

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

FACULTY SENATE AGENDA MATERIALS
for

2 November 2015

*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:**

secfac.wisc.edu/Faculty-Senate.htm

FACULTY SENATE MEETING
Monday, 2 November 2015 - 3:30 p.m.
272 Bascom Hall

AG E N D A

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| Professor Emeritus Robert Clodius | 2574 |
| Professor Emeritus Richard "Doc" Greiner | 2575 |
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2. Announcements/Information Items.

3. Question Period.

AUTOMATIC CONSENT BUSINESS

4. Minutes of October 5.

CONFIRMATION OF COMMITTEE APPOINTMENT

5. Professor David Vanness (Department of Population Health Sciences) to serve on the Committee on Faculty Rights and Responsibilities for spring semester 2016, replacing Susan Lederer who is on sabbatical.

REPORTS

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| 6. University Academic Planning Council Annual Report for 2014-2015. | 2580 |
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OLD BUSINESS

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| 7. Proposed Revisions to <i>Faculty Policies and Procedures</i> on Layoff and Termination | 2569a |
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NEW BUSINESS

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| 8. UW-Madison Faculty Senate Resolution on Concealed Carry. | 2581 |
| 9. UW-Madison Faculty Senate Resolution on Restrictions on Fetal Tissue Research. | 2582 |
| 10. Proposed Revisions to <i>Faculty Policies and Procedures</i> Chapter 7 (Post-Tenure Review Policy). (<i>first reading</i>) | 2583 |
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| 12. Statement of Support for the Faculty Senate of the University of Iowa. | 2585 |
| 13. UW-Madison Faculty Senate Resolution on AFT-Wisconsin Higher Education Council Statement on Tenure and Indefinite Status. | 2586 |

Memorial Resolution of the Faculty of the University of Wisconsin-Madison On the Death of Professor Emeritus Robert L. Clodius

Professor Robert Clodius distinguished himself as a teacher, scholar, and academic administrator at UW-Madison. He made significant contributions in campus administration during the early evolution of the University of Wisconsin System. He extended his higher education administrative leadership in national and international institutions.

Bob Clodius was born in Walla Walla, Washington, March 10, 1921. He grew up on a farm and learned early the challenges in the economics of farming. He received BS and PhD Degrees from University of California-Berkley. His university studies were interrupted by service from 1942-1946 as a Lieutenant in the U.S. Navy during World War II.

He became an Assistant Professor of Agricultural Economics at the University of Wisconsin at Madison in 1950. Bob Clodius was quickly recognized as a talented teacher. In 1953 he received the first Kiekhofers Memorial Teaching Award in a UW-Madison wide competition. His research interests centered on markets and the working of imperfect markets. He was a pioneer in market structure analysis as a tool for research in agricultural economics. In 1961 Clodius, with Wisconsin colleague Fritz Mueller published a classic *Journal of Farm Economics* article "*Market Structure Analysis as an Orientation for Research in Agricultural Economics*". This article became a foundation for research on the changing vertical and horizontal coordination in agriculture.

In 1958 Clodius was appointed Associate Dean of the Graduate School, responsible for Social Studies departments. In 1960 he was elected Chair of the Agricultural Economics Department. During his service as chair he negotiated a program of "American Studies" with the Federal University of Rio Grande do Sul in Porto Alegre, Brazil. This was the catalyst for over ten years of faculty and student exchanges between Wisconsin and the Federal University of Rio Grande do Sul.

In 1962 Bob Clodius was appointed Vice President for Academic Affairs for the University of Wisconsin, which then included institutions in Madison and Milwaukee. As administrative structures changed Clodius responsibilities grew. He was the UW-Madison chief academic officer under various titles from 1962-1971. He served under three UW-Madison presidents and after creation of the UW-System was acting President for UW-Madison for a time in 1970. This was a time of rapid growth for the university in numbers of students, buildings, budgets and development. Clodius was at the center of the decisions that shaped the future of the UW System. This was also the period when the Vietnam War protests were straining student and faculty relationships at UW-Madison and with the community. Bob Clodius was a key leader in moving the UW-Madison forward in these turbulent times.

Professor Clodius resigned his Vice Presidency in 1971 and returned to the Agricultural Economics Department. He was appointed to a special faculty Chair as Regents Professor of the University. In addition to Agricultural Economics he was also elected to professorships in the Departments of Economics (College of Letters and Science) and Educational Administration (School of Education).

In the 1970s Clodius' academic work began to focus on development of higher education in an international context. He was chief administrator of a consortium of Midwest Universities funded by U.S. Agency for International Development working with Universities in Indonesia. He served in Indonesia part and full time until 1977 when he returned to Madison where he taught courses in Agricultural Economics, Economics, and Educational Administration. He taught one of the large basic economics courses which served students from all across campus. He also served from 1977-1979 as Director for the Center of Southeast Asian Studies.

In 1979 Bob Clodius took leave from UW-Madison to accept the position of President of the National Association of State Universities and Land Grant Colleges (NASULGC), the leading national organization promoting the interests of State and Land Grant Universities in teaching, research and service. As President of NASULGC, Bob was an aggressive promoter of international engagement by public universities including their work in developing countries. Peter McPherson, the Administrator for the U.S. Agency for International Development during the time when Clodius was President of NASULGC, remembers the organization and Bob as strong and effective supporters, in Congress and around the world, of university international development work. Bob Clodius served as NASULGC President until 1992.

In 1990 Bob Clodius retired from the University of Wisconsin-Madison. The academic departments of Agricultural Economics, Economics and Educational Administration recommended he be recognized with Emeritus Professor status. UW-Madison Chancellor Donna Shalala in her letter informing Bob of her positive recommendation to the Board of Regents said “Your accomplishments as a teacher, scholar and administrator have earned you an international reputation and have greatly enhanced our reputation as an institution.”

After Clodius retirement from NASULGC, he and his wife Joan moved to Rockford, Illinois. In Rockford he served on the Boards of Rock Valley Community College and the Music Academy at Rockford College. Professor Robert L. Clodius died on April 2, 2014 in Rockford, at the age of 93.

Memorial Resolution Committee:

Gerald Campbell, Chair

William Dobson

Truman Graf

Willard Mueller

**Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Richard A. Greiner**

Dr. Richard A. Greiner, Emeritus Professor of Electrical and Computer Engineering (ECE) at the University of Wisconsin-Madison, passed away at age 83 on January 29, 2015 after an extended illness. Dr. Greiner was born on February 13, 1931 to Lorraine Zeihm and Richard Greiner in Milwaukee, Wisconsin. He retired in 1992 after a teaching and research career of 36 years.

Many of Dr. Greiner's lifelong interests were formulated in the 1940s. These included a significant interest in photography and astronomy, a love of mathematics and a great interest in chemistry and physics. He worked as a commercial photographer before he went on to the University of Wisconsin in Madison to study chemistry, physics, mathematics and astronomy.

Dr. Greiner received his bachelor's degree in Physics in 1954, cum laude, with minors in mathematics and astronomy. His master's degree, received in 1955, was in Physics with graduate work concentrating on molecular and nuclear spectroscopy and solid state physics. Electronic instrumentation was a major part of all of these studies. Optical instrument design including interferometer optics and precision mechanical design was a part of this research.

He moved on to studies of solid state electronics in the Department of Electrical Engineering (EE), earning his PhD in 1957. His doctoral work was in photoconductivity and electrical conductivity in solids, which were related directly to the behavior of semiconductor devices.

Dr. Greiner was appointed Assistant Professor of Electrical Engineering in 1957. His solid state physics and electrical engineering background led to early studies of the transistor. He taught graduate courses in electronics, including vacuum tube design, transistor design and application of solid state devices to electronic measurement and control systems. He started a solid state device fabrication laboratory in 1960 and wrote a textbook on the subject, *Semiconductor Devices and Applications* (McGraw Hill-1961). The book was about the physics of discrete transistor operation and applications of a variety of solid state devices to analog and digital circuits. This interest continued throughout his life, resulting in many publications and construction projects in all areas in which he was interested.

In 1961 Dr. Greiner was promoted to full Professor in the Electrical Engineering Department at the age of 30, one of the youngest full professors in the UW system. His research continued in solid state devices and applications with a graduate research program that produced students with 46 graduate degrees in the next 12 years. He served as Associate Chairman of his Department 1967-1972.

In 1972 he joined the central administration of the University of Wisconsin System and until 1979 served as a Senior Academic Advisor to the President's Office in the area of the Physical Sciences.

In 1979 he came back to the ECE department to pursue new interests and a fresh research program in the areas of acoustics, electro-acoustics, instrumentation, signal processing (analog and digital) and digital control systems. A new graduate program was started and produced another 47 graduate degrees in the period 1979 through 1992. An extensive laboratory was established for research in acoustics and signal processing which formed the core of his new research activities. This was largely supported by industrial money. Much of the research was in signal processing and adaptive digital control and generated many advanced degree thesis projects. This work culminated in the formation of a new company in the area of noise control and a Technology Development Fund grant for \$91,720 from the state of Wisconsin. Many of his graduate students went into digital signal processing, computer control, and adaptive control areas.

Dr. Greiner was a member of several honorary and professional societies, including Eta Kappa Nu, Sigma Xi, Phi Kappa Phi, Tau Beta Pi, Kappa Eta Kappa, the Institute of Electrical and Electronics Engineers, and the Audio Engineering Society where he was elected a Fellow in 1984.

Greiner's personal life paralleled his engineering interests. In the early years he owned several Corvette cars which he purchased from the proceeds of his book. He designed and built on board "computers" to help win timed races. He also continued his great interest in photography at this time. He invented and constructed several high speed flash units to allow him to photograph high speed events, like bullets flying through the air. He consulted in noise and vibration control in industrial settings. This included advanced design of balancing machines for a major manufacturer of equipment for the automotive industry. Acoustical noise problems and silencing of noise were also active areas for his consulting.

From early on Richard was involved with the Kappa Eta Kappa (KHK) engineering fraternity where for many years he was the faculty advisor. He was so revered by members of KHK that this organization held a very well attended wake for him at the Madison KHK House on April 18, 2015, with KHK members coming from as far away as Florida to attend.

Greiner had a great interest in high fidelity music reproduction. Dick loved classical music and amassed over 10,000 LP records. He was the first person in Madison to acquire a compact disc (CD) player in the early 80s and continued collecting digital CDs until he had over 10,000 of them. When Doc started collecting CDs he donated a large number of his LP collection to WHA radio station.

After retirement, Dr. Greiner continued to pursue these interests and added many more, some technical and some artistic. He added rock and mineral collecting, greater interest in astronomy, glass paperweights, and glass fusing to the long list of "hobbies".

His entire backyard became a garden, filled much of the year with beautiful flowers, shrubs and trees.

Richard had a beautiful rock and mineral collection. He donated his extensive and valuable collection of rocks and minerals to the UW-Madison Geology Museum, where his collection is now on display.

His interest in and support of astronomical studies was legendary. He was a lifetime honorary member of the Madison Astronomical Society. Along with several collaborators he built the first Doc Greiner Research Observatory in 2006, followed by two improved observatories in 2009 and 2011, all near Madison. His astronomy interests were mainly in the refinement of observing equipment, viewing of extended objects and imaging of deep space objects. He had an active observatory specializing in minor planet searches and in imaging. He designed and built much of the specialized equipment used in the Doc Greiner Research Observatory (DGRO). Some of the equipment, still in use today, allowed the group to view the skies of New Mexico from the comfort of his home in Madison by remote control.

Professor Greiner was a long time financial supporter of the UW Foundation and became a member of the Bascom Hill Society by his gifts.

ECE Dept. Memorial Resolution Committee
Mark Allie, ECE Faculty Associate
James Nordman, ECE Professor Emeritus
James Skiles, ECE Professor Emeritus, Chair

Memorial Resolution of the Faculty of the University of Wisconsin-Madison On the Death of Professor Emeritus Robert Watkinson Huntington III

Robert (Bob) Watkinson Huntington III, born on 12th March 1937 in St Louis, Missouri, died on 22nd February 2015 in Mazomanie, Wisconsin. He graduated from Harvard University in 1959 with a BA degree in chemistry and finished University of Rochester School of Medicine, in upstate New York, in 1964.

During medical school Dr. Huntington spent a year of post-sophomore fellowship that included forensic training, at the University of Kentucky (1961-1962) and after medical school he became an intern at Western Reserve University in Cleveland, Ohio. His residency training in pathology during the years 1965-1969 at Western Reserve University was followed by a year at the Cuyahoga County Coroner's Office where he first studied under and then worked with Dr. Lester Adelson. Fresh out of training he fulfilled his Berry Plan military obligation and became the Chief of Laboratory Services at MacDill Air Force Base in Tampa, Florida (1969-1971). Afterwards, feeling the need for further academic training, he and his wife Donna moved to Madison, Wisconsin, in 1971 where he became the chief resident in the Department of Pathology. He intended to stay briefly, but clearly that did not happen. The next year he became an instructor in the same department and starting in 1973 he was appointed to assistant professor, followed by promotion to associate professor (CHS) in 1980. He worked at this institution and served the people of Wisconsin for thirty eight years.

Dr. Huntington did general anatomic pathology but his interest and training on forensic pathology were known from the beginning. For many years, he worked in parallel with the late Dr. William Baumann, who was serving as the Dane County Forensic Pathologist. In particular Dr. Huntington frequently accepted cases from other counties in the state and soon his skills in both the autopsy room and the courthouse won him statewide recognition that identified him as the forensic pathologist for the University of Wisconsin.

