

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

**FACULTY SENATE SPECIAL MEETING
AGENDA MATERIALS
for**

17 May 2016

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



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

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

secfac.wisc.edu/Faculty-Senate.htm

FACULTY SENATE SPECIAL MEETING

Monday, 17 May 2016 - 3:30 p.m.

272 Bascom Hall

A G E N D A

1. Announcements/Information Items.
2. Question Period.
3. Ombuds and Employee Assistance Office annual reports (Fac doc 2620, revised).
4. Archives Committee annual report, 2014-2016 (Fac doc 2625).
5. University Committee annual report, 2015-2016 (Fac doc 2626).
6. Report of elections to UW-Madison faculty committees for 2016-2017 (Fac doc 2627).
7. Advisory Committee for the Office of Equity and Diversity annual report, 2014-2015 (Fac doc 2619).
8. University Research Council and related *Policies and Procedures* changes (for vote) (Fac doc 2615).
9. Budget Committee and related *Faculty Policies and Procedures* changes (for vote) (Fac doc 2616, revised).
10. Recommendations on the academic calendar (first reading) (Fac doc 2632).
11. Revised Shared Governance Values statement (for vote) (Fac doc 2617, revised)

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)

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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

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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.

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<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 Annual 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, 2014-2015 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, 2015-2016 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 unites 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

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summer session in addition to 8-week one; and eliminated Friday start to semester (Fac doc 2570). The UC appointed an ad hoc committee to study broader related issues. The report of which will get the 1st 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)

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

(continued)

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

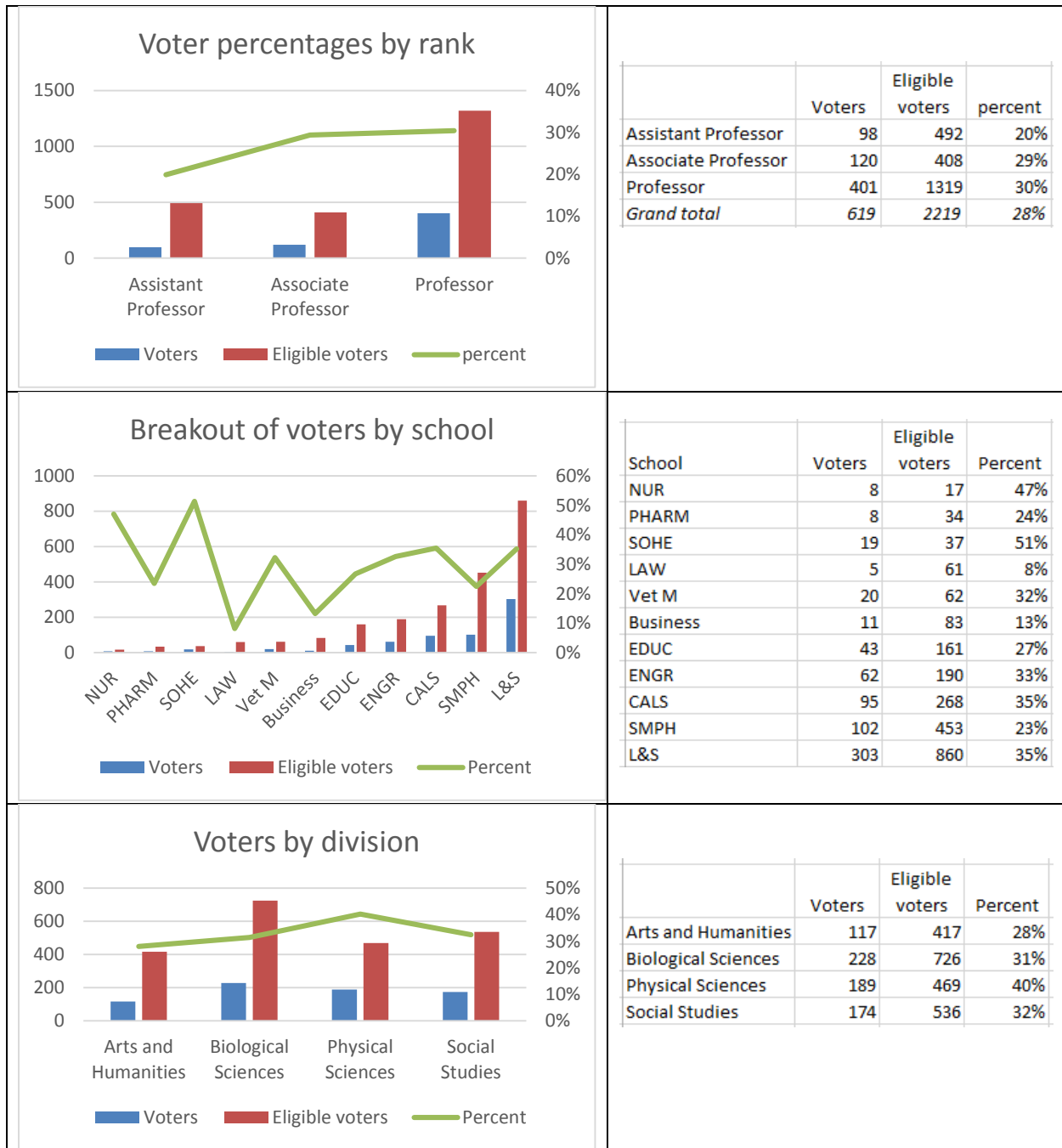
See the Secretary of the Faculty's website for the most current committee membership:

