

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

**FACULTY SENATE MEETING AGENDA
MATERIALS
for**

7 November 2016

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



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

**FACULTY SENATE AGENDAS, MINUTES, RECORDINGS,
TRANSCRIPTIONS AND FACULTY DOCUMENTS, INCLUDING FACULTY
POLICIES AND PROCEDURES, ARE AVAILABLE:**

secfac.wisc.edu/Faculty-Senate.htm

FACULTY SENATE MEETING
Monday, 7 November 2016 - 3:30 p.m.
272 Bascom Hall

A G E N D A

1. Memorial Resolution for:
Professor Emeritus Richard Long (Fac Doc 2640).
2. State of the Research Enterprise.
3. Campus Master Plan.
4. Question Period.
5. Minutes of April 4 and September 26 (consent).
6. University Academic Planning Council Annual Report for 2015-2016 (Fac Doc 2641)
7. Campus Planning Committee Annual Reports for 2014-2015 and 2015-2016 (Fac Doc 2642).
8. Committee on Women in the University Annual Report for 2015-2016 (Fac Doc 2643).
9. Ombuds and Employee Assistance Office Annual Reports for 2015-2016 (Fac Doc 2644).
10. Campus Diversity and Climate Committee Combined Annual Report for 2013-2014, 2014-2015, and 2015-2016 (Fac Doc 2645).
11. Information Technology Combined Annual Reports for 2014-2015 and 2015-2016 (Fac Doc 2646).
12. Campus Information Technology (IT) Governance and Structure (Fac Doc 2647).
13. Proposal to Modify Faculty *Policies and Procedures* 6.42. to change the membership of the Information Technology Committee (Fac Doc 2648). (for vote)
14. Proposal to modify FPP 6.06.H. as follows: “If circumstances warrant, and upon consultation with the committee concerned, the University Committee shall appoint, subject to confirmation by the senate, an appropriately qualified replacement to fill the vacancy through the remainder of the ~~until a faculty member is elected at the next annual election to complete the unexpired~~ term.” (for vote)
15. Confirmation of committee appointment: Eric Sandgren, Pathobiological Sciences, to serve on the Commission on Faculty Compensation and Economic Benefits for 1 year, replacing Julie Allen who resigned from the committee. (for vote)

16. Confirmation of committee appointment: Aparna Lakkaraju, Ophthalmology & Visual Sciences, to serve on the Commission on Faculty Compensation and Economic Benefits for 2 years, replacing Carolyn Kelley who resigned from the committee. (for vote)
17. Confirmation of committee appointment: Aslıgül Göçmen, Urban and Regional Planning, to serve on the Commission on Faculty Compensation and Economic Benefits for 2 years, replacing Laura McClure who resigned from the committee). (for vote)
18. Proposal to Modify *Faculty Policies and Procedures* 6.50. to change the membership of Retirement Issues Committee (for vote) (Fac Doc 2649) (for vote)
19. Proposal to Modify *Faculty Policies and Procedures* 6.51. regarding the Committee on Undergraduate Recruitment, Admissions, and Financial Aid (Fac Doc 2650). (for vote)
20. Merger of Department of History with the Department of the History of Science. (Fac Doc 2651).
21. Post-tenure Review Policy (Fac Doc 2639 Revised and Fac Doc 2639a). (for vote)

**Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Richard Long**

Richard Long, for many years a professor in the Department of Art, died on the 5th of August, 2016, in the 77th year of his age. Please pray for him.

**FACULTY SENATE
MINUTES
04 April 2016**

Chancellor Rebecca Blank called the meeting to order at 3:32 p.m. with 131 voting members present (112 needed for quorum). A memorial resolution was offered for Professor Emeritus Robert Raymond Kowal (Fac doc 2618). Chancellor Blank presided over the presentation of the 2015-2016 Hildale Awards. The recipients are: Arts and Humanities Division: Steve Stern (History), Biological Sciences Division: Paul Ahlquist (Plant Pathology), Physical Sciences Division: Laura Kiessling (Chemistry), Social Studies Division: Michael Apple (Curriculum & Instruction).

Chancellor Blank announced the opening of faculty committee elections and provided updates on research funding, student awards, senior campus and WARF staffing, and presidential campaign events on campus. She also provided an update on campus and UW System tenure policies. Vice Provost and Chief Diversity Officer Patrick Sims asked the campus community to think carefully and deeply about our shared values and philosophies regarding diversity and inclusion. He commented on recent incidents of hate/bias on campus and provided an update on activities and efforts both in the vice provost's office and elsewhere on campus. Sims concluded his remarks with several action steps that faculty and others can take, including addressing hate/bias in curriculum, committing to engaging in ongoing cultural competency training, and dedicating time to the leadership institute and other efforts.

There were several comments and questions about the upcoming Board of Regents meeting at which Madison's tenure policies will be considered and about diversity and hate/bias incidents on campus. Professor Mark Etzel (Food Science) moved that the Senate formally reaffirm the tenure policies it passed in November 2015. The chancellor ruled this motion out of order, based on open meetings statute notice requirements. Professor Chad Goldberg (Sociology) moved to set aside the orders of the day in order to take up, as a special order of business, an urgent resolution considering Regent consideration of campus tenure policies. The chancellor ruled this motion out of order, also based on notice requirements of state open meetings laws. After ample discussion and comment, Prof. Goldberg appealed the decision of the chair. Against advice of the parliamentarian and legal affairs, but recognizing the will of the Senate, the chancellor allowed a motion to appeal her out-of-order ruling. Prof. Goldberg moved to set aside current rules and accept the motion. The motion was seconded and passed by voice vote with the required two-thirds majority. Goldberg moved the following resolution.

Whereas revisions to University of Wisconsin-Madison *Faculty Policies and Procedures* Chapters 5 and 10 regarding procedures for layoff and termination as the result of financial exigency or program discontinuance for educational considerations, as adopted by the Faculty Senate on November 2, 2015, are the product of lawful faculty governance in accordance with the faculty's primary responsibility for educational matters;

Therefore, be it RESOLVED that it is the “Sense of the Faculty Senate” that the revisions to UW-Madison *Faculty Policies and Procedures* Chapters 5 and 10 adopted by the Faculty Senate on November 2, 2015, should be accepted by the Board of Regents of the UW System without material alteration.

The motion was seconded. Professor Christa Olson moved to amend the resolution to remove reference to FPP Chapter 5 and to add “or returned to the Faculty Senate” to the end of the resolution. The motion to amend was seconded. The amendment passed by voice vote. The motion on the resolution as amended passed by voice vote.

Due to time constraints, the chancellor asked consent to postpone the following four agenda items to the next meeting: State of Research Enterprise, Advisory Committee for the Office of Equity and Diversity Annual Report, Ombuds and Employee Assistance Office Annual Reports, and University Research Council and Related *Faculty Policies and Procedures* Changes. There were no objections. The minutes of the March 7, 2016, meeting were approved as distributed.

Professor Karl Broman moved to refer the open access resolution, faculty document 2612, to the University Library Committee for further review and study, to be resubmitted to the Senate at such time as the ULC has had the opportunity to consider the concerns raised by the Senate in March. The motion was seconded and passed unanimously by voice vote.

Professor Beth Meyerand (chair, University Committee) moved adoption of faculty document 2617, affirming the value of shared governance at UW-Madison. Prof. Goldberg moved to amend the document by striking the second sentence of the second paragraph and replacing it with “Faculty, academic staff, university staff, and students must be involved in decisions concerning the matters for which they are by law respectively responsible for advising the chancellor.” and to add “We further call upon the chancellor to delegate primary responsibility for academic and educational activities and faculty personnel matters to the faculty.” to the end of the document. The amendment was seconded and passed by unanimous voice vote without discussion. The motion to adopt the statement as amended passed by voice vote.

Prof. Meyerand presented a proposal to create a shared governance committee for a first reading, noting that this is a revised version of what was introduced in March and then referred to committee. There was one comment, expressing concern that equal representation of faculty, academic staff, university staff, and students constituted a weakening of faculty’s responsibility for academic and educational activities and recommending instead a faculty majority on the committee.

The meeting was adjourned at 5:24 p.m.



Steven K. Smith
Secretary of the Faculty

**FACULTY SENATE
MINUTES
26 September 2016**

Chancellor Rebecca Blank called the meeting to order at 3:32 p.m. with 135 voting members present (109 needed for quorum) and presented her State of the University Address. After welcoming new senators and introducing new leadership, Blank highlighted accomplishments in recent months, including launching UW's largest-ever fundraising campaign and welcoming the largest and one of the most diverse freshman classes in the university's history. She recognized that there is no question that this is a challenging time for the UW and outlined the two key strategies for creating a stronger and more resilient university: building a more stable financial base and making sure this is a place where outstanding people want to be. The details of these include, among other elements, a new budget communication strategy, greater financial independence from uncertain state dollars through development of multiple revenue streams, investment in compensation, finalization of post-tenure review policies, and focused engagement on climate and inclusion. *[The entirety of the address is available as both audio file and written transcript at secfac.wisc.edu/Faculty-Senate.htm.]*

University Committee Chair Amy Wendt outlined plans for the coming year. Several questions were put to the chancellor concerning compensation, climate, summer session, bonding, and outreach. The minutes of the meeting of May 2 and the special meeting of May 17, 2016, were approved as submitted. Chancellor Blank called attention to Faculty Document 2633, "Highlights of Faculty Legislation, 2015-2016." Information Technology Committee Chair Rafael Lazimy and Vice Provost for Teaching and Learning Steven Cramer presented information on the Canvas learning management system. There were two questions.

Professor Wendt moved adoption of Faculty Document 2635, which endorses the return of the Office of Research and Sponsored Programs to the Office of the Vice Chancellor for Research and Graduate Education. There was one question and the motion passed by voice vote.

Professor Wendt moved approval of Faculty Document 2636, which implements changes to the academic calendar. Professor Tom Broman (District 120, University Committee) moved to amend the document to "Set fall semester commencement to always be on the Sunday during the summary period or on the Sunday immediately following the summary period when the summary period ends on a Friday or Saturday." There was no discussion and the amendment passed unanimously by voice vote. Assistant Professor Betsy Stovall (District 63, Mathematics) moved to amend the document to eliminate the changes to Faculty Legislation II-105(6), thereby leaving that aspect of the policy as currently written: "Course grades must be completed by each instructor and submitted to the Office of the Registrar within six calendar days (144 hours) from the date and hour of the two-hour block scheduled during the summary period." The motion was seconded. There were several questions and comments and the amendment passed by voice vote. There were two comments on the overall proposal as amended. The academic calendar changes as amended passed by voice vote.

Professor Wendt moved adoption of Faculty Document 2637, which increases flexibility regarding Senate alternates. There was no discussion and the motion passed unanimously by voice vote.

Professor Ruth Litovsky (Communication Sciences & Disorders) moved endorsement of the institutional statement on the campus commitment to diversity, equity, and inclusion (Faculty Document 2638). The motion was seconded and there was no discussion. The motion passed unanimously by voice vote.

Professor Wendt presented revisions to the campus post-tenure review policy (Faculty Document 2639) for a first reading. There were four comments, which will be taken into account prior to this matter being brought to the Senate for a vote at its next meeting.

The meeting was adjourned at 5:18 p.m.

A handwritten signature in cursive script, appearing to read "Steven K. Smith".

Steven K. Smith
Secretary of the Faculty

University Academic Planning Committee Annual Report for 2015-2016

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 2015-16 the UAPC met eight times on the following dates: September 17, 2015; November 19, 2015; December 17, 2015; January 21, 2016; March 17, 2016; April 21, 2016; May 19, 2016; and June 16, 2016. 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 Program Review Report

Program review was discussed by UAPC at two Council meetings in the 2015-16 academic year. The 2014-15 annual report was discussed at the January meeting. Revised program review guidelines were approved at the June meeting.

Degree/majors, named options, and certificate programs are subject to program review. All academic programs must be reviewed at least once in a 10 year period, and new programs must be reviewed at the five-year mark. Deans are at the center of the program review process. The provost's office plays a coordinating and supporting role. The Graduate Faculty Executive Committee (GFEC) considers every review at the graduate level. With approximately 500 programs and a 10 year review cycle, about 50 programs must be reviewed every year.

The revised set of guidelines that were approved at the June UAPC meeting had the following features.

Most of the major components of program review remain unchanged:

- The provost's office provides a notice to deans annually requesting a report on program review and notifying dean's offices which reviews are due to be initiated.
- Dean's offices charge program faculty to prepare and submit to the dean a self-study.
- Dean's offices convene the program review committee; a Graduate Faculty Executive Committee member is assigned to review committees for graduate programs.
- After the review is completed, the dean's office sends the provost the dean's summary, the review committee report, and the self-study.

Major changes:

- The policy has been streamlined and the document reduced from 21 pages to 13 pages.
- The revised guidelines are clearer and more specific about what is required.
- The review cycle is still 10 years but initiation of program review will now be required in year 8, so they can be completed by no later than the end of the tenth year.
- A requirement has been added that program reviews must be up-to-date in academic units that are submitting proposals for new academic programs or major changes. This is a policy that has been in place for about three years but has not previously been integrated into the program review policy.

New templates and data resources accompany the revised guidelines. The ability to align program review with accreditation is more clearly described in the revised guidelines.

Program review guidelines and supporting materials are posted here:

<http://apir.wisc.edu/programreview.htm>

B. Policy on Low Award Producing Programs

Revisions to the Policy on Low Enrollment Programs (later renamed Low Award Producing Academic Programs) were considered at two UAPC meetings.

The Council reviewed the data on award production in recent years at UW-Madison. In general, the average size (number of awards) in undergraduate programs is larger than graduate programs. PhD programs are small, and this is expected because of their specialized nature. The Council also discussed small degree/major and certificate programs and the administrative burden they place on deans' offices, the provost's office, and other academic administrative units without benefiting students.

The Council recommended inclusion of a sunset provision allowing that certificates with no awards in a five year period be discontinued. They also recommended increasing the low-award standard for certificates from five to 10 or fewer awards in five years. They did not recommend changing the low-award standard of five awards in five years for degree/major programs.

UAPC approved a revised low-award policy. There are two major changes to low award status for certificates. Certificates will be in low award status with 10 or fewer awards in 5 years. This change will put half of all certificates in low award status. Certificates with no awards in 5 years will be automatically discontinued after a courtesy check-in with the programs and dean's offices.

The Policy on Low-Award Producing Academic Programs and supporting information is posted here: <https://kb.wisc.edu/vesta/page.php?id=24079>

C. Learning Goals Collection and Assessment Planning Update

Associate Vice Provost Mo Bischof presented an update on assessment planning and learning goals collection. The university assessment plan was reviewed and revised in 2014-15. All academic degree/major programs had been asked to submit and articulate learning goals by July 1, 2015 and almost all programs had complied with the request. A request was sent to all academic programs asking them to submit assessment plans by July 1, 2016. A report on progress on that collection will be provided in Fall 2016. The Provost's Office continues to work on a more robust set of tools and documentation to support student learning assessment and has delivered a series of workshops for the 2015-16 academic year.

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Information about the assessment program: <http://provost.wisc.edu/assessment/>

D. Reducing Undergraduate Time to Degree Work Plan

Steve Cramer, vice provost for Teaching and Learning, provided an update on the work plan for supporting undergraduate progress to degree at the November 2015 meeting as an update to the report on this topic at the January 2015 meeting. For 2014-15 bachelor's degree graduates the modal time to degree was 3.7 elapsed calendar years and an average of 4.13 elapsed calendar years. The four year graduation rate has improved to 60%, up from 55% the prior year, and the six-year graduation rate has also improved marginally to 85%, up from 84% the prior year.

The goal of the work plan is to identify and attempt to reduce or remove barriers that students encounter in the course of trying to make timely progress. Some students take longer than four years for good reasons, including high-value academic experiences such as internships or study abroad, and the necessity to work to pay for college.

The work plan lists a number of actions including development and implementation of a major declaration policy, exploration of recording an expected graduation date in the student information system, providing better information to students and advisors about the curricular requirements for academic programs, enforcing prerequisites, increased messaging to support four year graduation, limiting multiple admission attempts to limited enrollment majors, early intervention for students who are academically at risk, linking behavioral issues such as excessive alcohol consumption and academic success, encouraging students to enroll for 15-16 credits per semester, and strengthening financial aid.

E. Policy on Major Declaration for Schools/Colleges that Enroll Undergraduates

UAPC approved a university-wide policy that schools/colleges with undergraduate programs must require that students declare a major by the end of the semester in which the student earns 86 credits with an exception for students in their first two semesters on campus.

This policy was developed as part of an effort to support timely progress to degree for undergraduates. A review of school/college policies showed that each school/college that enrolls undergraduates already has a policy on major declaration that is consistent with this university-wide policy. The policy supports discussions among advisors and student services/student affairs staff about timely progress to degree.

The full policy and supporting information is posted here:

<https://kb.wisc.edu/vesta/page.php?id=58465>

F. Policy Guidelines for Named Options within Academic Majors

The UAPC approved a new policy to govern the approval of Named Options within academic majors. Prior to policy approval, a set of practices associated with named options had developed but there was no faculty policy on record.

The new policy requires a proposal for named options that includes information on the curriculum, student advising and student support, assessment and program review, and any special features of the named option. The policy includes provisions for phasing out informal tracks in the student information system with a shift to named options for all sub-majors that are included in the student information system.

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The policy also makes provisions for a type of named option that can be used to identify honors in the major. This portion of the policy is a response to a 2014 request of the UAPC for a working group to be formed to establish a systematic and streamlined mechanism to identify students in honors programs in the student information system.

The full policy and supporting information is posted here:

<https://kb.wisc.edu/vesta/page.php?id=24548>

G. Undergraduate General Education Committee (UGEC) report, including the learning goals for general education requirements

Elaine Klein, associate dean in the College of Letters and Science, and chair of the Undergraduate General Education Committee (UGEC) provided the annual report of the UGEC to the UAPC. In 2014-15 UGEC activities included approving several new ethnic studies courses which improved the ability of students to complete the ethnic studies requirement early in their undergraduate careers. The other major activity was drafting learning goals for each of the four domains of general education. The report included an analytical report on trends in general education course offerings.

The University General Education Committee will be developing a corresponding assessment plan. Likely elements of that plan would be inclusion of information from the post-graduation plans survey (of graduating seniors), NSSE data, and strategically designed studies such as those done for the Communications A and B requirements, or rubric-based assessments.

The learning outcomes for the four domains of General Education (Breadth, Communication, Ethnic Studies, and Quantitative Reasoning) as proposed by UGEC and approved by UAPC are:

Breadth

Students acquire critical and creative thinking skills as well as enhance their problem-solving skills through a breadth of study across the humanities and arts, social studies, biological sciences and physical sciences.

Students will:

- articulate examples of significant contributions to human understanding achieved through various “ways of knowing” found in the arts and humanities, social and behavioral sciences, and quantitative, physical, and mathematical sciences.
- recognize and articulate the ways in which different disciplines approach questions that call upon different tools of inquiry, understanding, and creative enterprise.
- identify ways in which multiple tools of inquiry and understanding can be used to achieve greater insight into resolving “big” questions (e.g., climate change, poverty, global health etc.), evaluating the strengths and weaknesses of those approaches, and understanding which complementary approaches will help achieve meaningful change.
- evaluate different modes of inquiry across the humanities and arts, social studies, biological sciences and physical sciences and identify strengths and weaknesses of those approaches across disciplines when approaching a question.

Communication

Students apply skills for effective communication (planning, information seeking, drafting, and revising) to communication tasks, both in and out of the classroom.

Student’s written and spoken work will:

- make effective use of information retrieved, organized, and synthesized from appropriate sources.
- present ideas and information clearly and logically to achieve a specific purpose.

