

University of Wisconsin-Madison  
Secretary of the Faculty  
133 Bascom Hall

**FACULTY SENATE AGENDA MATERIALS**  
**for**  
**4 November 2013**

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

**FACULTY SENATE AGENDAS, MINUTES, AND FACULTY DOCUMENTS,  
INCLUDING FACULTY POLICIES AND PROCEDURES, ARE AVAILABLE  
ON-LINE AT: <http://www.secfac.wisc.edu/senate/>**



**FACULTY SENATE MEETING**  
**Monday, 4 November 2013 - 3:30 p.m.**  
**272 Bascom Hall**

**A G E N D A**

- |                                       | Doc. No. |
|---------------------------------------|----------|
| 1. Memorial Resolutions for:          |          |
| Professor Emeritus Paul Bass          | 2441     |
| Professor Emeritus E. Edward Bittar   | 2442     |
| Professor Emeritus Walter T. Bjoraker | 2443     |
| Professor Mason A. Carpenter          | 2444     |
| Professor Emeritus Jens T. Carstensen | 2445     |
| Professor John A. Hoopes              | 2446     |
| Professor Emerita Margaret A. Kohli   | 2447     |
| Professor Emeritus L. Joseph Lins     | 2448     |
| Professor Emeritus James D. Whiffen   | 2449     |
| 2. Announcements/Informational Items. |          |
| 3. Question Period.                   |          |

**AUTOMATIC CONSENT BUSINESS**

4. Minutes of 7 October 2013.

**CONFIRMATION OF APPOINTMENT**

5. Professor Thomas Broman (History of Science) to serve on the Commission on Faculty Compensation and Economic Benefits for 2013-2014, replacing Professor Margarita Zamora who is on leave.

**REPORTS**

- |  |      |
|--|------|
| 6. Committee on Access and Accommodation in Instruction Annual Report for 2012-2013.   | 2450 |
| 7. Informational report on the membership of the Faculty Consultative Committee on Financial Emergency for 2013-2014, as required by <i>Faculty Policies and Procedures</i> 6.36.: |      |
| Arts and Humanities Division: Dennis Miller (Art)  |      |
| Biological Sciences Division: Nizar Jarjour (Medicine)   |      |
| Physical Sciences Division: Carl Sovinec (Engineering Physics)   |      |
| Social Studies Division: Adam Nelson (Educational Policy Studies)  |      |
| University Committee representatives: Jo Ellen Fair (Journalism and Mass Communication); Grant Petty (Atmospheric and Oceanic Sciences)  |      |
| Commission on Faculty Compensation and Economic Benefits representative: Louis Armentano (Dairy Science)   |      |
| 8. Information Technology Committee Annual Report for 2012-2013.   | 2451 |

**NEW BUSINESS**

9. University Committee Recommendation to Amend *Faculty Policies and Procedures* 2452  
4.20., 4.32., 4.40. and 5.31. Regarding Processes for Approving, Modifying and Discontinuing  
Courses; and to Amend Chapter 6 to Create the University Curriculum Committee. (first reading)

**SPECIAL ORDER — NO LATER THAN 5:00 P.M.**

10. Executive Session of the Faculty Senate to Receive the Confidential Report of the Committee  
on Honorary Degrees.

**MEMORIAL RESOLUTION OF THE FACULTY  
OF THE UNIVERSITY OF WISCONSIN-MADISON**

**ON THE DEATH OF PROFESSOR EMERITUS PAUL BASS**

Professor Emeritus Paul Bass was born on August 12, 1928 to Ben and Sarah Bass of Pinsk, Russia in Winnipeg, Canada and died on August 18, 2013 in Vancouver, Canada from complications associated with pneumonia. Paul was raised on a West Kildonan, Winnipeg dairy farm; his primary education was in a one-room schoolhouse on the prairie. As a young teen, he cared for the animals and delivered the farm's dairy products by horse cart. Later he learned to fly gliders and earned the King's Scout award in boy scouts (the Canadian equivalent of an Eagle Scout). In 1953, he and Ruth (his wife of 60 years) married, and he received a BS in pharmacy from the University of British Columbia. After working with his two pharmacist brothers at their Vancouver drug stores, he returned for a master's degree from the University of British Columbia, followed by a PhD from McGill University in Montreal, both in pharmacology. Parke Davis Pharmaceutical Company sponsored his post doctorate fellowship at the Mayo Foundation. After completing his postdoctoral research, he joined Parke Davis Pharmaceutical Company in Ann Arbor, Michigan where he developed mechanical transducers for recording intestinal contractile activity *in vivo* and established a renowned gastrointestinal research unit. While a scientist at Parke Davis, he supervised graduate students and medical residents in collaboration with faculty at the University of Michigan.

In 1970 after ten years in the pharmaceutical industry at Parke Davis, the dean of the School of Pharmacy at the University of Wisconsin-Madison invited him to join the faculty as professor of pharmacology. He also had an appointment in the Department of Pharmacology in the Medical School. At the University of Wisconsin, Paul developed a highly recognized gastrointestinal pharmacology research program and was instrumental in re-establishing pharmacology as a respected discipline in the School of Pharmacy.

Research support from the NIH and the pharmaceutical industry enabled Paul to use both electric and mechanical (transducer) recording devices to characterize gastrointestinal digestive and interdigestive contractile patterns. Other research areas in which he was an active researcher were selective denervation of the gastrointestinal tract and clinical studies in gastrointestinal and pulmonary medicine. He supervised the research of over 20 graduate and postdoctoral students from the United States, Japan and Europe.

Paul's interest in education extended to U.S. Department of State-sponsored visits to Indonesia, Algeria, and Israel. He participated in many symposia including National Science Foundation meetings on gastrointestinal smooth muscle electromyography, NATO-sponsored and NIH-sponsored workshops, NIH study sections and several editorial boards. He was a member of the U.S. Pharmacopeia Gastrointestinal Advisory Panel and other professional societies.

Paul had varied interests in investing, coin collecting, biking, hiking, golf, travel, science, poetry, politics, and philosophy. He was an active member of the Beth Israel Synagogue in Madison while a faculty member and could always be counted on for a lively conversation about nearly any topic.

His wife Ruth; a son, Stuart Bass of Studio City, California; a daughter, Susan of Houston, Texas; a sister, Rose Miller of Carlsbad, California; and three grandchildren, Sam and Simon Petty and Michael Bass, survive Paul. His brothers, Sam and Jack Bass, predeceased him.

**MEMORIAL COMMITTEE**

Miles L. Epstein  
William S. Mellon, chair  
Richard E. Peterson  
Arnold E. Ruoho



**MEMORIAL RESOLUTION OF THE FACULTY  
OF THE UNIVERSITY OF WISCONSIN-MADISON**

**ON THE DEATH OF PROFESSOR EMERITUS E. EDWARD BITTAR**

Evelyn Edward Bittar was born October 12, 1928 in Jaffa, Palestine, and died in Madison on April 25, 2013. At the age of 19 while a student in Jaffa, he read an article on Colby College in Maine. Ed decided that was where he belonged, and so a determined young Edward Bittar transported himself to the United States to attend Colby. He went on to Yale Medical School where he became a physician but caught the bug for research very early on. After a stint in the Navy and his internship, he left the U.S. for England where he spent about ten years as a post-doctoral scientist in distinguished labs in Bristol, Oxford and Cambridge before coming to Madison. Ed was professor of physiology here from 1970 until his retirement in his late sixties in 1997.

Ed had a distinguished career at UW. His principle research area was sodium transport, and in particular the sodium pump, which was one of the most exciting fields of physiology research during the middle of the 20th century. The idea that cells could use energy from ATP to transport an ion across a membrane against its electrochemical gradient epitomized the difference between biology and physics/chemistry. Essentially the simplest laws of thermodynamics could be apparently defied by biological structures. Of course this was not true, i.e., thermodynamics was not being defied, but biology was able to cause events to occur that would not happen in the inanimate world because it could link two very different forms of energy together to create processes that were essential for life. To a large extent, the sodium pump was a key to the life of the animal cell. Ed latched on to the excitement of this field very early and developed a marvelous preparation for studying this energy transformation.