Dr. Huntington served as the regional forensic pathologist for much of the state of Wisconsin for several decades. Until 2011 with the establishment of the Dane County Medical Examiner's Office, the only in-state metropolitan medical examiner's office staffed with forensic pathologists was in Milwaukee. County coroners in most of Wisconsin's rural counties turned to Dr. Huntington and the University for forensic autopsy services—and many still do. Conservatively, Dr. Huntington performed 10,000 full forensic autopsies for county coroners throughout the state, and regularly testified to his findings in court appearances. He was widely adored and respected by coroners, law enforcement, and prosecuting district attorneys with whom he worked, frequently characterized as a brilliant, caring, and wonderfully eccentric. Even among regional defense attorneys—whose job it was to question his findings and interpretations—he was respected and revered. It was well-established that engaging Dr. Huntington in testimonial debate was perilous, even for seasoned attorneys. His ability to state findings plainly and as matter of fact, combined with an uncanny ability to spontaneously offer practical analogies made for powerful (and often entertaining) testimony. The subject matter and nature of his work often exposed him to disturbing and incomprehensible events, which he often referred to as “the dregs of humanity.” Despite this, through humor and his overall positive outlook on life, he persevered, maintaining focus on the task at hand, while comforting those around him. To this day, and nearly on a daily basis, one of his many famous aphorisms is quoted during forensic and autopsy discussions at the University.

As the sole forensic pathologist at the University of Wisconsin, Dr. Huntington became instrumental in the training of hundreds of residents and fellows as well as thousands of medical, nursing and other undergraduate students. His enthusiasm to teach went beyond the walls of the institution and he became instrumental in training innumerable law enforcement personnel at official statewide meetings for several years. At the autopsy table, any day of the week one would find him teaching an assortment of medical

and nonmedical professionals about forensic pathology and life. In his contribution to the community he embodied the Wisconsin Idea.

Dr. Huntington had an insatiable thirst for reading and listening to music. In both he had an eclectic taste that ranged from reading non-fiction, history, philosophy and religion—and, of course, cookbooks as he also loved to cook and feed others. For many friends spending the Christmas Eve at the Huntington's had become a ritual. He loved classical music but was as pleased when listening to jazz and other music. At a glance an autopsy session could start with quotes from Shakespeare and end up with poems from Rumi or Saadi. Lest you think his tastes were solely high-brow, he would often chortle loudly at the antics of Buster Keaton or the Three Stooges as well. At home he eased the burden of the day with his avid interest in planting bulbs, attending to his vegetable garden and feeding several dozen goat kids from a herd that he and his wife cared for. He also had a wonderful fascination with technology, even though he sometimes struggled to understand how to make it work exactly how he wanted it to. His forays into ham radio were generally more successful.

Interactions with Dr. Huntington were both educational and a joyous experience as he loved to exchange ideas with all, colleagues, lawyers and any other person fortunate to cross paths with him. For those of us fortunate enough to have worked with, learned from, and known the legendary Bob Huntington, he is remembered very fondly, and we all miss him.

Memorial Committee
M. Shahriar Salamat, Chair
Robert Corliss
Dipesh Navsaria

Memorial Resolution of the Faculty of the University of Wisconsin-Madison On the Death of Professor Emeritus Howard Karp

Howard Karp, Professor Emeritus of Piano and internationally acclaimed pianist, died of complications of cardiac arrest on June 30, 2014 at the Medical Center of the Rockies in Loveland, Colorado, close to his beloved summer home in Estes Park. He was 84 years old.

Howard Karp was born in Chicago on October 12, 1929. His early musical training emphasized a strict technical regimen that permitted the study of great music only as a reward for many hours of finger exercises. Instead he found inspiration in hearing the music that other students were playing, and in the rich concert life of Chicago in the late 30s and 40s. Horowitz, Rubinstein, Schnabel and Rachmaninoff were among the pianistic giants he heard during these formative years, and he loved to share with his students and colleagues his vivid memories of the Great Ones, and could remember in detail the contents of every concert he attended.

Karp attended Oberlin Conservatory, where he studied with distinguished pedagogue Jack Radunsky. In Radunsky's studio he met another outstanding young pianist, Frances Reiche. A year after graduation the couple married, beginning a musical and life partnership that lasted 62 years. After Oberlin, the Karpes went to New York, where Howard studied with the legendary Rosina Lhévinne at the Juilliard School of Music. Later, as a Fulbright Scholar he went to Vienna for studies at the Akademie für Musik and to Positano, Italy for master classes with the great Beethoven pianist Wilhelm Kempff.

Karp's college teaching career spanned nearly a half-century. After having taught at the universities of Kentucky and Illinois, he joined the UW-Madison School of Music faculty in 1972. Karp was motivated by the challenge of addressing the needs of the still-growing School of Music. For the next 28 years, until his retirement as Emeritus Professor in 2000, Howard Karp served the University community as a beloved and dedicated teacher, whose former students are on the faculties of colleges and universities throughout North America and Asia.

A fearless and selfless performer of the great heritage of Western classical music, Howard Karp brought joy and enlightenment to those who were fortunate to hear him. His performances throughout North America, Europe and Asia garnered rave reviews. Karp's performing career included appearances at the Amsterdam Concertgebouw, Vienna's Musikverein and London's Wigmore Hall, the Shenyang International Music Festival in China and the George Enescu International Festival. He gave solo recitals throughout the United States, including appearances at the American Liszt Society and the Maryland Piano Festival as well as many memorable recitals at UW's Mills Hall. His collaborations included duo piano performances with Frances, sonata performances with 'cellist son Parry, and chamber music with the Pro Arte Quartet and Karp-Manoogian Trio. Karp performed concertos with many distinguished orchestras, including the Minnesota Orchestra, Amsterdam Philharmonic, Hague Residence Orchestra, and the Madison Symphony Orchestra.

A 6-CD set of concert recordings spanning his career was issued just two months before his death. Enthusiastic response to these performances came not only from former students, colleagues and friends, but also from The New York Times and other prestigious music journals. The recordings, compiled by son Christopher, provide lasting mementos of Karp's thrilling interpretations of some of the towering monuments of the piano repertoire from Bach to Copland. In 2000 the University of Wisconsin School of Music issued *The Art of Howard Karp*, live solo recordings that also received critical acclaim. Other recordings include *Concert Performances of a Half-Century of Music-Making*, music for two pianos and piano duet with Frances Karp; *Late Romantic Music for Cello and Piano* with Parry Karp; the Bloch Piano Quintets with the Pro Arte Quartet; and *Piano Trios* by Joel Hoffman with the Karp Trio.

The annual Karp Family Labor Day concerts, instituted in 1976, became an eagerly anticipated Madison institution and an ongoing testimonial to a remarkable musical dynasty. Each year Howard and Frances, Parry, and physician/scientist/violinist and pianist Christopher would team up with Parry's poet/photographer/violist wife Katrin Talbot, members of the Pro Arte Quartet and other friends to present a rich array of chamber music in various combinations. The concerts eventually included readings by granddaughters Isabel, Natasha and Ariana. In keeping with Karp's dedication to the new and the challenging, not a single work was repeated in those 38 years of concerts. On August 31, 2014, the day before Labor Day, in Mills Hall, a tribute event was held in Howard Karp's memory, during which former students, colleagues and family members spoke of his warmth, kindness and extraordinary artistry. In addition to live performances by family and friends, those in attendance heard Karp's own playing, drawn from his legacy of recorded performances.

Howard's teaching reflected his own inimitable musicianship and mastery of the piano and its vast repertoire. He was an incredible listener to sound: the balance of textures and ways of orchestrating chords and counterpoint so that everything was heard in perfect proportion. His own sound had a luminous and translucent quality that he strove to share with his students through long and generous lessons. He demanded a high level of precision and craft from his students, with constant attention to detail, and insisted on every note being placed in its ideal context. Beyond that he asked that the spirit and soul of the music shine in every moment. He would often say "Make it special" and would refer to the "magic" of a particular passage. He himself was a tireless worker and expected the same from his students. They learned by his example: that the greatest music demanded infinite care and imagination and love, as well as respect for the composer's text and an understanding of his world.

Howard Karp's kindness and humility inspired a deep love and devotion not only from his family and close friends, but from his students, many of whom kept in close contact with him through the years and who cherished the memories of their time under his patient and sympathetic tutelage. They remember Howard and Frances opening their home for Thanksgiving feasts and studio gatherings, Howard's playfulness and sense of humor and his love of nature. He knew the Latin scientific names of every tree and shrub. He loved baseball and was an avid fan of the Chicago Cubs. Above all, he took great pride in the achievements of his family, and loved to attend Shakespeare plays performed by his three gifted granddaughters.

Howard Karp was a great teacher, a wonderful mentor and a magnificent and unique musician. All who knew him will cherish his memory. He was a vital presence in the cultural and intellectual life of the University, and will be sorely missed. He is survived by his wife, Frances; sister, Myrna Soled; sons Parry and Christopher; daughters-in-law Katrin Talbot and Marsha Wills-Karp; and grandchildren Ariana, Natasha, Isabel and David.

MEMORIAL COMMITTEE

Artist-in-Residence Emeritus Bill Lutes, chair

Professor Martha Fischer

Professor Emeritus Todd Welbourne

**Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Allan K. Scidmore**

Professor Emeritus of Electrical and Computer Engineering Allan K Scidmore died December 17, 2014 at age 87. He was born on March 11, 1927 in Grafton, North Dakota and served for two years in the US Army. He is survived by Barbara, his wife of 61 years, and their four children Keith, David, Robert and Virginia.

Professor Scidmore earned a BS in Chemical Engineering from the University of North Dakota and a MS in Chemical Engineering from the University of Wisconsin in Madison. His major interest changed and he earned his PhD in Electrical Engineering in 1958 from the University of Wisconsin in Madison.

In 1950, two PhD students in the UW Physics Department, Gene Amdahl and Charles Davidson, approached the Chairman of the UW Electrical Engineering Department, Harold Peterson, with a proposal for constructing a digital computer. Peterson approved the proposal and secured financial support from the Wisconsin Alumni Research Foundation. At the time, Allan Scidmore was still a graduate student in Chemical Engineering and expressed an interest in getting a PhD degree in Electrical Engineering (EE). He joined the team of EE faculty and EE graduate students working as Research Assistants on the Wisconsin Integrally Synchronized Computer (WISC) project. Collectively, they designed and constructed the WISC. Al served as the Supervisor of the WISC Laboratory 1957-1959. After several years of use the WISC was retired and later was acquired by Amdahl and donated it to the Computer History Museum in Mountain View, California, where the WISC is today.

After completing the requirements for his PhD Al joined the faculty of the Electrical Engineering Department as an Assistant Professor in 1957. As a faculty member, Scidmore made significant contributions to teaching and curricular development in electronics and computers. For decades, he was a leading faculty member in the area of digital electronics. Professor Scidmore's contributions in digital electronics became increasingly important as computers gradually grew to become ubiquitous and to affect our daily lives. In 1972, in recognition of these changes, the Electrical Engineering Department changed its name to the Electrical and Computer Engineering Department. In 2000, the Department began offering a Computer Engineering undergraduate degree.

In 1968, Allan and Professor Donald Dietmeyer secured funding for and constructed unique prototyping equipment for the first capstone computer-design laboratory course in Wisconsin. In this team-based project course, student teams competed by designing, constructing and testing simple digital computers. The course is still offered after a succession of equipment and design tool upgrades to keep up with state-of-the-art approaches and increased computer complexity/

In 1976, Professors Scidmore and Dietmeyer, working with Professor Willis Long of the UW Extension Engineering Department, developed the course "Digital Technology for Radio Broadcast Engineers" on videotape. More than 1000 students from around the country enrolled in the course. In 1978, this course received a "Meritorious Achievement Award" from the National University of Continuing Education.

In 1977-1980 he was an Associate Director of the University-Industry Research Program.

Professor Scidmore served as an Associate Chairman of his Department 1982-1986 and 1990-1994, responsible for all aspects of the undergraduate program.

Professor Scidmore was first and foremost a teacher and had an enviable reputation of being regarded as outstanding by his students and colleagues. This is evident from Professor Scidmore's teaching awards. Among his many awards for outstanding instruction were:

- Recognized by Polygon, the College of Engineering student organization, as an ECE Outstanding Teacher in 1977, 1982, 1983, 1985, and 1988.
- Recognized by the College of Engineering in 1986 with the Benjamin Smith Reynolds Award for "Excellence in Teaching of Future Engineers."
- University of Wisconsin Distinguished Teaching Award 1986.

Among his student activities, he served as Counselor to the UW-Madison Student Chapter of the Institute of Electrical and Electronics Engineers 1981-1985.

He was an active member of the Madison Area Radio Control Society and was a long-time designer, builder and pilot of radio controlled model airplanes). He flew his models competitively at various meets throughout Wisconsin. Beginning in the 1980s, he primarily built and flew sailplanes, which he flew in a large number of sailplane meets, including the national contest. Al was instrumental in holding several sailplane technical symposiums in Madison and he was the editor of the symposium proceedings that were published.

Al was a bowler, an avid gardener and a charter member of the EE Department Band, playing the clarinet. The members of the Band often played for their own enjoyment during the noon hour in a storeroom in the basement of the Engineering building and also played for the enjoyment of guests at various department events.

The faculty and graduates of the UW community have lost a valued colleague, friend and mentor.

