23, W24) overheard this confrontation and/or witnessed the immediate toxic emotional effects on W2, and consequently the Chair recommended speaking to Dean Jankowski "to write it up." (see Ex1). W2 [REDACTED] because, "retaliation is a concern. Is he going to come after me?"
- W2: July [REDACTED] is not the 1st confrontation between AS and W2. "You always had to worry about what you said to him. (He) emotionally beat the crap out of me."

- W2: In [REDACTED] W2 was assigned to gather relevant information for the AS tenure packet. He came to the office and watched over (W2) shoulder instructing (W2) about the precise wording of changes he wanted made and the inclusion of particular materials. He bullied W2 into making changes to Dept. approved materials until W2 complained repeatedly to the Chair and the tenure committee (W1) eventually intervened to prevent AS from further intrusion.

W3: Interview by skype 4/20/20; ECE overlap: [REDACTED]

- W3: spent "short but traumatic" time with AS. Feels lucky because got out early. AS doesn't meet ECE mentoring standards because "has no consideration for students' well-being"
- W3: In fall of [REDACTED] was interested in an SAS research subject so talked to other AS students and found them "tired beyond belief." (Redacted) a new student was giving a report at their 1st research seminar when AS began berating him viciously just 1 week into their association. W3 and another recruit were shocked as AS then threatened them about supporting the (presumed) low quality of the presenting student's work.
- W3: When discussing joining the lab, AS wanted to know the % time W3 was willing to devote to a [REDACTED] position. W3 gave "reasonable hours" but AS said "no. This is unacceptable." W3 felt overwhelmed by completely unrealistic expectations and instead accepted a position in another lab (with highly positive outcome).
- W3: (I) stay away from him now. I never met someone like that. All (his) students are treated this way."

W4: Interview by phone 4/16/20; ECE overlap [REDACTED]

- W4: witnessed a confrontation when a female student was making a presentation and AS corrected her "savagely" in an argument that escalated out of control. "He had issues with female students and was much more aggressive towards them."
- In response, W4 sent an e-mail to (then) Dept Chair (redacted) that this aggressiveness was not acceptable. W4 was told orally by Chair not to bother (him) again. "There is a culture in engineering; don't put it in writing."
- W4 consequently switched his research focus in the ECE program specifically to avoid any future contact with AS. W4 now does his best to avoid AS and when he can, warns students not to join that lab.
- W4: "He picks on people and abuses people and this is not acceptable to anyone in the Dept."
- W4: "After reading WSJ articles I felt I needed to step forward (because that) wasn't an isolated incident. I needed to say that it wasn't."

W5: Interview by phone 4/20/20; ECE Overlap: [REDACTED]

- W5: Did not witness AS confronting faculty or peers. With them he was cordial. It was only when AS was with students and there was a "role disparity" that the temper would flare and he would abuse people. W5 on witnessing this would then confront AS in some form "to ask, what's your problem?"
- W5 was prompted to speak up (to Dean Jankowski) after faculty meeting by Dean Robertson in 2019 because was surprised by AS return. "We weren't told he was coming back."
- W5: In [REDACTED] "I felt like there was no direction or mentoring. (AS) mandated that you work, but no direction on what that should be." "Mentoring and guidance were missing." "(When I) focused on writing for a conference paper, AS never looked at it beforehand (then) threw a tantrum about what was wrong." "Toxic in every aspect (and this) impeded progression to my degree. (Without this toxicity I) would have been more productive."
- W5 was told stories about conference where AS "railed" at other people in public and to the embarrassment of his students. Sometimes AS had great papers, other times nothing. Observed that AS was under self-imposed pressure to fulfil grants. He had a list of personal (scientific) directions and in that vacuum the pressure was amplified and redirected to the students. Because

of this pressure and toxicity, AS seemed to cycle through many more students because several left to avoid more abuse.

- W5: Would not ask for professional letter (of recommendation) now. "He was so toxic. I don't want to interact at any level anymore (because this) implies it will do something good. I don't believe that. There is zero trust."

W7: Interview by phone 4/20/20; ECE overlap: [REDACTED]

- W7: WSJ article prompted renewed feelings. "The façade is now broken so (I) can talk about it." Seeing public sentiment turn made W7 more against AS and wanted to do more. Was not interviewed by Dr. Wolleat in 2017 and wanted to give more information about full experiences. In 2017 W7 was afraid of AS retaliation, because AS "was pissed over it" (response to initial graduate student allegations) and so W7 did not tell all to Dean Jankowski of all personal experiences, then.
- W7: "(I) have significant trust issues now because of that (issues with AS)" "(I have) [REDACTED] from (my) interactions with AS." "To this day [REDACTED]." "This (AS) was my 1st experience in graduate school. (It was) hard to differentiate a bad culture from (individual) unacceptable behavior. (Graduate student) intervened with AS to protect W7, but W7 realized [REDACTED]"
- W7: "It was all about AS not the students."
- W7: "never" would ask for a recommendation letter from AS because would not now value any such letter because of lack of respect. "(AS) would not have good things to say."

W8: Interview by phone 4/17/20; ECE overlap: [REDACTED]

- W8: AS used "flowery language" as a matter of course. Witnessed it constantly and perpetually. "All conversations were flowery".
- W8: "was months before got feedback on papers, IF you got him to review your work." This was perceived as retaliatory, but students put up with it (especially foreign students) because to not do so would mean leaving the lab
- W8: witnessed "shouting matches at conferences" and this was extremely detrimental to students and postdocs on those papers because it universally perceived as "bad press."
- W8: "his bad reputation hurts his people professionally" "Advancing their (students/postdocs) careers was not his priority."
- W8: loss of visa. "Most students weren't comfortable standing up because of visa status."
- W8: Would never ask for a letter of recommendation, "AS derailed his life" after speaking against his faculty candidacy (this information was leaked by the potential hiring department)
- W8: "(You) had to be thick skinned to be there. Some left because of it, for example (redacted) got manuscript out, then left."
- W8: At one point W8 [REDACTED] it was denied by AS and subsequently pay was docked. This situation is very difficult for foreign students because it is illegal to be H1 and not paid.
- W8: AS was theoretical and "very particular about how stuff was done. It would be months before one got feedback on papers, IF (you) got him to review your work at all." This significantly delayed publications. "(You) did stuff then were stuck." Students thought this was retaliatory and put up with it. For at least 2 papers, W8 made significant contributions including "a solution to the problem" but was not cited as an author even when this was requested.