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- make effective use of communicative forms appropriate to a specific discipline, and adapted to the intended audience.
- use appropriate style and conventions associated with particular communicative forms, genres, or disciplines.

Ethnic Studies

Students draw connections between historical and present day circumstances, and consider perceptions and cultural assumptions when examining questions and making decisions.

Students will:

- articulate some of the effects the past has had on present day circumstances, perceptions of, and disparities in, race in the U.S.
- recognize and question cultural assumptions, rules, biases, and knowledge claims as they relate to race and ethnicity.
- examine questions and make decisions with consideration for the cultural perspectives and worldviews of others.

Quantitative Reasoning

Students utilize mathematical models for scientific or real life problems to set up, analyze, interpret, make judgments and draw appropriate conclusions based on quantitative analysis of data.

Students will:

- set up an abstract mathematical model or hypothesis for a given scientific or real life problem.
- interpret, handle and manipulate quantitative data sets for scientific or real life problems.
- quantitatively analyze data to obtain relevant insight about a given problem.
- make judgments and draw appropriate conclusions based on the quantitative analysis of data.

The Undergraduate General Education Committee (UGEC) report, including the learning goals for general education requirements was approved unanimously.

H. Review of the Ethnic Studies Requirement

UAPC discussed the ethnic studies requirement (ESR) at the June UAPC meeting. Provost Mangelsdorf led the discussion and reminded the Council that Chancellor Blank is interested in a review of ESR as part of a campus-wide response to climate issues. Among other considerations, it may be appropriate to reconsider the recommendation from 2014 that the ethnic studies requirement be completed fairly early in a students' time as an undergraduate, for example within the first 60 credits.

The UAPC discussed a range of issues related to ESR course offerings, including trends and the purpose of the ethnic studies requirement. The UAPC supported a review of the ESR courses, as well as a review of the criteria for the ethnic studies course designation and the language describing the requirement. The UAPC was interested in periodic updates on progress on the review, and was hopeful that the review could be completed by the end of the coming academic year. This work will be undertaken by the Undergraduate General Education Committee.

I. Policy on Minimum Qualifications for Instructional Staff

Vice Provost Michael Bernard-Donals presented the Policy on Minimum Qualifications for Instructional Staff for discussion at the January meeting and for approval at the March UAPC meeting. A committee met in fall 2015 to review instructor qualification policies at peer institutions and draft a policy for UW-Madison that would meet the standards and requirements of the Higher Learning Commission. In general, instructors must have degree one level higher than the level of the

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students, and information about instructor qualifications must be available to the students and the public. The policy includes provisions for minimum qualifications to be met in two ways. Most UW-Madison instructors will meet the qualifications “by credential”, that is, they have an appropriate academic degree to be qualified for instruction. This will apply to almost all faculty and most instructional academic staff. The other way to meet minimum qualifications is through “tested experience”, that is, a well-established and distinguished record or substantial graduate work past the bachelor’s degree.

Drafts of the policy were shared widely before UAPC consideration including to the Academic Staff Executive Committee, University Committee, University Curriculum Committee, academic deans and associate deans. The Policy on Minimum Qualifications for Instructional Staff was approved unanimously.

The full policy is posted here: <https://kb.wisc.edu/vesta/page.php?id=47764>

J. REACH Project

Vice Provost Steve Cramer presented the REdesign for ACtive learning in High-enrollment courses (REACH) project, which will serve as UW-Madison’s quality initiative project required for Higher Learning Commission (HLC) reaccreditation. Potential impact is 10,000’s students over the 5 years of the project. Among the projects goals are for active learning to comprise 50 to 90% of what are now lecture courses by the conclusion of the project. Introductory Chemistry (Chem 103 and Chem 104), Introductory Calculus (Math 221) and Introductory Physics (Physics 103) are the first courses participating in REACH. The goal is to work with nine or more courses during the life of the project.

Information on the REACH project: <https://edinnovation.wisc.edu/reach/>

K. Professional Development Course Sequence and Capstone Certificate Planning

Christine Nicometo, Director of the Foundations of Professional Development program, presented a discussion of professional development course sequence, which was originally designed for Master of Engineering programs. Examples of the courses including management, marketing, program management, and communications. In collaboration with the Division of Continuing Studies, these professional foundations courses have been restructured to be a set of 13 one-credit courses, all offered in an online, eight-week format that can be integrated into any graduate-level academic program that would benefit from coursework in professional foundations. Courses are high-quality, instructor lead with synchronous and asynchronous elements. Students can enroll in the capstone Certificate in Foundations of Professional Development which is comprised of just these courses. Discussions and planning are underway to consider how to make these courses available to wider audiences, including undergraduates.

L. Revision of Low-Level/Pre-College Math Courses

Gloria Mari-Beffa, chair of the Department of Math, and Nancy Westphal-Johnson, associate dean in Letters & Science, provided a for-information discussion on the revision of low-level/pre-college math courses. Changes to the math sequence have broad impacts. This plan to combine Math 095 and Math 101 into one new course, Math 096, directly effects about 150 students per year who now place into Math 095 or 101. Students completing Math 096 will need an additional math course to meet their Quantitative Reasoning A requirement. The Council requested an update report on the impact of this change in 2018.

M. CIP Codes

UAPC received a briefing on changes in federal regulations that were impacting the interest in and

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use of CIP codes in conjunction with a number of program proposals for changes in CIP codes. In late March 2016, the Department of Homeland Security updated their regulations regarding CIP codes. CIP codes (Classification of Instructional Programs) are a federal taxonomy for academic programs. They are assigned when a program is created, in conjunction with the authorization for the program. CIP codes are assigned based on the program curriculum, and are the basis for peer comparisons because they are applied nationwide. CIP codes are now also used by the Department of Homeland Security in relation to the visa status of international students when they graduate. Students in programs with CIP codes that are deemed to be science, technology, engineering or math (STEM) are eligible for a visa that allows them to stay and work in the USA for up to three years after graduation through STEM Optional Practical Training (STEM OPT) program.

More detailed information is available here:

<https://public.tableau.com/profile/clare.huhn#!/vizhome/UW-MadisonProgramArraywithCIPCodes/UW-MadisonCIPCodes>

N. Madison Academic Repository for Curriculum (MARC)

UAPC discussed a plan for a “single source” of information for academic policy and for academic program requirements to better support students and advisors that has been in planning since 2013. A vendor solution has been identified and implementation planning began in Fall 2015 as a joint effort of the Registrar’s Office and Academic Planning and Institutional Research (APIR). CourseLeaf from Leapfrog Technologies was selected as the tool for the Madison Academic Repository for Curriculum (MARC). This tool is widely used already in higher education both at other UWs and by other major research universities (Cal-Berkeley, Brown University, UW-Eau Claire, for example). The Registrar’s Office will house the catalog and class scheduling functions, and will oversee application setup and maintenance. Academic Planning and Institutional Research will oversee the governance workflow side of the system, referred to as CIM (curriculum inventory management). A website and formal communications will be available by fall 2016.

O. Wisconsin Experience

Vice Provost Steve Cramer and Vice Provost Lori Berquam lead a discussion of an effort to update the language of the Wisconsin Experience first set in 2008. The Wisconsin Experience is designed to reflect what our undergraduate students are experiencing and to be aspirational to describe where we are going. The draft language of Wisconsin Experience core concepts and expectations have had input and review from a multitude of campus groups which will continue over the summer of 2016. The four core concepts are intended as a basis for messaging. They encapsulate the curricular and co-curricular experience magnified by our institutional values.

Vice Provost Cramer and Vice Provost Berquam will bring a final version to the UAPC in Fall 2016 for formal endorsement.

III. Academic Program Changes Approved, September 2015 through June 2016

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

A. Majors and Degrees

Notice of Intent

PhD Biomedical Data Science, Biostatistics and Medical Informatics, School of Medicine and Public Health. (UAPC March 2016)

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BS Education Studies, Education Policy Studies, School of Education. (UAPC April 2016)

BS Nursing Accelerated Program for Second-Degree Candidates, School of Nursing. (UAPC April 2016)

MS Clinical Nutrition, Department of Nutritional Sciences, College of Agricultural and Life Sciences. (UAPC May 2016)

Authorization to Implement

Doctor of Occupational Therapy, Occupational Therapy Program, Department of Kinesiology, School of Education. Planned implementation Summer 2016. Distance education, non-pooled tuition, EI program, Advance Your Career. (UAPC September 2015)

BS Nursing Accelerated Program for Second-Degree Candidates, School of Nursing. Planned implementation Summer 2018. Non-pooled tuition, EI program, Advance Your Career. (UAPC May 2016)

MS Clinical Nutrition, Department of Nutritional Sciences, College of Agricultural and Life Sciences. Planned implementation Fall 2017. Distance education, non-pooled tuition, EI program, Advance Your Career. (UAPC June 2016)

Renamed/Restructured

Master of Science-Medical Genetics renamed to Master of Genetic Counselor Studies. Moved from Graduate School to School of Medicine and Public Health. These actions are effective for all new and continuing students in the program as of Fall 2016. (UAPC September 2015)

Transfer of MS/PhD Freshwater and Marine Sciences from the College of Engineering to the Department of Zoology in the College of Letters & Science. This action will be effective Fall 2016. (UAPC December 2015)

Change the award level for the Doctor of Juridical Science (SJD) from professional (“P”) to doctoral (“D”). (UAPC March 2016)

Change the Master of Laws (LLM) and Master of Laws-Legal Institutions (LLM-LI) from professional (“P”) to masters (“M”). (UAPC March 2016)

Change CIP code for Master of Laws-Legal Institutions (LLM-LI) from 22.000-Legal Studies General to 22.0202-Programs for Foreign Lawyers. Effective Summer 2016. (UAPC March 2016)

Change CIP code for Law Specials from 24.0102-General Studies to 22.9999-Legal Professions and Studies, Other. Effective Summer 2016. (UAPC March 2016)

Change CIP code for MS/PhD-Economics from 45.0601-Economics to 45.0603-Econometrics and Quantitative Economics, Department of Economics, College of Letters and Science. Effective Fall 2016. (UAPC May 2016)

(continued)

Rename the MS-Biomedical Informatics to MS-Biomedical Data Science, Department of Biostatistics and Medical Informatics, School of Medicine and Public Health. Effective Fall 2016. (UAPC June 2016)

Change CIP code for MBA/MS-Business-Business: Operations and Technology Management from 52.0205 Operations Management and Supervision to – 52.1399 – Management Science and Quantitative Methods, Other, School of Business. Effective Fall 2016. (UAPC June 2016)

Change CIP code for MBA/MS-Business-Business: Supply Chain Management from 52.0203 Logistics, Materials, and Supply Chain Management to – 52.1301 – Management Science, School of Business. Effective Fall 2016. (UAPC June 2016)

Change CIP code for MS/PhD-Forestry from 03.0501 – Forestry, General to 03.0502 – Forest Sciences and Biology, Department of Forest and Wildlife Ecology, College of Agricultural and Life Sciences. Effective Fall 2016. (UAPC June 2016)

Discontinued

School of Nursing student information system plan code PRR 712. Effective Spring 2016. (UAPC April 2016)

School of Nursing student information system plan code NRN 712. Effective Spring 2016. (UAPC April 2016)

B. Options

New

ECUPL option associated with the Master of Laws-Legal Institutions, Law School effective Summer 2016. (UAPC March 2016)

DOSHI-S option associated with the Law Special career, Law School effective Summer 2016. (UAPC March 2016)

THAMM-S option associated with the Law Special career, Law School effective Summer 2016. (UAPC March 2016)

ECUPL-S option associated with the Law Special career, Law School effective Summer 2016. (UAPC March 2016)

Discontinued

Global Commons/Global Environment option in the International Studies major, Institute for Regional and International Studies, College of Letters and Science. This discontinuation is effective Spring 2016. (UAPC December 2015)

Neurobiology option in the Biology major, offered jointly by the College of Agricultural and Life Sciences and the College of Letters & Science. Admission to the option will be

(continued)

suspended effective Summer 2016. The option will be discontinued effective Fall 2019. (UAPC December 2015)

Structural Systems Engineering option in the Biological Systems Engineering degree/major, Biological Systems Engineering, College of Agricultural and Life Sciences. Admission to the option will be suspended effective Spring 2016. The option will be discontinued effective Summer 2018. (UAPC January 2016)

Quantitative Finance option associated with the M.S. in Business: Finance, Investment and Banking, School of Business. This discontinuation is effective Spring 2016. (UAPC March 2016)

Exercise Specialist option associated with the degree/major Kinesiology, Department of Kinesiology, School of Education. This discontinuation is effective Spring 2016. (UAPC March 2016)

Exercise Physiology option associated with the degree/major Kinesiology, Department of Kinesiology, School of Education. This discontinuation is effective Spring 2016. (UAPC March 2016)

Movement Science option associated with the degree/major Kinesiology, Department of Kinesiology, School of Education. This discontinuation is effective Spring 2016. (UAPC March 2016)

CHINA option associated with the Master of Laws-Legal Institutions, Law School. This discontinuation is effective Spring 2016. (UAPC March 2016)

C. Certificates

Established

Certificate in Foundations of Farm Management, Farm and Industry Short Course, College of Agricultural and Life Sciences. Non-pooled tuition. Effective Fall 2017. (UAPC March 2016)

Capstone Certificate in Foundations of Professional Development, Engineering Professional Development, College of Engineering. Distance education, non-pooled tuition, EI program, Advance Your Career. Effective Fall 2016. (UAPC April 2016)

Certificate in Management of Crops & Soils, Farm and Industry Short Course, College of Agricultural and Life Sciences. Non-pooled tuition. Effective Fall 2017. (UAPC June 2016)

Certificate in Dairy Farm Management, Farm and Industry Short Course, College of Agricultural and Life Sciences. Non-pooled tuition. Effective Fall 2017. (UAPC June 2016)

Certificate in Diversified Agricultural Operations, Farm and Industry Short Course, College of Agricultural and Life Sciences. Non-pooled tuition. Effective Fall 2017. (UAPC June 2016)

Certificate in Farm and Equipment Operations, Farm and Industry Short Course, College of Agricultural and Life Sciences. Non-pooled tuition. Effective Fall 2017. (UAPC June 2016)

(continued)

Certificate in Meat Animal Farm Management, Farm and Industry Short Course, College of Agricultural and Life Sciences. Non-pooled tuition. Effective Fall 2017. (UAPC June 2016)

Renamed/Restructured

Change the academic home for the graduate/professional-level Certificate in Prevention and Intervention Science from School of Nursing to Department of Educational Psychology, School of Education. Effective Fall 2015. (UAPC September 2015)

Rename the Certificate in Japanese for Engineers to Certificate in Technical Japanese Studies for Undergraduates, allow all undergraduates to enroll in the certificate, and reduce the number of required credits. Effective Fall 2016. (UAPC March 2016)

Admissions Suspended

Capstone Certificate in Geodesign, Department of Landscape Architecture, College of Agricultural and Life Sciences. Effective Spring 2016. (UAPC May 2016)

Undergraduate Certificate in Engineering Risk, Uncertainty and Decision Analysis, Industrial and Systems Engineering, College of Engineering. Effective Fall 2016. (UAPC May 2016)

Capstone Certificate in Bioinformatics, Department of Biostatistics and Medical Informatics, School of Medicine and Public Health. Effective Fall 2016. (UAPC June 2016)

Discontinued

Graduate-level Certificate of Specialist in Gerontology, Institute on Aging, School of Medicine. Effective Fall 2015. (UAPC November 2015)

Graduate/Professional Certificate in International Law and Business, School of Law.
Effective Fall 2016. (UAPC January 2016)

Graduate/Professional Certificate in Environmental Law and Policy, School of Law.
Effective Fall 2016. (UAPC January 2016)

Undergraduate Certificate in Engineering Risk, Uncertainty and Decision Analysis, Industrial and Systems Engineering, College of Engineering. Effective Spring 2017. (UAPC May 2016)

D. Academic Departments

Renamed/Restructured

Rename the Department of African Languages and Literature to the Department of African Cultural Studies (UDDS A4806), College of Letters and Science. This action is effective July 1, 2016. (UAPC December 2015)

Merger of Departments of German, Scandinavian Studies, and Slavic Languages & Literature propose to become the Department of German, Nordic, and Slavic (GNS). This action is effective July 1, 2016. (UAPC December 2015)

(continued)

Merger of the Department of East Asian Languages and Literature and the Department of Languages & Cultures of Asia, to become the Department of Asian Languages & Cultures. This action is effective July 1, 2016. (UAPC December 2015)

Rename the School of Music to the Mead Witter School of Music, College of Letters and Science. This action is effective July 1, 2016. (UAPC December 2015)

E. Subject Listings (formerly Timetable Departments)

Established

FISC, Farm and Industry Short Course, College of Agricultural and Life Sciences. Available Spring 2017. (UAPC November 2015)

Integrated Arts, Arts Institute, School of Education. Available Fall 2016. (UAPC March 2016)

Integrated Science, WISCIENCE and School of Education. Available Fall 2016. (UAPC May 2016)

Renamed/Restructured

Change the short description of the subject listing for Life Sciences Communication, College of Agricultural and Life Sciences, from L SC Com to LSC. Effective Spring 2017. (UAPC November 2015)

Discontinued

Transportation and Public Utilities, School of Business. Discontinued Spring 2016. (UAPC December 2015)

Physical Education Activity, Kinesiology, School of Education. Discontinued Fall 2016. (UAPC January 2016)

F. Centers and Institutes

Established

Center for Healthy Minds, College of Letters and Science. Effective January 1, 2016. (UAPC December 2015)

Renamed/Restructured

Rename the Center on Wisconsin Strategy (COWS) to COWS, College of Letters & Science. Effective Fall 2015. (UAPC November 2015)

Rename the Lubar Institute for the Study of Abrahamic Religion to the Center for Religion

(continued)

and Global Citizenry, College of Letters & Science. Effective July 1, 2017. (UAPC April 2016)

Rename the Stephen L. Hawk Center for Applied Security Analysis to Hawk Center for Investment Analysis, School of Business. Effective July 1, 2016. (UAPC May 2016)

Rename the Center for Sleep Medicine and Sleep Research to Wisconsin Institute for Sleep and Consciousness (WISC), School of Medicine and Public Health. Effective July 1, 2016. (UAPC May 2016)

Discontinued

John R. Commons Center, College of Letters & Science. Effective Fall 2015. (UAPC November 2015)

LEAD Center, College of Letters & Science. Effective Fall 2015. (UAPC November 2015)

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 2016-17 may include additional discussion of program review and program assessment, strategies for improving timely progress to degree for undergraduates, the review of the ethnic studies requirement, the revised statement on the Wisconsin Experience, and progress on the Madison Academic Repository for Curriculum

V. Summary

In 2015-16 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 Policy on Major Declaration for Schools/Colleges that Enroll Undergraduates, Policy on Minimum Qualifications for Instructional Staff, Policy Guidelines for Named Options within Academic Majors, and revisions to the Program Review Guidelines and Policy on Low Award Producing Academic Programs. 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 sixty actions related to changes in the status of academic programs and academic units as listed above.

(continued)

VI. University Academic Planning Council Membership 2015-16

Standing Members

Rebecca Blank (Chancellor)

Sarah Mangelsdorf, Chair (Provost)

William Karpus (Dean, Graduate School)

Administrative Member Appointed by the Provost

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

University Committee Representative

Dorothy Farrar-Edwards, Kinesiology

Academic Staff Executive Committee Appointee

Debra Shapiro, Library and Information Studies

Classified Staff Executive Committee Appointee

Isaac Lee, History

Divisional Committee Appointees (Term Expires)

Ed Jackson, Medical Physics, Biological Sciences Division (2017)

Catherine Middlecamp, Environmental Studies, Physical Sciences Division (2019)

Dennis Miller, Art, Arts and Humanities Division (2018)

Mark Seidenberg, Psychology, Social Studies Division (2016)

University Committee Faculty Appointees (Term Expires)

* Also a member of the Campus Planning Committee.