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

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

(continued)

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



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 DeJoep 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.

University Research Council and Related *Faculty Policies and Procedures* 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 *Faculty Policies and Procedures* 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.

6.52. UNIVERSITY ACADEMIC PLANNING COUNCIL.

A. MEMBERSHIP.

[Delete] 5. One faculty member appointed by the University Committee with the approval of the senate, who will chair the Budget Planning and Analysis Joint Subcommittee.

The remaining membership lines will be re-numbered from 6.-13. to 5.-12.

[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.

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.

<i>Current contract:</i> usually the last Monday in August to late May		<i>Current 4-week:</i> starts immediately after commencement
<i>Proposed contract:</i> usually the next-to-last Monday in August to mid-May		<i>Proposed 4-week:</i> 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)

(continued)

Comparison of Proposed Calendar Changes and Adopted Calendars

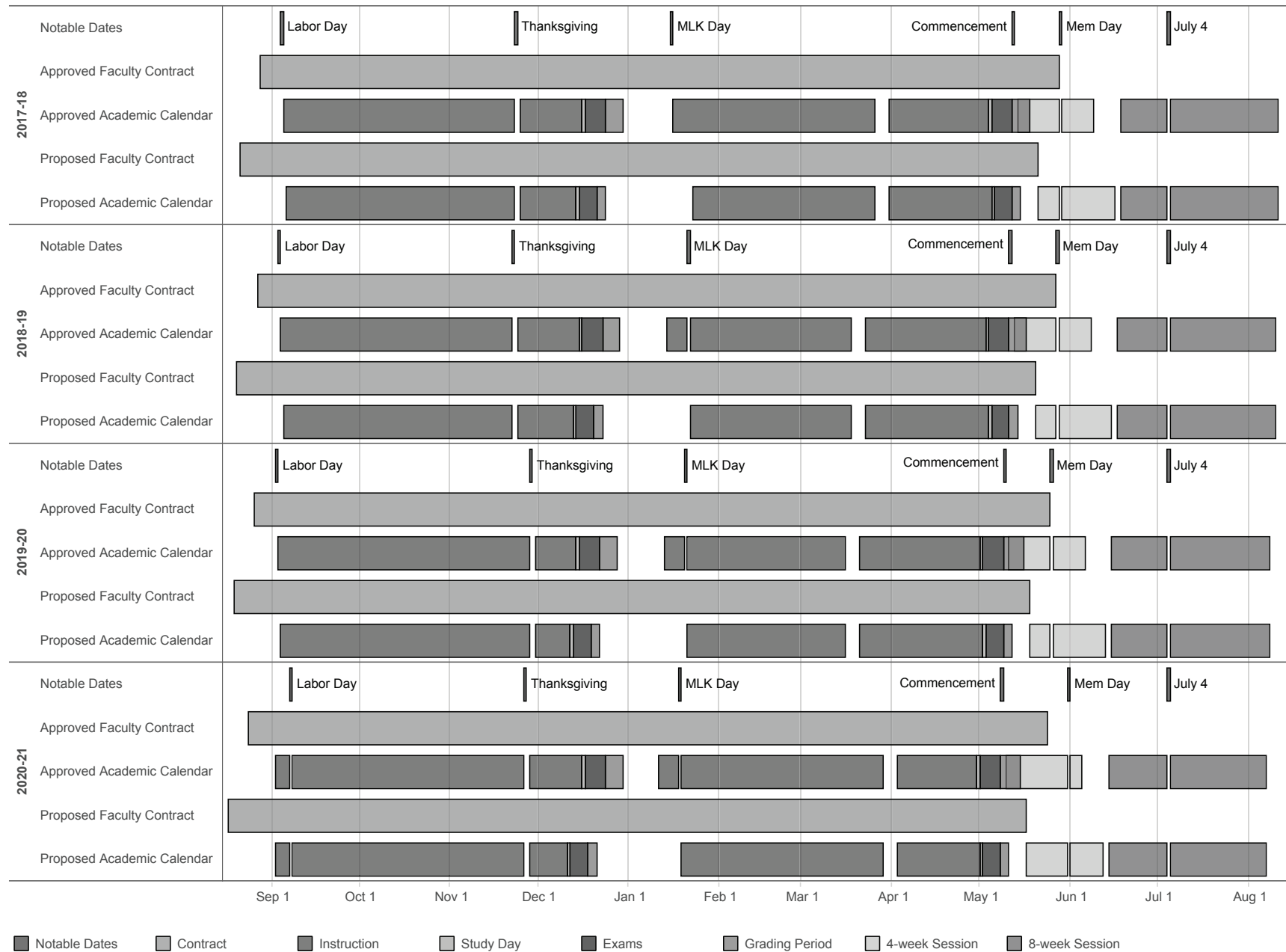
		2017-18		2018-19		2019-20		2020-21	
Important Dates		Proposed	Approved	Proposed	Approved	Proposed	Approved	Proposed	Approved
Fall	Faculty Contract Begins	21-Aug-2017 M	28-Aug-2017 M	20-Aug-2018 M	27-Aug-2018 M	19-Aug-2019 M	26-Aug-2019 M	17-Aug-2020 M	24-Aug-2020 M
	Labor Day Holiday	4-Sep-2017 M	4-Sep-2017 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.