The ECE Department Memorial Committee
Donald L. Dietmeyer, ECE Professor Emeritus
A. Burr Fontaine, ECE Professor Emeritus
Charles R. Kime, ECE Professor Emeritus
James J. Skiles, ECE Professor Emeritus

Memorial Resolution of the Faculty of the University of Wisconsin-Madison On the Death of Professor Emeritus Steven Winspur

Our colleague and dear friend Steven Winspur, emeritus Professor of French, passed away on Monday, April 20, 2015, in Madison, at the age of 59. He was born in Kilmarnock, Scotland. Professor Winspur received his M.A. (Honours, 1st Class) in French with Philosophy, from the University of Edinburgh in Scotland in 1977. It is in Scotland that he met his wife, Patty. Prior to his Edinburgh degree he received a Diplôme d'Etudes Universitaires Générales in Philosophy, at the Université Paul Valéry in Montpellier, France. Following his studies in Scotland he began graduate study in French literature at Columbia University, New York, where he earned his PhD with distinction in 1981. His specialty was 20th-century poetry, and his thesis topic announced his life-long interest in linguistic phenomena and their connection to representation, or expression, of reality: "A Grammar of Presence: Poetry of the Sign in Saint-John Perse, Yves Bonnefoy and Michel Deguy." The thesis was named the best dissertation defended in the Department of French and Romance Philology. During his graduate study he was able to spend 6 months at the Fondation St-John Perse in Aix-en-Provence, France. PhD in hand, he took a position as Assistant Professor at North Carolina State University, but after one year returned to Columbia, where he taught from 1982 to 1989. He joined the faculty of the Department of French and Italian of the University of Wisconsin, Madison, in 1989 as Associate Professor and was promoted to Full Professor in 1993, and between 2003 and 2006 was Halverson-Bascom Professor of French.

Steven Winspur was a highly successful teacher on both the undergraduate and the graduate levels. He received the Favorite Instructor Award from the UW Residence Halls twice, in 2007 and 2008, and the Honored Instructor Award from Chadbourne Residential College in 2009. His course offerings ranged from advanced grammar and composition to topics such as literature and technology, Québécois literature, modern poetry, and courses in translation on the masterpieces of French literature. He devoted considerable time to advising undergraduates and giving them meticulous feedback on their written work. He supervised several Senior Honors theses.

But it was especially on the graduate level that Steven Winspur made an indelible impact on many classes of graduate students. His knowledge of the intricacies of the graduate program and his tireless advising of graduate students made him into a foundational element of the department's excellence in graduate studies. He regularly taught French 626, an introduction into critical methods in literary research and writing; it became a cornerstone course required of all incoming students, and Steven Winspur put together a reader that has served many other instructors of that course. His own interest in linguistic and deconstructionist approaches, coupled with an intellectual range that allowed him to speak cogently about many other theories, made the course into a sine qua non of the intellectual background of our students, and contributed to their ability to teach at diverse institutions once they received their doctorate. His more recent interest in francophone (especially Canadian) literature widened the geographic scope of his course offerings, which included 19th and 20th century poetry and prose in France and contemporary literary theory. Steven Winspur's twenty-odd PhD students, several of whom returned to Madison in order to celebrate his career in December 2014, hold positions at Grinnell College, Reed College, Portland State University, and other institutions. When he retired from the department, he was directing several other doctoral dissertations. His devotion to his students, his careful and low-key, reassuring approach to their work, made him into a much admired mentor and advisor and director. He kept up correspondence with his students and did not feel that their assuming a teaching position ended the intellectual friendship that developed during their studies in Madison.

Among the several awards Winspur received while at the University of Wisconsin – Madison, there are the H. I. Romnes Faculty Fellowship (1992), the Vilas Associate Award (1998-2000), the Award for Exceptional Service (2001), the L&S Faculty Advising Award (2009-2010).

Steven Winspur's scholarly achievement is noteworthy. He published extensively both in English and in French on twentieth-century French poets. Besides editing four volumes of journals, writing 21 book chapters and 43 articles, Winspur published four books of literary criticism. His volumes include a monograph on *Saint-John Perse and the Imaginary Reader* (Geneva: Droz, 1988), one on *Bernard Noël* (Amsterdam – New York: Editions Rodopi, 1991), a study on *Poeticized Language: The Foundations of Contemporary French Poetry* (co-authored with Jean-Jacques Thomas, University Park: Pennsylvania State University Press, 1999), and a volume on four poets: *La Poésie du Lieu: Segalen, Thoreau, Guillevic, Ponge* (Amsterdam – New York: Editions Rodopi, 2006). Faithful to a belief in the generally cultural and intellectual importance of poetry, in his research throughout the decades in Madison Winspur moved away from a more strictly semiotic approach to the text, which characterized his graduate training and his early scholarship, and explored new venues that allowed him to tie the analysis of poetry to the ways our lives are lived and to connect poetry with a sense of collective well-being.

Steven Winspur also served on the editorial board of several literary journals and organized five symposia, one of which, "The French and Italian Poetry Day," which he co-organized with Ernesto Livorni, continued for five years as an annual event on campus.

Within the Department of French and Italian, he held many important positions and chaired more than 30 committees. He was Associate Chair, oversaw multiple hires, and was responsible for the promotion of two professors to tenure. The remarks of Professor Névine El Nossery, whom he most recently guided through the process, are indicative of his commitment to the people with whom he worked; she writes, "During the six years of his mentorship, Steven Winspur read with great enthusiasm and a keen analytical eye every single page I wrote. I am profoundly grateful for his insightful and valuable comments. His empathetic nature was unmatched. Today I can say that his mentorship, friendship, trust and faith in me made all the difference in my life."

Steven Winspur's service was hardly limited to the Department. He regularly helped select recipients for university-wide fellowships and grants, such as those awarded by the Institute for Research in the Humanities and the Graduate School Research Committee, on whose boards he sat several times. Outside the UW-Madison, he chaired the Faculty Advisory Committee of the Council on International Educational Exchange, as well as the Executive Committee for 20th-Century French Literature for the Modern Language Association, to name just two of several important positions he held. Perhaps most impressively, Steven Winspur was a tenure or promotion referee for more than 80 candidates in the field of modern French literature. This responsibility represents not only a tremendous amount of work, but also a significant contribution to the field of French Studies.

The Department of French and Italian is very grateful to Professor Winspur for his outstanding devotion to his students, colleagues, and discipline alike. His death is a great loss to us all, both personally and professionally.

On behalf of the Department of French & Italian,
Ullrich Langer
Ernesto Livorni
Thomas Armbrecht

**FACULTY SENATE
MINUTES
5 October 2015**

Chancellor Rebecca Blank called the meeting to order at 3:32 p.m. with 156 voting members present (112 needed for quorum).

1. Memorial Resolutions were offered for:
Professor Emeritus Frederick S. Brightbill (UW-Madison Fac Doc 2566)
Professor Emeritus Walter A. Wittich (UW-Madison Fac Doc 2567)

2. Chancellor Rebecca Blank presented her State of the University address. She stressed that outstanding faculty and staff are our most important assets and recognized that this is a challenging time. The chancellor provided updates on budget, admissions, tenure, and shared governance. She reiterated her expectation that our governance will continue to operate as it has in the past. She indicated that our biggest problem in the coming year is not individual issues, but the accumulation of negative events, which threatens our reputation. Senior leadership wants to send clear message that UW is not open for raiding. Chancellor Blank believes the key long-term issue we face is how to build a university that is stronger and more resilient, and which is financially stable even if faced with further budget cuts. One answer to that challenge is strengthening trust and confidence through correction of misperceptions and sharing of successes. A second important response to the challenge is creating a stable financial base through creative building of revenues, identifying opportunities on expenses, and fundraising. Chancellor Blank concluded by calling for leaders with the courage to try new approaches and to think differently who can talk about both what to do and also why it matters that we keep UW strong and thriving. *[The entirety of the address is available as both audio file and written transcript at secfac.wisc.edu/Faculty-Senate.htm.]*

There were several questions and comments.

3. Announcements/Information Items.

Professor Beth Meyerand, University Committee Chair, called attention to PROFS materials and reiterated importance of that body. She outlined anticipated activities for the coming year, recognizing the shifting landscape and resultant need for flexibility and responsiveness. She concluded by reminding all faculty of the need for mutual respect and support and stressed the importance of unity focused on common ties and mission.

4. Question Period.

There were no questions.

AUTOMATIC CONSENT BUSINESS

5. The minutes of the May 4, 2015, meeting were approved as distributed.
6. The minutes of the June 9, 2015, special meeting were approved as distributed.

7. Chancellor Blank called attention to highlights of faculty legislation and senate business for 2014-2015. (UW-Madison Fac Doc 2568)

CONFIRMATION OF APPOINTMENTS

8. Professor Meyerand moved to confirm the appointment of Professor Jean Bahr (Geoscience) to serve on the Committee on Faculty Rights and Responsibilities for 2015-2016, replacing Professor Nancy Kendall who is on sabbatical.

The motion passed without negative vote.

9. Professor Meyerand moved to confirm the appointment of Professor Jin-Wen Yu (Dance) to serve on the Committee on Faculty Rights and Responsibilities for 2015-2016, replacing Professor J. Michael Collins who is on sabbatical.

The motion passed without negative vote.

10. Professor Meyerand moved to confirm the appointment of Professor Linda Graham (Botany) to serve on the Library Committee for 2015-2015, replacing Professor Cécile Ané who is on sabbatical.

The motion passed without negative vote.

11. Professor Meyerand moved to confirm the appointment of Professor Neil Kodesh (History) to serve on the Library Committee for 2015-2016, replacing Professor Larry Nesper who resigned.

The motion passed without negative vote.

NEW BUSINESS

12. Professor Dorothy Farrar-Edwards (chair, ad hoc committee on tenure and termination) introduced FPP Chapter 10 proposal for discussion, providing context, explaining process, and summarizing input to date. (UW-Madison Fac Doc 2569)

There were multiple comments and extensive discussion, which will be incorporated, along with listening session input, into draft for second reading and vote at November meeting.

13. Professor Meyerand moved adoption of changes to the academic calendar. (UW-Madison Fac Doc 2570)

There were several comments and questions.

The motion passed without negative vote.

14. Professor Meyerand moved adoption of modification of workflow for tenure clock extensions. (UW-Madison Fac Doc 2571)

There were no questions or comments.

The motion passed without negative vote.

15. Professor Rick Keller (Medical History and Bioethics and Associate Dean, International Division) submitted for informational purposes the name change of the Division of International Studies to The International Division. (UW-Madison Fac Doc 2572)

There were no questions or comments.

16. Professor Chad Goldberg (Sociology) moved adoption of AFT-Wisconsin Higher Education Council Statement on Tenure and Indefinite Status. (UW-Madison Fac Doc 2573)

Professor Howard Schweber (Political Science) moved to postpone until after Senate acts on FPP Chapter 10 proposal.

There were several comments and discussion on postponement.

The motion to postpone passed by a show of hands.

The meeting was adjourned at 5:28 p.m.

Respectfully submitted,



Steven K. Smith
Secretary of the Faculty

University Academic Planning Council Annual Report to the Faculty Senate for 2014-2015

I. Functions

The University Academic Planning Council (UAPC) advises the provost on major academic program decisions, long-term academic plans, and related developments. The Council:

- Provides for faculty, staff, and student participation in academic planning,
- Assures that appropriate review is given to proposals for new academic programs (majors, degrees, or certificates) and changes to academic programs,
- Makes recommendations on proposals associated with the creation, reorganization, or discontinuation of academic structures (centers/institutes, departments, schools/colleges),
- Makes recommendations concerning the evaluation and review of academic programs, and
- Provides governance oversight for the general education requirements and for assessment of student learning.

The Council also makes recommendations on policy related to all of these areas (FPP Ch. 6.52).

The UAPC meets once per month during the academic year, typically on the third Thursday of the month from 3:30pm to 5:00pm, and as needed during the summer months. In 2014-15 the UAPC met nine times on the following dates: September 18, 2014; October 16, 2014; December 18, 2014; January 15, 2015; February 19, 2015; March 12, 2015 (via email); April 23, 2015; and June 18, 2015.

Agendas and minutes for UAPC meetings are available from the Office of Academic Planning and Institutional Research and are posted on-line at <http://apir.wisc.edu/uapc.htm>.

II. UAPC Policy and Planning Discussions

A. Annual Report on Program Review

Jocelyn Milner, director of Academic Planning and Institutional Research, presented for discussion the 2013-14 annual report on program review at the October UAPC meeting. Regent policy requires regular program review and UAPC policy stipulates that each academic program is to be reviewed at least once every 10 years. New academic programs (degree/majors, named options, certificate programs) are also reviewed five years after implementation. Program review was discussed by UAPC at three Council meetings in the 2013-14 academic year; discussions recognized the effort put into program review by schools/colleges and departments and also considered ways to address the program review backlog that has been developing.

A total of 56 reviews covering 63 programs were completed in 2013-14. UW-Madison has about 500 programs overall so approximately 50 programs need to be reviewed each year to stay on track. The 2013-14 academic year was the first time in several years that more than 50 program reviews were completed. Part of the reason for the increased activity was Provost DeLuca's January 2014 request to deans to make renewed efforts to clear the backlog of overdue program reviews. With the endorsement of the UAPC, Provost DeLuca had clarified the expectation that program review should be up to date for academic units that were making requests for new academic programs or significant changes to programs. Even with this clear message, as of October 2014, there were still more than 100 programs that have a program review that is in progress or yet to be initiated that are past due for review. The UAPC again endorsed the expectation that programs should be up to date for program review in units that are advancing proposals for new

programs or program changes. Provost Mangelsdorf communicated this information in a memo to deans in January 2015.

Council also discussed the threshold that is set for standards for low-enrollment, which is currently set at five degrees in five years. For low-enrollment degree/majors and certificates, the dean's office is asked to conduct a short review to justify continuation of the program. Those requests usually go out in the fall. The sense of the Council discussion was that the standards for low-enrollment should be revisited and perhaps different standards should be set for degree/major programs and certificate programs. This will be a topic for discussion in 2015-16.

Detailed information on program review policy and reports is available online (apir.wisc.edu/programreview.htm).

B. Annual Report of the Undergraduate General Education Committee (UGEC)

Elaine Klein, assistant dean in the College of Letters & Science and chair of the Undergraduate General Education Committee, presented for discussion the annual report on undergraduate general education. The University General Education Committee reports annually to the UAPC because it is a "daughter" committee of the UAPC, which holds formal governance authority for general education policy. Letters & Science houses the UGEC and serves as the trustee for the administration of the general education requirements because it teaches the majority of the courses that fall into these areas.