W9: Interview by phone 4/28/20; ECE overlap: [REDACTED]

- W9: As an early student of AS. In Sept [REDACTED], AS had "a new face, more angry and upset". From this point on there was always a "power imbalance he took advantage of" to aggressively and belligerently push his students until they had to fight back or give up. "He has no control over his

temper." "Aggressive towards everyone." Dept academics were not a problem for students, but "psychologically (it) was a struggle" W9 was told (AS) would cancel scholarship (so they were) always under threats and stress." "(The total) environment was stress."

- W9: Would still accept a letter of recommendation from AS if had to.
- W9: In [REDACTED], AS started shouting at W9 during a confrontation in front of his office. W9 had enough and burst out telling AS his behavior "was entirely inappropriate." From this point on, AS was told "many many times" his behavior was personally confrontational and told to stop. That particular trigger outburst and command to stop was witnessed by nearby faculty, including W1.
- W9: Believes AS "always supported (W9) and took pride in (this) student's work." But would never recommend AS as a mentor to anyone. "He's an outlier."

W12: Interview by phone 4/21/20; ECE overlap: [REDACTED]

- W12: [REDACTED], recruited and hired AS.
- W12: "War stories among faculty were common and treasured." This is why AS aggressiveness was tolerated when not directed at peers.
- W12: AS is "OK with superiors." With colleagues (e.g. peers) his language is "whatever he can get away with. With "lessers" he exhibits "extreme bullying to the point of violence." "(He) is very emotional and takes personal any slight."
- W12: "He is sick and needs help."
- W12: AS told W12 he "wanted to fire a student for not giving enough time to research. (He) grabbed the student and shook him physically... was going to fire him." In response W12 "read him the riot act" but didn't report the physical incident to the Chair because "wanted to help (AS) as his advocate." (This was in ~2000)
- W12: AS taught in a popular ECE course where the responsibility typically rotated among faculty. But he subsequently decided he only wanted to teach in that course, belligerently and aggressively insisting on doing so and "would not let others teach it." On multiple occasions he "browbeat and loudly argued with anyone else who suggested a course rotation to the point that they would have to back off and give him what he wanted."
- W12: AS student meetings frequently took place in his office. "Every person (in multiple nearby offices) knew he yelled at students. (The Chair) knew but ducked continuously. 7/8 of (all faculty) knew that AS was yelling at students. After (receiving) tenure he didn't fear anyone anymore." "Everyone knew!"
- W12: Although a previous mentor, after AS tenure and perceived acceleration in personally aggressive behavior, "(I) would go out of (my) way not to interact with him. (I) would try not to be assigned committees with him (particularly) student committees." In view of the 2019 public reports, "(I) was really shaken about ([REDACTED] graduate student) – guilt by enabling. (I) now wish I did things differently."

W13: Interview by phone 4/21/20; ECE Overlap: [REDACTED]

- W13: There were negative outcomes for students including excessive anxiety in any group experiences with AS.
- W13: AS used inappropriate language to him. "(It was) salty language, in your face."
- W13: "people in the Dept. don't speak out. (AS spoke to peers) different to subordinates where he was insulting." Staff would have reported to the Dept DA, not to faculty so their complaints also were not widely circulated.
- W13: Re student mentoring, "Retrospectively I now see it was poor mentoring."

W23: E-mail response to question list 4/9/20; ECE overlap: [REDACTED]

- W23 relates: I've only ever interacted with him once or twice. The couple times I have met him he was extremely polite and even charming. I worked closely with W2 for my first year and a half in the department and W2 regularly told me stories of him that explicitly described a very hostile

individual if he did not get what he wanted. W2 described him as cruel, hot tempered and very mean behind closed doors.

- W23 relates "there was one instance where it was late in the day and there were few students, staff or faculty left on campus. (AS) came to the department and was asking about the renovation of his office, despite the fact that he was not supposed to be on campus. He and W2 went upstairs to discuss the office and W2 came back red faced and crying. W2 explained that they had a screaming match and he was calling W2 names and was very demanding about the renovation. I did not witness this (specific confrontation)."
- W23 relates: "W2 also said to me at one point that (AS) was going to 'blow a gasket' and be furious when he found out that W2 gave a lab space to another faculty even though he had wanted it for his own students."
- W23 relates: "W2 has an extremely strong personality and was in the position for [REDACTED] years ([REDACTED] years at the time of the incident.) W2 was very used to telling faculty things they didn't want to hear and has thick skin. W2 crying as a result of an altercation with a faculty member was extraordinarily rare as W2 was often dealing with angry faculty in unique situations. W2 could occasionally have a bit of a temper with some faculty, but I never saw W2 respond as passionately angry or speak with so much hate about anybody else."
- W23 relates: "In the time I worked with W2, (they) also told me stories of the incident (of the student [REDACTED]) when it first happened and how W2 and John Booske (then Chair) got into screaming matches because [REDACTED] was so angry that he wasn't taking more serious action. W2 and John got along extremely well (were friends outside of the dept, knew each other's spouses, he [REDACTED]). W2 said that John 'didn't want to ruin his [AS] career.' W2 felt AS should have been fired then. I did not witness any of this."

