

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

**FACULTY SENATE MEETING AGENDA
MATERIALS
for**

5 November 2018

*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/governance/faculty-senate/

FACULTY SENATE MEETING
Monday, November 5 2018 - 3:30 p.m.
272 Bascom Hall

AG E N D A

1. Memorial Resolutions for:
Professor Emeritus Edward Buxton (Faculty Document 2765)
Professor Emeritus Bill Goodger (Faculty Document 2766)
Professor Emeritus Archibald Orben Haller, Jr. (Faculty Document 2767)
Professor Emerita Marilyn McCubbin (Faculty Document 2768)
Professor Emeritus John R Marshall (Faculty Document 2769)
Professor Emeritus Leonard Stein (Faculty Document 2770)
2. Announcements/Information Items.
State of the Research Enterprise.
3. Question Period.
4. Minutes of October 1. (*consent*)
5. University Academic Planning Council Annual Report for 2017-2018. (Faculty Document 2771)
6. University Lectures Committee Annual Report for 2017-2018. (Faculty Document 2772)
7. Commission on Faculty Compensation and Economic Benefits Annual Report for 2017-2018.
(Faculty Document 2773)
8. University Curriculum Committee Annual Report for 2017-2018. (Faculty Document 2774)
9. Endorsement of UW-Madison Policy on Consensual Relationships. (Faculty Document 2764) (*vote*)
10. Resolution to Transfer Tenure of University of Wisconsin-Extension Faculty to University of Wisconsin-Madison. (Faculty Document 2763) (*vote*)
11. Resolution of Support for Graduate Assistants. (Faculty Document 2775) (*vote*)
12. Resolution in Support of “Professor” Titles for Instructional Academic Staff. (Faculty Document 2776) (*1st reading*)
13. Resolution in Support of “Research Professor” Titles for Academic Staff. (Faculty Document 2777) (*1st reading*)

Memorial Resolution of the Faculty of the University of Wisconsin-Madison On the Death of Professor Emeritus Edward Beyers Buxton

Professor Emeritus Edward Beyers Buxton was a faculty member in the Division of Continuing Studies' Department of Health and Human Issues (now Liberal Arts & Applied Studies) from 1967 until his retirement in 1991. Ed passed away peacefully at his home on Tuesday, March 27, 2018 at the age of 94.

Ed was born on February 28, 1924 in Waterloo, Iowa, after his mother was brought to the hospital by horse-drawn sled. He was the only child of Hulda Rachel Byers Buxton and Edward James Buxton. Ed grew up on a farm outside of Waterloo and attended local country schools before joining the U.S. Navy in 1944. He served two years stationed in Japan.

Following his honorable discharge, Ed attended the University of Iowa and graduated in 1949. He married his wife, Shirley Eileen Buxton on August 7, 1950, in Iowa City. They moved to Cincinnati, where Ed received a master's degree in social work from Ohio State University in 1951. His first professional position was as a social worker for the Wisconsin Child Center in Sparta. He then served as a social worker for Winnebago County in Oshkosh. His next position was as a social work supervisor in Juneau for Dodge County.

In 1967 Ed took a position as associate professor of social work with UW-Extension at the University of Wisconsin-Madison, and provided continuing education for social workers throughout the State. Ed continued to live in Beaver Dam, commuting daily to Madison. He retired in 1991 as a full professor.

Ed made numerous significant contributions to support the professional development of social workers and other human service professionals in Wisconsin. He developed workshops on a range of topics for thousands of human service professionals. Of particular note, Ed served as program director for a workshop on child sexual abuse in 1984 and found strong interest among professionals in the community for training on this topic. Feeling that there was a need for a more comprehensive forum to address topics related to child sexual abuse, Ed contacted Jill Cohen Kolb, director of the community-based organization, Family Sexual Abuse Treatment, Inc. (FSAT), as a source for expertise on the topic and a potential partner with whom to plan and coordinate a conference that could address a variety of child sexual abuse topics. As a result, they launched the Midwest Conference on Child Sexual Abuse in 1985 at the Concourse Hotel in downtown Madison. The conference grew over the years, and from 1986 to 1989 moved to the Sheraton Hotel; continued growth required a move to the Marriott-Madison West, an even larger facility, in 1990 through 2016. With Ed's retirement in 1991, Professor James Campbell became "the new Ed Buxton" and served as conference director continuing the child sexual abuse conference legacy Ed had started. The Midwest Conference on Child Sexual Abuse provided thousands of social workers and other human service workers with knowledge and skills to work with individuals, families, and communities on this important topic.

One of Ed's colleagues commented that Ed didn't move too far away from farms or small country schools, and certainly didn't move away from his commitment to small town life. Ed recognized the importance of having highly trained and skilled human service professionals working with families in rural areas as well as urban centers. In addition to his commitment to individuals, families, and communities, Ed was a kind, compassionate, caring, and thoughtful

colleague with a wonderful sense of humor. In short, Ed was a good guy department members appreciated having as a colleague.

Ed and Shirley Buxton had five children, including Edward “Tim” Timothy (Mary Kay Anderson) of Albuquerque, Kevin J. Buxton (Bonnie) of Fond du Lac, Jennifer M. Buxton (Dennis) of Madison, Cynthia E. Kostick (Kevin) of Wauwatosa, and Eric C. Buxton (Julie) of Madison. In addition, Ed and Shirley have 16 grandchildren and four great-grandchildren. Ed took enormous pleasure in family activities, including travels in the United States, Europe and Africa. He enjoyed hunting and fishing, reading, studying history and archaeology, gardening, music and walking. Ed loved and cherished his 67 years of marriage to Shirley.

As a long-time member of Trinity United Methodist Church, Ed served on various committees, taught high school and adult Sunday school classes, and was on the board of Church Health Services. He joined Toastmasters, was president of the Wisconsin Human Relations Council, served on the Williams Free Library board, and was an officer of the National Association of Social Workers.

Ed’s obituary eloquently summarized his approach to life and the legacy he leaves: “Ed lived an optimistic, productive and fulfilling life, highlighted by a continual appreciation for learning, insatiable curiosity about human nature and the world, and a never-ending compassion for those in need.” Ed is remembered fondly by his former colleagues.

Memorial Resolution Committee:

Narra Smith Cox, Chair

Jim Campbell

**Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus William John Goodger**

Dr. William John “Bill” Goodger (May 23, 1941—March 13, 2018) was employed in the UW-Madison School of Veterinary Medicine’s Department of Medical Sciences as Associate Professor of Food Animal Production Medicine from 1989 until his retirement in 2007. While at Wisconsin he played a key role in developing the Food Animal Production Medicine Program, with its far-reaching clinical impact on students, the veterinary profession and the dairy industry.

Dr. Goodger’s long, diverse and fulfilling professional career, as well as every aspect of his daily life and personal interests, were characterized by intense commitment, indefatigable perseverance, personal integrity and a sincere concern for people and animals in need. He was a basketball coach throughout his life; his leadership-style was to instill independence, responsibility, work ethic and a belief in yourself. He applied what he learned through this avocation as he distinguished himself mentoring students in a wide range of settings. These included the UW dairy teaching herd that he developed and managed, the Piedras Blancas northern elephant seal rookery, where he developed a field research internship, and Dana Hills High School, Dana Point CA, where he was a member of the basketball coaching staff. Dr. Goodger will be remembered for his easy grin along with his dry sense of humor. Former students recall a kind, encouraging, insightful and dedicated instructor and a great mentor, full of boundless energy and ideas.

Born in Chicago, Illinois, with family roots in Wisconsin, Dr. Goodger earned his B.S. in 1962 and, in 1964, his Doctor of Veterinary Medicine degree from Michigan State University. He worked as a small animal veterinarian; first in the Chicago area, then in California’s San Francisco Bay Area, where he specialized in small animal surgery. His accomplishments included the development of innovative surgical methods to protect unborn puppies from the effects of anesthesia during surgery. During this period, he and his family were involved with a community service organization, working with impoverished urban and rural communities, including Native American populations.

Dr. Goodger’s developing vision of service and contribution through veterinary medicine led him to leave small animal practice and return to school to earn advanced degrees from the University of California-Davis: Master of Preventive Veterinary Medicine, 1977; M.S., Agricultural Economics, 1980; and Ph.D., Comparative Pathology, 1981.

In the 1980s, Dr. Goodger began working internationally with the United Nations through the International Atomic Energy Agency’s Coordinated Research Program and with the USDA. This work continued for more than 20 years, taking him to every South American country, China, Sri Lanka, Bangladesh, and parts of Africa to provide epidemiological analysis and data management techniques for dairy cattle nutrition, reproduction and disease.

Dr. Goodger’s professional career came full circle at UW-Madison. He regarded his years there as the highlight of his professional career. He was passionate in his work with students, both personally and academically. The teaching herd he helped establish (which included “Red”, his favorite cow) provided hands-on learning opportunities to over 400 students, of which more than 70 were later accepted into the DVM program. The dairy herd setting particularly suited Dr. Goodger’s approach to teaching - working in the field with students. He asked them to take full

responsibility and ownership in a team effort that augmented classroom learning. His passion and commitment to students and to teaching were evident as he continued to work in the herd with those students on a regular basis for five years after his retirement in 2007. His academic work included research related to mastitis in dairy cattle. He was widely published in veterinary and production medicine journals.

Following his retirement, Dr. Goodger and his wife Pat moved to San Luis Obispo, California, where he immersed himself as a volunteer and board member of the Friends of the Elephant Seal, serving as a docent, organization treasurer and research coordinator. In this capacity, he promoted the concept of citizen scientist among his fellow docents and established an internship program for Cal Poly students that formalized a relationship between the Friends of the Elephant Seal and the Marine Mammal Center—Moro Bay.

Dr. Goodger approached his wide-ranging personal interests with the same intensity, commitment, curiosity and engagement that he brought to professional endeavors. He was a lifelong, ever-optimistic Chicago Cubs fan. An avid theatergoer and knowledgeable Shakespeare enthusiast, he supported the Oregon Shakespeare Festival in Ashland and Wisconsin's American Players Theater. His love of basketball (he played college basketball at Michigan State University) led him to work with his daughter coaching high school basketball. He also organized an annual UW veterinary student versus faculty basketball game that was widely popular with many of the students. An ardent backpacker, he led his family on numerous treks in California's Sierra Nevada mountains, including a memorable successful assault on Mt. Whitney. He took up cycling in midlife and with characteristic enthusiasm, dedication and passion became an accomplished Masters cyclist and racer.

Dr. Goodger is survived by his wife of 54 years, Pat Goodger; daughter Anne Honey (Doug); son Tim (Monique); grandchildren Matthew, Megan and Jason Honey, and Julian Goodger; sister Nancy Goebel (Richard); many nephews, nieces and extended family in Chicago, Michigan and France; and his beloved golden retrievers Whitney and Wally.

A Celebration of Life was held on May 4, 2018 in San Luis Obispo CA, where family and friends gathered to honor a life well lived.

“I am of the opinion that my life belongs to the whole community, and as long as I live, it is my privilege to do for it whatever I can. I want to be thoroughly used up when I die, for the harder I work, the more I live..... Life is no ‘brief candle’ to me. It is a sort of splendid torch which I have got hold of for the moment, and I want to make it burn as brightly as possible before handing it on to future generations.” George Bernard Shaw

**Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Archibald Orben Haller, Jr.**

Archibald Orben Haller, Jr., Emeritus Professor of Community & Environmental Sociology, died January 24, 2018 in Tucson, Arizona.

Arch was a leading scholar of social stratification whose work spanned both developed and developing nations. In addition to his pathbreaking work on the U.S., he maintained a life-long commitment to the study of Brazil and to the promotion of the work of Brazilian sociologists.

After serving as an electronics technician in the U.S. Naval Reserve during and after World War II, in 1946 Arch enrolled at the University of Arizona, where he intended to study Engineering. Finding himself discouraged by his coursework and drawn to the arts and humanities, in 1948 he moved to St. Paul and enrolled in Hamline University, where he discovered Sociology and received his Bachelor of Arts degree in that field. In an autobiography that he wrote in 2011, Arch noted the importance of the GI Bill in making his education possible. He went on to complete his Master's degree in Sociology at the University of Minnesota and in 1954 and received his doctorate in Sociology from the University of Wisconsin-Madison, where William H. Sewell was his doctoral advisor. Arch's first academic appointment was at Michigan State University. In 1965, a few years after receiving tenure there, he returned to what was then known as the Department of Rural Sociology at UW-Madison.

In 1969, together with William Sewell and Alejandro Portes, Arch published an article in the *American Sociological Review* that reshaped the field of social stratification by articulating a theory of status attainment processes that measured educational and occupational influences on social mobility. The enduring contribution of their approach is evidenced by the fact that the article was republished repeatedly over the years, well into the new millennium. Arch's authored and co-authored books included *Stratification: A Theory of Societal Inequality*, *The Stratification System of Brazil*, and *Status Allocation Mechanisms*, among many others. He was the author of nearly 100 scholarly articles, often in flagship journals like the *American Sociological Review*. In these articles, he tackled topics that ranged from how migration and labor market segmentation affected social mobility, the relationship between "class" and social mobility and how it varied across geographic regions in Brazil, gender dynamics in social stratification, discrimination effects, prestige and aspirations. One of the hallmarks of Arch's work was his commitment to developing models that worked as well for explaining the life chances of Wisconsin farm boys as for adolescents in Amazonian Brazil. Another was his commitment to rigorous quantitative models that took into account the complexities of social structure.

In 1962, Arch received a Fulbright Fellowship to teach at the Rural University of Brazil, an opportunity which began his lifelong passionate engagement with that nation. At the time of his trip to Brazil, he was already working on his theory of status attainment and was eager to see if his findings held true in that context. Based on this research, he introduced important modifications to the theory, which expanded its relevance and reach. Through his repeated trips to teach in Brazil, his commitments to conducting research with and publishing with Brazilian scholars, his active participation in Brazilian scholarly organizations, and his support of Brazilian graduate students who wanted to pursue degrees at UW-Madison, Arch built an enduring network of ties between UW-Madison and Brazil and fostered the careers of a number of

influential Brazilian sociologists. An important part of his legacy is the mark he has left on Brazilian sociology and its scholarly institutions. In 1981, the President of Brazil presented Arch with the Order of Merit of Labor.

Arch was a Fellow of the American Association for the Advancement of Science and a past president of the Rural Sociological Society. In 2007, he was awarded an honorary doctorate by the Ohio State University.

Upon retirement from the University of Wisconsin-Madison in 1994, Arch relocated to Tucson, Arizona, but continued to teach occasionally in Brazil until 2002.

Arch was married to Hazel Laura Zimmerman until her death in 1985. In 1989 he married Maria Cristina (Tina) Del Poloso Haller, who survives him. He is also survived by daughters Elizabeth Ann Haller and Stephanie Lynn Bylin, son William John Haller, two stepdaughters, three grandchildren and one great-granddaughter, and by his sister Ruth Fliegel.

Memorial Resolution Committee

Jane Collins

Gay Seidman

**Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emerita Marilyn A. McCubbin**

Marilyn Ann McCubbin, Professor Emerita of the School of Nursing, an internationally recognized scholar died in Madison, Wisconsin March 3, 2018, at the age of 78. Marilyn grew up on a farm in Nebraska, earned Bachelor's, and Masters' degrees from the University of Nebraska and a PhD in Family Science from the University of Minnesota. Professor McCubbin was a member of the School of Nursing faculty at UW Madison from 1986 to 2001, when she accepted a position at the University of Hawaii. During her tenure at the University of Wisconsin,

Professor McCubbin distinguished herself as a dedicated teacher and researcher. As a researcher, she is best known for reformulating our understanding of families experiencing crises, pioneering the concept of family resilience, and family hardiness. Her work provided the foundation for clinicians working with families experiencing high levels of stress. She can be credited with shifting how families under stress are viewed, approached and supported in many clinical settings, recognizing this as a time for creating positive change and improved family functioning. Professor McCubbin's work, particularly her family hardiness scale, continues to be used by researchers and clinicians around the world.

With federal funding, Professor McCubbin led the development of the graduate program in community health nursing and for many years both taught courses and advised students in the community health program. Professor McCubbin's public service built on her research accomplishments, serving on state and local public health advisory bodies aimed at improving support and targeting interventions to families experiencing crises. Professor McCubbin's was a Fellow of the American Academy of Nursing and was awarded Distinguished Alumnus from the University of Nebraska, College of Nursing. She was highly regarded by the faculty and her students.

**Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus John R. Marshall**

Dr. John R. Marshall, MD, PhD, served as the Chair of the University of Wisconsin Department Of Psychiatry for 9 years, from 1980 to 1989. He joined the faculty in 1970, attaining full Professorship in 1978, and was granted emeritus status after his retirement in 2005. He held several leadership positions during his 35-year tenure at the University of Wisconsin, including serving as the Associate Chair (1975-1980), Residency Program Director (1973-1975), Director of Adult Psychiatric Consult Services (1970-1972), Director of Inpatient Psychiatry Service (1972-1973), Director of Undergraduate Psychiatric Education (1975-1977), Director of Clinical Services (1976-1980), and Director of the Anxiety Disorders Center (1986-2005).

Dr. Marshall was born in Rhinelander, Wisconsin, in 1939. After graduating from Jefferson High School, he received his undergraduate and graduate degrees at the University of Wisconsin-Madison and completed medical school in 1964. After completing an internship year at Hartford Hospital in Connecticut, he returned to the University of Wisconsin and completed his psychiatry residency in 1968. From 1968 to 1970, he served as Captain in the U.S. Air Force at Randolph Air Force Base in Texas.

Dr. Marshall married Kathleen Hetzel in 1964. They enjoyed 52 years together and raised two children, Brent and Erin. Dr. Marshall was a lifelong Wisconsin Badgers basketball and football fan, and he played basketball for the Badgers during his freshman year. More than anything, he appreciated spending time with his family and watching his grandchildren play sports.

Dr. Marshall made considerable contributions in the area of anxiety disorders and social phobias. He was the principal investigator on numerous clinical trials and had over fifty publications related to the treatment of severe anxiety disorders. He wrote the book, *Social Phobia: From Shyness to Stagefright*, which was published in 1995.

Dr. Marshall was a well-regarded forensic psychiatrist who examined, consulted, and testified in numerous legal proceedings. In addition to being a clinical supervisor on various service units, he actively taught medical students and psychiatry residents. Outside the department, Dr. Marshall remained active in various hospital and university roles, including teaching committees and serving on the University of Wisconsin Hospital Board. At the community level, he consulted with the Madison Police Department, annually screening police candidates. At the national level, he served as an examiner for the American Board of Psychiatry and Neurology from 1996 to 2005.

Dr. Marshall died peacefully on November 17, 2016, at the age of 77, just 6 weeks after the death of his beloved wife, Kathy. He will be remembered not only for his significant contributions in the areas of anxiety disorders and his dedicated service in Psychiatry, but also for his genuine warmth and good humor.

**Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Leonard Stein**

Dr. Leonard Irving Stein, MD, was a dedicated Professor of Psychiatry at the University of Wisconsin School of Medicine and Public Health who led a distinguished career in Community Psychiatry, through which he gained national recognition. He joined the faculty in July 1972 and remained active until his retirement in 1994, after which he served as Emeritus Professor. He passed away on July 7, 2018, at the age of 88.

Dr. Stein was a scholar and researcher who was widely respected for his studies concerning alternatives to hospitalization for persons with severe mental illness. His pioneering work developing comprehensive community care programs for the seriously mentally ill, now known as Assertive Community Treatment (ACT), gained international recognition and revolutionized the concept of public mental health care.

Dr. Stein was born in Hartford, Connecticut in 1929 and spent his early years in Chicago before moving to Madison, where he graduated from West High School in 1947. He received his undergraduate degree with honors at the University of Wisconsin-Madison in 1951 and his Masters degree in Botany in 1953. He served our country during the Korean War and returned to Madison as a Captain, entering medical school on the GI Bill and obtaining his medical degree in 1960. He then completed an Internship at Los Angeles County Hospital before completing his Psychiatry Residency at University of Wisconsin in 1964.

Dr. Stein with his wife Karen raised three children (Laura, Alan, Julia) as well as Karen's younger brother, Gregory. Throughout his life, Dr. Stein enjoyed sailing, skiing, playing poker, tennis, and vacationing with his family in Sister Bay. He also possessed a talent for billiards and became a national collegiate champion.

In 1975, Dr. Stein became the Medical Director of the Mental Health Center of Dane County, where he led a team that pioneered a new model for providing comprehensive community-based mental health services to individuals with long term serious mental illness. The training in community living program, the model for today's assertive community treatment, received the American Psychiatric Association's Gold Achievement Award in 1974, and the Arnold L. van Ameringen Award in Psychiatric Rehabilitation in 1990 for outstanding contributions to the field of psychiatric rehabilitation in the areas of research, clinical service, education and advocacy. In 1987, Dr. Stein was named the Outstanding Health Advocate for the state of Wisconsin and was awarded the Twelfth Annual Public Interest Award by the Center for Public Representation, a public service legal organization that advocates for chronically disabled persons. He was awarded the inaugural John Beard Memorial Award by the International Association of Psychosocial Rehabilitation Services in 1989, as well as the national Keystone Founder Award, the Arthur P. Noyes Award, and the Carl Taube Award for the American Public Health Association for contributions to public health.

Dr. Stein was a rare combination of innovative research scientist, compassionate physician, dedicated mental health clinician, skilled instructor and mentor, as well as a driven and persuasive leader. He was known for being thoughtful and considerate of others' feelings, and for his delightful sense of humor. He will be truly missed.

FACULTY SENATE
MINUTES
01 October 2018

Chancellor Rebecca Blank called the meeting to order at 3:31 p.m. with 137 voting members present (111 needed for quorum). Memorial resolutions were offered for Professor Emerita Margo Melli ([Faculty Document 2757](#)), Professor Emeritus John Moskwa ([Faculty Document 2758](#)), Professor Emeritus Fritz Mueller ([Faculty Document 2759](#)), and Professor Emeritus Wayne Otto ([Faculty Document 2760](#)).

Chancellor Blank presented her annual State of the University address. After welcoming new governance and administration leaders, she reported on this year's freshman class, the largest and most diverse in our history, and the return of Cooperative Extension and Public Media to our campus. Blank outlined the following priority areas for investment: expanding and improving student access, maintaining and growing faculty and staff excellence, and expanding and improving our research. She also spoke about budgets, Foxconn, and a new public history project. *[The entirety of the address is available as an audio file at kb.wisc.edu/images/group222/shared/2018-10-01FacultySenate/FS-StateOfCampus-2018.mp3.]* The chair of the University Committee, Professor Rick Amasino (University Committee, District 120), briefly described the mechanics of the Senate and the University Committee and outlined priority areas for the coming year. There were a series of questions and comments about a circulated draft UW System policy on productivity and low enrollment programs. In addition to concerns and discussion about the policy itself, Professor Eric Sandgren (Pathobiological Sciences, District 113) called on the University Committee to create a working group to study the broader question of what productivity means and how best to measure it within the context of higher education.