Using the giant muscle cell of the barnacle, he was able to measure sodium transport across a living single cell membrane and was able to manipulate the environment on both sides of the membrane. This required sophisticated techniques, and it allowed to be made a beautifully constructed description of the factors that regulated this sodium pump. In addition, during that period Ed discovered the existence of sodium pump-independent sodium carriers. These transporters, which were little-known at the time, are now known to be of great importance in the movements of many ions and water. In studying sodium movements, he focused on the role of the sodium transport-regulating hormone, aldosterone, as well as the new and exciting small molecule, cyclic AMP, and on the calcium ion, both of whose importance in regulation of biological function are now well recognized. He worked on how these factors were able to regulate sodium transport, and many of his studies were directed towards the actions of these hormones and second messengers on recently identified protein kinases, and on how these protein kinases affected the sodium pump. Over a period of 25 years, he published a series of approximately 90 papers, many of them in premier journals on this general topic, also branching into mechanisms of metal toxicity using the same model system. This was done in collaboration with several post-doctoral workers, graduate students in physiology, and laboratory technicians.

Ed was far more than 'merely' a laboratory scientist. He was a passionate teacher and taught medical students here with a dedication and excitement that could not be ignored. Sometimes he talked more about current research than some students wanted, but he felt very strongly that future physicians should understand where basic knowledge came from, and he never deviated from this value. Many students were excited by his passion and his knowledge. Many are the memories of Ed, a dynamic, somewhat diminutive, figure moving with huge alacrity through the aisles of the lecture hall in Bardeen, lecturing as he walked and at the same time involving individual students in the dialogue he was having with the class. He cut an energetic, dynamic figure of the archetypical professor imparting the gist of a subject he loved to the future generation of physicians.

Ed arrived in Madison to teach physiology as a cell biologist and jumped into a department that had a formidable reputation in organ system physiology but was only just beginning to recruit in the emerging cell physiology. He was a pioneer here. He developed the first journal club/seminar program in the department and devoted it to cell physiology of membrane transport and was able to gather around him scientists from different departments for exciting Wednesday afternoons. This was just a small component of Ed's widespread interests and passion for cellular biology. He both authored and edited an essentially uncountable number of iconic texts on different aspects of cell biology during his 35 years at Madison, including the several years after retirement; they number at least 40. These volumes were used by a huge number of young scientists (some authors of this memorial resolution included!) who were interested in cell biology research as well as by medical students and physicians who wanted to apply to their disciplines what was known about cell biology. The value of these volumes, which took a vast amount of work to edit, cannot be overestimated. One remembers very well the frustrations that Ed would express about these so-and-so authors who were months late getting him their manuscripts. One also remembers Ed's office, which was completely filled with manila folders labeled with terms such as internal pH, calcium exchangers, blood cell volume, etc., and chock-a-block filled with xeroxed and original manuscripts. A treasure trove. Ed was a true renaissance scientist. He loved science and knew a vast amount about a large number of unrelated fields. He was an inspiration to younger scientists in the department.

In addition to his insatiable appetite for science, Ed was passionately involved in the politics of our society and of his native region—the Middle East. He was always willing to talk about politics in a most excited fashion, with allusions to history and literature that were truly astounding to hear from a cell biologist. His knowledge of world history, of the politics of many countries that he had no business knowing about, and of literature was, to use a term currently in vogue, 'awesome.' He was one of the most generally knowledgeable, articulate and passionate of scientists. It was indeed his love for, and involvement in, the Middle East that proved both his most shining and desolate times, as he watched the Arab-Israeli conflict escalate yet again in the Intifada that arose in the 1980s and '90s. He suffered deeply for the devastation that hit the region and the pain inflicted on the Israelis and Palestinians. It was on a trip to the Middle East in the 1990s that he met with the then-leader of the Palestine Liberation Organization on the West Bank of the Jordan in the wee hours of the morning. He had a plan for peace which he had communicated and which Yasser Arafat wanted to discuss.

E. Edward Bittar was a true man for all seasons. A pioneering bench scientist, a scientific intellectual who appreciated the history, the concepts of biology as they fit into a whole, and had the passion and energy and care to communicate this gift to the scientific community through huge numbers of classic texts and volumes. He was a man who was deeply committed to the issues of his time far beyond the reaches of science and who suffered dearly for his concern and his empathy. He was a man of great intellectual depth who appreciated and knew our literature and history and who loved to communicate, argue and be outrageous. Last but by no means least, Ed was a devoted family man, being the parent of four children, several of great musical talent, and a long-time beloved husband of Irmgard, who herself affected our city with a prodigious musical teaching career. He had a very strong relationship with his brother, Neville. Ed was a larger-than-life character who enlivened and enriched the lives of many others. Those who knew him are sad that they will not be able to spend more time with him.

MEMORIAL COMMITTEE

Peter Lalley

Peter Lipton, committee

Lea Ziskind-Conhaim

**MEMORIAL RESOLUTION OF THE FACULTY  
OF THE UNIVERSITY OF WISCONSIN-MADISON**

**ON THE DEATH OF PROFESSOR EMERITUS WALTER T. BJORAKER**

Walter T. Bjoraker, professor emeritus in the Department of Continuing and Vocational Education and a member of the faculty for 34 years, died October 28, 2010 at home. He was 90 years old.

Walter was born in 1920, earned a bachelor of science degree in agricultural education in 1942, a master of science degree in 1948, and his PhD in 1952. All three of his degrees were from the University of Minnesota. During that period, he also served in the Army Air Corps in Europe during World War II. After earning his doctorate, Walter played a leadership role in the Department of Agriculture and Extension Education at UW-Madison, serving as the department chair for more than 20 years. Walter considered it a privilege to work with the quality students that attended UW-Madison. He was the major professor for over 50 PhD candidates and approximately 300 master's candidates. The focus of his published research was on promoting and improving education for vocational agriculture and agribusiness. He was involved with international program development in Brazil and Nigeria and served as a consultant to the United Nations efforts in agricultural development. Under his leadership, CAVE was named the outstanding continuing education graduate program in North America. In 1980, he won the Advisor of Merit Award from the Wisconsin Agricultural and Life Sciences Alumni Association.

Walter retired as professor emeritus in 1989. He was devoted to the Future Farmers of America (FFA) all of his adult life, encouraging young people to serve rural communities. He married Delores E. Johnson in 1947, and they spent 63 years together.

MEMORIAL COMMITTEE  
Jim Escalante



**MEMORIAL RESOLUTION OF THE FACULTY  
OF THE UNIVERSITY OF WISCONSIN-MADISON**

**ON THE DEATH OF PROFESSOR MASON A. CARPENTER**

Professor Mason Andrew Carpenter died on September 22, 2011, following a year-long battle with cancer. He was 50 years old. Mason was the M. Keith Weikel Professor of Leadership in the management and human resources department and associate dean of evening and executive MBA programs, Wisconsin School of Business. Mason was known worldwide for his work on global business strategy. His research focused on corporate governance, social networks and global startups. In addition to his many articles on these topics in leading scholarly business journals, Mason wrote several books used in business education around the world.

Mason was born on April 13, 1961, to Edward and Marjorie Carpenter in Riverside, California. He spent his childhood and early adult life in California. Mason married Lisa Harris on December 5, 1987, beginning 24 years of marriage that carried them from California to France and Texas before settling in Wisconsin, where their two sons, Zachary and Wesley, were born.

Mason received a BS in finance from Humboldt State University in 1983, which included a one-year program in international business, political science, and policy at the University of Copenhagen in Denmark. After graduation, he worked in banking. He then took the opportunity to move to Bordeaux, France, where he served as assistant to the chairman of Beaulieu Vineyards. While in Bordeaux, Mason earned both a French language diploma and, as part of his interest in wine, an advanced enology diploma.

Mason subsequently completed his MBA at California State University, Bakersfield in 1987. He returned to work in banking (and marketing management), rising to become a vice president at Bank of America. Mason then made the decision to pursue his PhD in business (strategy and organization science) from the University of Texas at Austin. He finished his PhD in 1997 and moved to Wisconsin to begin his faculty career.

At Wisconsin, Mason made major contributions in the areas of research, teaching, and service. As noted, he was known around the world for his research on business strategy. Within that field, his work examined the impact that top executives have on firms' decisions and success. More specifically, Mason examined how the compensation of executives, as well as their choices regarding their own development of particular profiles of human capital (e.g., amount of international expertise), influenced business strategy formulation, execution, and success.

Mason will also be remembered as an accomplished and inspiring teacher. He was steadfastly dedicated to engaging his students in deep questions of business and of life. He was first honored shortly after his arrival on the Madison campus, when MBA students selected him for their Professor of the Year award. In 2000, the School of Business gave him its Larson Excellence in Teaching Award, and he was named by *Business Week* magazine as one of two top-rated teachers in the UW's MBA program. His efforts earned him in 2002 a distinguished teaching award, UW-Madison's highest campus-wide honor for teaching.