The Undergraduate General Education Committee (UGEC) is a campus-wide committee and includes representatives from major units that support undergraduate education. The four domains of General Education are Communication, Quantitative Reasoning, Ethnic Studies, and breadth requirements. Faculty liaisons review and approve course proposals for the Communications, Quantitative Reasoning, and ethnic studies requirements. The L&S Curriculum Committee reviews courses for breadth. Other schools/colleges use the breadth attributes that are approved by L&S or have established degree-specific breadth requirements.

The annual report included information on a recently completed assessment of the ethnic studies requirement by the UGEC, which confirmed that students are learning what is intended; student's attitudes and understanding changed as a result of fulfilling their ethnic studies requirement. The UGEC, based on these findings, recommends that the UAPC adopt policy that students be required to complete the ethnic studies requirement in the first two years of their undergraduate work. After much discussion of pros and cons, and in the absence of information on the full implications of establishing such a requirement, the UAPC declined to establish such a requirement. Council did agree that early completion of general education requirements is to be encouraged and Council endorsed a motion that an expectation be set for early completion of the ethnic studies requirement through advising, as it is for the other general education requirements.

C. Discontinuation of Senior-Grad Status

Wendy Crone, Interim Dean of the Graduate School, presented for information a policy change made by the Graduate School to discontinue senior-grad status. This decision came about after a wider review of policy related to requirements for masters and doctoral degrees. The senior-grad status had allowed UW-Madison seniors to be admitted and enrolled as graduate students for one over-lapping semester under very specific and limited circumstances. Senior-grad status required admission to a UW-Madison graduate program and prior approval in order to count the credits toward a graduate degree. This classification had been used by only two programs on campus; MS-Nuclear Engineering & Engineering Physics and Master of Accounting, both of which have been accepting of the change. The new policy is more permissive in that it allows some courses numbered 300 and higher from the undergraduate program to be applied to graduate program requirements in any graduate degree/major, as program requirements allow.

D. University Assessment Plan

Mo Noonan Bischof, associate vice provost and co-chair of the University Council on Academic Affairs and Assessment (UCAAA) presented a University Assessment Plan for discussion at the January 2015 UAPC meeting and for approval at the February 2015 meeting.

Associate VP Bischof provided context for the plan and described key features of the 2015 Assessment Plan. The current Assessment Plan was established in 2003 and last reviewed and updated in 2008. Bischof, along with colleagues in the Provost's Office and with feedback from the University Council on Academic Affairs & Assessment (UCAAA) developed the assessment plan. The UCAAA had requested that the plan be made more directive and specific than the predecessors with a stronger emphasis on implementation. The plan was adopted by the UCAAA in January 2015.

The plan requires that each academic program have learning goals, that the goals are mapped to the curriculum or program requirements, that at least one goal be assessed each year, and that each program provide annual reports. Student learning assessment is situated within the Wisconsin Experience and the Essential Learning Outcomes. In support of the plan, the Provost's Office assessment team will provide more training, workshops, support, and more clear access to information. Full implementation of the plan will take two to three years.

The 2015 University Assessment Plan was approved unanimously.

E. Learning Goals for Graduate Programs

Wendy Crone, Interim Dean of the Graduate School, presented for information a set of overarching learning goals for graduate programs which can be adapted for use by all masters, doctoral, and certificate programs at the graduate level. The set of learning goals was developed by a working group of faculty and adopted by the Graduate Faculty Executive Committee (GFEC) at the November 2014 meeting. They were presented to the UAPC for discussion at the December 2014 meeting. These goals will meet expectations related to the Higher Learning Commission criteria for accreditation.

Graduate programs (masters, doctoral and certificate programs) will all be required to either adopt the overarching set of learning goals or will articulate their own distinctive goals for inclusion in the 2015-17 edition of the Graduate Catalog. Programs may choose to use the more general learning goals that have been developed but as they engage in program review and assessment activities they will refine and focus the learning goals to align more closely with their programs. Subsequent steps will require the programs to have and implement plans to use and assess the learning goals. UAPC discussion focused on what kinds of evidence would demonstrate learning and especially focused on the value of collecting structured data on the career development of graduates. GFEC will review this set of learning goals in five years to reassess them and decide if they continue to be appropriate for graduate education.

F. Undergraduate Time to Degree

Vice Provost for Teaching and Learning Steve Cramer presented for discussion a report on time to degree and graduation in four years for undergraduates at the December 2014 and January 2015 UAPC meetings. UW-Madison undergraduates complete degrees in a timely way and graduate at high rates; among recent new freshman cohorts, 55% graduated in four years and 85% graduated in 6 years. UW-Madison's graduation rates have increased in recent years, and so have the rates at other universities; consequently although we are showing improvement, we are not improving on these metrics as quickly as other major research universities.

The report was developed by a staff working group convened by Vice Provost Cramer at the request of Chancellor Blank. The report included an analysis of progress to degree among UW-Madison undergraduates and eleven recommendations of possible options for action a working group on four-year degree completion identified.

One of the recommendations was to enforce prerequisites, especially in freshman and sophomore courses. Analysis shows that students who do not have prerequisites have a higher probably of earning D or F's or dropping the course. In a lively discussion, Council members supported this recommendation and offered useful feedback and observations to support this effort. The Council discussed several other possible actions including the role of advising in planning for four-year graduation, limiting multiple-majors, and limiting multiple admission attempts to limited enrollment programs. Discussion focused on the need to establish an expectation of graduation in four years that is supported by program faculty and staff, and all advisors. Council members discussed the timing of major declaration. Recently established requirements in Letters & Science for major declaration by 86 credits (senior standing) was recognized as an advance and establishing campus-wide requirements for major declaration earlier than senior standing was not supported as a priority by Council. Council members offered perspectives on limited enrollment majors and observed that limited enrollment majors may need more investigation by the working group to fully develop a plan for improving timely degree completion. Council members noted the important role of departments and school/college governance committees in supporting timely degree completion.

Vice Provost Cramer indicated that the working group would integrate UAPC feedback into an implementation plan and would continue to move forward with this project.

G. Policy on Credit by Departmental Exam

Jocelyn Milner, director of Academic Planning and Institutional Research, and Michelle Young, Academic Planner and Course Approval Coordinator, Academic Planning and Institutional Research, presented a policy on Credit by Departmental Exam for discussion at the January 2015 UAPC meeting and for approval at the June 2015 UAPC meeting.

The Credit by Departmental Exam Policy is meant to fill a gap in the spectrum of how students can earn credits. A range of discussions in higher education motivate the documentation of a policy and process for this activity, among them the inclusion of credit by departmental exam in the Board of Regent policy on transfer of credit, and requirements by the Higher Learning Commission. Several offices including the Registrar, Bursar, and Business Services were consulted in the preparation of the policy and representatives in the school/college dean's offices provided informal feedback and formal endorsement.

The Credit by Departmental Exam Policy is intended to help students make timely progress to degree and free up space in lower-level, high-demand courses. Credit may only be awarded for UW-Madison courses that have been approved for this activity. Credits do not count as credits earned in residence. Credits would be classified as "other," like retroactive credits. They carry no grades and are not calculated in the GPA.

The policy sets out a framework for departments to develop exams or other assessments of learning that UW-Madison undergraduate students can complete to earn credit for prior learning. The policy establishes a process to approve courses for credit by departmental exam that will be similar to though simpler than the process for a new course approval. A fee will be charged to subsidize the costs associated with developing and administering the assessments.

The Credit by Departmental Exam Policy was approved unanimously.

H. Undergraduate Pass/Fail Policy

Council reviewed an Undergraduate Pass/Fail Policy that would set limits on the types of courses that can be graded pass/fail and the number of courses taken on a pass/fail basis both in a single semester and over the undergraduate career. The policy replaces pre-existing school/college policies, which were very similar but not identical, and serves as a single policy for pass/fail for undergraduates across UW-Madison. The policy was developed by a sub-committee of school/college student affairs and academic affairs leaders and representatives of the Office of the Registrar. It was formally endorsed by school/college deans' offices.

A single, unified undergraduate pass/fail policy will alleviate burden on advisors explaining multiple policies and will reduce confusion and barriers for students who move between schools and colleges. The Undergraduate Pass/Fail Policy will go into effect Fall 2015.

The Undergraduate Pass/Fail Policy was approved unanimously.

I. Policy on Obsolete Courses

Michelle Young, Academic Planner and Course Approval Coordinator, Academic Planning and Institutional Research, presented a policy on Obsolete Courses for discussion at the January 2015 UAPC meeting and for approval at the June 2015 UAPC meeting.

In 2009-2010, UAPC supported a project to work with departments to remove obsolete courses from the course catalog; departments reviewed and discontinued 2,435 of 4,185 courses that had not been taught in at least six years. UAPC also directed APIR to conduct a similar review every five years. A review of obsolete courses is scheduled for 2015-2016. Removing obsolete courses has many benefits, including a truth in advertising benefit for students. In addition, it will return course numbers to departments to be reused.

Approximately 3,000 courses are taught each year and an estimated 12,000 courses exist in the course catalog. Currently there are more than 2000 courses that have not been taught in the past eight years. The review process used in 2009-10 is laborious for APIR, the Office of the Registrar, departments, school/college curriculum committees and the University Curriculum Committee. The Obsolete Course Policy offers a way to reduce the accumulation of obsolete courses with a reduced administrative burden for all concerned.

The Obsolete Course Policy would establish automatic course discontinuation for courses not taught in eight or more years with a two year extension available by request. Eight years was chosen for the policy because it is twice the average undergraduate lifespan and current policy allows that course numbers must be dormant (no student will have earned any credits from that course) for eight years before the number can be reused. The removal of courses can occur as a batch process and will not require a separate proposal for each course to be removed from the course catalog. Based on current analysis, the first batch of obsolete courses will be over a thousand courses.

The Obsolete Course Policy was approved unanimously.

III. Academic Program Changes Approved, September 2014 through June 2015

The University Academic Planning Council considered and recommended the formal academic actions listed below.

A. Majors and Degrees

Authorization to Implement

- Undergraduate major in Neurobiology, Department of Zoology, College of Letters & Science

Phased-out/Discontinued

- MA-Kinesiology, Department of Kinesiology, School of Education. Discontinued Summer 2015.
- MS-Business: Actuarial Science, School of Business. Discontinued Spring 2015.
- BS-Family, Consumer, and Community Education, School of Human Ecology. The last semester this program will be available to enrollment and degrees is Fall 2014.
- BS-Consumer Affairs, School of Human Ecology. The last semester this program will be available to enrollment and degrees will be Summer 2016.
- BS-Chemistry Course, Department of Chemistry. The last semester this program will be available to enrollment and degrees is Spring 2015.
- Discontinue the association of the undergraduate major Theatre & Drama with the Bachelor of Science in Education (BSE) in the Department of Curriculum and Instruction, School of Education. This action does not affect the BS-Theatre & Drama that is housed in the Department of Theatre and Drama. This action is effective Summer 2015.
- MS, MEng, PhD in Materials Science, College of Engineering. The last semester this program will be available to enrollment and degrees is Summer 2019.
- Discontinue the association of the undergraduate major Polish with the Bachelor of Science in Education (BSE) in the Department of Curriculum and Instruction, School of Education. This action does not affect the BA/BS-Polish that is housed in the Department of Slavic Languages and Literature. This action is effective Summer 2015.
- Discontinue the association of the undergraduate major Russian with the Bachelor of Science in Education (BSE) in the Department of Curriculum and Instruction, School of Education. This action does not affect the BA/BS-Russian that is housed in the Department of Slavic Languages and Literature. This action is effective Summer 2015.
- MA-Greek, Department of Classical and Ancient Near Eastern Studies, College of Letters and Science. Discontinued Fall 2015.
- MA-Latin, Department of Classical and Ancient Near Eastern Studies, College of Letters and Science. Discontinued Fall 2015.

Renamed/Restructured

- Undergraduate major in Theatre & Drama moved from College of Letters & Science to School of Education, with the move of the Department of Theatre and Drama. Restructured as degree BS-Theatre and Drama, major Theatre and Drama. The named option "Acting Specialist" moves with the major to the School of Education. School of Education major becomes available Spring 2015. Letters & Science major has no new admissions as of Summer 2015; ends for all enrollment and degrees Summer 2017.
- MFA in Theatre & Drama moved from College of Letters & Science to School of Education, with the move of the Department of Theatre and Drama. Effective Fall 2015 for all students.
- MA and PhD in Theatre & Drama renamed to MA and PhD in Interdisciplinary Theatre Studies. Also moved from the Department of Theatre & Drama to the Department of English, College of Letters & Science. Renaming is effective Fall 2015; MA/PhD Theatre & Drama will have no new admissions but will be available to students who want to finish under the old name until Summer 2017.
- Undergraduate major in Biological Aspects of Conservation renamed to Conservation Biology, Department of Botany, College of Letters & Science. Effective Fall 2015 for all students.