Chancellor Blank called attention to [Faculty Document 2761](#), "Highlights of Faculty Legislation, 2017-2018," and [Faculty Document 2762](#), "Faculty Committees General Election Spring 2018 Results." The [minutes of the meeting of May 7, 2018](#), were approved. Professor Amasino moved to confirm the appointment of Associate Professor Kurt Paulsen (Planning & Landscape Architecture, District 22) to serve on the Campus Planning Committee for a 4-year term to represent environmental concerns, replacing Katherine McMahan (Civil & Environmental Engineering), whose appointment ended. The motion passed by voice vote with no dissenting votes.

Professor Steve Ventura (University Committee, District 120) presented [Faculty Document 2763](#), a resolution to transfer tenure of University of Wisconsin Extension faculty to University of Wisconsin-Madison, for a first reading. Professor Chad Goldberg (Sociology, District 71) spoke in strong support of the resolution, while also pointing out corrections and comments he had raised previously with regard to the supporting documentation.

Professor Amasino presented [Faculty Document 2764](#), an endorsement of the new UW-Madison Policy on Consensual Relationships, for a first reading. There was one comment with regard to the relationship of graduate students to this policy as well as administrative capacity.

Chancellor Blank adjourned the meeting at 4:39 p.m.



Steven K. Smith
Secretary of the Faculty

**UW-Madison University Academic Planning Council
Annual Report to the Faculty Senate, 2017-18****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 secfac.wisc.edu/governance/faculty-legislation/6-52-university-academic-planning-council/).

The UAPC meets once per month during the academic year, usually on the third Thursday of the month from 3:30pm to 5:00pm, and as needed during the summer months. In 2017-18, the UAPC met nine times: September 14, 2017; November 16, 2017; December 14, 2017; January 18, 2018; February 15, 2018; March 22, 2018; April 19, 2018; May 17, 2018; June 21, 2018. Agendas and minutes for UAPC meetings are available from the Office of Academic Planning and Institutional Research and are posted on-line at apir.wisc.edu/academic-planning/uapc-meeting-information/.

II. UAPC Policy and Planning Discussions*A. Program Review Report*

The 2016-17 annual report on program review was discussed at the September 2017 meeting.

In 2016-17, UW-Madison had 393 degree/major programs and 73 certificate programs, for a total of 466 academic programs. Consequently, reviews of about 45-50 programs need to be completed each year to maintain the requirement that every program be reviewed once in 10 years. In 2016-17, 72 reviews covering 93 programs were completed. This high level of program review completion brings many overdue program reviews up to date.

In addition, new academic programs are reviewed five years after implementation. The provost's office directs five-year reviews of degree-majors and UAPC discusses and endorses five-year reviews for degree-majors. In 2016-17, UAPC endorsed the five-year reviews for the BA/BS-Environmental Sciences, Environmental Studies additional major, and BS-Athletic Training. Five-year reviews of three new certificate programs were completed under the direction of their home schools and colleges in 2016-17.

B. Undergraduate General Education Committee (UGEC) Report

The annual report from the UGEC was presented at the November 2017 UAPC meeting. UGEC undertook multiple assessment projects in 2016-17 including a Communication B curriculum calibration. Syllabi of Communication B courses were reviewed to ensure they met the requirements of Communication B and affirm the learning outcomes. In addition, Communication B instructors were surveyed about their perceptions of student learning. The report offered several recommendations and called for additional study of offering Communication B courses in a compressed or online format.

C. Ethnic Studies Subcommittee Report

At the June 2016 UAPC meeting, Provost Mangelsdorf initiated a discussion of the ethnic studies requirement (ESR). The UAPC received periodic updates on progress of the review conducted by the Ethnic Studies Subcommittee (ESS) of the UGEC during the 2016-17 academic year and an additional report in September 2017.

When ESR was studied in 2016-17, there were 178 active ethnic studies courses. The subcommittee reviewed the syllabi for each of these courses. The majority of ethnic studies courses met the current criteria, although a few courses were removed from the ethnic studies course array. Three courses made adjustments following the review and will be monitored for alignment with criteria.

Progress has been made on the effort to have students complete the ethnic studies requirement in their first four semesters: 58% of new freshmen took an ESR course in fall 2013 compared to 71% in fall 2015.

The ESS will develop and implement a plan for direct assessment of student learning and attitudes toward ethnic studies.

The ESS report recommends increasing TA allocations and providing training for TAs in ethnic studies courses.

A survey of instructors in ethnic studies courses shows that instructors of color face significantly more challenges as instructors of ethnic studies courses. Survey data will be shared with departmental and divisional faculty to increase support.

The UAPC approved revisions to the Ethnic Studies Requirement course criteria per recommendation 10 of the Ethnic Studies Subcommittee Report as follows:

Ethnic studies courses must be centrally focused on the circumstances, conditions, and experiences of persistently marginalized racial and ethnic minorities and/or indigenous peoples in the United States.

Courses that explore the circumstances, conditions, and experiences of racial and ethnic minorities and/or indigenous peoples in a comparative international format must devote at least 50% of the course (syllabus, reading list, course content, and student assessment) to exploring the experiences and concerns of persistently marginalized groups in the United States.

Syllabus will reflect the ESR Essential Learning Outcomes among the course-level learning outcomes, by listing them as expressed in the ESR course guidelines, or by integrating them into discipline-specific course-level outcomes.

D. Changes to Administration of English-as-a-Second Language Assessment Test (ESLAT) and English as a Second Language (ESL) Requirements

UAPC discussed the administration of English-as-a-Second Language Assessment Test (ESLAT) and English as a Second Language (ESL) requirements at the December, January, and April meetings.

An ad-hoc working group met throughout the academic year to develop recommendations to make ESLAT/ESL practices, as they relate to undergraduates, more transparent and aligned with current standards and policy. Recommendations to improve the administration of ESLAT/ESL were detailed in reports presented in December 2017 and April 2018. The recommendations clarified which applicants need to take the ESLAT and clarified the relationship between ESL courses and the Communication A general education requirement. The new processes will result in consistent data collection as students' progress through ESL

courses, and thus will allow for a study of the effectiveness of ESL and the effectiveness of these changes to be conducted in a few years.

The UAPC supported the recommendations of the working group and encouraged the committee to work with students directly on the messaging and marketing of ESL. The UAPC requested to see data, analysis, and assessment results in two to three years.

E. *Guidelines for Education Teaching (Bachelor of Science-Education) Minors and Guidelines for Educator Certifications offered by the School of Education*

UAPC learned about new policies established for the oversight of School of Education credentials that appear on the transcript but which have not traditionally been overseen by the UAPC.

The School of Education has governance oversight of the Bachelor of Science-Education (BSE) minors, a small group of minors associated only with the BSE. The School of Education also has oversight over professional educator/teacher certification that is connected with criteria established by the Wisconsin Department of Public Instruction. In both cases, the School of Education established new guidelines for the implementation and operation of these credentials.

With the formal recognition of these credentials, starting in 2018-19, these actions will continue to have approval by the School of Education. They will appear on the UAPC agendas as information items for formal documentation.

F. *Graduate (Ph.D.) Minors*

The Graduate School developed policies and procedures for the implementation and operation of PhD minors, which were presented to the UAPC. Most PhD programs (81 of 109 in 2017-18) require a doctoral minor, either in a specific field or as a distributed minor. With the establishment of PhD minor policies, the Graduate School has conducted a review of the list of PhD minors and discontinued a substantial number of unused PhD minors. In the new policy environment, Graduate Faculty Executive Committee will govern PhD minors and actions related to PhD minors will come to UAPC agendas as information items for formal documentation.

G. *Transition to a Digital Environment for Academic and Curricular Proposals Planning and Implementation of Guide and Lumen Programs*

Throughout the 2017-18 academic year, staff in the Office of the Registrar, the office of Academic Planning and Institutional Research, deans' offices, and departments have been preparing for the Fall 2018 implementation of Lumen Program Proposal System, a digital environment for academic and curricular change proposals. This implementation will follow the June 2017 implementation of the Guide (which replaced the former Undergraduate Catalog and Graduate Catalog), and the January 2018 implementation of Lumen Course Proposal System, which replaced the legacy Online Course Proposal System.

The UAPC discussed the planning efforts at the February and May meetings.

Lumen Programs will be widely available for use in October 2018. Starting Fall 2018, changes to academic programs, including changes to governed areas of the Guide, will be processed through the Lumen Programs form rather than the current approach of passing documents from stage to stage of governance. The governance steps remain the same. Documentation of changes to academic programs will be archived and more readily available than is currently the case. Training will be available to the campus community in Fall 2018.

Discussion included a presentation on the academic structure, a representation of the governance approval process in which academic programs and subjects are linked with their home departments/department-like units. Over the past year, several schools and colleges have done a substantial amount of code "clean-up" to

align academic programs and their academic homes, and to discontinue unused codes to be better prepared for the transition to the digital environment.

A presentation also included a request for UAPC to endorse decisions associated with Guide implementation, to require that every academic credential that appears on the UW-Madison transcript will be represented with a page in the Guide. UAPC also endorsed the publication timeline for the June 1 2018 edition of the Guide, which will include October and January mid-cycle updates.

H. Guidelines for Departments and other Academic Units

UAPC discussed draft guidelines related to departments and academic units in an effort to meet FPP Ch 5 specification that departments and other academic units are governed in consultation with the University Academic Planning Council (UAPC). There is a need for a policy to operationalize the criteria and information that the UAPC will use in considering department creation, restructuring or discontinuation, as well as the creation, restructuring, or discontinuation of non-department academic units. Such guidance is of value as faculty and deans' offices plan for changes in departmental structures or seek to establish units that are not departments as homes for academic programs or course offerings. The UAPC discussed issues of tenure, size, discipline, and flexibility in defining departments and department-like academic units.

The University Committee also discussed the need for such guidelines and will undertake further consideration of draft guidelines.

I. Annual Report on Assessment of Student Learning

The annual report on assessment outlined work undertaken over the last three years under the aegis of the 2015 University Assessment Plan. Over that time, the Office of the Provost has taken on a more centralized role in assessment and replaced previous approaches with a systematic approach to assessment information. In the first phase (2015), learning outcomes were collected from all academic programs. In the second phase (2016), academic programs were required to submit assessment plans. In 2017, academic programs submitted the first of their annual assessment reports.

Next steps include continued work with programs on annual reports, systematic efforts to align course level learning outcomes with program level learning outcomes and assessment, and integration of assessment approaches across a number of digital tools available to support these efforts.

III. Academic Program Changes Approved, September 2017 through June 2018

The UAPC considered and recommended the formal academic actions listed below.

A. Majors and Degrees

Notice of Intent

- B.S. Health Promotion and Health Equity, Department of Kinesiology, School of Education. (UAPC June 2018)
Authorization to Implement
- *None*
Renamed/Restructured
- Rename the M.S. in Rehabilitation Psychology to Rehabilitation Counseling, Department of Rehabilitation Psychology and Special Education, School of Education. This action is effective Fall 2018. (UAPC November 2017)
- Change the CIP code for the MS/PhD Agricultural and Applied Economics, Department of Agricultural and Applied Economics, College of Agricultural and Life Sciences from 01.0103 Agricultural Economics to 45.0603 Econometrics and Quantitative Economics. This action is effective Fall 2018. (UAPC December 2017)

- Rename the undergraduate major in Genetics to Genetics and Genomics, Department of Genetics, College of Agricultural and Life Sciences. This action is effective Fall 2018. (UAPC January 2018)
- Change the academic home of the BS-Landscape Architecture (ALA 594) from the College of Agricultural and Life Sciences to Department of Planning and Landscape Architecture, Letters and Science. This action is effective Fall 2018. (UAPC January 2018)
- Rename the BS-Landscape Architecture to the Bachelor of Landscape Architecture, Department of Planning and Landscape Architecture, Letters and Science. This action is effective Fall 2018. (UAPC January 2018)
- Change the academic home of the Landscape Architecture major (ALS 594) from the College of Agricultural and Life Sciences to Department of Planning and Landscape Architecture, Letters and Science. This action is effective Fall 2019. (UAPC January 2018)
- Change the academic home of the Master of Public Health from the Department of Population Health Sciences, School of Medicine and Public Health (A5385) to School of Medicine and Public Health, Academic Affairs (A5303/M1111). This action is effective Fall 2018. (UAPC February 2018)
- Change the admitting status of the MA-Philosophy, Department of Philosophy, College of Letters and Science, from admitting to non-admitting. This action is effective Fall 2018. (UAPC March 2018)
- Add an additional major (BMAJ) in Theatre and Drama, Department of Theatre and Drama, School of Education. This action is effective Fall 2018. (UAPC March 2018)
- Add an additional major (BMAJ) in Educational Studies, Department of Educational Policy Studies, School of Education. This action is effective Fall 2018. (UAPC March 2018)
- Admissions Suspended
- BA/BS, MA, PhD Comparative Literature and Folklore Studies, Department of Comparative Literature and Folklore Studies, College of Letters and Science. This action is effective Fall 2018. (UAPC December 2017)
- Pre-Landscape Architecture plan code (PLA 594), College of Agricultural and Life Sciences. This action is effective Spring 2018. (UAPC December 2017)
- BS-Landscape Architecture (ALA 594), College of Agricultural and Life Sciences. This action is effective Spring 2019. (UAPC January 2018)
- Undergraduate major in Molecular Biology, Department of Integrative Biology, College of Letters and Science. This action is effective Fall 2019. (UAPC March 2018)
- B.S. Athletic Training, Department of Kinesiology, School of Education. This action is effective Spring 2020. (UAPC June 2018)
- Discontinued
- MA-Agricultural and Applied Economics, Department of Agricultural and Applied Economics, College of Agricultural and Life Sciences. This action is effective Fall 2018. (UAPC December 2017)
- Pre-Landscape Architecture plan code (PLA 594), College of Agricultural and Life Sciences. This action is effective Spring 2019. (UAPC December 2017)
- MA-Zoology, Department of Integrative Biology, College of Letters and Science. This action is effective Fall 2018. (UAPC January 2018)
- BS-Landscape Architecture (ALA 594), College of Agricultural and Life Sciences. This action is effective Fall 2021. (UAPC January 2018)

B. Options

Established

- Accelerated/Non-Thesis associated with the MS-Cartography and Geographic Information Systems, Department of Geography, College of Letters and Science. This action is effective Fall 2018. (UAPC November 2017)
- Fundamentals of Applied Mechanics associated with the MS-Engineering Mechanics, Department of Engineering Physics, College of Engineering. This action is effective Summer 2018. (UAPC November 2017)
- Nanomaterials and Nanoengineering associated with the MS-Materials Science and Engineering, Department of Materials Science and Engineering, College of Engineering. This action is effective Summer 2018. (UAPC November 2017)

- Modeling and Simulation in Mechanical Engineering associated with the MS-Mechanical Engineering, Department of Mechanical Engineering, College of Engineering. This action is effective Fall 2018. (UAPC November 2017)
 - Physical Geography: Earth Systems and Environmental Processes associated with the undergraduate Geography major, Department of Geography, College of Letters and Science. This action is effective Fall 2018. (UAPC November 2017)
 - People-Environment Geography associated with the undergraduate Geography major, Department of Geography, College of Letters and Science. This action is effective Fall 2018. (UAPC November 2017)
 - Human Geography associated with the undergraduate Geography major, Department of Geography, College of Letters and Science. This action is effective Fall 2018. (UAPC November 2017)
 - FIT (Fashion Institute of Technology) associated with the BS-Textiles and Fashion Design, School of Human Ecology. This action is effective Fall 2018. (UAPC November 2017)
 - MS-Agricultural and Applied Economics associated with the MS-Agricultural and Applied Economics, Department of Agricultural and Applied Economics, College of Agricultural and Life Sciences. This action is effective Fall 2018. (UAPC December 2017)
 - Financial Planning associated with the BS-Personal Finance, Department of Consumer Science, School of Human Ecology. This action is effective Fall 2018. (UAPC March 2018)
 - Wisconsin Idea Principal Preparation associated with the M.S. Educational Leadership and Policy Analysis, Department of Educational Leadership and Policy Analysis, School of Education. This action is effective Fall 2018. (UAPC April 2018)
 - Pharmacy Operations and Technology Management associated with the Doctor of Pharmacy, School of Pharmacy. This action is effective Fall 2018. (UAPC April 2018)
 - Accelerated Program associated with the M.S. Mechanical Engineering, Department of Mechanical Engineering, College of Engineering. This action is effective Fall 2019. (UAPC May 2018)
 - Quantum Computing associated with the M.S. Physics, Department of Physics, College of Letters and Science. This action is effective Fall 2019. (UAPC June 2018)
- Renamed/Restructured
- Move the named option Resource and Energy Demand Analysis from the MA-Agricultural and Applied Economics to the MS-Agricultural and Applied Economics, Department of Agricultural and Applied Economics, College of Agricultural and Life Sciences. This action is effective Fall 2018. (UAPC December 2017)
- Admissions Suspended
- Rhetorical Studies / Radio-TV-Film associated with the BA/BS Communication Arts, Department of Communication Arts, College of Letters and Science. This action is effective Fall 2018. (UAPC March 2018)
 - Controls associated with the M.S. Mechanical Engineering, College of Engineering. This action is effective Fall 2018. (UAPC May 2018)
- Discontinued
- Agricultural Business and Industry Named Option associated with the BS-Agricultural Business Management, Department of Agricultural and Applied Economics, College of Agricultural and Life Sciences. This action is effective Fall 2018. (UAPC February 2018)
 - Honors in the Major associated with the Bachelor of Science-Dietetics, Department of Nutritional Science, College of Agricultural and Life Sciences. This action is effective Fall 2018. (UAPC April 2018)
 - Fluid Systems Engineering associated with the B.S. Civil Engineering, Department of Civil and Environmental Engineering, School of Engineering. This action is effective Fall 2018. (UAPC May 2018)

C. Minors

Established

- Interdisciplinary Theatre Studies doctoral minor, Department of English, College of Letters and Science. This action is effective Fall 2018. (GFEC February 2018)
- Renamed/Restructured
- *None*
- Admissions Suspended

- *None*
Discontinued
- Biometry doctoral minor, College of Agricultural and Life Sciences. This action is effective Spring 2018. (GFEC February 2018)
- Manufacturing Systems Engineering doctoral minor, College of Engineering. This action is effective Fall 2018. (GFEC March 2018)

D. Certificates

Established

- Capstone Certificate in GIS Fundamentals, Department of Geography, College of Letters and Science. This action is effective Fall 2018. (UAPC November 2017)
- Capstone Certificate in Advanced GIS, Department of Geography, College of Letters and Science. This action is effective Fall 2018. (UAPC November 2017)
- Undergraduate Certificate in Supply Chain Management, School of Business. This action is effective Fall 2018. (UAPC December 2017)
- Capstone Certificate in Data Analytics and Decision Making, Information School, College of Letters and Science. This action is effective Spring 2019. (UAPC January 2018)
- Undergraduate Certificate in Food Systems, Department of Community and Environmental Sociology, College of Agricultural and Life Sciences. This action is effective Fall 2018. (UAPC February 2018)
- Undergraduate Certificate in Art History, Department of Art History, College of Letters and Science. This action is effective Fall 2018. (UAPC April 2018)
- Graduate/professional Certificate in Business Analytics, School of Business. This action is effective Fall 2018. (UAPC May 2018)
- Undergraduate Certificate in Game Design, Department of Curriculum and Instruction, School of Education. This action is effective Fall 2018. (UAPC May 2018)
- Undergraduate Certificate in Textiles and Design, Department of Design Studies, School of Human Ecology. This action is effective Fall 2019. (UAPC May 2018)
- Undergraduate Certificate in Public Policy, LaFollette School of Public Affairs, College of Letters and Science. This action is effective Fall 2018. (UAPC June 2018)
- Undergraduate Certificate in Digital Cinema Production, Department of Communication Arts, College of Letters and Science. This action is effective Fall 2018. (UAPC June 2018)

Renamed/Restructured

- Change the academic home of the Certificate for Biology in Engineering for Engineering Majors from the College of Engineering (A19) to the Department of Biomedical Engineering (A1942). This action is effective Fall 2018. (UAPC December 2017)
- Changes to curriculum and learning outcomes for the undergraduate Certificate in Sustainability, Nelson Institute for Environmental Studies. This action is effective Fall 2018. (UAPC December 2017)
- Change the CIP for the Capstone Certificate in User Experience Design, Information School, College of Letters and Science from 25.9999 Library Science, Other to 11.0401 Information Science/Studies. This change is effective Fall 2018. (UAPC February 2018)

Admissions Suspended

- Capstone Certificate in International Politics and Practice, Department of Political Science, College of Letters and Science. This action is effective Spring 2018. (UAPC November 2017)
- Undergraduate Certificate in Folklore, Department of Comparative Literature and Folklore Studies, College of Letters and Science. This action is effective Fall 2018. (UAPC December 2017)
- Healthcare Management Specialization, School of Business. This action is effective Summer 2018. (UAPC December 2017)
- Supply Chain Management Specialization, School of Business. This action is effective Summer 2018. (UAPC December 2017)
- Capstone Certificate in Geographic Information Systems, Department of Geography, College of Letters and Science. This action is effective Fall 2018. (UAPC January 2018)

- Capstone Certificate in Leadership for Population Health Improvement, Department of Population Health Sciences, School of Medicine and Public Health. This action is effective Fall 2018. (UAPC January 2018)
Discontinued
- Undergraduate-level Certificate in Celtic Studies, Department of History, College of Letters and Science. This action is effective Fall 2018. (UAPC November 2017)
- Healthcare Management Specialization, School of Business. This action is effective Summer 2019. (UAPC December 2017)
- Supply Chain Management Specialization, School of Business. This action is effective Summer 2019. (UAPC December 2017)
- Capstone Certificate in Geographic Information Systems, Department of Geography, College of Letters and Science. This action is effective Summer 2020. (UAPC January 2018)
- Capstone Certificate in Leadership for Population Health Improvement, Department of Population Health Sciences, School of Medicine and Public Health. This action is effective Fall 2019. (UAPC January 2018)
- Capstone Certificate in Geodesign, Department of Planning and Landscape Architecture, College of Letters and Science. This action is effective Fall 2018. (March 2018)

