

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

**FACULTY SENATE MEETING AGENDA
MATERIALS
for**

3 April 2017

*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, 3 April 2017 - 3:30 p.m.
272 Bascom Hall

AG E N D A

1. Memorial Resolutions for
Professor Emeritus Harald Næss (Fac doc 2674).
Professor Emerita Dorothy Pringle (Fac doc 2675).
2. Presentation of the 2017 Hilldale Awards to:
 - Arts and Humanities Division: Professor Henry John Drewal, Department of Art History and Department of Afro-American Studies
 - Biological Sciences Division: Professor Kenneth Raffa, Department of Entomology
 - Physical Sciences Division: Professor John W. Valley, Department of Geoscience
 - Social Studies Division: Professor David Weimer, Department of Political Science, Robert M. La Follette School of Public Affairs
3. Announcements/Information Items.
4. Question period.
5. Minutes of 6 March Meeting (consent).
6. Proposal to Change the Name of the UW-Madison School of Library and Information Studies to the UW-Madison Information School (Fac doc 2676).
7. Resolution Calling for Fair and Equitable Pay for Faculty Assistants (Fac doc 2677). (*vote*)

**FACULTY SENATE
MINUTES
06 March 2017**

Chancellor Rebecca Blank called the meeting to order at 3:32 p.m. with 138 voting members present (112 needed for quorum). Memorial resolutions were offered for Professor Emeritus George L. Bush (Faculty Document 2669) and Professor Emeritus C. K. Wang (Faculty Document 2670). Chancellor Blank acknowledged UW-Madison's national standing as first in Peace Corps volunteers and among the top producers of Fulbright awardees, and also announced the initial launch of the campus Black Cultural Center. Each announcement was received with applause. Blank also provided updates on her meetings with state legislators, positives and negatives of the governor's capital budget proposal, and meetings with our federal congressional delegation. She concluded with announcements on the status of the search for a new Wisconsin School of Business dean and several key retirements. There was one question about the Badger Promise initiative for first-generation transfer students. The minutes of the meeting of February 6, 2017, were approved as distributed.

Professor Amy Wendt (University Committee, District 120) presented the annual report of the Kemper K. Knapp Bequest Committee (Faculty Document 2671), on behalf of the chair of the committee, who was unable to attend. There were no questions or comments. Associate Professor Steph Tai (Law and member, Committee for Gay, Lesbian, Bisexual, Transgender, and Queer People in the University) presented the final report of the ad hoc committee on equitable and inclusive health care (Faculty Document 2674). There were three comments, congratulating the ad hoc committee on its work, highlighting the timeliness of the issue, and asking about HR flexibilities. Professor Ivy Corfis (Spanish & Portuguese and chair, Committee on Committees) presented an update to the annual report by the Committee on Committees of nominations for elected committees (Faculty Document 2663). There were no questions or comments.

Professor Wendt (University Committee, District 120) moved adoption of Faculty Document 2672, which incorporates the Health Care Advisory Committee into *Faculty Policies and Procedures (FPP)*. There was one question regarding appointment authority. The motion passed unanimously by voice vote. Professor Wendt then moved adoption of Faculty Document 2673, which changes the name of the Social Studies Division to the Social Sciences Division, with related updates to *FPP*. There was no discussion and the motion passed by voice vote without dissent.

Professor Wendt moved approval of revisions to the campus post-tenure review policy (Faculty Document 2639, modified). Professor Tom O'Guinn (Business, District 24) moved to amend section C.7.a. of the policy as follows.

Review by the provost, or review by the dean which is not submitted for the provost's review, shall be the final review. The dean and provost should, on questions of post-tenure review, as in other matters where the faculty have primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

The motion to amend was seconded. Several people spoke to the amendment, both in favor and against, following which Professor O'Guinn withdrew the motion to amend. No objection was heard. Several people spoke to the original motion. A voice vote was called, with a request made to include a call for abstentions. After apparent passage by voice vote, a request for a show of hands was made. The post-tenure review policy was approved by a hand-count vote of 77 aye, 2 nay, with 51 abstentions.

