

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

FACULTY SENATE AGENDA MATERIALS
for
2 May 2016

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



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

secfac.wisc.edu/Faculty-Senate.htm

FACULTY SENATE MEETING
Monday, 2 May 2016 - 3:30 p.m.
272 Bascom Hall

AG E N D A

1. Memorial Resolutions for:
Professor Emeritus Paul Bredeson (Fac doc 2621)
Professor Emeritus Alfred Kadushin (Fac doc 2622)
Professor Emeritus Herbert Kliebard (Fac doc 2623)
Professor Emeritus Terry Oberley (Fac doc 2624)
2. Announcements/Information Items.
3. Question Period.
4. Minutes of April 4 (automatic consent).
5. Advisory Committee for the Office of Equity and Diversity annual report, 2014-2015 (Fac doc 2619).
6. Ombuds and Employees Assistance Office annual reports (Fac doc 2620, revised).
7. Archives Committee annual report, 2014-2016 (Fac doc 2625).
8. University Committee annual report, 2015-2016 (Fac doc 2626).
9. Report of elections to UW-Madison faculty committees for 2016-2017 (Fac doc 2627).
10. Resolution on cultural competency (for vote) (Fac doc 2628)
11. Resolution on solidarity with Muslim students, staff, and faculty (for vote) (Fac doc 2629)
12. Resolution on actions by UW System and Board of Regents (for vote) (Fac doc 2630)
13. University Research Council incorporation into *Faculty Policies and Procedures* (for vote) (Fac doc 2615)
14. Budget Committee and related *Faculty Policies and Procedures* changes (for vote) (Fac doc 2616, revised)
15. Course evaluations based around the UW Essential Learning Outcomes (first reading) (Fac doc 2631)
16. Recommendations on the academic calendar (first reading) (Fac doc 2632)

**Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Paul V. Bredeson**

Paul V. Bredeson, professor of Educational Leadership and Policy Analysis, exceptional teacher, prolific researcher, and keen mentor passed away on February 9, 2016 at the age of 69.

Born October 16, 1946 in Rockford, Illinois Paul spent his early life in Rockford and was married to his high school sweetheart Mary Rhoads and were together for 52 years. Their two children, Erica and Christian enjoyed their time together with Paul and Mary, spending summers in Green Lake, gardening, and traveling together as a family. Dear to Paul and Mary are their twin grandchildren, Maxwell and Kyra Schlicht of Middleton.

Paul enjoyed a long and distinguished career in education, from his beginning as a Spanish teacher in Connecticut and later southwestern Wisconsin. Later he served as a school principal. He was a graduate assistant at the University of Wisconsin-Madison and spent the major part of his career as a professor in several institutions. He completed his undergraduate degree at Northern Illinois University and received his Masters and Ph.D. degrees from the University of Wisconsin-Madison. Upon completion of his Ph.D. he served as a professor at Ohio University, Pennsylvania State University, and, finally, for his longest tenure at the University of Wisconsin-Madison as a professor of educational leadership. Following retirement, he continued to write and publish, corresponding with his students, and spent 2012-2013 as a Fulbright Scholar in Norway.

Paul's University of Wisconsin career leaves a legacy from nearly 40 years of pioneering achievements in developing alternative conceptions of school and principal leadership, extending knowledge in the field through his research and writing, and advancing education leaders' professional learning practices.

Emblematic of his contributions, Paul served as co-principal investigator for the Wallace Foundation Leadership for Learning initiative, during which he and several colleagues worked closely with principal and teacher-leader teams from six urban Wisconsin high schools. Collectively, they examined and fostered research on leadership practices associated with improved student learning and achievement with a primary focus on underserved and marginalized students.

He published dozens of articles, chapters, and two major books on school leadership and professional learning. His two books, *The Principalship: A Theory of Professional Learning and Practice* (1996), co-authored with Ann W. Hart, and *Designs for Learning: A New Architecture for Professional Development in Schools*, published in 2003, have been widely adopted for graduate instruction and frequently cited as seminal contributions to the field. His ideas and writing will endure for decades.

His research fueled a robust commitment to continuing education, public service, graduate teaching, and advising. In the mid-1990s he co-led the School of Education's participation in the community-wide Schools of Hope partnership. In 1997 Paul led the design, implementation, and presentation of a major survey examining the social relationships among Madison students, parents, teachers, and principals. He used deep and sustained local partnerships similar to the Schools of Hope to inform his work with national organizations.

Paul took on numerous leadership roles over his career. He has served as President of the National Council of Professors of Educational Administration (NCPEA), President of the University Council for Educational Administration (UCEA), as Member of the National Policy Board for Educational Administration, and as a Technical Advisor to the Interstate School Leaders Licensure Consortium for the development and assessment of national standards for school leaders. He provided significant leadership as chair of the Educational Leadership and Policy Analysis department from 2004-2010 and served on many local and national committees and task forces always providing carefully considered insights, suggestions, and ideas

He also received two of UCEA's most prestigious awards – the Jack A. Culbertson award for promising scholars, and the Jay D. Scribner Mentoring award in 2009. His public engagement contributions included extensive scholarly collaborations with Scandinavian colleagues. In 2012-13 as a Fulbright Roving Scholar, he assisted Norwegian educators and students develop a deeper understanding of American culture by speaking on U.S. high school reform initiatives across the country. In 2011, he received an honorary doctorate from Umea University in Sweden for his longstanding collaboration with Swedish school leaders and faculty. Most recently, he was a visiting scholar at the University of San Diego's School of Leadership and Education Sciences in spring semester 2015.

Paul's impact on the field derived from his research, but also from his teaching and mentoring. Considered one of the finest teachers in the department, Paul was able to engage students deeply in the research, theory, and practice of school and district leadership. On his retirement, students remembered the influence he had on the ways they understood and practiced leadership. Many of his Ph.D. students have assumed leadership positions at universities in the U.S. and globally, as professors in numerous departments, and in state education agencies and local school districts.

Paul is survived by his wife Mary, children Erica and Christian, their spouses Kurt and Amy, and grandchildren Maxwell and Kyra. His ever-present humor, smile, collaborative leadership, and engaging energy will be greatly missed by his colleagues in the Department of Educational Leadership and Policy Analysis and the education community worldwide.

MEMORIAL COMMITTEE

Clifton Conrad
Kent D. Peterson
L. Allen Phelps
Jacob Stampen

**Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Alfred Kadushin**

Alfred Kadushin, Julia C. Lathrop Distinguished Emeritus Professor of Social Work at the University of Wisconsin-Madison, died on February 5, 2014 in Madison, Wisconsin at age 97.

Al was an internationally known scholar in child welfare services, social work practice and social work education. Writing soon after his death, The National Association of Social Workers, the largest social work membership organization in the world, called him “A Social Work Giant,” noting that his impact on the social work profession was, and continues to be, enormous. The author of six well-known books, several with multiple editions and translations, and many research articles, Professor Kadushin, was one of an early cohort of social work scholars, who pioneered the development of the knowledge base for social work *and* child welfare practice, policy, education and research, and its world-wide dissemination.

Al was born in 1916 in New York City to Jewish immigrants parents. Influenced by labor union life and secular socialist ideology, many of Professor Kadushin’s life experiences ignited his passion for the issues and concerns central to social work. Working as a letter carrier in Harlem for seven years during the depression, provided him with a window on the family and community dynamics in a deprived community.” Serving as Information and Education Officer in the South Pacific during WWII, Kadushin furthered his “education” and understanding of diverse groups and cultures.

Al received his MSW degree from Columbia University and his Ph.D. from NYU. During that time he also worked for 3 years as a caseworker for the Jewish Board of Guardians in New York City.

In 1950 Professor Kadushin began what would be a more than 40 year academic career at the University of Wisconsin-Madison’s School of Social Work. A much beloved teacher and mentor, alumni often recall Professor Kadushin lugging 2 large briefcases full of books and articles to class which he would use to illustrate or support a point he was making. Remarkably, he worked on new editions of two of his classic books well into his 90’s. One, *The Social Work Interview* with his daughter Goldie Kadushin, was published in 2013 and the other, *Supervision in Social Work* was just released this year.

Al married Sylvia Lemkin in 1949. Sylvia worked for many years at UW-Madison, as does his son Raphael Kadushin, Executive Editor at the UW-Press. Daughter Goldie Kadushin is Professor of Social Work at UW-Milwaukee.

**Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Herbert M. Kliebard**

Born in the Bronx in 1930, Herbert M. Kliebard grew up in very modest circumstances and became the leading historian of the American curriculum of his generation. After graduating from Christopher Columbus High School, he attended City College of New York, legendary for its role in advancing the lives of striving working-class students. An undergraduate English major, Kliebard also received his M.A. at the same institution, then taught at Bronx Vocational High School, which inspired the best-selling book by Evan Hunter, *Blackboard Jungle*, later a classic movie of the 1950s. After serving in the Army's Medical Corps, Kliebard became a reading specialist in the Nyack, New York, public schools and then pursued his doctorate in education at Teachers College, Columbia University. Upon graduation, he joined the faculty at the University of Wisconsin in Madison in the departments of Curriculum and Instruction and Educational Policy Studies. He taught at Wisconsin for his entire career, where he established himself as a premier scholar, inspiring mentor and teacher, invaluable colleague in the School of Education, and citizen of the university. To those of us privileged to know him as a teacher, friend, and colleague, he epitomized the best traditions of our university.

As a teacher, Kliebard was renowned for his amazing command of the history of education in general and the history of the American curriculum, kindergarten through high school, in particular. Students flocked to his courses in curriculum planning, his seminars on John Dewey, and to virtually anything he taught. Near the end of his career, he decided to teach without notes. His course evaluations continued to sparkle, students sometimes providing him with a perfect score. No one knew more about the history of curriculum, and students knew they were in the presence of a master. Kliebard was ever a modest person despite his many achievements, one-of-a-kind. Colleagues and graduate students alike knew him as among the most accessible people they ever knew.

Fundamentally shy, like many of our best artists, Kliebard came alive in the classroom, bringing the past to life as he lectured or led discussions on the competing ideas vying for dominance in schools during different eras of American history. Having taught at the "blackboard jungle," he regarded his life as a teacher at a distinguished university as a privilege, an unexpected gift for which he was always appreciative. Kliebard's office door was open—virtually every afternoon of every workday, for a few hours. He seemed to have all the time in the world for students. After teaching in a difficult urban school, he never forgot that schools were primarily for students, that it was the principal obligation of teachers to discover how to tap student interest and encourage them to succeed. He spent hours talking to countless graduate students about their research, aspirations, and careers. The vast majority were not his advisees. He was not only the leading scholar of his subject but an especially inviting person who listened carefully as students worked out ideas for master's theses, dissertations, and life plans.

Kliebard was the author of several field-shaping books and dozens of articles. His most famous was *The Struggle for the American Curriculum, 1893-1958*. First published in 1986, it became the best seller in curriculum history, appearing in a few revised editions. The distillation of years of research and teaching, the book recounted the grand ideas that struggled for supremacy in the schools: from those individuals who advocated the primacy of the academic course of study and back-to-basics, to those who aimed to reshape schools along a corporate model of efficiency,

among others. While he did not major in history of education at Teachers College, he took no less than four courses with Lawrence A. Cremin, then the reigning scholar in the field and winner of major prizes in history, and also known for his genius and felicitous style. Kliebard, the English major, had the same ability to write sweeping analyses about schools in the past and the same flair with his pen. Indeed, *The Struggle for the American Curriculum* remains the best-selling book in curriculum history, three decades after it first appeared.

Kliebard's books and articles ranged over a remarkable array of topics in the history of education: religion, evaluation, and pedagogy, to name but a few. While *The Struggle for the American Curriculum* was Kliebard's most acclaimed volume, he regarded *Schooled to Work: Vocationalism and the American Curriculum, 1876-1946* (1999) as one of his favorites. Americans like to believe that work is honored in America, that the "work ethic," so enshrined as the essence of the nation's character, makes us special. Never forgetting a New York childhood where piece-work and low wages greeted hard-working family members and friends, Kliebard questioned how much America did indeed honor those who labored on its behalf. And he worried, too, about how much the curriculum over the course of our history weakened students' love of learning by reducing many subjects to their pretended economic worth. He was suspicious of claims that vocational rather than academic subjects served students well, and he grounded his arguments on deep research into the realities of working-class lives and the schools that served them.

Enormously appreciative of how public schools and access to higher education changed his life, Kliebard was ever proud, in his characteristically quiet way, of having spent a full teaching career at the University of Wisconsin. He was appropriately honored with a distinguished faculty award, and national honors continually came his way. Teachers College, Columbia, awarded him a distinguished alumni award. He was elected vice-president of Division B, Curriculum Studies, of the American Educational Research Association, which also awarded him with its Outstanding Achievement Award. The John Dewey Society, too, awarded him with its Outstanding Achievement Award. As a teacher, scholar, and member of the university community, Herbert M. Kliebard was in every way remarkable. His influential scholarship lives on, shaping our understanding of the past, and his example, as a teacher, friend, colleague, and mentor, a powerful reminder of what a professor can aspire to and achieve.

MEMORIAL COMMITTEE

Michael Apple
Elizabeth Grau
Adam Nelson
Daniel Pekarsky
William J. Reese
John L. Rudolph

**Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Terry DeWayne Oberley**

Terry DeWayne Oberley, M.D., Ph.D. was a member of the faculty of the Department of Pathology and Laboratory Medicine from 1977 until his death on October 15, 2013 at the age of 67.

Dr. Oberley was born on January 23, 1946 in Effingham, southern Illinois, but grew up in Janesville, Wisconsin where he also attended high school. He received his B.A., M.D. and Ph.D. degrees at Northwestern University in Chicago and completed residency training in anatomic pathology at the University of Wisconsin-Madison in 1974. Dr. Oberley went on to become a tenured faculty member in pathology at UW-Madison and served on the staff of the William S. Middleton Veterans Administration Hospital for over 30 years. He also served as Director of renal pathology and of electron microscopy for many years.