E. Academic Departments

Established

- *None*
- Renamed/Restructured
- Change the name and UDDS for Accounting & Info Systems (A122031) to Accounting and Information Systems (A1231), School of Business. This action is effective July 1, 2018. (UAPC December 2017)
- Change the name and UDDS for Actuarial Science and Risk Management (A122032) to Risk and Insurance (A1232), School of Business. This action is effective July 1, 2018. (UAPC December 2017)
- Change the UDDS for Finance from A122036 to A1236, School of Business. This action is effective July 1, 2018. (UAPC December 2017)
- Change the name and UDDS for International Studies – China Scholars Program (A122015) to International Business (A1215), School of Business. This action is effective July 1, 2018. (UAPC December 2017)
- Change the name and UDDS for Management & Human Resources (A122038) to Management and Human Resources (A1238), School of Business. This action is effective July 1, 2018. (UAPC December 2017)
- Change the UDDS for Marketing from A122039 to A1239, School of Business. This action is effective July 1, 2018. (UAPC December 2017)
- Change the name and UDDS for Operations & Information (A122040) to Operations and Information Management (A1240), School of Business. This action is effective July 1, 2018. (UAPC December 2017)
- Change the name and UDDS for Real Estate (A122041) to Real Estate and Urban Land Economics (A1241), School of Business. This action is effective July 1, 2018. (UAPC December 2017)
- Rename and restructure the Department of Linguistics to Language Sciences Program. This action is effective July 1, 2018. (UAPC April 2018)

Discontinued

- *None*

F. Subject Listings

Established

- Anatomy & Physiology, Department of Kinesiology, School of Education. The subject listing will first be available for enrollment in Fall 2018. (UAPC December 2017)
- Public Health, School of Medicine and Public Health, Academic Affairs. Fall 2018 will be the first term for enrollment in the new subject listing. (UAPC February 2018)

Renamed/Restructured

- Change of academic home for the subject listing American Indian Studies from A4825 to A4810 in the College of Letters & Science. (UAPC September 2017)

- Change of academic home for the subject listing Asian American Studies from A4825 to A4836 in the College of Letters & Science. (UAPC September 2017)
- Change of academic home for the subject listing Chicano/a Latino/a Studies from A4825 to A4816 in the College of Letters & Science. (UAPC September 2017)
- Change the academic home for the subject listing Anatomy from the Department of Neuroscience (A5362) to SMPH Academic Affairs (A5303/M1111). (UAPC January 2018)
- Change the academic home for the subject listing Molecular and Environmental Toxicology from the Molecular and Environmental Toxicology Center (A0763) to the School of Medicine and Public Health dean's office (A53/M0000). (UAPC January 2018)
- Change the academic home for the subject listing Neuroscience Training Program from the Neuroscience Training Program (A5356) to the School of Medicine and Public Health dean's office (A53/M0000). (UAPC January 2018)
- Discontinued
- Professional Orientation, Department of Engineering Professional Development, College of Engineering. This action is effective Fall 2017. (UAPC September 2017)
- Therapeutic Science, Department of Kinesiology, School of Education. This action is effective Fall 2018. (UAPC April 2018)

G. Centers and Institutes

Established

- Tommy G. Thompson Center on Public Leadership, College of Letters and Science. This action is effective September 21, 2017. (UAPC November 2017)
- Wisconsin Crop Innovation Center, College of Agricultural and Life Sciences. This action is effective July 1, 2017. (UAPC November 2017)
- Renamed/Restructured
- Rename the Materials Science Center to the Nanoscale Imaging Analysis Center, College of Engineering. This action is effective January 1, 2018. (UAPC September 2017)
- Rename the Wisconsin Center for Applied Microelectronics to the Nanoscale Fabrication Center, College of Engineering. This action is effective January 1, 2018. (UAPC September 2017)
- Rename the Soft Materials Laboratory to the Soft Materials Characterization Laboratory, College of Engineering. This action is effective January 1, 2018. (UAPC September 2017)
- Move the administrative home of the Wisconsin Energy Institute from the College of Engineering to the Office of the Vice Chancellor for Research and Graduate Education. This action is effective July 1, 2018. (UAPC June 2018)
- Discontinued
- Children's Diabetes Center, School of Medicine and Public Health. This action is effective June 30, 2018. (UAPC September 2017)
- McArdle Laboratory for Cancer Research, School of Medicine and Public Health. This action is effective June 30, 2018. (UAPC September 2017)
- Land Information and Computer Graphics Facility, Department of Soil Science, College of Agricultural and Life Sciences. This action is effective June 30, 2018. (UAPC November 2017)
- Wisconsin Psychiatric Research Institute, School of Medicine and Public Health. This action is effective January 1, 2018. (UAPC January 2018)
- International Center for Accelerated Medical Imaging, School of Medicine and Public Health. This action is effective January 1, 2018. (UAPC January 2018)
- Knapp Center, Office of the Vice Chancellor for Research and Graduate Education. This action is effective January 1, 2018. (UAPC March 2018)
- Program on Agricultural Technology Studies (a center-like unit), Department of Agricultural and Applied Economics, College of Agricultural and Life Sciences. This action is effective July 1, 2018. (UAPC May 2018)
- Research Animal Resources Center, Office of the Vice Chancellor for Research and Graduate Education. This action is effective July 1, 2018. (UAPC June 2018)

H. Schools/Colleges/Divisions

Established

- *None*
- Renamed/Restructured
- Restructure the Arts Institute and change its name to Division of the Arts. This action is effective July 1, 2018. (UAPC November 2017)
- Discontinued

I. Miscellaneous

- Recognize the Religious Studies Program as a tenure home. (UAPC January 2018)

IV. Future Issues

The UAPC will continue to address issues relevant to its purpose of advising the 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 2018-19 may include reports on progress of preparations for the March 2019 HLC accreditation visit and the transition to a digital workflow for academic program change actions.

V. Summary

In 2017-18, the UAPC addressed academic issues relevant to many aspects of its purpose as defined by Faculty Policy and Procedures. The UAPC discussed the status of program review, assessment of student learning, and considerations related to the general education program including a discussion of the review of the ethnic studies requirement. The UAPC discussed ESL and ESLAT practices, endorsed Guide policy decisions, and prepared for the implementation of Lumen Programs. As part of its responsibility for appropriate review and consideration of requests for new programs and changes to programs and units, the UAPC approved over 100 actions related to changes in the status of academic programs and academic units as listed above. These included a number of new programs representing new directions for academic work, many changes and transitions related to several departmental restructuring efforts, and a number of actions that were simply code clean-up activities.

VI. University Academic Planning Council Membership 2017-18

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

Anja Wanner, English

Academic Staff Executive Committee Appointee

Debra Shapiro, Information School

Classified Staff Executive Committee Appointee

Laura Ketterhagen, Wisconsin Energy Institute

Divisional Committee Appointees (Term Expires)

Donna Fernandez, Botany, Biological Sciences Division (2021)
Brian Gould, Agricultural and Applied Economics, Social Studies Division (2020)
Catherine Middlecamp, Environmental Studies, Physical Sciences Division (2019)
Dennis Miller, Art, Arts and Humanities Division (2018)

University Committee Faculty Appointees (Term Expires)

* Also a member of the Campus Planning Committee.
Elizabeth Cox, Pediatrics (2018)
*Mark Eriksson, Physics (2019, completing J. Skinner's term)
*Yevgenya Grinblat, Zoology (2021)
Sarah Thal, History (2020)

ASM Student Appointee (nonvoting, one-year appointment)

Collin Dott (2018, completing M. Zinsli's term)
Matthew Zinsli (through December 2017)

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

University Lectures Committee Annual Report for 2017-2018

Statement of Committee Function

The University Lectures Committee considers requests for lectures of general interest that are not primarily supplementary to or extensions of programs of instruction provided by colleges, schools, or departments, recommends annually to the chancellor a budget for its activities, and exercises such control over the announcement of lectures as it deems necessary and desirable. It supports departments, academic programs and student organizations that bring distinguished lecturers to the UW-Madison campus. These university-wide lectures are intended to enrich the general intellectual and cultural life of the university community. The committee itself does not initiate lecture arrangements. Rather, it receives and acts on requests from eligible university groups that are interested in inviting outstanding speakers to the campus.

Past Years' Activities

During the 2017-18 academic year the committee received a total of 55 applications for lecture support, 54 of which were supported and occurred and one that was supported and cancelled. The attached report presents information for each supported lecture; lectures are listed chronologically by the lecture's date.

In 2017-18, the 54 supported lectures that occurred drew a combined reported attendance of 4,133 persons, a decrease in attendance by 114 from 2016-17, and an average of 81 attendees per supported application. Lectures were sponsored by a total of 42 different campus units. Lectures had 130 co-sponsoring units, in addition to the primary sponsor.

The committee's total expenditures for the 2017-18 year were \$41,893. Of this sum, \$19,926 (48%) was paid directly to lecturers as an honorarium, \$20,281 (48%) was paid to sponsors to reimburse travel and hotel and meal allowance expenses, and \$1,688 (4%) was paid for lecture administrative costs (i.e., student hourly, postage, printing and poster distribution).

The table below compares committee activity from the most recent five years. A similar number of applications were received and supported during the past three years. The total expenditures increased and then stayed consistent over the past four years, as the committee made significant efforts to follow up with units regarding attendance reports and transferring of lecture funds after the event. Sponsors have also been limited to supporting only one lecture for each spring and fall semester during recent years.

	2017-18	2016-17	2015-16	2014-15	2013-14
Number of applications received	55	56	53	71	72
Number of applications supported	55	53	51	65	70
Average reported lecture attendance	81	81	82	84	86
Number of different sponsors	42	44	42	52	61
Average number of co-sponsors	2.4	2.3	2.0	3.0	3.0
Average lecture cost	\$1,006	\$1,007	\$1,070	\$1,066	\$704

Current Issues or Concerns

The committee has piloted funds for live captioning services. Two lectures took advantage of the live captioning service in 2017-18, after no units took advantage of this service during the previous academic year. The committee is also collecting lecture videos from units and creating a repository of past university lectures on the lecture committee's website. The committee looks forward to extending their visibility to the university and local community.

The committee welcomes suggestions regarding use of the William K. Fitch Fund, which is available "to bring to Madison prominent business people to give lectures on the American free-enterprise system." This past year, the committee performed extensive promotion and outreach to the general campus community and to a targeted audience in various schools, colleges and departments. It was a primary goal again this year to increase awareness and availability of the Fitch Funds. One lecture by Curt Culver was approved for funding in 2017-18 by the William K. Fitch Fund. The committee will continue to promote the availability of Fitch Funds, as the fund continues to grow. An annual memo publicizing the Fitch Funds will be distributed to all faculty and targeted areas each Fall and the committee will advertise to the entire campus community through the Inside UW newsletter in January.

Summary/Recommendations

We gratefully acknowledge sources of financial support for university-wide lectures. For direct funding of lectures in 2017-18, the Anonymous Fund provided \$15,000, the Kemper K. Knapp Bequest provided \$35,000 and the Chancellor's Office (General University Fund) provided \$30,000.

2017-18 Committee Membership

Elena D'Onghia, Astronomy
Thomas DuBois, Scandinavian Studies
Eve Emshwiller, Botany
William Karpus, Academic Dean Representative
Antje Petty, Max Kade Institute
Timothy Smeeding, Lafollette School of Public Affairs (Chair)
(no student representative assigned)

Commission on Faculty Compensation and Economic Benefits Annual Report, 2017-2018**A. Summary and recommendations**

The Commission focused its efforts on assessing the current state of compensation and benefits for tenured and tenure-track faculty and considered some alternative compensation tools. As detailed in Section D, the commission concluded that tenured and tenure-track faculty salaries across the board at UW-Madison continue to remain significantly below those at comparable institutions as a result of the inadequate funding provided to the University by the State legislature. The lack of funds causes salary compression between the associate and full professor levels equating to a ‘loyalty penalty’ of salaries falling farther behind those at peer institutions the longer one works at the University. This negatively affects faculty morale, and perhaps more importantly, costs the University more money to execute reactive retention packages versus instituting a program of proactive regular salary increases based on well-defined merit criteria.

As indicated in Section E, the simplest and most fiscally responsible solution for achieving faculty salary parity is through state legislative action that earmarks part of a UW-Madison budgetary increase expressly for this purpose. Without such funding, the University will be subject to a continued decrease in preeminence due to faculty departures to institutions offering higher salaries. The state of Wisconsin benefits in myriad ways from the excellence of the University: through educating our young people, generating research which benefits industry, and training the workforce needed to create innovation that boosts the state’s economy. The departure of distinguished faculty directly diminishes those benefits.

The Commission offers potential supplemental solutions in Section F of the report that cannot solve the larger problem but may provide minor improvements in some departments.

B. The Commission on Faculty Compensation and Economic Benefits

The Commission on Faculty Compensation and Economic Benefits (CFCEB) is comprised of nine elected or appointed faculty commissioners and two liaisons:

Bruce Thomadsen, Medical Physics (Chair)
Jessica Weeks, Political Science (Co-Chair)
Randolph Ashton, Biomedical Engineering
Amir Assadi, Mathematics
Asligül Göçmen, Planning and Landscape Architecture
Daniel Grabois, Music
Aparna Lakkaraju, Ophthalmology and Visual Sciences
Eric Sandgren, Pathobiological Sciences
Jason Yackee, Law
Amy Wendt, Liaison from the University Committee (through May 2017)
Barbara Bowers, Liaison from the University Committee (starting June 2017)
Michael Bernard-Donals, Liaison from the Provost’s Office

C. Statement of charge from the University Committee

The official charge from the University Committee was presented to the CFCEB as follows:

“As specified in *Faculty Policies and Procedures* 6.34, the commission’s charge is to address matters of faculty compensation and benefits by preparing information for the faculty on the state of their compensation and benefits, including comparative data from other universities and professional fields as it deems necessary. The commission represents faculty in campus-wide discussions and prepares recommendations on these matters for the faculty senate, which may transmit them to the administration, the board of regents, the governor, and the legislature. To the extent possible, it coordinates its work with the Academic Staff Executive Committee (ASEC).

“In the current funding climate, significant demands have been placed on existing faculty compensation options and processes. Increased need for retention and other funding has limited options and flexibilities. In this context, the UC charges the commission specifically with the following for the remainder of this academic year:

- Work with Vice Provost for Faculty and Staff (VPFS) to understand how new legislation in most recent biennial budget affects our ability to offer pay plans or supplementary pay tools;
- Work with VPFS to brainstorm alternative compensation tools (including those used before — critical compensation fund, high demand, compression-equity and post-promotion tools — or variations on them, and new ones).

“The nature of this charge may not lend itself to a formal report and recommendations. Nevertheless, we look forward to receiving your feedback and eventual activities report to the faculty senate.”

The Commission only addressed salary issues involving tenured and tenure-track faculty (i.e., assistant professors, associate professors and full professors) but understood that academic staff classifications of faculty, as well as other employee classifications, also have significant issues with salary that should be addressed. As UW-Madison is currently restructuring its HR system, action on the first part of the charge was deferred.

D. Statement of the problems

The Commission identified the following problems with salary at the University¹:

Lack of Parity. Faculty salaries at the University of Wisconsin fall well below those at comparable institutions². *This lack of parity is the largest problem with faculty salaries at the University and directly results in the subsidiary, or resultant, problems numbered below. This lack of parity is the direct result of years of state neglect in funding the University System and is the major threat to the University’s quality and ability to fulfill its missions of teaching, research and service.* Between 2008 and 2018, the faculty received raises in only two biennia of one percent each year, for a total of 4% over 10 years. This has resulted in the average UW-Madison faculty salary deficit of 8.4% compared with averages of comparable, or peer, institutions. It is estimated that bringing average faculty compensation to par with comparable institutions would require a \$22 million dollar increase in base budget (as distinguished from

a one-time allocation, which has become routine with state funds), based on 2017-2018 comparison with peer institutions. In this year, there was an average 2% salary increase with another 2% increase next year, for a total of 4% for the two years. These increases will not close the gap, and without a commitment to do so, faculty salaries will begin to lag the following biennium.

Figure 1 shows the history of the salary gap over time in terms of the increase in salary in a given year to bring UW salaries to parity with the average of our peer institutions.

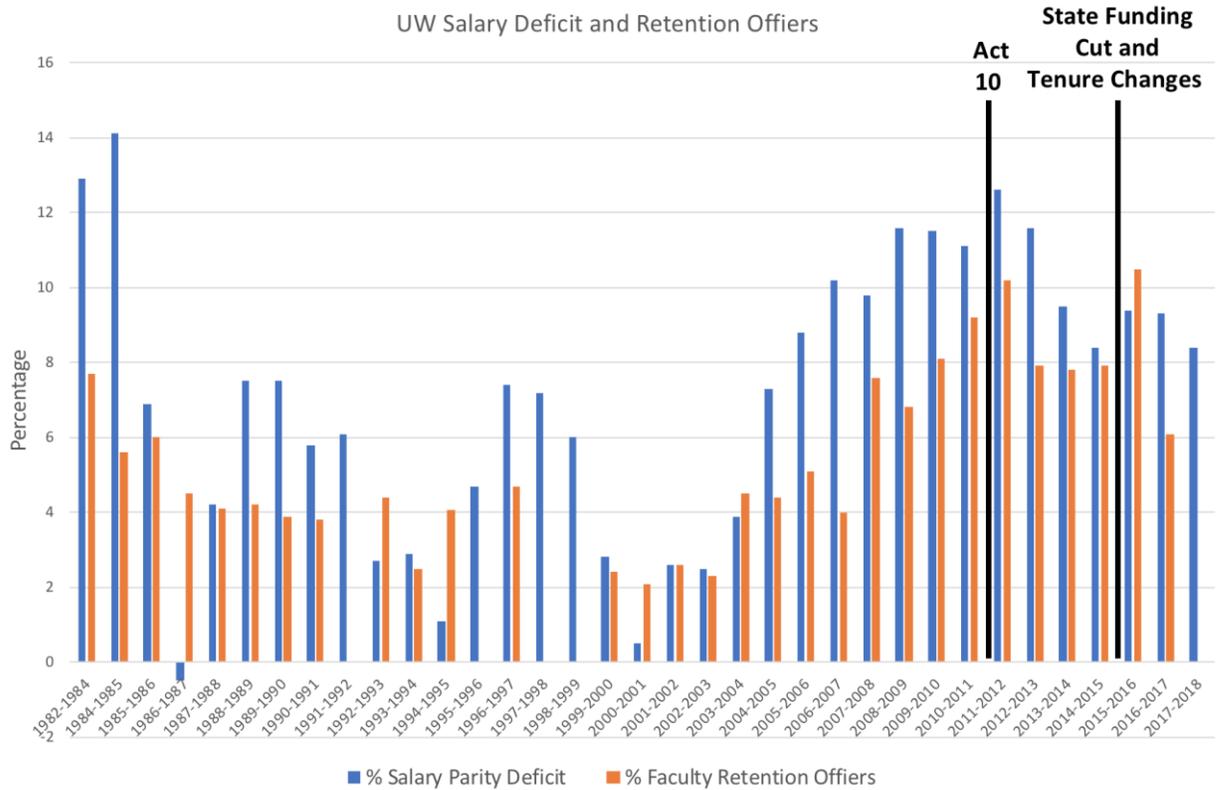


Figure 1. The blue bars show the increase in the average faculty salary necessary to eliminate the parity deficit for faculty at UW compared with peer institutions.³ The orange lines show the percentage of the faculty to whom the university extended retention packages based on either faculty receiving offers from other universities or the high likelihood of receiving an offer.⁴ No data were available for years with no orange bars.

Figure 1 also shows the percentage of faculty for whom the University extended retention packages. The 2015-16 year had a massive reduction in State support to the University and major changes in the rules and protections of tenure, and showed a large increase in requests for retention packages. Salary increases for retention packages for 2015-16 and 2016-17 totaled \$3 million and non-salary incentives amounted to approximately \$37 million.^{5, 6} These retention efforts do raise the average faculty salaries but may contribute to the problem in item D1.

The in-state tuition freeze compounded the problem, but shifting the burden from the State allocation to the students would decrease access to the University.

Resultant Problems

1. **Declining real income with longevity.** While the average salary for assistant professors falls 6.9% below our peer institutions, the gap closes some for associate professors, falling to 2.1% below our peers. However, the gap increases with longevity at the University, with the gap increasing to 10.4% for full professors, which is approximately 60% of the faculty. This gap with longevity is referred to as the loyalty penalty because it hits hardest those faculty members who do not actively seek outside offers. *This effect is a direct result of lack of adequate state funding* and the need to make attractive offers to new hires (assistant professors for the most part). The relatively decreasing salaries increase the likelihood senior faculty will look for offers elsewhere. The potential loss of high-demand faculty has been addressed by retention packages offered in some cases, as noted in the previous item, but such individual increases do little to improve parity or eliminate the overall longevity deficit. Twenty-eight percent of the faculty participating in the 2016 WISELI survey stated that they were somewhat or very likely to leave in the next three years and agreed to some or to a great extent that salary increase was a reason to leave.⁷
2. **Salary Compression.** The relatively small differences in salaries by rank is seen as an area of concern. From the 2017-2018 data, for the University as a whole, the average salaries for full professors across the University are 33% higher than that for associate professors. This is substantially lower than peer institutions, where average salaries for full professors are 44% more than those for associate professors. From the 2016-2017 data, the latest for which information by department is available, 35 departments had differences less than 30%. Figure 2 shows the histogram of the percentage difference for full professors from associate professors. The distributions of differences between salaries for associate professors and assistant professors is shown in Figure 3. Here UW salaries for associate professors were 14% higher than those of assistant professors, while for the peer universities, this difference is 9%. While the compression between the associate and assistant professors at the peer universities is worse than at UW, that only results from a smaller gap in salaries for associate professors compared with peers, as shown in the paragraph above. The compression at the higher ranks becomes a greater problem because faculty members work more years at the highest level.⁸
3. **Equity.** Salary equity based on gender has been identified as an issue to assess and address across the University at the departmental level. The University has a policy on this issue and this report will not address salary equity issues further, other than to note that money to remediate pay equity problems comes from the same sources as that to rectify the other issues.⁹

The CFCEB recognizes that some academic fields provide a higher salary than others, mostly due to market forces, the likelihood of participating in extramurally funded research and the options for employment outside academia. The Commission therefore did not focus on department-to-department total salary comparisons within the University.