Patricia Wolleat: Interview by phone 4/17/20; Prof Emerita; Provost's investigator 2016-2017

- Mostly followed Jason Jankowski notes from his 2016 preliminary investigation. He interviewed 11, she had his notes for 9x but only went to faculty mentioned by JJ. She used the JJ student informants, + 2x more
- Used JJ notes, some of his students were international and went home. Her interviews were selective to those who responded to her and wanted to add more. She contacted them by e-mail, "none wanted to go further" or be re-interviewed.
- Talked to [REDACTED] as faculty and John Boosky as then Chair and to [REDACTED] who was involved with AS. Didn't talk to other faculty except [REDACTED].
- AS has no remorse, no empathy, he does not accept responsibility. His behavior is what "he learned and now applies to others"
- Dean Ian Robertson was on sabbatical and therefore no one in ECE or Provost suggested a wider probe than was relevant to (the graduate student trigger).

Chris DeMarco: Interview by phone 5/18/20; ECE overlap: 1997+; Previous ECE chair 2002-2005

- (CD as chair) Spoke to me only in capacity as previous chair. Confirmed 2003 event and that he wrote hand-copy letter to AS about it (Ex1). Original of letter is gone, but old word processing file could be extracted as text. This was only time he spoke or wrote to AS about behavior. Students did not come to him when he was Chair. Was in different engineering division than AS and rarely overlapped or interacted personally.
- (CD as chair) AS pushed much harder than any other faculty but was not unique when it came to micromanaging tenure package and imposing on staff for this. Wanted to improve his tenure package. The culture then allowed that unless Chair intervened. As Chair, CD tried to change that culture, not necessarily the rules, but so that people could no longer run roughshod over staff, Chair or committee when configuring packets.

Parmash Ramanathan: Interview by phone 4/21/20; ECE overlap 1997+; ECE chair 2005-2009

- (PR as chair) The department did then have a student grievance mechanism in place. Incoming students were informed about the Dept Grievance Coordinator and they were also told that related information was in their handbooks and on the website. No students ever contacted him directly about AS. The staff would verbally complain about AS on occasion (as well as about others) but never in writing.
- (PR as chair) did not interact with AS students. There was a grievance coordinator, and instructions for students in the handbook. Grievance info was also made known to incoming students. Some came forward to him as Chair, but not about AS.
- (PR as chair) "(AS) frequently used non-professional language against me. (My response was) to tell him to stop, and walk out." "(I found his behavior) intimidating toward me and unprofessional."

Susan Hagness; Interview by GoogleHangouts 4/28/20; ECE overlap: ~2000+; ECE Chair 2018+

- (SH as chair) was informed by W2 of the shouting incident by AS in summer of 2018. Advised W2 to consult with JJ and this started the current investigation. "He (AS) was just not going to stop (hostile behavior)."
- (SH as chair) [REDACTED] W2) assert AS was still attempting to conduct UW business while on enforced leave/suspension. He made repeated requests of ECE staff for help with a conference he was involved with organizing and for staff payrolling directions. The DA, at the request of the Chair had to tell him multiple times (verbally and by e-mail) this was not appropriate. In fall of 2019, before end of current suspension, and when was not allowed any student contact, SH had to intervene to prevent AS from hiring a student without Admin approval. (email threads in **Ex5**)
- (SH as chair) In 2017 AS was allowed to interact with students on a limited basis, but only if another supervisory faculty member was present. SH assumed this responsibility on at least one occasion and witnessed moments when AS "became extremely agitated" and believed that if a supervisor were not there "he would have blown". This was an extreme concern to SH because it indicated that AS should never again meet 1:1 with students unsupervised.
- (SH as chair) "Is really frightened (AS) will blow again" and would be "scared to put him in a classroom." Personal assessment is that AS feels remorse but still does (hostile behavior) anyway. "He uses swear words to get a kick" when he hasn't been successful in getting his way.
- (SH as chair) ECE teaching assignments are determined by Area Coordinators who parse available faculty into required course coverage. "AS had his way in (his group) and dominated it to get his way over many years." He had a distaste for anyone telling him how to teach, or for undergrads.

Akbar Sayeed; Interview by phone 6/4/20.

- We reviewed Dr. Sayeed's written responses to my e-mail questions and he was asked if he had any more materials he wished to have considered as part of the current investigation. He said at this time, he did not have more materials because his current and previous writing summarized his positions. He was assured these writings will be included as report exhibits.
- He stated a firm request that my personal responses to his 4 questions concerning the legitimacy, parameters and processes of the current investigation as summarized in his recent writing (6/2/20), be addressed specifically in writing within the final report.

**Exhibit 5: email threads; use of office resources
2018-2019**

Subject: Re: I need to talk to you regarding Akbar using the Procard

From: JOHN H BOOSKE <jhbooske@wisc.edu>

Date: 4/23/2018, 6:12 PM

To: [REDACTED] Susan Hagness <susan.hagness@wisc.edu>

yes please, do that with Parmesh, [REDACTED]

I want to make sure I formulate my message correctly and don't mess it up by calling him while I'm distracted with this conference (I'm heavily involved with this particular conference's operation, so I'm not fully focused on anything else)

Hence I think I should wait until next week, if I can, ok? and then [REDACTED] can walk me through the story again at that time. OK?

let me know if I need to rush it this week while on travel.

JB

John Booske, jhbooske@wisc.edu

Chair, Electrical and Computer Engineering Department,

Director, Wisconsin Collaboratory for Enhanced Learning (WisCEL), and

Duane H. and Dorothy M. Bluemke Professor

Vilas Distinguished Achievement Professor

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1-608-890-0804 (voice); 1-608-262-1267 (FAX)

http://www.engr.wisc.edu/ece/faculty/booske_john.html

From: [REDACTED]

Sent: Monday, April 23, 2018 3:36:30 PM

To: Susan Hagness; JOHN H BOOSKE

Subject: RE: I need to talk to you regarding Akbar using the Procard

Everything was transferred to Parmesh.