Prepared by Academic Planning and Institutional Research, Office of the Provost, MA

(continued)

Comparison of Proposed Calendar Changes and Adopted Calendars



Prepared by Academic Planning and Institutional Research, Office of the Provost, MA

April 2016

Values Statement on Shared Governance

The University of Wisconsin-Madison is committed to shared governance as it has been historically practiced since the establishment of the University of Wisconsin System. Shared governance on the UW-Madison campus involves four groups: faculty, academic staff, university staff, and students, in partnership with the administration. Administration (chancellor) [WI State Statute 36.09 (3)], faculty [WI State Statute 36.09 (4)], and students [WI State Statute 36.09 (5)] were included in shared governance in state statutes at the time of merger in 1973. Academic staff [WI State Statute 36.09 (4m)] were added in 1985. University staff [BOR policy 20-20] were granted shared governance rights by Board of Regents policy in 2012.

The practice of shared governance at UW-Madison means an active partnership among shared governance groups, the chancellor, and other administrative leaders with regard to campus decision-making and policy-making. The appropriate shared governance bodies must be involved in decisions concerning academics, research, student life, campus climate, diversity, search and screen committees for campus leadership, human resources, campus health and life, and other matters of campus-wide import. **Shared governance involvement creates a transparent, collaborative, and inclusive process, which leads to enduring policies, procedures, ownership, and implementation.**

All shared governance groups are able to organize themselves as they see fit, defining and maintaining their own respective policies as they relate to each group. The guiding documents for shared governance at UW-Madison include Academic Staff Policies and Procedures (ASPP), Faculty Policies and Procedures (FPP), University Staff policies and procedures, Associated Students of Madison Constitution and Bylaws, related legislation, and other shared governance policies.

We hereby call on the shared governance groups, together with the chancellor, to convene a joint committee to create specific policies that operationalize the goals and practices articulated above.

We further call upon the chancellor to delegate primary responsibility for academic and educational activities and faculty personnel matters to the faculty.

We further call upon the chancellor to delegate primary responsibility to academic staff for the formulation and review, as well as representation in the development, of all policies and procedures concerning academic staff members, including academic staff personnel matters to the academic staff.

We further call upon the chancellor to delegate primary responsibility to university staff for the formulation and review, and as well as representation in the development, of all policies and procedures concerning university staff members, including university staff personnel matters to the university staff.

We further call upon the chancellor to delegate primary responsibility to students regarding the formulation and review of policies concerning student life, services, and interests to the students.