- MS, MEng, PhD in Materials Engineering renamed to MS, MEng, PhD in Materials Science and Engineering, Department of Materials Science and Engineering, School of Engineering. The MS, MEng, PhD Materials Engineering name will remain available to students enrolled as of Fall 2015. Summer 2019 will be the last term for students to be enrolled or graduate under the old program name.
- MA and PhD in Comparative Literature renamed to MA and PhD in Comparative Literature and Folklore Studies, Department of Comparative Literature and Folklore Studies, College of Letters and Science. Effective Fall 2016 for all students.
- BS-Retailing renamed to BS-Retailing and Consumer Behavior, Department of Consumer Science, School of Human Ecology. Effective Fall 2015 for all students.
- Undergraduate major in Comparative Literature to Comparative Literature and Folklore Studies, Department of Comparative Literature and Folklore Studies, College of Letters and Science. Effective Fall 2016 for all students.
- MA and PhD in Classics renamed to MA and PhD in Classical and Ancient Near Eastern Studies, Department of Classical and Ancient Near Eastern Studies, College of Letters and Science. Effective Fall 2016 for all students.
- MS/PhD in Environment and Resources, Nelson Institute for Environmental Studies Classification of Instructional Programs (CIP) code changed from 03.0206 Land Use Planning and Management to 03.0103 Environmental Studies. Effective Fall 2015.
- BA/BS Asian Studies relocated to A4827 administered by the Institute for Regional and International Studies
- BA/BS major - International Studies relocated to A4827 administered by the Institute for Regional and International Studies
- BA/BS major - Latin American, Caribbean and Iberian Studies relocated to A4827 administered by the Institute for Regional and International Studies
- MA - Latin American, Caribbean and Iberian Studies relocated to A4827 administered by the Institute for Regional and International Studies
- MA - Russian, East European and Central Asian Studies relocated to A4827 administered by the Institute for Regional and International Studies
- MA - Southeast Asian Studies relocated to A4827 administered by the Institute for Regional and International Studies

Admissions Suspended

- MS, MEng, PhD in Materials Science, College of Engineering. Effective Spring 2016.
- MA/PhD in Hebrew and Semitic Studies, Department of Classical and Near Eastern Studies, College of Letters and Science. Effective Fall 2015. Report due September 15, 2017.
- Extend suspended admissions status of several undergraduate majors in the School of Education: Biology, Chemistry, Earth Science, Economics, English, Geography, History, Mathematics, Natural Science, Physics, Political Science, Social Studies, and Sociology. Report due December 1, 2016.

B. Options

New

- Degree/major: Master of Engineering, option: Manufacturing Systems Engineering, Department of Engineering Professional Development. Available Fall 2016. (Non-pooled tuition program developed under Educational Innovation)
- Degree/major: Master of Engineering, option: Applied Computing and Engineering Data Analytics, Department of Engineering Professional Development. Available Summer 2016. (Non-pooled tuition program developed under Educational Innovation)

- MA-Agricultural and Applied Economics, option: Resource Energy Demand Analysis (REDA), Department of Agricultural and Applied Economics, College of Letters & Science. Available Fall 2015. (Program-revenue format under Educational Innovation.)
- Doctor of Medicine, major Medicine, new option: Wisconsin Academy for Rural Medicine (WARM), School of Medicine and Public Health. Available Fall 2014.
- MS-Cartography and Geographic Information Systems, option: GIS Development, Department of Geography, College of Letters and Science. Available Fall 2016. (Non-pooled tuition program developed under Educational Innovation.)
- MA/PhD-Comparative Literature and Folklore Studies, option: Comparative Literature, Department of Comparative Literature and Folklore Studies, College of Letters and Science. Available Fall 2016.
- MA/PhD-Comparative Literature and Folklore Studies, option: Folklore Studies, Department of Comparative Literature and Folklore Studies, College of Letters and Science. Available Fall 2016.
- MA/PhD-Classical and Ancient Near Eastern Studies, option: Classics, Department of Classical and Ancient Near Eastern Studies, College of Letters and Science. Available Fall 2016.
- MA/PhD-Classical and Ancient Near Eastern Studies, option: Hebrew Bible, Department of Classical and Ancient Near Eastern Studies, College of Letters and Science. Available Fall 2016.

Admissions Suspended (programs must be re-opened or discontinued within 3 years)

- No options suspended admissions this year.

Discontinued

- Degree/major Master of Engineering, option: Energy Systems, Department of Mechanical Engineering. Discontinued Summer 2015.
- Degree/major MBA-Business: Management and Human Resources, option: Entrepreneurial Management, MHR Department, School of Business. Discontinued Spring 2015.
- Degree/major Kinesiology, option: Athletic Training, Department of Kinesiology, School of Education. Discontinued Spring 2015.
- Degree/major Kinesiology, option: Exercise Science, Department of Kinesiology, School of Education. Discontinued Spring 2015.
- Degree/major Kinesiology, option: Motor Behavior, Department of Kinesiology, School of Education. Discontinued Spring 2015.
- Degree/major Dance, option: Dance Education (including the "Cert: Ed" designation"), Dance Department, School of Education. Discontinued Spring 2015.
- Degree/major Dance, option: Performance and Choreography, Dance Department, School of Education. Discontinued Spring 2015.
- BS-Human Development and Family Studies, option Child Development, Department of Human Development and Family Studies, School of Human Ecology. Discontinued Summer 2015.
- BS-Human Development and Family Studies, option Family Studies, Department of Human Development and Family Studies, School of Human Ecology. Discontinued Summer 2015.

C. Certificates

Established

- Capstone Certificate in Geodesign, Department of Landscape Architecture, College of Agricultural & Life Sciences (distance-delivered certificate; EI program-revenue program) Available Fall 2015.
- Capstone Certificate in Power Conversion and Control, Engineering Professional Development (EPD), College of Engineering (distance-delivered certificate; EI program-revenue program) Available Fall 2015.

- Undergraduate-level Certificate in Italian, Department of French and Italian, College of Letters and Science. Available Fall 2015.
- Capstone Certificate in Nurse Educator, School of Nursing (distance-delivered certificate; EI program-revenue program) Available Spring 2016
- Graduate/Professional Certificate in Nurse Educator, School of Nursing (distance-delivered certificate) Available Spring 2016.
- Undergraduate-level Certificate in Manufacturing Engineering, Department of Mechanical Engineering, College of Engineering. Available Fall 2015.

Renamed/Restructured

- Undergraduate-level Certificate in Introductory Studies in Dance/Movement Therapy restructured to allow Dance majors and University Special students to complete the certificate. Effective Fall 2015.
- Certificate in African Studies at the Graduate Level relocated to A4827 administered by the Institute for Regional and International Studies
- Certificate in African Studies at the Undergraduate Level relocated to A4827 administered by the Institute for Regional and International Studies
- Certificate in East Asian Studies (Undergraduate) relocated to A4827 administered by the Institute for Regional and International Studies
- Certificate in European Studies at the Graduate Level relocated to A4827 administered by the Institute for Regional and International Studies
- Certificate in European Studies at the Undergraduate Level relocated to A4827 administered by the Institute for Regional and International Studies
- Certificate in Global Cultures relocated to A4827 administered by the Institute for Regional and International Studies
- Certificate in Middle East Studies (Undergraduate) relocated to A4827 administered by the Institute for Regional and International Studies
- Certificate in Russian, East European and Central Asian Studies (Graduate/Professional) relocated to A4827 administered by the Institute for Regional and International Studies
- Certificate in Russian, East European and Central Asian Studies (Undergraduate) relocated to A4827 administered by the Institute for Regional and International Studies
- Certificate in South Asian Studies (Undergraduate) relocated to A4827 administered by the Institute for Regional and International Studies
- Certificate in Southeast Asian Studies (Undergraduate) relocated to A4827 administered by the Institute for Regional and International Studies
- Certificate in Southeast Asian Studies (Graduate/Professional) relocated to A4827 administered by the Institute for Regional and International Studies

Admissions Suspended

- Undergraduate-level Certificate in Celtic Studies, Department of History, College of Letters and Science. Effective Fall 2015. Report due September 15, 2017. Phased-out/Discontinued

Discontinued

- CALS Undergraduate International Certificate, College of Agricultural and Life Sciences. Effective Fall 2015.
- Graduate-level Certificate on Humans and the Global Environment (CHANGE), Nelson Institute for Environmental Studies. Effective Summer 2015.
- Capstone Certificate Nursing Care of Children with Chronic Conditions in Schools, School of Nursing. Effective Fall 2015.

D. Academic Departments

Renamed/Restructured

- Department of Family Medicine renamed Department of Family Medicine and Community Health, School of Medicine and Public Health, effective July 1, 2015.
- Department of Classics renamed Department of Classics and Ancient Near Eastern Studies (CANES), College of Letters and Science, effective July 1, 2015.

E. Subject Listings (formerly Timetable Departments)

Renamed/Restructured

- Move Biology (code 205) from the Wisconsin Institute for Science Education and Community Engagement to the Department of Zoology, effective Fall 2015
- Move Molecular Biology (code 650) from the Wisconsin Institute for Science Education and Community Engagement to the Department of Zoology, effective Fall 2015
- Move Pharmacology (code 724) from the Department of Pharmacology to the Center for Training in Pharmacology and Drug Development, effective Fall 2015
- Move Interdisciplinary Courses-SOHE (code 498) from the sub-department Civil Society and Community Studies to the School of Human Ecology dean's office, effective Fall 2015
- Move International Studies (code 504) from A4843 to A482721 administered by the Institute for Regional and International Studies
- Move Central Asian Studies (code 218) from A488623 to A482723 administered by the Institute for Regional and International Studies
- Move East Asian Studies (code 298) from A488633 to A482723 administered by the Institute for Regional and International Studies
- Move Latin American, Caribbean, and Iberian Studies (code 525) from A488643 to A482725 administered by the Institute for Regional and International Studies

Discontinued

- English (code 350), effective Fall 2015
- Industrial Relations (code 492), effective Fall 2015

F. Centers and Institutes

Renamed/Restructured

- Center for the Study of Politics renamed Elections Research Center, Department of Political Science, College of Letters and Science.
- Center for Nonprofits renamed Center for Community and Nonprofit Studies, School of Human Ecology.
- Rename International Institute to Institute for Regional and International Studies; merge Global Studies Program in to IRIS.
- Relocate Institute for Regional and International Studies from the College of Letters & Science to Division of International Studies.
- Move African Studies Center from L&S Studies Programs (A488613) to International Division (A1022).
- Move Center for Latin American, Iberian, and Caribbean Studies from L&S Studies Programs (A488643) to International Division (A1025).

- Move Center for East Asian Studies from L&S Studies Programs (A488633) to International Division (A102330).
- Move Center for European Studies from L&S Studies Programs (A488693) to International Division (A1024).
- Move Center for Russia, East Europe, and Central Asia from L&S Studies Programs (A488683) to International Division (A1027)
- Move Center for South Asia from L&S Studies Programs (A488663) to International Division (A102350)
- Move Center for Southeast Asian Studies from L&S Studies Programs (A488673) to International Division (A102370)
- Move Middle East Studies Program from L&S Studies Programs (A488653) to International Division (A1026)
- Move International Studies Major administration from International Studies L&S (A4843) to International Division (A1021)

Phased Out

- Aquaculture Program, College of Agricultural and Life Sciences
- Institute for Enzyme Research, College of Agricultural and Life Sciences
- Walter J. Price Cheese Research Institute, College of Agricultural and Life Sciences
- Small Scale Waste Management Program, College of Agricultural and Life Sciences

G. Schools/Colleges/Divisions

Renamed/Restructured

- Division of International Studies renamed the International Division.

IV. Future Issues

The UAPC will continue to address issues relevant to its purpose of advising the chancellor and provost on university academic program issues. These issues are expected to continue to include overseeing program review policies, general education requirements, monitoring assessment of student learning, and reviewing a range academic policy matters. Agenda topics in 2015-16 may include additional discussion of program review and program assessment, certificates, low-enrollment standards, and strategies for improving timely progress to degree for undergraduates as continuations of discussions initiated in 2014-15.

V. Summary

In 2014-15 the UAPC addressed academic issues relevant to many aspects of its purpose as defined by Faculty Policy and Procedures. The UAPC adopted new policies including the 2015 University Assessment Plan, the Policy on Departmental Credit by Exam, the Obsolete Course Policy, and the Undergraduate Pass/Fail Policy. As part of its responsibility for appropriate review and consideration of requests for new programs and changes to programs and units, the UAPC acted on dozens of proposals and more than one hundred actions related to changes in the status of academic programs and academic units as listed above.

VI. University Academic Planning Council Membership 2014-15

Standing Members

Rebecca Blank (Chancellor)
Sarah Mangelsdorf, Chair (Provost)
Wendy Crone (Interim Dean, Graduate School)

Administrative Member Appointed by the Provost

John Karl Schulz, Dean of the College of Letters and Science

University Committee Representative

Dorothy Farrar-Edwards, Department of Kinesiology

Academic Staff Executive Committee Appointee

Bruno Browning, Learning Support Services, L&S

Classified Staff Executive Committee Appointee

Kate Bartlett, Office of the Registrar

Divisional Committee Appointees (Term Expires)

Herbert Chen, Department of Surgery, Biological Sciences Division (2017)
Mark Eriksson, Department of Physics, Physical Sciences Division (2015) (completing Richard Straub's term)
Dennis Miller, Department of Art, Arts and Humanities Division (2018)
Kris Olds, Department of Geography, Social Studies Division (2016) (sabbatical sub for Mark Seidenberg)

University Committee Faculty Appointees (Term Expires)

* Also a member of the Campus Planning Committee.
Ramon Aldag, School of Business (2016)
*Seth Blair, Department of Zoology (2017)
*Linda D. (LD) Oakley, School of Nursing (2015)
Darryl Thelen, Department of Mechanical Engineering (2018)

ASM Student Appointee (nonvoting, one-year appointment)

Benjamin Emmel

Consultant to the UAPC

Jocelyn Milner, Director of Academic Planning and Institutional Research

Proposed Revisions to *Faculty Policies and Procedures on Layoff and Termination*

CHAPTER 5: DEPARTMENTAL FACULTIES, below

CHAPTER 10: LAYOFF OR TERMINATION

10.01. DEFINITIONS

- A. For the purposes of this chapter, “program” shall mean a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines. When feasible, the term shall designate a department or similar administrative unit that offers majors and has been officially recognized by the University Academic Planning Council (UAPC). Academic programs cannot be defined ad hoc, at any size, but should be recognized academic units.
- B. For the purposes of this chapter, “program discontinuance” as described in Wis. Stat. 36.21-22 shall mean formal program elimination or closure.
- C. For the purposes of this chapter, “curtailment” as described in Wis. Stat. 36.21-22 shall mean a reduction in the size of a program.
- D. For the purposes of this chapter, “modification or redirection” as described in Wis. Stat. 36.21-22 shall mean “departmental restructuring” as described in FPP 5.02.
- E. For the purposes of this chapter, “financial emergency” refers to a severe financial crisis that fundamentally compromises the academic integrity of the institution as a whole and that cannot be alleviated by less drastic means.
- F. For the purposes of this chapter, “educational considerations” shall not include cyclical or temporary variations in enrollment. Educational considerations must reflect long-range judgments that the educational mission of the institution as a whole will be enhanced by a program’s discontinuance.
- G. For the purposes of this chapter, “layoff” is the indefinite suspension or involuntary reduction in services and compensation of a faculty member’s employment by the University of Wisconsin System (Wis. Stat. 36.22(1)(a)). A laid off faculty member retains the rights specified in UWS 5.16 through 5.21 (inclusive) and Wis. Stat. 36.22(11)-36.22 (15).
- H. For the purposes of this chapter, “termination” is the permanent elimination of a faculty member’s employment by the University of Wisconsin System (Wis. Stat. 36.22(1)(c)). A faculty member whose position has been terminated retains the rights specified in UWS 5.18-5.19 and Wis. Stat. 36.22(13)-(14).