Ian had a phone call with Akbar a few months ago. I also know that Parmesh has been in touch with him on at least 2 different occasions. The last was just a couple of weeks ago when I found out that Akbar was working with Kathy and Dwight on his next NSF conference. Parmesh contacted Akbar immediately and told him not to do another thing, however, to my knowledge it has all been handled via telephone calls. I can ask Parmesh if he has ever emailed Akbar in this regard and have him forward those emails, if you would like.

From: Susan Hagness

Sent: Monday, April 23, 2018 3:26 PM

To: [REDACTED] JOHN H BOOSKE <jhbooske@wisc.edu>

Subject: RE: I need to talk to you regarding Akbar using the Procard

Hi [REDACTED]

He is not supposed to have any grants right now according to item 2 on the disciplinary actions list, and his students were supposed to have been transferred to other faculty members' projects. So those other faculty members should be taking care of conference registrations and the like. In other words, I completely agree that what he has done is not allowed under the disciplinary action imposed by the provost.

Who are those assigned faculty members?

What communications have you or John had to date (if any) with Akbar to inform him that he is violating the terms of his suspension? Emails?

John – I think this is one for you, as the current department chair, to jump in on and handle. [REDACTED] was able to retrieve a

Exhibit 5, page 15

hard copy of Sarah's memo to Akbar that outlined in no uncertain terms to conditions of his suspension. I recommend a phone call with Akbar, followed up by a memo documenting the violations and the conversation you have with him. If this continues to persist, this may be grounds for further disciplinary action.

Regards,
Susan

Susan C. Hagness
Philip Dunham Reed Professor
Department of Electrical and Computer Engineering
University of Wisconsin-Madison
1415 Engineering Drive, Madison, WI 53706 USA
Office: 3423 Engineering Hall, 608-265-5739
http://directory.engr.wisc.edu/ece/faculty/hagness_susan

From: [REDACTED]
Sent: Monday, April 23, 2018 3:18 PM
To: JOHN H BOOSKE <jhbooske@wisc.edu>; Susan Hagness <susan.hagness@wisc.edu>
Subject: FW: I need to talk to you regarding Akbar using the Procard
Importance: High

I believe that Akbar has used the pro-card to register a student for a conference. This charge showed up on our report. Kathy contacted [REDACTED] to inquire about the charge. He replied by indicating that Professor Sayeed registered him last week.

There's several problems with this 1) he used the department pro-card and 2) he has registered a student for a conference 3) he's spending on UW funding and finally, 4) he has a PayPal account set up that uses the department pro-card.

I truly do not want to continue reporting him for these things but given that he is on leave under direction of the Provost, none of these things should be happening. I do not want anyone on the administrative staff get into trouble for allowing it.

Please advise on what to do with this.

From: Kathy Hall
Sent: Monday, April 23, 2018 2:46 PM
To: [REDACTED]
Subject: I need to talk to you regarding Akbar using the Procard
Importance: High

Kathy

Kathy Hall
Financial Specialist Senior
Electrical and Computer Engineering Department
2442 Engineering Hall | 1415 Engineering Drive
Madison, WI 53706
Phone: (608) 262-3840
FAX: (608) 262-1267
kathy.hall@wisc.edu



College of Engineering
UNIVERSITY OF WISCONSIN-MADISON

Subject: emails showing attempted ongoing research activity under the auspices of an active UW faculty members
From: Susan Hagness <susan.hagness@wisc.edu>
Date: 5/4/2020, 11:34 AM
To: ANN C PALMENBERG <acpalmen@wisc.edu>

Ann,

I've attached an email that illustrates how Akbar Sayeed continued to attempt to participate in research activities on a grant that he had been removed from as PI. This occurred while he was suspended from UW, and after being terminated at NSF.

█ and I discussed this issue more than once, and █ would have been the one to have followed up.

Regards,
Susan

*Susan C. Hagness
Philip D. Reed Professor and Chair
Department of Electrical and Computer Engineering
University of Wisconsin-Madison*

1415 Engineering Drive, Madison, WI 53706 USA
Office: 2420 Engineering Hall, 608-265-5739
http://directory.engr.wisc.edu/ece/faculty/hagness_susan

— FW: latest list of paid RCN attendees.eml —

Subject: FW: latest list of paid RCN attendees
From: █
Date: 7/18/2019, 1:15 PM
To: Susan Hagness <susan.hagness@wisc.edu>

Can we discuss this tomorrow?

From: Kathy Hall <kathy.hall@wisc.edu>
Sent: Thursday, July 18, 2019 11:27 AM
To: █
Subject: FW: latest list of paid RCN attendees

From: Akbar Sayeed <akbar.sayeed@wisc.edu>
Sent: Thursday, July 18, 2019 11:23 AM
To: Parmesh RAMANATHAN <parmesh.ramanathan@wisc.edu>
Cc: Kathy Hall <kathy.hall@wisc.edu>; Akbar Sayeed <akbar.sayeed@wisc.edu>; Millimeter-Wave RCN <mmwrcn@ece.wisc.edu>
Subject: latest list of paid RCN attendees

Hi Parmesh,

Would you please send me the latest list of paid attendees for the upcoming RCN workshop?
I am also cc'ing Kathy on this email in case she is keeping record of it (and since you are in SD) and I would like to have

Exhibit 5, page 17

it before the telecon today at noon.