Full Professor Salaries as Percent Higher than Associate Professor

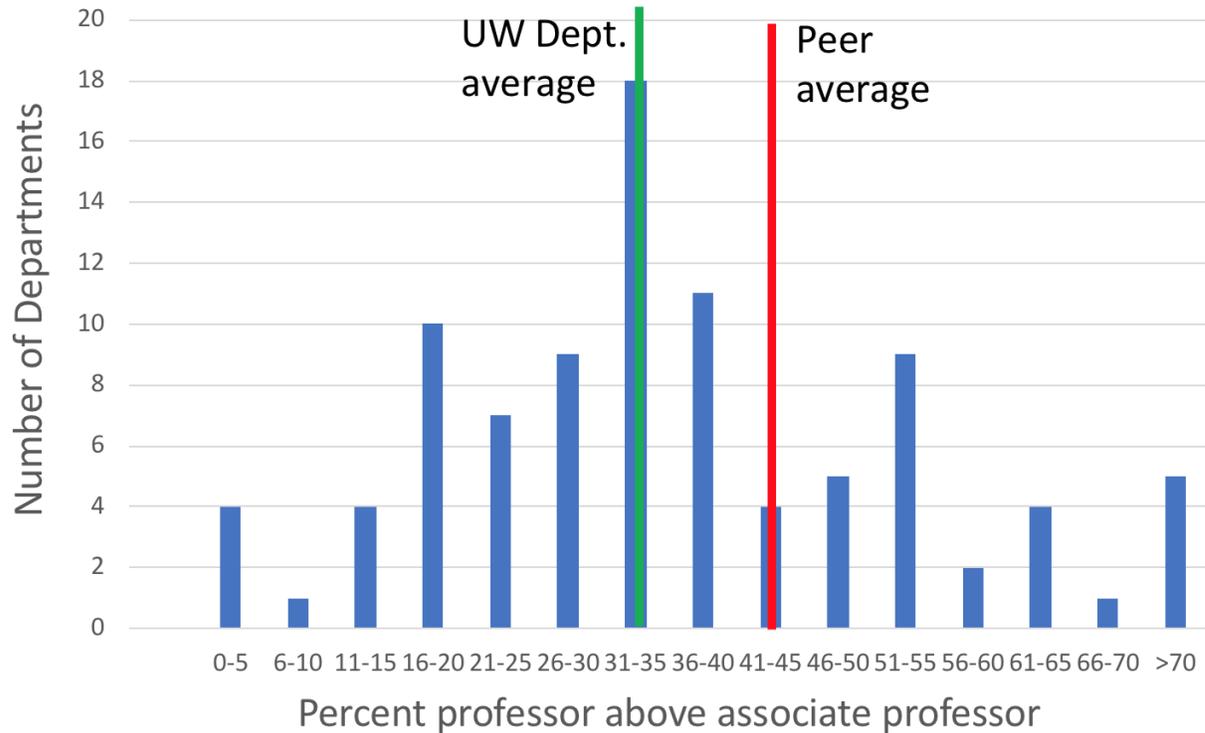


Figure 2. Full professor salaries as a percentage increase above associate professor salaries distributed across departments at the University of Wisconsin. The green line indicates the average increase at UW, while the red line shows the average for our peer institutions.

E. Sources of Funding to Improve Faculty Salaries

1. Current University Sources

The University has some, albeit limited, sources of funding to increase individual faculty salaries. One challenge to funding faculty salary increases is the necessity to continue funding any increase in a base salary in the years to come. In part the need for continued funding limits the sources available.

Funding sources for salary increases to individual faculty members include the following:

1. Reallocation of departmental budget. Departmental funding support comes from the University budget in a mix of historical allocations, a funding model and targeted allocations based on the priorities of the Chancellor and deans. Each department has considerable flexibility in the use of its funds, usually determined by the departmental chair. Such funding must first support the departmental operation; any use for increasing faculty salaries comes from reductions in other operational activities. It is noted that many departments' budgets are already stretched very thin, giving them minimal flexibility.

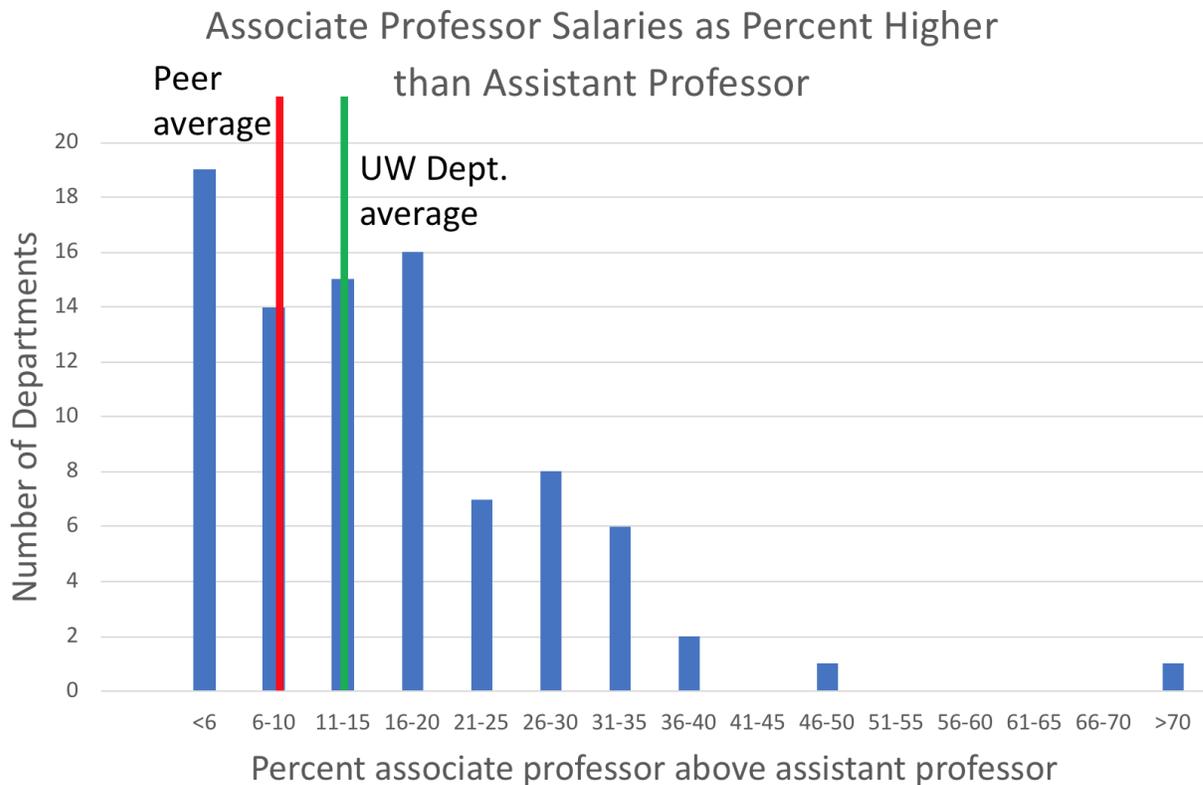


Figure 3. Associate professor salaries as a percentage increase above assistant professor salaries distributed across departments at the University of Wisconsin. Again, the green line indicates the average increase at UW, while the red line shows the average for our peer institutions.

2. Merit increases associated with promotion and post-promotion review. Merit increases form a routine part of the University’s budget. The amount of the increases is standard and typically does not vary year to year; supplements to those standard increases depend on the University budget for the given year (and that depends on the State funding and tuition revenue) and recommendations of the department chair, often based on the report of a faculty mentoring committee.
3. Annually, approximately one fifth of the tenured faculty, about 300 faculty members, will have their five-year, post-tenure review, and under this program, a significant number will be eligible to receive a permanent, base adjustment of between \$1500 and an amount equal to five percent of their salary. About 60 assistant professors receive tenure each year and receive an average increase in salary of about 8% to 10%. Because those increases apply to the salary of the lower rank before promotion, the increases do not bring the salaries to the level of the peer institutions.

The roughly 360 faculty receiving raises through tenure review or post-tenure review each year constitute about 20% of the faculty. This mechanism accounts for roughly \$2M in salary increases annually over 2015-2017. A special Post-tenure Review Increment Fund allocated \$600,000 for faculty salary increases. Assuming that the reviews occur every five years, this averages to \$333 per faculty member per year.

4. Block grants. Departments may receive block grants for use in retention of high-demand faculty, to address equity disparities and for increasing faculty salaries compared with peer institutions. In 2017 block grants contributed \$3.5 million.
5. Performance Bonus. In 2017 there was a \$4 million fund for rewarding non-leadership employees for exceptional performance. This amount covered all employees, not just faculty.

Together, the last three funding mechanisms contribute approximately \$8 million to faculty salary increases. That leaves \$14 million of the \$22 million that would be required to bring faculty salaries to peer parity.

During years when the University's allocation from the State falls below normal operational expenses, reallocation becomes difficult at best. During recent years, a relatively high proportion of block grants has had to go toward retention packages. There is indication that the outside offers may be slowing compared with the 2015-16 year, however, the decrease in the 2016-2017 year may just be the result of increase in retention requests the previous year.^{3,4} Overall, these three sources of funding have not been sufficient to overcome the lack of State support in keeping the University's faculty salaries competitive. This situation is unlikely to change in the future and without sustained increased support from the State, the benefits of the salary increases in 2018-19 and 2019-20 will quickly decline.

All of these sources are channeled through the deans of a faculty member's school or college and through requests of the faculty member's department chair.

2. Other initiatives and possible sources of salary support

Departments have some ways to generate additional funds that could be used to increase faculty salaries. Some are listed below. The list is not exhaustive and is intended only as a starting point to generate ideas.

- Cooperative initiatives with foreign universities. New programs that offer teaching to students attending universities in other countries can establish a revenue stream into a 131 fund. For such money, the UW-Madison takes 10% for administrative overhead, leaving 90% to be divided between the college or school and the department, based on an agreement generated for that particular program.
- Early retirement program. The UW-Madison could investigate whether a fair and workable early retirement incentive system would return money to department budgets that could be used in increase salaries. This initiative might also improve the compression of salaries. The financial effects of previous early retirement programs and such programs at other universities should be investigated.
- Research increase. Research brings considerable money into the University. Programs to encourage increased application for research grants could increase the already active research enterprise. Examples of such programs that have been productive at other universities include:
 - Providing staff to compile much of the applications under the guidance of a faculty member, allowing more time for the faculty member to concentrate on the content of the proposed grant.
 - Giving faculty a monetary bonus for each grant application submitted.

- Creation of new courses. New courses may increase funding coming to the department teaching the course, although the funding is also shared by the departments from which the students come who enroll in the course.
- Departmental fundraising. Departments can raise funds, such as through creating of endowed, named professorships, to help pay for selected salaries.

3. Funding Sources not Available

Several funding streams not potentially available for increasing faculty salaries include:

1. Grants and contracts. These sources of funding may pay for faculty salaries, however the salary included in the grant or contract budget is limited to the salaries of faculty involved. While obtaining funding through grants and contracts plays a significant role in establishing a faculty member's salary, that salary must be set by the University (usually by the department chair and dean) based on several considerations.
2. Overhead generated by grants and contracts. Depending on the State funding of the University in a given biennium, part of the overhead generated by grants and contracts is used by the University to support infrastructure. The remaining funds return to the department where they can be used, again, to support departmental infrastructure. While this money cannot go directly to increases in faculty salaries, it can free other departmental funds for that use.
3. Contributions from foundations and endowments. Support from foundations plays an important role in the offers as part of retention and recruitment. Such support entails limited duration commitments.

Additionally, this Commission did not consider the use of funding generated through special service situations specific to particular departments and outside of University control, such as clinical practice income used to support clinical faculty in the School of Medicine and Public Health.

F. Recommendations

1. Sources of funding for pay for salary increases and adjustments
 - a. Regarding faculty salary parity to peer institution median salaries, the Commission recommends the Regents make a strong case for increased funding from the State legislature for this purpose, since this step is specifically based on market-demand and is consistent with the legislature's market model of education. For each dollar the State invests in the University, \$22 dollars in revenue is returned back to the State.¹⁰ Funds spent on keeping the University competitive makes sound fiscal sense.
 - b. The Commission recommends that UW-Madison investigate a fair and workable early retirement incentive system.
2. Allocation of funding
 - a. Historically, the funding combined into the current block grant for salary had been allocated 2/3 to retention and 1/3 to equity and compression. The Commission recommends that future funding continue to address retention, longevity disparities, equity and compression. No fixed proportions among these needs is

recommended as the allocations must adapt to the situations at the time. Notwithstanding the necessary flexibility, the decision makers should not excessively focus on retention to the disadvantage of loyal and productive faculty.

- b. The Commission considers that post-tenure review merit salary adjustment (for meeting or exceeding expectations) is an essential tool and must be maintained.
- c. Regarding funding from the State for increases to faculty salaries, the Commission recommends that at least 50% allocation of available departmental funds go to across-the-board salary distribution.
- d. Establishing a targeted, preemptive retention program, prior to job offers, would improve morale. With such a program, departments and schools and colleges would set benchmarks for their faculty; faculty members achieving the benchmark goals would receive salary increases in the same manner as those offered retention packages in response to outside offers. Such a program also removes capriciousness from salary increase decisions.
- e. The Commission recommends prioritizing equity and compression funding to departments displaying the largest disparities.

3. Additional actions or information requested

- a. The Commission recommends that information about pay tool availability, criteria and deadlines be made accessible in one central online site.
- b. The Commission recommends generating additional data to identify the reasons why faculty stay at, and why they leave, UW-Madison and prioritize their reasons for staying. To this end, targeted survey-based data and formalized exit interviews should be acquired to assist future decision-making.
- c. The Commission recommends that campus and administration in schools and colleges allow and encourage flexibility for individual members of the faculty to work less than full time if that would be compatible with the faculty member's work assignment. Savings from the reduction in work hours would be designated to be distributed to other faculty in the department.
- d. The Vice-Chancellor for Finance and Administration should establish a mechanism to apprise faculty of mechanisms and new opportunities for increasing funds available for salary increases.
- e. The Commission discussed the merits of current Budget Model for funding allocation to schools and colleges based on student enrollment and recommends:¹¹
 - i. The model used should not discourage departments from offering new courses by diluting the per-student funding return to the teaching department, and
 - ii. The model should be discussed and evaluated by the full Faculty Senate since it may strongly affect the teaching mission of the University.

4. Considered but not recommended.

- a. The Commission discussed whether a mathematical model linking faculty satisfaction to salary and environment would be useful for the future but does not recommend that central campus initiate its development.
- b. Regarding program termination as a means to increase salary pool, the Commission does not believe that approach will provide an effective solution. Such an approach would not free much money and would be anathema to the nature of the University. Termination of programs should result from decisions of the faculty based on the educational mission of the University.

G. Summary

Opinions about the role of higher education in American society often vary. Whether college and post-graduate education trains our workforce, generates a more engaged citizenry, or simply enriches the lives of its beneficiaries, however, one thing is clear: the University of Wisconsin-Madison is an economic generator for the state of Wisconsin. A university's success rides on the abilities and achievements of the faculty. Our university has, from its inception, provided students with access to brilliant scholars and teachers, and our graduates have thereupon gone on to achieve great things themselves, whether through business accomplishments, scientific innovation, creative productivity, governmental or social leadership or any number of other means. We can only continue to employ a great faculty if we pay our professors what they are worth in the open market of our peer universities.

H. References

¹ Much of the data comes from Data from 2016-2017 academic year for UW-Madison and 11 peer universities by Association of American Universities Data Exchange faculty salary by Classification of Instructional Programs (CIP). Information from 2017-2018 comes from the same source but without detailed analysis by department.

² The institutions used in the comparison are: University of California at Berkeley, University of California at Los Angeles, University of Illinois-Urbana, Indiana University-Bloomington, Purdue University, University of Michigan, Michigan State University, University of Minnesota, Ohio State University, University of Texas at Austin, and University of Washington-Seattle.

³ Faculty Salary Peer Comparison for 2017-18. Memorandum from A. La Tarte, Academic Planning and Institutional Research, Office of the Provost, University of Wisconsin, April 11, 2018.

<https://uwmadison.app.box.com/s/szasvac713vqdm407nld9x7ji2eug11>

⁴ Summarized from a series of reports on retention efforts over the years, available at <https://apir.wisc.edu/faculty-staff/recruitment-and-retention/>

⁵ Summary of Outside Offers and Retention Efforts, 2015-16, <https://apir.wisc.edu/faculty-staff/recruitment-and-retention/>

⁶ Summary of Outside Offers and Retention Efforts, 2016-17, <https://apir.wisc.edu/faculty-staff/recruitment-and-retention/>

⁷ <http://wiseli.engr.wisc.edu/facworklife.php> This survey addressed differences in salary satisfaction among schools, colleges and departments; differences in pay and satisfaction between groups of individuals; and department-based correlation analysis based on rank, local (departmental) equity, and years of employment by a department.

⁸ Data by department comes from the 2016-2017 academic year for UW-Madison and 11 peer universities by Association of American Universities Data Exchange faculty salary by Classification of Instructional Programs (CIP). Information for the University as a whole comes from the 2017-2018 report from the same source.

⁹ <https://provost.wisc.edu/academic-policies-and-guidelines/standard-salary-equity-review-policy/>

¹⁰ NorthStar Consulting, The University of Wisconsin's \$15-billion Impact on the Wisconsin Economy. April 2015. Available at

https://aurp.memberclicks.net/assets/documents/2015/uwm_2015_northstar_study.pdf

¹¹ Budget Model Development Committee recommendations, February 2016; available at <https://mbo.wisc.edu/budget-model/>

University Curriculum Committee Annual Report for 2017-2018**I. Functions and Meetings**

The functions of the University Curriculum Committee are specified in Chapter 6.53 of FPP as follows:

APPROVAL OF COURSES. Proposals for new credit courses, or for modifications of or discontinuation of existing credit courses, shall be approved by the department (or department-like body), then by the school or college, and finally by the University Curriculum Committee.

REVIEW OF COURSE OFFERINGS. The University Curriculum Committee may review and recommend the alteration or discontinuance of existing credit courses, and the establishment of new courses.

ADVICE ON EDUCATIONAL POLICY AND PLANNING. On its own initiative or on request, the University Curriculum Committee may advise the chancellor, provost, deans, or other administrative officers of the university on educational policy and planning and their implementation.

In 2017-2018, the committee met 15 times on the second and fourth Fridays of the month on the following dates: September 8, September 22, October 13, October 27, November 10, December 8, 2017, January 12, January 26, February 9, February 23, March 9, March 23, April 13, April 27, May 11, 2018.

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

II. Approval of Courses

One of the major functions of the UCC is to review proposals to create new, change existing or discontinue courses. In 2017-2018, the UCC reviewed 822 course proposals. Overall, the number of proposals was up significantly compared to recent years in part due to several department reorganizations that affected course offerings.

Of the proposals submitted:

- 285 were new course proposals
- 487 were course change proposals
- 50 were course discontinuation proposals

Table 1. Counts of Types of Course Approvals by Subject

	Change	Discontinue	New Course	Total
African Languages & Literature	9		3	12
Agricultural and Applied Econ			4	4
American Indian Studies			1	1
Anatomy	4	7		11
Anthropology			4	4
Art	13	1		14
Art Department	12	1	4	17
Art History	1		3	4
Asian American Studies	4		1	5
Asian Lang & Culture: Language			41	41
Asian Languages and Cultures			10	10
Astronomy			1	1
Atmospheric & Oceanic Sciences			2	2
Biochemistry	1			1
Biological Systems Engineering			1	1
Biomedical Engineering	8			8
Biomolecular Chemistry	1	1		2
Botany			2	2
Cell and Regenerative Biology	1			1
Chemical & Biological Engr			1	1
Chicana/o & Latina/o Studies			1	1
Civil and Environmental Engr	4		1	5
Civil Soc & Community Studies	1			1
Classics	2			2
Collaborative Nursing Prgm	2			2
Communication Arts	3			3
Community & Environmental Soc			1	1
Comparative Literature	1			1
Computer Sciences	5		3	8
Consumer Science	1			1
Counseling Psychology	3		5	8
Curriculum and Instruction	3		9	12
Dairy Science	1	1	1	3
Dance	1			1
Design Studies		1	12	13
E Asian Languages & Literature	79			79
East Asian Area Studies	6			6
Economics	1		3	4
Ed Leadershp & Policy Analysis	6		1	7
Educational Policy Studies	2		4	6
Educational Psychology			4	4
Electrical and Computer Engr	4			4
Emergency Medicine	1		5	6
English	2		3	5
English as a Second Language	6			6

	Change	Discontinue	New Course	Total
Engr Mechanics & Astronautics	4		1	5
Engr Professional Development	2			2
Envir St - Gaylord Nelson Inst	5		4	9
Environmental Studies	2			2
Family Medicine			1	1
Folklore Program	2			2
Food Science			1	1
French			4	4
Gender And Womens Studies	3	1	3	7
Genetics	9	1	3	13
Geography			3	3
Geological Engineering	1			1
Geoscience	2		3	5
German	10	2	1	13
German, Nordic, and Slavic			1	1
Greek			1	1
Hebrew - Biblical	1			1
History	20		3	23
History of Science			1	1
Horticulture		1		1
Human Devel & Family Studies	1		1	2
Industrial & Systems Engr	3			3
Integrated Arts	2		3	5
Integrated Science			2	2
Interdis Courses (C A L S)	1		2	3
Interdis Courses (Engr)	1			1
Interdis Courses (L & S)		2	1	3
Interdis Courses (Sohe)			1	1
International Acad Prgms-SAB	4			4
Italian	2		1	3
Journ And Mass Communication	3		9	12
Kinesiology	9	4	3	16
La Follette School Pub Affairs			3	3
Landscape Architecture	16	2	2	20
Lang & Cultures Of Asia - Lang	85			85
Languages & Cultures Of Asia	33			33
Latin Amer, Carib & Iberian St			1	1
Law			1	1
Legal Studies	1		2	3
Library & Information Studies	2		3	5
Life Sciences Communication		1		1
Linguistics	1			1
Literature In Translation	2			2
Marketing			1	1
Materials Sci and Engineering	3		1	4
Mathematics	2	3	1	6

	Change	Discontinue	New Course	Total
Mechanical Engineering	10		4	14
Medical Genetics	1			1
Medical Physics	2	1		3
Medical Sciences - Med School			1	1
Medicine		1		1
Microbiology	1		2	3
Molecular & Environmental Tox			1	1
Naval Science	1			1
Neuroscience Training Program	5	5		10
Nuclear Engineering	4			4
Nursing	5		16	21
Nutritional Sciences	1		1	2
Occupational Ther			1	1
Oncology			1	1
Operations & Technology Mgmt			2	2
Patho-Biological Sciences			1	1
Pathology			1	1
Pathology and Laboratory Med		1	1	2
Pediatrics	10		2	12
Pharmaceutical Sciences	1		1	2
Pharmacology		4	1	5
Pharmacy Practice	1		4	5
Philosophy			1	1
Physical Therapy			2	2
Physics	3		5	8
Physiology	4	5		9
Plant Pathology			1	1
Political Science	2			2
Population Health Sciences	1		3	4
Psychology	1	1	7	9
Public Health	2			2
Rehab Psych & Special Educ			2	2
Religious Studies			3	3
Scandinavian Studies	2	1		3
Social Work	4		1	5
Sociology	1		3	4
Soil Science	1			1
Spanish			5	5
Statistics		1	4	5
Theatre and Drama	4	1	9	14
TOTAL	487	50	285	822

III. Policy and Initiatives

Communication Efforts about Curricular Matters

Annually the committee meets with Provost Sarah Mangelsdorf to discuss broad curricular issues that are affecting campus. When the provost met with the committee in January, they discussed the possibility of approving courses by modality (online, face-to-face etc.), which is not current practice. The provost asked the committee to conduct further discussions about the possibility of building a policy environment and approval system in which course modality would be part of course approval and course changes. Contact hours are central to the difference in determining credits for online or face-to-face courses. Creating policy around offering courses in multiple modalities would be useful in encouraging online course offerings.