Dr. Oberley's clinical work focused on renal pathology. He trained under Dr. Peter Burkholder, one of the pioneers of kidney biopsy interpretation, and had to take over the clinical renal pathology service as a junior Assistant Professor when his mentor left for another institution. New challenges came when UW Hospital started its kidney transplantation program, which, over the years, turned into one of the busiest in the U.S. Dr. Oberley adapted and grew the renal pathology service so that clinical needs were always met.

While he was a very competent and dedicated pathologist, his true love and passion was research, which explored reactive oxygen species and redox signaling in cancer development and therapy. When you entered Dr. Oberley's office to, for example, show him a kidney biopsy or to discuss a residency-related issue, you couldn't leave before he had had an opportunity to excitedly share his lab's latest experimental results. During the early years of his career, he applied his research to study glomerular cells in culture and later to gain a better understanding of cancer growth regulation. He published well over 200 research articles and 20 book chapters and was well respected in his field. Terry was honored with a Veterans Administration Research Lifetime Achievement Award in 2011. He also served the Department of Pathology and Laboratory Medicine as an interim Chair (1995) and then as Vice Chair for Research until stepping down in 2011.

Dr. Oberley excelled as both a teacher and a mentor. He had the rare talent of being able to condense complex topics to their essence, enabling learners to grasp difficult concepts. He mentored numerous graduate students, postdoctoral fellows, pathology residents and visiting scholars, many of which now hold academic appointments at major universities.

Dr. Oberley's accomplishments are even more remarkable when one considers the challenges life threw at him. Due to an inherited disorder, he developed chronic kidney failure at the age of 27 while in medical school and became dependent on dialysis. This was not only a continuous drain on energy and time, but required constant forethought and planning. For example, before attending a professional conference, he had to make arrangements with a dialysis center at the meeting site. Despite this and many other health problems, he rarely missed a day of work, never complained and projected his love for work and life to those around him.

Dr. Oberley received much support from his wife, best friend and soul mate, Edi, a native of Montana. Edi and Terry, were strong advocates for patients with chronic kidney disease. Terry shared his passion for research with his twin brother Larry, who served as Professor of Radiation Oncology at the University of Iowa. When the two misbehaved during their younger years or when things didn't go as planned later in life, they would blame it on their imaginary "evil triplet". His brother's death in 2008 and his wife's death in 2009 were big blows to Terry but he continued working until the end. The proximity of his sons Alex and Matt, Matt's wife Khanh and his two grandchildren who lived in Madison, contributed to his enthusiasm for living during the last three years of his life

The wellbeing of his department, the University of Wisconsin and the VA Hospital were always Dr. Oberley's primary concern. He consistently placed the benefits of his mentees above his own. He impacted pathology at the UW immensely and will be missed.

MEMORIAL COMMITTEE

Weixiong Zhong
Ricardo Lloyd
Andreas Friedl (chair)

**FACULTY SENATE
MINUTES
04 April 2016**

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

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

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

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

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

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

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

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

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

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

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



Steven K. Smith
Secretary of the Faculty

Advisory Committee for the Office of Equity and Diversity Annual Report, 2014-2015

Committee members: Parameswaran Ramanathan (chair), Catherine Stephens, Steffen Lempp, Thomas Browne, Steven Kosciuk, Pilar Ossorio, Mauriel Limechi, S. J. Park, Gwedolyn Jordan, Fei Men, Trenton Lee Yadro, Tim Shedd,

- The committee had meetings on September 26, 2014, November 21, 2014, February 20, 2015, and March 20, 2015.
- At its September 2014 meeting, committee discussed the potential underreporting issue with status of veterans and people with disabilities, which may impact the compliance with Federal regulations. At that time, ADA coordinator overseeing equity and diversity compliances was yet to be appointed.
- The committee also raised concerns about accessibility to buildings during winter and remodeling when handicapped individuals might hardly get into buildings such as Van Hise. The committee invited Bill Elvey (Associate Vice Chancellor for Facilities Planning and Management) and Top Tantiviatt (Facilities Planning and Management) to its November 2014 meeting to discuss this issue and other issues related to campus facilities management.
- Bill Elvey and Top Tantiviatt summarized ongoing efforts on diversity issues.
 - A pilot project on campus bus with access is underway.
 - Campus efforts are also underway to lower the button to open doors from 48" to 32".
 - Accessible map is available on campus website. It shows accessible entrances and slope of access ramps.
 - Building codes do not require button to every door. However, all new building on campus will have such automatic doors on every door.
 - Pilot project with a company that has a wayfinding application through audio is underway.
 - Accessible entrances get high priority for snow clearing.
 - FP&M requires all managers to take training on inclusion and diversity. FP&M is working with Urban League to foster recruitment from diverse groups.
- FP&M has several excellent efforts to foster equity and diversity. The committee discussed ways of onboarding those to other units.
- The campus may want to look the University of California, Berkeley's recent adoption of Principles of Community as a model.
- The committee invited Fred Fotis and other guests from UW Housing to discuss equity and diversity issues in campus housing.
 - New dorms like DeJope are fully accessible. There are rooms which are accessible for someone who needs 24-hours care.
 - It is however difficult to make older dorms such as Barnard to be easily accessible.
 - Every house fellow is required to talk to all their residents at least thrice a year. They have a template with about 10 questions to discuss with each resident. This gives them a sense of the climate issues among residents in their unit.
 - UW Housing has a variety of programs to foster discussion among its residents on equity, diversity, culture, race, and other issues. These programs use contemporary topics such as the Tony Robinson case to bring awareness.

Ombuds and Employee Assistance Office Annual Reports

Pages 1-2: Office of the Ombuds Mid-Year Report, February 24, 2016

Page 3: Employee Assistance Office Annual Report, 2014-2015

Page 4-5: Distinguishing the Services of the Employee Assistance Office and the Ombuds Office

Office of the Ombuds Mid-Year Report, February 24, 2016*Visitor Concerns of Hostile and Intimidating Behaviors*

During the first six months of Academic Year 2016, Ombuds identified hostile and intimidating behavior as a factor in 11% of the cases presented to us. These behaviors take place both within evaluative and peer relationships. Departmental climate and supervisory effectiveness appear to be the context in which hostile and intimidating behavior takes place with the evaluative relationships. Communication appears to be the main context in peer relationships. The lack of respect is a common characteristic within both types of relationships. Summary attached.

Distinguishing Services of the Ombuds Office and Employee Assistance

In response to your question last Fall about differences between the services of our office and those of Employee Assistance – or how would employees choose which office to consult – our offices jointly developed the attached document – “Distinguishing the Services of the Employee Assistance and the Ombuds Office.”

The University of Wisconsin-Madison provides the Employee Assistance Office and the Ombuds Office as complementary resources to support employees in managing challenges and conflicts in the workplace....Early consultations – when the employee begins to experience a concern – will offer greater flexibility for achieving success. Employees can start with either office to explore potential campus resources.

We provide details on similarities and differences in services and the unique features of each office. We will post this on our website and include the information in our outreach activities.

Expanded Campus-wide Employee Services

In July 2016, the campus Ombuds expanded its services to include the School of Medicine and Public Health (and the School of Pharmacy) with a fifth Ombuds on the team and an immediate increase in visitor contact. Out of 90 new cases opened between July and December 2015, 21 primary visitors were SMPH employees. Our mid-year report of “Issues by Category” is included with this report.

Prepared by: Dale Burke, Jo Ann Carr, Tom Schaub, and Rosa Garner – Ombuds

**UW Ombuds Mid-Year Evaluation
Hostile & Intimidating Behavior (HIB) Issues
July 1, 2015 – December 31, 2015**

Overview:

- 90 cases
- HIB / Bullying Cases – 10
- HIB / Bullying in 11% of Cases

Corresponding IOA Database Categories of HIB Issues:

(2o) Bullying, Mobbing ~ *Evaluative Relationships* - 7 cases
(abusive, threatening, and/or coercive behaviors)

- 3 - Departmental Climate
(prevailing behaviors, norms, attitudes in dept. - supervisors/faculty responsibility)
- 3 - Supervisory Effectiveness
(management of dept. / unit, failure to address issues)
- 3 - Respect/Treatment
(demonstrations of inappropriate behavior, disregard for people, rudeness, crudeness, etc.)
- 2 - Feedback
(feedback or recognition given, or responses to feedback received)
- 1 - Career Development/Coaching/Mentoring
(varied assignments as training and developmental opportunities)
- 1 - Performance Appraisal
(job performance in formal or informal evaluation)
- 1 - Communication
(quality and/or quantity of communication)
- 1 - Retaliation
(punitive behaviors for previous actions or comments, whistleblower)
- 1 - Equity of Treatment
(favoritism, one or more individuals receive preferential treatment)
- 1 - Work Assignments/Schedules
(appropriateness or fairness of job tasks, responsibilities)

(3f) Bullying, Mobbing ~ *Peer and Colleague Relationships* – 4 cases
(abusive, threatening, and/or coercive behaviors)

- 3 - Communication
(quality and/or quantity of communication)
- 2 - Respect/Treatment
(demonstrations of inappropriate regard for people, not listening, rudeness, crudeness, etc.)
- 1 - Retaliation
(punitive behaviors for previous actions or comments, whistleblower)

(continued)

EMPLOYEE ASSISTANCE OFFICE (EAO)

Annual Report Fiscal Year 2014-2015

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

Activities

- Total number of new individual cases opened – 246
- Total number of individual return cases – 130
- Total supervisory/management consultations – new 46, follow-up 24
- Total number of telephone consultations – employee 68, supervisor 74
- Total number of human resource consultations – phone 76, meeting 41
- Total number of groups in conflict– 22
- Number of group participants – 322

Client evaluation data

- Average client satisfaction score – 4.5 (scale 1 to 5)
- Average satisfaction score from attendees at EAO presentations – 4.58 (scale 1 to 5)

Client demographics

- 46% Academic Staff
- 40% University Staff
- 11% Faculty
- 1% Temporary Employee
- 1% Limited Appointee
- 1% family member

Top four concerns

- Conflict in the workplace – 20%
- Occupation/career-related– 20%
- Marital/relationship – 15%
- Employee performance – 15%

Specific examples of concerns – layoffs, sexual harassment, elder care, marital/relationships, housing, communication, retirement, policies, discipline, workplace climate

EAO presentations – EAO staff delivered 60 presentations on various topics to 946 attendees. EAO staff also facilitated grief sessions. Presentation topics:

- Communication and Collaboration
- Stress Management
- Managing Change: Beyond Survival
- EAO Orientation
- Fostering a Positive Work Environment
- Conflict Resolution
- Coaching for Difficult Conversations

EAO staff committee involvement

- Anti-bullying training subcommittee
- Chancellor's Advisory Group on Alcohol and Other Drugs
- Title IX (training subcommittee)
- End Violence on Campus (training subcommittee)
- UWell - University Wellness committee

(continued)

Distinguishing the Services of the Employee Assistance Office and the Ombuds Office

The University of Wisconsin-Madison provides the Employee Assistance Office and the Ombuds Office as complementary resources to support employees in managing challenges and conflicts in the workplace.

Employee Assistance is a team of internal, licensed professional counselors whose mission is to give timely assistance to all employees with personal or work-related concerns in order to contribute to the overall performance and well-being of the employee.

Ombuds provide a safe opportunity to be heard, explore concerns, and consider resources, options, and strategies for next steps to address workplace concerns. Ombuds are impartial and non-aligned, promoting fairness in the workplace, rather than representing any side in a dispute.

Early consultations – when the employee begins to experience a concern – will offer greater flexibility for achieving success. Employees can start with either office to explore potential campus resources.

<i>Both offices:</i>	
	<ul style="list-style-type: none"> • Are familiar with campus policies and procedures.
	<ul style="list-style-type: none"> • Provide services at no cost to the employee.
	<ul style="list-style-type: none"> • May help to facilitate communication between and among employees and others.
	<ul style="list-style-type: none"> • Provide confidentiality to all visitors and do not retain formal records of visitor contacts.
	<ul style="list-style-type: none"> • Are not authorized to accept notice of claims against the University.
	<ul style="list-style-type: none"> • Campus allows employees to use work time for appointments.
	<ul style="list-style-type: none"> • Offer an informal process to address conflict/communication.

<i>Differences between the offices:</i>		
	Ombuds	Employee Assistance Office
<i>Staffing</i>	Ombuds are retired faculty, academic and university staff with extensive on-campus experience to provide a collective team perspective.	EAO Consultants are licensed counselors with background and training that includes organizational development/leadership.
<i>Audience and issues addressed</i>	Any campus employee, including student employees and post docs, may initiate contact to consult about workplace dilemmas.	Any campus employee, including student employees and post docs may make appointments to discuss workplace concerns or personal issues. Additionally, family members or significant others are eligible for counseling.
<i>Case initiation</i>	The employee is <i>always</i> the one to initiate contact with the Ombuds Office.	Employees may initiate contact with the EAO. Supervisors can refer but not mandate employees to contact EAO.
<i>Scheduling meetings</i>	Assistance may be provided by telephone or meetings may be scheduled at a time and location convenient to the employee and the Ombuds.	Counseling appointments can be made by phone or email. Counseling sessions occur at the Lowell Center. Consultation can occur across campus at the division or college making the requests.

(continued)

<i>Unique Features</i>
<i>Ombuds</i>
<ul style="list-style-type: none"> • Is independent in structure, function, and appearance to the highest degree possible within the organization.
<ul style="list-style-type: none"> • Strives for impartiality, fairness and objectivity in the treatment of people and the consideration of issues. The Ombuds advocate for fair and equitably administered processes and does advocate on behalf of any individual within the organization.
<ul style="list-style-type: none"> • Is an alternative, informal resource and does not participate in any formal adjudicative or administrative procedure related to concerns brought to its attention.