Thanks,
Akbar

Akbar Sayeed
Electrical and Computer Engineering
Wireless Communication and Sensing Laboratory
UW-Madison
<http://dune.ece.wisc.edu>
akbar.sayeed@wisc.edu
608.417.9807

— Attachments: —

FW: latest list of paid RCN attendees.eml

7.3 KB

Exhibit 5: e-mail threads; request to hire student 2019

Subject: Re: PhD Applicant for Spring 2020
From: Susan Hagness <susan.hagness@wisc.edu>
Date: 7/30/2019, 6:32 AM
To: [REDACTED]

[REDACTED]

Will do. I'm checking in with another office on campus. Will let Hannah and Mikhail know ASAP.

Regards,
Susan

Sent from my iPhone

Susan C. Hagness
Philip D. Reed Professor and Chair
Department of Electrical and Computer Engineering
University of Wisconsin-Madison

[1415 Engineering Drive, Madison, WI 53706 USA](#)
Office: 2420 Engineering Hall, 608-265-5739
http://directory.engr.wisc.edu/ece/faculty/hagness_susan

On Jul 29, 2019, at 4:29 PM, [REDACTED] wrote:

Susan – not sure if you are checking emails but if you do, can you please provide information to Hannah as to how to respond?

From: Hannah Roberg <hroberg@wisc.edu>
Sent: Monday, July 29, 2019 2:53 PM
To: Mikhail Kats <mkats@wisc.edu>
Cc: Katrina Olson <katrina.olson@wisc.edu>; [REDACTED]
Subject: Re: PhD Applicant for Spring 2020

Katrina and Lori,

FYI, Mikhail and I received the following email from Akbar.

Best,

Hannah Roberg
Graduate Student Services Coordinator
UW Madison - College of Engineering
Electrical and Computer Engineering
hroberg@wisc.edu
Phone: 608-890-2204

Graduate Student Services
3186 Mechanical Engineering Building
1513 University Avenue
Madison, WI 53706

*pronouns: she/her/hers

[<Outlook-5z2g21k0.png>](#)[<Outlook-ytuod55a.png>](#)[<Outlook-ylxdafph.png>](#)[<Outlook-ja2smpx4.png>](#)
[<Outlook-gq1q5wl0.png>](#)

UW-Madison Voter Information: <https://vote.wisc.edu/>

2019-2020 Go Big Read: <https://gobigread.wisc.edu/>

From: Akbar Sayeed <akbar.sayeed@wisc.edu>

Sent: Monday, July 29, 2019 1:53:48 PM

To: Mikhail Kats <mkats@wisc.edu>

Cc: John A. Gubner <john.gubner@wisc.edu>; Parmesh RAMANATHAN <parmesh.ramanathan@wisc.edu>;

Hannah Roberg <hroberg@wisc.edu>; Akbar Sayeed <akbar.sayeed@wisc.edu>

Subject: RE: PhD Applicant for Spring 2020

Hannah,

Would you please provide an update on the completeness of the application of the following PhD applicant?

██████████
UW Application Number: ██████████

This is for Spring 2020. Are there any deadlines for processing the application for Spring 2020?

Thanks,
Akbar

From: Mikhail Kats <mkats@wisc.edu>

Sent: Wednesday, July 10, 2019 12:04 AM

To: Akbar Sayeed <akbar.sayeed@wisc.edu>

Cc: John A. Gubner <john.gubner@wisc.edu>; Parmesh RAMANATHAN <parmesh.ramanathan@wisc.edu>; Hannah Roberg <hroberg@wisc.edu>

Subject: Re: PhD Applicant for Spring 2020

Oh, sorry, I misread. In that case, I believe that he has to submit a full application. Hannah, could you please reply and let Akbar know the process? I remember we may have set up a slightly modified procedure for re-entering students, but I'm not sure if this applies here

>>I expect ██████████ to be supported on a 50% (at least) RA for the course of his PhD studies. What's the process for providing information on long-term funding?

AFAIK, we still don't have the form to fill out ready, so this commitment from you is enough. GRAF will still have to evaluate the request once the application is submitted (Hannah -- please let me know when it's ready)

Cheers,

m

On Tue, Jul 9, 2019 at 3:17 PM Akbar Sayeed <akbar.sayeed@wisc.edu> wrote:

Mikhail,

The form is apparently for current MS students. So, I don't think it applies to [REDACTED] since he graduated in May [REDACTED]. Please confirm.

I expect [REDACTED] to be supported on a 50% (at least) RA for the course of his PhD studies. What's the process for providing information on long-term funding?

Thanks,
Akbar

From: Akbar Sayeed <akbar.sayeed@wisc.edu>

Sent: Tuesday, July 9, 2019 3:02 PM

To: Mikhail Kats <mkats@wisc.edu>

Cc: John A. Gubner <john.gubner@wisc.edu>; Parmesh RAMANATHAN <parmesh.ramanathan@wisc.edu>; Hannah Roberg <hroberg@wisc.edu>; Akbar Sayeed <akbar.sayeed@wisc.edu>

Subject: RE: PhD Applicant for Spring 2020

Mikhail,

Thanks for the prompt response. I will fill out the form shortly.

Akbar

From: Mikhail Kats <mkats@wisc.edu>

Sent: Tuesday, July 9, 2019 2:10 PM

To: Akbar Sayeed <akbar.sayeed@wisc.edu>

Cc: John A. Gubner <john.gubner@wisc.edu>; Parmesh RAMANATHAN <parmesh.ramanathan@wisc.edu>; Hannah Roberg <hroberg@wisc.edu>

Subject: Re: PhD Applicant for Spring 2020

Hi Akbar,

The link for applicant files is here: <https://apps.grad.wisc.edu/ApplicantReview>

For someone who is currently a MS student, the form is here: <https://uwmadison.box.com/s/c0zckee5hbrx54kqb7eltj9suijk5nqr>

The form can also be found here: <https://www.engr.wisc.edu/departments/electrical-computer-engineering/academics/ece-graduate-student-handbooks/>