Also in January, Steve Cramer, Vice Provost for Teaching and Learning, and Mo Bischof, Associate Vice Provost for Assessment, met with the committee to discuss the student digital ecosystem and the flow of data across systems, in particular entering course learning outcomes in Lumen Courses to feed the AEFIS course evaluation and learning assessment system as well as other systems. The UCC's role will be to guide faculty toward writing quality learning outcomes.

During the annual joint meeting of the chairs and coordinators of the school/college curriculum committees and the members of the UCC, Vice Provost Steve Cramer provided an update on the activities of the Class Syllabus Working Group; including the identification of key elements of a syllabus, methods for automatically populating a syllabus, and the availability of syllabi. Vice Provost Milner described which elements of the syllabus were especially important as the basis for the review by HLC of the federal credit hour requirements and explained why it is critical that all course syllabi include required elements starting in the spring 2018 term.

New Course Proposal System

In January 2018, the Lumen Course Proposal system went live. During its first semester in operation 84 course proposals were completed in the new system.

During the spring 2018 semester, subject owners, schools and colleges reviewed proposals that were incomplete in the Online Course Proposal (OCP) system and took steps to complete those that they wished to move forward. The May 11, 2018 UCC meeting was the last meeting that proposals from the OCP were reviewed. On July 1, 2018, archiving completed proposals was finished and the OCP was shut down.

Statements and Guidelines Approved by the UCC

With the implementation of the Lumen Course Proposal system, the committee felt that this was a good time to enumerate the responsibilities of the various governance steps in the course proposal review process. A document was drafted, reviewed by the curriculum committee of each school and college and approved by the UCC. [Course Proposal Review Process: Purpose, Standards and Responsibilities](#) describes the responsibilities and objectives of each step of the workflow for course proposals.

Learning Outcomes

Course Learning Outcomes (CLOs) are now being captured as data elements in the course proposal process (previously they were required as part of the sample syllabus but this did not result in extractable data that could be used in other campus systems.) The committee drafted and approved a [set of guidelines](#) (section A) to assist those who propose courses and provide information about course learning outcomes expectations on the course proposal form,

Disciplinary Boundaries

In discussions with Provost Mangelsdorf, she has conveyed that considerations related to disciplinary boundaries are in the purview of the University Curriculum Committee. Offering redundant courses is not good use of resources and as more instructional budget is based on money following credit hours, settling disputes about disciplinary boundaries will be more important. The committee drafted and approved a [statement](#) (section G) that outlines the expectation that those who propose a course (new or change) will consult with units who offer courses that may have similar or overlapping content. The statement also addresses expectations for resolving disagreements about disciplinary boundaries that may arise during the process of proposing and approving a course or changes to a course.

Topics Courses

The UCC discussed the role of topics courses and decided that there is value in making a statement about appropriate use of topics courses. The guidelines outline best practices for use of topics courses across schools and college. The draft guidelines have been sent to the curriculum committees of the schools and colleges for review and comment. The UCC hopes to finalize these guidelines in fall 2018.

Syllabus

The UCC adopted the campus guidelines for course syllabi and will require that the same elements be present on the sample syllabus that is included with a course proposal.

Ongoing Projects and Processes

The University Curriculum Committee is responsible for the oversight of several regular projects and processes.

Obsolete Course Policy

There were 42 courses on the list of courses that have not been taught in the past 8 years and thus were slated for automatic discontinuation. Departments owning three of these courses submitted requests for 2 year extensions that would allow the courses to be scheduled and taught rather than being discontinued. All three requests were granted. The text of the policy and the timeline for the annual process [is available here](#).

Course Requisite Clean-Up Project

The course requisite clean-up project is well underway. Of the 189 active subject listings, 36 subjects have completed the clean-up process and another 47 are currently reviewing the courses in their subject listings. Delegation of authority to approve removal of crosslists and graduate attribute is part of a requisite amnesty submission.

Updates to Course Attributes

A proposal to change the name of the Service Learning course attribute to Community-Based Learning was approved.

An attribute value of 5th semester or higher was added to the Foreign Language Attribute. Basing retroactive credits on the presence of the Foreign Language course attribute was approved.

IV. Potential Change to FP&P Regarding UCC Membership Qualifications

The UCC discussed the possibility of proposing editing the language in Faculty Policies and Procedures chapter 6.53 section A to make it clear that UCC members should not be simultaneously serving on a school/college or general education curriculum committee. This year a significant number of UCC members also served on school/college or the General Education curriculum committees. Serving and voting on the same course proposals at multiple steps of the approval process could present a conflict of interest. Currently FP&P does not prevent UCC members from serving on other curricular governance committees, to avoid the potential for a conflict of interest. A proposal is likely forthcoming in the fall.

V. Summary

The University Curriculum Committee was able to make progress in several policy areas this year. Going live with the Lumen Course Proposal System will have a significant impact on the quality and efficiency of the approval process. The implementation of improved systems has, in the past, resulted in an increase in the volume of proposals that are submitted. The record volume of course proposals this year is attributable in part to the reorganization of the Asian Languages and Cultures Department which necessitated the reorganization of their courses resulting in over 200 course proposals. Even if these proposals are excluded, the volume of proposals was quite high. The committee made significant strides this year with the development of policies and guidelines intended to help those who propose courses develop high quality proposals that meet compliance requirements as well as offering students a valuable educational experience.

VI. University Curriculum Committee Membership 2017-2018 (term expires)

Each of the four divisions has three representatives who are appointed to staggered 3 year terms.

Ivy Corfis, Spanish and Portuguese (2019) – vice chair
Lee DeBaillie, Engineering Professional Development (2019)
Thomas DuBois, German, Nordic and Slavic (2018)
Kreg Gruben, Kinesiology (2020)
Daniel Kapust, Political Science (2018)
Sung Kim, Operations and Information Management (2020)
Dan Klingenberg, Chemical and Biological Engineering (2020)
Shirin Malekpour, Mathematics (2020)
Amy Moser, Human Oncology (2019)
Grant Nelsestuen, Classical and Near Eastern Studies (2021)
Mary Thompson, Division of Continuing Studies (2018)
Susan Wenker, Physical Therapy (2017)
Doug Wiegmann, Industrial Engineering (2018) – chair

Michelle Young, Academic Planning and Institutional Research, consultant to the UCC

Endorsement of UW-Madison Policy on Consensual Relationships

WHEREAS, the Faculty Senate has passed [Faculty Legislation II-307](#), “Statement on Consensual Relationships” which outlines the professional risks associated with voluntary romantic and/or sexual relationships between members of the university community where a conflict of interest and/or a power differential between the parties exists;

WHEREAS, the [University of Wisconsin System Task Force on Sexual Violence and Harassment](#) recommended the adoption of revisions to the Regent Policy Document on Consensual Relationships;

WHEREAS, UW System has provided a [policy template](#) on consensual relationships that each campus must use as a guide for their campus policy on consensual relationships;

WHEREAS, the Provost’s Advisory Committee on Sexual Misconduct (PAGSAM) reviewed the template and provided the policy below to the Provost, who in turn approved it;

WHEREAS, the Office of Compliance and the Office of Workforce Relations previewed the policy with shared governance groups and others and incorporated their comments into the final document;

WHEREAS, UW-Madison has incorporated policy elements into the “Preventing Sexual Harassment and Sexual Violence” custom training module regarding consensual relationships;

WHEREAS, this single overarching campus policy serves as an expression of the commitment of the UW-Madison campus community to a safe and inclusive workplace;

THEREFORE BE IT RESOLVED, the UW-Madison Faculty Senate endorses the UW-Madison Policy on Consensual Relationships.

UW Madison Policy on Consensual Relationships

Functional Owner	Office of Human Resources
Executive Sponsors	Provost, VCFA, VCLA
Policy Contact	Office of Human Resources; Office of Compliance, Title IX Coordinator

I. Purpose of Policy

The purpose of this policy is to ensure that the employment and academic environment is free from real or perceived conflicts of interest when UW employees, students, and affiliated individuals, in positions of unequal power, are involved in consensual romantic or sexual relationships.

II. Scope of Policy

This policy describes UW-Madison’s expectations with respect to consensual romantic or sexual relationships where a power differential exists and is consistent with the [Regent Policy Document 14-8](#). This policy covers all UW-Madison employees, students, and affiliated individuals.

III. Definitions

1. **Consensual Relationship:** A consensual relationship refers to any voluntary relationship, either past or present, which is romantic, physically intimate, or sexual in nature, and to which the parties consent or consented¹. This includes marriage.
2. **Conflict of Interest:** A conflict of interest exists when there is incompatibility between private/personal interests and official/professional responsibilities.
3. **Instructor:** An instructor is an employee (as defined Section III.5 below) who serves in instructional roles in relation to students. The instructional context includes: academic instruction, advising, direct or indirect evaluation of a student’s work, research collaboration or assistantships, and athletic coaching.
4. **Power Differential:** A power differential exists when individuals possess different degrees of power or influence due to their professional or student standing or role or status in a particular activity.
5. **Employees:** Employees include, but are not limited to, administrators, faculty, academic staff, university staff, post-doctoral trainees, student staff, graduate assistants (including, but not limited to, research and teaching assistants), and interns or externs working on campus for credit or practical experience. This definition includes anyone holding a University appointment, either paid or unpaid. An employee who is also a student must abide by the employee obligations set forth in this policy.
6. **Students:** Students are individuals enrolled in or auditing courses at the university, including online. This includes students who are also employees of the University, including but not limited to, graduate assistants.
7. **Affiliated Individuals:** Affiliated individuals include, but are not limited to, volunteers, vendors, and contractors of UW-Madison. In this policy, all references to employees should be considered to include affiliated individuals.

¹ Involuntary relationships and other unwelcome conduct might constitute a violation of the [UW-Madison Policy on Sexual Harassment and Sexual Violence](#).

IV. Policy Statement

It is the policy of the University of Wisconsin- Madison that consensual relationships that might be appropriate in other circumstances are not appropriate when they occur between:

- (1) an employee of the university and a student over whom the employee has or potentially will have supervisory, advisory, evaluative, or other authority or influence, or
- (2) an employee of the university and another employee over whom the employee has or potentially will have supervisory, advisory, evaluative, or other authority or influence.

Even where negative consequences to the participants do not result, such relationships create an environment charged with potential or perceived conflicts of interest and possible use of academic or supervisory leverage to maintain or promote the relationship.

Romantic or sexual relationships that the parties view as consensual may still raise questions of favoritism, as well as of a potential abuse of trust and power.

The following two types of consensual relationships are addressed in this policy: (1) employee with a student; and (2) employee with another employee.

A. Employee with a student:

1. It is a violation of this policy for an instructor to commence a consensual relationship with a student currently under their instruction or whom the instructor reasonably believes in the future may be under the instructor's instruction. If an instructor and a student are already in a consensual relationship when the student comes under the instructor's instruction, then the provisions of A.2. apply.
2. A consensual relationship between (1) an employee, who is not an instructor as defined by this policy, and a student over whom the employee has supervisory, advisory, evaluative, or other authority or influence, or (2) an instructor and a student where the instructor has supervisory, advisory, evaluative, or other authority or influence over the student, and where the instructor and student were already in a consensual relationship prior to the student coming under the instructor's instruction, is a violation of this policy unless:
 - a. The employee immediately reports the relationship to their supervisor or department chair; and
 - b. The employee cooperates in actions taken to eliminate any actual or potential conflicts of interest and to mitigate adverse effects on the other party to the relationship.
3. The supervisor or department chair who receives the report shall treat the information sensitively and with discretion, and shall promptly:
 - a. Consult with the human resources office within the College, School, or Division;
 - b. In cooperation with the human resources office within the College, School or Division, eliminate conflicts of interest and mitigate adverse effects on the other party to the relationship, by means appropriate to the situation and, where feasible, including but not limited to:
 - i. Move one of the individuals to another position of comparable title and without any involuntary decrease in pay; and/or
 - ii. Transfer the student into a different class or section; and/or
 - iii. Transfer supervisory, evaluative, academic, or advisory responsibilities; and/or
 - iv. Work with the College or Graduate School to secure a source of funding for the student that is not dependent upon the employee with whom the student is in a consensual relationship, if applicable; and
 - v. Document the steps taken, provide a copy to each party in the relationship, and provide a copy to the human resources office within the College, School, or Division.
 - c. Efforts made to eliminate conflicts of interest and to mitigate the potential adverse effects a consensual relationship are not considered discipline and should be made in

manner that minimizes negative impact on the parties to the relationship to the extent feasible.

4. A consensual relationship between an instructor or other employee and a student, where the student is outside of any current or reasonably foreseeable authority or influence of the instructor/employee is not prohibited by this policy; however, such relationships must be fully consensual, without the instructor/employee using their position or authority to pressure the student into a relationship.

In general, limited appointees, faculty, academic and university staff, and post-doctoral trainees who serve in an instructional role are strongly discouraged from engaging in such relationships with undergraduate students.

Students alleging that a relationship with an employee/instructor is non-consensual or coerced, or a former relationship has resulted in a hostile or intimidating environment for the student, will be investigated under the appropriate policy (i.e., [UW Madison Policy on Sexual Harassment or Sexual Violence](#) or [UW Madison Policies on Hostile and Intimidating Behavior](#)).

Instructors/employees who are found in violation of one or both policies will be subject to disciplinary sanctions up to and including dismissal.

B. Employee with another employee:

1. A consensual relationship between an employee and another employee where one employee has supervisory, advisory, evaluative, or other authority or influence over the other employee or where the employee reasonably believes the employee will have supervisory, advisory, evaluative, or other authority or influence over the other employee, is a violation of this policy, unless:
 - a. The employee with the supervisory, advisory, evaluative, or other authority or influence immediately reports the relationship to their supervisor or department chair; and
 - b. The employee with the supervisory, advisory, evaluative, or other authority or influence cooperates in actions taken to eliminate any actual or potential conflicts of interest and to mitigate adverse effects on the other employee.
2. The supervisor or department chair who receives the report shall treat the information sensitively and with discretion, and shall promptly:
 - a. Consult with the human resources office within the College, School, or Division; and
 - b. In cooperation with the human resources office within the College, School, or Division, eliminate conflicts of interest and mitigate adverse effects on the other party to the relationship, by means appropriate to the situation and, where feasible, including but not limited to:
 - i. Transfer supervisory, evaluative, academic, or advisory responsibilities; and/or
 - ii. Move one of the individuals to another position of comparable title and without any involuntary decrease in pay; and/or
 - iii. Work with the College or Graduate School to secure a source of funding for the employee that is not dependent upon the employee with supervisory, advisory, or evaluative responsibility with whom the employee is in a consensual relationship, if applicable; and
 - iv. Document the steps taken, provide a copy to each party in the relationship, and provide a copy to the human resources office within the College, School, or Division.
 - c. Efforts made to eliminate conflicts of interest and to mitigate the potential adverse effects a consensual relationship are not considered discipline and should be made in manner that minimizes negative impact on the parties to the relationship to the

extent feasible.

V. Consequences for Violations

Pursuant to Section A.1 above, it is a violation of this policy for an instructor to commence a consensual relationship with a student currently under their instruction or whom the instructor reasonably believes in the future may be under the instructor's instruction, and such conduct may result in disciplinary action against that employee. If an instructor or other employee fails to meet the requirements for disclosing the relationship with a student or another employee pursuant to Sections A.2 or B.1, or fails to cooperate in the mitigation actions described above, such a failure constitutes a violation of this policy and may result in disciplinary action taken against that employee per the appropriate employee disciplinary or dismissal policy. If the employee is also a student, it may also result in disciplinary actions under Chapter UWS 14 and/or 17, Wis. Admin. Code.

To report potential violations of this policy, individuals should contact the Office of Human Resources.

VI. Retaliation Prohibited

Although the obligation to report and seek mitigation falls to the instructor or employee with supervisory, advisory, evaluative, or other authority or influence, the other party to the relationship may choose to report a consensual relationship and seek mitigation actions. Retaliation against an individual for making such a report is prohibited.

Retaliation against persons for reporting concerns about potential violations of this policy is prohibited.

Related Regent Policies and Applicable Laws

[UPS Operational Policy GEN 8](#), "Consensual Relationships"

[UPS Operational Policy GEN 28](#), "Sexual Misconduct"

[RPD 14-2](#), "Sexual Violence and Sexual Harassment"

[RPD 14-6](#), "Discrimination, Harassment, and Retaliation"

[RPD 14-8](#), "Consensual Relationships"

**Resolution to Transfer Tenure of University of Wisconsin-Extension Faculty to
University of Wisconsin-Madison**

WHEREAS, University of Wisconsin Board of Regents Resolution 10956 mandates that University of Wisconsin-Extension (UWEX) “be joined with UW-Madison.”

WHEREAS, the aforementioned resolution indicates that “employees ... shall continue to enjoy job security rights and shared governance consistent with their current appointment.”

WHEREAS, a joint committee of tenured faculty from UWEX and UW-Madison evaluated options and recommended that current UWEX faculty “should retain the tenure and rank they have earned” (report of the Tenure Working Group of Madison-Extension Governance Integration Committee, 5/1/2018).

THEREFORE, be it **RESOLVED** that the Faculty Senate of the University of Wisconsin-Madison recommends to our Chancellor and to the University of Wisconsin Board of Regents that when UWEX tenured faculty are joined with the faculty of the UW-Madison on or about July 1, 2019, they will retain the full rights and responsibilities accorded to tenured UW-Madison faculty and will observe existing policies and procedures of the UW-Madison faculty including those specified for faculty hiring, promotion, and post-tenure review.

.....

The foregoing UW-Madison Faculty Senate resolution, Faculty Document 2763 is a direct result of UW Board of Regents Resolution 10956, which reads as follows.

**Approval of Restructuring of UW Colleges and UW-Extension
Board of Regents Resolution 10956**

WHEREAS since 2005, UW Colleges and UW-Extension have functioned as separate UW System institutions led by a single chancellor with consolidated administrative services; and

WHEREAS demographic trends across Wisconsin indicate the decline in the number of high school graduates currently presents and will continue to pose considerable enrollment challenges for the UW Colleges; and

WHEREAS full-time student equivalent enrollment at UW Colleges campuses has declined 32% in the past seven years, and several UW Colleges campuses currently enroll only 200 FTE students; and

WHEREAS the UW Colleges’ administrative and faculty leadership has worked diligently to address financial challenges, including establishing an effective regional and consolidated shared services model; and

WHEREAS the UW Colleges provide educational opportunities for an important and valued segment of the Wisconsin population through their distinct mission of open access and transfer; and

WHEREAS the UW System has long-standing partnerships with counties and municipalities that financially invest in and support the UW Colleges campuses in their communities; and

WHEREAS UW System institutions provide an important economic, civic, and cultural presence in the communities in which UW Colleges campuses are located; and

WHEREAS UW-Extension's Cooperative Extension Division has a visible presence in all seventy-two counties in Wisconsin and close ties to UW-Madison; and

WHEREAS the State benefits when faculty research expertise is tightly linked with county extension agents around the State; and

WHEREAS UW-Extension was previously part of the State's land-grant university at Madison, and integrating the extension service as a component of the state's land-grant university is consistent with other states; and

WHEREAS the other three divisions of UW-Extension – the Division of Business and Entrepreneurship, the Division of Broadcasting and Media Innovation, and the Division of Continuing Education, Outreach, and ELearning – and UW Colleges Online can all serve statewide audiences without being connected to a single institution, and can continue providing existing programs and services under UW System Administration; and

WHEREAS the affiliated foundations of the UW Colleges and UW-Extension have contributed significantly to the students, faculty, communities and participants served by these institutions, and the restructuring process should strive to maintain and expand these important relationships; and

WHEREAS, restructuring the UW Colleges and UW-Extension would allow the UW System to maintain affordability for students and families by continuing to provide courses currently taught at UW Colleges institutions, while expanding access to upper-level college courses; and

WHEREAS, students will continue to be able to transfer credits to all institutions within the UW System, and the UW System will continue to identify and reduce barriers to credit transfer; and

WHEREAS, the UW System will further standardize and regionalize administrative operations and services to more efficiently use resources; and

WHEREAS, the UW System aims to leverage resources at UW institutions to move more students through the educational pipeline to better meet Wisconsin's current and projected workforce needs, which is in the economic interest of Wisconsin's citizens; and

WHEREAS, UW Colleges and UW-Extension exemplify the Wisconsin Idea and the UW System's commitment of providing affordable, quality higher education and programs for all Wisconsin residents who seek it, and it is crucial to take action to maintain and strengthen the UW System's connection to citizens, communities, and businesses across the state; and

WHEREAS based on the foregoing, President Cross recommends restructuring the UW Colleges and UW-Extension;

BE IT THEREFORE RESOLVED that, effective July 1, 2018, the UW Colleges campuses be joined with UW System universities and operate as units of those universities while maintaining the open access and transfer mission of the UW Colleges campuses and the strong partnerships with counties and municipalities in which the campuses are located; it is expected that these two-year programs will continue to allow open access recruiting and transfer to all UW four-year institutions;

BE IT FURTHER RESOLVED that, effective July 1, 2018, UW-Barron County will be joined with UW-Eau Claire; UW-Manitowoc, UW-Marinette and UW-Sheboygan will be joined with UW-

Green Bay; UW-Washington County and UW-Waukesha will be joined with UW-Milwaukee; UW-Fond du Lac and UW-Fox Valley will be joined with UW-Oshkosh; UW-Baraboo/Sauk County and UW-Richland will be joined with UW-Platteville; UW-Marathon County and UW-Marshfield/Wood County will be joined with UW-Stevens Point; and UW-Rock County will be joined with UW-Whitewater; and

BE IT FURTHER RESOLVED that, effective July 1, 2018, UW-Eau Claire, UW-Green Bay, UW-Milwaukee UW-Oshkosh, UW-Platteville, UW-Stevens Point, and UW-Whitewater are authorized to grant those degrees granted by the UW Colleges and are directed to amend their mission statements accordingly if necessary; and

BE IT FURTHER RESOLVED that, effective July 1, 2018, the UW-Extension Cooperative Extension Division and the UW-Extension Conference Centers be joined with UW-Madison and operate as a component part of that institution, and that the Division of Business and Entrepreneurship, the Division of Broadcasting and Media Innovation, the Division of Continuing Education, Outreach, and E-Learning, and UW Colleges Online be moved within UW System Administration as an entity that can maintain separate accreditation; and

BE IT FURTHER RESOLVED the Board of Regents anticipates that UW Colleges and UW-Extension employees who become employees of a UW System campus or UW System Administration shall continue to enjoy job security rights and shared governance rights consistent with their current appointment at UW Colleges and UW-Extension, the particulars of which will be developed by campus administration and UW System Administration in consultation with relevant governance bodies, and

BE IT FURTHER RESOLVED that President Cross is authorized to conduct any necessary planning and implementation to effectuate this resolution; and

BE IT FURTHER RESOLVED that President Cross shall provide regular updates to the Board of Regents on the progress of the planning and implementation of this restructuring; and

BE IT FURTHER RESOLVED that, to the extent they are inconsistent with this resolution, Regent Policy Documents 18-1, 18-2, and 19-7 are superseded.