<i>EAO</i>
<ul style="list-style-type: none"> • Offers group facilitation to resolve conflict, and improve communication and teamwork.
<ul style="list-style-type: none"> • Responds to crises and traumatic events with affected employees.
<ul style="list-style-type: none"> • EAO director is a member of the campus Threat Assessment Team to proactively address concerns before they become disruptive to the workplace.
<ul style="list-style-type: none"> • Provides coaching for supervisory staff on difficult conversations.
<ul style="list-style-type: none"> • Offers consultation to unit human resource staff on concerns for employees, supervisors, and groups.
<ul style="list-style-type: none"> • Offers educational presentations on many interpersonal workplace dynamic topics such as communication, respect, and dealing with conflict.
<ul style="list-style-type: none"> • Offers educational presentations on a variety of wellness related topics such as personal self-awareness and stress management.
<ul style="list-style-type: none"> • Data is collected through follow up surveys
<ul style="list-style-type: none"> • Is duty bound to maintain confidentiality unless permission is given in writing.

University Archives Committee Report 2014-2016

I. Function

The function of the University Archives Committee is to determine policies governing the control and use of the University Archives and Records Management.

The University Archives currently houses approximately:

27,000 linear feet of paper materials

2 million images

18,000 media items (audio tapes, transcriptions disks, films, vhs tapes, etc.)

1400 oral histories

Various portraits and memorabilia (e.g. degrees, buttons, pendants, etc.)

Archives Staff:

David Null, Director

Troy Reeves, Oral History Program

Peg Eusch, University Records Officer

Cathy Jacob, Operations Program Associate

Vacant position – see below

II. 2014-2015 and 2015-2016 Activities

The University Archives Committee met once during 2014/15 and twice during 2015/16.

III. Current Issues or Concerns

The Images/Media Archivist left the University in January 2016. The Archives will be allowed to fill the vacancy, but the position will have more emphasis on electronic records and social media. The Archives currently receives materials in electronic form, and we assume that will continue to grow. Having a person to deal with those materials on a more structured basis will be very helpful.

Our social media sites (Tumblr, Twitter, Flickr, etc.) have been very useful in getting more publicity and use of the University Archives and we hope to continue to grow those efforts.

In the fall of 2015, the Archives received generous funding from New Harvest Foundation through OutReach, and the George L. Mosse Program in History to begin collecting materials on the LGBTQ communities in Madison, building on our existing oral history efforts in that area.. We have started to receive collections and we have had a lot of interest in this effort. An open house to view some of the collections is scheduled for April 29, 2016.

Also in the fall of 2015, the Oral History Program received a mini-grant from the Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment to begin recording oral histories with African-American alumni of the Athletic Department.

During 2014/15 the Archives shared an Association of Research Libraries/Society of American Archivists MOSIAC fellow with the Wisconsin Historical Society. The student, Harvey Long, a

master's student in the School of Library and Information Studies, developed a web site for the Archives on *African-Americans at the University of Wisconsin (1875-1969)*.

During the summer of 2015, the General Library System put compact shelving into another room the basement of Steenbock Library for Archives storage. This will provide another 5000 linear feet of storage and should be sufficient for several years, since we assume we will be getting less material in paper form and more in electronic form. The University Archives currently has around 27,000 linear feet of paper material.

The University Records Officer, among many other projects, has worked with campus partners to put out *Guidance on Managing the Records of Departing Employees* and File Plans for University Departments. She has continued to work on records schedules which have sunset, and she has led the effort to revise the UW System records schedules for Human Resources and Payroll.

IV. Future Issues

With help from the General Library System's development officer and the Daily Cardinal Alumni Board, we will be looking at raising money to digitize the Daily Cardinal. We get many requests for a digital version of the Cardinal, and 2017 is the 125th anniversary of the paper, so this will be a major focus.

Almost none of our finding aids are available online, and this is a growing area of concern and we get more question from researchers. We will continue to pursue ways of getting more of our finding aids into digital form.

The Oral History Program currently has a list of over 350 potential interviewees. Finding people to do those interviews is a daunting task.

V. Summary/Recommendations

The University Archives will complete the survey on retention of syllabi by campus units during the spring of 2016. We hope the newly position of Digital Archivist (formerly Images/Media Archivist) will allow us to increase the amount and simplify the process of ingesting electronic records into the Archives. We will continue to find ways to bring issues around electronic records to the attention of the campus community. The Archives will continue to digitize and publicize materials from our collections.

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VI. University Archives Committee, 2014-15 Membership

Faculty

Catherine Smith, School of Library & Information Studies

Robin Valenza, English

Peter Vranas (chair), Philosophy

Academic Staff

Ruth Olson, Center for the Study of Upper Midwestern Cultures

Ex officio

Laurie Mayberry, Provost's designee

David Null, University Archivist

Andrea Poehling, Secretary of the Faculty

Donna Silver, Secretary of the Academic Staff

Named Members

Matthew Blessing, Wisconsin Historical Society/State Archivist

Jeanette Casey, General Library System Director's designee

Cynthia Jasper, University Library Committee liaison

VI. University Archives Committee, 2015-16 Membership

Faculty [term ends]

Joseph Kemnitz (chair), SMPH/Cell and Regenerative Biology [2016]

Matthew Bakkom, ED/Art [2018]

Ethelene Whitmire, L&S/Library & Information Studies [2017]

Academic Staff [term ends]

Daniel Einstein, Facilities Planning & Management [2018]

Ex officio

Heather Daniels, Secretary of the Academic Staff

Laurie Mayberry, Provost's Designee

David Null, University Archivist

Jane Richard, Secretary of the Faculty's designee

Named Members

Matthew Blessing, Wisconsin Historical Society/State Archivist

Daniel Klingenberg, University Library Committee liaison

Doug Way, General Library System Director's designee

University Committee Annual Report, 2015-2016

The University Committee (UC) meets weekly (customarily all Monday afternoon) during the fall and spring semesters and as needed throughout the summer and during the winter and spring breaks. The Office of the Secretary of the Faculty provides support to the UC. The secretary of the faculty attends all UC meetings and maintains committee records. The chancellor, provost, vice chancellors, and vice provosts are invited to attend open sessions of UC meetings and to keep the committee up-to-date on issues and initiatives.

I. Functions

As the executive committee of the Faculty Senate, the UC has the following functions (as abbreviated from *Faculty Policies and Procedures* (FPP) 6.54.B.):

- Considers questions and makes studies concerning the educational interests and policies of the university;
- Advises on procedures and involves the faculty in policy development and decision making;
- Consults with and provides advice to administrative officers on budget matters;
- Prepares the agenda for the faculty senate;
- Makes timely reports to the faculty;
- Appoints and/or advises on the appointment of faculty to committees;
- Serves as the faculty's grievance committee, except for matters within the jurisdiction of the Committee on Faculty Rights and Responsibilities.

In addition, the UC serves as the board of directors of PROFS, Inc., and as such, represents the interests of the faculty to members of the state legislature and to other officials and state agencies.

II. Issues Addressed

Issues are brought to the committee in a variety of ways. Issues are brought by members of the faculty or administration, by the Academic Staff Executive Committee (ASEC) or the University Staff Executive Committee (USEC) or the Associated Students of Madison (ASM), by individuals, or are generated internally within the UC itself. Some of these issues are eventually brought to the senate for action.

The UC reporting year runs from June 1 to May 31. The committee held 44 business meetings in 2015-2016 (projected). During this reporting period, the UC spent a significant portion of its time on issues related to the following.

- *The educational interests and policies of the university* including considering questions of policy posed by members of the faculty and administration, communicating with and appointing faculty to committees, and setting the agendas for Faculty Senate meetings.
- *The process of joint/shared governance*, including representing the interests of the faculty in discussions and follow-through with members of campus and school/college administrations, the board of regents and the other campuses of the UW System, the academic staff through coordination with ASEC, the university staff through coordination with USEC, and the student body through coordination with ASM.
- *Rule waiver and other requests*, including tenure clock extensions, leaves of absence, grievances, and dual role approvals.
- *Relations with state government*, including responding to and addressing issues related to state legislation and proposals including the biennial budget, the Wisconsin Idea, tenure, shared governance, resource and management flexibilities, tuition revenue generation and caps, out-of-state enrollments, faculty compensation and pay tools. The UC sought input from faculty, staff, students, administration, the board of regents, the UW System, and colleagues at other UW campuses concerning the impact of proposed and actual legislative changes.

- *High-level searches*, including serving on and consulting with search and screen committees for high-level positions (Vice Chancellor for University Relations, Dean of Nursing, Director of Risk Management, Vice Chancellor for Finance and Administration, and Director of the Arts Institute)

A. Issues addressed by the Faculty Senate

Faculty Senate business and legislation is summarized each year in a document presented at the October meeting of the following year. The following is a brief summary of issues addressed by the Senate in collaboration with the University Committee.

- *Tenure*.
 - Three faculty resolutions were passed in response to the revised tenure policies from the Board of Regents (Fac doc 2565) (Special Session, June 9, 2015) asking the Joint Committee on Finance and/or State Legislature to strike all non-fiscal language contained in Omnibus Motion #521 from the Omnibus Bill; (Fac doc 2569a) addressed changes to FPP language (Chapters 5 and 10) related to layoff and termination; (Fac doc 2583) addressed changes to FPP language (Chapter 7)
 - Expected to be raised May 2016: a faculty resolution in response to modified tenure policies.
 - The senate passed a resolution on the AFT-Wisconsin Higher Education Council Statement on Tenure and Indefinite Status (Fac doc 2586);
- *Concealed carry*. The senate passed a resolution opposing it (Fac doc 2581)
- *Fetal tissue research*. The senate passed a resolution opposing restrictions (Fac doc 2582)
- *Children in the workplace policy*. The senate voted to support the HR policy (Fac doc 2613)
- *Committee reports*. The senate received and responded to reports from myriad standing and ad hoc committees as well as various campus units and other groups each month, including recreational sports, disability and accommodations, ombuds, and many more.
- *Academic departmental changes*.
 - The Division of International Studies became the International Division (Fac doc 2572)
 - College of Letters and Science:
 - The Department of African Languages and Literature became the Department of African Cultural Studies (Fac doc 2605)
 - The departments of German, Scandinavian Studies, and Slavic Languages and Literature merged to become the Department of German, Nordic, and Slavic (Fac doc 2606)
 - The Department of East Asian Languages and Literature and the Department of Languages and Cultures of Asia merged to become the Department of Asian Languages and Cultures (Fac doc 2607)
 - The School of Music became the Mead Witter School of Music (Fac doc 2608)
- *Faculty Policies and Procedures changes to committees*:
 - University Curriculum Committee membership change to include instructional academic staff (Fac doc 2585)
 - GLBT Issues Committee was incorporated into FPP along with a name change: Gay, Lesbian, Bisexual, Transgender, and Queer People in the University (Fac doc 2609)
 - Committee on Women in the University updated language
 - Expected to be raised May 2016: University Research Council to be added into *FPP* as new section 6.59. (Fac doc 2615)
 - Expected to be raised May 2016: A shared governance budget committee to be added into *FPP* as new section 6.25. (Fac doc 2616)
- *Academic calendar*: Academic calendar changes were taken up by Senate in October which moved exams off commencement day, which is always the 2nd Saturday in May, created a 4-week summer session in addition to 8-week one; and eliminated Friday start to semester, the report of which will have a 1st reading in May (Fac doc 2632)

(continued)

2570). The UC appointed an ad hoc committee to study broader related issues. The report of which will get the first reading in May.

- *Tenure clock extensions*: Changes to FPP Chapter 7 were made to eliminate the extra step in FPP and synchronize it with practice. Language has also been added to call attention to the appropriate format of requests, particularly as regards confidentiality in cases of illness or disability (Fac doc 2571)
- *Parliamentarian*: a trained and certified, non-faculty parliamentarian was appointed for the Faculty Senate.
- *Shared governance*:
 - The senate approved a statement of support for the faculty senate at the University of Iowa (Fac Doc 2585)
 - The senate approve a statement of support for what shared governance means on this campus that will serve as a guidepost moving forward, not unlike the “sifting and winnowing” plaque is for the Wisconsin Idea (Fac doc 2617).
 - The senate approved the 2015 reapportionment plan for senate district representation (Fac doc 2610)
- *Parental leave*: the Faculty Compensation and Economic Benefits committee undertook a comparison study of family leave policies at peer institutions and made recommendations that will be considered by a broader task force addressing the issue for all employment categories (Fac doc 2594)
- *Sexual assault*: AAU released a dismaying survey about sexual assault on campuses; the senate passed a resolution that raises awareness of the survey and makes a commitment to do something about the problem.
- *Expected to be raised May 2016: Diversity and climate*: Two resolutions in protest of recent hate and bias incidents on campus: one in solidarity with Muslim students, staff and faculty and another to promote cultural competency.

B. Other issues studied by the UC

Some issues are resolved by the UC without action by the senate. Other issues require exploration by the UC before being brought to the senate. Some of these issues are summarized below.

- Considered, but ultimately declined to support a general safety committee.
- Support of a survey of climate and morale on campus conducted by WISELI
- Reviewed the revised summer term revenue model.
- Participated in UW System strategic planning exercises.
- Prepared a letter for the Chicago IRB expressing UW-Madison’s consternation at a faculty survey and asking that the data be destroyed.
- *Discussed ways to enhance faculty performance management*
- *Committee on Undergraduate Recruitment, Admissions and Financial Aid*. CURAFA faced various governance structure issues. The UC assisted in getting it back on strong footing.
- *Athletic Board*.
- *Art acquisition and disposal*. Considered a proposal to create a campuswide public art advisory committee, duties of which would include reviewing offers of gifts, reviewing proposals for siting artwork, reviewing deaccessioning proposals, etc.
- *Research and graduate education*.
 - Received and commented on updates from the Graduate School and VCGRE, including the UW2020 initiative.
 - Discussed new graduate assistant pay structure.
- *Free speech and diversity of opinion and social media*. Expressed disappointment over disparagement of UW on Twitter.

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- *Policy and system development.* The UC worked closely with campus units and stakeholders to develop, review, improve, and implement new and/or updated policies, systems, and programs in the following areas:
 - IRB/human subjects,
 - tenure and post-tenure review,
 - layoff and termination,
 - family leave,
 - sexual assault,
 - campus voter registration, and
 - federal and state compliance.