Mason was a tremendous citizen not only at UW-Madison, but also in the profession. As associate dean, he was responsible for managing, expanding and raising the profile of the business school's MBA programs for working professionals. In addition, Mason served as an associate editor of the *Academy of Management Review*, the leading theory journal in the field, and as chair of the corporate strategy and governance division of the Strategic Management Society (SMS). In 2010, he received the SMS Outstanding Service Award. He also advised top management teams and business unit leaders from leading firms in North America, Latin America, Europe, Asia and Southeast Asia.

Finally, some of Mason's attributes are difficult to convey on paper. He was always a positive and professional force in everything he did. He was always focused on moving forward and looking ahead. He had a great sense of humor and a twinkle in his eye. He had friends and colleagues all over the world, and many others knew him through reading his work. He was someone who made you proud. When recruiting a new faculty member or bringing in a distinguished visitor, or any other time the department or school wanted to make an especially good impression on someone, it was protocol to make sure Mason was involved.

MEMORIAL COMMITTEE

Randall B. Dunham

Barry Gerhart, chair

**MEMORIAL RESOLUTION OF THE FACULTY  
OF THE UNIVERSITY OF WISCONSIN-MADISON**

**ON THE DEATH OF PROFESSOR EMERITUS JENS THURØ CARSTENSEN**

Professor Emeritus Jens Thurø Carstensen died at the age of 87 on July 10, 2013 at the Agrace Hospice Care in Madison, Wisconsin, after a long illness. Born in Brooklyn, New York, Professor Carstensen grew up in Denmark where he received his MS degree in chemical engineering in 1950 from the Technical University of Denmark. Returning to the U.S. in 1950, he began his career in the pharmaceutical industry with Lederle Laboratories and later moved to Hoffmann La Roche, working in product development and pharmaceutical manufacturing. This laid the groundwork for his strong desire to understand better the fundamental underlying physical and chemical behavior of pharmaceutical systems, and thus to pursue graduate studies. He received his MS (1964) and PhD (1967) degrees in physical chemistry from Stevens Institute of Technology, then turned to academia and joined the University of Wisconsin's School of Pharmacy. He became a full professor in 1971 and retired in 1995 as professor emeritus, retaining a half-time appointment for several years thereafter.

He retained a lengthy joint appointment with the school and with extension services in pharmacy. He had a deep interest in teaching, both in the lecture hall and in the laboratory. In these roles his industrial experience and engineering background served him well. Over the years, he identified, developed and taught many popular short courses designed to enhance the scientific effectiveness of industry scientists, e.g. chemical stability and kinetics, the behavior of solids, suspensions and solutions, dissolution, and statistics—all laced with examples of problems he had encountered himself and enhanced in understanding by his academic research. His students celebrated the relevance of his teaching. After spending a sabbatical year at L'Université de Paris Sud in 1977-78, he was asked to teach his courses abroad on a regular basis. Surely, his curricula in these courses provided a key foundation for the expansive system of industrial education that we now take for granted.

Over the course of his esteemed career, Professor Carstensen helped shape and advance the fundamental understanding of pharmaceutical systems throughout the world, singly authoring eight influential textbooks and as many chapters in additional books, and writing/co-authoring over 200 research articles in peer-reviewed journals. He also shared inventorship on six patents. In his research, he successfully applied basic principles of chemistry, engineering and physics to heterogeneous systems whose behavior had previously defied quantitation, let alone the prediction of behavior. Key areas of his research included the kinetics of solid state reactions, such as polymorphic transformations, crystallization, decarboxylation, and interaction with moisture. He defined powders and suspensions, whether drug or inactive ingredient, as quantifiable collections of individual particles, enabling the development scientist to understand and anticipate better their physical and chemical behavior, such as their stability or their compaction properties on tableting. His quantitative definitions and practical mathematical relationships for the behavior of such heterogeneous systems have afforded better prediction of behavior and ultimately the development of better controls for pharmaceutical product development. The rich contribution he has made to the interrogation and understanding of a broad list of representative pharmaceutical systems is evident if one peruses the titles of his considerable list of publications.

Professor Carstensen served on the United States Pharmacopoeia Revision Committee for many years as well as on the Academy of Pharmaceutical Sciences Dissolution Committee. He also served on the editorial boards of four major international pharmaceutical science and technology journals and was a reviewer for many more. He was a member of the Food and Drug Administration's panel of experts on pharmaceuticals. He planned, presided, and taught in many of the famed University of Wisconsin-initiated pharmaceutical research conferences. For his contributions to the understanding of pharmaceutical

systems, he received the Academy of Pharmaceutical Sciences Ebert Prize in 1976 and Research Achievement Award in 1977. He also received the Ghent Research Award (Belgium) in 1978 and the International Pharmaceutical Technology award in 1979. In 1981 he was invited to present the Ohio State University Mallinckrodt Lecture.

In 2011, Mahendra Patel (MS '74, PhD '78), one of Professor Carstensen's former students, and his wife, Jayshree, made a lead gift to establish the Jens T. Carstensen Chair in Pharmaceutical Sciences at the University of Wisconsin-Madison School of Pharmacy. This honor was then elevated to distinguished chair by additional gifts from the E. Thomas Arington Family, other friends and former students. The Jens T. Carstensen Distinguished Chair in Pharmaceutical Sciences honors and recognizes Jens' extraordinary contributions to the School of Pharmacy, to his students, and to pharmaceutical sciences.

As do many extraordinary people, Jens had "another life." While on sabbatical in France, he picked up a brush and started to paint. Over the years, his early watercolors, often Wisconsin landscapes soft in color and definition, morphed into daring patterns of bold oil or acrylic colors that define local landscapes, or figures with attitude. Thought by art aficionados from Wisconsin and Michigan to Florida to have been an artist all the while, Jens made no attempt to convince them otherwise. But many of his science colleagues became accustomed to knowing better as announcements of his exhibitions accumulated. Galleries in Wisconsin and in Michigan and their Carstensen collectors will in particular miss his artistic contributions, convivial nature and bright smile.

Jens had a jocular sense of humor that could bounce from sweet to risqué and back again, offered with a twinkle in his eye, despite the pressures of the day. His door was rarely closed—busy or not, he was quick to help a student in distress. His generous demeanor belied the unimaginable experience he suffered during his six months' imprisonment in German concentration camps in 1945 for his part in the Danish Resistance—a rare subject of conversation. His response to freedom?—he joined the U.S. Army until he was honorably discharged in early 1948.

His ebullient laugh and twinkling eyes remained infectious to the end, despite his health having faded in his last years. He will be missed, leaving behind his devoted wife and soul mate, Catherine Gene Karr, his children Peter, Poul, and Vibeke, seven grandchildren and five great-grandchildren.

MEMORIAL COMMITTEE

Kenneth A. Connors  
Lynn Van Campen, chair  
George D. Zografi

**MEMORIAL RESOLUTION OF THE FACULTY  
OF THE UNIVERSITY OF WISCONSIN-MADISON**

**ON THE DEATH OF PROFESSOR JOHN A. HOOPES**

John A. Hoopes, professor of civil and environmental engineering, passed away on March 1, 2013. Throughout his career, John conducted basic and applied research in fluid mechanics. But he was most passionate about teaching, both in and out of the classroom. He was so devoted to the university enterprise that retirement never entered his mind; he was fully engaged with his classes and research when pancreatic cancer struck him in the fall of 2012. Service was second nature to him, on behalf of his students, colleagues, and broader community. Throughout his life, he demonstrated uncommon civility and unwavering commitment to helping others.

John was born in Berkeley, California on March 29, 1936. He received his BS and MS degrees from the University of California, Berkeley, where he was also a member and president of the Acacia Fraternity. During this time, he married the former Janet Holden in 1959 and began a family. Two years later, he moved his family to the East Coast, earning a PhD in 1964 from the hydro-systems program at the Massachusetts Institute of Technology while also serving as a first lieutenant in the U.S. Army Reserves.

After receiving his PhD, John and his family moved to Madison, Wisconsin where he began a 49-year career on the faculty of what is now the Department of Civil and Environmental Engineering. Although John and his wife were separated in 1985, they remained close. John and Janet were devoted to their three children, Elizabeth Jane Barber, Wesley John Hoopes, and Thomas Holden Hoopes, as well as their five grandchildren, Daniel Isaac Hoopes, Genevieve Mary Hoopes, John Zachary Hoopes, Sarah Kathryn Hoopes, and William David Hoopes.