Please read the form carefully, because with either a MS-->PhD change/add or a new PhD admit, a long-term funding guarantee per our new ECE policy is required. The policy is at this link:

<https://uwmadison.box.com/s/mbxwq9y0aavd0d8i3msud1l9uslwia8d>

For administrative questions, Hannah Roberg (cc'd) is the main contact

Cheers,

Mikhail

On Tue, Jul 9, 2019 at 11:29 AM Akbar Sayeed <akbar.sayeed@wisc.edu> wrote:

Hi Mikhail:

I am assuming you are still involved in graduate admissions. You had mentioned in an earlier exchange that Spring admissions are done "under the radar" based on faculty recommendations. I have one such recommendation for Spring 2020 admissions:

[REDACTED]
UW Application Number: [REDACTED]

I am also a reference for [REDACTED] and have submitted my letter. Just a quick background – [REDACTED] finished his [REDACTED] in May [REDACTED]. He was instrumental in [REDACTED] [REDACTED] that I hope to resume in Spring 2020 in collaboration with Parmesh Ramanathan (cc'ed). It would be great to have [REDACTED] this time for the PhD program.

I was also wondering about the current weblink for looking at graduate applicant files? Would you please share it with me?

Thanks. Let me know if you have any questions.

Best regards,
Akbar

Akbar Sayeed
Electrical and Computer Engineering
Wireless Communication and Sensing Laboratory
UW-Madison
<http://dune.ece.wisc.edu>
akbar.sayeed@wisc.edu
608.417.9807

--

Mikhail Kats
Associate Professor and Dugald C. Jackson Faculty Scholar, Electrical and Computer Engineering
University of Wisconsin - Madison
<http://katsgroup.ece.wisc.edu/>
Twitter: @mickeykats

--

Mikhail Kats
Associate Professor and Dugald C. Jackson Faculty Scholar, Electrical and Computer Engineering
University of Wisconsin - Madison
<http://katsgroup.ece.wisc.edu/>
Twitter: [@mickeykats](#)

Attachments:

Outlook-5z2g21k0.png	0 bytes
Outlook-ytuod55a.png	0 bytes
Outlook-ylxdafph.png	0 bytes
Outlook-ja2smpx4.png	0 bytes
Outlook-gq1q5wl0.png	0 bytes

Exhibit 5: teaching notes



Subject: Fwd: Your [REDACTED] teaching
From: [REDACTED]
Date: 4/16/2020, 4:04 PM
To: ANN C PALMENBERG <acpalmen@wisc.edu>

Hi Ann,

Below is one of the email exchanges around teaching in [REDACTED]. It is in reverse chronological order, so the initial email in the chain is at the very bottom.

I highlighted in red some of the text that I found disturbing in light of the personal history. Some additional background is that I have been a proponent of active learning pedagogies in our department, which is what he is describing as "[REDACTED] flipped straight jacket".

Feel free to follow up if you have questions.

Best,

[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Begin forwarded message:

From: [REDACTED]
Subject: Re: Your [REDACTED] teaching
Date: May 24, [REDACTED] at 4:51:48 PM CDT
To: Akbar Sayeed <akbar.sayeed@wisc.edu>
Cc: [REDACTED] JOHN H BOOSKE <jhbooske@wisc.edu>, "John A. Gubner" <john.gubner@wisc.edu>

Hey Akbar,

You are right that I have my hands full. I've done this before, and can unequivocally state that it has to be fully implemented in Moodle before the semester starts or there will be significant problems. For one, the PA support for Moodle coding goes away at the end of the summer.

My response to you assumed you meant flipped when you wrote flipped. You stated: "a few experiments in the two sections comparing flipped versus "regular" instruction". There is no point in repeating that comparison as the literature is full of them already.

Testing is a different discussion entirely. I have taught flipped with conventional paper exams, and with full computerized exams. There are pros and cons to each approach. There is significant art in asking questions for electronic delivery that evaluate whether the student really understands the concepts. I am toying with hybrid concepts based on my experience.

Frankly, I don't have the bandwidth to develop any sort of well-controlled experiment for this fall. I will be happy if the course gets off the ground. At the same time, I don't see any way to run a meaningful experiment comparing a section of juniors and seniors taught in one facility by one instructor to a section of sophomores in another facility taught by a different instructor. There are too many confounding factors to learn anything.

I've attached the learning objectives I developed in consultation with Rob and Becca. I have not revised them to reflect the fact that the UW semesters are shrinking from fifteen to fourteen weeks starting this fall. I only learned that a month or so ago. Some of the more advanced ones will have to be cut to reflect the lost instructional time. I'm going to use [REDACTED] to deliver content on this first go around. They are available in COE Mediasite. My time this summer is focused on generating classroom activities and reworking the labs. All of that is in progress. You could look at it once it has been coded in Moodle. None of that is ready yet.

[REDACTED]

On May 24, [REDACTED], at 3:12 PM, Akbar Sayeed <akbar.sayeed@wisc.edu> wrote:

[REDACTED] and John:

First, it seems to me that given the information you have provided the two sections of [REDACTED] could be decoupled if needed, especially given that one set is sophomores and the other is juniors/seniors. (presumably they will be graded separately?).

Second, it seems that [REDACTED] is going to have his hands full to even imagine any experimentation. So, I think that would make for an even stronger argument to decouple the sessions (at least if I am teaching one of them).

Third, I misspoke when i mentioned "flipped." I am all for providing content through videos and spending more time in helping students learn and do problem solving in class. I guess what I am still not fully convinced about is the impact of computerized exercises and testing -

whether we are missing something. And I am not alone in that. Apparently, inspired by the trend in higher education, this technology-based instruction is spreading like wild-fire in K-12, fueled by Google, where the stakes are arguably even higher.

There was a recent article in NYT magazine - https://www.nytimes.com/2017/05/13/technology/google-education-chromebooks-schools.html?_r=0.