III. Faculty Nominations and Appointments to Committees

As authorized in *FPP*, the UC appoints faculty members as needed to certain committees established under chapter 6 or other faculty legislation. Faculty were appointed to the following committees.

- Access and Accommodation in Instruction, Committee on
- Athletic Board (subject to approval of the chancellor)
- Committee on Faculty Rights and Responsibilities
- Honorary Degrees Committee
- Kemper K. Knapp Bequest Committee
- Labor Licensing Advisory Committee
- Lakeshore Nature Preserve Committee
- Library Committee (subject to approval of the senate)
- Memorial Library
- PROFS, Inc. Steering Committee
- Search and Screen Committees
 - Vice Chancellor for University Relations
 - Dean of Nursing
 - Vice Chancellor for Finance and Administration
 - Director of Risk Management
 - Director of the Arts Institute
- Union Council
- University Research Council
- UW System Task Force on Tenure
- Ad hoc committee on tenure and termination
- Ad Hoc Committee on Post-Tenure Review
- Ad Hoc Committee on Children in the Workplace
- Ad Hoc Committee on IRBs (suspended)
- Ad Hoc Committee on the Academic Calendar
- HR Advisory Council
- Working Group on Research Misconduct
- Ad Hoc Committee on Equitable and Inclusive Health Benefits
- Ad Hoc Faculty Committee on Civility in the Academic Workplace
- Ad Hoc Committee on 7th-year Reviews
- Ad Hoc Committee on Implementation of Hostile and Intimidating Behavior Policy (April 2015)
- Ad Hoc Committee on Minimum Qualifications for Instructors (April 2015)

The UC also appointed the chairs of the following committees:

- Co-chairs for the GLBTQ committee
- Athletic Board

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IV. UC Representation on Committees

UC membership carries with it the additional duty of serving on various other committees, as well as sharing responsibility for and participating in campuswide planning and informational sessions for new faculty and department chairs.

CIC Faculty Representative: Amy Wendt

Committee on Committees (2): Ruth Litovsky, Tom Broman

Faculty Compensation and Economic Benefits, Commission on (1): Amy Wendt

Faculty Consultative Committee for Financial Emergency (2): Dorothy Edwards, Anja Wanner

PROFS Steering Committee (3): Tom Broman, Ruth Litovsky, Beth Meyerand

PROFS, Inc. Board of Directors (all members)

Search and Screen Committees (various)

University Academic Planning Council (1): Dorothy Edwards

UW System Faculty Representative: Tom Broman

UW System Task Force on Tenure: Dorothy Farrar-Edwards

V. Rule Waivers, Other Personnel Items, and Interpretations

The UC is authorized under FPP to hear requests for rule waivers such as extensions of the tenure clock, leaves of absence and temporary assignments, and conversion of a probationary faculty appointment to an academic staff appointment. It also serves as the hearing committee for faculty grievances other than those under the jurisdiction of the Committee on Faculty Rights and Responsibilities. These personnel matters are of great import to those concerned, and the UC spends considerable time studying, discussing, and resolving these requests. The UC is also charged with clarifying and rendering interpretations of FPP.

During 2015-2016 (as of the end of April), the UC dealt with 6 leave-of-absence requests and 28 tenure clock extension requests. Each year, the UC also considers and deals with a large number of other personnel issues, including track transfers, academic staff dual roles, and grievances. It is difficult to put a specific number on these items for several reasons. For example, in addition to the fact that they commonly bridge years, the distinction between a grievance and a simple request to be heard or to clarify information is not a bright line. Moreover, often the UC chair will meet with faculty members to discuss possible grievances that only materialize as official complaints years later, if at all. A review of the official agendas and minutes of the UC show that there are at least a dozen of these items per year, but an exact count would be nearly impossible.

VI. University Committee Membership

Thomas Broman (History of Science)

Dorothy Farrar-Edwards (Kinesiology)

Ruth Litovsky (Communication Sciences and Disorders)

M. Elizabeth Meyerand (Biomedical Engineering, Medical Physics), Chair

Anja Wanner (English)

Amy Wendt (Electrical and Computer Engineering)

Report of Elections to UW-Madison Faculty Committees for 2016-2017

Presented by the Committee on Committees and the Divisional Committees

Commission on Faculty Compensation and Economic Benefits

Incoming members, 3 year terms

Amir Assadi – Mathematics
 Bruce Thomadsen – Medical Physics
 Jason Yackee – Law (2nd term)

Continuing members

Randolph Ashton – Biomedical Engineering
David Thomas – Animal Science
Jessica Weeks – Political Science
Daniel Grabois – Music (non-tenured)
Jason Yackee – Law (2nd term)
To be appointed – Arts and Humanities Division

Committee on Faculty Rights and Responsibilities

Incoming members, 3 year terms

Steven Nadler
 Gloria Mari-Beffa – Mathematics
 Pilar Ossorio – Law

Continuing members

Corinna Burger – Neurology
J. Michael Collins – School of Human Ecology
Irwin Goldman – Horticulture
Susan Lederer – History of Medicine
Jennie Reed – Chemical & Biological Engineering
Howard Schweber – Political Science

Library Committee

Incoming members, 4 year terms

Catherine Arnott Smith – Library &
 Information Studies
 Sarah Thal - History

Continuing faculty members

Mary Trotter – English
Cecile Ane – Botany
Eneida Mendonca – Biostatistics & Medical Informatics
Daniel Klingenberg – Chemical Engineering
Kyung-Sun Kim – Library & Information Science

University Committee

Incoming members, 3 year terms

Rick Amasino – Biochemistry
 Barbara Bowers - Nursing

Continuing members

Tom Broman – History of Science
Ruth Litovsky – Communication Sciences & Disorders
Anja Wanner – English
Amy Wendt – Chemical & Computer Engineering

Committee on Committees

Incoming elected member, 4 year term

Ivy Corfis – Spanish & Portuguese (2nd term)

Continuing members

Judith Burstyn – Chemistry
Naomi Chesler – Biomedical Engineering
Ivy Corfis – Spanish & Portuguese (2nd term)
Noah Feeth Feinstein – Curriculum & Instruction
Michael Gould – Oncology
Laura McClure – Classics
To be appointed, Social Studies Division

Arts & Humanities Divisional Executive Committee

Incoming members, 3 year terms

Florence Hsia -- History of Science
Amaud Johnson -- English
B. Venkat Mani -- German
Peter Vranas -- Philosophy

Continuing members

Paola Hernandez, co-chair -- Spanish & Portuguese
Stephen Hilyard, co-chair -- Art
Robert Glenn Howard -- Communication Arts
Tony Michels -- History
Katrina Daly Thompson -- African Languages & Literature
Les Thimmig -- School of Music
Florence Vatan -- French & Italian

Biological Sciences Divisional Executive Committee

Incoming members, 3 year terms

David Baum -- Botany
Susan Thibeault -- Surgery
David Wassarman -- Genetics
Jyoti Watters -- Comparative Biosciences

Continuing members

Elaine Alarid, co-chair -- Oncology
Paul Campagnola, co-chair -- Biomedical Engineering
Timothy Gomez -- Neuroscience
Claudio Gratton, vice chair -- Entomology
Barbara Klein -- Ophthalmology & Visual Sciences
John Kuo, vice chair -- Neurological Surgery

Incoming members, 1 year terms:

Barbara Ingham -- Food Science
Lauren Ritters -- Zoology

Physical Sciences Divisional Executive Committee

Incoming members, 3 year terms

Laura Albert McLay -- Industrial & Systems Engineering
Robert Anex -- Biological Systems Engineering
Julie Mitchell -- Mathematics
Izabela Szlufarska -- Materials Science & Engineering

Continuing members

Andrea Arpaci-Dusseau -- Computer Sciences
Laurel Goodwin, vice chair -- Geoscience
Dan Klingenberg -- Chemical & Biological Engineering
Irena Knezevic, chair -- Electrical & Computer Engineering
Galen McKinley -- Atmospheric & Oceanic Sciences
David Noyce -- Civil & Environmental Engineering
Snezana Stanimirovic -- Astronomy
Justin Williams -- Biomedical Engineering

Social Studies Divisional Executive Committee

Incoming members, 3 year terms

Marcy Carlson -- Sociology
Jason Fletcher -- La Follette School of Public Affairs
Kristine Kwekkeboom -- Nursing
Lauren Papp -- School of Human Ecology

Continuing members

Barry Burden -- Political Science
Erica Halverson -- Curriculum & Instruction
Maryellen MacDonald, vice chair -- Psychology
Young Mie Kim -- School of Journalism & Mass Communication
Julie Mead -- Educational Leadership & Policy Analysis
Mitchell Nathan -- Educational Psychology
Stephanie Robert, chair -- School of Social Work
Timothy Riddiough -- Wisconsin School of Business

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Graduate Faculty Executive Committee

Arts & Humanities

Incoming member, 4 year term
Christa Olson, English

Continuing members
Patricia Rosenmeyer - Classics & Near Eastern Studies
Luis Tedejo-Herrero -- Spanish & Portuguese
Kristen Wolf -- Scandinavian Studies

Biological Sciences

Incoming member, 4 year term
Monica Turner, Zoology

Continuing members
Caroline Alexander, Oncology
Cynthia Czajkowski, Neuroscience
Nicole Perna, Genetics

Physical Sciences

Incoming member, 4 year term
Parmesh Ramanathan, Electrical & Computer Engineering

Continuing members
Michael Graham, Chemical & Biological Engineering
Jose Pincheira, Civil & Environmental Engineering

Incoming member, 3 year term
John Pfothner, Mechanical Engineering

Social Studies

Incoming member, 4 year term
Stephanie Tai, Law School

Continuing members
Kristin Eschenfelder, Library & Information Studies
Mary Louise Gomez, Curriculum & Instruction
Tracy Schroepfer, School of Social Work

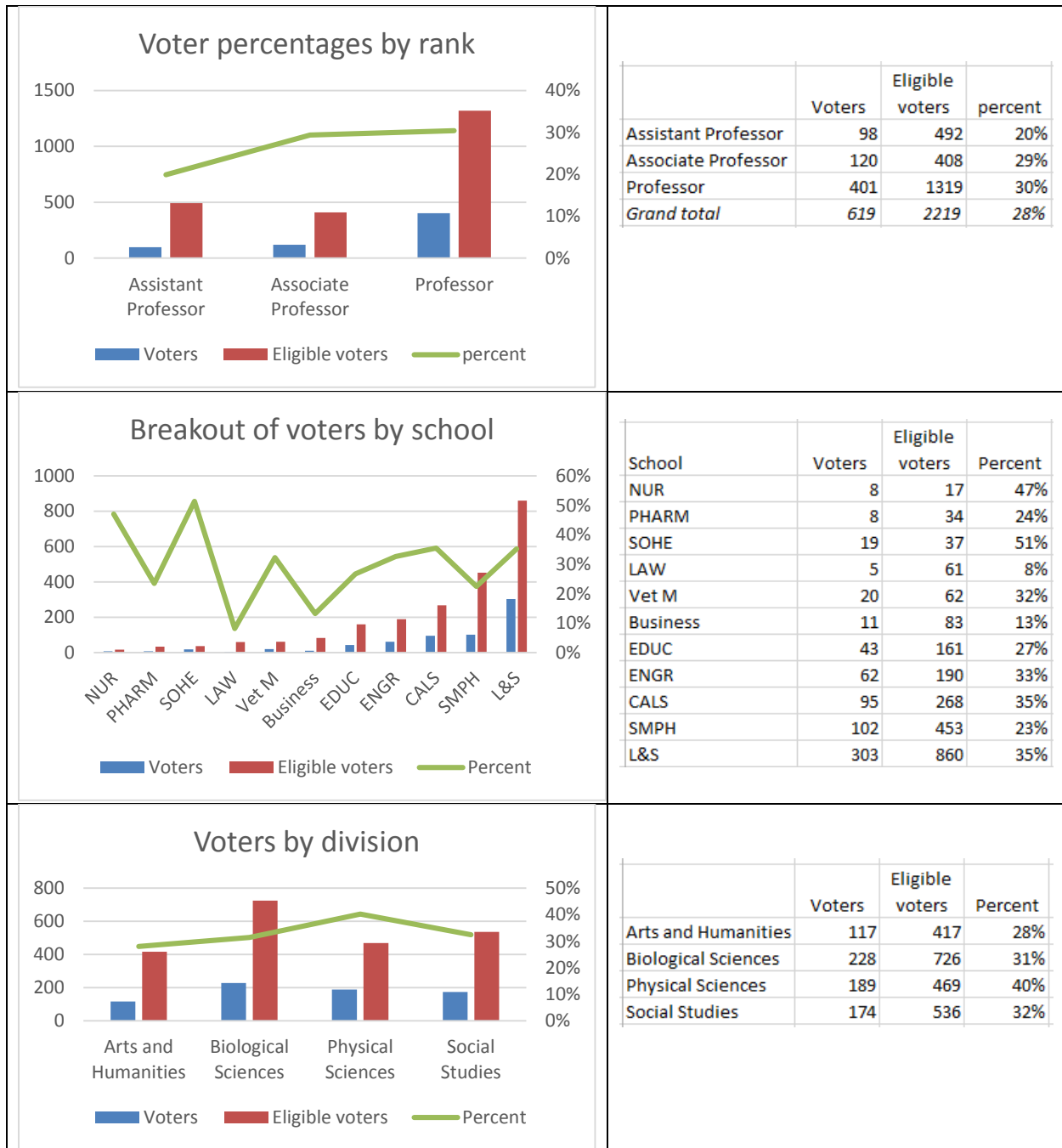
See the Secretary of the Faculty's website for the most current committee membership:

<http://www.secfac.wisc.edu/committees.htm>

<http://www.secfac.wisc.edu/faculty-divisions.htm>

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Voting breakdown of votes using data from the committee garnering the most votes:



Resolution on Cultural Competency

We, the faculty of UW-Madison, believing that a safe and creative environment is essential to teaching and learning, hereby denounce bigotry and discrimination on our campus. Every act motivated by hate or bias, no matter how seemingly small, hurts our people—students, staff and faculty—and tarnishes the tradition for innovation, excellence, and altruism for which UW-Madison is world renowned.