Throughout his career at the University of Wisconsin, John conducted research in fluid mechanics and hydraulic engineering. He was interested in both understanding fluid transport processes and mixing of dissolved and particulate substances, as well as applying this understanding to the measurement, design, and control of flows in natural and constructed systems. Early in his career, he made significant contributions to the fundamental understanding of dispersion of solutes in groundwater. Recent research topics included air sparging for in situ remediation of contaminated groundwater; tidal power generation; entrainment of fine-grained sediment by wind, seiche, and storm generated flows in rivers and lakes; and design of submerged vanes for control of stream geometry. In recognition of his research accomplishments, he received two prestigious awards from the American Society of Engineers (ASCE) — the Walter L. Huber Civil Engineering Research Prize and the Karl Emil Hilgard Prize.

Professor Hoopes was a remarkably dedicated teacher. He emphasized fundamental concepts and was rigorous and demanding. At the same time, he was highly accessible to students, both undergraduate and graduate. He helped students learn both in and out of the classroom, often spending hours in one-on-one tutoring sessions in the laboratory. He won numerous UW College of Engineering Polygon Outstanding Instructor awards and received the ASCE Engineering in Education Award in 2006.

Professor Hoopes was the quintessential departmental good citizen. He was a long-time member of the department's academic committee, served as advisor to the ASCE student chapter, and chaired the accreditation committee. He was also the faculty advisor of the UW-Madison Undergraduate InterVarsity Christian Fellowship. In this capacity, hundreds of students, domestic and international, benefited from his counsel and assistance.

John's colleagues knew him to be imperturbable. If he encountered a problem, he went about fixing it, rarely claiming credit for his quiet, behind the scenes engagements. As a result, he did not always receive full credit for his many contributions to students, staff, and faculty. He is greatly missed by all who had the privilege to know this kind, generous and caring person.

MEMORIAL COMMITTEE

Erhard Joeres

Peter Monkmeyer

Ken Potter, chair

Chin Wu

**MEMORIAL RESOLUTION OF THE FACULTY  
OF THE UNIVERSITY OF WISCONSIN-MADISON**

**ON THE DEATH OF PROFESSOR EMERITA MARGARET A. KOHLI**

Margaret Ann Kohli, professor emerita, age 98, passed away on April 3, 2013, at Oakwood Lutheran Homes-West. She is survived by her sister, Mrs. Mary Ann (David) Duncan of Corvallis, Oregon; three nephews, Professor Robert (Sally) Duncan of Corvallis, Oregon, Dr. George Duncan of Baltimore, Maryland, and John R. (Deborah) Kohli of Palo Alto, California; a niece, Margaret (Richard) Lane of Charlottesville, Virginia; and eight grand-nieces and nephews. She was preceded in death by her parents; a sister, Elizabeth Kohli; and a brother, John L. Kohli.

Margaret was born in Monroe on March 4, 1915. She graduated from the University of Wisconsin in 1937 and received her MS degree at the University of Illinois in Urbana. In 1941, she became director of the Physical Therapy Program at the University of Wisconsin, where she served for 37 years.

Upon her retirement in 1980, to honor her for a distinguished career of teaching and service at the UW-Madison and to recognize her many contributions to the profession of physical therapy, the Margaret A. Kohli Scholarship Fund for students in physical therapy was established.

Margaret was active in the American Physical Therapy Association throughout her career, serving in several leadership roles including as treasurer and on the board of directors. Margaret received the Lucy Blair Award as well as a commendation from the house of delegates for her significant contribution to the growth and development of the physical therapy profession.

Margaret also received the Outstanding Service Award and the Hall of Fame Award from the Wisconsin Physical Therapy Association. Her name is synonymous with superb educational preparation, the demand for high ethical standards, and the growth of physical therapy into the strong profession it has become.

Margaret was a member of the National Society of the Daughters of the American Revolution; National Society of New England Women; National Society of Women Descendants of the Ancient and Honorable Artillery Company; Bascom Hill Society; Wisconsin Historical Society; Wisconsin Alumni Association; University League; First Families of Ohio; Ohio Genealogical Society; Friends of the Arboretum; and First United Methodist Church.

MEMORIAL COMMITTEE  
William Boissonnault  
Bryan Heiderscheit  
Lisa Steinkamp



**MEMORIAL RESOLUTION OF THE FACULTY  
OF THE UNIVERSITY OF WISCONSIN-MADISON**

**ON THE DEATH OF PROFESSOR EMERITUS L. JOSEPH LINS**

L. Joseph Lins, professor emeritus in the School of Education, died January 27, 2013 at Agrace HospiceCare in Fitchburg. He was 94 years old.

Professor Lins' first appointment with the university was in 1947 as an assistant to the director of student guidance and records and as an assistant professor. He served in numerous appointments until his retirement in 1983 as a professor and was on the faculty for 25 years.

Dr. Lins received his bachelor of science degree with honors from the Platteville State Teachers College in 1939. He received his master of philosophy degree in school administration in 1944 and his doctor of philosophy degree in teacher education and statistics in 1946 from UW-Madison. He held different positions at the UW-Madison, including associate director of Testing and Evaluation Services, several appointments in the Center for Cognitive Learning, and acting registrar and director of admissions. He was referred to as the "father" of institutional research because of his work in collecting and analyzing quantitative data on higher education institutions. His expertise was used to establish reciprocity between Wisconsin and Minnesota, enabling students to be schooled in out-of-state programs not offered in their state at in-state tuition rates.

He was the co-author of seven books and was the author of "Methodology of Enrollment Projections for Colleges and Universities," produced for the American Association of Collegiate Registrars and Admissions Officers and distributed by the American Council on Education. He was also the co-author or author of more than twenty published articles on research in his field in addition to many book reviews written for the *Journal of Educational Research*.

His family considers one of his greatest legacies to be his continual demonstration of how to transcend obstacles, to live a full rewarding and successful life. Joseph Lins was born with a broken collarbone and with his arm torn from its socket. The damage was never repaired since many of the physicians were in the armed services and were not available during his home birth. The injury cost him the full use of his limb for the rest of his life. Since he was unable to work on the family farm, he steered toward a college education, which was uncommon for a rural family during the Great Depression.

Joseph Lins loved the University of Wisconsin and living in the state. He was born in Spring Green and turned down all offers to leave the state.

MEMORIAL COMMITTEE  
Jim Escalante



**MEMORIAL RESOLUTION OF THE FACULTY  
OF THE UNIVERSITY OF WISCONSIN-MADISON**

**ON THE DEATH OF PROFESSOR EMERITUS JAMES D. WHIFFEN**

The founder of the Biomedical Engineering Center, James D. Whiffen, MD, passed away on January 16, 2013 at the age of 82. He was born on January 16, 1931 in New York. After graduating from Wisconsin High School in 1948, where he was named the most valuable player and captain of the basketball team in 1947-1948, he spent four years studying at the University of Wisconsin-Madison, where he then continued his studies in the UW Medical School.

After graduating from the Medical School in 1955, he completed a surgical internship at the Ohio State University in 1955-1956. After completing his surgical internship, he went on to serve in the United States Navy from 1956-1958 as part of the Medical Corps on the aircraft carrier USS Philippine Sea. While serving, he attained the rank of lieutenant commander. After serving in the Navy, he continued his medical career, completing his surgical residency at the University Hospitals in Madison from 1958-1962.

Following his residency, he worked as a post doc fellow in the lab of Dr. Vincent Gott. His research interests were in biomaterials, thrombo-resistant surfaces, and myocardial revascularization. He was a highly productive researcher and successfully competed for two research career development awards from the NIH. In 1963, he was named a Markle Scholar, one of the most prestigious awards granted to young medical academicians.

From 1962-1997, he served on the faculty of the UW Medical School, attaining full professor in 1971. He served as assistant dean of clinical affairs at the William S. Middleton Veterans Administration (VA) Hospital and chief of staff at the VA Hospital from 1975-1997. He was appointed vice-chairman of the Department of Surgery by Dr. Anthony Curreri and then named acting chairman by Dean Henry Pitot when Dr. Curreri stepped down. He served in the position for three years. Eleven new surgeons were hired during his time as interim chair, and several new programs were added. Critical care/trauma surgery, burn surgery, and sports medicine were initiated, and a surgical intensive care unit and a burn unit were all opened. Following his retirement from UW and the VA Hospital, he was professor emeritus from 1997-2013.

In his spare time, he was an avid runner, winning his age class in the Mad City Half Marathon in 1998 and 2001 and the Whistle Stop Half Marathon in 2001. He also won his age class at all distances like the Independence 10K Run and the 2004 Crazylegs Classic race. He was the fastest runner over 70 in the 500-yard dash at the Badger State Games. He enjoyed fishing and sailing along with following the Badgers football and basketball teams for over 50 years. His cabin on Ballard Lake was his joy. He also enjoyed following the U.S. space program, particularly his son's role in it.