10.02. LAYOFF AND TERMINATION DUE TO PROGRAM DISCONTINUANCE FOR REASONS OF FINANCIAL EMERGENCY OR EDUCATIONAL CONSIDERATIONS.

- A. No faculty member shall be laid off or terminated due to curtailment, modification, and/or redirection of a department. Faculty displaced due to restructuring of a program or discontinuance of a program for reasons other than financial emergency or educational considerations will be placed in another suitable position, at the same rank, that is acceptable to the faculty member, in accordance with Wis. Stat. 36.22(12). If placement in another position would be facilitated by a reasonable period of training, such retraining and relocation will be provided and the institution will bear the cost.
- B. The chancellor may lay off or terminate a tenured faculty member, or lay off or terminate a probationary faculty member prior to the end of his/her appointment, under extraordinary circumstances that lead to program discontinuance because of a demonstrably bona fide financial exigency or for educational considerations. Such layoffs or terminations will be made in accordance with the provisions of UWS Chapter 5, Wis. Stat. 36.22, and this chapter and imply

the retention of rights indicated therein. A nonrenewal under FPP 7.06., regardless of reasons, is not a layoff or termination under this section.

10.03. FINANCIAL EMERGENCY: CONSULTATION AND RECOMMENDATIONS.

- A. The chancellor shall consult with the Faculty Consultative Committee on Financial Emergency (FPP 6.36.) if at any time a declaration of financial emergency is to be considered. It is the right and responsibility of the Faculty Consultative Committee on Financial Emergency to represent the faculty if a declaration of a state of financial emergency for the campus is being considered and to assure that the procedures of UWS 5.05 and 5.06 are followed.
- B. Consultation shall proceed in accordance with UWS 5.05 and shall include consultation with the Academic Staff Executive Committee and the University Staff Executive Committee, as well as those other individuals and groups who may be able to provide valuable advice (see UWS 5.05(1)(e)).
- C. The chancellor and the Faculty Consultative Committee on Financial Emergency shall pursue all feasible alternatives to termination of appointments such as the voluntary reduction of full-time faculty members to part-time status, in accordance with FPP 7.19.C., expenditure of one-time money or reserves as bridge funding, furloughs, pay cuts, deferred compensation plans, early-retirement packages, deferral of nonessential capital expenditures, and cuts to non-educational programs and services, including expenses for administration.
- D. If the chancellor decides to recommend the declaration of a state of financial emergency for the campus, that recommendation to the system president and the board shall be accompanied by a report which shall be in conformity with UWS 5.06(1).
- E. Before any proposals for program discontinuance on grounds of financial emergency are made, the faculty or an appropriate faculty body will have opportunity to render an assessment in writing of the institution's financial condition. The faculty or an appropriate faculty body will have access to at least five years of audited financial statements, current and following-year budgets, and detailed cash-flow estimates for future years as well as detailed program, department, and administrative-unit budgets.
- F. The chancellor and the chair of the Faculty Consultative Committee on Financial Emergency or their designees, and representatives of affected colleges, schools, departments, and programs may appear before the board at the time the recommendation is considered. Other interested parties may submit alternative recommendations or challenges to any part of the report in writing.

10.04. FINANCIAL EMERGENCY: INDIVIDUAL DESIGNATIONS.

Once the board has accepted the chancellor's declaration of a state of financial emergency, it shall be the primary responsibility of the executive committees of the affected department(s) to recommend which individuals shall have their appointments reduced or terminated. Such recommendations shall be made in accordance with the provisions of UWS 5.07 and this chapter.

10.05. EDUCATIONAL CONSIDERATIONS.

- A. The decision to discontinue formally a program or department of instruction will be based upon educational considerations, as determined primarily by the faculty as a whole or an appropriate committee thereof, as defined in FPP 5.02.
- B. Faculty members in a program being considered for discontinuance for educational considerations will promptly be informed of this activity in writing and provided at least thirty days in which to respond to it. Tenured and probationary faculty and academic staff will be invited to participate in these deliberations.
- C. Before the chancellor issues notice to a faculty member of an intention to terminate an appointment because of discontinuance of a program or department of instruction, the institution will make every effort to place the faculty member concerned in another suitable faculty position

that is acceptable to the faculty member. If placement in another position would be facilitated by a reasonable period of training, financial and other support for such training will be proffered. If no position is available within the institution, with or without retraining, the faculty member's appointment then may be terminated, but only with provision for severance as indicated in 10.11.

- D. Faculty members may contest a proposed relocation under the hearing procedures described in section 10.08 below.
- E. Faculty members recommended for termination due to discontinuance of a program for educational considerations shall have the same rights of notification, hearing, and review described in 10.07.-10.10. below.

10.06. SENIORITY.

- A. For purposes of this chapter, seniority within a department or program shall be according to rank and within rank according to length of service at that rank. Length of service shall be calculated at the full-time rate for those faculty members whose status was reduced to part-time by mutual agreement because of an anticipated declaration of financial emergency.
- B. Length of service shall be computed from the effective date of the appointment at the University of Wisconsin-Madison, except that in the case of an initial appointment with tenure the dean may, on the recommendation of the departmental executive committee, grant additional seniority by counting all or a portion of service elsewhere that is equivalent to service in the university at the rank granted. No initial appointment during a financial emergency shall include seniority for service elsewhere than at the University of Wisconsin-Madison. The letter of appointment shall indicate the nature of the seniority granted if it is other than from the effective date of the appointment.
- C. If two or more appointments at the same rank in the same department or program become effective at the same time, relative seniority among the individuals involved shall be determined by a random process prior to the effective date of the appointment. If two or more individuals currently have identical seniority, and one of them had voluntarily accepted a reduction in appointment in accordance with 10.03.C., then that individual shall have the greater seniority; otherwise a process of random selection will be employed to give each a unique seniority position. The process to be used shall be determined by the faculty senate.
- D. The period of an approved leave of absence is included in determining length of service.
- E. If a faculty member is reappointed as an instructor or assistant professor without a break in service, length of service shall be computed from the date of initial appointment at that rank.
- F. If a faculty member is reappointed after having left the university, the appointment shall be treated as an initial appointment and previous service in the university considered on the same basis as service elsewhere as provided in 10.06.B.
- G. Every effort, consistent with federal and state laws regarding fair employment practices, shall be made to ensure that the university's affirmative action programs are not impaired by the operation of this seniority system.

10.07 NOTIFICATION

Each faculty member whose position is recommended for layoff or termination shall be notified in accordance with UWS 5.09 and 5.10 and Wis. Stat. 36.22(4) and 36.22(5).

10.08 HEARING

- A. A faculty member whose position is recommended for layoff or termination is entitled to a full, on-the-record adjudicative hearing as provided in UWS 5.12 and Wis. Stat. 36.22(8)(b). The issues in the hearing may include the following:

1. The existence and extent of the condition of financial emergency. The burden will rest on the administration to prove the existence and extent of the condition. The findings of a faculty committee in a previous proceeding involving the same issue may be introduced.
 2. The validity of the educational judgments and the criteria for identification for termination, but the recommendations of a faculty body on these matters will be considered presumptively valid.
 3. Whether the criteria are being properly applied in the individual case.
- B. The Committee on Faculty Rights and Responsibilities shall operate as the hearing agent for the board pursuant to Wis. Stat. 36.22(6), and conduct the hearing, make a verbatim record of the hearing, prepare a summary of the evidence, and transmit such record and summary along with its recommended findings of fact and decision to the board.

10.09. RECOMMENDATIONS AND BOARD REVIEW

- A. The recommendations of the chancellor and the recommendations, if any, of the Committee on Faculty Rights and Responsibilities shall be forwarded to the president and the board and acted upon by the board in accordance with UWS 5.14 and Wis. Stat. 36.22(9).
- B. Review by the board is governed by UWS 5.14 and 5.15 and Wis. Stat. 36.22(9) and 36.22(10).

10.10. LAYOFF STATUS AND RETAINED RIGHTS

- A. A faculty member whose position has been eliminated or reduced in accordance with the provisions of this chapter shall be placed on layoff status and shall so remain until removed according to UWS 5.16 and Wis. Stat. 36.22(11).
- B. A faculty member designated for layoff or on layoff status shall have the rights provided in UWS 5.17, 5.18, and 5.19 and Wis. Stat. 36.22(12), 36.22(13), and 36.22(14), and, in addition, shall have the following rights: faculty on layoff status will be entitled to use university-wide facilities. Use of the facilities of a school, college, department, or program will be determined by the faculty thereof.
- C. Faculty members on voluntary or compulsory reduction of appointment under this chapter retain full membership in the faculty regardless of the percent of appointment and continue to be governed by these Faculty Policies and Procedures; in addition, the annual notice required in UWS 5.16(2)(b)4 and in Wis. Stat. 36.22(11)(a)(5) shall be deemed to be given automatically by virtue of the continued part-time appointment. In the event that a faculty member on voluntary or compulsory reduction of appointment shall accept an appointment at a greater fraction of full time as specified in UWS 5.16(2)(b)1, then any subsequent claim to increased appointment shall be forfeited.

10.11. SEVERANCE

In the case of faculty termination, the institution will provide severance pay equitably adjusted to the faculty member's length of service, an amount which may well exceed but not be less than:

- i. six months if the final decision (including completion of the appeals process) is reached prior to the 18th month of probationary service, or
- ii. one year if the decision is reached after the 18th month of probationary service or if the faculty member has tenure.

In determining the amount of severance pay to be awarded, the faculty member's length and quality of service and considerations of equity will be taken into account.

CHAPTER 5: DEPARTMENTAL FACULTIES

5.02. DEPARTMENTAL RESTRUCTURING – GUIDELINES AND CRITERIA

- A. All program changes of any kind require the same open and transparent process, widespread communication, documentation of concurrence by other interested and affected units, and participation in shared governance as is required to gain approval for a new program. Planning and proposal development will involve consultation and communication with a wide range of academic, administrative, and student support units. The suspension or curtailment of an academic program must be managed so as to minimize any potentially adverse impact on students, on applicants admitted to the program, and on faculty and staff. Appropriate and timely notice must be given to all interested groups. Throughout the planning process faculty and staff should consult with their dean's office, the director of Academic Planning and Analysis, the Registrar's Office, the Graduate School, the Office of Undergraduate Advising, student governance groups, and others.
- B. All proposals for program restructuring shall include:
1. An explanation of the precipitating circumstances or rationale for the proposal. Such explanations may be based in the unit's mission/focus and consequent realignment of resources with those changes, substantial changes/redirection of fields/courses of study, declining faculty and student interest in the field of study, negative assessment of program quality and concern about the ability to deliver programming of acceptable quality to students, budgetary considerations, or other forces.
 2. An explanation and evidence of efforts made to confer with and to notify parties affected by this change. This should include, but may not be limited to: faculty and staff who contribute to the program, academic units that provide resources to support the program, students currently enrolled in the program or who may be reasonably expected to be "in the pipeline" through advising or indication of interest at time of admission, alumni, and any other significant stakeholders.
 3. An assessment of the impact of the change on current students, market demand for students with this education that will not be met in the absence of the program, whether other UW-Madison programs provide a related educational experience, whether there are similar or related programs offered at other colleges or universities regionally or in the UW System, and what efforts have been made to resolve the situation to allow the program to continue, including the potential for collaboration with other units.
 4. A "teach-out plan" that explains how students will be supported through to completion of their degree. The plan should consider the needs of currently enrolled, prospective, and stopped-out students and should convey how program quality will be maintained and ensured through the teach-out period.
 5. Timeline and advance communication plan.
 6. Specification of any related academic components that are to be discontinued or otherwise affected.
- C. All proposals to discontinue or restructure an academic program, regardless of origin or reason, shall be reviewed and voted on by the following bodies in this order.
1. The program faculty of the affected department(s).
 2. The school/college governance body, usually the academic planning council (APC).
 3. Following approval by the school/college APC or equivalent, proposals are forwarded to the provost.
 4. For undergraduate programs, the proposal will be reviewed for approval by the University Academic Planning Council (UAPC). For graduate programs, the proposal

will be reviewed for approval by the Graduate Faculty Executive Committee (GFEC) and reported to the UAPC as automatic consent items.