Therefore, we resolve the following:

- To support comprehensive racial awareness and inclusion professional development for all faculty;
- To commit to participate in such professional development on an ongoing basis;
- To support initiatives proposed by the Division of Diversity, Equity and Educational Achievement to change the culture on our campus; and
- To work closely with the leadership within our school or college, each other as colleagues, our students, and our staff to ensure that our teaching and our work, to the greatest extent possible, engages cultural competency and humility, diversity, and inclusion.

Resolution on Solidarity with Muslim Students, Staff, and Faculty

The free exchange of ideas is the essence of the university, including ideas about religion, morality, and identity. The University of Wisconsin-Madison is made up of faculty, staff, and students from a wide array of backgrounds. The life experiences of every one of them, including their views on religion, enrich our community and the store of ideas that we have to exchange.

In the United States Muslim people are currently the targets of violent actions and rhetoric. We as a faculty respond to this state of affairs by confirming that Islam is an integral part of our community. Any faith, philosophical commitment, or idea held by any of our community members is a part of our whole. We value it for what it contributes to the university community. Therefore,

Whereas the UW-Madison is an institution that proudly upholds and fosters freedom of expression and belief without fear; and

Whereas we prize and count as integral to our institution the individuality and the different beliefs, religious and otherwise, of all of our students, staff colleagues, and faculty colleagues; and

Whereas Islamophobic actions and statements have arisen in mainstream American culture; and

Whereas we understand the high costs of religious prejudice and bias to the mission of an academic setting,

Be it resolved that the UW-Madison Faculty Senate stands united with Muslim targets of discrimination everywhere, and particularly with Muslims in our academic community. Disparagement of Muslims and their religion is disparagement of us all.

Resolution on Actions by UW System and Board of Regents

WHEREAS on November 2, 2015, the UW-Madison Faculty Senate adopted new, campus-specific policies relating to faculty layoff and termination, as required by Act 55;

WHEREAS none of the UW System Tenure Policy Task Force members were ever asked to endorse the report issued by the chairman of the task force, and the chairman's report failed to outline many concerns expressed by non-regent members of the committee, and it was not released until January 22, 2016, a month after the task force concluded its work, which was too late for adequate consideration;

WHEREAS in March 2016 the Board of Regents adopted new UW System tenure policies based on the report from the UW System Tenure Policy Task Force without adopting any of the modifications requested by UW System faculty, thereby weakening professional standards of academic due process beyond what Act 55 required;

WHEREAS on April 4, 2016, the UW-Madison Faculty Senate resolved that the previously adopted campus-specific UW-Madison policies relating to faculty layoff and termination should be accepted by the Board of Regents without material alteration, or if alterations were deemed necessary, the Board of Regents should return the UW-Madison policies back to the Faculty Senate for modification;

WHEREAS on April 6, 2016, UW System general counsel Tomas L. Stafford made material and substantial changes to the UW-Madison policies to be considered by the Board of Regents on April 7-8, flagrantly violating local faculty governance and failing to provide representatives of UW-Madison time to review and consider the additional changes;

WHEREAS representatives of UW-Madison were asked by the Board of Regents education committee for their opinion of these changes without time for consideration or counsel;

WHEREAS, owing to the changes to UW-Madison policies made by UW System general counsel and adopted by the Board of Regents, administration now need only "consider" (not "pursue") alternatives to layoff, the chancellor no longer needs the approval of faculty governance bodies (only to consult with them) to discontinue academic programs leading to layoff, a faculty hearing committee is no longer authorized to question whether program discontinuation is based on primarily educational reasons, Faculty Policies & Procedures 5.02 is not applicable to program discontinuance based on educational considerations that may result in faculty layoff under Faculty Policies & Procedures 10, program changes may now be made on the basis of non-educational criteria such as "comparative cost-effectiveness" and budgetary prioritization, severance pay is now at the chancellor's discretion and no longer guaranteed, and funds for retraining displaced faculty are no longer guaranteed;

WHEREAS the UW-Madison policies relating to faculty layoff and termination, as modified by UW System general counsel and adopted by the Board of Regents, are not consistent with the high standards set by the American Association of University Professors in its Recommended Institutional Regulations on Academic Freedom and Tenure;

WHEREAS the process by which changes to UW-Madison policies were made—directly by UW System general counsel and the Board of Regents instead of returning the policies to the UW-Madison Faculty Senate for modification—violates local faculty governance;

WHEREAS the decades-long tradition of active shared governance has made the University of Wisconsin unique among universities of its stature, fostered a tremendous sense of loyalty and commitment among its faculty, and energized grass-roots creativity in research and teaching;

WHEREAS the erosion of that tradition by the Board of Regents’ unprecedented and unwarranted interference with our local governance procedures does grievous damage to our university;

WHEREAS the failure of the UW System President and the Board of Regents adequately to protect academic due process and shared governance has damaged the reputation of UW-Madison as a great state university that encourages continual and fearless sifting and winnowing by which alone the truth can be found;

WHEREAS the erosion of tenure and shared governance in conjunction with budget cuts is likely to have a disproportionately negative impact on faculty who are already most marginalized and/or engaged in politically controversial research;

WHEREAS the UW-Madison Faculty Senate previously resolved to “engage in all appropriate collective action” to “uphold and defend” the principles regarding tenure that the Faculty Senate endorsed on November 2, 2015 (Faculty Document 2586);

WHEREAS program changes based on non-educational considerations, the erosion of academic due process, and the circumventing of faculty governance in conjunction with budget cuts jeopardize the quality of students’ education;

It is hereby RESOLVED that the UW-Madison Faculty Senate has no confidence in UW System President Ray Cross or the University of Wisconsin Board of Regents to protect the institutions of tenure and shared governance that are indispensable to a world-class university.

University Research Council and Related FPP Changes

[New] 6.59. UNIVERSITY RESEARCH COUNCIL

- A. **MEMBERSHIP.** The University Research Council (URC) shall consist of the following members, serving three-year staggered terms. Each shared governance body will select representation from across campus with substantial experience in the conduct of research. URC members are expected to represent the interests of the university community at large.
1. Eight faculty, selected as follows:
 - a. One faculty member from each of the four divisions, elected by all faculty from slates prepared by the respective divisional committee.
 - b. One faculty member appointed from each of the four divisions by the University Committee.
 2. Two academic staff members.
 3. One university staff member.
 4. One member of the University Committee (selected annually).
 5. The Vice Chancellor for Research and Graduate Education (ex officio, non-voting), who shall chair.
 6. The Associate Vice Chancellors for Research (ex officio, non-voting)
 7. The Dean of the Graduate School (ex officio, voting).
- B. **FUNCTIONS.**
1. Advises the vice chancellor for research and graduate education (VCRGE) on the overall UW-Madison research enterprise, including, but not limited by enumeration, to:
 - a. Strategic planning to maximize the research productivity of faculty and staff, and to support highly innovative, transformative research.
 - b. Allocation of flexible resources, including resources provided by WARF, such as support of research competitions, matching funds for grants, funding for recruitment and retentions, and honoring research contributions.
 - c. Major campus-wide research programs and issues.
 - d. Compliance processes and committees.
 - e. Approving policies governing five-year reviews for VCRGE centers to ensure that centers remain at the leading edge of new discoveries. Members of the URC will provide advice to the VCRGE regarding the outcome of Center reviews.
 - f. Review and approval of the establishment of new, and closing of existing, VCRGE centers.
 2. Brings to the attention of the VCRGE views and opinions of the faculty and staff. In turn, members are responsible for assisting the Office of the VCRGE in helping to communicate the research resources of the VCRGE office.
 3. Advises and counsels the VCRGE and the chancellor in the formulation of the annual request to the WARF board of trustees. The VCRGE and chancellor shall routinely seek the advice and counsel of the committee regarding the allocation and disposition of WARF funds. Ensures that the disposition of WARF funds by the university is transparent to the WARF board of directors. The committee, or its individual members, shall be available to the WARF board of trustees, upon request, as direct and independent advisors and as such shall share with the trustees their expertise and insight.
 4. Creates subcommittees to study specific topics, as needed.

Faculty Senate approval statement [not incorporated into FPP]: “The first priority for the URC during the 2016-17 academic year will be to transition the URC from a purely advisory group into the official shared governance group of the OVCRGE. During this process, some of the functions listed may require modification, which should be discussed with the University Committee and will require Senate approval.”

[Change] 3.05. THE GRADUATE SCHOOL

New section A (current A-G become B-H): The Graduate School is a component of the Office of the Vice Chancellor for Research and Graduate Education.

[Change] 3.07. GRADUATE FACULTY EXECUTIVE COMMITTEE

Section B.2. modified as follows:

The Graduate Faculty Executive Committee selects a subcommittee of five faculty from among its elected members to serve, together with the dean, as the academic planning council of the Graduate School. One of the elected members shall be chosen from each faculty division and the fifth elected member shall be chosen at-large. The dean may invite associate deans or others to attend meetings of the academic planning council as advisors. The academic planning council advises the dean on policy and budgetary planning and presents faculty views and opinions to the dean. It also has the responsibility of assisting the graduate faculty in understanding budget and policy decisions and constraints.

Subjects on which the dean shall share information and consult with the academic planning council include, but are not limited to:

- a. Program review and the future development or contraction of graduate programs.
- b. Allocation of ~~flexible resources to various uses, such as fellowships, support of individual investigators, matching funds for facilities grants, funding for new faculty, and awards.~~
- c. ~~Policies and budget decisions for service facilities operated by the Graduate School.~~
- d. ~~Policies and budget decisions relating to research centers administered by the Graduate School.~~
- e. Appointments of committees of the Graduate School. The council shall report regularly to the Graduate Faculty Executive Committee, and distribute a written report to the graduate faculty at least once each year.

[Delete] 6.55. WARF RESOURCE REQUEST AND ALLOCATIONS COMMITTEE

[Change] 9.05. ACTION BY PROVOST ON COMPLAINTS

Change section B. as follows: Complaints alleging scholarly misconduct shall be dealt with according to Faculty Document 867a and FPP 9.14. A formal allegation of misconduct in scholarly research will be referred to the chair of the department (or functional equivalent) or to the corresponding academic dean or, in the case of conflict of interest on the part of the chair or academic dean, to the dean of the Graduate School Vice Chancellor for Research and Graduate Education.

Budget ~~Advisory~~ Committee and Related FPP Changes

[New] 6.25. BUDGET ~~ADVISORY~~ COMMITTEE

A. **MEMBERSHIP.** The Budget ~~Advisory~~ Committee shall consist of the following members, to serve staggered terms of four years, except that student terms shall be two years and initial terms of all members shall range from one to four years to create a staggered rotation.

1. ~~Three~~ Four faculty members.
2. ~~Three~~ Two academic staff members.
3. ~~Three~~ Two university staff members.
4. ~~Three~~ Two students, to include both graduate and undergraduate students.
5. Ex officio non-voting members: campus budget director; chancellor or designee; provost or designee; and vice chancellor for finance and administration or designee.

Each shared governance group shall determine its own criteria for committee membership. However, there may only be one representative per school, college, or division from each group. No department/unit shall have more than one member on the committee. The shared governance secretaries and student shared governance coordinator shall confer to address any departmental or other diversity concerns prior to finalization of the committee roster and at the time of selecting replacement members.

In addition, committee members shall be chosen who have experience with, expertise on, or demonstrated interest in learning about and becoming a campus resource about budgetary matters.

The University Committee shall designate the chair ~~committee shall elect its own chair~~ from among the faculty members. A co-chair from another governance group may be elected as well.

B. **FUNCTIONS.** *[May 2 revision: function 2 was formerly function 4]*

1. Advises and makes recommendations to the chancellor, the provost, and the vice chancellor for finance and administration on institutional budget issues, long-range financial strategies, state biennial budget proposals, and allocations to schools, colleges, and divisions.
2. Advises the shared governance executive committees on issues of budgetary impact and the public position to be taken on budgetary issues.
3. Meets regularly with vice chancellor for finance and administration.
4. Serves as a resource for schools/colleges, departments, and others on matters related to the budget.
5. Consults with and advises other committees, such as school/college academic planning councils and campus planning committees, relating to institutional-level budgetary matters. The committee may also recommend the creation of ad hoc committees on budget-related matters.
6. Reports to the Faculty Senate, Academic Staff Assembly, University Staff Congress, ASM Student Council, and their respective executive committees upon request.

Members on this committee are expected to become knowledgeable resources on the campus budget. Meetings are expected to be monthly or as needed. Some meetings, especially at the beginning of the academic year, may be significantly longer to allow time for understanding the structure of the budget and the process by which it is constructed and finalized.

[Delete] 6.52.D. BUDGET PLANNING AND ANALYSIS JOINT SUBCOMMITTEE. The Budget Planning and Analysis Joint Subcommittee is a joint subcommittee of the University Academic Planning Council and the University Committee.

A. MEMBERSHIP. The Budget Planning and Analysis Joint Subcommittee shall consist of

1. The subcommittee chair, appointed in accord with A.5.
2. Two faculty members appointed by the University Academic Planning Council from among its members under A.8. and A.9.
3. Two faculty members appointed by the University Committee.
4. The Academic Staff Executive Committee member of the University Academic Planning Council under A.7.
5. The University Staff Executive Committee member of the University Academic Planning Council under A.8.
6. One academic staff member appointed by the Academic Staff Executive Committee.
7. One university staff member appointed by the University Staff Executive Committee.
8. One faculty member appointed by and from the Commission on Faculty Compensation and Economic Benefits.
9. The administrative member of the University Academic Planning Council appointed by the provost under A.4.
10. The vice chancellor for administration, ex officio nonvoting.
11. A member of the University Committee as in A.6.