The meeting was adjourned at 4:47 p.m.



Steven K. Smith
Secretary of the Faculty

Memorial Resolution of the Faculty of the University of Wisconsin-Madison On the Death of Professor Emeritus Harald Næss

Harald Næss was born on the 27th of December, 1925, in Kristiansand, Norway, and he passed away there on February 5, 2017 after a brief illness.

Professor Harald Næss, an eminent Hamsun scholar, was known to colleagues, students, and friends as, simply, Harald. In 1953, Harald's academic career began at King's College, at the University of Durham in Newcastle-upon-Tyne, England. During his six years in Newcastle, his colleagues included some of the great names in Scandinavian Studies: James McFarlane, Niels Lyhne Jensen, and Leif Sjöberg. In 1959, Harald came to Madison on a Fulbright, which happened to be just at the when Einar Haugen was being lured to Harvard. Haugen went to great lengths to ensure that Harald would take over as the fourth Norwegian professor in the Scandinavian Department's long history. In 1991, on the occasion of Harald's retirement banquet, Haugen said that hiring Harald was one of the smartest things he had ever done.

Harald was in place in the 1960s, when the Scandinavian Department expanded greatly, adding Dick Ringler, Niels Ingwersen and Kim Nilsson to the faculty roster, which already included Dick Vowles. Harald fully embraced the Wisconsin Idea and immersed himself in studies of Norwegian immigrants to Wisconsin, most notably Nobel Laureate Knut Hamsun. This made him a popular speaker for Scandinavian heritage groups across Wisconsin, and a font of fascinating information about Norwegian connections to Wisconsin. For example, a concert in Madison by the famous Norwegian violinist, Ole Bull, raised money for some of the first books for the new Memorial Library. Knut Hamsun was brushed off by Rasmus B. Anderson, the first Norwegian professor in Madison, when he came seeking contacts in the Norwegian-American cultural world, forcing Hamsun to move on to working as a clerk in Elroy, Wisconsin.

Harald was a productive scholar, who wrote on a wide variety of topics and was greatly respected in his field. He was President of the Society for the Advancement of Scandinavian Study from 1967-69 and edited its journal, *Scandinavian Studies*, from 1973-77. He is the author of *Knut Hamsun og Amerika* (1969), and he produced a second book on Hamsun for the Twayne Series in 1984. Harald edited (and, rumor has it, mostly wrote or re-wrote) *A History of Norwegian Literature* (1993) for the University of Nebraska Press. In his retirement, he collected and edited six volumes of Knut Hamsun's letters, a scholarly landmark that will be a valuable research resource for years to come. For all of his many contributions to Norwegian culture, he was made Knight First Class of the Royal Norwegian Order of St. Olaf in 1986.

In a volume dedicated to Harald on the occasion of his retirement, the poet Rolf Jacobsen describes a poetry reading he gave in Madison in the mid-1970s, assisted by the American poet Robert Bly. Jacobsen recalled, "Never—neither before nor after have I had such an alert and engaged audience. The room was boiling with questions. I got the impression that many of the listeners knew more about modern Norwegian literature than I did. I realized that I was under the palms in an oasis...And the man behind it all was Professor Harald Næss."

Harald was a man of many parts: a musician, a skilled gardener, a master builder, a collector of antiques, a witty storyteller, a gracious host, a beloved teacher, and an occasional lumberjack and shepherd. He and his wife, Ann Mari, lived for several years on a historically Norwegian farm outside of Mt. Horeb, which was the site of many departmental celebrations. They eventually moved back to Norway in the mid-1990s in order to be closer to family, leaving behind an enduring legacy for the Scandinavian Department and the University of Wisconsin.

**Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emerita Dorothy Jutton Pringle**

Dorothy Jutton Pringle died at the age of 97 on October 3, 2016 at Oakwood Village University Woods. After graduating from Shorewood High School in 1936, Dorothy obtained a bachelor's degree in Foods and Nutrition from the University of Illinois in 1940 and became a dietitian after completing an internship at the University of Michigan in Ann Arbor. Dorothy earned a Masters in food and nutrition in 1951 and a doctorate in nutrition and biochemistry with a minor in medical physiology from UW-Madison in 1956. Her graduate advisors were Helen Parsons, who did early research on B vitamins and Conrad Elvehjem who identified niacin and later became the university's president. After joining the university's food and nutrition faculty, she was instrumental in establishing and strengthening the UW degree program in Dietetics. She conducted research on the social and economic influences on food choices and studied nutrition quality among minority families, including African Americans in Milwaukee, Native Americans in northern Wisconsin and impoverished children in Colombia and Nicaragua. She documented the metabolic advantages of small, frequent meals. Her studies of sugar metabolism in obese rats contributed to our current understanding of diabetes in obese individuals. Her exemplary service as a mentor to undergraduate students, graduate students, and junior faculty members was recognized by the College of Agricultural and Life Sciences in the form of an Advisor Award of Merit. At a recent 30-year reunion of former dietetics and nutrition students, current professionals expressed their common appreciation of Dr. Pringle's impact on their careers, especially her emphasis on continued study to update their practice to accommodate new research findings. After retiring from the university in 1985, Dorothy volunteered at the UW Arboretum and Meals on Wheels.

Following are some of the personal tributes that have been submitted for this Memorial Resolution by Dr. Pringle's former students and colleagues at UW-Madison.

A Professor of Nutritional Sciences at Cornell University:

My undergraduate and graduate education at the University of Wisconsin-Madison were greatly enhanced by Professor Dorothy J. Pringle. As an undergraduate in Experimental Foods, I was required to take a beginning-level nutrition course which, at the time, was taught by Dr. Pringle. A friend who was a year ahead of me told me to try to sit in the front row. The course had assigned seats, but I was fortunate to get a seat near the front. In addition to being an excellent teacher, Dr. Pringle was very funny. She'd make comments throughout the lecture in a "semi-under-her-breath" tone of voice that not only added to the lecture, but were hilarious. This course sparked my lifelong interest in nutrition.

After working briefly in the food industry, I returned to the UW-Madison as a graduate student with an interest in community nutrition and nutrition education. Dr. Pringle was my major professor for both my masters and doctoral degrees. My research focused on diabetes and obesity in Native American communities in Northern Wisconsin and was conducted in collaboration with Great Lakes Inter-Tribal Council. These research projects would not have been possible without Dr. Pringle's untiring intellectual and material support and her enthusiasm for our adventures "up north". Dorothy was also a very skillful editor. She made me a better academic writer. Dr. Pringle was a very generous mentor and made many different professional opportunities available to me when I was a doctoral student, including talking with

Senator William Proxmire about dietary supplements and testifying before a US Senate Committee about our research. I am forever grateful for having her as a teacher and mentor. (Christine Olson)

A fellow faculty member in Nutritional Sciences:

Dorothy was the initiating presence in the development of the Coordinated Undergraduate Program in Dietetics and, with Annette Gormicon, the training program leading masters degree in Nutritional Sciences for dietitians operative in the mid/early 70. Some of the enrollees participated in research projects, others submitted literature reviews.

Dorothy was an early investigator of the effects of eating frequency on metabolic parameters in humans, specifically the effects of the consumption of isocaloric diets in 2 and 6 meal patterns, the latter being most beneficial. She was also an early investigator of the nutritional status of Native Americans and of impact of the WIC program. Dorothy was a committed mentor not only of dietetics students, and grad students studying the "social aspects" of nutrition but also of "newbie" faculty hires, my grateful self included. (Charles Elson)

Fellow Dietetics Instructors:

Dorothy Pringle has been my exemplar for my entire academic career. She was bright, quick-witted and completely approachable. She interacted with students with kindness and support in ways that very few others were capable of. As a student she made me want to live up to the high standards she expected – I didn't want to disappoint her. She was a scholar, an educator and an extraordinary human being. (Julie Poh Thurlow)

Dorothy Pringle was held in incredibly high esteem by her students. Even at a 30-year reunion, her former students repeatedly spoke of the positive impact she had on their professional lives. They valued how she had emphasized the need for continued study and making sure their clinical practice aligned with the latest research. Dorothy had taught them the most important lesson: That their education did not end when they became professional dietitians. (Sally Gleason)

Proposal to Change the Name of the UW-Madison School of Library and Information Studies to the UW-Madison Information School

The UW-Madison School of Library and Information Studies hereby proposes to change its name to the “UW-Madison Information School” as of July 1, 2017. The name change will help other faculty and staff better understand how the Information School faculty could collaborate with them to develop information-related projects and proposals. A name change will also generate greater interest from foundations and other external funders who may assume that the faculty’s scope of interest is limited to libraries. Other drivers motivating the name change include attracting student audiences to the MA program, marketing to new revenue-generating capstone certificates, developing an undergraduate pipeline, and attracting the best PhD students.

The name “Information School” may at first seem overly broad, but it is a well-established norm within the large international scholarly community of information schools known by the nickname “iSchools.” The iSchools consortium includes 77 schools on 5 continents. Information Schools are concerned with the interactions between people, information, and technologies (both historical and contemporary). They are highly interdisciplinary professional schools that characteristically have multiple academic offerings. Information Schools do not claim information as an exclusive domain; rather, information scholars work closely with scholars from other fields on questions about information, people, technology, and their interaction in many different areas of research. The Information School will be an intellectual hub that promotes examination of information questions across various UW-Madison areas of scholarship.

During the 1980s-2000s, the field of information scholarship and information-related education programs saw significant changes in scope. Rapid production and dissemination of information by a wide range of organizations and individuals led the School’s peer academic programs to begin to adopt names such as School of Information (e.g., UT-Austin, Arizona), Information School (e.g., Michigan, Washington), School of Information Science (e.g., UIUC), and Information Studies (e.g., UCLA). This change was in large part driven by the need to broaden the scope of understanding of scholarship in schools. Referencing a single type of institutions (i.e., library) in a school name implied that library research was the predominant focus. A broader name helped people understand how information scholars examine information and data issues across a variety of formal organizational types (e.g., libraries, archives, museums, data repositories, classrooms, publishers, government agencies, laboratories, etc.). More importantly, it helped people understand that information scholars examine questions about information that are not tied to any particular formal organizational type at all (e.g., social media, circulation of personal information, information overload, etc.). The newer names better represented the breadth of information research now important to society and opened up new collaboration and grant opportunities.

The existing name, School of Library and Information Studies (SLIS), does not represent the range of scholarship of the faculty. The School’s research specializations address a variety of pressing information problems in society: information policy and ethics, especially privacy and intellectual property; organization of information across media types; digital youth, acquisition of digital literacies; scholarly communications and electronic publishing; community informatics and information and communications technologies for civic development; social and social

psychological aspect of information behavior and use; and history of print and digital cultures, history of libraries and archives and other information industries, and history of information labor. Faculty have affiliations with and contribute to projects in association with groups including the Center for Print and Digital Culture, Wisconsin Institute for Discovery Living Environments Lab, the Holtz Center for Science and Technology Studies, the Center for the Humanities, the Digital Humanities Initiative, the Center for Financial Security, and Research Data Services. Faculty have joint or affiliate appointments with Journalism and Mass Communications, the Law School, Afro-American Studies, Curriculum and Instruction, Digital Studies, and Biometry.