He is survived by his wife, Sally; sister Jean (Richard) Meyer of Tampa, Florida; brother John (Lucy) Whiffen of Malibu, California; son Gregory (Diane) Whiffen of Altadena, California and their children Benjamin Gregory and Ella Marie; stepchildren Michael (Susan) Van Sicklen, Kate Van Sicklen, Elizabeth (Jay) King, Ford (Susan) Runge, and Frederica (Gary) Freyberg; 12 grandchildren and 1 great-grandchild.

**MEMORIAL COMMITTEE**

Louis Bernhardt  
Bruce Harms  
K. Craig Kent  
Layton Ridders  
James Starling



**FACULTY SENATE MEETING**  
**Monday, 7 October 2013 - 3:30 p.m.**  
**272 Bascom Hall**

**MINUTES**

The meeting was called to order by Chancellor Rebecca Blank at 3:32 p.m. with 174 voting members present.

|   |          |
|---|----------|
| 1. Memorial resolutions were presented for: | Doc. No. |
| Professor Emeritus Fritz A. Albert          | 2430     |
| Professor Emeritus Charles W. Anderson      | 2431     |
| Professor Emeritus Gordon R. Cunningham     | 2432     |
| Professor Emeritus R. Wayne Dickey          | 2433     |
| Professor Emeritus Frederick J. Giesler     | 2434     |
| Professor Emeritus Robert W. Hougas         | 2435     |
| Professor Emerita Mary Ellen Rudin          | 2436     |
| Professor Emeritus Elden J. Stang           | 2437     |

2. Chancellor Blank presented her State of the University address. After asserting her highest priority of ensuring that UW-Madison remains financially stable, she addressed a number of budget-related topics including future state and federal funding for the university, in-state and out-of-state tuition levels, and donor contributions. She also spoke about shared governance, HR flexibilities, competitive compensation, and searches for the UW System president and UW-Madison provost. The chancellor identified five priorities on which she is presently working: relations with elected officials, donor fund drive, educational excellence, research excellence, and outreach and technology transfer.

There were several questions.

3. Announcements/Informational Items.

Professor Michael Bernard-Donals introduced members of the University Committee and spoke about priorities that the UC will address in 2013-2014 including: ad hoc diversity planning committee, alternative budgeting models, ad hoc committee on civility and bullying in the academic workplace, ad hoc committee on fossil fuels, an alternative proposal to enhance the existing Arts Institute in lieu of creating a College of the Arts, and shared governance.

There was one question.

Professor Ruth Litovsky updated the senate on the work of the Ad Hoc Diversity Planning Committee.

Chancellor Blank called attention to the Fourth-Year Progress Report on the Campus Strategic Framework, which was distributed at the door.

4. Question Period.

There were no additional questions following the state of the university address and the announcements period.

**AUTOMATIC CONSENT BUSINESS**

5. The minutes of 6 May 2013 were approved as distributed.
6. Chancellor Blank called attention to the Summary of Faculty Legislation and Faculty Senate Business for 2012-2013. 2438

**CONFIRMATION OF APPOINTMENTS**

7. Professor Bernard-Donals moved to confirm the appointment of Professor Carolyn Kelley (Educational Leadership and Policy Analysis) to serve on the Commission on Faculty Compensation and Economic Benefits for 2013-2014, replacing Professor Dominique Brossard who resigned from the commission.

The motion passed without negative vote.

8. Professor Bernard-Donals moved to confirm the appointment of Professor Kenneth Sytsma (Botany) to serve on the Commission on Faculty Compensation and Economic Benefits for 2013-2014, replacing Professor James Sweet who resigned from the commission.

The motion passed without negative vote.

**REPORTS**

9. Professor David McDonald submitted for informational purposes the Advisory Board's Report on Restructuring the Division of International Studies. 2439

There were several questions.

10. Mr. Jesse Markow submitted for informational purposes the Recreational Sports Board Annual Report for 2012-2013. 2427

There was one question.

11. Provost Paul DeLuca submitted for informational purposes the University Academic Planning Council Annual Report for 2012-2013. 2440

There were no questions or comments.

**NEW BUSINESS**

12. Professor Bernard-Donals moved to adopt the University Committee Recommendation to Amend the Academic Calendars for 2013-2016 and 2016-2021. 2081c  
2366a

Dr. Wren Singer provided background information on the motion.

The motion passed without negative vote.

The meeting adjourned at 5:18 p.m.

Andrea Poehling  
Secretary of the Faculty

**COMMITTEE ON ACCESS AND ACCOMMODATION IN INSTRUCTION  
ANNUAL REPORT FOR 2012-2013**

**Committee Charge**

The primary charge of the Committee on Access and Accommodation in Instruction is to monitor university compliance with state and federal mandates such as the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and Chapter 36.12 of the Wisconsin Statutes to assure that the mechanisms chosen to implement those laws be responsive to the needs of students with disabilities, consistent with the overall educational goals of the university, and reasonable and practical in the context of the limited resources available. In addition to the committee's duties as outlined in its original 1994 letter of charge, the University Committee added in 2013 the charge of recommending a new scope and list of duties for the committee.

**Activities and Goals**

During the past year, the committee completed the following activities:

- 1) We served as consultants to the McBurney Disability Resource Center as they revisited their flexibility-accommodation policy (for students with unpredictable health conditions).
- 2) We met with the HR Redesign Team to ensure that the diversity provided by disability was attended to in the redesign, per the Office of Human Resource Development Principles of Practice (e.g., "Excellence through diversity of gender, ethnicity, disability, religion, sexual orientation, culture, position, job function, and years of service are crucial components in the pursuit of excellence").
- 3) We interfaced with the Accessibility and Usability Committee as they ensured the accessibility of the UW-Madison libraries (<http://www.library.wisc.edu/accessibility/>).
- 4) We served as consultants for WISELI (Women in Science and Engineering Leadership Institute) to construct three disability-related items for collecting data on faculty work-life balance.

Our largest project involved constructing and administering a campus-wide survey of students with disabilities, students without disabilities, instructional staff/faculty, and administrative/non-instructional staff. Prior to designing our campus-wide survey, we solicited information from 20 peer institutions to ascertain whether their campuses had ever collected such information. (Although none had, each wished that they could.)

The survey we constructed assesses experiences with accessibility, perceptions of barriers, attitudes toward accommodation, inclusion of students with disabilities in campus life, self-assessment of knowledge about disability, and a selection of demographic data.

Data collection is almost completed from the students with and without disabilities and is in progress from the instructional staff/faculty and administrative/non-instructional staff. The results of this survey will direct the work that the committee conducts during the coming year. For example, if the results of the survey indicate a need to increase knowledge of disability (e.g., knowledge of the federal laws and regulations that require higher education institutions to be accessible to persons with disabilities), the committee will design training materials for that purpose.

In addition, as charged by the University Committee, during the coming year, the committee will work to "recommend a new scope and list of duties for the committee." We will "consider folding the committee into another already-existing committee or working group, and how that might be accomplished. In revising the purview and scope of the Committee on Access and Accommodation in Instruction, [our]

members [will] discuss [our] work with the Disabilities Accommodation Advisory Committee, which will be working on changes to the university's policies on faculty requests for accommodations based on disability.”

Other projects we will begin in the coming year include

- 1) ensuring that UW-Madison's technology accessibility needs are being met;
- 2) evaluating the range of accommodations available to graduate students; and
- 3) improving the AARC network (see <http://adac.wisc.edu/>).