- D. Proposals that receive approval are reported by the Provost's Office to all of the impacted UW-Madison offices (Admissions and Recruiting, Registrar, University Communications, Catalogs, Advising, Graduate School, Madison Budget Office, and so on). The provost also reports the suspension of admissions or discontinuation to UW System Administration in keeping with relevant policy requirements (per UWSA policy on suspending and discontinuing programs, November 2009), which will convey those results to the board.

UW-Madison Senate Resolution on Concealed Carry

Whereas on 1 December 2003, the Faculty Senate adopted Faculty Document 1751 registering its opposition to legislation being considered by the state legislature that would have permitted concealed carry of firearms:

Whereas the Wisconsin Administrative Code, Rules of the Board of Regents of the University of Wisconsin System 18.10(a) states that “no person may carry, possess or use any dangerous weapon on university lands or in university buildings or facilities, except with the written approval of the chief administrative officer or for law enforcement purposes;”

And, whereas the university faculty is dedicated to open debate and the broad discussion of all ideas;

And, whereas legislation to permit the carrying of concealed weapons would introduce the risk of bodily harm into that debate;

Therefore, the members of the University of Wisconsin-Madison Faculty Senate categorically oppose any legislation that would permit the carrying of concealed weapons on any University of Wisconsin System property including all its buildings and all of its grounds.

And, **whereas** when parallel legislation in 2011 did legalize concealed carry of firearms in Wisconsin superseding University of Wisconsin System (UWS) administrative code, the university requested that its lands, buildings, and facilities be exempt from the provisions of the new statute;

And, **whereas** the 2011 law did not provide for that exemption but did allow employers to take certain actions regarding work places and employees;

And, **whereas** the university responded to that allowance, in order to protect our students, faculty and staff, by taking several steps including the posting of all buildings and facilities with signs that prohibit firearms and weapons in those areas;

And, **whereas** UW System Administration promulgated a policy prohibiting employees from carrying firearms/weapons in the course and scope of their employment;

And, **whereas** the UW-Madison Faculty Senate endorsed the following policy on 3 October 2011:

No employee shall carry or go armed with a firearm or other weapon at any time while in the course and scope of employment, unless it is necessary as determined and approved in advance by the chancellor or designees, usually the chief of police. This prohibition does not apply to those employed as a law enforcement officer or peace officer. Violation of this provision may subject the employee to discipline or dismissal pursuant to the applicable policies and procedures.

And, **whereas** recent state legislation (LRB-2653/1) was proposed in the Wisconsin Legislature which would: 1) Exempt any college or university in the University of Wisconsin System and any technical college from the law that allows a university or college to prohibit a person from carrying a firearm in any building on its grounds if the person holds a license to carry a concealed weapon; 2) Repeal the provision in the administrative code in which the University of Wisconsin System generally prohibits persons from carrying, possessing, or using any dangerous weapon on university lands or in university buildings or facilities;

And **whereas** the UW-Madison Police Department issued the following statement on October 13, 2015:

Recent school shootings have elevated discussions across the country about gun safety, protecting the rights of citizens, and protecting the safety of our schools. This is a serious issue and there are many questions to consider.

The UW-Madison Police Department and the University of Wisconsin-Madison support existing state law, which appropriately balances individual rights with community safety. We oppose any legislation that would allow citizens to legally carry concealed weapons inside university buildings. Current policies at UW-Madison allow concealed carry on university lands – but not in buildings.

To us, as law enforcement professionals at UWPD, the evidence does not support the idea that our campus would be safer if concealed firearms are allowed in our buildings. In states that allow concealed carry, these mass shooting tragedies have still occurred. According to 2014 FBI Uniform Crime Reporting (UCR) numbers, you are less likely to become a victim of a violent crime at UW-Madison – which currently does not allow concealed weapons in buildings – than you are in the state of Wisconsin as a whole.

Allowing concealed weapons inside a building like Camp Randall Stadium, filled with 80,000 people, creates a major security issue. The training required to obtain a concealed carry permit is minimal.

We urge our legislators not to change the existing law. Doing so would put the safety of our students, faculty, staff, and guests at risk.

Therefore, be it resolved that the UW-Madison Faculty Senate reiterates its position that allowing concealed carry at the university makes the university less safe and thus opposes legislation that would allow concealed carry at the university; and

Be it further resolved that the UW-Madison Faculty Senate continues to strongly support the policy that no university employee should carry or go armed with a firearm or other weapon in the course of their employment, with exceptions for law enforcement and in cases approved in advance.

UW-Madison Faculty Senate Resolution
Regarding Legislative Restrictions on Fetal Tissue Research

Whereas the Wisconsin State Legislature is considering legislation (AB 305/SB 260) that would limit the use of fetal tissues and cell strains/lines in research;

Whereas the legislation as currently written would criminalize UW-Madison researchers and others in Wisconsin for knowingly providing, receiving or using for experimentation a fetal body part including newly derived cells and cell strains/lines;

Whereas more than 100 laboratories at the University of Wisconsin-Madison utilize existing cell strain/lines and, in some cases, newly derived cells and cell strains/lines for their research;

Whereas researchers working with fetal tissue at UW-Madison must adhere to an institutional policy that is more rigorous and restrictive than current federal regulations;

Whereas research utilizing fetal tissues and cells/cell strains/lines including research done at UW-Madison has led to breakthrough discoveries, vaccine development and advances in other medical conditions directly benefiting nearly everyone in the state of Wisconsin, the nation and the world; and

Whereas if passed, this legislation would slow or halt the development of new therapies and cures for deadly and debilitating diseases;

Therefore be it resolved, the University of Wisconsin-Madison Faculty Senate opposes legislation that would limit the use of fetal tissues and cell strains/lines in research;

and
Therefore be it further resolved, the Faculty Senate requests the legislature and governor to remove language with implications for research from the bill.

**Proposed Revisions to *Faculty Policies and Procedures* Chapter 7
(Post-Tenure Review policy)**

*passed unanimously by ad hoc committee on 20 October 2015,
accepted and approved with revisions by University Committee on 26 October 2015*

- Rename FPP 7.03. to “Recruiting and appointments”
- Renumber FPP 7.16. → 7.03.D.
- Renumber FPP 7.18. → 7.03.E. and 7.03.F.
- Create new 7.17. (below, drawing from II-106)
- Once new FPP 7.17. is passed by Senate, a “jump start” Senate mandate will be required: “Each departmental executive committee shall establish written criteria and procedures governing the periodic review of each tenured faculty member consistent with FPP 7.1.7., to be submitted to the relevant dean’s office, the provost, and the secretary of the faculty by [April 30, 2015].”
- Rescind II-106.
- Revise FPP 5.21.D.1. as follows: “The departmental executive committee shall provide for the periodic review of the performance of every faculty member as indicated in 7.17. of these rules. ~~Such reviews normally shall be conducted as part of the annual determination of recommendations for merit salary increments. Such reviews shall provide for a faculty member to be heard on his/her own case, if he/she wishes, and for the faculty member to be informed of the outcome of the review.~~

Proposed changes to Chapter 7 with markup (version without markup follows below):

7.17. REVIEW OF TENURED FACULTY

A. PURPOSE

The purposes of the review of tenured faculty is are:

- a. to recognize outstanding achievement;
- b. to provide opportunities for mentoring and professional development;
- c. to help identify and remedy, from a developmental point of view, any deficiencies.

The process of post-tenure review is the periodic assessment of ~~assess periodically~~ each faculty member's activities and performance, in accordance with the mission of the department, college, and institution, and the responsibilities of the faculty as described in FPP 8.02., in such a way as to determine that the faculty member is meeting his or her obligations to the university and the State of Wisconsin. The review is to be appropriately linked to the merit process, and "should not involve the creation of unnecessary additional bureaucracy."

B. CRITERIA

1. The criteria for review should reflect the overall mission of the department and should be sufficiently flexible to accommodate faculty with differing responsibilities. In developing such criteria, departments may draw on statements used in their current faculty review procedures, such as merit or promotion review.
2. Each department shall develop criteria to measure progress in scholarly productivity as appropriate to the field.

3. The executive committee of each department shall ensure that the criteria governing faculty review do not infringe on the accepted standards of academic freedom of faculty, including the freedom to pursue novel, unpopular, or unfashionable lines of inquiry. Nothing in the criteria or application of these policies shall allow the review to be prejudiced by factors proscribed by applicable state or federal law, such as race, religion, sex, sexual orientation, ethnicity, age, and handicap.

C. PROCEDURES

1. Reviews shall occur at least once every five years ~~unless delayed because the faculty member is on leave or because his or her promotion to full professor is anticipated for the following year.~~ These reviews may be incorporated into the annual merit review process or combined with promotion, retention, salary, or other reviews, including but not limited to nominations for chaired professorships, major teaching awards, and national professional honors or awards. In the case of combined reviews, the department may require supplementary documentation from the faculty member, which meets the criteria of C.1. below, that would not otherwise ~~by~~ be required for the other review.
2. Each review, as determined by each department's executive committee, shall be carried out by ~~one two~~ one or more tenured faculty members, who may be drawn from outside the department. If the faculty member under review formally objects to a reviewer, the chair, in consultation with the relevant dean, shall identify other appropriate reviewers. No individual shall serve as a reviewer if the faculty member under review formally objects to his or her service in that capacity. Such formal objections should be kept confidential. In the case of a faculty member with appointments in more than one department, the department chairs of the affected departments shall agree on procedures for the conduct of the review.
3. Review procedures shall include
 - a. A review of qualitative and quantitative evidence of the faculty member's performance over at least the previous five-year period. The evidence should include a current curriculum vitae, annual activity reports, teaching evaluations or summaries of evaluations, and other materials providing evidence of the faculty member's accomplishments and contributions that the department or the faculty member feel are relevant to the review. The faculty member should provide the reviewers~~(s)~~ with a brief summary of career plans for the future. Letters from outside the university would not ordinarily be a part of the review process. The faculty member under review, however, may submit appropriate letters if she or he so chooses. The reviewers~~(s)~~ shall examine materials to the degree needed to accomplish the purposes of this review, which are to assess whether the faculty member is satisfactorily performing his or her duties to the university and the State of Wisconsin, and to encourage the improvement of faculty skills.
 - b. Discussion with the faculty member about his or her contributions to the profession, the department, and the university if either the reviewers or the faculty member so desire.
 - c. Appropriate consideration of a faculty member's contributions outside the department to interdisciplinary and other programs, governance, and administration.
 - d. Other steps the reviewers consider useful in making a fair and informed judgment, including but not limited to consultation with individuals who have knowledge of the faculty member's work.
 - e. Determination of an overall ranking of "satisfactory" or "unsatisfactory" performance. An "unsatisfactory" ranking indicates that a faculty member has failed to meet basic expectations of the position as described in FPP 8.02. and as specified by criteria set forward by the department in 7.17.B. Departments may develop other ranking levels, provided that there is a distinction between satisfactory and unsatisfactory performance.

4. The reviewers(s) shall provide the faculty member with a ranking of satisfactory or unsatisfactory performance and a written summary of the review by the end of the academic year. The faculty member shall have the opportunity to prepare a written response to the summary within 30 days after receipt of the summary and ranking.
5. A copy of the summary and any written response to it shall be given to the department chair and shall be placed in the personnel file of the faculty member ~~for uses deemed appropriate by the departmental executive committee.~~ Any recommendations for action in response to the results of the review should be forwarded by the department chair to the appropriate individuals or bodies. The department shall also preserve in the faculty member's personnel file all documents that played a substantive role in the review (other than documents such as publications that are readily accessible elsewhere), and a record of any action taken as a result of the review.
6. Faculty identified as exceptional should be considered for nomination for university, national, and international recognition.
7. In the event of an unsatisfactory ranking, the department chair and the faculty member shall develop a written plan to address all issues identified in the review with the faculty member and in consultation with the appropriate dean(s). Such a plan could include review and adjustment of the faculty member's responsibilities, development of a new research program or teaching strategy, referral to campus resources, assignment of a mentoring committee, institution of mandatory annual reviews for a specified period, written performance expectations, and/or other elements.
8. Following an unsatisfactory ranking, the department shall conduct a review in the following year.
9. In the event of three unsatisfactory rankings, the dean shall refer the faculty member to the provost for review of performance of responsibilities defined in FPP 8.02. and possible further action under the process described in FPP 9.06. The faculty member retains all protections guaranteed in FPP.

D. ACCOUNTABILITY

1. Copies of the departmental criteria and procedures for reviews of tenured faculty shall be filed with the appropriate dean, ~~the provost, and the secretary of the faculty.~~
 2. At the beginning of each academic year, the chair shall identify faculty to be reviewed by the end of that year and the executive committee shall establish a calendar for reviews.
 3. Departments shall maintain a record of reviews completed, including the names of all reviewers.
 4. At the end of each academic year, department chairs shall send a report to the appropriate dean(s) shall receive a report from the department chair listing the names of faculty members reviewed during that academic year and summarizing the outcomes of those reviews. For reviews resulting in unsatisfactory rankings, the appropriate dean will be notified per section 7.17.C.7. above. Any exceptions to this review process must be approved by the appropriate dean.
 5. If a department fails to conduct requisite reviews by the end of the academic year, the dean shall appoint reviewers to conduct reviews based on the department's specified criteria.
 6. The periodic review of each department, in which the department's mission, personnel, and development are now evaluated, shall include review of the process for review of tenured faculty in the department.
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Proposed changes without markup:

7.17. REVIEW OF TENURED FACULTY

A. PURPOSE

The purposes of the review of tenured faculty are:

- a. To recognize outstanding achievement;
- b. To provide opportunities for mentoring and professional development;
- c. To help identify and remedy, from a developmental point of view, any deficiencies.