And a response the following Sunday: <https://www.nytimes.com/2017/05/19/opinion/sunday/you-still-need-your-brain.html>. A comment from Google's

director of education apps illustrates the point: apparently he said that he "cannot answer" why his children should learn the quadratic equation.

He wonders why they cannot "ask Google."

Fourth, [REDACTED] I am genuinely interested in seeing the literature on "computerized versus traditional exercises and testing". So, if you can provide some specific pointers that would be helpful.

Finally, I have to admit that I was disappointed by [REDACTED] response to my initial inquiry. Not even entertaining the thought of any kind of experimentation feels close-minded to me (and hypocritical given [REDACTED] expectation of open-mindedness in co-teaching with him!). I am afraid that is missing an even bigger body of studies and research - on the value of diversity! (of thoughts and ideas, e.g.) (a kool aid that we are all supposedly drinking these days, i might add, but apparently some are spitting it out when nobody is watching!) This is doubly disappointing coming from the [REDACTED]!

In any event, I need to think more about this before I make a decision. Hopefully, it can wait until after June 1 - I have a deadline to attend to.

In the meantime, John: are there any other teaching options for me (e.g. 331?) that may indirectly help the [REDACTED] coverage? Second, can you provide me some information on the current structure/material on [REDACTED]? An outline of changes planned by [REDACTED] would be helpful as well.

Thanks,
Akbar

Akbar M. Sayeed
Professor
Electrical and Computer Engineering
University of Wisconsin-Madison
Email: akbar.sayeed@wisc.edu
Web: <http://dune.ece.wisc.edu>
Tel: 608.265.4731

From: [REDACTED]
Sent: [REDACTED], May 23, [REDACTED] 2:32 PM
To: Akbar Sayeed
Cc: JOHN H BOOSKE; [REDACTED]; John A. Gubner
Subject: Re: Your [REDACTED] teaching

Akbar,

1) I have a strong preference for the sophomores - the materials I'm putting together have them as the target audience, since that is where the course occurs in the curriculum. I want to make sure it works for them.

2) I'm not going to force anyone to teach in any particular way. I agree with John's points, BUT if you are reluctant to drink the kool aid, then you should definitely do it your own way. A flipped class can be a disaster - much worse than a regular one - if the instructor is not on

board and actively trying to make it work. So please, don't teach with me unless you truly want to, and only if you are open-minded and willing to give it your best shot. I have a set of learning objectives that Becca, Rob and I agreed on, and can share those so the students develop the same skills.

2) Rather than being a straightjacket, using technology to do the things it does well - like deliver content - frees the instructor to engage each student on the level that meets their unique perspective and learning needs, when they are at a point of needing help.

2) There are way too many confounding factors to run any kind of comparison. And the literature is filled with well-designed studies on the effectiveness of different educational delivery strategies. No need to reinvent the wheel and take time away from instruction.

[REDACTED]

On May 23, [REDACTED], at 2:08 PM, John A. Gubner <john.gubner@wisc.edu> wrote:

Akbar,

Thank you for helping out with this!

To address your questions:

1) I hope you and [REDACTED] can decide who gets which section.

2) There are three reasons that I think both sections should do the same activities. First, it means that students from each section can seamlessly consult the TA of either section, thus allowing for more extensive office hours and review sessions. Second, this is a fundamental course, that not only feeds in to 330 and 340, but also CS 300; hence, we want to be sure that students get a uniform background. Third, since the course is in development, you will want to vet the exercises over the summer and through the fall as they are generated. This will keep you ahead of the students and ensure that the Moodle questions and answers function as expected before the students see them. This will make for a much smoother experience for the students.

John

From: Akbar Sayeed
Sent: [REDACTED], May 23, [REDACTED] 12:31 PM
To: John A. Gubner
Cc: JOHN H BOOSKE; [REDACTED]; Akbar Sayeed
Subject: Re: Your [REDACTED] teaching

John,

I have been thinking about the [REDACTED] enrollments myself and was planning on combining them into one course in the near future. My planned [REDACTED] offering was going to reflect the combined version. But I would be happy to defer that plan to [REDACTED] or [REDACTED] (that's a separate discussion).

I have also been meaning to teach [REDACTED] for a while myself, so this sounds like a timely opportunity for me as well in addition to help out the department.

So, I would like to consider option 1. However, I do have some questions/suggestions:

- 1) do I get to choose which section I teach (juniors/senior or sophomores)?
- 2) Is it absolutely necessary that both sections get taught with the same material? Is there an opportunity for me to experiment (before [REDACTED] flipped straight jacket is slipped on 😊) It would be even better, if we could plant a few experiments in the two sections comparing flipped versus "regular" instruction

I guess [REDACTED] will need to chime in on that I think this could be a lot of fun!

Akbar

Akbar M. Sayeed
Professor
Electrical and Computer Engineering

University of Wisconsin-Madison
Email: akbar.sayeed@wisc.edu
Web: <http://dune.ece.wisc.edu>
Tel: 608.265.4731

From: John A. Gubner
Sent: [REDACTED] May 23, [REDACTED] 11:12 AM
To: Akbar Sayeed
Cc: JOHN H BOOSKE; [REDACTED]
Subject: Your [REDACTED] teaching

Akbar,

Due to persistent low enrollments in ECE 436 combined with recently increased enrollment in [REDACTED], the department would greatly appreciate your help by canceling 436 for [REDACTED] (and offering it every other Fall starting in [REDACTED]), and filling another role for [REDACTED].