Ramon Aldag, Business (2016)

*Seth Blair, Zoology (2017)

*James Skinner, Chemistry (2019)

Darryl Thelen, Mechanical Engineering (2018)

ASM Student Appointee (nonvoting, one-year appointment)

Kate Wiedel

Consultants and Staff to the UAPC

Jocelyn Milner, Vice Provost for Academic Affairs and Director of Academic Planning and Institutional Research

Sarah Kuba, Academic Planner, Academic Planning and Institutional Research

Campus Planning Committee Annual Report for 2014-2015 and 2015-2016

I. STATEMENT OF COMMITTEE FUNCTION

The Campus Planning Committee is a joint governance committee established in conjunction with the faculty, academic staff and/or student government to address issues of common concern. It is composed of twenty-two members representing a variety of campus constituencies among them Divisional Committees, the University Committee, Academic Staff, Associated Students of Madison, University Staff, and is chaired by the Provost. A list of 2014-15 membership is appended to this report.

The committee advises the Chancellor and Provost concerning issues affecting the physical facilities of the University, including long-range development planning, building and major remodeling priorities, site selection, circulation, land use and related planning matters.

Its main role is the formulation of the campus' biennial capital budget and six year development plan. The committee is also consulted on campus building naming requests, art installations, and other policies affecting the physical development of the campus.

II. PAST YEAR'S ACTIVITIES

The Campus Planning Committee held four meetings during the 2014-15 academic year: two during the fall of 2014 and two additional meetings in the spring of 2015. Agendas, minutes, and links to various presentations made to the committee can be found at [the CPC website](#).

The committee welcomed a new chair in Provost Sarah Mangelsdorf and with the advent of the new HR system, added a voting representative from the University staff. Over the course of the 2014-15 academic year, the committee focused on a number of campus-wide issues and/or initiatives including:

- Gary Brown, Director of Campus Planning and Landscape Architecture provided an update on the 2005 Campus Master Plan. He explained the principles that were starting point for the plan and then summarized the plan's six primary goals. He outlined the campus development boundary and how the plan envisioned growth within that boundary. He also explained how master plans for auxiliary units as well as master plans for the cultural landscape, transportation and utilities all fit together into the bigger master plan.

Brown then briefly highlighted building projects that have been completed under the guidance of the master plan as well as describing projects that are under construction or in planning. He noted that 33% of project identified in the 2005 plan have been completed or are currently in active development.

He concluded by telling members that in the coming year, the 2005 master plan will be updated. He outlined the goals for the master plan update as well as the schedule and the committee structure for oversight of the update. The CPC will act as the core of the steering committee as the plan update moves forward.

(continued)

- Associate Vice Chancellor Bill Elvey presented a status update on the UW-Madison's 2015-17 Capital Budget request. The campus' capital budget request has been approved by the Board of Regents and has been submitted to the Department of Administration. The largest project in the request is the Chemistry Instructional Facilities Upgrade project. An architectural/engineering consultant has been selected for this project and should be under contract soon.
- Lynn Edlefson from the Office of Early Childcare and Education presented a status update on the state of campus childcare. She outlined her office's priorities among which were providing high quality early education and care as well as maintaining a program that is stable, affordable and accessible to faculty, staff and students. She highlighted the ongoing need for infant and toddler care; the challenges faced in sustaining the gains the program has made in recent years; as well as the challenges in retaining a workforce in the face of shrinking, uncompetitive salaries.
- The Committee approved a request to name the proposed Music Performance Facility the "Hamel Music Center".
- FPM staff presented an initial list of project proposals for inclusion in the 2017-19 capital budget request. This list includes the 2nd phase (completion) of the Walnut Street Greenhouse upgrade, the consolidation of the ROTC units into a new Officer Education facility and a utility upgrade project for the Lathrop Drive/Bascom Hill corridor. FPM staff will develop these proposals into major project requests over the summer and present them to the committee in the fall of 2015. The committee will rank them and the capital budget request will be submitted to UWSA by early December 2015. The Committee approved FPM's preliminary recommendations for the 2017-19 biennium.

The Campus Planning Committee also served as the nucleus of the 2015 Campus Master Plan Steering Committee. With the additional steering committee members, the master plan steering committee met twice during the 2014-15 academic year and its work included the following:

- At the first meeting in March 2015, Gary Brown, the Director of Campus Planning and Landscape Architecture outlined the 18-24 process to update the 2005 plan. The consultant team walked the committee through the goals for the plan with respect to academic and research programs, historic and cultural resources, campus greenspace, and upgrades of utilities, storm water and transportation plans. Going forward the committee will be asked to review and provide input on goals and preliminary recommendations.
- At the second meeting in July 2015, the committee presented its first round of data, findings and draft goals. The committee was encouraged to review this information and provide their comments to Gary Brown. The consultant team will continue to work through the summer and fall of 2015 with the goal of providing a draft plan in early 2016.

III. CURRENT AND FUTURE ACTIVITIES

During the 2015-16 academic year, the committee will prioritize the campus' 2017-23 Six Year Development Plan and 2017-19 capital budget request. The committee will continue to hear from select schools and colleges on their strategic facilities plans and longer term capital project proposals. In the 2015-16 academic year, the campus will continue to oversee the update of the 2015 Campus Master Plan. As in the past, the Campus Planning Committee will function as the steering committee for this process. Finally, in the coming year, the CPC will remain engaged with issues affecting major building projects and the campus physical environment.

(continued)

IV. 2014-2015 COMMITTEE MEMBERSHIP

Chair

Provost Sarah Mangelsdorf

Divisional Committee Representatives

Derrick Buisch	Humanities
James Schauer	Physical Sciences
Shawn Kaeppler	Biological Sciences
David Weimer	Social Studies

University Committee Representatives

Linda Oakley
Seth Blair

Environmental Representative

Trina McMahon

Arboretum Committee Representative

David Drake

Chancellor's Appointees

Ian Robertson	Engineering
Katharyn VandenBosch	Ag and Life Sciences
Karl Scholz	L&S

Academic Staff Representative (appointed annually)

Marwa Bassiouni

ASM Representative (appointed annually)

Kyle Schroekenthaler
Melanie Meyer (alternate)

University Staff Representative (appointed annually)

Gary Pine

Committee Representatives (non-voting, appointed annually)

Jesse Markow, Recreational Sports Board
Bill Tracy, Campus Transportation Committee
Pamela Herd, Committee on Women
No appointment, Library Committee
Michael Pflieger, Information Technology Committee

Ex Officio

Petra Schroeder, Space and Remodeling Policies Committee
Bill Elvey, Associate Vice Chancellor, Facilities Planning and Management

Staff

Teresa Adams, Facilities Planning and Management

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Campus Planning Committee Annual Report for 2015-2016

I. STATEMENT OF COMMITTEE FUNCTION

The Campus Planning Committee is a joint governance committee established in conjunction with the faculty, academic staff and/or student government to address issues of common concern. It is composed of twenty-two members representing a variety of campus constituencies among them Divisional Committees, the University Committee, Academic Staff, Associated Students of Madison, University Staff, and is chaired by the Provost. A list of 2015-16 membership is appended to this report.

The committee advises the Chancellor and Provost concerning issues affecting the physical facilities of the University, including long-range development planning, building and major remodeling priorities, site selection, circulation, land use and related planning matters.

Its main role is the formulation of the campus' biennial capital budget and six year development plan. The committee is also consulted on campus building naming requests, art installations, and other policies affecting the physical development of the campus.

II. PAST YEAR'S ACTIVITIES

The Campus Planning Committee held three meetings during the 2015-16 academic year: three during the fall of 2015 and one meeting in the 2016 spring semester. Agendas, minutes, and links to various presentations made to the committee can be found at [the CPC website](#).

2015-16 CPC meetings included the following presentations, reports and action items:

- FPM Assistant Vice Chancellor Bill Elvey made a presentation to prepare the committee for its work on the 2017-19 capital budget exercise. Utilizing information that had been presented to all the UW-System campuses at a September planning conference, he told the committee the availability of General Fund Supported Borrowing (state funding) for capital projects had declined precipitously in the 2015-17 biennium and is not expected to increase substantially going forward. As a result, a majority of the UW-System's requests for state funding for projects in 2015-17 were not funded and a number of projects requesting program revenue supported borrowing were not funded either. He indicated that, going forward, UW-System and the campuses must rethink how capital projects are going to be requested and funded – past practice of expectations of project approvals and funding allocations will no longer be sustainable.
- Daniel Einstein, Campus Historic and Cultural Resources Manager, presented a proposed policy for the review and approval of campus heritage plaques. The existing heritage plaques in the Bascom area and on the CALS campus were installed in conjunction with specific commemorations, and, since that time, there have been requests for additional plaques. FPM staff recommended the policy to provide guidance on what was appropriate for commemorating on a plaque, how the plaque would look, where it could be placed. After discussing how the content would be vetted, who would decide if a plaque was appropriate for placement on campus and who would make a final decision in the case of controversy, the committee approved the policy.
- The Committee approved a request from the School of Veterinary Medicine to name its large animal hospital the “Morrie Waud Large Animal Hospital.” This request complied with the campus naming policy which requires that a request to name interior spaces and exterior

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amenities after a person(s) be brought to the Campus Planning Committee for review and approval before submittal to the Chancellor.

- Over the course of two meetings in November of 2015, the Committee heard three proposals being submitted for consideration in the campus’ 2017-19 capital budget request that included a state funding component and as such, needed to have a prioritized ranking as part of the overall 2017-19 budget submittal to UW-System. After hearing a presentation from the sponsors of each project, at the last meeting of the fall semester, the committee deliberated and ranked the three proposal requesting GFSB (state funding) as follows:

General Fund Supported Borrowing Requests	Total	GFSB	PRSB	Gifts/Grants
Officer Education Facility	\$ 33,873,000	\$ 33,873,000		
Walnut Street Greenhouse Renovation, Phase II	\$ 22,155,000	\$ 11,077,500		\$ 11,077,500
Lathrop Drive/Bascom Hill Utility Improvements	\$ 32,656,000	\$ 23,839,000	\$ 8,817,000	
Total	\$ 88,684,000	\$ 68,789,500	\$ 8,817,000	\$ 11,077,500

- At its last meeting of the 2015-16 academic year, the committee heard a presentation from Ian Robertson, the Dean of the College of Engineering, on the college’s recently completed facility master plan. The scope of the plan included: a review of the nine existing CoE Buildings; condition assessment and space utilization studies for six of the nine buildings; and a projection of facility needs based on the College’s growth projections and goals through 2021 and out past 20+ years. Its primary goal is to guide the college’s physical development both in the near term (7-10 years) and long term (20-25 years and beyond) taking into consideration the college’s strategic plan and objectives for instruction and research.

The Campus Planning Committee also served as the nucleus of the 2015 Campus Master Plan Steering Committee. The master plan steering committee met four times during the 2015-16 academic year with two meetings being held in the fall semester and two in the spring semester. Over the course of these four meetings, the committee approved the goals for the 2015 campus master plan update, and then discussed different components of the plan as they were drafted and refined. In April 2016, at the last of the four meetings, the committee approved the final draft of the plan and recommended it to the Chancellor. Details about the entire master plan update process can be found at [2015 Campus Master Plan](http://masterplan.wisc.edu) (<http://masterplan.wisc.edu>)

III. CURRENT AND FUTURE ACTIVITIES

During the 2016-17 academic year, the committee will have a final presentation on the update of the 2015 Campus Master Plan. It is also anticipated that there will be updates on progress of the 2017-19 capital budget request and first action on the 2019-21 capital budget proposal.

Finally, the CPC will remain engaged with issues affecting major building projects and the campus physical environment.

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IV. 2015-2016 COMMITTEE MEMBERSHIP

Chair

Provost Sarah Mangelsdorf

Divisional Committee Representatives

Aris Georgiades	Arts and Humanities
Jamie Schauer	Physical Sciences
Shawn Kaeppler	Biological Sciences
James LaGro, Jr.	Social Studies

University Committee Representatives

James Skinner
Seth Blair

Environmental Representative

Katherine (Trina) McMahon

Arboretum Committee Representative

David Drake

Chancellor's Appointees

Ian Robertson	Engineering
Katharyn VandenBosch	Ag and Life Sciences
Karl Scholz	L&S

Academic Staff Representative (appointed annually)

Aaron Crandall

ASM Representative (appointed annually)

Thomas Chitwood

Classified Staff Representative (appointed annually)

Lance Raney
Gary Pine (alternate)

Committee Representatives (non-voting, appointed annually)

Jesse Markow, Recreational Sports Board
David Marcoullier, Campus Transportation Committee
Gail Geiger, Committee on Women
No appointment, Library Committee
Michael Pflieger, Information Technology Committee

Ex Officio

Chris Bruhn, Space and Remodeling Policies Committee
Bill Elvey, Associate Vice Chancellor, Facilities Planning and Management

Staff

Teresa Adams, Facilities Planning and Management

Committee on Women in the University
(Faculty Policies & Procedures 6.56.)
Annual Report, 2015-2016

I. Statement of Committee Functions

In February 2016, by unanimous vote, the committee updated language describing its membership. The Faculty Senate approved the committee's proposed amendments to *Faculty Policies & Procedures* 6.56. on 7 March 2016:

Faculty Policies & Procedures

6.56. WOMEN IN THE UNIVERSITY, COMMITTEE ON.

A. MEMBERSHIP: The Committee on Women in the University consists of the following members:

1. Six faculty members appointed by the faculty Committee on Committees for terms of three years
2. Six academic staff member appointed for terms of three years
3. Six university staff members appointed for terms of three years
4. One graduate student and one undergraduate student, appointed by the recognized student governance organization
5. One postdoctoral scholar (research associate, postdoctoral fellow, or postdoctoral trainee), appointed by the Office of Postdoctoral Studies (VCRGE)
6. The Vice Provost for Diversity & Climate and the director of the Office for Equity & Diversity, ex officio, non-voting
7. The chair shall be elected from among the faculty members appointed pursuant to section A.1. Academic staff appointed pursuant to A.2. may be elected to serve as co-chair. University staff appointed pursuant to A.3. may be elected to serve as co-chair.

B. FUNCTIONS:

1. Recommends to administrative offices and governance bodies changes in university priorities, policies, practices, and programs that would improve the status of women
2. Collaborates and consults with administrative offices and governance bodies to more fully support gender equity, employee engagement, an inclusive and respectful culture, and diversity
3. Evaluates and monitors the status of women employees at the university.

The committee's "Operating Procedures" (adopted 17 February 2016) and "Statement on Diversity in the Committee" (adopted December 1999 and updated 21 October 2015) are available upon request from the Office of the Secretary of the Faculty.

Associate Professor Natalia De Leon (Agronomy), Assistant Dean for Admissions & Financial Aid Rebecca Scheller (Law) and Program Assistant Advanced Confidential Kate O'Connor (Office for Equity & Diversity) are co-chairing the committee in 2015-2016.

II. Current Activities

The Committee on Women in the University values partnering with fellow governance committees and the university administration in an ongoing, collaborative effort to achieve gender equity and create inclusive environments for work and learning.

We are pleased to partner with women deans and the Office of Learning & Talent Development (formerly, the Office of Human Resource Development) in developing and presenting the annual Women & Leadership Symposium and related events.

Awards & Recognition:

The committee congratulates recipients of UW System's Outstanding Women of Color in Education Award and UW-Madison's Outstanding Women of Color Awards, all of whom are prominent on campus and in the broader community for their notable professional accomplishments and efforts to achieve social justice:

UW System – 20th Annual Outstanding Women of Color in Education Award

Heather Johnson, Assistant Professor, Medicine (Cardiology)

UW-Madison – 8th Annual Outstanding Women of Color Awards

M. Adams, Co-Executive Director, Freedom, Inc.

Joselyn Diaz-Valdes, Senior Advisor, Office of Student Financial Aid

Lori Kido Lopez, Assistant Professor, Communication Arts

Esmerelda Rodriguez, Ph.D. candidate, Curriculum & Instruction

Emilie Songolo, Senior Academic Librarian, Memorial Library

Heather Johnson, Assistant Professor, Medicine (Cardiology)

Earlise Ward, Associate Professor, School of Nursing

Biographies for recipients of UW System's Annual Outstanding Women of Color in Education Award are posted on the UW System website: www.wisconsin.edu/grants-awards/women-of-color/

Brief introductions to 2015 UW-Madison Annual Outstanding Women of Color Award recipients are presented in Susannah Brooks' "Seven UW-Madison Women honored as 2015 Outstanding Women of Color" (2 October 2015): <http://news.wisc.edu/seven-uw-madison-women-honored-as-2015-outstanding-women-of-color/>

The committee joins the Women Faculty Mentoring Program in applauding outstanding mentoring of women assistant professors:

2015 Slesinger Award for Excellence in Mentoring

Elizabeth Mertz, Professor, Law

Professor Mertz received a \$2,500 award from the Women's Philanthropy Council, which has generously supported the Slesinger Award since 2004.

The committee congratulates former member Sharon Long, Professor, Soil Science, who received the College of Agricultural & Life Sciences 2016 Equity and Diversity Award.

Finally, the committee acknowledges and thanks one man and one woman honored as "champions for women" by the Women's Philanthropy Council:

2015 Champion Awards

Robert N. Golden, Robert Turell Professor in Medical Leadership,

Dean, School of Medicine & Public Health, and Vice Chancellor for Medical Affairs

Lori DiPrete Brown, Associate Director for Education and Engagement, Global Health Initiative and Director, UW-Madison 4W Initiative

This award provides an opportunity for each recipient to designate a Women's Philanthropy Council gift of \$5,000 to a campus initiative of his or her choice.

Additional details are available in a press release by UW Foundation's Ben Corey, "Two members of UW community honored for advancing status of women" (7 April 2016): news.wisc.edu/two-members-of-uw-community-honored-for-advancing-status-of-women/

Diversity & Inclusion:

In January 2016, Vice Provost and Chief Diversity Officer Patrick Sims presented an overview of Diversity Framework recommendations being implemented in 2016-2018 and shared recent

accomplishments of each Division of Diversity, Equity & Educational Achievement program. Having observed that ten-year plans often go through a “boom & bust” cycle, with lots of activity in the first 2-3 years and waning attention and effort mid-cycle, a key goal for Vice Provost Sims and colleagues implementing UW-Madison’s Diversity Framework is to build in sustained conversation, momentum, and morale. There is a strong focus on communication and alignment, with new ways of engaging multiple stakeholders, including shared governance committees. [R.E.E.L. Change](#) describes how five goals will be implemented in three year cycles, with two initiatives being introduced each year.

Research & Program Associate Torsheika Maddox, who represents the division as an ex officio member of the Committee on Women, is leading one key initiative, the *Diversity Inventory Project (DIP)*, envisioned as a database that will provide ready access to information about diversity and inclusion-related groups, projects/programs and events at UW-Madison. CWU members and friends were invited to offer ideas and perspectives on what kinds of information would be most helpful to include at campus information and feedback sessions held in February 2016.

Research & Program Associate Jacqui Scott-Papke is leading a second key initiative, to design a campus climate survey that will be fielded in Fall 2016. She is collaborating with campus stakeholders including WISELI, the Office of Academic Planning & Institutional Research, and the Office of Human Resources.

A third key initiative of the Office of the Vice Provost & Chief Diversity Officer is to author a campus diversity statement complementing the university’s strategic framework and vision. A working group with representation from the Campus Diversity & Climate Committee (CDCC), Equity & Diversity Committee Chairs, and Multicultural & Disadvantaged Coordinators is developing a draft statement, based on shared values identified at a December 2015 joint meeting of these committees. The draft will be refined in consultation with shared governance bodies.