The process of post tenure review is the periodic assessment of each faculty member's activities and performance, in accordance with the mission of the department, college, and institution, and the responsibilities of the faculty as described in FPP 8.02., in such a way as to determine that the faculty member is meeting his or her obligations to the university and the State of Wisconsin. The review is to be appropriately linked to the merit process, and "should not involve the creation of unnecessary additional bureaucracy."

B. CRITERIA

1. The criteria for review should reflect the overall mission of the department and should be sufficiently flexible to accommodate faculty with differing responsibilities. In developing such criteria, departments may draw on statements used in their current faculty review procedures, such as merit or promotion review.
2. Each department shall develop criteria to measure progress in scholarly productivity as appropriate to the field.
3. The executive committee of each department shall ensure that the criteria governing faculty review do not infringe on the accepted standards of academic freedom of faculty, including the freedom to pursue novel, unpopular, or unfashionable lines of inquiry. Nothing in the criteria or application of these policies shall allow the review to be prejudiced by factors proscribed by applicable state or federal law, such as race, religion, sex, sexual orientation, ethnicity, age, and handicap.

C. PROCEDURES

1. Reviews shall occur at least once every five years. These reviews may be incorporated into the annual merit review process or combined with promotion, retention, salary, or other reviews, including but not limited to nominations for chaired professorships, major teaching awards, and national professional honors or awards. In the case of combined reviews, the department may require supplementary documentation from the faculty member, which meets the criteria of C.1. below, that would not otherwise be required for the other review.
2. Each review, as determined by each department's executive committee, shall be carried out by two or more tenured faculty members, who may be drawn from outside the department. If the faculty member under review formally objects to a reviewer, the chair, in consultation with the relevant dean, shall identify other appropriate reviewers. Such formal objections should be kept confidential. In the case of a faculty member with appointments in more than one department, the department chairs of the affected departments shall agree on procedures for the conduct of the review.

3. Review procedures shall include:
 - a. A review of qualitative and quantitative evidence of the faculty member's performance over at least the previous five-year period. The evidence should include a current curriculum vitae, annual activity reports, teaching evaluations or summaries of evaluations, and other materials providing evidence of the faculty member's accomplishments and contributions that the department or the faculty member feel are relevant to the review. The faculty member should provide the reviewer with a brief summary of career plans for the future. Letters from outside the university would not ordinarily be a part of the review process. The faculty member under review, however, may submit appropriate letters if she or he so chooses. The reviewer shall examine materials to the degree needed to accomplish the purposes of this review, which are to assess whether the faculty member is satisfactorily performing his or her duties to the university and the State of Wisconsin, and to encourage the improvement of faculty skills.
 - b. Discussion with the faculty member about his or her contributions to the profession, the department, and the university if either the reviewers or the faculty member so desire.
 - c. Appropriate consideration of a faculty member's contributions outside the department to interdisciplinary and other programs, governance, and administration.
 - d. Other steps the reviewers consider useful in making a fair and informed judgment, including but not limited to consultation with individuals who have knowledge of the faculty member's work.
 - e. Determination of an overall ranking of "satisfactory" or "unsatisfactory" performance. An "unsatisfactory" ranking indicates that a faculty member has failed to meet basic expectations of the position as described in FPP 8.02. and as specified by criteria set forward by the department in 7.17.B. Departments may develop other ranking levels, provided that there is a distinction between satisfactory and unsatisfactory performance.
4. The reviewer shall provide the faculty member with a ranking of satisfactory or unsatisfactory performance and a written summary of the review by the end of the academic year. The faculty member shall have the opportunity to prepare a written response to the summary within 30 days after receipt of the summary and ranking.
5. A copy of the summary and any written response to it shall be given to the department chair and shall be placed in the personnel file of the faculty member. The department shall also preserve in the faculty member's personnel file all documents that played a substantive role in the review (other than documents such as publications that are readily accessible elsewhere), and a record of any action taken as a result of the review.
6. Faculty identified as exceptional should be considered for nomination for university, national, and international recognition.
7. In the event of an unsatisfactory ranking, the department chair and the faculty member shall develop a written plan to address all issues identified in the review with the faculty member and in consultation with the appropriate dean(s). Such a plan could include review and adjustment of the faculty member's responsibilities, development of a new research program or teaching strategy, referral to campus resources, assignment of a mentoring committee, institution of mandatory annual reviews for a specified period, written performance expectations, and/or other elements.
8. Following an unsatisfactory ranking, the department shall conduct a review in the following year.
9. In the event of three unsatisfactory rankings, the dean shall refer the faculty member to the provost for review of performance of responsibilities defined in FPP 8.02. and possible further action under the process described in FPP 9.06. The faculty member retains all protections guaranteed in FPP.

D. ACCOUNTABILITY

1. Copies of the departmental criteria and procedures for reviews of tenured faculty shall be filed with the appropriate dean, the provost, and the secretary of the faculty.
2. At the beginning of each academic year, the chair shall identify faculty to be reviewed by the end of that year and the executive committee shall establish a calendar for reviews.
3. Departments shall maintain a record of reviews completed, including the names of all reviewers.
4. At the end of each academic year, department chairs shall send a report to the appropriate dean(s) listing the names of faculty members reviewed during that academic year and summarizing the outcomes of those reviews. For reviews resulting in unsatisfactory rankings, the appropriate dean will be notified per section 7.17.C.7. above.
5. If a department fails to conduct requisite reviews by the end of the academic year, the dean shall appoint reviewers to conduct reviews based on the department's specified criteria.
6. The periodic review of each department, in which the department's mission, personnel, and development are now evaluated, shall include review of the process for review of tenured faculty in the department.

Proposed Revisions to University Curriculum Committee membership

Proposed language with markup:

6.53. UNIVERSITY CURRICULUM COMMITTEE

A. MEMBERSHIP. The committee shall consist of 12 ~~faculty~~ members, ~~three from each faculty division~~ as indicated below. Members shall serve three-year terms, which shall be staggered. The Committee on Committees and the Academic Staff Nominating Committee shall coordinate so that no department has more than one member on the committee.

1. Two faculty members from each division. The Committee on Committee shall give consideration to appointing members who have recently served on their college or school curriculum committee.
2. Four academic staff members with instructional titles. The Academic Staff Nominating Committee shall give consideration to appointing members who teach or have taught more than one different course.

B. FUNCTIONS.

1. Approves 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.
-

Changes without markup:

6.53. UNIVERSITY CURRICULUM COMMITTEE

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Statement of Support for the Faculty Senate of the University of Iowa

The Faculty Senate of the University of Iowa voted by a large majority at a September 8, 2015 meeting to issue a statement of no confidence in their Board of Regents. (*)

We, the undersigned representatives of faculty governance systems across the Midwest express our support for the Faculty Senate of the University of Iowa.

Principles of shared governance dictate that the voice of the faculty, which carries out the core mission of the university, is accorded considerable weight in all important decisions of university governance. In appointing Bruce Harreld as the President of the University of Iowa against overwhelming opposition from the faculty, the Board of Regents, State of Iowa appear to have violated these principles. We have a common interest in ethical conduct, honesty, open and effective communication, public accountability, stewardship and service, and transparency in the process of the appointment of University Presidents and Chancellors.

We call on the Board of Regents, State of Iowa to adhere to the principles of shared university governance and to ethical behavior and transparency.

*This is the text of the resolution voted by the University of Iowa Faculty Senate:

WHEREAS, the Board of Regents has failed in its duty of care to the University of Iowa and the citizens of Iowa and shown blatant disregard for the shared nature of university governance, and

WHEREAS the Regents have failed to act according to their own strategic plan's core values, namely ethical behavior, honesty, open and effective communication, public accountability, stewardship and service, and transparency, we therefore have no confidence in the ability of the Board of Regents wisely to govern our institution.

John R. Bender, President, University of Nebraska-Lincoln Faculty Senate
Colin Campbell, Chair, University of Minnesota Faculty Consultative Committee
Edward F. X. Hughes, President, Northwestern University Faculty Senate
Beth Meyerand, Chair of the University Committee, University of Wisconsin-Madison
Gay Miller, Chair, University of Illinois Urbana-Champaign Senate Executive Committee
David A. Sanders, Vice-Chair, Purdue University Senate
Cassidy R. Sugimoto, on behalf of the Indiana University-Bloomington Faculty Council
Executive Committee
Silke-Maria Weineck, Chair, Senate Advisory Committee on University Affairs, University of
Michigan
Laurei Zoloth, Vice-President, Northwestern University Faculty Senate

Endorsed by:

Members of the Senate at the University of Illinois at Urbana-Champaign
University of Nebraska-Lincoln Faculty Senate
Northwestern University Faculty Senate

UW-Madison Faculty Senate Resolution on AFT-Wisconsin Higher Education Council Statement on Tenure and Indefinite Status

Whereas in Chancellor Blank's June 9, 2015, message to the faculty, she affirmed that Act 55, Section 39, "isn't a command or directive," that it merely grants to the Regents new authority to lay off faculty, and that the legislation permits the University of Wisconsin-Madison to "write policies that determine when and how the Section 39 authority is to be invoked on campus" (budget.wisc.edu/budget-news/blank-message-to-faculty-senate/);

Whereas on July 17, 2015, Chancellor Blank reaffirmed that Act 55, Section 39, is "simply authorizing language," and that "the standard approach for dealing with such language is for the Regents to approve policies that detail how and when (if at all) they utilize this authority" (chancellor.wisc.edu/blog/moving-forward/);

Whereas Chancellor Blank affirmed her support for AAUP tenure standards in her June 9, 2015, message to the faculty, and thereafter she "specifically tasked the faculty with formulating and implementing [tenure] policy [in response to Act 55] that aligns," inter alia, with "standards articulated by AAUP" (Faculty Document 2569);

Whereas the ad hoc committee tasked with formulating changes to FP&P 10 explicitly affirmed its intention to align tenure policies at UW-Madison with AAUP guidelines (Faculty Document 2569);

Whereas the AFT-Wisconsin Higher Education Council Statement on Tenure and Indefinite Status acknowledges the changes in the law from Act 55 while calling upon the Regents and the Chancellors to defend tenure to the full extent of former state law and national AAUP standards;

Whereas United Faculty and Academic Staff (AFT Local 223), the Madison chapter of the AAUP, the Wisconsin University Union, and the TAA Executive Board have endorsed the AFT-Wisconsin Higher Education Council Statement on Tenure and Indefinite Status;

Whereas shared governance bodies on other UW campuses have already begun to endorse the AFT-Wisconsin Higher Education Council Statement on Tenure and Indefinite Status;

Resolved, that the Faculty Senate of the University of Wisconsin-Madison endorses the AFT-Wisconsin Higher Education Council Statement on Tenure and Indefinite Status with the following provisos:

- 1. Our endorsement is not a call to violate Act 55 but rather an appeal to the Chancellors and the Regents to refrain from exercising the new legal authority that Act 55 grants them in ways that are inconsistent with AAUP standards.**
- 2. Our endorsement does not mean that we abdicate our responsibility to design tenure policies that are specific to the UW-Madison campus. On the contrary, we believe that the best way we can uphold tenure equally throughout the UW System is to design a strong set of rules and policies for the UW-Madison campus that may then serve as a model for other campuses.**
- 3. We, the Faculty Senate, reserve the right to determine what, if any, collective action may be appropriate for us to take in the future in order to uphold and defend the principles of tenure. We do not delegate this right to the American Federation of Teachers or any other body.**

AFT-Wisconsin Higher Education Council Statement on Tenure and Indefinite Status

When the Wisconsin state legislature and Governor Walker passed and signed into law Act 55, the law gave all effective governance authority to the University Wisconsin Board of Regents and individual campus Chancellors, at the expense of any truly shared governance for faculty, academic staff, and students. We recognize this even as we stand opposed to such changes.

But while state law has radically curtailed shared governance, it has not removed the ability, and the responsibility, of Regents and Chancellors alike to uphold standards of tenure and academic freedom *in practice*, as well as policy, while acknowledging the new powers granted them under state law. Such standards guarantee the ability of faculty and academic staff to engage in excellent, cutting-edge research and to provide instruction to students, citizens, and entrepreneurs in every corner of the state and beyond. With this in mind, we call upon our individual Chancellors and the Regents to affirm and practice the following principles in regard to probationary and tenured faculty, in maximal accordance with both the state standards established by law and administrative rules immediately previous to Act 55, and the national standards summarized in the American Association of University Professors document *Recommended Institutional Regulations on Academic Freedom and Tenure*:

1. Tenured and probationary faculty should be terminated only for just cause, with a rigorous procedure of faculty review to uphold that standard.
2. Tenured and probationary faculty should not be laid off due to budgetary changes unless a financial emergency exists, as declared after detailed consultation with appropriate faculty governance bodies. A financial emergency is a severe financial crisis that fundamentally compromises the academic integrity of the institution as a whole and that cannot be alleviated by less drastic means.
3. The faculty as a whole, or an appropriate committee thereof, should primarily determine all program changes for their campus, including any changes that might lead to layoffs. Program decisions should be based essentially upon educational considerations. Educational considerations do not include cyclical or temporary variations in enrollment, but rather must reflect long-range judgments that the educational mission of the institution as a whole will be enhanced by the change.
4. The principles and practices of tenure, and the academic freedom which they enact, should be upheld equally throughout the System, without differentiation between campuses.

Governor Walker has also called for further study regarding whether or not to prohibit probationary and indefinite status appointments for academic staff. Any such changes would increase the employment insecurity of academic staff, and thus further undermine academic freedom and excellence at the University of Wisconsin. Therefore, we also call upon our individual Chancellors and the Regents to:

5. Publicly and privately oppose any and all attempts to abolish or attenuate indefinite status appointments for academic staff.

Finally and most importantly: should any of these principles be violated in practice, we hereby pledge to engage in all appropriate collective action to uphold and defend them, at our individual campuses and in the System as a whole.