B. FUNCTIONS.

1. Establishes such subcommittees as are necessary to carry out its functions.
2. Advises the chancellor, the provost and the University Academic Planning Council on issues of budgetary impact.
3. Advises the University Committee on issues of budgetary impact and the public position to be taken by the faculty on budgetary issues.
4. Advises relevant college and divisional committees on budgetary issues related to academic planning.
5. Advises the chancellor, the provost and the vice chancellor for administration on issues related to budget planning and analysis including:
 - the objectives and procedures of studies and analyses carried out by the Office of Budget, Planning and Analysis including the cost analyses for proposed new programs and other initiatives
 - the manner in which studies and analyses are reported to the faculty
 - the impact of budget proposals on academic programs.

Systemic and transparent course evaluations: Developing a campus-wide survey mechanism based around the UW Essential Learning Outcomes

A proposal from the UW Teaching Academy Executive Committee

Background

In 2012, the UW Teaching Academy formed an ad hoc committee to look at the course evaluation system. This committee, chaired by David Baum and including Janet Batzli and Jamie Henke (and later, Brian Yandell), continued explorations of potential approaches through Fall 2015, at which point a white paper was prepared. This white paper, *Supplemental, ELO-based Campus-wide Course Evaluations*, was widely distributed and modified through Mar. 3rd, 2016. Below we summarize the conclusions of the white paper and formulate a practical proposal for next steps, guided in part by constructive conversations with the Vice-Provost for Teaching and Learning, Steve Cramer, and Associate Vice Provost, Mo Bischof.

Key features of a campus-wide course evaluation system

The white paper noted that course evaluations conducted by students serve diverse needs, including:

- A) Providing feedback for instructors seeking to improve a course
- B) Guiding departments in assigning instructors to courses
- C) Providing assessment data for promotion and tenure
- D) Providing comparative data on learning outcomes in different programs
- E) Guiding students selecting courses to enroll in

At present course evaluations are instigated and administered by departments, with each department using their own questions and system for administering the survey. As a result, course evaluations generally only serve the needs A-C. The white paper suggests that in order to serve functions D-E it would be necessary to adopt the following principles.

- 1) The course evaluation tool should be standardized across all courses and departments, both in terms of questions asked and method of implementation.
- 2) Data from course evaluations should be collected centrally for comparative analysis and summary data should be made available to students. This aspect of data transparency for use by students is particularly important for buy-in, improved response rate, and the development of a student-valued tool.

The ad hoc committee also noted three additional considerations that should be borne in mind in designing a survey tool that can address needs D-E.

- 3) The survey should align with UW's Essential Learning Outcomes (ELOs), which are organized around four themes (Knowledge; Skills; Social Responsibility; Integrated Learning). The ELOs are not widely known and few current course assessments consider student gains in these areas, yet these are defined as being the ultimate goals of a UW education.
- 4) The survey should ask students to assess their learning rather than their assessment of the course/instructor. The committee argued that shifting the focus away from the instructor might reduce well-known biases (e.g., gender) in student course evaluations.
- 5) Ideally surveys would be conducted some time after the completion of a given course to allow time for students to reflect on their learning.

White paper recommendations

The white paper considered two possible approaches: A set of common questions added to all departmental course evaluations with the data “skimmed-off” by central administration, or a single supplemental survey, implemented centrally, covering all courses taken by an individual student in a given semester. The committee recommended the latter option because: it seemed difficult to force departments to comply to a mandated survey mechanism; departments would not all implement their surveys simultaneously and in the same way, and; the ideal time for departmental evaluations is before finals, whereas assessing learning outcomes would be better conducted well after grades are posted.

With funding from the university assessment council, the committee worked with the UW survey center to pilot some possible ELO-based questions. They concluded that a set of five questions could be used (splitting “skills” into intellectual and practical skills), complemented by two overall assessments (one on overall learning gains and one on how well the course was structured and taught so as to facilitate learning). Based on a small sample of students, most of these questions were interpretable and students felt that they could answer them for any of their courses. Students were also enthusiastic at the possibility of being able to access such data on courses prior to enrolment (as a an alternative for Ratemyprofessors, which they currently use).

The white paper suggested that summary data for courses be collected and be made available to students. It was proposed that, for each course, students be able to see the ELO for which the course scored highest, the mean score for that ELO, and the mean scores for the two overall assessment questions. However, it was recommended that students should be able to drill down to individual sections of the course or see data for all ELOs.

Conclusion

The UWTA executive committee endorses the approach laid out in the white paper. However, it is important to note that the detailed implementation recommendations are not as important as the principle that, through a process of consultation between administration and the three branches of joint governance, a mechanism is established that will serve the currently unmet needs to collect comparable data on learning outcomes in all classes taught at UW and to make summary data available to students and other UW stakeholders. With this in mind, the UWTA executive committee suggests a revised version of the resolution put forward in the white paper.

(continued)

Recommended Resolution

Whereas UW-Madison has a need for course assessments that yield comparable data on course educational impact, for use in program assessment, and to help guide students in the choice of courses, yet such a system is not in place.

Whereas the Essential Learn Outcomes (ELOs) have been selected to define our overarching outcomes for what students learn in their time at UW.

It is hereby moved that:

- 1) A Joint Governance, ELO-based Course Survey Implementation Committee (ECSIC) be formed and charged with working with central administration to (a) develop a system that can collect data from all students each semester on the extent to which their experience improved their learning of the ELOs in every course, and (b) guide the development of a user interface and a code of practice for presenting the results of the survey to relevant UW stakeholders.
- 2) Central administration be asked to work with ECSIC during the design and implementation of suitable systems as quickly as possible.

Proposed Changes to the Academic Calendar

The academic calendar serves as an information source and planning document for faculty, staff, departments, and students as well as for many of the administrative offices of the university. Its development requires adherence to a number of institutional policies that act as the framework for the calendar. On 3 December 2012, the Faculty Senate approved the calendar for 2016-2021 ([Fac doc 2366](#)), according to the following formal constraints:

1. UW System policy on the definition of the academic year provides that the contractual academic year is defined as 39 weeks of continuous faculty employment, including not fewer than 34 weeks of organized services for students including advising and registration, classroom instruction, and examinations.
2. State of Wisconsin legislation requires that classes commence after 1 September.
3. Faculty document 488a sets forth rules governing the timing of the spring break:
 - a. If the first day of Passover and Good Friday occur in the same week, and that is the 8th to 11th week of the second semester, that week should be spring break.
 - b. If either the first day of Passover or Good Friday occurs during the 8th to 11th week, that week would be the spring break.
 - c. If both the first day of Passover and Good Friday occur in the 8th to 11th week, but they do not occur in the same week, the week of Passover should be the spring break.
 - d. If none of the above, the break should be the 9th week.
4. The eight-day summary period policy adopted by the Faculty Senate in 1977 requires that the first day be for individual study and review, with no classes or exams. The remaining seven days must accommodate 38 two-hour exam blocks with a maximum of six blocks in a single day: 7:45 a.m., 10:05 a.m., 12:25 p.m., 2:45 p.m., 5:05 p.m., and 7:25 p.m.
5. Faculty legislation requires that course grades be completed by each instructor and submitted to the Office of the Registrar within six calendar days (144 hours) from the date and hour of each two-hour block scheduled during the summary period.

Other considerations and constraints that traditionally guide the creation of the academic calendar include:

6. For the fall semester, exams must be completed by December 23.
7. The fall semester includes the Thanksgiving break with no instruction on the Thursday of Thanksgiving and the following Friday.
8. By practice, and with other constraints, the winter break is typically about 4 weeks long.
9. The University is closed to observe the Martin Luther King, Jr. holiday.
10. The fall/spring semesters are to be of as equal length as possible
11. Federal financial aid regulations require a standard 15-week semester, which includes instruction and final exams.
12. By practice, the summer semester starts with a 3-week session between the spring semester and the start of the 8-week session.
13. By practice, the 8-week summer session starts in mid-June, scheduled to begin the Monday after the end of instruction in Wisconsin public high school.

Developments and discussions subsequent to passage of the 2016-2021 calendar in December 2012 highlighted that a review and systematic revision of the process for establishing the academic calendar could provide opportunities to improve the student experience and enhance some administrative functions. Significant issues identified as problematic included the routine overlap of final exams with Saturday commencement ceremonies in May, the Friday before the Labor Day weekend as a solitary class day, and the irregular and variable spring dates of instruction. In addition, an earlier and consistent end date of the spring semester would allow a four-week “May term,” creating opportunities for new student learning experiences.

A working group was formed to study the above issues and recommended the creation of two additional constraints to address the most pressing needs:

1. Begin fall semester instruction on the Tuesday following Labor Day, except when Labor Day falls on September 7, in which case begin instruction on Wednesday, September 2.
2. Set the start date of the spring semester based on counting backwards from commencement set on the second Saturday in May.

Based on these recommendations, the Faculty Senate passed revisions to the 2016-2021 calendars at its October 2015 meeting ([Fac doc 2570](#)).

Recognizing that the October 2015 Senate action only addressed the most pressing calendar issues, as well as the fact that those changes created other issues, the University Committee charged the Ad Hoc Committee on the Academic Calendar in December 2015 with devising an academic calendar that best serves our academic goals. Some of the existing constraints date back several decades and thus predate online registration, changes in teaching and assessment, moving from labor intensive paper-based processes to electronic entry of grading, and so on. The committee's report with recommendations, submitted to the University Committee on April 15, 2016, begins on page 6 below.

The University Committee recommends that the Faculty Senate begin the implementation of the recommendations of the Ad Hoc Committee on the Academic Calendar by

- modifying Faculty Legislation II-105(1) and (6),
- approving further revision to the remaining years of the current calendar, and
- endorsing the changes necessary to implement the other recommendations contained in the ad hoc committee's report.

(continued)

**Report and Recommendations
On the Academic Calendar
From the University Committee to the Faculty Senate
April 18, 2016**

Authority for establishment of the UW-Madison academic calendar is vested in the faculty (*FPP 1.20.C.3.*) and approved in 5-year increments by the Faculty Senate. Setting the calendar is bound by a number of constraints stemming from state law, UW System policy, UW-Madison faculty legislation, and established patterns of practice. At its October 2015 meeting, the Faculty Senate passed revisions to the 2016-2021 calendars that simplified logistics and enhanced educational offerings. Those revisions resulted in the following changes to what is herein referred to as the “approved calendar.”

1. Begin fall semester instruction on the Tuesday following Labor Day, except when Labor Day falls on September 7, in which case begin instruction on Wednesday, September 2. This change eliminates single class days before the Labor Day weekend.
2. Set the start date of the spring semester based on counting backwards from commencement set on the second Saturday in May. As a consequence, the first day of instruction falls on either the Monday preceding, or the Tuesday following, Martin Luther King Jr. Day. This change eliminates commencement conflicting with exams.
3. Creates a consistent 4-week window to provide an early summer session between the spring semester and the 8-week summer session. The 4-week summer term was created to offer additional student learning opportunities, allow greater flexibility to instructors, increase summer enrollments to a level commensurate with our peers, augment the visibility of UW-Madison during the summer, improve facility use, enhance revenue, and create strategies to attract new student audiences.

After the above changes, several issues remain unaddressed by the current method of creating the academic calendar. Some of the existing constraints date back several decades and thus predate online registration, changes in teaching and assessment, moving from labor intensive paper-based processes to electronic entry of grading, and so on. The Ad Hoc Committee on the Academic Calendar was charged with exploring additional opportunities to streamline the rules for setting the academic calendar and devising an academic calendar that best serves our academic goals. The committee was asked to submit a report with recommendations to the University Committee by April 30, 2016.

The committee met six times over the spring 2016 semester and considered federal financial aid and accreditation regulations, human resources (HR) and employment requirements, UW System policies, campus policies, state statutes, and other policies related to the academic calendar. Individual committee members also met separately to gather input from other stakeholders and campus community members.

The committee has come to agreement and has drafted the following six recommendations, to take effect with the 2017-2018 academic year, and believes these adjustments will provide greater consistency and predictability, allowing flexibility for emerging forms of instruction, bring us into better alignment with our peers and partners, and maximize summer learning opportunities and facility utilization. The recommendations are mostly independent of each other, though the calendar is more orderly if they act together. Many of the following recommendations result specifically from the changes made to the calendar to accommodate a new 4-week early summer session, which would be in addition to the robust set of existing summer sessions. The goals of this new session – reduced time to graduation, increased enrollments, revenues and visibility for UW-Madison and its academic departments, and increased teaching and learning opportunities – are the primary beneficiary of most of the committee’s recommendations.

(continued)

Recommendations:

1. Adjust faculty contract to begin and end one week earlier, and shift the 4-week summer session to one week later.
2. Shorten semesters to 69 days of instruction and activity over 15 weeks.
3. Shorten the summary period by one day, and explore possible further adjustments.
4. Shorten the grade submission period to 72 hours after the last final exam day.
5. Clarify Wisconsin Statute s.36.11(16) to limit application to undergraduates.
6. Request that some or all sections of UWS document ACPS-4 be abolished.

Original report submitted by the Ad Hoc Committee on the Academic Calendar, April 15, 2016

McKinney Austin, *Office of Academic Planning and Institutional Research*

Sarah Barber, *Educational Innovation*

John Booske, *Electrical & Computer Engineering; WisCEL*

Catharine DeRubeis, *Office of Human Resources*

Mel de Villiers, *School of Pharmacy*

Wei Dong, *School of Human Ecology*

Katie Duren, *Educational Innovation*

Kris Eschenfelder, *School of Library & Information Studies*

Karen Evans-Romaine, *Slavic Languages*

Quinn Fullenkamp, *Population Health Sciences*

Laura Ingram, *Division of Continuing Studies*

Arashjot Kaur, *ASM*

Karen Kopacek, *School of Pharmacy*

Christopher Lee, *L&S, Student Academic Affairs*

Kubar Malhotra, *ASM*

Carren Martin, *Center for the First-Year Experience*

Kristen McRoberts, *Enrollment Management*

Jocelyn Milner, *Office of Academic Planning and Institutional Research*

Scott Owczarek, *Office of the Registrar*

Carol Pope, *Center for the First-Year Experience*

Wren Singer, *L&S, Academic Advising*

Steven K. Smith, *Office of the Secretary of the Faculty, **chair***

Nancy Westphal-Johnson, *L&S Administration; Summer Dean*

Brian Yandell, *Horticulture; Biometry Statistics*

(continued)

Recommendation #1. Adjust faculty contract to begin and end one week earlier, and shift the 4-week summer session to one week later.