Early Childhood Care & Education:

The Committee on Women remains committed to the goal of protecting and building UW-Madison’s early childhood care and education capacity, with an emphasis on sustainably resourcing programs and services, and better coordinating efforts to build collaboration and capacity. In recent years, the committee has been particularly concerned about affordable access to high quality early childhood care and education and has advocated for additional infant and toddler care options for faculty, staff, and students.

In May 2015, the Committee on Women and University Child Care Committee sent a joint letter to Chancellor Rebecca Blank, Provost Sarah Mangelsdorf, and Vice Chancellor for Finance & Administration Darrell Bazzell, requesting their active engagement in developing a campus-level plan to protect and build high quality child care capacity at UW-Madison. Chancellor Blank, Provost Mangelsdorf, and Vice Chancellor Bazzell replied, inviting the committees to propose how the university might best proceed in better coordinating efforts to build collaboration and capacity.

In 2015-2016, a joint working group with membership from both committees studied available data, consulted key stakeholders, including work group member and Office of Child Care & Family Resources Director Cigdem Unal; Associate Vice Chancellor for Facilities Planning & Management Bill Elvey; Space Management Director Doug Rose; UW Housing Director Jeff Novak; Professor & Chair of Human Development & Family Studies Janean Dilworth Bart, who recently led a task force charged to develop a centennial vision for the School of Human Ecology’s Preschool Laboratory; and the UW-Madison Campus Child Care Directors. The work group evaluated demand for programming and services at existing campus centers and sought information about the comparative costs of building, renovating, and leasing space for early childhood programs. In April 2016, the work group requested feedback from the full committee on a proposal to charter a campus level team, led by the

Provost and Vice Chancellor for Finance & Administration that would formulate a strategy for protecting existing centers, building capacity over the next decade, and identifying viable alternatives to relying primarily on tuition increases to support rising operating costs.

Parental Leave for Students:

In October 2015, Assistant Dean Tonya Schmidt (Division of Student Life) presented information about Title IX efforts at UW-Madison and a draft document outlining recommended practices related to parental leave for students. The premise underlying this effort is that pregnancy and parental status should not be a barrier to academic access and success. The committee discussed how to meet the needs of multiple audiences, including students, instructors, and administrators, with a policy solution or information/education campaign, and offered suggestions about the scope and content of a parental leave policy. In February 2016, the committee followed up by discussing family-related leave with recently appointed Title IX Coordinator David Blom.

Policy on Children in the Workplace:

In December 2015, at a joint meeting of the Committee on Women in the University and the University Child Care Committee, members provided the first shared governance review of a draft UW-Madison *Children in the Workplace* policy. The policy was developed in response to a UW System requirement that member campuses adopt a policy providing guidance on the conditions under which an employee may bring a child or children into the workplace. Several campuses adopted UW System's template policy. UW-Madison's project team reviewed the template and developed a policy tailored to our campus, in consultation with a large number of stakeholders including administrative offices, advisory committees, and shared governance groups. The policy positions UW-Madison as a family-friendly university that supports work-life integration by affording appropriate flexibilities to employees. Committee members suggested that managers extend latitude to parents, especially in the period following birth or adoption; articulating an appeal process; and providing managers a context for making decisions about limiting or disallowing the presence of children in the workplace, focusing on policy goals of protecting safety, health, and an undisrupted environment for work and learning.

Retirement Planning:

In April, Department of Employee Trust Funds Deferred Compensation Director Shelly Schueller and Legislative Liaison Tarna Hunter visited the committee and described the genesis and accomplishments of a program called *EMPOWER: Embracing & Promoting Options for Women to Enhance Retirement*. This state-wide campaign was designed with grant funding from the Social Security Administration by ETF, Wisconsin's Deferred Compensation Program, and UW-Madison's Center for Financial Security. By sharing pertinent data and encouraging women of all ages to plan actively and early for retirement, the campaign seeks to reduce the percentage of elderly women living in poverty. The *EMPOWER* team's initial research shows that there are 6 million more women than men over the age of 65, and 75% of individuals over the age of 85 are women. In Wisconsin, nearly two-thirds of all households in poverty are headed by single women and, among older adults, women are more than twice as likely as men to live in poverty. In the cohort of individuals who have retired from state employment, women's average WRS annuities are approximately 20% lower than men's. Many women forego wages due to caregiving obligations and many experience significant costs for long-term care. For all of these reasons, the *EMPOWER* team encourages women to familiarize themselves with a variety of retirement income sources, to calculate how much money they will need in retirement, and to take advantage of supplementary saving programs as well as WRS Retirement and Social Security.

Sexual Assault and Sexual Misconduct:

As an EVOC (End Violence on Campus) partner, the committee remains committed to preventing and

addressing sexual assault and harassment.

In November 2015, Bret Payseur provided an overview of the AAU Sexual Assault Survey Task Force report and recommendations and presented a draft resolution promoting implementation of the task force recommendations, which the committee endorsed. To date the resolution has been endorsed by the Committee on Women in the University, the Committee for GLBTQ People in the University, the Campus Diversity & Climate Committee, the Faculty Senate, the Academic Staff Assembly, and the University Staff Congress.

In December 2015, Violence Prevention Specialist Molly Zemke provided an update on efforts to develop new prevention education programming and resources for employees, including a web-based educational program: www.uhs.wisc.edu/assault/grademployee

Committee members expressed concern about survey findings – particularly, the high rates of sexual harassment and misconduct experienced by graduate students, gender non-conforming individuals, and women of color – and support for task force recommendations. Resources are needed for prevention education, support services for survivors, and coordination of efforts.

In Spring 2016, Molly Zemke invited committee members to participate in a 21-24 June instructor certification program. Certified facilitators will help present the Green Dot bystander intervention curriculum to a variety of audiences including new Greek students, student athletes, marching band members, and University Housing student staff.

Women & Leadership Symposium:

The Committee on Women continues to partner with women deans, the Office of Learning & Talent Development, the Women’s Philanthropy Council, and others to present the *UW-Madison Women & Leadership Symposium* each summer. Co-chair Natalia DeLeon will provide welcome remarks at the 2016 symposium, to be held on Thursday, 7 July.

The committee thanks the Women’s Philanthropy Council for continuing to underwrite the symposium and for sponsoring follow-up “Coffee & Conversation” programming presented by the Office of Learning & Talent Development and UW-Madison’s women deans. Since 2010, the Women’s Philanthropy Council has generously provided \$60,000 in support. The council voted in October 2015 to provide an additional \$39,000 in support between 2016 and 2021.

III. Data on Women Faculty & Staff

The committee thanks Distinguished Policy & Planning Analyst Margaret Harrigan for her help in obtaining and interpreting institutional data on women academic staff and faculty, and the Office of Academic Planning and Institutional Research for providing both current and historic data on gender and race/ethnicity in the university’s Data Digest: <https://apir.wisc.edu/datadigest>

Readers will find additional information about data provided to the committee on the APIR website (<https://apir.wisc.edu/diversity-faculty.htm>), including memos from Margaret Harrigan regarding

“Data on Women and Minority Faculty and Staff at UW-Madison” (31 August 2015):
apir.wisc.edu/facultystaff/CWU_faculty_and_staff_trends_2015_final.pdf

The Committee on Women in the University continues to monitor the percentage of women in the University of Wisconsin-Madison’s workforce (*Appendix 1*):

Women Employed at UW-Madison	1990-1991	2014-2015	2015-2016
Faculty	18%	33.4%	34%
Executive/Director/Administrator (Academic Staff)	38.8%	48.7%	50.4%
Academic Staff	49.1%	54%	54.2%
University Staff	55.6%	50.9%	50%
Employees in Training (including post-doctoral fellows)	26.6%	43.6%	44.4%
Graduate Assistants	34.5%	43.2%	43.3%
Total	41.8%	48%	48.1%

The percentage of women in the faculty has increased from 15.2% in 1987 to 34% in 2015. In 1987, fewer than 9% of faculty holding the title of professor were women; today, 28% of faculty at this rank are women. 41% of associate professors and 44% of assistant professors are women (*Appendix 5*).

In 1987, 6.2% of faculty were Black, Asian, Native American, or Hispanic. Today 19.6% of faculty come from these historically underrepresented groups. Within this cohort, the percentage holding the rank of professor has risen from 5% in 1987 to 16.4% in 2015. 23% of associate professors and 25.3% of assistant professors are members of underrepresented groups (*Appendix 6*).

Among 35 women and 48 men hired at the rank of assistant professor in 2006-2007, the most recent year for which these data are available, 83% of the women and 81% of the men were tenured within nine years (*Appendix 7*). In this same cohort, 78% of minority faculty and 83% of non-minority faculty were tenured (*Appendix 8*). Women and men in the social studies remain significantly less likely to win tenure than their peers, with an tenure rate of only 61% for faculty hired between 2000-01 and 2006-07, compared to 80% in the arts & humanities, 76% in the biological sciences, and 83% in the physical sciences (*Appendix 9*). A 2015 study at Pennsylvania State University compared tenure rates for tenure-track faculty hired in 2007-08 at thirteen major research universities, including UW-Madison. About 76% of UW-Madison tenure-track faculty were promoted to tenure within the time period, compared to 64% at the other institutions studied, and UW-Madison reported higher tenure rates for men, women, minority and non-minority faculty (*Appendix 10*).

Overall, including executive appointments, 54% of academic staff are women. 46.6% of instructional academic staff and 41.6% of research doctoral academic staff are women (*Appendix 1*). In this same cohort, 13.3% of academic staff identify as Black, Asian/Pacific Islander, American Indian, Hispanic, or two or more races. 12% of instructional academic staff and 21.9% of research doctoral academic staff belong to these historically underrepresented groups (*Appendix 2*).

In 1988, 38% of academic staff executive positions were held by women; today, 50.4% of these positions are held by women, with 12.4% held by people of color (*Appendices 1, 2*).

Among university staff, 43.7% of FLSA exempt (“salaried”) positions and 52.3% of FLSA non-exempt (“hourly”) positions were held by women in 2015 (*Appendix 1*). 8.5% of FLSA exempt positions and 16.8% of FLSA non-exempt positions are held by employees identifying as Black, Asian/Pacific Islander, American Indian, Hispanic, or members of two or more races (*Appendix 2*).

To ensure regular review of data related to all three of the major employment categories, the committee has asked to see some core data each year and some data focusing more specifically on issues of particular interest or concern to faculty, academic staff, or university staff, with the focus rotating among these three employment groups. The committee remains committed to reviewing longitudinal data, rather than 1-year “snapshots.”

This year’s special focus is median salaries for Category A and Category B academic staff. The data do not reveal significant differences in median salaries for Category A academic staff title series. However, within the set of Category B title series reviewed, committee members noted that median salaries look quite different for men and women in senior lecturer and senior scientist positions (*Appendices 16, 17*). A classification and compensation study undertaken system-wide over the next 18 months to two years should help elucidate whether observed differences stem from salary inequities or reflect differences in factors such as whether or not an individual employee holds a PhD, how much time has elapsed since the employee’s highest degree was earned, the amount of time an individual has spent in a given position or at a given rank, and other variables.

III. Current and Future Issues or Concerns

In 2016-2017, the committee will focus on:

- Diversity & Inclusion initiatives
- Early Childhood Care & Education
- Title IX efforts
- Data on University Staff
- and priorities identified by the committee in Fall 2016.

V. Committee Membership

Committee on Women in the University, 2015-2016

		Member	Term
		<u>Since</u>	<u>Ends</u>
<u>Faculty:</u>			
Roseanne Clark	Psychiatry	2015	2018
Natalia de Leon (co-chair)	Agronomy	2010	2016
Gail Geiger	Art History	Fall 2015	
Bret Larget	Botany and Statistics	2015	2018
Katherine Magnuson	School of Social Work	2010	2016
Bret Payseur	Genetics	2015	2016
 <u>Academic Staff:</u>			
Randi Cartmill	Surgery	2010	2016
Heidi Lang	Wisconsin Union: Social Education Office	2014	2017
Kelly Mallon	College of Letters & Science Dean's Office	2010	2016
Lori Scroggs	Office of Quality Improvement	2015	2016
(filling the seat of Tina Hatch, International Student Services/Student Life, on leave)			
Rebecca Scheller (co-chair)	Law	2012	2018
Nancy Schultz-Darken	Primate Research Center	2012	2018
 <u>University Staff:</u>			
Antoinette Coles	University Marketing	2014	2017
Tina Hunter	Sociology	2014	2017
Chris Lalande	DoIT Academic Technology	2014	2018
Kate O'Connor (co-chair)	Office for Equity & Diversity	2014	2017
Angela Thorp	Computer Sciences	2014	2016
Carrie Tobin	School of Nursing	2014	2018
 <u>Post-Doctoral Fellow:</u>			
Katie Brenner		2014	2016
 <u>Students:</u>			
Rachel Feldman (graduate student)		2014	2016
Tori Varland (undergraduate student)		Spring 2015	
 <u>Ex-Officio/Non-Voting:</u>			
Patrick Sims	Office of the Provost, Diversity & Climate	2013	
Torsheika Maddox (designee)	Office of the Vice Provost & CDO	2015	2016
Luis Piñero	Office for Equity & Diversity	1999	
Susan Nelson (designee)	Office for Equity & Diversity	2006	2016
 <u>Staff:</u>			
Lindsey Stoddard Cameron	Office of the Secretary of the Faculty	1996	

[See also the appendices to this report \(link\)](#)

**[https://kb.wisc.edu/images/group222/
shared/2016-11-07FacultySenate/2643CWU2015-2016appendices.pdf](https://kb.wisc.edu/images/group222/shared/2016-11-07FacultySenate/2643CWU2015-2016appendices.pdf)**

Employee Assistance Office (EAO) Annual Report for Fiscal Year 2015-2016**Ombuds Annual Report for Fiscal Year 2015-2016 (see page 2)**

Employee Assistance Office (EAO) Annual Report for Fiscal Year 2015-2016

The UW-Madison Employee Assistance Office (EAO) helps faculty and staff maintain and enhance their professional and personal lives by providing counseling and consultation. The EAO is staffed by licensed professional counselors who give timely assistance with personal or work related concerns in order to contribute to the overall performance and well-being of the employee.

Activities

- Total number of new individual cases opened – 281
- Total number of individual follow-ups – 302
- Total number of individual return cases – 64
- Total supervisory/management consultations – new 36, follow-up 42
- Total number of telephone consultations – employee 73, supervisor 96
- Total number of human resource consultations – phone 65, meeting 31
- Total number of groups in conflict– 34
- Number of group participants – 300

Client evaluation data

- Average client satisfaction score – 4.5 (scale 1 to 5)
- Average satisfaction score from attendees at EAO presentations – 4.68 (scale 1 to 5)

Client demographics

- 39% Academic Staff
- 39% University Staff
- 12% Faculty
- 3% Temporary Employee
- 4% Limited Appointee
- 3% family member

Top four concerns

- Job-related stress – 29%
- Marital/relationship – 22%
- Psychological/emotional – 24%
- Conflict in the workplace –25%

Specific examples of concerns –bullying, caregiving, alcohol abuse, aging parent, marital/relationships, communication, discipline, and workplace climate

(continued)

EAO presentations – EAO staff delivered 71 presentations on various topics to 1,822 attendees. EAO staff also facilitated grief sessions. Presentation topics:

- Respect in the Workplace
- Stress Management
- Enhancing Well-Being with Greater Self-Knowledge
- Fostering a Positive Work Environment
- Leadership and Management
- Conflict Resolution
- Coaching for Difficult Conversations

EAO staff committee involvement

- Chancellor’s Advisory Group on Alcohol and Other Drugs
- UWell - University Wellness Committee
- OHR/EID Committee

Ombuds Annual Report for Fiscal Year 2015-2016

It was a busy year for the Ombuds Office. We experienced a 90.4% increase in visitor contacts from academic year 2014-15. Academic Staff continue to use our services at a rate higher than their proportion in the university’s workforce. It appears that we continue to underserve University Staff who make up 14% of our visitors, but approximately 28% of the total workforce. We plan to address this issue with special outreach efforts in the coming year.

The most common concerns brought to the office by visitors (52% of all cases) involved “evaluative relationships” – e.g., supervisor-employee. “Peer and colleague relationships” (18%) and “career progression and development” (12%) ranked second and third.

We continued to pay close attention to visitor concerns related to hostile and intimidating behavior, which was identified as a factor in 16% of all cases. In addition, we monitor the impact on employees from the university’s human resources re-design implementation, the ongoing budget reductions and changes to the Fair Labor Standards Act.

We are convinced that the Ombuds Office is providing a valuable service to the university and all of its employees.

The Ombuds Team

Dale Burke
Jo Ann Carr
John Dowling
Rosa Garner
Charles Snowdon

Campus Diversity and Climate Committee Annual Reports for 2013-2014, 2014-2015 and 2015-2016

Committee Functions

Faculty Policies and Procedures Chapter 6.27 specifies the functions of the Campus Climate and Diversity Committee (CDCC):

“This shared governance body advises the administration, the faculty, the staff, and the recognized student governance organization on campus diversity and climate policy, which strives to create an environment where each individual feels respected, valued and supported, while respecting academic freedom and freedom of speech.

1. Provides for faculty, staff and student participation in long-range planning.
2. Meets twice annually with the chancellor and provost to discuss policy and progress.
3. Hears periodic reports from the Vice Provost for Diversity and Climate/Chief Diversity Officer on the various initiatives undertaken by his/her office.
4. Hears reports from groups, units, programs and administrators.
5. Works with the Office of the Vice Provost for Diversity and Climate/Chief Diversity Officer to plan the annual campus-wide policy and progress forum.
6. Works collaboratively with the Vice Provost for Diversity and Climate/Chief Diversity Officer to provide direction and accountability for the implementation of university diversity plans.
7. Makes policy recommendations.
8. Assists the administration in the preparation of annual reports to the UW System.
9. Reports annually to the Faculty Senate, Academic Staff Assembly, the recognized university staff governance body, and current student governance body.
10. Meets periodically with deans and directors to discuss policy and progress.
11. Coordinates the development of all campus-wide diversity plans with specific attention to assessment and resources.
12. Provides updated reports to all shared governance groups of the students, staff, faculty, and to the general public.

2013-2014 Current Issues or Concerns

The CDCC focused primarily on three issues throughout the academic year:

- The transition in the university’s diversity leadership with the appointment of Professor Patrick J. Sims as Interim Vice Provost & Chief Diversity Officer (VPCDO) to replace former incumbent Damon Williams;
- Preparations for the launch by the Ad Hoc Diversity Planning Committee of its diversity framework, *Forward Together* and the implementation of Framework recommendations; and
- The CDCC’s efforts to reorganize the committee structure and processes, to encourage and ensure members’ full participation.

Leadership Transition. As the Chancellor's Designee and co-chair of the CDCC, Interim VPCDO Patrick Sims called attention to the need to expand the definition of "diversity" to include ethnicity, socio-economic status, gender, sexual orientation and ideology. He also emphasized the importance of establishing transparency and accountability as hallmarks in conducting CDCC business. Throughout the year there was continued discussion about the relationship between the VPCDO and the committee

Launch of Diversity Framework. In November 2012, the university leadership had created the Ad Hoc Diversity Planning Committee (AHDPC), comprising representatives from campus governance groups of faculty, students, academic staff, and classified staff, campus leadership, as well as from the greater Madison community. Its purpose was to renew the university's efforts to achieve its goals of institutional diversity and a welcoming campus climate. In May 2014, the AHDPC released the Diversity Framework *Forward Together* as a successor plan to UW-Madison's Diversity Plan 2008 and a "living document" intended to be regularly examined, to ensure that recommended action steps are adaptable and adapted to changing environments and needs.