Following passage of this resolution, the two institutions took various actions, including the creation of a joint UW-Madison/UW-Extension working group on tenure.

The report of that working group (Faculty Document 2755) explains this process in greater detail:

Tenure at University of Wisconsin-Madison and University of Wisconsin Extension
Concepts and Pathways for Integration
(Tenure Working Group of Madison-Extension Governance Integration Committee)

Preamble

Last fall, without significant consultation of the faculty at UW-Madison, other UW colleges and universities, and University of Wisconsin-Extension (UWEX), UW System President Ray Cross proposed sweeping institutional restructuring affecting all of these UW institutions. The proposal was quickly approved by the UW System Board of Regents, and among other features called for the movement of over 120 tenured and tenure track faculty from UWEX to UW-Madison, officially effective July 1, 2018. This document summarizes the work of the *tenure working group*, four faculty from each institution charged by the Madison-Extension Governance Integration Committee to: review Board of Regent resolution 10956, generate background information to aid in subsequent deliberations, identify key tenure-related issues in integration of UWEX faculty,

generate potential methods to reconcile differences and provide entry pathways, and communicate with governance bodies.

Recommendation

For the singular event of UWEX joining UW-Madison, the consensus recommendation of the tenure working group is that UWEX faculty should retain the tenure and rank they have earned. Policies and procedures for post tenure review and promotion to full professor will need to be revised to meet UW-Madison criteria. After this one time institutional transfer of tenure, UWEX tenure track faculty will have to earn tenure following UW-Madison policies and procedures and meet standards expected of all other UW-Madison faculty.

Background

A brief introduction to extension faculty and their roles and responsibilities

UWEX has about 120 tenured faculty and a few tenure-track faculty, who hold M.S. or Ph.D degrees. UWEX has had faculty since it was proposed in 1891, hired the first county faculty in 1912, expanded beyond agriculture in 1957, and became a separate institution in 1965. Since February of 2017, all new UWEX hires have been academic staff positions. Some faculty have connections to four-year campuses, work in units with research functions such as Wisconsin Geological and Natural History Survey, or function similar to academic departments such as the School for Workers. County-based positions throughout the state are a mixture of faculty and academic staff, with some overlap in activities and roles. Tenured and tenure track county faculty may be called 'agents' or 'educators' depending on the audience they are teaching. Agent and Educator is the historic brand identifying a trusted local person from the county UW-Extension Office providing instruction, conducting locally relevant research, and extending research-based information from UW campuses, as opposed to someone from the K-12 school district, a technical college, or a college campus. UW-Madison has about 63 faculty (tenured and tenure-track) whose positions are partially supported with UWEX funds (10 to 80%, with the majority being 60% or more). These faculty are considered 'extension specialists' or 'state specialists'. They conduct applied research relevant to the needs of Wisconsin and develop educational materials explaining how to use this new information to make more informed decisions (e.g., agricultural practices to improve farm profitability and environmental sustainability). Extension specialists work with county agents/educators to fulfill the Wisconsin Idea. In addition, UW-Madison employs about 50 academic staff, who comprise about 26 FTE on UWEX funds, with roles as regional or state extension specialists.

The joint working group report continued with a section entitled "Tenure Concepts – What is tenure?" and a discussion of the rights and values associated with tenure. When Faculty Document 2755 was presented to the Faculty Senate in May 2018, it was pointed out that there was an error in this section. The sense of the Senate at that meeting, and again at the first reading of the above resolution in October 2018, was that the working group report should have said that tenure amounts to a right to due process as opposed to a guaranteed academic position. This means that the university cannot fire a tenured professor without evidence of cause or if the institution is in serious financial difficulty. Tenured faculty can indeed lose their positions, but the burden of proof is on the institution to show that it is necessary or warranted.

The working group report went on to state that in 2016, when state statute protections for tenure were removed, the Board of Regents, as guarantor of tenure rights at UW, used essentially the same language as previously embodied in statute. Several senators have objected to that language, noting in particular that it glossed over serious concerns and objections voiced at the time about these and other changes to tenure. These concerns and objections are on record in a variety of places, most notably, in Faculty Document 2360, "Resolution on Actions by UW System and Board of Regents," of May 2016.

The joint tenure working group report (Faculty Document 2755) continued:

What are the rights and values associated with tenure?

- Job security: In general, tenured faculty operate on the assumption of permanent retention. UW System language includes provisions for abrogating tenure in the cases of declared financial exigencies, program discontinuance, significant malfeasance or failure to carry out obligations.
- Academic freedom: A conceptual and historic basis for tenure is the notion that scholars need to be free to express (say, publish, teach, etc.) ideas, beliefs, and truths they consider important. In contemporary academic institutions, this concept is not limited to tenured faculty. All members of academic communities should feel that the institution respects and protects this right. UWEX county faculty (funded in part through agreements with county governments) note that they are vulnerable to withdrawal of county support for controversial expressions but their positions and associated academic freedom are protected by University of Wisconsin tenure.
- Titles: The title of professor is considered prestigious, conveying a notion of someone with advanced education and deep knowledge of a field. At UW-Madison and UWEX, the titles Associate Professor and Professor¹ are used exclusively by tenured faculty, and Assistant Professor is used for tenure-track faculty. These are the only category of employees that comprise faculty of the university. Two other titles – *research professor* and *teaching professor* are currently under consideration at UW-Madison; however, these would be academic staff positions, not faculty.
- Faculty rights: The authorities and responsibilities of UWEX and UW-Madison faculty are described in [State Statute 36.09\(4\)](#). Additional rights are itemized in UW-Madison Faculty Policies and Procedures [section 1.20 \(C\)](#) and UWEX Articles of Faculty Governance. Rights for UW-Madison faculty that would be different than most Extension faculty are related to student interactions such as establishing requirements for admission and graduation, student misconduct and discipline, developing academic programs and associated curricula, and mentoring and advising. Rights shared between Madison and Extension faculty include participation in shared governance, procedures for recruitment, appointment, review of faculty colleagues, establishing independent research and/or programming, and automatic principal investigator status, though details of how these rights are executed by each organization differs.

Similarities and differences between UW-Madison and UWEX Faculty

Most UW-Madison faculty have obligations in research, instruction, and service. In some units, outreach is considered a component of service; in others, it is a separate activity area. Specific duties are spelled out at the department level, and broad expectations are described and enforced through tenure evaluation at a campus-wide level (Divisional Committees). Post-tenure review is conducted by departments and reviewed by colleges (or college-equivalents) and the Provost. A broad expectation for faculty is excellence in research and significant contributions in another area. Some of the faculty *state specialists*, partially supported with UWEX funds, may teach on the campus of their appointment and some of the academic staff state and regional specialists lead applied research activities.

Most UWEX faculty have outreach as a primary activity and have applied or locally relevant research projects that may be conducted in conjunction with extension specialists or other campus-based faculty. Specific duties are spelled out at the department level, and broad expectations are described and enforced through tenure evaluation at the division level. In general, they do not participate in university credit-bearing instruction, though they may conduct training and teach classes with other forms of credit such as CEUs. Some faculty teach or co-teach existing courses on the Madison campus. As specified in UWEX Articles of Faculty Governance [Appendix I.C](#), assessment of scholarship is based on four themes: “creative, intellectual work; reviewed by the scholar’s peers who affirm its value;

¹ The School of Medicine and Public Health has a system of tenure for Clinical Health Science Professors, though these are technically academic staff positions.

added to our intellectual history through its communication; and valued by those for whom it was intended.”

Tenure evaluation

The processes for evaluating probationary faculty are substantially similar for UW-Madison and UWEX. In both cases, a recommendation is made at the department level. This decision is reviewed by an institution-wide committee (Divisional Committee for UW-Madison, Faculty Tenure Advisory Committee), then by a dean, the Provost and Chancellor, all advisory to the Board of Regents which confers tenure. As might be expected given different roles and expectations between UW-Madison and UWEX faculty, the nature of evidence included in a tenure dossier and the criteria used to evaluate it are similar, but not identical. Some notable differences include:

- The type of external letters in the dossier: UW-Madison Divisional Committee guidelines specify at least five “arms-length” letters from knowledgeable professionals that have not collaborated with a candidate. UWEX letters are from people familiar with the candidates work, including collaborators and Extension colleagues, though details of required letters vary by department.
- The role of deans in the tenure process: At UW-Madison, deans generally accept the recommendation of departments and Divisional Committees; they tend to be actively involved only when there’s unusual circumstances or an appeal. Deans at UWEX make tenure recommendations to the Provost, who then makes recommendations to the Chancellor. Recent reorganization of Cooperative Extension (referred to as the nEXT Generation Model) made substantial changes in county-based faculty positions, which included requesting that recent county-based tenure-track hires convert to an academic staff position or receive a termination of employment letter.

Post Tenure Review

Post tenure review (PTR) is required by UW System; each institution develops and implements a policy that meets sixteen requirements described in the Regent Policy Document 20-9. Since the Board of Regents adopted this policy in December 2016, both institutions have revised existing PTR procedures. In both, the review is done by the executive committee of a department or department-equivalent, based on departmental criteria. At UW-Madison the outcome of the evaluation is reviewed by the appropriate dean, and in most cases concludes at this level. At UWEX, the post-tenure review materials are reviewed by the dean, Provost and Chancellor.

While the mechanism for aligning PTR procedures is beyond the immediate charge of the Tenure Work Group, it is described above because UWEX faculty will be governed by UW-Madison procedures in the future. It is clear that “such review shall not infringe on existing faculty rights and protections” (Board of Regents, 20-9) and “post-tenure review is not a re-evaluation of tenure” (UW-Madison *Faculty Policies and Procedures*, 7.17). However, after joining UW-Madison, former UWEX faculty will go through UW-Madison PTR procedures consistent with the units they are associated with. This must be worked out on the departmental level and will be subject to the normal review processes of UW-Madison.

The working group report ended with a list of options that the committee considered for the incorporation of tenured UWEX faculty into UW-Madison. As noted in the report itself, the recommended option is the only one that “does not lead to a tenured employee of the UW System losing tenure while remaining in their position.” That recommended option, summarized above and incorporated into the resolution at the top of this document, recognizes the importance of protecting faculty tenure rights and is expressed in Faculty Document 2755 as follows.

- Recognition of UW-Extension Tenure: All UWEX faculty retain their current rank and tenure in transition to UW-Madison. This is based on the observation that tenure was granted to them by the Board of Regents, as well as language in the restructuring resolution (Board of Regents, Resolution 7, 11/07/17): “...Extension employees who become employees of a UW System campus or UW System Administration shall continue to enjoy job security rights and shared governance rights consistent with their current appointment.” This approach would require compliance with UW-

Madison policies and procedures in all aspects of faculty rights and responsibilities including post tenure review and promotion to full professor. This option preserves tenure commitments made to Extension faculty, that are already UW employees who have been reviewed by faculty peers in their current departments and granted tenure on that basis. It also preserves the concept that once tenure is granted it may not be revoked or reconsidered without dismissal for cause. This option is considered to provide an equitable transition process that builds on the strengths of both institutions.

In conclusion, at both the May 2018 Senate reading of the working group report and at the October 2018 first reading of the above resolution, commenters noted their concern about the fact that all new UWEX hires since February 2017 have been academic staff positions. Combined with the elimination of virtually all probationary (pre-tenure) faculty at UWEX shortly before the Board of Regents passed resolution 10956, the UW-Madison Faculty Senate has noted its concern that this has the appearance of elimination of tenure by other means.

Resolution of Support for Graduate Assistants

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

WHEREAS equitable working conditions attract and retain talented and experienced graduate assistants and enable them to fulfill their professional responsibilities more effectively, thereby promoting the quality of undergraduate education;

WHEREAS the faculty depend on the contributions of graduate assistants to fulfill effectively our own professional responsibilities;

WHEREAS in the past six years, graduate assistant stipends have increased substantially (including an increase of over 27% for 101-funded TA and PA stipends during that period) through an effort to bring our campus to a competitive level with our peers;

WHEREAS current segregated fee policies place a financial burden on graduate assistants;

WHEREAS some peer Big 10 institutions provide some non-salary support for at least a portion of segregated fee remission for their graduate assistants;

WHEREAS the Teaching Assistants' Association and the Associated Students of Madison have called for the University to fully cover segregated fees for all graduate assistants; and

WHEREAS the segregated fee charge currently in place covers a wide variety of services, including some which other employees also pay to use and some which are exclusively student-related, and would cost approximately \$5.6 million to cover directly;

THEREFORE, be it RESOLVED that the UW–Madison Faculty Senate commends and encourages the ongoing efforts by the Chancellor, the Vice Chancellor for Finance and Administration, and the Graduate School to increase overall support for graduate assistants;

Be it further RESOLVED that the UW–Madison Faculty Senate respectfully recommends that such efforts to support graduate students be continued and expanded;

And be it further RESOLVED that the UW-Madison Faculty Senate, in the belief that the interlocking and complex budgetary impacts of segregated fee remission merit further study and that the appropriate body for such analysis is the formal shared governance Budget Committee, calls on the Budget Committee to explore options regarding the issue of segregated fees for graduate assistants that do not adversely affect student services or place undue burden on other students and to report back to the University Committee and the Faculty Senate in time for consideration at the April 2019 Senate meeting.

Resolution in Support of “Professor” Titles for Instructional Academic Staff

WHEREAS the Faculty Senate passed a resolution in December 2001 that the word “professor” shall not be used in a title without prior approval of the title by the Faculty Senate (Faculty Document 1596);

WHEREAS the use of contingent faculty as instructors is increasing nationally;

WHEREAS current UW-Madison titles for instructional academic staff do not reflect the qualifications and duties of many of these contingent instructors, can connote lack of permanence, often lead to the perception that instructors are not qualified, and do not align with professional titles at peer institutions;

WHEREAS these disadvantages hinder UW-Madison’s ability to recruit and retain the most qualified individuals and hamper professional advancement;

WHEREAS several schools and colleges have felt hampered in their ability to attract short-term real-world teaching expertise due to the lack of a “professor of practice” title on our campus;

WHEREAS a faculty-academic staff ad hoc committee recommended the creation of a terminal “Professor of Practice” title for experts from non-academic organizations to teach about real-world applications for a fixed period of time longer than currently allowed by current “adjunct” titles;

WHEREAS that committee also recommended the creation of a renewable, potentially indefinite, “Teaching Professor” title to recognize significant contributions to a unit or department’s broader teaching mission;

WHEREAS that same ad hoc committee recommended the redefinition of the “Lecturer” title to recognize its focus on effective delivery of instructional material, assessment, and grading for a course or series of courses within a sub-discipline, working independently or under general supervision of a faculty member, and spending no more than one-third time in non-teaching activities;

WHEREAS the ad hoc committee also recommended the renaming of the “Faculty Associate” title to “Instructional Administrator,” which would carry a maximum teaching load of one-third time and focus on non-teaching functions associated with instruction, such as development of pedagogy or assessment of student learning;

THEREFORE be it **RESOLVED** that the Faculty Senate approves the creation of the “Professor of Practice” and “Teaching Professor” titles in this context and with the following basic descriptions:

- *Professor of Practice: **Responsibilities:** enrich student experience through deep understanding and appreciation of best practices in settings outside the academy; provide students with understanding of practical applications of particular field of study; teach courses; advise students; collaborate in areas directly related to their expertise and experience outside academia. **Qualifications:** relevant experience and expertise in non-academic organizations, significant leadership experience and evidence-based reputation for superior accomplishments in field, senior technical, research, or management position outside academia, bachelor’s degree or unique qualifications per minimum qualifications policy.*
- *Teaching Professor: **Responsibilities:** significant contributions to the unit or department’s broader teaching mission, may include advancements in teaching and learning in the discipline, innovative strategies that produce course and/or curriculum improvement; may be engaged in scholarship of teaching and learning that makes an instructional and curricular impact both within the department and beyond through scholarly or expressive publications, sharing creative and scholarly work, or the publication of textbooks or other related activities involving their discipline; may be involved in department, college, or university service; may supervise teaching assistants. No less than 50% time may be devoted to classroom instruction. **Qualifications:** terminal degree, demonstrated expertise in a relevant discipline.*

Be it further RESOLVED that the Faculty Senate strongly opposes the use of the “Teaching Professor” or “Professor of Practice” titles as a substitute for tenure-track faculty appointments;

Be it further resolved that the “Teaching Professor” and “Professor of Practice” titles should include all rights available to other renewable and fixed-term (respectively) academic staff under Academic Staff Policies and Procedures.



To: University Committee (Anja Wanner, chair)
Cc: Academic Staff Executive Committee (Kevin Niemi, chair)
Mary Luther, Titling and Total Compensation Study
Laurent Heller, Vice Chancellor for Finance and Administration
Sarah Mangelsdorf, Provost and Vice Chancellor for Academic Affairs
Wayne Guthrie, Chief Human Resources Officer
Mark Walters, Office of Human Resources
Eden Inoway-Ronnie, Chief of Staff, Office of the Provost
Matt Mayrl, Chief of Staff, Office of the Chancellor
From: Ad hoc committee on instructional titles (Beth Meyerand, chair)
Date: January 4, 2018
Re: **Final Report of ad hoc committee on instructional titles**

This document represents the final report and recommendations of the ad hoc committee on instructional titles. Our charge from the University Committee (September 1, 2017) was to “consider ways to address the equity and professional development concerns of the academic staff, the needs of the schools and colleges for visiting expertise, and the integrity of the overall structure of instructional appointments on our campus.” Following review of practice and previous efforts in this regard, both on this campus and elsewhere, as well as significant deliberation and discussion, **the committee recommends the creation of two new titles: Teaching Professor and Professor of Practice, as well as modification of the Lecturer title series and modification and renaming of the Faculty Associate title series.** Additional information and explanation follows below and the committee is available to answer any questions that may arise.

Proposed position descriptions

Create “Professor of Practice” Title Series

The title **Professor of Practice (Asst., Assoc., No Prefix, Dist.)** will be reserved for individuals with relevant experience and expertise in non-academic organizations. They must have significant leadership experience and hold a senior technical, research, or management position outside academia, plus a bachelor’s degree or unique qualifications per the minimum qualifications policy. These individuals would be expected to enrich the experience of students by bringing a deep understanding and appreciation of the best practices as applied in real-world settings. They provide students with an understanding of the practical applications of a particular field of study. Professors of Practice teach courses, advise students, and collaborate in areas directly related to their expertise and experience outside of academia. Professors of Practice must have an evidence-based reputation for superior accomplishments in their fields. This may be substantiated by published works or presentations disseminated outside the scope of traditional scholarly journals and conferences, but otherwise subject to the same standards of quality and impact that govern other research contributions within the university. This is a terminal title series.

Create “Teaching Professor” Title Series

The **Teaching Professor (Asst., Assoc., No Prefix, Dist.)** position will involve significant contributions to the unit or department’s broader teaching mission. This may include

advancements in teaching and learning in the discipline, and innovative strategies that produce course and/or curriculum improvement. In addition, a teaching professor may be engaged in scholarship of teaching and learning that makes an instructional and curricular impact both within the department and beyond through scholarly or expressive publications, sharing creative and scholarly work, or the publication of textbooks or other related activities involving their discipline. A teaching professor may also be involved in department, college, or university service. The position may involve supervision of teaching assistants. No less than 50% time may be devoted to classroom instruction. Teaching professors are required to hold a terminal degree and have demonstrated expertise in a relevant discipline. Each department must define the specific substantive criteria for level advancement, but fundamentally it denotes a higher level of contribution to the unit. This is a renewable, and potentially indefinite, title series.

Revise “Lecturer” Title Series

A **Lecturer (Assoc., No Prefix, Senior, Dist.)** is engaged primarily in classroom and/or laboratory instruction in an academic discipline, both formal and informal. Lecturers may work either independently or under the general supervision of a faculty member. Responsibilities include the effective delivery of instructional material and assessment and grading. May also involve course design, development of disciplinary teaching techniques, and/or the supervision of teaching assistants. It is not expected that a lecturer make contributions to a broad area of pedagogy across a unit or department. Rather, a lecturer would be expected to focus on a single course, or a series of courses within a sub-discipline. A terminal degree is not required. Each department must define the specific substantive criteria for level advancement, but fundamentally it denotes a higher level of contribution to the unit. Could spend up to one-third time in non-teaching activities. This is a renewable title series.

Rename and Revise “Faculty Associate” Title Series

Instructional Administrator (Asst., Assoc., No Prefix, Dist.) Responsibilities include non-teaching functions associated with instruction, such as development of pedagogy or assessment of student learning. No more than one-third time should be devoted to classroom instruction. Each department must define the specific substantive criteria for level advancement, but fundamentally it denotes a higher level of contribution to the unit. This is a renewable title series.

The committee expressly took into account the relationship of these titles to other campus titles. “Visiting” and “adjunct” titles are not affected by this proposal, as they relate solely to specific cases of temporary employment. In particular, the Professor of Practice title differs from these existing titles in that it would be at a higher level than an “adjunct” and is limited to instruction, while a “visiting” appointment is more limited in duration and allowed to act in all three faculty areas.

The committee also feels that the new Teaching Professor title would not infringe on tenure, as it focuses solely on one of the three primary aspects of tenured and tenure-track faculty: instruction. (Similarly, discussions in other venues about potential “Research Professor” titles would also focus solely on one aspect of the standard tenure triad: in that case, research.) The CHS and other clinical tracks are a separate issue and not within the purview of this committee.

Finally with regard to other titles, there are titles on campus that appear to relate to instruction due to their names, but the committee does not feel these are, in fact, instructional titles, but are rather in support of instruction. These titles, which include instructional program manager¹ and instructional specialist,² should not be used for teaching appointments.

¹ Instructional Program Manager: Manages the development of a specific instructional program of an academic department or unit. Assists in defining the objectives of the program and plays a major role in carrying out program duties. An example might

In conclusion, the committee notes that there are people on campus who qualify for these new titles. There is no direct correlation of existing titles to these new titles, and many individuals would have to be considered on a case-by-case basis. For example, some senior lecturers and other instructional staff are already performing duties appropriate to the “Teaching Professor” title. Conversely, there are some individuals with instructional titles who may be more appropriately classified under other series. The above array of titles is intended as an end goal. Certainly new hires could be brought in under the correct series immediately, but some thought will have to be given to how to transition from existing titles to these new/revised titles.