Current contract: usually the last Monday in August to late May

Proposed contract: usually the next-to-last Monday in August to mid-May

Current 4-week: starts immediately after commencement

Proposed 4-week: starts one week after commencement

The faculty contract year defines the period under which 9-month employees (faculty, academic staff, and graduate student assistants) are paid. The contract is defined as 34 weeks of scheduled activities and five weeks that “shall be used by faculty members for scholarly pursuits and instructional development as individual, self-directed professionals.” The faculty contract does not dictate when 9-month employees have to be physically present on campus or determine workloads or work schedules. Rather, the contract defines the beginning and end of the pay period. Traditionally, the faculty contract has started with welcome week and continued through fall semester, winter break, and spring semester, and concluded a couple of weeks after the spring semester. The committee proposes starting the contract one week before traditional welcome week and ending one week earlier. Just as the previous faculty contract did not mandate work or physical presence during certain portions of the period (such as welcome week, winter break, spring break, or the weeks after the end of the semester), the proposed faculty contract would not change timing or requirements of work.

The new 4-week summer session was originally planned to begin immediately after the spring semester. When the new 4-week summer session was approved, it had the unintended consequence of creating an approximately two-week overlap between the faculty contract and the new session. This will seriously impair the ability to pay 9-month employees who also want to teach during the 4-week summer session. This means that fewer people will be able to take advantage of the new summer session and is thus in direct conflict with a major goal of the new summer session, which was to increase the availability of learning opportunities and options, thus reducing time to graduation, improving facility utilization, and bringing our campus into alignment with peer institutions. The recommended adjustment to both the faculty contract and the 4-week summer session will eliminate the overlap, thus enabling 9-month employees to be paid to work the 4-week session and restoring the original intent of the 4-week summer session. *This recommendation affects all 9-month faculty, instructional staff, and graduate students.*

Academic and administrative benefits:

- Eliminates overlap between faculty contract and new summer session.
- Eliminates gap between 4-week and 8-week summer sessions.
- Expands available time for welcome week events in fall.
- Expands time for more robust employee training and orientation before fall semester.
- Allows additional time for spring semester grading, reporting, and processing academic actions (for example, dean’s list, academic standing, etc.)

Downsides:

- New employees will have to complete paperwork one week earlier (within 3 days of the start of the pay period) in order to be paid (federal guidelines). For many new employees, this will require being on campus one week earlier than currently.
- Employees with job responsibilities which typically require being on campus during welcome week may be required to begin the year one week earlier.

Other considerations:

- One week gap between spring semester and summer session.
- Job requirements which now start one week before classes may now start two weeks before classes.

Action needed from: Senate to change calendar

(continued)

Recommendation #2: Shorten semesters to 69 days of instruction and activity over 15 weeks.

UW-Madison academic calendars have traditionally had 70-72 instructional days in the fall and 71-73 days in the spring. This is more than at many of our peer institutions and longer than required by accreditors and others. More importantly, we were at a level longer than required, which has caused problems due to our required start after September 1 and the Christmas Eve holiday. A consistent 69-day semester would mean a reduction of one to two Tuesday-Thursday (TR) class meetings and zero to two Monday-Wednesday-Friday (MWF) class meetings. *This recommendation links to Recommendation #3 and affects the entire UW-Madison community.*

Fixed points:

- Fall classes always start on Wednesday; spring classes always start on a Tuesday after Martin Luther King, Jr. Day.
- Convocation on the day immediately preceding instruction in fall (eliminates idle time before the holiday weekend).
- Undergraduate commencement is always the second Saturday in May.
- Independent of faculty contract.
- Independent of summer options.
- Within accreditation standards and peer practice.
- Within financial aid requirements (requires 15 weeks with at least one day of instruction and activities).
- Shortened semester.

Teaching and student benefits:

- Predictability of the start, end, and number of class days makes planning easier for all kinds of academic and co-curricular activities.
- Better balance between semesters, which would now always be of equal lengths.
- Aligns with peers, allowing for easier combined education opportunities.
- Fall semester typically ends a bit sooner, allowing more time between last exam and winter holiday.
- Restores almost all of previous winter break, which existed before the Faculty Senate enacted the academic calendar changes in fall 2015 for the 2016-2021 calendars.

Administrative benefits:

- Increases the time for financial aid processing, final grading, and end of semester academic actions.
- Schedule of classes would be easier to build, due to the consistency.
- Gains a business day between Labor Day and classes.
- Housing contracts starts may have more flexibility.
- Allows for regular “end of summer” SOAR schedule to be implemented.

Downside:

- Reduces instruction by one or two days per class.

Additional considerations:

- A fall break is not possible without changing the state-determined fall start of September 2 or reducing the winter break or extending fall semester into legal holidays.

Actions needed: Senate to change calendar; registrar to update future academic calendars in the student information system.

(continued)

Recommendation #3: Shorten summary period by one day, and possible further adjustments.

Faculty legislation currently mandates an eight-day summary period, of which the first day is a study day and the remainder is “exam week.” As part of the latter, each section of courses that have indicated a final exam will be held during the course approval process is assigned an exam block. Based on conversations with faculty, students, and others, it is apparent that many of these exam blocks assignments are not used for traditional in-class exams. National trends, changes in pedagogy, and emerging forms of instruction all indicate that this alternative use of the summary period will continue and likely increase. Eliminating one of the seven exam days has already been piloted as part of the effort to eliminate conflicts between exams and commencement, with no negative effects reported. The extended exam period is particularly an issue in the fall semester, with exams currently ending two days before the winter holiday. *This recommendation links to Recommendation #2 and affects all students and instructors, as well as administrators who process end of semester grades, academic actions, and reports.*

Teaching and student benefits:

- More flexibility for departmental commencement events
- An additional reduction in the summary period beyond the initial one day reduction could lead to a corresponding increase in study days.

Additional information/study needed:

- Re-think how exams are laid out; with current pedagogical trends, there are fewer cumulative exams in lieu of projects, etc.
- Consider adapting exams to accommodate seniors, to avoid bunch-up.
- Could affect University Housing requirements.
- Could lead to an increase in students experiencing “hardship” in the number of exams within a 24-hour period (policy reference: https://registrar.wisc.edu/documents/exam_policy.pdf).

Action needed:

1. Senate to modify Faculty Legislation II-105(1) to shorten summary period.
2. During spring 2016 summary period, Office of the Registrar will determine exam period usage and consider possible additional changes. Evaluate how the need for a final exam block is conveyed as well as subsequent exam block assignment processes and consider possible changes.

(continued)

Recommendation #4: Shorten grade submission period to 72 hours after the last final exam day.

Current policy is that all grades are to be reported no later than 144 hours after the assigned exam time for the course. However, this policy is not currently enforced and the de facto grade reporting deadline is 144 hours after the last exam. UW-Madison is a significant outlier in this regard when compared to peer institutions. Of the AAU institutions that responded to a brief and informal survey regarding final grading deadlines, 80% have a shorter grade submission period than UW-Madison. The extended grade reporting period dates to a time when workflows were paper-based; electronic reporting of grades allows for substantially reduced reporting windows. The current practice means that the administration cannot begin processing academic probations, deans' lists, other reports (or begin tracking down missing grade reports), and actions until well after the semester ends. Exam times are scheduled on a rotating basis across the summary period. In practice, exams are scheduled as much as possible so as not to be clustered for students or for instructors teaching multiple large classes. This recommendation would only affect those with exams assigned on the last day or two of the summary period, as the 72-hour deadline is after the last exam date, rather than after specific exams. Similar to current practice, instructors can consult with their department chair and/or school/college academic dean's office to explore alternatives when extenuating circumstances exist. If this recommendation is not adopted, at a minimum the current policy will have to be enforced in order to eliminate current practice of most grade reporting occurring after exams are over. *Affects all instructors, especially those with exams on the last day of the summary period, and academic administration.*

Teaching and student advantages:

- When grades are submitted quickly, students are able to make informed academic decisions about future course enrollments.
- Student demands for quicker actions, reporting, and degree clearance activities met.
- Instructor and teaching assistant workload over holiday eliminated.
- Enables earlier processing of the federally required Satisfactory Academic Progress calculations, which provides a longer window for students to submit appeals and the appeals to be reviewed by financial aid prior to the subsequent term's disbursements.

Administrative advantages:

- Allows more efficient processing of grades, end of term processing, and determination of deans' list and graduation status. Reduces stress on academic deans' offices and administrative staff.
- Enables quicker processing of withdrawals for the required Return of Title IV Funds (financial aid) calculations, federally mandated to be completed no more than 30 days from the end of term.
- Enables processing of academic actions and other matters prior to start of 4-week summer term.

Action needed: Senate to update Faculty Legislation II-105(6).

(continued)

Recommendation #5: Clarify Wisconsin Stat s.36.11(16) to limit application to undergraduates.

When the Wisconsin legislature passed the requirement that classes could not begin until after September 1, exemptions were made for graduate-level programs that existed at the time that were not required to adhere to the new start date. Since that time, other graduate-level programs have been created, particularly in the health sciences, which operate under similar professional calendar structures to those specifically exempted in the statute. This has created a significant hardship on programs such as the Pharmacy doctorate, which are currently bound by the mandated start date rather than the calendar allowed for other similar programs. It has also put these programs at a competitive disadvantage to peer institutions with similar professional programs. Rather than add to the list of programs exempted, the committee believes it would be simpler to clarify the intent of the statute, which appears to have been to apply the mandatory September start date only to undergraduate-level classes. *Affects graduate-level and professional programs, especially in the health sciences.*

Current language: Commencement of fall semester. The board shall ensure that no fall semester classes at any institution, except medical school classes and 4th year classes at the school of veterinary medicine, commence until after September 1.

Proposed language: Commencement of fall semesters. The board shall ensure that no undergraduate fall semester at any institution commence until after September 1.

This would be more inclusive and would consider the needs of other professional schools such as Pharmacy, and it appears to be consistent with legislative intent. This enables flexibility, but most graduate programs would remain on the same calendar. This gives flexibility to programs like Pharmacy or MBA to start earlier, but most traditional programs would likely continue on as before.

Additional considerations:

- How it would affect classes which are mixed graduate/undergraduate.
- Many committee members suggested removing this statute altogether, as long as the K-12 school year was similarly scheduled.
- A fall break is not possible without changing the state-determined fall start of September 2 or reducing the winter break or extending fall semester into legal holidays.

Action needed: UW-Madison Chancellor, Vice Chancellor for University Relations, and the Faculty Senate would work with UW System to have legislation changed, or find an alternative solution for the professional programs.

(continued)

Recommendation #6: Request that some or all sections of ACPS-4 be discarded.

Much of document *University of Wisconsin System Policy on Academic Year Definition and Assorted Derivatives. Academic Planning Statement No. 4 (ACPS-4)* (last updated by the Board of Regents 2/11/2000) is redundant or superseded by other policies and thereby create an audit risk. The terminology and processes are outdated, yet it determines the contract year and length. A new policy document should be created that is more narrowly focused. Some of this may be relevant for other UW System campuses but not UW-Madison. Specific sections are detailed below.

Preamble: ***This section could be in a revised document.***

- Clarify how the sections apply to all teaching staff categories (e.g., faculty, academic staff, and graduate student employees).
- 1. The academic year and calendar: ***This section could be in a revised document.***
 - Omit time allowance for registration, which is no longer in person and on-site
 - Omit reference to advising, which takes place all year.
- 2. The awarding of credit: ***Discard this section***
 - Superseded by the 2011 Federal Regulations on Credit
 - The Higher Learning Commission requirements include demonstration of compliance with federal regulations (commission.org/Accreditation-Processes/accreditation.html). It wouldn't be practical or possible to be in compliance with both federal policies and ACPS-4; it would be a liability during an audit.
- 3. The period of appointment for faculty: ***This section could be in a revised document.***
 - Update registration reference ("... scheduled campus registration for the fall term..."): registration for the fall term starts in the previous April.
- 4. Compensation adjustments for interrupted service or unanticipated termination of appointments:
Discard this section
 - Should be housed by UWSA/UW-Madison payroll services (Service Center: uwservice.wisconsin.edu)
- 5. Eligibility--sick leave, teacher retirement, social security, unemployment compensation, etc.:
Discard this section
 - a. Sick leave: UWSA and UW-Madison have their own policies (kb.wisc.edu/ohr/policies).
 - b. Retirement: Covered by other UWSA policies (ohr.wisc.edu/benefits/retirement).
 - c. Unemployment compensation and social security: Covered by federal and state laws.
- 6. Unanticipated assignments for faculty members from University sources during the period of appointment:
Discard this section.
 - a. General policy: Out of date; UW-Madison follows the current policy on overloads: <https://kb.wisc.edu/ohr/policies/page.php?id=53140>
 - b. Mini-sessions during the academic year: Covered by other UWSA and UW-Madison policies. UW-Madison's policy is unique because of an 8/9ths pay policy over three years.
 - c. Summer session and post-commencement (-term) mini-session: same as b.
 - d. Interinstitutional instructional consulting, or technical service on an overload basis: reads in part: "... short-term, or nonrecurring in nature"; this is not followed in practice.
 - e. Off-campus credit instruction: Obsolete terminology and set of practices.
 - f. Non-credit continuing education and public service programs: reads in part: "... as outlined in the April 1982 Regent's Policy and as set forth in the ACIS-5." If the Academic Information Series 5 (ACIS) has not been updated since 1982, it will also be out of date.
 - g. Monitoring of overload payments: Salary figures are wrong; should be moved to overload policies. UW-Madison may be exempt with new personnel system (clarify).