Acknowledging the CDCC as part of shared governance which assembled the charge to her committee, AHDPC co-chair Professor Ruth Litovsky provided regular updates on the committee's progress. She expressed the hope to be able to rely on expertise of the CDCC members in implementing framework recommendations, which focused on greater access to the university for citizens, fostering inclusion and climate, and building partnerships with state and individual partners. Specifically, Litovsky hoped to activate the expertise of CDCC members to facilitate campus and community listening sessions about the framework. Later in the year, Provost Paul DeLuca provided an overview of the recently-released Diversity Framework.

In response, the CDCC voted to meet every Wednesday, except during the week of spring break, to review the Diversity Framework which was then before the shared governance groups for approval and endorsement. CDCC members discussed how Sims and the committee could work together to implement the resulting diversity plan. They also discussed what role the CDCC would play vis-a-vis the AHDPC. Four members of the CDCC were appointed to liaise with AHDPC subcommittees, one for each subcommittee: Access/Innovation and Creativity; Climate and Culture; The Wisconsin Idea; and Accountability.

Reorganization of Committee Structure and Participation. Members discussed a change to the proposed amendment to FP&P 6.27 that would clarify that the CDCC works as a collaborative body not an oversight body, because FP&P grants the CDCC no oversight powers.

VPCDO Sims noted the meeting's low attendance. Members discussed steps to address the consistent lack of quorum at meetings. Those steps included allowing members to participate by phone; clearly communicating attendance expectations to members; contacting habitually absent members to find out why they've been absent and/or asking them to resign; and moving the meeting to a different week of the month or moving the time back to 3:30-5:30 p.m. Committee voted to change meeting time to 3-5pm.

Summary and Action Items

- The revisions to FP&P 6.27 resulted in the following:
 - Alignment of CDCC structure with other Chapter 6 Advisory committees—resulting in a faculty co-chair along with a second non-faculty co-chair
 - Expansion of the functions section from 8 points to 12 points (see page 1)
 - Revision to the functions section to acknowledge the committee’s collaborative role with the Vice Provost for Diversity and Climate/Chief Diversity Officer (VPCDO), specifically in planning the annual Diversity Forum, as well as a collaborative and coordinative role in the development of campus-wide diversity plans.
 - Changes to the CDCC structure included the transition of the VPCDO from the former designation as committee co-chair to ex officio membership as the Chancellor’s Designee. Interim VPCDO Sims assumed an ex-officio non-voting role at the end of 2014.

2014-2015 Current Issues or Concerns

These three issues comprised the CDCC’s primary concerns:

- Changes to the CDCC’s policy and procedures;
- Involvement and role in implementing the Diversity Framework recommendations; and
- Discussion and clarification of the committee’s role in planning the annual Diversity Forum.

Changes to policy and procedure. Committee members nominated Stephen Nakada to be co-chair, after VPCDO and co-chair Sims told the members that, as discussed in 2013-2014, Sims will become an ex officio member of the committee. Members also discussed a set of proposed amendments to FP&P 6.27, amendments that would change the role of the co-chairs and clarify the CDCC’s role vis-a-vis the VPCDO. The committee tabled Nakada’s nomination because VPCDO Sims had not heard from him since his nomination; Pam Oliver was thus elected faculty co-chair.

Involvement in Diversity Framework. Sims noted that the committee would need a co-chair, given that six subcommittees needed to finish work on helping implement the 18 recommendations contained in the Diversity Framework Implementation document. CDCC Diversity Framework subcommittees (Access/Innovation and Creativity; Climate and Culture; The Wisconsin Idea; and Accountability) met throughout the year to draft reports to be included in the 8 update sessions scheduled for April 2014. CDCC members reviewed reports from the subcommittees tasked with reporting on the 18 recommendations. Of note in the subcommittee reports include: discussion about how to enhance ethnic study courses; the mention of a UW-Madison community partnership center on South Park Street; whether the university’s commitment to diversity and inclusion was included in fundraising materials; and a discussion of the “Green Zone” analysis used by the Center for Academic Excellence to track the academic progress of DDEEA students.

CDCC's role in planning the Diversity Forum. Throughout the year, committee members discussed what role the CDCC should play in planning the Diversity Forum. Among the issues discussed were the fact many students and working people cannot attend the Forum because it occurs during the day; how to foster interactions between faculty, staff and students at the Forum; and communicating about the Forum in ways other than email because members of some communities don't have access to email. A DDEEA staff member told committee members that the fall Diversity Forum would take place over two days and feature a keynote speaker, a documentary film, and breakout sessions. Several members suggested topics for breakout sessions, including: holistic admissions best practices, unconscious bias, human resources design, and the ethnic studies course requirement. The CDCC also discussed the challenge of having the CDCC help plan the Diversity Forum given that the forum occurs in the fall but the CDCC only meets during the academic year (the bulk of Forum planning takes place in the summer).

Summary and Action Items

- The committee approved the set of proposed amendments to FP&P 6.27; the amendments change the leadership structure of the committee and create new operating procedures for the CDCC. Additionally, the committee voted to meet monthly.
- With regard to the Diversity Framework, the role of the CDCC in the implementation of the 18 initiatives became that of oversight instead of direct policy implementation.
- The collaboration between the DDEEA and the CDCC to create the Diversity Forum manifested primarily in the CDCC serving as an advisory body to suggest topics for the Forum's breakout sessions.

2015-2016 Current Issues or Concerns

The CDCC focused on four issues during the 2015-2016 academic year:

- Patrick J. Sims was appointed as permanent VPCDO as of 6 May 2015, thus changing his title from Interim.
- Continuing discussion and clarification of the committee's role in planning the annual Diversity Forum
- Role of CDCC in the improvement of campus climate; and
- Ongoing discussion of CDCC's purpose.

Appointment of Patrick J. Sims as VPCDO. Upon Sims's permanent appointment as VPCDO, he became responsible in a primary capacity for the implementation of the Diversity Framework. Thus, upon consultation with higher administration, he and DDEEA staff were charged with implementing Initiatives 1 (Development of a Campus Climate Survey) and 8 (Diversity Inventory Program) of the Affecting REEL Change Diversity Implementation document.

CDCC's role in planning the Diversity Forum. Committee members generated ideas about how to increase student attendance at the forum; ideas to do so included: moving the event to the spring and organizing large, attractive events at the start and the end of the two-day forum.

Role in improving campus climate. Members discussed helping provide ESL services for UW-Madison employees, helping gauge the effect of looming budget cuts, and working with the members of other committees on campus to coordinate diversity- and climate-related communication. They also, at the suggestion of VPCDO Sims, discussed appointing a subcommittee to address sexual assaults on campus. Committee members discussed how the CDCC could become a body that takes action to improve, instead of merely discussing, the campus climate. Two major issues identified were (1) what does the VPCDO need the committee to be working on? and (2) how can Wisconsin Foundation/Alumni Association effectively communicate with alumni of color? Committee members also discussed working collaboratively to draft a joint statement supporting institutional diversity during an upcoming meeting with the Equity and Diversity Committee and Minority and Disadvantaged Coordinators.

Members asked VPCDO Sims why the committee had no role in vetting 102 campus climate proposals submitted to the Chancellor in response to her call for such proposals in the wake of the aforementioned racist incidents.

CDCC's purpose. Newly elected university staff co-chair Ozzie Chen led a discussion of the committee's purpose. The discussion focused on the committee's role in helping plan the annual diversity forum, serving as a forum for the discussion of diversity- and climate-related topics, and helping the VPCDO. Committee members also discussed an upcoming meeting with Chancellor Blank and Provost Mangelsdorf.

The committee appointed a new faculty co-chair, Linda Oakley. Associate Provost for Diversity and Climate Ruby Paredes, an ex-officio member, reiterated to committee members that it was imperative the CDCC continue to coordinate hearings and presentations related to diversity and climate issues.

Summary and Action Items

- VPCDO Sims needed to focus much of his time on the Diversity Framework initiatives for implementation during the 2015-2016 academic year.
- The CDCC appointed a subcommittee to work on Diversity Forum planning with the DDEEA Production and Logistics Coordinator Traci Gaydos.
Committee members reviewed a draft institutional statement on diversity and offered suggestions for edits; additionally, the group approved a resolution in support of the university implementing recommendations by the AAU Sexual Assault Climate Survey Task Force.
- The committee unanimously approved a resolution strongly encouraging the Chancellor to fill the director of community relations position once it would be vacated by Everett Mitchell.
- For the first time in many years the Chancellor met with the CDCC on April 18, 2016. After a discussion about the role of the CDCC and a presentation about the history of the Wisconsin Idea, Chancellor Blank told committee members the committee's help would be greatly appreciated given the spate of racist incidents that had recently occurred on campus.

2013-2014 Membership

Name, Department / Affiliation

Chancellor's Designee

Patrick Sims (co-chair), Vice Provost and Chief Diversity Officer

Faculty

Marlys Macken, Linguistics
Timothy Shedd (co-chair), Engineering
Stephen Nakada, Urology

Academic Staff

Pa Her, L&S Center for Academic Excellenc
Carrie Kruse, College Library
Claudia Mosley, Center for Educational Opportunity
Maria Muniagurria, Economics

Classified Staff

Mary Czyszczak-Lyne, L&S Honors Program
Jason Josvai, Office of the VP for Diversity and Climate
Adin Palau, Office of Human Resources
John Peterson, Zoology

Students

Shenell Edwards
Courtney Jackson
Yanxin Jia
Emily Reich
Myriam Zary (alternate)

Community and Alumni Representatives

Mario Garcia Sierra
Jonathan Gramling
Linda Newman

Ex officio, non-voting

Lori Berquam, Dean of Students
Seema Kapani, Office for Equity and Diversity
Heidi Lang, Wisconsin Union
Sara Lazenby (designee), Academic Planning and Institutional Research
Ruby Paredes, Office of the Vice Provost for Diversity and Climate
Luis Piñero, Office for Equity and Diversity
M. Therese Ruzicka, Office of the Registrar

2014-2015 Membership

Chancellor's Designee

Patrick Sims, Vice Provost for Diversity and Climate

Faculty

Linda Oakley, Nursing
Pam Oliver (co-chair), Sociology
Stephen Nakada, Urology
Heidi-Lynn Ploeg, Mechanical Engineering

Academic Staff

Carrie Kruse, Library
Sir Williams, Law School
Claudia Mosley, Center for Education Opportunity
Erin Carrillo, Library

Classified Staff

Mary Czyszczak-Lyne, L&S/Honors Program
Jason Josvai, Diversity and Climate Programs
Hector Herrera, Operations
Ozzyie Chen, DoIT

Students

Afeni Grace
Sejung Ham
Craig Hase
Hannah Kinsella

Ex officio, non-voting

Lori Berquam, Dean of Students
Seema Kapani, Office for Equity and Diversity
Heidi Lang, Wisconsin Union
Sara Lazenby (designee), Academic Planning and Institutional Research
Ruby Paredes, Office of the Provost
Luis Piñero, Office for Equity and Diversity
M. Therese Ruzicka, Office of the Registrar

2015-2016 Membership

Chancellor's Designee

Patrick Sims (co-chair), Vice Provost for Diversity and Climate

Faculty

Linda Oakley, Nursing
Pam Oliver (co-chair), Sociology
Heidi-Lynn Ploeg, Mechanical Engineering
James Shull, Oncology

Academic Staff

Dan Timm, Kinesiology
Sir Williams, Law School
Claudia Mosley, Center for Education Opportunity
Erin Carrillo, Library

Classified Staff

Ozzyie Chen, DoIT
Mary Czyszczak-Lyne, L&S/Honors Program
Hector Herrera, Operations
Kevin Hoblit, Housing
Kurt Kuehne, L&S/Student Affairs

Students

Alexandra Chesney
Afeni Grace
Craig Hase
Jeung Bok Homquist
Huong Tran
Alexandra Yang

Ex officio, non-voting

Kirk Anderson, Educational Policy Studies
Lori Berquam, Dean of Students
Jacqueline DeWalt, Div. of Diversity, Equity & Educational Achievement
Paula Gates, Office of the Registrar
Traci Gaydos, Div. of Diversity, Equity & Educational Achievement
Sarah Hagedon, Office of the Registrar
Margaret Harrigan, Academic Planning & Institutional Research
Carl Hampton, Div. of Diversity, Equity & Educational Achievement
Lynnsey Jones, Div. of Diversity, Equity & Educational Achievement
Seema Kapani, Office for Equity and Diversity
Heidi Lang, Wisconsin Union
Sara Lazenby (designee), Academic Planning and Institutional Research
Rex Loehe, Div. of Diversity, Equity & Educational Achievement
Ruby Paredes, Div. of Diversity, Equity & Educational Achievement
Luis Piñero, Office for Equity and Diversity
Jacqui Scott-Papke, Div. of Diversity, Equity & Educational Achievement
Lindsey Stoddard-Cameron, Office of the Secretary of the Faculty
Argyle Wade, Dean of Students

Community and Alumni Representatives

Jonathan Gramling
Linda Newman

Information Technology Committee Annual Reports for 2014-2015 and 2015-2016**I. Statement of the Committee Functions and Charge**

Faculty Policies and Procedures 6.42:

The Information Technology Committee is the faculty advisory body for policy and planning for information technology throughout the university. In performing its functions, it shall consult with such groups and individuals as it feels may be able to provide valuable advice. It may request such reports on budgets, personnel policies, and other topics as are necessary for it to make informed judgments and recommendations. It shall establish such subcommittees as are necessary to carry out its functions.

1. Reviews and makes recommendations on strategic planning for the university's information technology resources.
2. Reviews the performance of information technology facilities and services in supporting and assisting scholarly activities.
3. Receives reports from and provides general direction to committees formed to address specific information technology issues.
4. Monitors technical developments.
5. Consults with and advises appropriate administrative officers on budget and resource allocation matters including charges and funding sources for information technology services.
6. Receives recommendations from departments, deans, and the Division of Information Technology regarding the establishment, abolition or merger of information technology services and facilities supported by university funds, and makes recommendations regarding these actions to the appropriate administrative officers.

II. Activities in 2014-15 and 2015-16**A. Teaching and Learning:**

In line with national initiatives and research, the ITC discussed UW-Madison's vision for our Student Digital Ecosystem and other teaching and learning issues. Tools in these domains, as well as in curriculum management and assessment, were evaluated holistically by the ITC with the student as the primary focus. The interoperability of these tools will provide students with a seamless experience as they design their curriculum, pursue academic success, and evaluate their courses. In addition to the ITC, these discussions were a collaborative process involving the Office of the Provost, the Vice Provost for Teaching and Learning, and other partners such as DoIT Academic Technology. Major teaching and learning topics discussed are listed below.

A.1. The Unizin Consortium:

Unizin is a consortium of higher education institutions that have joined together to create a standards-based ecosystem in support of teaching and learning. Unizin collaborators will develop flexible digital infrastructures that share common standards and support experimentation. It will offer an evolving set of digital tools that allow faculty to design effective learning experiences and improve how course content is created and delivered to students. It has been created in response to needs identified by the Provosts of the institutions belonging to the Committee on Institutional Cooperation (CIC). It puts higher education in control of its own future with regard to infrastructure in support of our teaching and learning mission. Unizin includes three major components: Canvas as a platform for LMS at its center; Learning Analytics; and Digital Course Content Relay.

The ITC passed a resolution in September 2014 in support of the UW-Madison joining Unizin and endorsing moving forward with Unizin as a framework for digital infrastructure in education, with active UW educator involvement in developing tools for learning outcomes and analytics.

Periodic updates about Unizin were provided to the Committee by Bruce Maas, CIO, and Steve Cramer, Vice Provost for Teaching and Learning, who represented the UW-Madison on the Unizin Board. The Committee also met to discuss Unizin with its CEO, Amin Qazi.

A.2. Teaching and Learning Governance Structure:

The Vice Provost for Teaching and Learning updated the ITC on the Teaching and Learning Governance Committees for Unizin, including: Learning Analytics Group; LMS and Digital Tools Group; The Content, Sharing, and OER (Open Educational Resources) Group; and The Students' Needs Group.

A.3 Canvas LMS Pilot and LENA:

The results of the Canvas Learning Management System (LMS) Pilot on campus in 2015 and 2016 were presented and discussed, including feedback from faculty and from students. The goal was to begin to define the campus needs for LMS. The ITC was also informed about the UW-System's Learning Environment Needs Assessment (LENA), designed to study the needs for the next generation digital learning environment. Updates about the Canvas pilot and LENA were presented to the Committee periodically.

A.4. Canvas LMS:

The ITC considered the resolution to adopt the Canvas LMS for several months, and had input from faculty, students, instructional technologists, the Vice Provost for Learning and Teaching, and others. The feedback from faculty, instructional staff, and students who used Canvas in several pilot studies was favorable. The Committee noted that Canvas has clear advantages in key areas, and that it holds particular promise for learning analytics and for the sharing, discovery, and integration of digital content from disparate systems.

The ITC voted in favor of adopting Canvas as the only fully integrated and centrally supported LMS at UW-Madison. The resolution emphasized the need to provide full support for the transition to the new LMS in a way that ensures the continued quality of all courses. It also recognized the existence of gaps and other deficiencies in the current functionality of Canvas, and stated that existing and future gaps, deficiencies, and functionality enhancement needs should be addressed effectively and in a timely manner before, during and after the implementation.

The LMS resolution was presented to the UC on April 2016 and was accepted. It was then presented to the Faculty Senate on October 2016. Colleges and Schools have started planning for the migration to Canvas in late spring 2016.

A.5. Other Teaching and Learning Updates:

Moodle. The Moodle Council provided updates to the ITC on various issues relating the use of Moodle as a learning technology platform.

MOOC. The ITC was presented with a report on the UW-Madison's experience with MOOCs (Massive Open Online Courses) and what was learned from it. Unizin is exploring capabilities to handle MOOC content in the future. It has not been determined where MOOC-like content will reside in the future.

ComETS. The Community of Educational Technology Support (ComETS) provided updates to the ITC on the Canvas pilot project and on distance learning.

(continued)

B. Research Computing and Administration:

B.1. Research Computing – CHTC and the Advanced Computing Initiative:

The ITC had several discussions on research computing. Topics and the ensuing discussions generally centered on updates about current research computing activities across campus. The services provided by the Center for High Throughput Computing (CHTC) and the Advanced Computing Initiative (ACI) group were among the topics discussed.

The CHTC in the Computer Sciences Department is the campus's large-scale computing center, serving all campus researchers and collaborators, free-of-charge. The ACI and the CHTC have partnered together to provide multiple campus-shared, large-scale computing systems and the staff to support them.

The ACI supports a combination of shared computing resources and shared human resources to enable a broad range of researchers to improve the use of computers in their scholarly work. The successful outcome provides expertise, hardware, and software in the right ratio to empower the research mission of UW-Madison by leveraging contributions from a number of campus partners. The goal of the ACI is to create a Research Computing Portal that provides services in five key areas: computing resources (implementing a shared high performance computing capability); support and training; community building; data management; and campus infrastructure.

B.2. Research Administration - The PI Portal:

The ITC was updated on the PI Portal that went live in August 2015. It is a dashboard for a PI's personalized research administration, compliance and training information, providing access to electronic tools and direct links to the PI's records, and a quick reference guide with essential information about key topics for PIs.

C. Cybersecurity and Infrastructure:

C.1. Cybersecurity Strategy:

The ITC engaged in numerous discussions on the Cybersecurity Strategy Plan, a roadmap to establish risk management framework for the campus and extend opportunities to the UW System. The Office of Cybersecurity, led by Bob Turner, Chief Information Security Officer (CISO), created a vision for cybersecurity that includes a governance structure, risk management framework, compliance with regulation, and communications with campus. A proposed Risk Management Framework was presented to the ITC in April 2015 and work on that framework by the committee continues this year.