Resolution in Support of “Research Professor” Titles for Academic Staff

WHEREAS the Faculty Senate passed a resolution in December 2001 that the word “professor” shall not be used in a title without prior approval of the title by the Faculty Senate (Faculty Document 1596);

WHEREAS the Faculty Senate approved the honorific title of “Associate Research Professor” and “Research Professor” in May 2001 (Faculty Document 1571);

WHEREAS current UW-Madison titles for academic staff directing research programs, Senior Scientist or Associate Scientist, do not reflect the qualifications and duties of these researchers, can connote lack of permanence, often lead to the perception that researchers are not qualified, and do not align with professional titles at peer institutions;

WHEREAS these disadvantages hinder UW-Madison’s ability to recruit and retain the most qualified individuals and hamper professional advancement;

WHEREAS a recent study found that the title “Research Professor” has much wider use today than in 2001 and is in common usage at the majority of our peer research institutions; thus creating the title should help UW-Madison remain competitive with peer institutions;

WHEREAS creating the title “Research Professor” will increase the ability of academic staff to secure competitive grants, increasing the overall extramural grand funding secured by UW-Madison; and

WHEREAS creating the title “Research Professor” will fill a need to formally recognize academic staff with independent research programs at UW-Madison;

WHEREAS the current description for Scientist title series would change and include the following responsibilities:

- *Organizes and conducts research projects and studies*
- *Writes grant proposals to procure external research funding (may serve as PI, co-PI or co-I)*
- *Publishes in scholarly publications, attends and presents professional conferences, etc.*
- *Possesses a Ph.D. or other terminal degree*

THEREFORE be it **RESOLVED** that the Faculty Senate approves the creation of the payrolled titles “Associate Research Professor” and “Research Professor” with the basic responsibilities as follows:

- *Primarily responsible for a research program including leadership of the scientific and technical aspects and compliance with all financial, ethical, and administrative aspects of the research including supervision of staff, students and postdoctoral fellows;*
- *Has established financial independence for a research program including salary*
- *Formulates long-range research projects and programs*
- *Secures intramural and extramural funding through grants as PI to support salary and research program*
- *Publishes in peer-reviewed journals, book or chapter publications, presents at conferences, participates as an editor for a publication, and/or participates on panels*
- *Possesses a Ph.D. or other terminal degree.*

BE IT FURTHER RESOLVED that the Faculty Senate strongly opposes the use of “Associate Research Professor” and “Research Professor” titles as a substitute for tenure-track faculty appointments;

BE IT FURTHER RESOLVED that the “Associate Research Professor” and “Research Professor” titles should hold Permanent PI status and otherwise include the same level of rights available to all academic staff under Academic Staff Policies and Procedures.

The Ad Hoc Committee on Research Scientist Titles Report

**An Assessment of the Needs for a Research Professor Title on the University of
Wisconsin – Madison campus**

February 22, 2018

Prepared for The Academic Staff Executive Committee

Committee Members:

Co Chairs: Dr. Megan Spurgeon and Dr. Shane Hubbard

**Dr. Jacquelyn Hank
Dr. Peter Hoonakker
Dr. Malia Jones
Dr. David Tobin**

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EXECUTIVE SUMMARY

Introduction

The University of Wisconsin-Madison is a top academic research institution and continues to foster a strong research environment. Research scientists, and particularly those with terminal degrees, are vital components of this success. However, an evolving research landscape necessitates a re-evaluation of our current titling practices for Ph.D.-level research scientists at UW-Madison. Therefore, The Academic Staff Executive Committee charged the Ad Hoc Committee on Research Scientist Titles to review research scientist titling practices internally and at peer universities.

Our committee collectively agreed to focus on the Research Professor title, including its use, relationship to other Ph.D.-level research titles, and associated policies. We not only sought to understand whether and how peer institutions use the Research Professor title, but also how its implementation might affect the research mission of UW-Madison. In the following report, we present these findings and our resulting policy recommendations, which are provided in brief below.

Main Findings

- In our review, 19 out of peer 20 institutions (95%) have the Research Professor title, which is:
 - Distinct title series from other Ph.D.-level research scientists
 - Categorized as non-tenure track faculty at all institutions
 - 80% grant automatic Principal Investigator status to Research Professors

UW-Madison lags far behind our regional and research peers in introducing and implementing the Research Professor title.

- In our interviews across the UW-Madison campus with leadership within 10 units that employ research scientists we found:
 - In 8 of the interviews, the respondent believed it is more difficult for research scientists to acquire funding compared to faculty.
 - In 9 of the responses, the interviewee was in support of a Research Professor position on the UW-Madison campus
 - In 8 of the interviews, the person believed a Research Professor position would be helpful in the recruitment and retention of research scientists and address career opportunity issues.
 - All of the respondents believed the Research Professor position should have more than temporary PI status (i.e. automatic or blanket).

The leadership on the UW-Madison campus at several units that employ research scientists believes a research professor title would enhance the research mission on campus.

Summary of Notable Policy Recommendations

In order to remain competitive with our peers, maximize the potential of the nearly 700 current Ph.D.-level staff scientists, foster recruitment of new world-class research talent, and ultimately strengthen the research enterprise at the University of Wisconsin-Madison, we unanimously recommend the following changes to the current titling practice for Ph.D.-level research scientists at UW-Madison (the full set of recommendations can be found beginning on page 16):

1. Introduction of a Research Professor title track (Assistant, Associate, No Prefix, Distinguished) that is distinct from preexisting Researcher and Scientist title series.
2. Criteria for Research Professor appointment shall closely mirror the research responsibilities outlined for a tenure-track Professor at the corresponding rank.
3. Research Professors receive automatic Principal Investigator status at all title ranks.
4. Research Professors can serve as co-advisor (or principal advisor as policy allows) and supervise undergraduate/graduate students, postdoctoral research associates, and staff.
5. Research Professors receive a minimum of 5 percent of their salary from the university general fund, are eligible to compete for intramural research funds, and are eligible for start-up, grant-writing, and bridge funding at the discretion of the unit.
6. Research Professors are categorized as Academic Staff, but culturally integrated as Faculty within units per standard practices.
7. Along with implementation of the Research Professor title track, we also recommend the following amendments to existing research scientist titles:
 - a. Researcher:
 - i. No change in title description
 - ii. Current [no prefix] level is replaced with the Senior level (Assistant, Associate, Senior, and Distinguished)
 - b. Scientist:
 - i. Title series is no longer intended to parallel the faculty tenure-track
 - ii. New language to distinguish Scientists from Research Professors regarding the level of independence
 - iii. Principal Investigator status still requires approval for Scientists (no change from current policy)

CONTEXT and BACKGROUND

The University of Wisconsin-Madison (UW-Madison) is one of the largest public academic research institutions in the country. UW-Madison ranks 6th in the country and 2nd in the Big 10 Conference in federal research expenditures, which totaled more than \$1,069 million in 2016 (1,2). Our faculty, academic staff, and students are responsible for this strong and vital research enterprise, and their combined efforts continue to drive the success of UW-Madison research.

Nevertheless, the research enterprise in the United States is currently facing a series of issues, the consequences of which are beginning to appear at academic institutions. Some of these issues were highlighted in a prominent report outlining these "systemic flaws" (3), and include hyper competition for federal funding, increased strain on researchers' time, as well as too few tenure track faculty positions concomitant with an explosion in earned doctorates. This report and others prompted a broad discussion on the state of the US research enterprise, including a "cross-campus, cross-career stage and cross-disciplinary series of discussions" at UW-Madison (4), although these discussions have yet to produce widespread changes.

The oversupply of research scientists with terminal degrees, coupled with waning availability of tenure-track academic positions, demand the need to re-evaluate current workforce infrastructures as they relate to Ph.D.-level research scientists. A common proposal has been to elevate and increase the number of staff scientist positions (3-5). However, the staff scientist career track itself has inherent deficiencies in stability, recognition, funding opportunities, and career advancement, as noted by UW-Madison staff scientists themselves (4). There is clearly a need to diversify career options for Ph.D.-level researchers on campus that fully take advantage of the expertise, talent, and potential of our exceptional staff scientists and in order to keep UW-Madison competitive in a changing research landscape.

Amidst this backdrop, UW-Madison has recently seen its stature slip among the top institutions in federal Research and Development expenditures (6,7). For the first time since the survey's inception, UW-Madison fell out of the top five rankings in the National Science Foundation's Higher Education Research and Development (HERD) Survey in both 2015 and 2016 (1,8). This drop in the rankings reflect reduced research expenditures due to a "perfect storm" of factors, according to Vice Chancellor for Research and Graduate Education Marsha Mailick, including changing faculty demographics and a shrinking principal investigator pool (9). In fact, as Mailick notes, UW-Madison is the only institution in the top ten whose research expenditures are lower now than in 2011.

With close to 700 staff scientists, UW-Madison is the 5th top employer of doctorate-level non-faculty researchers in the nation (10). According to the Office of the Secretary of the Academic Staff, just 12% of Researchers (n=67/574) and over 23% of Scientists (n=155/659) were listed as principal or co-investigators on extramural grants in 2016-2017. These Researchers and Scientists contributed to the ~\$202 million awarded in grants to academic staff Principal Investigators, co-Principal Investigators, or co-Investigators in 2016-17, representing 18% of the award money granted to UW-Madison. These impressive statistics exist despite a relatively restrictive and inconsistent PI eligibility policy compared to our peers and having titles that are often viewed unfavorably by external grant reviewers. The success of Ph.D.-level research scientists at securing extramural funding despite these barriers reflects the high caliber of research talent on campus outside the faculty track, and represents a large pool of untapped potential for additional funding. Therefore, there is a need at UW-Madison to provide career

advancement opportunities to a growing number of Ph.D.-level staff scientists and to reverse the trend of our declining research expenditures/ranking.

The introduction of a Research Professor title series at UW-Madison is a potential solution that could address both issues. A full-time Research Professor position was suggested as part of a strategy that could help reverse UW-Madison's falling research ranking (9). Such a position could also provide an additional career path for Ph.D.-level scientists, and would work towards fulfilling the suggestion of the organizing committee of the UW-Madison workshop series that "institutions should develop mechanisms to recognize staff scientists and promote their careers" (4). A previous effort in 2000 to introduce a Research Professor title at UW-Madison was not adopted, and rather culminated in the creation of an honorific Research Professor title (11), of which there are currently 14 holders (all Distinguished Scientists) of this title on campus. Nearly 20 years later, we expect that both the UW-Madison environment and the US research enterprise have shifted enough that this proposal will be seriously considered, as in our assessment it is to the benefit of all parties on this campus. The introduction and implementation of the Research Professor title should be explored as a mutually beneficial way to address the needs of both current staff scientists and the research enterprise at UW-Madison.

Committee Charge

The Academic Staff Executive Committee charged the Ad Hoc Committee on Research Scientist Titles with evaluating research titling practices of Ph.D.-level research scientists at peer universities. With this information, the committee was instructed to provide recommendations to update UW-Madison research titles.

Approach

During initial discussions, our committee collectively agreed to focus on the Research Professor title, including its use, relationship to other Ph.D.-level research titles, and associated policies. We not only sought to understand whether and how peer institutions use the Research Professor title, but also how implementation of this title might be perceived by research unit leadership on at UW-Madison. Therefore, subcommittees were formed to compile both External and Internal Data related to research scientist titling practices, with a particular focus on the Research Professor title. Our review was conducted with awareness that the Titling and Total Compensation Study is currently underway at UW-Madison. Our discussion and recommendations therefore reflect current titling practices on campus and are intended to inform the ongoing Titling and Total Compensation Study as it moves forward.

EXTERNAL REVIEW OF RESEARCH TITLES AT PEER INSTITUTIONS

Selection of Institutions for Comparison

The external subcommittee was charged with researching how peer institutions addressed the title of “Research Professor” on their campuses. Three categories of institutions were included in our comparison: 1) Big 10 Conference schools, 2) Top Research Institutions, and 3) Official Peers. In sum, we surveyed 20 institutions regarding their use of the Research Professor title and associated policies (Table 1).

BIG 10	Top Research	Official Peer
University of Michigan		University of California-Berkeley
University of Iowa	University of Washington	
University of Minnesota-Twin Cities	University of California-Los Angeles	
Rutgers University	Johns Hopkins University	University of Texas-Austin
Michigan State University	University of Pennsylvania	
University of Maryland-College Park	University of California-San Francisco	
University of Nebraska-Lincoln		
Northwestern University		
Penn State University		
Purdue University		
Ohio State University		
University of Illinois at Urbana-Champaign		
Indiana University Bloomington		

TABLE 1. Overview of institutions included in comparative analysis. The 20 institutions included for comparison are from three main categories: Big 10 conference schools, Top Research Institutions by R&D expenditures, and Official Peers.

Big 10 Conference Schools:

Given their regional proximity and other similarities, all current members of the Big 10 Conference were incorporated in to our analysis. These thirteen institutions are listed in Table 1.

Top Research Institutions:

The Higher Education Research and Development (HERD) Survey, compiled by the National Science Foundation (NSF), releases annual statistics on research and development expenditures by colleges and universities, and thus serves as the major metric of academic research activity (8). For the first time since the study's inception, the University of Wisconsin-Madison dropped out of the top five rankings in both fiscal year 2015 (FY2015) (6) and FY2016 (7). Therefore, we included those institutions with the five highest research expenditure values in the HERD survey for FY2016 (1) (Table 1, Appendix A). We also included another school, University of California-Los Angeles, which has consistently ranked in the Top 20 in research expenditures and is ranked 12th in FY2016.

The Top 5 Institutions Ranked by Research and Development Expenditures (FY2016) are:

- Johns Hopkins University
- University of Michigan
- University of Pennsylvania
- University of California-San Francisco
- University of Washington

Official Peers:

We also included four official peers that were adopted March 30, 1984 – Executive Order #27, Governor Anthony Earl (Table 1): University of Washington, University of California-Berkeley, University of California-Los Angeles, and University of Texas-Austin.

Compiled Information and Verification Process

The following information, when applicable, was obtained from each institution from their official websites and online faculty handbooks and/or relevant policy overviews:

- Use of the Research Professor title
- Other Ph.D.-level researcher titles
- Relationship among researcher titles (hierarchical, parallel, etc.)
- Appointment and Promotion Criteria
- Principal Investigator Eligibility policy
- Tenure Policy
- Title Category (Faculty or Academic Staff)
- Institutional Support
- Teaching and Service Policy

The compiled data were verified through a process of verbal interviews with representatives from each university or college. These representatives were often from Academic Human Resources, the Office of the Provost or the Office of Research, or from an equivalent office. A complete table of collected data is available in Appendix B.

RESULTS OF THE EXTERNAL REVIEW OF RESEARCH TITLES AT PEER INSTITUTIONS

Overview

1. We discovered broad use of the Research Professor title among compared institutions.
2. Of those using the title, all institutions consider Research Professors non-tenure faculty.
3. Most institutions grant Research Professors automatic Principal Investigator status.
4. The Research Professor position is a distinct track from other Ph.D.-level research scientist titles, and Research Professors are universally members of faculty.
5. Several institutions offer Research Professors various forms of institutional financial support.
6. **The University of Wisconsin-Madison significantly lags behind our regional and research peers with respect to implementation of the Research Professor title.**

Use of Research Professor Title

Among the 20 institutions surveyed, we found overwhelming use of the Research Professor title (Table 2). The Research Professor title is used at 95% (n=19/20) of the institutions included in our external review (Figure 1). Among our peers in the Big 10 Conference, the University of Wisconsin-Madison is one of only 2 universities that do not use the Research Professor title (14% or n=2/14; University of Wisconsin-Madison and University of Indiana-Bloomington). Strikingly, every institution ranked as a Top 5 Research Institution uses the Research Professor title or an equivalent title (ex, University of California system Professor-in-Residence title).

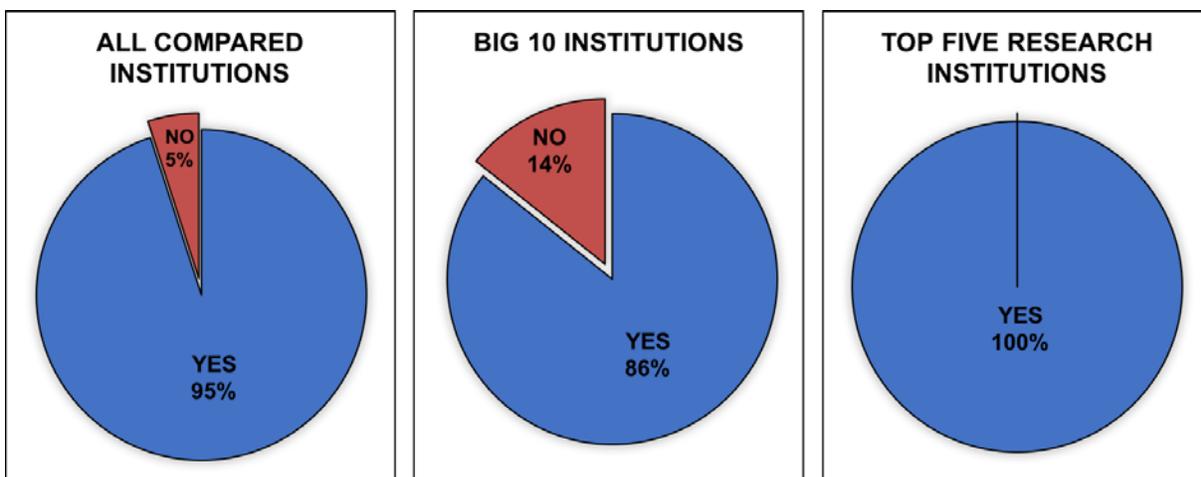


FIGURE 1. Research Professor title use at compared institutions. Percentage of institutions that use the Research Professor title at all compared schools (left; does not include UW-Madison), Big 10 Conference schools (middle; includes UW-Madison), and Top Research Institutions (right).

Introduction and Prevalence of Research Professor Title

We were interested in learning when the Research Professor title was implemented at other institutions, as well as the number of Research Professors employed. We were unable to obtain this information from all institutions, so the following sections only reflect those universities from which we acquired data. The earliest introduction of the title we recorded was at the University of California system, which introduced the “Professor in Residence” title series in 1987. At least 8 of

the 20 institutions introduced the Research Professor title in the early- to mid-2000s and have now had the title for at least 10 years. There was wide variability in the total number of Research Professors employed at the compared institutions:

- University of Illinois:....**32**
- Purdue University:.....**36**
- Michigan State University:.....**40**
- University of Minnesota-Twin Cities:..**47**
- Ohio State University:**104**
- University of Michigan:.....**257**
- University of Washington:.....**325**
- University of California System (all UC campuses):.....**1,110**

Institution	Peer Comparison Group	Research Professor Title?
University of Wisconsin-Madison		NO
University of Illinois at Urbana-Champaign	BIG 10	YES
University of Iowa	BIG 10	YES
University of Minnesota Twin Cities	BIG 10	YES
Rutgers University	BIG 10	YES
Michigan State University	BIG 10	YES
University of Maryland, College Park	BIG 10	YES
University of Nebraska-Lincoln	BIG 10	YES
Northwestern University	BIG 10	YES
Penn State University	BIG 10	YES
Purdue University	BIG 10	YES
The Ohio State University	BIG 10	YES ¹
University of Michigan	BIG 10 Top 5 Research Expenditures	YES
Johns Hopkins University	Top 5 Research	YES
University of Pennsylvania	Top 5 Research	YES
University of Washington	Official Peer Top 5 Research	YES
University of California-San Francisco	Top 5 Research	YES ²
University of California-Los Angeles	Official Peer/Top 20	YES ²
University of California-Berkeley	Official Peer	YES ²
University of Texas-Austin	Official Peer	YES
Indiana University Bloomington	BIG 10	NO

¹Only if approved by unit

²Professor-in-Residence title, but similar to Research Professor

Table 2. Research Professor title use at compared institutions. Institutions that use the Research Professor title (blue) and those that do not (red) are indicated.

Criteria for Appointment

The criteria for an Assistant Research Professor appointment were largely similar among institutions. The requirements are often comparable to those of tenure-track faculty of similar rank, but with the understanding that Research Professors will focus primarily on research.

Common criteria include but are not limited to:

- A terminal degree or Ph.D. in field
- Strong evidence of productive scholarship
- Achieved or demonstrated potential to achieve scientific independence, develop an independent research program, and acquire extramural funding
- Ability to fulfill responsibilities of a Principal Investigator, including direction and supervision of trainees/staff

Tenure

The Research Professor title is considered a non-tenure track position at all institutions.

Title Category

Where the title is in use, all institutions categorize Research Professors as Faculty. The following are examples of Faculty categories to which Research Professors are classified:

- Research Faculty (University of Nebraska, Purdue University, University of Michigan)
- Specialized Faculty (University of Illinois)
- Professional Track Faculty (University of Maryland)
- Associated Faculty (University of Pennsylvania)
- Term/Contract Faculty (University of Minnesota)
- Professorial Faculty (University of Washington)

Principal Investigator (PI) Status Policies

At all institutions in our external review, Research Professors are eligible to serve as a Principal Investigator (PI), with most institutions granting automatic PI status with the title (Figure 2, Table 3). Of the 19 universities that use the Research Professor title, 79% (n=15/19) have PI eligibility policies that automatically allow Research Professors, at all title ranks, to serve as PIs. Only 21% (n=4/19) of compared institutions require Research Professors to obtain approval for PI status and all four of these schools are within the Big 10 Conference. Notably, all five Top Research Institutions grant automatic PI status to Research Professors at all title ranks.

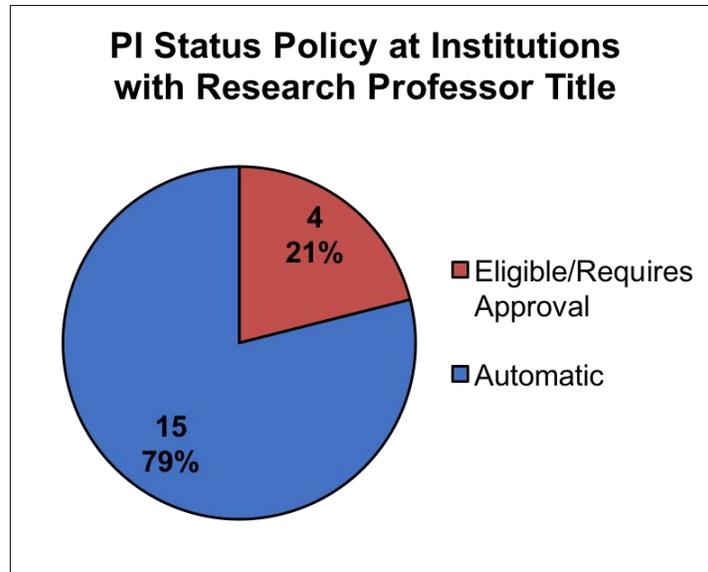


FIGURE 2. Overview of Principal Investigator (PI) status eligibility policy among institutions using the Research Professor title. Of the 19 schools that use the Research Professor title, 21% (n=4/19; red) require approval. Nearly 80% (n=15/19; blue) grant automatic PI status to Research Professors at all title ranks.