Academic programs provided by the School are also not adequately represented by the current name. In the past 15 years the school has expanded its academic offerings to include graduate preparation for a variety of information careers (including, but moving beyond librarianship and archives). Current SLIS master's students can choose among courses in five concentration areas: data/information management and analytics; technology, information, and people; librarianship; digital archives; and organization of information. The School is a founding member of the Digital Studies undergraduate certificate, now the third most popular certificate on campus. And the school is managing the development of two capstone certificates with partner programs on campus: user experience design (with Computer Science) and analytics for decision making (with Communication Arts and Biometry). The new name will better signal the breadth of information-related academic programs supported by the school through its expanded MA curriculum, its undergraduate curriculum, and its new revenue-generating capstone certificates. The School consulted with, and obtained letters of support from, the departments of Computer Science, Communication Arts, and Journalism and Mass Communications. Current students have mixed reactions to the proposed name change. The School is nationally accredited every six years by the American Library Association Committee on Accreditation. The name change will not impact the School's accreditation status in any way.

Discussions about the potential name change began after the completion of the last national accreditation in 2014. Earnest discussions began at the August 2015 faculty retreat and dominated the fall 2015 and spring 2016 plenary meetings. The School established a task force of faculty, staff, and students in spring 2016 to carry out the name change process, which worked from spring 2016 to fall 2016. The November 3, 2016 plenary (all faculty and staff) was also devoted to the name change. The entire faculty and staff of the school voted (by secret ballot) to support the proposed name change on November 3, 2016, by a vote of 24 in favor, 0 opposed, 0 abstentions. The SLIS executive committee voted to approve this name change on November 9, 2016, by a vote of 4 in favor, 0 opposed, 0 abstentions. On December 20, 2016, the L&S Academic Planning Council unanimously approved the proposed name change. Request for comment on the proposed name change was circulated by Dean Karl Scholz to the UW-Madison deans on January 11, 2017, garnering endorsements from CALS, Education, Engineering, and SOHE, and no objections. The University Academic Planning Council discussed the name change on March 16, 2017, and unanimously approved it.

Resolution Calling for Fair and Equitable Pay for Faculty Assistants

WHEREAS the faculty have the primary responsibility for advising the chancellor regarding academic and educational activities (Act 55, 36.09[4]);

WHEREAS adequate and equitable pay is necessary to attract and retain the most talented and experienced instructional staff and thus to ensure quality education for students;

WHEREAS the faculty depend on the contributions of the academic staff, including Faculty Assistants, to fulfill most effectively our own professional responsibilities;

WHEREAS Faculty Assistants perform the same duties as Teaching Assistants, and often do more;

WHEREAS in the 2017–2018 academic year the minimum compensation rate for Standard Teaching Assistants will be \$32,392, while the minimum compensation for Faculty Assistants will remain at the current rate of \$29,945 based on a 100%, 9-month appointment;

WHEREAS in the 2017–2018 academic year the minimum compensation rate for Senior Teaching Assistants will be \$36,856, while in the College of Letters and Science the minimum compensation for experienced Faculty Assistants will remain at the current rate of \$31,292, based on a 100%, 9-month appointment;

WHEREAS experienced Faculty Assistants in the College of Letters and Science have completed graduate degrees and/or have substantial teaching experience, which is not a requirement for Senior Teaching Assistants;

WHEREAS some Faculty Assistants were Senior Teaching Assistants in the past, and upon completing or leaving their graduate program, received a substantial reduction in wages while remaining, effectively, in the same jobs;

WHEREAS the UW–Madison Academic Staff Assembly, the Teaching Assistants' Association, and the Associated Students of Madison have already called for fair and equitable pay for Faculty Assistants;

Therefore, be it RESOLVED that the UW–Madison Faculty Senate advises the Chancellor to raise the minimum 9-month 100% appointment compensation for Faculty Assistants to equal that of Standard Teaching Assistants by Fall 2017, and to maintain this parity in the future; and

Be it further RESOLVED, the UW–Madison Faculty Senate advises the Chancellor to raise the minimum 9-month 100% appointment compensation for experienced Faculty Assistants to equal that of Senior Teaching Assistants by Fall 2017, and to maintain this parity in the future.