As a result of the risk assessment, the campus made a \$6.9 million investment with Palo Alto Networks and Cisco in May 2016 to upgrade the campus firewall and end point security. The potential investment and eventually funding of the effort was discussed with the ITC during the spring 2016 meetings. The factors contributing to the purchase decision were considered by the security team and discussed with ITC. They include data management and the processes and procedures to manage the UW-Madison's intellectual property and other sensitive information.

Additional discussions included risk reduction strategies that involved various campus advisory groups and governance bodies and that focused on the identification of risk and the appropriate handling of data to prevent inappropriate access to or loss of sensitive or restricted data. Committee members also noted the need to consider "human factors" in crafting a cybersecurity solution. Members also emphasized the need to consider digital privacy when crafting cybersecurity risk management policy.

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C.2. Network Infrastructure:

Jeanne Skül, DoIT Director of Network Operations, and Scott Buckingham, DoIT Network Services, provided a summary of the 21st Century network Fiber Infrastructure, and 'NextGen' - the future of network services focusing on creating better redundancy, consolidation of equipment, higher speed core, and faster failovers.

C.3. Data Center Infrastructure:

Early in the fall of 2105, the campus data center went offline twice resulting in network service interruptions across campus. The review of the causes and potential solutions to minimize the risk of future failure resulted in a study commissioned by the Chancellor to assess options for data center capacity and reliability, especially to meet the requirements of new federal research grants. A Council of ITC-MTAG Chairs, composed of current and former chairs of ITC and MTAG (Madison Advisory Technical Group), was formed to review options developed by DoIT and to recommend solutions. The Council met several times with the IT Leadership and submitted a document with analysis and certain concerns about the data center options as identified by DoIT, including the need for a clear statement of the business case for these options. This document was forwarded to the Provost and the Interim VCFA in early May 2016. The IT Leadership continued the conversations on the data center options with the FCVA.

D. Administrative and Operational Excellence:

D.1 Microsoft Office 365:

The ITC received updates from the DoIT COO regarding the rollout of Office 365 for email and calendaring services to the campus. The effort, began in 2012, was a cross-campus Administrative Excellence (AE) team that identified opportunities to move email and calendaring services to the cloud, and realize overall campus cost savings. Through a process that extensively engaged campus stakeholders including the ITC governance group, the decision was made to consolidate email and calendaring. The committee was consulted on features of the new service including remote wipe, migration of old email and privacy protection of the new service. Migration was completed by the end of 2015.

D.2. IT Spending Study:

Interim VCFA Michael Lehman commissioned a report in early spring 2016 to examine the level of IT spending across campus. The ITC discussed the original charge of the IT Spend Committee and received updates on its progress. The study intended to develop a tabulation of what the campus spends on central IT within DoIT and AIMS, as well as the spending on IT services and operations across schools, colleges and administration units. The study looked at spending in general, including associated personnel costs. In July 2016, the committee reported that approximately \$175 million was spent on IT in FY 2014-15 across the campus.

D.3. Cloud Computing:

An overview on the current state of cloud computing on campus was presented to the ITC by the CIO and DoIT COO. Current cloud services include Adobe Connect, Google, Box, Kaltura, Canvas, Office 365, and Qualtrics. The ITC identified the need to create a comprehensive cloud infrastructure services strategy for the UW-Madison as a major strategic initiative. Cloud services and technologies offer opportunities for value-adding features such as scalability, flexibility, reliability, and uptime that are hard to provide on premises. Also, progress toward a service-centric focus requires the development of a cloud services strategy.

D.4. Enterprise IT Decision Making (EITDM):

The ITC was presented with the Enterprise IT Decision Making (EITDM) plan that was a product

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of UW-Madison's Academic Excellence Initiative designed to increase the efficiency of administrative IT efforts on campus. The ITC discussed the proposed analysis and decision processes for evaluating IT project proposals, and the proposed three-tier governance structure intended to maximize transparency and participation, resource prioritization and efficiency, and to align IT projects with campus needs. The discussion centered on faculty participation in the governance structure. The Committee was updated periodically about the status of projects that were in the EITDM process. Work on determining the relevant data attributes necessary for evaluating IT projects and the related organizational and governance structure will continue this year.

E. Data Governance and Management:

E.1. Privacy Protection Policies and Procedures:

A proposed "Privacy Protection Policies and Procedures" was presented and discussed in the last ITC meeting of the 2015-16 academic year. It focuses on protecting the privacy of "individually identifiable data and information" while allowing for the effective and efficient conduct of normal University operations and abiding by applicable Federal and State laws, by other statutory or regulatory requirements, by court orders, and by applicable University Policies and Procedures. It requires every "authorized user" to sign a Privacy Protection Agreement, and calls on the UW-Madison to develop and implement written Privacy Protection Policies and Procedures that are consistent with the rules as stated in the ITC's proposed "Privacy Protection Policies and Procedures."

The ITC passed a resolution to work with the Data Stewardship Committee (see E.2. below) to help create one policy. The proposed policy and procedures will be discussed in the DTAG (Divisional Technology Advisory Group) meeting in November, and subsequently in the ITC. We will then run them by Legal Affairs and present them to the UC and the University Senate.

E.2. Data Governance:

A Chief Data Officer (CDO) was hired in the CIO Office in response to recommendations by a task force created by Provost DeLuca to determine the need for data governance on campus. The CDO presented the ITC with a proposed Data Governance Structure to handle the different types of data the UW produces, including central and divisional administrative data and research data. This structure includes The Data Governance Steering Committee - an executive decision board composed of leading campus leaders and that engages shared governance (the ITC and UC) on data governance policies - and the Data Stewardship Committee responsible for managing critical data elements, policy setting, data definitions, documentation, and communications. The Data Stewardship Committee is currently working on The Restricted Administrative Data Authorization Policy and Procedures that govern the authorization to view or use UW-Madison Restricted Administrative Data. The policy and procedures will be considered by the ITC.

F. Campus Computing Initiative (CCI):

CCI focuses on creating a structure for the aggregation of campus server systems, the creation of shared drives, balancing shared drives, creating the infrastructure of shared storage, and leveraging visualization infrastructure. These services are designed to meet the needs of our campus partners by identifying business and technical requirements first, and then matching potential solutions based on those needs.

The ITC discussed how campus groups have the option to augment their current services, adopt shared services, and/or align their IT strategic vision in partnership with CCI. Augmenting the current services enables units to continue running their IT services as is while utilizing shared services to enhance the

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services. Adopting shared services allows departments to identify key areas where it makes sense to use CCI services rather than running their own. The initial portfolio of CCI services includes virtual and physical server hosting, storage, and backup.

G. Libraries IT:

Ed Van Gemert, Vice provost for Libraries and University Librarian, updated the ITC on the usage rates of libraries across campus, and the key activities undertaken by The UW Library System. Including visual library services to integrate content from disparate sites for ease of access via Unizin, and collaborating across other institutions technologically to share resources.

H. IT Response to Budget Cuts:

The CIO updated the ITC on the Governor's recommended budget cuts to the UW-System and their implications for DoIT central funding. He stated that the approach will not be cutting costs across the board, as this could weaken or harm our competitive position; rather, the approach will be more surgical. He stated that DoIT will not raise rates as a response. Committee members noted how little the public understands the economic impact of the UW-Madison on the Wisconsin economy, and emphasized the importance of educating the public on this. Updates about the budget impact on IT were provided to the Committee periodically by the CIO and DoIT's COO.

III. IT at UW-Madison

A. Provost:

Provost Sarah Mangelsdorf attended the ITC November 2015 meeting. The ITC Chair outlines the major initiatives considered by the ITC in 2015-16. While recognizing that change is difficult, the Provost noted that it was not feasible to provide support to all 59 email systems we had on campus, and that the move to Office 365 was the most valuable choice for the campus. She also emphasized the need to establish organizational and operational priorities, including determining the effective balance between IT services that are best done centrally and those that are best provided locally. She stated the importance for governance committees to give feedback and recommendations to campus leadership on IT initiatives and projects, that we need data governance policies to better clarify who owns the data and who makes the decisions, and that we need to provide IT services at a consistent level across campus.

B. The University Committee (UC):

The ITC Chair and CIO met with the UC several times during the academic year 2015-16 and provided updates on various IT issues, including the governance structures of EITDM and Data Governance. They also updated the UC about strategic IT initiatives and projects, both on-going and planned. Together with the Vice Provost for Teaching and Learning, they presented the Canvas LMS resolution to the UC in late spring 2016. The ITC Chair also discussed ways to increase the participation of faculty in the work of ITC with the UC and the CoC (Committee on Committees). The Interim VCFA and the ITC Chair met with the UC several times during the summer of 2016 to discuss restructuring of IT Governance and Management in UW-Madison. These discussions are ongoing.

IV. Opportunities and Challenges

A major re-structuring of IT Governance and Management in UW-Madison is currently underway. This process includes creating a cohesive IT governance, management, decision-making, investment, prioritization, assessment, and funding structure. The goal is to create an integrative, holistic view of central and distributed IT services and their delivery across the campus. The new IT governance and

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decision-making structure is intended to be inclusive, collaborative, and transparent. It is committed to innovation and continuous improvement. Faculty has a strong representation in the new structure. The ITC will play a major role and will actively engage with several new governance groups. This is likely to require changes in the working and operation of the ITC. Campus leadership provides strong support for the new governance structure. Campus leadership and shared governance groups including the UC and Faculty Senate will continue to be engaged and consulted as this process proceeds.

V. 2015-16 ITC Membership

Faculty

- Murray Clayton, Plant Pathology/Biological Sciences
- Christina Kendzierski Newton, Biostatistics & Medical Info/Biological Studies
- Rafael Lazimy (Chair), Operations & Information Management, Business/Social Studies
- Meghan Mitchell, Art/Arts and Humanities
- Greg Moses, Engineering Physics/Physical Sciences
- Robert Nowak, Electrical and Computer Engineering/Physical Studies
- Joe Salmons, German/Arts and Humanities
- Linsey Steege, Nursing/Social Sciences
- Constance Steinkuehler, Curriculum & Instruction/Social Sciences
- Ellen Zweibel, Astronomy/Physical Sciences

Academic Staff

- Jennifer Bonifas, Medicine
- Michael Pflieger, L&S Student Affairs
- Mike Pitterle, Pharmacy
- Classified Staff
- Michaela Aust, University Administration
- Tara Cordes, Environmental Occupational Health
- Thomas O'Brien, State Lab of Hygiene
- Janel Oster, Facilities Planning & Management

Students

- Chris Yue
- Jason Postweiler
- Srinidhi Emkay
- Edward Leonard

Non-Voting Members, Ex Officio

- John Krogman, Deputy CIO and Chief Operating Officer of DoIT
- Bruce Maas, CIO and Vice Provost for Information Technology

Provost Appointments

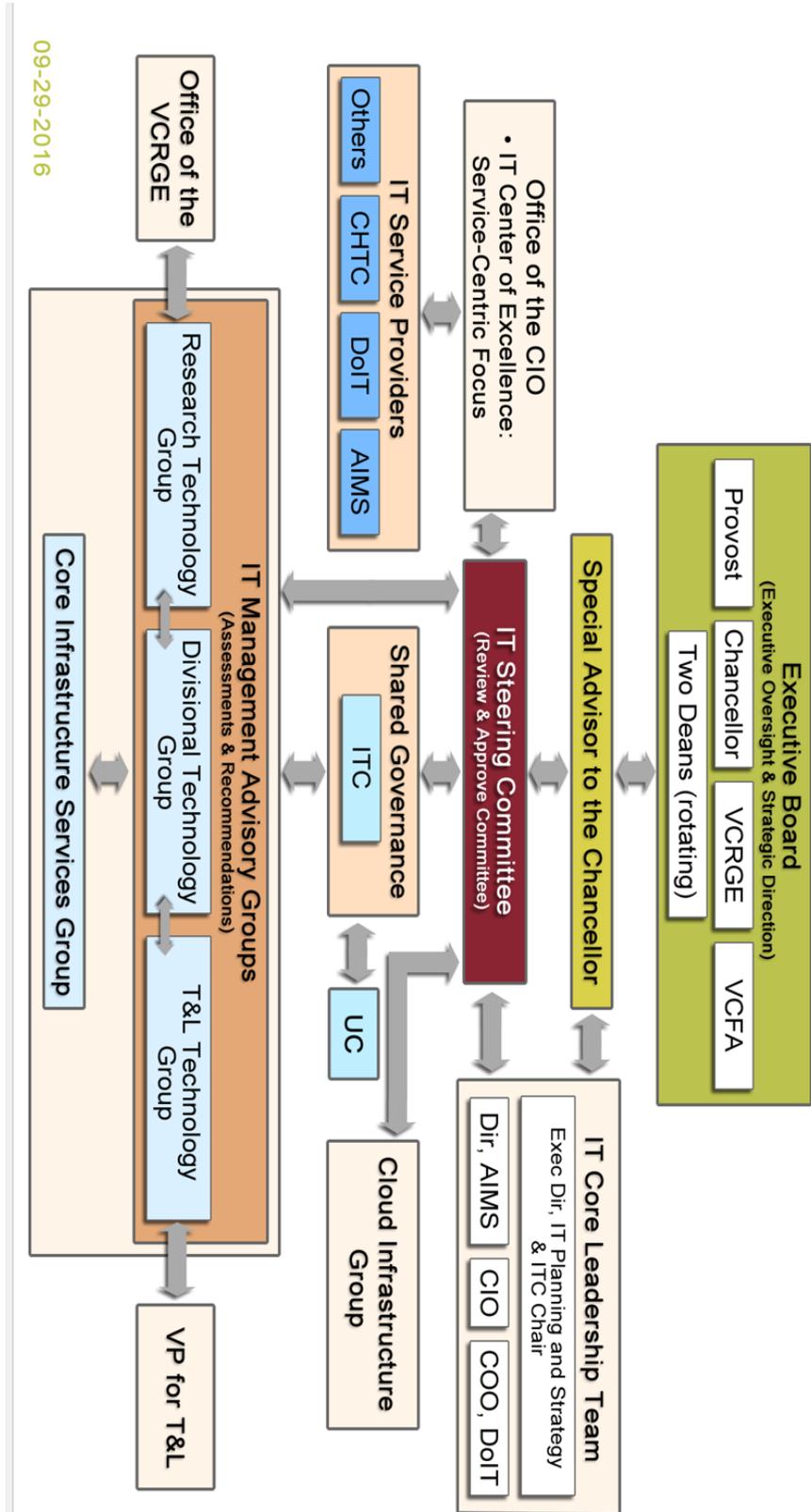
- Bobby Burrow, General Services, Representative of the VC for Finance and Administration
- Steve Cramer, Vice Provost for Teaching and Learning, Representative of the Provost
- Ed Van Gemert, General Library System
- Clare Huhn, Representative of the Provost
- Mark Sweet, Representative of the VC for Finance and Administration
- Nicholas Tincher, Office of the Vice Chancellor for Research & Graduate Education

Campus Liaison Group

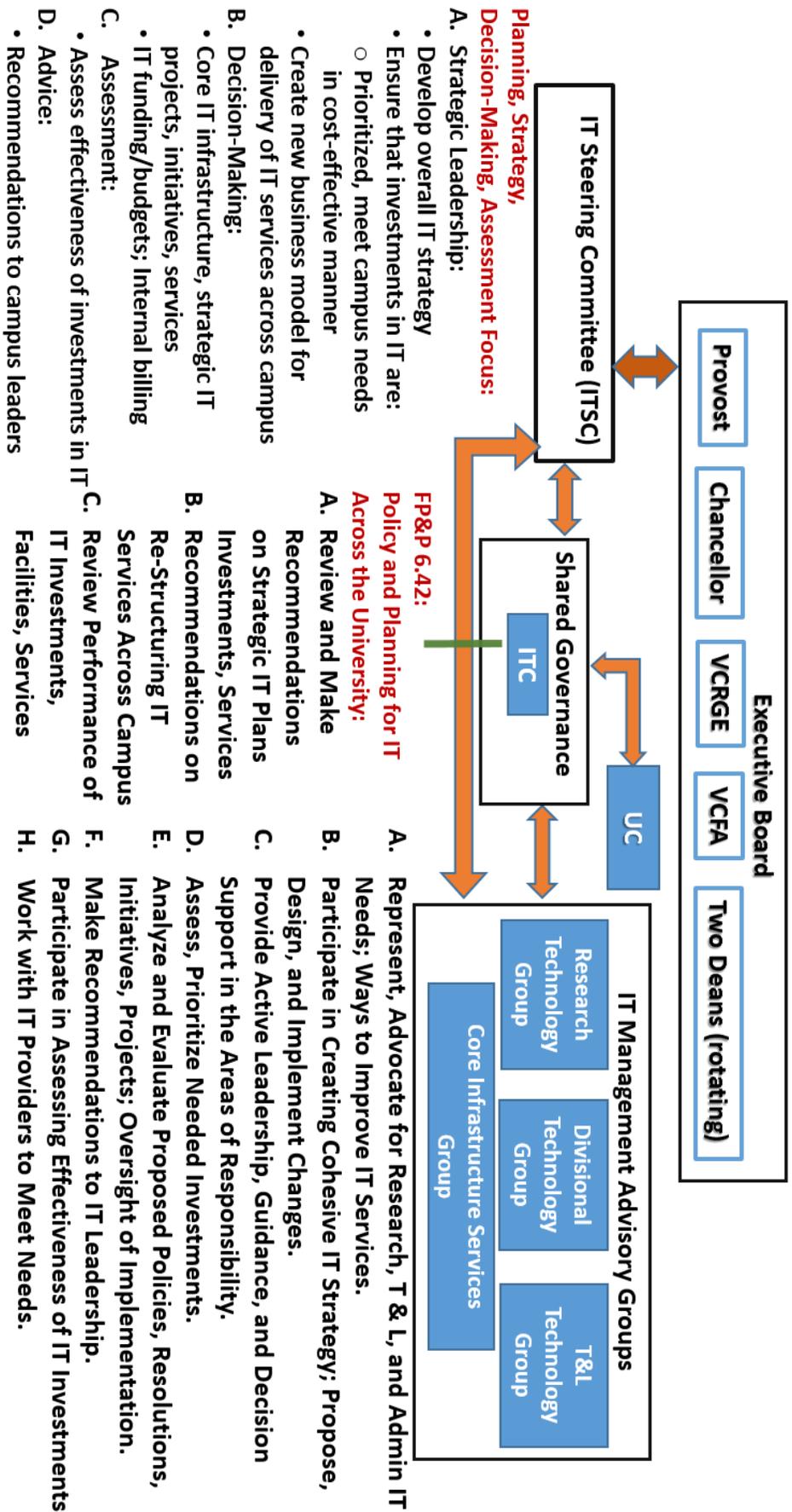
- Antonella Caloro, School of Business, ComETS
- Rick Konopacki (School of Medicine and Public Health), CTIG
- Lee Konrad, (Libraries), MTAG
- Mike Pitterle (School of Pharmacy), Moodle Council
- Alan Silver, (Chemistry), Network Advisory Group

Roadmap for Information Technology Governance and Structure

IT MANAGEMENT AND GOVERNANCE STRUCTURE



Iterative, Tight Decision-Making Loop: Collaborative Teamwork



Guiding Principles; Values

- 1. Cohesive IT Governance, Management, Decision-Making, Investment, Prioritization, Assessment, and Funding Structure**
- 2. Integrative, Holistic View of Central and Distributed IT Services and their Delivery Across the Campus**
- 3. Inclusive, Participatory, and Transparent IT Governance and Decision-Making**
- 4. Collaborative Governance and Decision-Making: Teamwork**
- 5. Strong Representation of Faculty**
- 6. Commitment to Innovation and Continuous Improvement: Strategic Initiatives to Achieve Goals**

Proposal to Modify *Faculty Policies and Procedures* 6.42. to Change the Membership of the Information Technology Committee

6.42. INFORMATION TECHNOLOGY COMMITTEE.

A. MEMBERSHIP.

1. Ten faculty members, two from each faculty division, ~~appointed~~ and two large faculty members appointed for four-year terms.
2. Three academic staff members. No member of the Division of Information Technology staff may serve as a voting member of the committee.
3. Three classified staff members. No member of the Division of Information Technology staff may serve as a voting member of the committee.
4. Three students, at least one of whom shall be an undergraduate student and at least one a graduate student, to serve one-year terms.
5. Chief Information Officer, ex officio nonvoting.
6. Executive Director of Information Technology Planning and Strategy, ex officio, who shall co-chair the committee.
7. One nonvoting member representing the director of the university General Library System, two nonvoting members representing the vice chancellor for administration, and two nonvoting members representing the provost. These members shall be appointed by the provost.