There are a couple of roles you could fill that would allow the department to handle the increased 203 enrollment in [REDACTED]:

Option 1) [REDACTED]
Option 2) ECE 431 TR 11-12:15

Details of Option 1)

[REDACTED] is developing materials over the summer and during the fall to completely flip [REDACTED] in [REDACTED], when we will be running two sections at the same time, one section in Wendt (100 students, all juniors and seniors) and the other in 3654 EH (70 to 90 students, mostly sophomores). Therefore, we need someone to coordinate with [REDACTED] so that both sections use the same material. This would include computerized assessments (midterms) and a computerized final exam.

Details of Option 2)

There are three possibilities. You could use [REDACTED] Moodle material and run the course in Wendt. You could develop your own Moodle material and run the course in Wendt. You could run the course in a traditional classroom with your own material. There are currently 37 students enrolled in 431.

Please let me know what option you would like, or if you have other alternatives you would like to suggest.

Thanks,

John

— Attachments: —

ECE203LearningObjectives.docx

21.1 KB

Exhibit 5: 2019 ECE meeting announcements

Subject: FW: meeting with Dean Robertson on Monday (10/28) at 9:00 am
From: Susan Hagness <susan.hagness@wisc.edu>
Date: 6/9/2020, 5:50 PM
To: ANN C PALMENBERG <acpalmen@wisc.edu>
CC: Katrina Olson <katrina.olson@wisc.edu>

FYI - This email went to all ECE tenured/tenure-track and instruc. onal faculty (including faculty associates and our adjunct asst prof).

Susan C. Hagness
Philip D. Reed Professor and Chair
Department of Electrical and Computer Engineering
University of Wisconsin-Madison

1415 Engineering Drive, Madison, WI 53706 USA
Office: 2420 Engineering Hall, 608-265-5739
http://directory.engr.wisc.edu/ece/faculty/hagness_susan

From: Susan Hagness
Sent: Wednesday, October 23, 2019 5:27 PM
To: eceinstructional@lists.wisc.edu
Subject: meeting with Dean Robertson on Monday (10/28) at 9:00 am
Importance: High

Dear ECE colleagues,

On Monday, October 28, Dean Robertson and I would like to meet with all ECE faculty at 9:00 am in 4610 EH regarding an upcoming news story.

Kelly Meyerhofer, a reporter for the Wisconsin State Journal, contacted the university with an interest in learning more about university disciplinary actions against faculty, and earlier today she interviewed Dean Robertson and me regarding a specific case. The story we expect her to write will recount the tragic death of a student in 2016, and the subsequent investigation that led to disciplinary actions taken against an ECE faculty member who was found in violation of the university's policy on hostile and intimidating behavior. As the article will indicate, this behavior was investigated after the death of this student, when the parents shared information about their son's experience. It is our expectation the story will appear online on Saturday evening, and in the paper on Sunday, October 27.

When this matter becomes public, it is likely to be met with concerns about the climate and behavior in our department specifically and the college overall.

Before the article is published, I want to encourage all of us to renew our individual commitment to providing a welcoming and inclusive environment to our students and to each other. If you have experienced or witnessed behavior that does not align with our core values, please bring the situation to light so it can be addressed. We take these matters very seriously, and will take the appropriate action.

University Communications will respond to questions when the article appears. If you are contacted by the media, you can refer them to Meredith McGlone in University Communications – (608)263-7523 and Meredith.mcglone@wisc.edu; you are free to comment if you wish.

If you have any questions, I look forward to addressing them with you on Monday. Ian will be sending a message to all faculty, staff and students as soon as the article appears, and I will be sending a follow up message to all ECE faculty, staff, and students. We'll be holding a meeting with ECE graduate students at noon on Monday; the invitation to students will be sent out tomorrow (10/24). The Monday meeting with you at 9 am is intended to prepare you for questions from graduate students, and provide the details you may need to be ready for those conversations.

Sincerely,
Susan

*Susan C. Hagness
Philip D. Reed Professor and Chair
Department of Electrical and Computer Engineering
University of Wisconsin-Madison*

*1415 Engineering Drive, Madison, WI 53706 USA
Office: 2420 Engineering Hall, 608-265-5739
http://directory.engr.wisc.edu/ece/faculty/hagness_susan*

Subject: FW: Provost joining us for our faculty meeting tomorrow
From: Susan Hagness <susan.hagness@wisc.edu>
Date: 6/9/2020, 5:53 PM
To: ANN C PALMENBERG <acpalmen@wisc.edu>
CC: Katrina Olson <katrina.olson@wisc.edu>

FYI

Susan C. Hagness
Philip D. Reed Professor and Chair
Department of Electrical and Computer Engineering
University of Wisconsin-Madison

1415 Engineering Drive, Madison, WI 53706 USA
Office: 2420 Engineering Hall, 608-265-5739
http://directory.engr.wisc.edu/ece/faculty/hagness_susan

From: Susan Hagness <susan.hagness@wisc.edu>
Sent: Tuesday, November 5, 2019 7:05 PM
To: eceinstruc. onal@lists.wisc.edu
Subject: Provost joining us for our faculty meeting tomorrow

Dear ECE faculty,

As you may have already noted, the agenda for tomorrow's faculty meeting includes "Discussion with Provost Scholz". I want to follow up with more information about that agenda item.

Many of you were able to join us for the meeting with Dean Robertson last Monday morning. Tomorrow's conversation with the Provost is an opportunity to continue our processing of the situation: to ask questions, share concerns, and explore potential actions as a faculty going forward. Provost Scholz wants to hear directly from our faculty and gather input.

He is expected to join us right at 3:00 pm, so as always, please be on time for the meeting.

Thank you in advance for engaging in a constructive and open conversation.

Regards,
Susan

Susan C. Hagness
Philip D. Reed Professor and Chair
Department of Electrical and Computer Engineering
University of Wisconsin-Madison

1415 Engineering Drive, Madison, WI 53706 USA
Office: 2420 Engineering Hall, 608-265-5739
http://directory.engr.wisc.edu/ece/faculty/hagness_susan