## **Committee Membership**

### Faculty

Morton Gernsbacher, chair (Psychology)  
Katherine Hustad (Communicative Disorders)  
Jay Martin (Mechanical Engineering)  
Ellen Samuels (Gender and Women's Studies)

### Academic Staff

Scott Golueke (Office of Admissions)  
Alicia Hazen (College of Engineering Career Services)  
Nancy Mitchell (Wisconsin Center for Education Research)  
Timothy O'Connor (School of Education Testing and Evaluation Services)

### Students

Holly Siegrist  
Bret Vlach

### Ex officio

Lori Berquam (Dean of Students)  
Erica Halverson (Teaching Academy)  
Barbara Lanser (Office for Equity and Diversity)  
Lisa Rutherford (Office of Administrative Legal Services)  
Vorakiat Tantivivat (Campus Planning and Landscape Architecture)  
Cathy Trueba (McBurney Disability Resource Center)

**INFORMATION TECHNOLOGY COMMITTEE  
ANNUAL REPORT FOR 2012-2013**

**I. Statement of Committee Functions and Charge**

*Faculty Policies and Procedures 6.42.:*

**6.42. INFORMATION TECHNOLOGY COMMITTEE.**

- A. MEMBERSHIP. The Information Technology Committee shall consist of the following members:
1. Eight faculty members, two from each faculty division, appointed for terms of four years.
  2. Three academic staff members. No member of the Division of Information Technology staff may serve as a voting member of the committee.
  3. Three students, at least one of whom shall be an undergraduate student and at least one a graduate student, to serve one-year terms.
  4. Chief Information Officer, ex officio nonvoting.
  5. One nonvoting member representing the director of the university General Library System, two nonvoting members representing the vice chancellor for administration, and two nonvoting members representing the provost. These members shall be appointed by the provost.
- B. FUNCTIONS. The Information Technology Committee is the faculty advisory body for policy and planning for information technology throughout the university. In performing its functions, it shall consult with such groups and individuals as it feels may be able to provide valuable advice. It may request such reports on budgets, personnel policies, and other topics as are necessary for it to make informed judgments and recommendations. It shall establish such subcommittees as are necessary to carry out its functions.
1. Reviews and makes recommendations on strategic planning for the university's information technology resources.
  2. Reviews the performance of information technology facilities and services in supporting and assisting scholarly activities.
  3. Receives reports from and provides general direction to committees formed to address specific information technology issues.
  4. Monitors technical developments.
  5. Consults with and advises appropriate administrative officers on budget and resource allocation matters including charges and funding sources for information technology services.
  6. Receives recommendations from departments, deans, and the Division of Information Technology regarding the establishment, abolition or merger of information technology services and facilities supported by university funds, and makes recommendations regarding these actions to the appropriate administrative officers.

## II. Past Year's Activities

The Information Technology Committee (ITC) met monthly from September 2012 through May 2013. Meeting agendas were distributed via e-mail to ITC members and are posted online at <http://itc.wisc.edu>. Minutes are also available online along with the detailed presentations of guests to the ITC. There are 14 voting member positions on the ITC as well as ex officio and non-voting representatives of the administration. The meetings regularly attract more than 20 additional guests.

In addition to the major items outlined below, the ITC also serves as a “town center” for informational updates and regularly received updates from other IT committees and organizations such as: Network Advisory Group (NAG), Moodle Council, Teaching, Learning and Technology–Madison Advisory Group (TLT–Mag), Campus Technical Issues Group (CTIG), Madison Technical Advisory Group (MTAG) and DoIT Academic Technology.

An important change the ITC sees as the combined result of many of our activities over the past year is the noticeably strengthened relationship between the CIO, the ITC, the University Committee, and the administrative leadership of our campus.

### II.A. Research Computing – Advanced Computing Infrastructure

Since the 2010-2011 academic year, the ITC and its research computing subcommittee have been major players in creation of the Advanced Computing Infrastructure (ACI). Throughout 2012-2013, the CIO and the ACI steering committee worked to advance ACI's vision for shared research computing services, including computation, network, storage and support. The CIO worked closely with Steve Ackerman and Martin Cadwallader of the Graduate School, Miron Livny of the Wisconsin Institutes for Discovery and the Center for High Throughput Computing (CHTC), and Paul Wilson of the Department of Engineering Physics. The first step has been to develop a shared high-performance computing capability on campus that leverages prior substantial investments in the Center for High Throughput Computing and WID/MIR. Paul Wilson is the appointed faculty director of ACI. The first facilitator, Lauren Michael, was hired in the spring. The ACI facility is housed in WID. The ACI steering committee along with Bruce Maas, Paul Wilson, and Miron Livny continue to lead jointly the varied aspects of ACI. Future plans include exploring storage and data management needs.

Grants were secured by Bruce Maas and Miron Livny to fund an experimental Science DMZ, which allows researchers to move data over networks without interference from firewalls. The CHTC, WID/MIR, DoIT, and Department of Computer Sciences all worked together on this grant.

Provost DeLuca highlighted ACI and noted the campus has not been systematic in its approach to high performance computing, which affects the ability to do certain kinds of research. The scale of the ACI initiative is large, as is the investment. He is very supportive of the current initiative for ACI.

### II.B. Teaching and Learning

#### II.B.1. eTexts

UW-Madison engaged in eText pilots in 2012 and in spring semester 2013, sponsored by Internet2 and EDUCAUSE. UW-Madison was selected as an Internet2 Net+ service validator for eText, specifically working with Cornell University, the eText Reader vendor, CourseLoad and Publishers. Bruce Maas stressed his goals of lowering costs to students for eText, ensuring accessible eText, and maintaining faculty choice. Faculty members will not be required to choose CourseLoad and are further encouraged to publish their own content.

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Self-published eTexts are another path forward. John Hawks, chair of the Letters and Science curriculum committee, presented challenges to leveraging online learning in the classroom and self-publishing an eText. Campus could help by helping to navigate copyright issues. The ITC chair suggested opening a discussion with UW Press as another publishing option for faculty-written electronic texts.

#### II.B.2. Educational Innovation, aka EI

Throughout the 2012-2013 academic year, Educational Innovation leaders and teams participated in ITC meetings by presenting status reports, seeking input and discussing directions and projects. Now in Phase II, EI seeks to enhance teaching and learning, expand capacity and reach new learners, and develop new revenue-generating educational programs. Some key projects, of the 149 projects in progress, include expanded summer school offerings, post-baccalaureate programs, blending learning, and offering courses in the Coursera Massive Open Online Course (MOOC) environment in the next year. The ITC provided feedback to the EI leaders and teams and recognized the culture change necessary to move these initiatives forward. MOOC subject areas might best be chosen to match our uniqueness—such as the Writing Center and our gaming experts. By our May meeting, four MOOCs had been planned for fall 2013, using the Coursera platform.

#### II.B.3. Technology Access at UW

Cathy Trueba, assistant dean and director of the McBurney Disability Resource Center, provided context to current accessibility challenges on campus. There are nearly 1,000 registered students with disabilities that affect learning. 160 to 170 of these students use adaptive technology such as screen readers or captioning in the classroom. Dramatic changes in technology and scarce resources make keeping up with federal guidelines difficult. The McBurney Center would like to revise the faculty documents to help with compliance because faculty members are central to the process of ensuring accessibility for those who need it. Universal design benefits all students. UW-Madison should become a leader in this area.

To broadcast the need for accessibility on a wider scale, ITC members proposed figuring accessibility into wider requirements such as lecture capture including captioning as standard practice. McBurney needs should be met up front during development of tools so the labor costs of retrofitting can be avoided. The eText pilot brought many accessibility issues to light, and there is a resulting partnership with the National Federation of the Blind.

ITC suggested a pilot program with one free captioned lecture for faculty so they may see the universal benefit. We challenged the McBurney Center to work with faculty involved in their accessibility services; faculty members should have an opportunity to get and give feedback, and any new methodologies or useful implementations should be made known more broadly so that other instructors can benefit. This engagement would demonstrate to faculty members that their efforts are valued and impact many learners and teachers. We suggested that accessibility be factored into basic training, with Microsoft Word for instance. One concrete suggestion is that specific accessibility issues could be the focus for a future Educational Innovation call for proposals.

Judy Caruso has been working with UW Purchasing Services to change procurement language to reflect accessibility expectations. The Committee on Institutional Cooperation CIO's group is working on accessibility issues and as an organization has some influence in making vendors pay attention as well.

#### II.C. IT Security

Baseline requirements for IT security at UW-Madison were discussed at the January ITC meeting by Jim Lowe of the Office of Campus Information Security (OCIS). Departments and units often take their own approach to securing their IT resources, but any vulnerability can lead to an incident, which reflects poorly

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on the entire university. Vice Chancellor Darrell Bazzell has agreed to fund baseline security in his department. It is expected that his department's outcomes can be applied to other units on campus. ITC members questioned whether the baseline takes into account personal machines being used for UW business and the vast array of systems and machines that IT administrators need to support. Lowe acknowledged this gray area and hoped that enforcing a baseline may deliver data and solutions in these areas.

#### II.D. Network Infrastructure

The ITC was informed about Eduroam, a tool that enables one-time authentication for wireless Internet use at any participating institution. Guest wireless is also made available across campus. The campus began building a 100 gbps network which will increase our ability to transmit large amounts of data. The BOREAS network (providing network service to the upper Midwest) will also be upgraded to 100 gbps to meet better rising demand.

John Krogman and Bruce Maas also kept the ITC updated on the progress of the purchasing of Internet networking services. State legislation requires that UW System sever its membership in WiscNet.

DoIT Prioritization—John Krogman, COO of DoIT, presented a major projects list to the ITC and sought their advice. He explained that the cost recovery model under which DoIT operates leaves little room for flexible spending and decision-making. The ITC suggested there be a clear path for feedback on projects and that our input come early in the decision-making process. This is an area that is likely to be impacted directly by some of the initiatives expected in 2013-2014.