The University Committee shall appoint a co-chair from among the faculty members.

B. FUNCTIONS. The Information Technology Committee is the faculty shared governance advisory body for policy and planning for information technology throughout the university. In performing its functions, it shall consult with such groups and individuals as it feels may be able to provide valuable advice. It may request such reports on budgets, personnel policies, and other topics as are necessary for it to make informed judgments and recommendations. It shall establish such subcommittees as are necessary to carry out its functions.

1. Reviews and makes recommendations on strategic planning for the university's information technology resources.
2. Reviews the performance of information technology facilities and services in supporting and assisting scholarly activities.
3. Receives reports from and provides general direction to committees formed to address specific information technology issues.
4. Monitors technical developments.
5. Consults with and advises appropriate administrative officers on budget and resource allocation matters including charges and funding sources for information technology services.
6. Receives recommendations from departments, deans, and the Division of Information Technology regarding the establishment, abolition or merger of information technology services and facilities supported by university funds, and makes recommendations regarding these actions to the appropriate administrative officers.

No mark-up

6.42. INFORMATION TECHNOLOGY COMMITTEE.

A. MEMBERSHIP. The Information Technology Committee shall consist of the following members:

1. Ten faculty members, two from each faculty division and two at-large faculty members appointed for four-year terms.
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3. Three classified staff members. No member of the Division of Information Technology staff may serve as a voting member of the committee.
4. Three students, at least one of whom shall be an undergraduate student and at least one a graduate student, to serve one-year terms.
5. Chief Information Officer, ex officio nonvoting.
6. Executive Director of Information Technology Planning and Strategy, ex officio, who shall co-chair the committee.
7. One nonvoting member representing the director of the university General Library System, two nonvoting members representing the vice chancellor for administration, and two nonvoting members representing the provost. These members shall be appointed by the provost.

The University Committee shall appoint a co-chair from among the faculty members.

B. FUNCTIONS. The Information Technology Committee is the shared governance advisory body for policy and planning for information technology throughout the university. In performing its functions, it shall consult with such groups and individuals as it feels may be able to provide valuable advice. It may request such reports on budgets, personnel policies, and other topics as are necessary for it to make informed judgments and recommendations. It shall establish such subcommittees as are necessary to carry out its functions.

Reviews and makes recommendations on strategic planning for the university's information technology resources.

1. Reviews the performance of information technology facilities and services in supporting and assisting scholarly activities.
2. Receives reports from and provides general direction to committees formed to address specific information technology issues.
3. Monitors technical developments.
4. Consults with and advises appropriate administrative officers on budget and resource allocation matters including charges and funding sources for information technology services.
5. Receives recommendations from departments, deans, and the Division of Information Technology regarding the establishment, abolition or merger of information technology services and facilities supported by university funds, and makes recommendations regarding these actions to the appropriate administrative officers.

Proposal to Modify *Faculty Policies and Procedures 6.50* to Change the Membership of the Retirement Issues Committee

6.50. Committee on Retirement Issues.

A. MEMBERSHIP. The Committee on Retirement Issues shall include the following members appointed for three-year terms:

1. ~~Five~~ Three active faculty members ~~appointed by the University Committee for three year terms.~~
2. ~~Five~~ Three active academic staff members.
3. ~~Five~~ Three active ~~classified~~ university staff members.
4. ~~Ten~~ Five retired members appointed by the UW-Madison Retirement Association
5. The chair shall be appointed by the University Committee from among the faculty members appointed pursuant to A.1. Academic staff and ~~classified~~ university staff appointed pursuant to A.2. and A.3. may be appointed to serve as co-chair.

B. FUNCTIONS.

1. Review and make recommendations on university services relating to retirees.
2. Review and make recommendations on services relating to retirement planning.

No mark-up

6.50. Committee on Retirement Issues.

A. MEMBERSHIP. The Committee on Retirement Issues shall include the following members appointed for three-year terms:

1. Three active faculty members
2. Three active academic staff members.
3. Three active university staff members.
4. Five retired members appointed by the UW-Madison Retirement Association
5. The chair shall be appointed by the University Committee from among the faculty members appointed pursuant to A.1. Academic staff and university staff appointed pursuant to A.2. and A.3. may be appointed to serve as co-chair.

B. FUNCTIONS.

1. Review and make recommendations on university services relating to retirees.
2. Review and make recommendations on services relating to retirement planning.

**Proposal to Modify *Faculty Policies and Procedures 6.51* to Change
the Membership and Functions of the Committee on Undergraduate Recruitment,
Admissions, and Financial Aid**

The Committee on Undergraduate Recruitment, Admissions, and Financial Aid (CURAFA) is a shared governance committee whose mission is to build a scholarly and diverse undergraduate student population by initiating, monitoring, and advising on policies related to student recruitment, admissions, and financial aid. In Fall 2015, it was decided that the functions and composition of CURAFA as written in FPP 6.51 did not provide an effective means for accomplishing this mission. Namely, the previous functions did not place CURAFA as advisory to any specific entity on campus. Thus, in Spring 2016, CURAFA met with multiple stakeholders across campus and used this input to generate the revised membership and functions described below.

6.51. Undergraduate Recruitment, Admissions, and Financial Aid, Committee on.

A. MEMBERSHIP.

1. ~~Eight Six~~ Six faculty members appointed for four-year terms.
2. Two academic staff members appointed for four-year terms.
3. Two university staff members appointed for four-year terms.
4. Four students appointed for one-year terms.
5. ~~The director of admissions, ex officio nonvoting.~~
6. ~~The director of Student Financial Services, ex officio nonvoting.~~
4. The Vice Provost for Enrollment Management or designee, ex officio nonvoting.
5. The Director of Admissions, ex officio nonvoting.
6. The Director of Financial Aid, ex officio nonvoting.
7. The Vice Provost for Diversity and Climate or designee, ex officio nonvoting.

B. FUNCTIONS.

1. ~~Represents the faculty in regard to all aspects of the recruitment and admission of students and in regard to all aspects of financial aid for students except those handled by the faculties of individual colleges, schools, or departments.~~
2. ~~Makes recommendations to the faculty concerning the formulation of, or any substantive modification in, university policies on admission and financial aid.~~
3. ~~Makes recommendations to the faculty and administration concerning programs directed at enhancing the quality and diversity of the undergraduate student body.~~
4. ~~Advises the administration on and reviews the implementation and operation of these policies and programs.~~
1. Advises and makes recommendations to the Division of Enrollment Management, and other administrative offices as appropriate, on all policies, procedures, and operations related to undergraduate recruitment, admissions and financial aid.
2. Monitors, reviews, and evaluates new policies and procedures, as well as formulation, substantive modification, implementation, and outcomes of university policies and procedures related to undergraduate recruitment, admissions, and financial aid.
3. Reports annually to the official governance bodies representing the faculty, academic staff, university staff, and students.

No mark-up

6.51 Undergraduate Recruitment, Admissions, and Financial Aid, Committee on.

A. MEMBERSHIP. The Committee shall consist of the following members:

1. Six faculty members appointed for four-year terms.
2. Two academic staff members appointed for four-year terms.
3. Two university staff members appointed for four-year terms.
4. Four students appointed for one-year terms.
5. The Vice Provost for Enrollment Management or designee, ex officio nonvoting.
6. The Director of Admissions, ex officio nonvoting.
7. The Director of Financial Aid, ex officio nonvoting.
8. The Vice Provost for Diversity and Climate or designee, ex officio nonvoting.

The chair shall be elected from among the faculty members appointed pursuant to section A.1. Academic staff appointed pursuant to section A.2. may be elected to serve as co-chair. Chair and co-chair elections will be conducted in accordance with the Committee's Statement of Policies and Procedures.

B. FUNCTIONS

1. Advises and makes recommendations to the Division of Enrollment Management, and other administrative offices as appropriate, on all policies, procedures, and operations related to undergraduate recruitment, admissions and financial aid.
2. Monitors, reviews, and evaluates new policies and procedures, as well as formulation, substantive modification, implementation, and outcomes of university policies and procedures related to undergraduate recruitment, admissions, and financial aid.
3. Reports annually to the official governance bodies representing the faculty, academic staff, university staff, and students.

Recommendation to Restructure the Departments of History of Science and of History

As the oldest independent History of Science program in the country, the UW-Madison History of Science Department has built an international reputation for undergraduate and graduate training excellence in the humanistic and interpretive social scientific analysis of science, technology, and medicine. The department's cross-college structure (currently comprising 6 faculty and 1 senior lecturer in L&S, and 6 faculty in the School of Medicine & Public Health) has contributed to its reputation as a program with unique strengths in both history of science and history of medicine, but this structure also presents substantial governance challenges. Conversations between the Departments of History of Science and History have led to agreement on a merger. The two departments anticipate that this restructuring will provide faculty in both History and History of Science with a sustainable institutional structure for UW-Madison's leadership in humanistic and interpretive social scientific approaches to the study of STEM, and for advancing shared teaching and research interests in this area. History will also gain colleagues who will contribute to its many current strengths as a top-ranked department, especially in transnational, environmental, and intellectual history. The combined strengths of the departments will significantly bolster History's intellectual profile, while at the same time taking advantage of the upward trend in student enrollments in STEM-related courses on campus. Altogether, the combination promises to enhance UW-Madison's position as a world leader in the humanities as well as the life sciences, physical sciences, and engineering. The name of the new department will be the Department of History. The new unit will build on the core mission and many current strengths of the Department of History by adding a broad portfolio of undergraduate and graduate teaching in History of Science, Medicine, and Technology (HSTM).

History will extend a wholesale invitation to all Letters & Science faculty members in History of Science, who will have all of the rights, privileges, and obligations of faculty members set forth in the Department of History's Legislative Code. In addition, current Senior Lecturer and Honorary Fellow appointments in History of Science will carry over to the History Department. History will also extend a wholesale invitation for affiliate status to all current History of Science faculty housed in the Department of Medical History & Bioethics.

History currently has eight full-time staff members. History of Science's department manager retired in 2015, so there will be no administrative staff moving to History from that unit. Altogether, the combined units will have lost four staff members in the last three years. With the addition of six new tenure-track/tenured faculty members from History of Science, the History Department anticipates requesting three new administrative positions.

For budgetary purposes, the merger of History and History of Science will be effective on July 1, 2017; however, some changes (for example, to staff positions) may need to be made in anticipation of that date, to address Department of History's current (and ongoing) staffing needs. In order to facilitate the full integration of History of Science faculty into the social and intellectual life of the History Department, all L&S History of Science faculty will move to new offices on the fourth and fifth floors of the Mosse Humanities Building. Initial discussion of space needs, readiness, and relocation processes has already begun with the Associate Dean and with the Assistant Dean for Facilities. A timeline for the relocation is under development.

Both units expect that L&S and Graduate School budgetary allocations for the Department of History of Science will follow to History. These include Short Term Staffing allocations, TA allocations, supplies, etc. All endowed graduate fellowships and other sources of funding brought from the Department of History of Science will remain with the HSTM group as they migrate to History.

The Department of History has a robust Legislative Code that will guide the governance procedures for new faculty from History of Science. History of Science faculty have read History's Legislative Code and

embrace its governing principles. The current Legislative Code will require minor amendments to reflect new faculty composition. All current L&S junior faculty from History of Science should follow the Department's Legislative Code, as well as the "Guide to the Criteria and Processes Involving Tenure in the History Department." Current mentors for all L&S probationary faculty in History of Science will follow to History. These mentors will consult with History's Assistant Professor Review committee throughout the probationary process. When the tenure committee is convened, the mentor will chair the committee, along with two other members of the History Department. At least one member of the three-person tenure committee must come from History faculty not currently affiliated with the Department of History of Science.

A pathway to governance status for current tenure-stream History of Science faculty housed in the Department of Medical History and Bioethics in SMPH into the governance of the History department is under development. Future tenure-stream Medical History faculty hired in MHB who seek joint governance in the History department will be able to follow a similar pathway. Absent such a pathway, current senior faculty in MHB who gain affiliate status with the Department of History will have the right to fully participate in the History Department's mentoring, evaluation, review, and votes on renewal, tenure, and promotion for current L&S History of Science probationary faculty. Effective fall 2017, all History of Science faculty will be eligible to serve on History Department committees in accordance with rank. Eligibility in fall 2017 means that eligible History of Science faculty will appear on History's Council ballots in spring 2017, and the chair will be free to call upon History of Science faculty to serve on other ad hoc committees.

All History of Science degrees and majors and the History of Science subject listing will migrate to the combined department, which will be responsible for maintaining the schedule of courses for this listing and for overseeing the course array. The HSTM faculty will form a study program that will operate like the History Department's existing study programs in determining course and language requirements specific to the M.A. in History of Science, Medicine, and Technology; the Ph.D. Minor in History of Science, Medicine, and Technology; and the Ph.D. degree in History of Science, Medicine, and Technology.

This proposal was developed in consultation with colleagues at regular departmental meetings, and with History of Science graduate students in a dedicated meeting on February 26, 2016. Updates on the plan were shared with History's Executive Committee at its meeting on February 15, 2016, and with History's Faculty Council, the directors of undergraduate and graduate studies, and the incoming chair on March 1, 2016. The final version was discussed on April 5, 2016, at a dedicated History of Science departmental meeting, and was approved by the History of Science department as a whole (9 yes, 0 no, 1 abstention) and its Executive Committee (5-0-0, with 5 members out of 8 present and voting). Similarly, the final version was approved by the Department of History (34-0-0) at its meeting on April 11, 2016.

On April 19, 2016, the L&S Academic Planning Council considered the plan to restructure the Departments of History of Science and of History, by merging the two departments. History of Science has been discussing questions related to its structure since Spring 2014. After considerable deliberation within the department and with colleagues in History, the two departments requested and received formal permission to plan to restructure in January 2016. When the APC met with the chairs, the council was pleased to learn of the exciting synergies made possible by this change. Not only will the change support the continued excellence of the academic programs, but the sustainable structure proposed supports UW-Madison's leadership in humanistic and interpretive social science approaches to the study of science, technology, engineering, and math (STEM). The L&S APC approved this request unanimously.

The proposal was subsequently approved by the University Academic Planning Council on September 15, 2016. This action is effective July 1, 2017.

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

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 in teaching, service, and research/scholarly productivity.¹

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. The review is to be appropriately linked to the merit process, and should not involve the creation of unnecessary additional bureaucracy. Review of tenured faculty builds on and complements other aspects of the tenure process in order to develop faculty capacity and strengthen and promote the public benefits of tenure. Post-tenure review is not a reevaluation of tenure and is not undertaken for the purposes of discipline or dismissal. Faculty shall be subject to discipline or dismissal only for just cause (see FPP 9). Departments, schools, and colleges may not use post-tenure reviews as the basis for budgetary decisions or for program modification or redirection.

B. CRITERIA

1. The basic standard for review shall be whether the faculty member under review discharges conscientiously and with professional competence the duties appropriately associated with the faculty member's position.
2. Each department shall develop criteria to measure progress in teaching, service and research/scholarly productivity as appropriate to the field and consistent with FPP 8.02.² The criteria for review shall be periodically reviewed by the executive committee of each department and the school or college APC.
3. The criteria for review should reflect the overall mission of the department, be sufficiently flexible to accommodate faculty with differing responsibilities, and recognize that careers and levels of productivity may change over time. In developing such criteria, departments may draw on statements used in other faculty review procedures, such as merit or promotion review. Special care should be taken to ensure that the scholarly productivity of jointly appointed and interdisciplinary faculty is appropriately evaluated.
4. 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 or innovative methods of teaching, and recognize that scholarly projects take

¹ Clarifies the three primary categories of duties for faculty.

² Departments will reassess and revise PTR criteria to be in alignment with performance management standards. Clarifies authority for criteria.

varying amounts of time to come to fruition. 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.

5. For the purposes of this chapter, the following definitions shall apply:³
 - a. A review resulting in an indication of “exceptionally good” performance shall constitute a rating of “exceeds expectations” for the purposes of Regent Policy Document (RPD) 20-9 sec. 9.b.⁴
 - b. A review indicating “substantial deficiencies” in performance shall constitute a rating of “does not meet expectations” for the purposes of RPD 20-9 sec. 9.b.
 - c. All other review results under this chapter shall constitute a rating of “meets expectations” for the purposes of RPD 20-9 sec. 9.a. Discharging conscientiously and with professional competence the duties appropriately associated with the faculty member’s position shall serve as the standard for “expected level of accomplishment” as described in the RPD.
 - d. For schools and colleges that are not officially divided into departments, all references to “department” or “chair” in this policy shall be understood to refer to the equivalent unit and its corresponding chair or equivalent.

C. PROCEDURES

- 1- ~~Reviews shall occur at least once every five years. These reviews may be incorporated into~~ include the annual merit review process or be combined with promotion, retention, salary, or other reviews, including but not limited to nominations for named chairs, and professorships, major teaching awards, and national professional honors or awards.⁵ In the case of combined reviews, the department may require supplementary documentation from the faculty member, which meets the criteria below, that would not otherwise be required for the other review. The review may be deferred, by approval of the Provost, for unusual circumstances such as when it may coincide with an approved leave, promotion review, or other appointment, and the Provost may then determine a new review schedule.⁶
- 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. Upon notification of the reviewers selected by the committee, if ~~if~~ the faculty member under review formally objects to a reviewer, the chair, in consultation with the relevant dean, shall identify other appropriate reviewers.⁷ 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 in writing on procedures for the conduct of the review.⁸
- 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 and student

³ Definitions required by RPD 20-9 sec. 9

⁴ Fac doc 2639a contains RPD 20-9

⁵ Clarifies that PTR can incorporate annual reviews, not vice versa

⁶ Provost is given this authority pursuant to RPD 20-9 sec. 4

⁷ Gives faculty member opportunity to object to selection of committee

⁸ Documentation will clarify roles where multiple departments involved

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.⁹ The faculty member should provide the reviewers 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 shall examine materials to the degree needed to accomplish the purposes of this review.