Institution	Peer Comparison Group	PI Status Eligibility
University of Iowa	BIG 10	Automatic
Michigan State University	BIG 10	Automatic
University of Maryland, College Park	BIG 10	Automatic
University of Nebraska-Lincoln	BIG 10	Automatic
Northwestern University	BIG 10	Automatic
Purdue University	BIG 10	Automatic
The Ohio State University	BIG 10	Automatic
University of Michigan	BIG 10 Top 5 Research Expenditures	Automatic
Johns Hopkins University	Top 5 Research	Automatic
University of Pennsylvania	Top 5 Research	Automatic
University of Washington	Official Peer Top 5 Research	Automatic
University of California-San Francisco	Top 5 Research	Automatic
University of California-Los Angeles	Official Peer/Top 20	Automatic
University of California-Berkeley	Official Peer	Automatic
University of Texas-Austin	Official Peer	Automatic

Institution	Peer Comparison Group	PI Status Eligibility
University of Illinois-Urbana Champaign	BIG 10	Eligible, Requires Approval
University of Minnesota-Twin Cities	BIG 10	Eligible, Requires Approval
Penn State University	BIG 10	Eligible, Requires Approval
Rutgers University	BIG 10	Eligible, Requires Approval

Table 3. Principal Investigator (PI) eligibility at institutions using the Research Professor title. Research Professors at all institutions are eligible for PI status, showing institutions that require approval (red), and those that grant automatic PI status at all title ranks (blue).

Relationship Between Research Professor Title and Other Research Scientist Titles

We sought to understand the relationship between the Research Professor title and other Ph.D.-level research scientist titles. At those institutions using the title, the Research Professor track is very much a distinct, separate track from other Ph.D.-level research scientist titles. We found no example where the Research Professor title is the terminal position in a progressive title series, but rather observed that the Research Professor series exists as a stand-alone title series at all institutions where the title is used. This is likely due to the fact that Research Professors are considered Faculty at all of the compared institutions, whereas other Ph.D.-level research scientist titles (Researchers, Research Scientists, Research Investigator, etc.) are categorized as Academic Staff/Personnel.

Notable Funding Policies and Comparisons

We identified several notable institutional support policies associated with the Research Professor title worth consideration should this title be adopted and implemented at the University of Wisconsin-Madison.

We found that several institutions cover a portion of a Research Professor's base salary, mainly to provide protected time for preparing grant applications. Some examples of percentage salary coverage, and the source of funds, include:

- Minimum 5% (Michigan State University; general funds)
- Maximum 25% (Pennsylvania State; general funds)
- Maximum 25% (Purdue; non-external funds)
- Up to 50% state funding possible (UC system; more with Chancellor's approval)

At several institutions, including University of Michigan, Michigan State University, and University of Washington, Research Professors are eligible for bridge funding, which is often determined by rank and years of service, and requires approval of the unit.

Other notable comparisons:

- All five of the Top Research Institutions use the Research Professor title
- All five Top Research Institutions grant automatic PI status to Research Professors at all ranks
- Of the data we received, the Top Research Institutions employ the highest number of Research Professors

INTERNAL REVIEW OF THE UNIVERSITY OF WISCONSIN – MADISON’S RESEARCH TITLES

Overview

The internal sub-committee was tasked with reviewing research titles on the UW-Madison campus and how each would be impacted by the addition of a “Research Professor” title. First, the subcommittee collected data that tracks the research scientist population on campus, the career advancement of research scientists on campus, and how these scientists contribute to the research dollars on the UW-Madison campus. Second, the committee interviewed leadership within units across campus that was aimed at identifying the perspectives of these individuals on the current design, setup, and breadth of the research scientist tracks on campus and how they believe the introduction of a “Research Professor” title would impact their institution.

Interviews

To provide additional insight on the recruitment and retention of scientists, career opportunities, grant-writing and the title and/or track of research professor, the committee interviewed a number of subject matter experts (SMEs): directors and associate directors of research centers and institutes at UW-Madison. An interview guide was designed (see Appendix C) and used in interviews with 9 SMEs. We targeted groups that had multiple scientists on staff and no group had fewer than 10 research scientists. We also wanted to touch as many different science areas as possible to develop a comprehensive scope and range of viewpoints. We also targeted leadership level interviewees (Director or Associate Director). The intent of this survey was to discover the benefits and/or drawbacks of the current research scientist titling system and to gauge the interest and impacts of a Research Professor title on the UW-Madison campus.

RESULTS OF THE INTERNAL REVIEW OF RESEARCH TITLES AT THE UNIVERSITY OF WISCONSIN – MADISON

Academic staff at UW-Madison: Review of Science Professionals at UW-Madison

The makeup of academic staff on campus within the Researcher and Scientist title series was compiled using data provided by the Office of Secretary of the Academic Staff. The purpose of this analysis was to survey the current situation of academic staff employed in scientific research positions on campus, to understand the career progression of scientists and the composition of scientists. Currently, there are more than 1,200 people employed with the title of “Researcher” or “Scientist” at UW-Madison. Table 4 summarizes the number of researchers and scientists working.

Title	Total number of people in title	Academic staff PIs and co-PIs	Percentage PIs
Assistant Researcher	179 (31%)	8	4.4%
Associate Researcher	186 (32%)	21	11.29%
Researcher	199 (35%)	35	17.58%
Distinguished Researcher	10 (2%)	3	30%
Total	574	67	11.67%

Title	Total number of people in title	Academic staff PIs and co-PIs	Percentage PIs
Assistant Scientist	260 (39%)	31	11.92%
Associate Scientist	191 (29%)	56	29.31%
Senior Scientist	185 (28%)	58	31.35%
Distinguished Scientist	23 (3%)	10	43.47%
Total	659	155	23.52%
Grand Total	1233	222	18.00%
Current holders of Honorific Research Professor Title	14		

TABLE 4. Academic staff by job title and PI status. Data from October 14, 2016.

The numbers in Table 4 show that employees in the Researcher title have the following distribution: 31% are Assistant Researchers, 32% are Associate Researchers, 35% are (Senior) Researchers, and 2% have the title of Distinguished Researcher. Of the Scientists employed on campus: 41% are Assistant Scientists, 29% are Associate Scientists, 28% are Senior Scientists, and 3% (23 people) have the title Distinguished Scientist. Nearly 12% of Researchers and 24% of Scientists are PIs or co-PIs on grants. There have been thirty-five applications for the honorific title of ‘Research Professor’ since it was created 15 years ago in 2003, thirty-four of which have been approved. Of the 1,233 research scientists on campus, 222 have PI’ed or Co-PI’ed a grant, or roughly only 18%. More than twice as many PIs have the title of Scientist (23.52% have PI’ed) rather than Researcher (11.67% have PI’ed).

Most of the “Scientists” and “Researchers” are employed in the School of Medicine and Public Health, followed by the Office of the Vice Chancellor for Research and Graduate Educations (OVCRGE), College of Agricultural and Life Sciences (CALs), College of Letters & Science (L&S), and the College of Engineering (CoE).

Scientists: Career Opportunities

Figure 3 shows the breakdown of “Scientists” on campus and the average duration they are in each respective position. The chart shows an average promotion rate of 6.26 years from Assistant Scientist through Distinguished Scientist. Scientists are quickly promoted out of the Assistant Scientist position after 3.5 years and achieve the Senior Scientist position after an average of 11.6 years of service. Associate Scientists are on average more than 8 years in their position, and Senior Scientists 13 years. On average it takes more than 22 years to obtain the title of Distinguished Scientist and very few people achieve the title (only 2% of all scientists).

In 2014, the Compensation and Economic Benefits Committee (CEBC) distributed a campus-wide survey to gather feedback from Academic Staff (AS) members across campus regarding the existing AS title and promotional structure (12). More than 2,000 academic staff members responded to the study. Results of the study showed that nearly half of the respondents did not expect a promotion in the next ten years in the current system (38% expected one promotion; 11% two promotions; and 0.1% three promotions).

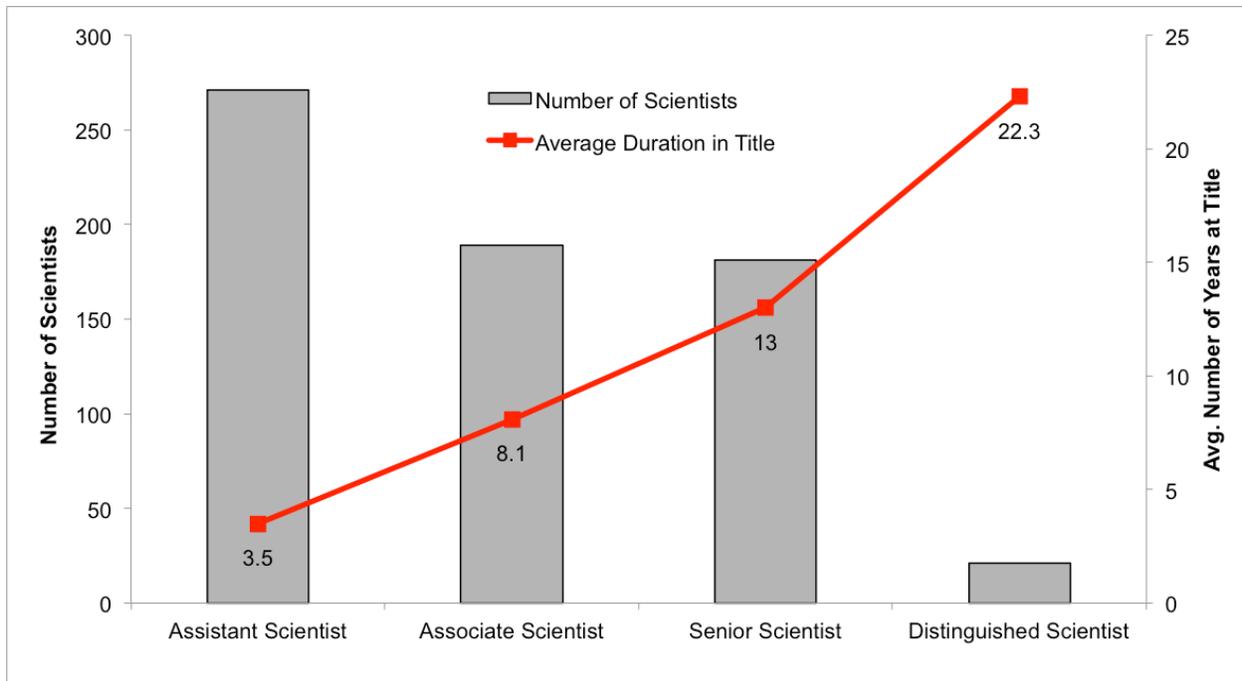


FIGURE 3: Average number of years at title by job title

Academic staff and grant applications

Estimates show that in the academic year 2015-2016, nearly \$130 million dollars were awarded to academic staff PIs (11% of all awards), and more than \$200 million dollars to academic staff PIs, co-PIs, co-Is (17% of all awards). For comparison: in 2013-2014 those numbers were \$80 million in grants awarded to academic staff PIs and Over \$86 million in grants awarded to academic staff PIs, co-PIs, co-investigators. These numbers show that (1) academic staff are a considerable source of income for UW-Madison, and (2) that growth has been occurring since 2013.

Interview Findings

The results of the interviews are summarized in Appendix D. The interviewees work in many different centers and institutes on campus, and most of them are directors (6) or associate directors (3). The centers and institutes vary in size (10-270 employees) and in the way they employ the different types of workers (researchers, staff and faculty). Only a few centers/institute employ someone in the title of Distinguished Scientist, and only one center/institute employs someone with the honorific title of Research Professor.

Interviewees' responses to the questions about recruitment and retention vary. For some (3 out of 9), recruitment and retention of personnel is not an issue. However, other center/institutions have to compete for personnel with private industry, and for them retention and recruitment can be an issue. Space availability is not an issue for most centers. Most interviewees mention that personnel complain about the lack of career opportunities. Promotion and/or salary increases are in most cases not systematically organized and are often dependent on the "boss" (center's director or PI). Most staff receive pay raises through a title change.

Scientists are often involved in grant-writing activities, either as PI (most Scientists have temporary PI status) or in a supporting role. Some centers use some general funds (101) or

foundation money for grant-writing activities, but other centers do not have the resources to support scientists in their grant writing activities. The majority of the interviewees think that it is more difficult for Scientists than faculty to obtain grant money in general. Reasons given include the lower overall status of the title when competing for grant funds, lack of time to conduct grant-writing activities, and a delayed timeline to independence in non-faculty tracks.

Most interviewees strongly support the Research Professor title. They think it would help with recruitment and retention and address some of the limited career opportunities of the current Scientist title. They think the Research Professor title should come with permanent PI status. Asked whether the title should come with limited tenure, interviewees thought that it might be a good idea, but were unsure of the logistics. Asked whether the research professor title should be added to the Scientist track or be distinct, some interviewees thought it should be added to the existing track, while others thought it should be a separate track, or had no opinion.

Summary of Major Findings

The numbers in this part of the report speak for themselves and show that there are some serious issues with career opportunities of academic staff at UW-Madison. The start of the Scientist track seems to work relatively well, with scientists on a regular basis being promoted from Assistant Scientist to Associate Scientist. Scientists are quickly promoted out of the Assistant Scientist position after 3.5 years and have achieved the Senior Scientist position after 11.6 years of service. Associate Scientists are on average more than 8 years in their position, and Senior Scientists 13 years. On average it takes more than 22 years to obtain the title of Distinguished Scientist and very few people make it into that title (only 2% of all scientists). Results of interviews with SMEs show that promotion of scientist seldom is well organized with systematic reviews. On the contrary, the process seems to be ad hoc, and is often dependent on the supervisor of the scientist or the PI on whose grant they are working. Results of a recent study among more than 2,000 academic staff members showed that nearly half of the respondents did not expect any promotion in the next ten years in the current system.

Results also show that scientists have a strong potential to obtain research funding. However, UW-Madison could make it easier for scientist to write grants, and obtain funding, for example by removing unnecessary limitations on PI status, providing support for grant-writing activities, providing bridge funds for scientists who are in between grants, etc.. Results of the interviews with SMEs shows that providing scientists with extra opportunities will probably help with recruitment and retention of high-caliber personnel, result in scientists who are more satisfied with their jobs, and will also result in scientists obtaining more grant money, which in turn will benefit both UW-Madison and its scientists. Most of the SMEs strongly supported the development of the Research Professor position.

RESEARCH PROFESSOR POLICY RECOMMENDATIONS

After a review of 20 peer institutions and their use of the Research Professor title, as well as an internal review of the needs of academic staff on campus, the Ad Hoc Committee on Research Titles recommends the following title description for Research Professor at the University of Wisconsin-Madison campus.

Description and Duties

The Research Professor position is intended for individuals who are experts in their field and are engaged in fundamental and/or applied scientific research, or leading or working within a center, core facility or institute conducting research where they provide the expertise and knowledge for collaborators or customers of the facility. The individual will work to add knowledge in a field, seek the continued expansion of the principles within the field, and to further the overall direction of the discipline. A Research Professor is expected to pursue opportunities of scholarly activities that are subject to peer review such as, but not limited to, publishing in peer reviewed journals, presenting at conferences, writing books or chapter publications, editing publications, and participating on panels. The position will require the securing of intramural and extramural funding or service fees to support their salary and research. Grant and proposal writing or negotiating contracts are an expectation. A Research Professor is intended to parallel the faculty tenure track position but is a non-tenured title at UW-Madison. Research Professors are expected to have primary responsibility for a research program including leadership of the scientific and technical aspects, independent funding, and compliance with all financial, ethical, and administrative aspects of the research. Assistant Research Professors are appointed with the expectation that they work toward these goals. The prerequisite for promotion to the Associate level is achievement of all of these goals.

Criteria for Appointment

This position is not limited to recent graduates or post-doctoral researchers. The hiring unit should determine the specific qualifications, but the following criteria are required for the research position.

1. Earned research doctorate (PhD) or other terminal degree in their field.
2. An impressive or emerging record of published research, and evidence of successful management and completion of stated objectives of previous research.
3. Strong potential for scholarly development toward independence similar to the research responsibilities/duties of tenure track Assistant Professors, and may be integrated into an existing research group, laboratory, campus center, or institute.
4. Strong potential for acquisition of independent extramural funding or ability to cover salary via contract or service research.
5. Have an academic record of peer-reviewed scholarly productivity.
6. Provide evidence of participation in relevant academic or professional meetings.

Compensation and Funding

The Research Professor title is a non-tenure track position and salaries will be primarily covered by through external sources such as grants, contracts, or other agreements with external agents with the University. Research Professors are expected to develop and maintain a sustainable research program or facility providing essential research services. The appointing unit must identify funding sources (current and anticipated) that are reasonably expected to support the initial progression to Associate Research Professor. Start-up, bridge, and grant writing funding are at the discretion of the unit or department. It is recommended that these funds are provided and included in the offer letter to the Research Professor at the time of the hire. We also recommend that a minimum of 5% salary support be provided by general funds to keep UW-Madison consistent and competitive with peer institutions. We also recommend that Research Professors be eligible to apply for intramural research funds, as these opportunities are vital to establishing a research program and early career independence.

Principal Investigator Status

Automatic Principal Investigator (PI) status will accompany this position at all title ranks. For some units on the UW-Madison campus, PI status indicates rights to laboratory or research space. For those units on the UW-Madison campus where PI status involves laboratory and/or research space, these issues should be negotiated and indicated in the offer letter from the unit to the Research Professor upon hiring.

Instruction

While the Research Professor is permitted to teach workshops, extended learning courses, and other materials that promote learning to people associated, affiliated, or external to UW-Madison, a Research Professor will not be required to teach core curriculum or for-credit courses on campus.

Supervision

Research Professors are permitted to supervise undergraduate and graduate students, postdoctoral research associates, academic staff, and university staff.

Undergraduate and Graduate Students

Research Professors are not required to participate in the mentoring or employment of students. Research Professors may serve on the committees of undergraduate and graduate students as the co-principal advisor (or principal advisor as policy allows) or as an associated committee member. They may also offer research assistantships to graduate students supported by their funding.

Shared Governance

Research Professors will be represented by the academic staff governance and have representation in the Academic Staff Assembly with the governance rights afforded them through Wisconsin State Statutes 36.09 (4m).

Research Professor Appointment Design

The Research Professor will be appointed within a College, Department, or School as a renewable appointment. In addition, the appointment will have the possibility of 2-5 year rolling horizon appointments depending on performance and funding. The unit where the appointment resides will establish a mentoring committee that will review the progress of the Research Professor annually. In addition, the following are possible:

1. Any individual in the Research Professor track (all ranks) may apply for any position, including tenure-track positions, without prejudice or preference.
2. The unit may promote an **Assistant Research Professor** to **Associate Research Professor** and later to **Research Professor** if approval is granted by the Dean’s office (or OVCRGE if in a center within the Office of Research) in the School/College. It is expected that each School/College and the OVCRGE will develop an appropriate process for reviewing these promotional documents.
3. The unit may determine that the candidate is not currently qualified for promotion but is making sufficient progress toward successfully meeting the criteria for promotion to remain in the Research Professor track in their current rank.
4. Research Professors can be non-renewed for poor performance or failing to meet criteria as defined by the unit.

Research Professor Title Track and other Ph.D.-Level Research Scientist Titles

The addition of the “Research Professor” titling track has the potential to cause overlap between existing title tracks on the UW-Madison campus. To eliminate any confusion between these tracks, the committee has provided suggested changes to the “Scientist” and “Researcher” titling tracks (Table 5). Providing clarity on the “Research Professor” position is essential in the implementation and success of this new title series. The largest overlap was between the “Scientist” and Research Professor titling tracks and has been adjusted in the recommended track descriptions in Table 5.

Existing Title Tracks	Proposed Title Tracks
<p>“Researcher” Title Track</p> <p>Provides technical expertise in a research or scientific project at a more comprehensive and independent level than a Research Specialist. Solves problems in research, development, and applications by applying discipline-related skills normally gained from the completion of an advanced degree. May assist in the development of grant applications and the preparation and presentation of reports of research results, and in informal instruction of research students.</p> <p>Levels: Assistant, Associate, [no prefix], Distinguished</p>	<p>Recommended “Researcher” Title Track</p> <p>Provides technical expertise in a research or scientific project at a more comprehensive and independent level than a Research Specialist. Solves problems in research, development, and applications by applying discipline-related skills normally gained from the completion of an advanced degree. May assist in the development of grant applications and the preparation and presentation of reports of research results, and in informal instruction of research students.</p> <p>Levels: Assistant, Associate, [no prefix] Senior, Distinguished</p>

Existing Title Tracks	Proposed Title Tracks
<p>“Scientist” Title Track</p> <p>Identifies research problems, designs research methodologies, performs or supervises research, and prepared [sic] the results for presentation to professional organizations or for scholarly publications. May supervise Research Specialists and other staff. A Ph.D. or the equivalent experience and/or knowledge required to conduct research activities at the level of a principal investigator or co-principal investigator are ordinarily required to hold one of these titles. (Principal Investigator status is not automatic but is only granted on an individual basis by the Graduate School. This title series is intended to parallel the faculty tenure-track).</p> <p>Levels: Assistant, Associate, Senior, Distinguished</p>	<p>Recommended “Scientist” Title Track</p> <p>Identifies and/or executes applied or academic research problems, designs research methodologies, performs or supervises research, and prepares the results for presentation to clients, professional organizations and/or for scholarly publications. A Ph.D. or the equivalent experience and/or knowledge required to conduct research activities at the level of a principal investigator or co-principal investigator are ordinarily required to hold one of these titles. May supervise Research Specialists and other staff and may serve as a principal investigator. Principal Investigator status is not automatic but is granted on an individual basis by the Graduate School. -This title is intended to parallel the faculty tenure-track appropriate for a terminal-degree researcher conducting research in applied settings that may or may not be peer-reviewed and/or primarily conducting non-independent work.</p> <p>Levels: Assistant, Associate, Senior, Distinguished</p>
<p>Research Professor does not currently exist in the UW-Madison titling track</p> <p>Link to existing title descriptions at UW-Madison: https://www.ohr.wisc.edu/polproced/UTG/TitleDesc2.html</p>	<p>Recommended “Research Professor” Title Track</p> <p>Conducts independent fundamental and/or applied scientific research, seeks to add knowledge in a scientific field, seeks the continued expansion of the principles within the field, furthers the overall direction of the discipline, and generates peer-reviewed scholarly work. Research Professors are expected to have primary responsibility for a research program including leadership of the scientific and technical aspects, funding, and compliance with all financial, ethical, and administrative aspects of the research, and will have automatic blanket PI status to support this work. Proposes and secures extramural funding via grants and extramural contracts to support research and salary. May supervise Research Specialists and other staff. This title series is intended to parallel the faculty tenure-track, but is a non-tenured, academic staff title at UW-Madison, with no expectation of teaching university curricula.</p> <p>Levels: Assistant, Associate, [no prefix], Distinguished</p>

TABLE 5. Current and proposed title series for Ph.D.-level research scientists.

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