#### II.E. Administrative Excellence

##### II.E.1. E-mail and Calendar

The ITC was updated in December on the status of the AE e-mail and calendar implementation. The ITC asked that the decision-making process be clear and that timelines for upcoming decisions be available so interested parties can be heard. In March, it became clear that the campus-wide vetting procedure put in place by the AE team had not reached all of the faculty and staff members who cared about the decision, and there was an intense effort on the part of the CIO, AE team, and ITC to educate and be educated about the technical points of the Office 365 solution. This experience served to reinforce the knowledge that communication on many levels is needed for all campus-wide initiatives and that our campus has evolved to work best with input from all constituencies in advance of major decisions.

##### II.E.2. Enterprise IT Decision-Making

The AE IT decision-making future state team presented their recommendations to the ITC at the December 2012 and April 2013 meetings. The team studied four IT decision-making models as employed at eleven benchmark institutions. The team recommended a "Wisconsin model" which was based on the desired future state characteristics of the decision-making process and structure. The recommendations were approved, and an IT decision-making function will be added to the CIO office. Implementation of the scheme falls to another committee (which formed in September 2013). Highlights of the proposed Wisconsin model are a nimble ability to make IT spending decisions quickly for simple, lower-cost items and to involve the ITC or its representatives at two different levels in the decision-making scheme for more complex decisions. This model was seen favorably by the ITC because it helps us to satisfy our charge and returns some IT strategic decision-making to shared governance oversight.

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### **II.E.3. Data Center Aggregation**

Regular updates from the data center aggregation project team were presented to the ITC. At the May 2013 meeting, the team discussed its phase III, which includes facilities, services, and governance teams. One framework for data center services being discussed is based on data security requirements, such as those required by CDC, FISMA and HIPAA. A tiered framework is also being considered for non-restricted data. The team is examining what existing resources on campus can become aggregation resources based upon minimum physical criteria for aggregation points.

### **II.F. IT at UW-Madison**

#### **II.F.1.**

At the January 2013 meeting, the ITC heard Provost Paul DeLuca's reflections on campus IT services. Specifically, he outlined areas of focus to be the Advanced Computing Infrastructure (ACI) and changes in teaching and learning. He, along with the ITC, expressed concern over keeping up with the rapidly changing higher education environment and the financial demands of these shifting needs. Provost DeLuca framed the ITC's role as expressing where there are needs and knowing the issues and initiatives of interest to campus.

#### **II.F.2.**

Mark Field, CIO of the Graduate School, along with Wendy Crone, Steve Ackerman and Dan Uhlrich of the Graduate School, detailed its specific needs and challenges related to IT services. The Graduate School IT focuses on technology within the Graduate School itself and on technology for research policy compliance, tracking graduate student progress, fall research competition, the COI project, etc. The Graduate School IT team does not directly support faculty, teaching and learning, research computing, or network issues.

### **III. Concerns and Challenges**

In the next year, the ITC would like to continue its progress in research computing support, teaching and learning support, monitoring and assisting with Administrative Excellence action items (including e-mail and calendaring, data center aggregation, and Enterprise IT Decision-Making) and integration of IT leadership and governance across campus. In addition we will address:

1. The challenges of continuity of leadership and membership for shared governance committees in general, our own in particular.
2. Best practices for judicious and impactful dissemination of information and issues that arise within the ITC to the appropriate target audiences on campus.
3. Collaboration with the chancellor, deans, department chairs, Graduate School, and DoIT to maximize the impact of a possible shift in funding models.

### **IV. 2012-2013 ITC Membership**

#### Faculty

Ivy Corfis, Spanish and Portuguese; Arts and Humanities  
Greg Downey, Journalism and Mass Communication; Social Studies  
Katrina Forest (chair), Bacteriology; Biological Sciences  
Mathew Jones, Neuroscience; Biological Sciences  
Jon McKenzie, English; Art and Humanities  
Gurindar Sohi, Computer Sciences; Physical Sciences  
Constance Steinkuehler Squire, Curriculum and Instruction; Social Studies  
Ellen Zweibel, Astronomy; Physical Sciences

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Academic Staff

Jennifer Bonifas, Medicine  
Michael Pflieger, L&S Student Academic Affairs  
Michael Pitterle, Pharmacy

Students

Ronald Crandall  
Kristie Stalberger

Ex Officio, Non-Voting

Bruce Maas, CIO and Vice Provost for Information Technology

Provost Appointments, Non-Voting

Alice Gustafson, Office of the Vice Chancellor for Finance and Administration  
Steven Hahn, Graduate School  
Clare Huhn, Academic Planning and Institutional Research  
Martha Kerner, Business Services  
Edward Van Gemert, General Library System

Consultants

Rhonda Davis (School of Veterinary Medicine), MTAG  
John Krogman, Deputy CIO and COO of DoIT  
Richard Kunert (Biotechnology Center), NAG  
Brenda Spsychalla (School of Education), CTIG  
Catherine Stephens (School of Education), ComETS

**UNIVERSITY COMMITTEE RECOMMENDATION TO AMEND  
FACULTY POLICIES AND PROCEDURES 4.20., 4.32., 4.40. and 5.31.  
REGARDING PROCESSES FOR APPROVING, MODIFYING AND DISCONTINUING  
COURSES; AND TO AMEND CHAPTER 6 TO CREATE THE  
UNIVERSITY CURRICULUM COMMITTEE**

Background

UW-Madison *Faculty Policies and Procedures* 4.20., 4.32., 4.40., and 5.31. define the process for approving new credit courses, or for modifications of or discontinuation of existing credit courses:

[http://www.secfac.wisc.edu/governance/FPP/Chapter\\_4.htm#420](http://www.secfac.wisc.edu/governance/FPP/Chapter_4.htm#420)

[http://www.secfac.wisc.edu/governance/FPP/Chapter\\_4.htm#432](http://www.secfac.wisc.edu/governance/FPP/Chapter_4.htm#432)

[http://www.secfac.wisc.edu/governance/FPP/Chapter\\_4.htm#440](http://www.secfac.wisc.edu/governance/FPP/Chapter_4.htm#440)

[http://www.secfac.wisc.edu/governance/FPP/Chapter\\_5.htm#531](http://www.secfac.wisc.edu/governance/FPP/Chapter_5.htm#531)

*FPP* Chapter 6 lists the committees of the faculty and outlines the policies and procedures related to those committees:

[http://www.secfac.wisc.edu/governance/FPP/Chapter\\_6.htm](http://www.secfac.wisc.edu/governance/FPP/Chapter_6.htm)

In June 2012, the University Committee, with the support of the leadership of the four divisional executive committees, established an ad hoc interdivisional curriculum committee. The ad hoc committee was charged with reviewing course proposals across the four faculty divisions and recommending whether a standing University Curriculum Committee should be established.

Prior to June 2012, the four divisional executive committees were responsible for course approval, as outlined in *FPP* Chapter 4. Each approached the course proposal review differently. In the arts and humanities, physical sciences and social studies divisions, one divisional executive committee provided both tenure review and course review. In the biological sciences division, these responsibilities were divided between two distinct committees: the biological sciences curriculum planning committee and the biological sciences tenure committee.

Prior to June 2012, concerns were raised about the structure of the course approval process. Many, but not all, of these concerns were exclusive to the three divisional committees that conducted both course review and tenure review.

- Course review and tenure review are both time-consuming. Given limited time, divisional committee members may have given priority to the tenure review. Subsequently, the quality of course review may have suffered.
- Some members were motivated to serve on the divisional committee in order to conduct tenure review and were not interested in course review.
- Former Interim Chancellor David Ward, from his perspective of the implementation of the Educational Innovation initiative, observed that the course approval process was cumbersome. For example, departments would find it beneficial to have course proposal deadlines be closer to the meeting dates. Prior to 2012, deadlines (including for course proposals) were three weeks before the meetings in order to allow committee members time to review tenure dossiers.
- Some divisional committee members expressed that they did not have the proper expertise in curriculum matters to adequately review course proposals and that the pre-2012 model did not allow time for proper training related to course review.

- Divisional committees lacked a clear mandate for their role in the course approval process. This had multiple consequences:
  - Because the various divisional committees had a different understanding of their roles in the course approval process, there were different standards for review. This was particularly difficult for departments that submitted proposals for review by multiple divisional committees.
  - Some committee members were unsure of how to review course proposals. As a result, some proposals may not have received adequate review while other proposals may have been overly scrutinized. Committee members may have needlessly spent time dealing with issues that were outside their jurisdiction.
- It was difficult to update the documents and procedures related to the course approval process, as all four divisional executive committees had to be consulted separately.
- A single university curriculum committee could take on new responsibilities and advisory capacities related to campus-wide curriculum issues and address better the interdisciplinary nature of courses.