Action needed: UW System Administration (specifically, the Office of the Vice President for Academic Affairs) to update the policy document.

(continued)

Faculty Legislation II-105(1) and (6) changes - With mark-up

FACULTY LEGISLATION
UNIVERSITY OF WISCONSIN-MADISON
ACADEMIC MATTERS II-105
SUMMARY PERIOD FOR ACADEMIC SEMESTER

1. The academic semester consists of ~~an advising and a course registration period~~, a regularly scheduled instructional period, and ~~an eight-day~~ **no more than a 7-day** summary period. The first day of the summary period is for individual study and review, and no classes or exams are to be scheduled then. The ~~last seven~~ **other** days are prescheduled to include one two-hour summary block for each course of two or more credits. This two-hour block shall be used for an examination or for other instructional activities as deemed appropriate by the instructor and as approved by the instructional unit offering the course. Final examinations or other summary period activities cannot be scheduled during the two weeks preceding the summary period. Take-home final examinations are due at the scheduled two-hour block.
2. The summary period block schedule must be published and must be adhered to by all faculty in accordance with faculty legislation requirements. The Office of the Registrar is authorized to prepare the summary period block schedule without submitting it to the faculty for approval, except that any college or school may prepare its own summary block schedule.
3. The time of a two-hour block for a class and/or the due date for the take-home examination may be changed only with the prior approval of the dean. Where a student has more than two summary blocks scheduled within a period of 24 hours, the instructor may, within guidelines adopted by the college or school faculty, reschedule a final exam to avoid hardship. Rescheduled summary blocks shall be of the same general nature and quality as the activities of the regular two-hour summary block.
4. Special hours within the prescribed summary period shall be assigned by the Office of the Registrar, in consultation with the dean, for combined summary periods in multiple-section courses that have no common meeting hour.
5. Undergraduate seminar courses, independent study, and directed study courses are exempted from the above rules. Also, the rules apply only to courses numbered 699 or below.
6. Course grades must be completed by each instructor and submitted to the Office of the Registrar within ~~six calendar days (144 hours) from the date and hour of the two-hour block scheduled during the summary period~~ **three days (72 hours) after the last final exam day.**

(continued)

Faculty Legislation II-105(1) and (6) changes - No mark-up

FACULTY LEGISLATION
UNIVERSITY OF WISCONSIN-MADISON
ACADEMIC MATTERS II-105
SUMMARY PERIOD FOR ACADEMIC SEMESTER

1. The academic semester consists of a regularly scheduled instructional period, and no more than a 7-day summary period. The first day of the summary period is for individual study and review, and no classes or exams are to be scheduled then. The other days are prescheduled to include one two-hour summary block for each course of two or more credits. This two-hour block shall be used for an examination or for other instructional activities as deemed appropriate by the instructor and as approved by the instructional unit offering the course. Final examinations or other summary period activities cannot be scheduled during the two weeks preceding the summary period. Take-home final examinations are due at the scheduled two-hour block.
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5. Undergraduate seminar courses, independent study, and directed study courses are exempted from the above rules. Also, the rules apply only to courses numbered 699 or below.
6. Course grades must be completed by each instructor and submitted to the Office of the Registrar within three days (72 hours) after the last final exam day.

(continued)

The University Committee recommends that the Faculty Senate adopt the amended academic calendar for 2017-2021.

PROPOSED ACADEMIC CALENDAR FOR 2017-2021

FALL SEMESTER	2017	2018	2019	2020
Faculty contract year begins	Aug 21 (M)	Aug 20 (M)	Aug 19 (M)	Aug 17 (M)
Instruction begins	Sep 6 (W)	Sep 5 (W)	Sep 4 (W)	Sep 2 (W)
Labor Day	Sep 4 (M)	Sep 3 (M)	Sep 2 (M)	Sep 7 (M)
Thanksgiving recess	Nov 23-26	Nov 22-25	Nov 28-Dec 1	Nov 26-29
Last class day	Dec 13 (W)	Dec 12 (W)	Dec 11 (W)	Dec 10 (R)
Study day	Dec 14 (R)	Dec 13 (R)	Dec 12 (R)	Dec 11 (F)
Exams begin	Dec 15 (F)	Dec 14 (F)	Dec 13 (F)	Dec 12 (S)
Exams end	Dec 20 (W)	Dec 19 (W)	Dec 18 (W)	Dec 17 (R)
Commencement	Dec 17 (N)	Dec 16 (N)	Dec 22 (N)	Dec 20 (N)
Last day grades in	Dec 23 (S)	Dec 22 (S)	Dec 21 (S)	Dec 20 (N)
MWF days	42	42	42	41
TR days	27	27	27	28
SPRING SEMESTER	2018	2019	2020	2021
Martin Luther King Jr. Day	Jan 15 (M)	Jan 21 (M)	Jan 20 (M)	Jan 18 (M)
Instruction begins	Jan 23 (T)	Jan 22 (T)	Jan 21 (T)	Jan 19 (T)
Spring recess	Mar 24-Apr 1	Mar 16-24	Mar 14-22	Mar 27-Apr 4
Classes resume	Apr 2 (M)	Mar 25 (M)	Mar 23 (M)	Apr 5 (M)
Last class day	May 4 (F)	May 3 (F)	May 1 (F)	Apr 30 (F)
Study day	May 5 (S)	May 4 (S)	May 2 (S)	May 1 (S)
Exams begin	May 6 (N)	May 5 (N)	May 3 (N)	May 2 (N)
Exams end	May 11 (F)	May 10 (F)	May 8 (F)	May 7 (F)
Commencement weekend	May 11-13	May 10-12	May 8-10	May 7-9
Last day grades in	May 14 (M)	May 13 (M)	May 11 (M)	May 10 (M)
Faculty contract year ends	May 20 (N)	May 19 (N)	May 17 (N)	May 16 (N)
MWF days	41	41	41	41
TR days	28	28	28	28
SUMMER SESSIONS	2018	2019	2020	2021
Memorial Day (observed)	May 28 (M)	May 27 (M)	May 25 (M)	May 31 (M)
3-week session begins	May 21 (T)	May 28 (T)	May 26 (T)	May 24 (M)
3-week session ends	Jun 15 (F)	Jun 14 (F)	Jun 12 (F)	Jun 11 (F)
4-week session begins	May 21 (M)	May 20 (M)	May 18 (M)	May 17 (M)
4-week session ends	Jun 15 (F)	Jun 14 (F)	Jun 12 (F)	Jun 11 (F)
8-week session begins	Jun 18 (M)	Jun 17 (M)	Jun 15 (M)	Jun 14 (M)
Independence Day (observed)	Jul 4 (W)	Jul 4 (R)	Jul 4 (S)	Jul 5 (M)
8-week session ends	Aug 10 (F)	Aug 9 (F)	Aug 7 (F)	Aug 6 (F)

Comparison of Proposed Calendar Changes and Adopted Calendars

		2017-18		2018-19		2019-20		2020-21	
Important Dates		Proposed	Approved	Proposed	Approved	Proposed	Approved	Proposed	Approved
Fall	Faculty Contract Begins	21-Aug-2017 M	28-Aug-2017 M	20-Aug-2018 M	27-Aug-2018 M	19-Aug-2019 M	26-Aug-2019 M	17-Aug-2020 M	24-Aug-2020 M
	Labor Day Holiday	4-Sep-2017 M	4-Sep-2017 M	3-Sep-2018 M	3-Sep-2018 M	2-Sep-2019 M	2-Sep-2019 M	7-Sep-2020 M	7-Sep-2020 M
	Instruction Begins	6-Sep-2017 W	5-Sep-2017 T	5-Sep-2018 W	4-Sep-2018 T	4-Sep-2019 W	3-Sep-2019 T	2-Sep-2020 W	2-Sep-2020 W
	Thanksgiving Recess	23-Nov-2017 R	23-Nov-2017 R	22-Nov-2018 R	22-Nov-2018 R	28-Nov-2019 R	28-Nov-2019 R	26-Nov-2020 R	26-Nov-2020 R
	Instruction End	13-Dec-2017 W	15-Dec-2017 F	12-Dec-2018 W	14-Dec-2018 F	11-Dec-2019 W	13-Dec-2019 F	10-Dec-2020 R	15-Dec-2020 T
	Study Day	14-Dec-2017 R	16-Dec-2017 S	13-Dec-2018 R	15-Dec-2018 S	12-Dec-2019 R	14-Dec-2019 S	11-Dec-2020 F	16-Dec-2020 W
	Exams Begin	15-Dec-2017 F	17-Dec-2017 N	14-Dec-2018 F	16-Dec-2018 N	13-Dec-2019 F	15-Dec-2019 N	12-Dec-2020 S	17-Dec-2020 R
	Exams End	20-Dec-2017 W	23-Dec-2017 S	19-Dec-2018 W	22-Dec-2018 S	18-Dec-2019 W	21-Dec-2019 S	17-Dec-2020 R	23-Dec-2020 W
	Commencement	17-Dec-2017 N	17-Dec-2017 N	16-Dec-2018 N	16-Dec-2018 N	22-Dec-2019 N	22-Dec-2019 N	20-Dec-2020 N	20-Dec-2020 N
Spring	Last Day for Grades	23-Dec-2017 S	29-Dec-2017 F	22-Dec-2018 S	28-Dec-2018 F	21-Dec-2019 S	27-Dec-2019 F	20-Dec-2020 N	29-Dec-2020 T
	Martin Luther King Jr. Holiday	15-Jan-2018 M	15-Jan-2018 M	21-Jan-2019 M	21-Jan-2019 M	20-Jan-2020 M	20-Jan-2020 M	18-Jan-2021 M	18-Jan-2021 M
	Instruction Begins	23-Jan-2018 T	16-Jan-2018 T	22-Jan-2019 T	14-Jan-2019 M	21-Jan-2020 T	13-Jan-2020 M	19-Jan-2021 T	11-Jan-2021 M
	Spring Recess	24-Mar-2018 S	24-Mar-2018 S	16-Mar-2019 S	16-Mar-2019 S	14-Mar-2020 S	14-Mar-2020 S	27-Mar-2021 S	27-Mar-2021 S
	Instruction End	4-May-2018 F	3-May-2018 R	3-May-2019 F	2-May-2019 R	1-May-2020 F	30-Apr-2020 R	30-Apr-2021 F	29-Apr-2021 R
	Study Day	5-May-2018 S	4-May-2018 F	4-May-2019 S	3-May-2019 F	2-May-2020 S	1-May-2020 F	1-May-2021 S	30-Apr-2021 F
	Exams Begin	6-May-2018 N	5-May-2018 S	5-May-2019 N	4-May-2019 S	3-May-2020 N	2-May-2020 S	2-May-2021 N	1-May-2021 S
	Exams End	11-May-2018 F	11-May-2018 F	10-May-2019 F	10-May-2019 F	8-May-2020 F	8-May-2020 F	7-May-2021 F	7-May-2021 F
	Commencement	12-May-2018 S	12-May-2018 S	11-May-2019 S	11-May-2019 S	9-May-2020 S	9-May-2020 S	8-May-2021 S	8-May-2021 S
Summer	Last Day for Grades	14-May-2018 M	17-May-2018 R	13-May-2019 M	16-May-2019 R	11-May-2020 M	15-May-2020 F	10-May-2021 M	14-May-2021 F
	Faculty Contract Ends	20-May-2018 N	27-May-2018 N	19-May-2019 N	26-May-2019 N	17-May-2020 N	24-May-2020 N	16-May-2021 N	23-May-2021 N
	Memorial Day	28-May-2018 M	28-May-2018 M	27-May-2019 M	27-May-2019 M	25-May-2020 M	25-May-2020 M	31-May-2021 M	31-May-2021 M
	4-week Session Begins	21-May-2018 M	14-May-2018 M	20-May-2019 M	13-May-2019 M	18-May-2020 M	11-May-2020 M	17-May-2021 M	10-May-2021 M
	4-week Session Ends	15-Jun-2018 F	8-Jun-2018 F	14-Jun-2019 F	7-Jun-2019 F	12-Jun-2020 F	5-Jun-2020 F	11-Jun-2021 F	4-Jun-2021 F
	8-week Session Begins	18-Jun-2018 M	18-Jun-2018 M	17-Jun-2019 M	17-Jun-2019 M	15-Jun-2020 M	15-Jun-2020 M	14-Jun-2021 M	14-Jun-2021 M
Attributes	Independence Day	4-Jul-2018 W	4-Jul-2018 W	4-Jul-2019 R	4-Jul-2019 R	4-Jul-2020 S	4-Jul-2020 S	5-Jul-2021 M	5-Jul-2021 M
	8-week Session Ends	10-Aug-2018 F	10-Aug-2018 F	9-Aug-2019 F	9-Aug-2019 F	7-Aug-2020 F	7-Aug-2020 F	6-Aug-2021 F	6-Aug-2021 F
	Fall Instruction Days	69	72	69	72	69	72	69	72
	Fall M, W, F	42	43	42	43	42	43	41	43
	Fall T, R	27	29	27	29	27	29	28	29
	Fall M	14	14	14	14	14	14	13	14
	Fall T	14	15	14	15	14	15	14	15
	Fall W	15	15	15	15	15	15	15	15
	Fall R	13	14	13	14	13	14	14	14
	Fall F	13	14	13	14	13	14	13	14
	Spring Instruction Days	69	73	69	73	69	73	69	73
	Spring M, W, F	41	43	41	43	41	43	41	43
	Spring T, R	28	30	28	30	28	30	28	30
	Spring M	13	14	13	14	13	14	13	14
	Spring T	14	15	14	15	14	15	14	15
	Spring W	14	15	14	15	14	15	14	15
	Spring R	14	15	14	15	14	15	14	15
	Spring F	14	14	14	14	14	14	14	14

Note: Shaded cells indicate where proposed calendar is different from approved calendar.

Comparison of Proposed Calendar Changes and Adopted Calendars