- 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.
4. The reviewers shall provide the faculty member with a written summary of the review by the end of the academic year. The faculty member shall have the right to prepare a written response to the summary within 30 days after receipt.
 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. A copy shall also be provided to the appropriate dean for sufficiency review, and to the provost and chancellor or designee.¹⁰ 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. The summary and outcome of the review shall remain confidential, that is, confined to the appropriate departmental, college, or university persons or bodies and the faculty member being evaluated, released otherwise only at the discretion, or with the explicit consent of, the faculty members, or as otherwise required by business necessity or law.¹¹
 6. Every effort should be made to offer tangible recognition to those faculty identified as exceptionally good, including but not limited to, nomination for university, national, and international awards and relevant merit and other benefits.¹²
 7. In the event a review indicates substantial deficiencies, there may be a review by the appropriate dean followed by a review by the chancellor or designee. The faculty member may submit a written statement as part of either review.¹³ As part of the dean's review, the faculty member may request a second review (peer review), following the above procedures except that the dean shall assume the role of the chair.¹⁴ Review by the chancellor or designee, or review by the dean which is not submitted for the chancellor's review, shall be the final review.¹⁵ If after the reviews the substantial deficiencies are confirmed by the dean, chancellor or designee,¹⁶ support from institutional resources for professional development shall be proffered. The department chair and the faculty member shall develop a written plan for mentoring and professional development to address all issues identified in the review, in consultation, ~~if necessary,~~ with the appropriate dean(s). This plan shall be the product of mutual negotiation and discussion between the faculty member and the chair and/or dean(s), shall respect academic

⁹ Clarifies that student and teaching evaluations may both be considered

¹⁰ Required by RPD 20-9 secs.1, 10 and 14

¹¹ Required by RPD 20-9 sec. 14

¹² Creates link to pay plan tools, such as PTR increment

¹³ Required by RPD 20-9 sec. 12.b

¹⁴ Moves second review (peer review) from subsection 8 to subsection 7, placing it in context of dean's review.

¹⁵ Need to clarify who the decision maker will be (either dean or chancellor) for remediation plan, if required

¹⁶ Required by RPD 20-9 sec. 12.b

freedom and professional self-direction, and shall be flexible enough to allow for subsequent alteration.¹⁷ 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. The faculty member shall have the right to provide a written response, ~~as well as the right of appeal through the grievance procedure outlined in FPP 8.15,~~ regarding the manner in which any written development plan is formulated, the plan's content, and any resulting evaluation.¹⁸ At the conclusion of the remediation period, the dean shall review the faculty member's performance and determine whether the remediation plan and criteria have been satisfied or whether further action to address the substantial deficiencies must be taken.¹⁹

- ~~8. In the event a review identifies substantial deficiencies, the faculty member shall have the right to request a second review (peer review), following the above procedures except that the reviewers shall be selected by mutual consent of the faculty member and the dean.~~²⁰
- ~~9. The faculty member shall have the right to challenge the findings of reviews and correct the record through the appeal procedure in section 7.18. below.~~²¹
8. Consistent with the provisions of RPD 20-9 sec. 12.c.ii., in the event that a review conducted subsequent to the implementation of the remediation plan reveals ~~recurring reviews reveal~~ continuing and persistent problems with a faculty member's performance that do not lend themselves to improvement after several efforts, and that call into question the faculty member's ability to function in that position, then other possibilities, such as a mutually agreeable reassignment to other duties or separation, should be explored.²² If these are not practicable, or no other solution acceptable to the parties can be found, then the administration must convene an ad hoc committee of faculty to review proposed sanctions consistent with FPP.²³
9. The standard for discipline or dismissal remains that of just cause as outlined in FPP 9.02. and 9.03. The fact of successive negative reviews does not diminish the obligation of the institution to show such cause in a separate forum, following the procedures outlined in FPP 9. Records from post-tenure review may be relied upon and are admissible, but rebuttable as to accuracy. The administration bears the ultimate burden of proof on the issue of just cause for discipline and dismissal.
10. The faculty member retains all protections guaranteed in FPP, including, but not limited to, ~~the rights to appeal specified above and~~ the right to appeal disciplinary action to the Committee on Faculty Rights and Responsibilities as described in FPP 9.07.²⁴

D. ACCOUNTABILITY

1. Copies of the departmental criteria and procedures for reviews of tenured faculty (including procedures to be used for individual tenured faculty with shared

¹⁷ Consistent with RPD 20-9 sec. 12.c

¹⁸ Deletion of grievance provision required by RPD 20-9 sec 16

¹⁹ Provides an end point to remediation period

²⁰ *moved to item 7*

²¹ Section 7.18.removed (see below)

²² Clarifies that this phase pertains to a review conducted after remediation, i.e. does not refer to the second review, dean's review or chancellor's review

²³ Clarifies that this is not another PTR committee, CFRR, etc. It is a consultative committee which may recommend options for next steps when remediation efforts have not been successful

²⁴ Appeal rights "specified above" deleted, therefore reference in this section also deleted. Pursuant to RPD 20-9 sec.

- appointments in several departments) shall be filed with the appropriate chairs, deans, the provost, and the secretary of the faculty.²⁵
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 and provide notice to the identified faculty.²⁶
 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.
 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.
 7. Pursuant to RPD 20-9 sec. 16, reviews and remediation plans are not subject to grievance processes. Faculty retain all protections and rights to grievances and appeals provided elsewhere in these chapters, including but not limited to FPP chapters 8 and 9, unrelated to post-tenure review.

A.18. — ~~APPEAL OF POST-TENURE REVIEWS~~

- ~~A. By written request, within twenty days, a faculty member may appeal the findings of post-tenure reviews. If a second review has been requested per 7.17.C.8., then both reviews shall be submitted for consideration. The appeal shall be heard by the Committee on Faculty Rights and Responsibilities no later than twenty days after the request, except that this time limit may be enlarged by mutual consent of the parties, or by order of the committee. The faculty member shall be given at least ten days' notice of such review.~~
- ~~B. The Committee on Faculty Rights and Responsibilities shall report on the validity of the appeal to the faculty member, the departmental executive committee, the appropriate dean, and the provost~~
- ~~C. If the Committee on Faculty Rights and Responsibilities finds that a review was based in any significant degree upon impermissible factors as defined in UWS 3.08(1)(a)(c), with material prejudice to the individual faculty member, and elects not to remand the case back to the department because it would serve no useful purpose, the University Committee, after appropriate consultation, shall appoint an ad hoc post-tenure review committee to perform a de novo review to replace the contested review. Members of the ad hoc committee shall be tenured faculty members at the University of Wisconsin-Madison, but they shall not be members of the executive committee of the faculty member's academic department(s) or functional equivalent, nor shall they be members of the committee conducting the contested review.~~
- ~~D. The Committee on Faculty Rights and Responsibilities shall retain jurisdiction pending the resolution of all appeal.~~²⁷

²⁵ Clarifies process for developing departmental criteria for faculty with multiple appointments

²⁶ Required by RPD 20-9 sec. 5

²⁷ Required by RPD 20-9 sec. 16

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

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 in teaching, service, and research/scholarly productivity.

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. The review is to be appropriately linked to the merit process, and should not involve the creation of unnecessary additional bureaucracy. Review of tenured faculty builds on and complements other aspects of the tenure process in order to develop faculty capacity and strengthen and promote the public benefits of tenure. Post-tenure review is not a reevaluation of tenure and is not undertaken for the purposes of discipline or dismissal. Faculty shall be subject to discipline or dismissal only for just cause (see FPP 9). Departments, schools, and colleges may not use post-tenure reviews as the basis for budgetary decisions or for program modification or redirection.

B. CRITERIA

1. The basic standard for review shall be whether the faculty member under review discharges conscientiously and with professional competence the duties appropriately associated with the faculty member's position.
2. Each department shall develop criteria to measure progress in teaching, service and research/scholarly productivity as appropriate to the field and consistent with FPP 8.02. Each department shall develop criteria to measure progress in scholarly productivity as appropriate to the field. The criteria for review shall be periodically reviewed by the executive committee of each department and the school or college APC.
3. The criteria for review should reflect the overall mission of the department, be sufficiently flexible to accommodate faculty with differing responsibilities, and recognize that careers and levels of productivity may change over time. In developing such criteria, departments may draw on statements used in other faculty review procedures, such as merit or promotion review. Special care should be taken to ensure that the scholarly productivity of jointly appointed and interdisciplinary faculty is appropriately evaluated.
4. 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 or innovative methods of teaching, and recognize that scholarly projects take varying amounts of time to come to fruition. 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.
5. For the purposes of this chapter, the following definitions shall apply:
 - a. A review resulting in an indication of "exceptionally good" performance shall constitute a rating of "exceeds expectations" for the purposes of Regent Policy Document (RPD) 20-9 sec. 9.b.
 - b. A review indicating "substantial deficiencies" in performance shall constitute a rating of "does not meet expectations" for the purposes of RPD 20-9 sec. 9.b.

- c. All other review results under this chapter shall constitute a rating of “meets expectations” for the purposes of RPD 20-9 sec. 9.a. Discharging conscientiously and with professional competence the duties appropriately associated with the faculty member's position shall serve as the standard for “expected level of accomplishment” as described in the RPD.
- d. For schools and colleges that are not officially divided into departments, all references to “department” or “chair” in this policy shall be understood to refer to the equivalent unit and its corresponding chair or equivalent.

C. PROCEDURES

1. Reviews shall occur at least once every five years. These reviews may include the annual merit review process or be combined with promotion, retention, salary, or other reviews, including but not limited to nominations for named chairs and 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 below, that would not otherwise be required for the other review. The review may be deferred, by approval of the Provost, for unusual circumstances such as when it may coincide with an approved leave, promotion review, or other appointment, and the Provost may then determine a new review schedule.
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. Upon notification of the reviewers selected by the committee, 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 in writing 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, and student 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 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 shall examine materials to the degree needed to accomplish the purposes of this review.
 - 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.
4. The reviewers shall provide the faculty member with a written summary of the review by the end of the academic year. The faculty member shall have the right to prepare a written response to the summary within 30 days after receipt.
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. A copy shall also be provided to the appropriate dean for sufficiency review, and to the provost, and chancellor or designee. 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. The summary and outcome of the review shall remain confidential, that is, confined to the appropriate departmental, college, or university persons or bodies and the faculty member being evaluated, released otherwise only at the discretion, or with the explicit consent of, the faculty member, or as otherwise required by business necessity or law.

6. Every effort should be made to offer tangible recognition to those faculty identified as exceptionally good, including but not limited to, nomination for university, national, and international awards and relevant merit and other benefits.
7. In the event a review indicates substantial deficiencies, there may be a review by the appropriate dean followed by a review by the chancellor or designee. The faculty member may submit a written statement as part of either review. As part of the dean's review, the faculty member may request a second review (peer review), following the above procedures except that the dean shall assume the role of the chair. Review by the chancellor or designee, or review by the dean which is not submitted for the chancellor's review, shall be the final review. If after the reviews the substantial deficiencies are confirmed by the dean, chancellor or designee, support from institutional resources for professional development shall be proffered. The department chair and the faculty member shall develop a written plan for mentoring and professional development to address all issues identified in the review, in consultation, with the appropriate dean(s). This plan shall be the product of mutual negotiation and discussion between the faculty member and the chair and/or dean(s), shall respect academic freedom and professional self-direction, and shall be flexible enough to allow for subsequent alteration. 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. The faculty member shall have the right to provide a written response regarding the manner in which any written development plan is formulated, the plan's content, and any resulting evaluation. At the conclusion of the remediation period, the dean shall review the faculty member's performance and determine whether the remediation plan and criteria have been satisfied or whether further action to address the substantial deficiencies must be taken.
8. Consistent with the provisions of RPD 20-9 sec. 12.c.ii., in the event that a review conducted subsequent to the implementation of the remediation plan reveals continuing and persistent problems with a faculty member's performance that do not lend themselves to improvement after several efforts, and that call into question the faculty member's ability to function in that position, then other possibilities, such as a mutually agreeable reassignment to other duties or separation, should be explored. If these are not practicable, or no other solution acceptable to the parties can be found, then the administration must convene an ad hoc committee of faculty to review proposed sanctions consistent with FPP.
9. The standard for discipline or dismissal remains that of just cause as outlined in FPP 9.02. and 9.03. The fact of successive negative reviews does not diminish the obligation of the institution to show such cause in a separate forum, following the procedures outlined in FPP.9. Records from post-tenure review may be relied upon and are admissible, but rebuttable as to accuracy. The administration bears the ultimate burden of proof on the issue of just cause for discipline and dismissal.
10. The faculty member retains all protections guaranteed in FPP, including, but not limited to, the rights to appeal and the right to appeal disciplinary action to the Committee on Faculty Rights and Responsibilities as described in FPP 9.07.

D. ACCOUNTABILITY

1. Copies of the departmental criteria and procedures for reviews of tenured faculty (including procedures to be used for individual tenured faculty with shared appointments in several departments) shall be filed with the appropriate chairs, deans, 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 and provide notice to the identified faculty.
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.
 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.
 7. Pursuant to RPD 20-9 sec. 16, reviews and remediation plans are not subject to grievance processes. Faculty retain all protections and rights to grievances and appeals provided elsewhere in these chapters, including but not limited to FPP chapters 8 and 9, unrelated to post-tenure review.

Regent Policy Document 20-9 (formerly Regent Policy Document 92-5)

Periodic Post-Tenure Review in Support of Tenured Faculty Development

Scope

This policy applies to all UW System institutions and tenured faculty members. The post-tenure review described by this policy is not intended to serve as a substitute for annual or other evaluations of tenured faculty performance that may occur at an institution, nor is it intended as a re-evaluation of tenure.

Purpose

The purpose of this policy is to reflect the Board of Regents' commitment to promoting the continued high-quality teaching, research/scholarship, and service of its tenured faculty, and thereby to enhance the educational environment for its students and the larger community. The primary purpose of the periodic, post-tenure review of tenured faculty is to support tenured faculty development.

Policy Statement

Tenure is an essential part of the guarantee of academic freedom that is necessary for university-based intellectual life to flourish. The grant of indeterminate tenure to faculty members represents an enormous investment of university and societal resources, and those who receive this investment do so only after rigorous review which established that their scholarship, research, teaching, and service met the highest standards and are congruent with the needs of the university.

It is the policy of the Board of Regents that a periodic, post-tenure review of tenured faculty members is essential to promoting faculty development, including recognizing innovation and creativity; enhancing the educational environment for students; and identifying and redressing deficiencies in overall performance of duties through a supportive and developmental remediation process.

Nothing in this policy shall be interpreted to alter or to infringe upon existing tenure rights, as set forth in UW System Board of Regents or UW System policies, nor shall this policy diminish the important guarantees of academic freedom. Specifically, this policy does not supersede administrative rules providing for termination for cause set forth in Chapter UWS 4 of the Wisconsin Administrative Code.

Each institution, through its normal governance process, shall develop and implement a policy for periodic, post-tenure review of tenured faculty members that contains, at a minimum, the following:

1. A definitions section, as needed, that is consistent with the defined terms as they are used in related law and policy.
2. A statement that emphasizes that the overriding purpose of the periodic, post-tenure review is tenured faculty development, and that such review shall not infringe on existing faculty rights and protections, including those of academic freedom.
3. A summary description of the annual or other more frequent tenured faculty evaluation process that is separate and distinct from the post-tenure review process.
4. Provision for review, at least once every five years, of each tenured faculty member's activities and performance. The post-tenure review period begins in the academic year following the granting of tenure. The review may be deferred, only with the approval of the provost, for unusual circumstances such as when it may coincide with an approved leave,

promotion review, or other appointment. In such cases, the provost will specify the new review cycle that applies to the faculty member. The periodic, post-tenure review may substitute for annual review in the year a faculty member is scheduled for such review.

5. Provision for notice of the intent to review at least three months before the review is conducted. However, failure to meet this notice deadline does not obviate the requirement to conduct and participate in the review.
6. Identification of criteria by which to evaluate the tenured faculty member's performance that are effective and consistent with the mission and expectations of the department, school or college, and institution, as applicable, and sufficiently flexible to permit shifts in professional emphasis. However any criteria must fall within the three categories of teaching, scholarship/research/creative activity, and service.
7. Delineation of the roles and responsibilities of those who will conduct or contribute to the review.
8. Delineation of the process by which the review will be conducted, including a timeline.
9. Identification of the following categories reflecting the overall results of the review. In determining the category, the review will consider whether the faculty member under review has discharged conscientiously and with professional competence the duties appropriately associated with the faculty member's position.
 - a. Meets expectations. This category is awarded to those tenured faculty members whose performance reflects the expected level of accomplishment.
 - b. Does not meet expectations. This category is awarded to those tenured faculty members whose performance reflects a level of accomplishment below the expected level and which requires correction. All reviews resulting in "does not meet expectations," unless overturned upon further review, will result in a remediation plan as described below. An institution may add an additional category of "Exceeds expectations," which is to be awarded to those tenured faculty members whose performance reflects a significant level of accomplishment beyond what is normal for the institution, college or school, or department.
10. Provision for a written report for each faculty review and the opportunity for the reviewed faculty member to provide a written response to the report. The report should be provided to the faculty member, the department chair, the dean (as applicable), and the provost.
11. A description of any opportunities offered to faculty members who receive a review in the category of meets or exceeds expectations, as applicable, including additional compensation, subject to the availability of resources.
12. A description of the procedures that apply when a faculty member receives a review in the category of "does not meet expectations" that includes the following:
 - a. Requirement that the identification of any deficiencies be described in writing and provided to the faculty member;
 - b. Provision for review by the dean, followed by review by the chancellor (or designee). The faculty member may provide a written statement to accompany these reviews. Following the chancellor or designee's review, the faculty member will be informed by the chancellor or designee that the faculty member has received a result of "meets expectations," or that a remediation plan will be developed; and
 - c. Provision for a remediation plan to be developed by the faculty member in consultation with the dean to assist the faculty member in addressing those deficiencies identified in the review.
 - i. The primary focus of the remediation plan shall be developmental and provide the faculty member with appropriate support from the department or dean as applicable.
 - ii. Provision for a mechanism for determining how and when the faculty member will have satisfied the expectations of the remediation plan as determined by the dean in consultation with the chancellor and faculty

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- iii. member; however, all elements of the plan must be satisfied within a reasonable time period, commensurate with the identified deficiencies determined by the dean, not to exceed three academic semesters. In those few remediation plans related to a performance shortfall in research where more than three academic semesters may be necessary to correct identified deficiencies, an extension of one academic semester shall be permitted only with the approval of the chancellor, which shall trigger a notification of that extension to the UW System Administration Vice President for Academic and Student Affairs.
 - iv. Provision for actions to be taken when the faculty member fails to meet the expectations set forth in the remediation plan, which includes reference to existing faculty complaint processes, and which permits the imposition of discipline, as appropriate, up to and including dismissal for cause under Chapter UWS 4.
13. Provision for assistance prior to and following the review, regardless of the results of the faculty member's post-tenure review, that is available to all faculty members to support their professional development at any time in their careers.
 14. Provision for a full, written record to be created containing the results of a faculty member's periodic, post-tenure review and any ensuing actions, as described above, and for the written record to be provided to the dean and chancellor (or designee). Information and documentation relating to the review shall be maintained by the appropriate department, college or school, or university personnel or bodies, and disclosed otherwise only at the discretion, or with the explicit consent, of the faculty member, unless required by business necessity or by law.
 15. Provision that department chairs or their organizational equivalent be required to report annually to the dean and chancellor (or designee) that all periodic, post-tenure reviews for tenured faculty in that annual cycle have been completed, and that the chancellor (or designee) has responsibility for ensuring the reviews are completed on schedule.
 16. The reviews conducted and remediation plans developed in accordance with this policy are not subject to the grievance process set forth in Chapter UWS 6.02, Wis. Admin. Code.

Oversight, Roles and Responsibilities

Each institution shall submit to the Board of Regents for approval the institutional policy developed in accordance with this Regent policy. Within nine (9) months of the effective date of this Regent policy, each institution shall submit an institutional policy to the Board of Regents. Once the institutional policy has been approved, the chancellor, with the advice and counsel of the faculty, is responsible for implementing the policy and operating the institution consistent with its provisions.

Related Regent Policies and Applicable Laws

Chapter 36, Wis. Stats.

Chapters UWS 3, 4, and 6, Wis. Admin. Code

Regent Policy Document 20-23

History: Res. 6118, adopted 05/08/1992, created Regent Policy Document 92-5; subsequently renumbered 20-9. Res. 10644, adopted 03/10/2016, amended and renamed Regent Policy Document 20-9, "Periodic Post-Tenure Review in Support of Tenured Faculty Development"