### Recommendation

The ad hoc interdivisional curriculum committee and all four divisional executive committees have voted unanimously to approve the proposed changes to *FPP* 4.20., 4.32. and Chapter 6, which move the course approval process from the divisional executive committees to a new committee, the University Curriculum Committee. They have voted to eliminate the interdivisional conference committee (*FPP* 4.40.), which is made unnecessary upon the establishment of a University Curriculum Committee. Finally, they have voted to approve the proposed change to *FPP* 5.31.G., which aligns the procedures for course approval with the proposed changes to *FPP* 4.20., 4.32. and Chapter 6. The proposed revision to *FPP* 5.31.G. also reflects a change that was approved by the dean of each school/college in 2011: to delegate the dean's action to the school/college curriculum committee or equivalent. The proposed changes were prepared by the ad hoc interdivisional curriculum committee.

The current divisional structure was established in the 1940s when the university was expanding rapidly and benefitted from structures to accommodate this growth. For tenure review, the divisional structure continues to serve the university well. For the purpose of course review, particularly as more and more issues related to courses and the curriculum cross disciplinary lines, separate divisional structures may not be the best way to serve the university nor its students, particularly in the current environment of resource constraints and program accountability.

Based on the experience of the ad hoc interdivisional curriculum committee, establishing a standing University Curriculum Committee would:

- By creating a committee that is independent of the tenure review schedule, allow flexibility in scheduling meetings and deadlines to align with campus course needs
- Allow committee members to devote sufficient time to review proposals
- Provide time to train thoroughly committee members on the course approval process
- Allow a dedicated group of faculty to devote time to understanding their mandate in the course approval process
- Create a single standard for university-level review of course proposals
- By working with the full array of courses across campus, allow committee members to see patterns in course proposals, consider proposals in a broader context, and recognize curricular disconnects

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- By creating a committee that has expertise about the course approval process, increase the efficiency of that process
- Facilitate interaction between the University Academic Planning Council, where planning takes place, and the University Curriculum Committee, which would base its course review on that planning
- Create a venue that encourages communication among schools and colleges and addresses whether sufficient attention has been paid to issues that are cross-college in nature
- Provide a campus-wide venue to respond to curricular issues such as educational innovation, distance learning, Course Guide, etc.
- Allow members of the existing divisional committees to focus attention on tenure review and providing advice on educational policy and planning, as stipulated in *FPP* 4.20.

The University Committee recommends approval of the proposed revisions.

### Proposed Revisions

#### 4.20. DIVISIONAL EXECUTIVE COMMITTEES: FUNCTIONS.

- ~~A. APPROVAL OF COURSES. Departments shall submit proposals for new credit courses, or for modifications of existing credit courses, to the appropriate divisional executive committee. If the executive committee approves, the proposal is then submitted to the appropriate dean for final action.~~
- ~~B. REVIEW OF COURSE OFFERINGS. Executive committees may review and recommend the alteration or discontinuance of existing credit courses, and the establishment of interdepartmental, divisional, or interdivisional courses.~~
- EA.** ADVICE ON TENURE APPOINTMENTS. Before appointment or promotion to a position on the tenured faculty is made, the dean shall ask the advice of the appropriate divisional executive committee. The only exception to this requirement is when there is a lapse of less than two years from the time of a previous offer with tenure or resignation from the tenured faculty. (Procedures are described in Chapter 7 of these rules.)
- EB.** ADVICE ON OTHER PERSONNEL PROBLEMS. A chancellor, dean, or department may ask the advice of the appropriate divisional executive committee concerning other personnel problems. The committee may study and make recommendations regarding appointments in order to strengthen the faculty and academic programs.
- EC.** CRITERIA FOR ADVICE. Executive committees shall establish criteria for considering personnel matters referred to them. (Criteria for promotion and retention are set forth in Chapter 7 of these rules.)
- ~~F. ADVICE ON EDUCATIONAL POLICY AND PLANNING. On their own initiative or on request, divisional executive committees may advise the chancellor, deans, or other administrative officers of the university on educational policy and planning and their implementation.~~
- ED.** ADVICE ON COMMITTEE SELECTION. The faculty or the chancellor may request executive committees to nominate or appoint persons from their divisions to standing or *ad hoc* committees.

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4.32. DIVISIONAL ACADEMIC PLANNING.

- A. PROCEDURES. Each division may establish a mechanism for divisional participation in academic planning to consider, as appropriate to the division, matters of academic planning that involve more than one school or college.
- B. ESTABLISHMENT. A divisional executive committee ~~which that~~ chooses to develop a proposal under this section shall submit that proposal to the University Committee for approval. Should the proposed mechanism require any changes to *Faculty Policies and Procedures*, the divisional executive committee shall propose the necessary changes to the University Committee for review and then to the senate for approval. The mechanism developed by each division and approved by the University Committee shall be reported to the senate for information, and a record thereof shall be maintained by the secretary of the faculty.
- C. GENERAL PROVISIONS. A mechanism established by a division under this section shall provide for a committee or other body, at least two-thirds of the voting members of which shall be faculty without significant administrative appointments above the departmental level and who are elected by the divisional faculty. The committee or body will provide advice to the provost and appropriate deans and will work with school or college academic planning councils on matters of common interest.

~~4.40. INTERDIVISIONAL CONFERENCE COMMITTEE:~~

- ~~A. MEMBERSHIP. The committee will be composed of eight members selected by and from the existing divisional executive committees. A member of the committee may ask any member of his/her divisional committee to serve as his/her alternate at any meeting of the committee.~~
- ~~B. FUNCTIONS. The purpose and function of the committee shall be:
  - ~~1. To review all interdisciplinary course proposals submitted to it and take one of the following actions:
    - ~~a. Determine that the course fits within the province of one division and refer it to that divisional executive committee; or~~
    - ~~b. Determine that the course is truly interdivisional and either refer it to the appropriate divisional executive committees, with or without a recommendation to them, or itself make a recommendation to the chancellor and dean(s) concerning the course.~~~~
  - ~~2. Any member of the committee or any divisional chair may ask the committee to delay action on a course proposal until his/her divisional executive committee has had time to review the proposal and make a recommendation. Such requests must be honored.~~
  - ~~3. In the event that two or more divisional committees have acted on an interdivisional course proposal and their actions differ, the committee will review these actions and make a recommendation to the chancellor and dean(s) as to what course of action should be followed. The recommendations of the divisional committees will also be forwarded to the chancellor and dean(s).~~~~

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- ~~4. The agenda of committee meetings will be circulated to all members of each divisional committee, and the materials for the meeting will be circulated to each divisional chair and be available to each member of the divisional committees.~~
- ~~5. The committee may receive course proposals from:
  - ~~a. Any body with the authority to make course proposals, believing that the course concerns matters beyond the jurisdiction of any single divisional executive committee.~~
  - ~~b. A divisional executive committee that believes a course proposal submitted to it concerns matters beyond its jurisdiction. The divisional committee may transmit the proposal to the committee with or without a recommendation as to the action to be taken.~~~~
- ~~6. Any divisional chair or member of the committee may request the committee to take up any item that appears to be interdivisional in scope.~~
- ~~7. The committee's functions shall not include recommendations on personnel.~~

#### 5.31. DEPARTMENTAL CHAIR: DUTIES

The chair of the department has the following duties:

- G. Submits new courses, major revisions of existing courses, and deletion of courses proposed by the department for action by the ~~divisional executive committee and by the dean~~ school/college and the University Curriculum Committee.

#### 6.53. UNIVERSITY CURRICULUM COMMITTEE.

- A. MEMBERSHIP. The committee shall consist of 12 faculty members, three from each faculty division. Members shall serve three-year terms, which shall be staggered. The Committee on Committees shall give consideration to appointing members who have recently served on their college or school curriculum committee.
- B. FUNCTIONS.
  1. APPROVAL OF COURSES. Proposals for new credit courses, or for modifications of or discontinuation of existing credit courses, shall be approved by the department (or department-like body), then by the school or college, and finally by the University Curriculum Committee.
  2. REVIEW OF COURSE OFFERINGS. The University Curriculum Committee may review and recommend the alteration or discontinuance of existing credit courses, and the establishment of new courses.
  3. ADVICE ON EDUCATIONAL POLICY AND PLANNING. On its own initiative or on request, the University Curriculum Committee may advise the chancellor, provost, deans, or other administrative officers of the university on educational policy and planning and their implementation.