

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

**FACULTY SENATE MEETING AGENDA  
MATERIALS  
for**

**26 September 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](http://secfac.wisc.edu/Faculty-Senate.htm)*



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**FACULTY SENATE MEETING**  
**Monday, 26 September 2016 - 3:30 p.m.**  
**272 Bascom Hall**

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**A G E N D A**

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1. State of the University
2. Question period
3. Minutes of May 2 meeting and minutes of May 17 special meeting (consent)
4. Highlights of Faculty Legislation, 2015-2016 (Fac doc 2633)
5. Canvas learning management system (Fac doc 2634)
6. Relocation of Research and Sponsored Programs (RSP) to the Office of the Vice Chancellor for Research and Graduate Education (vote) (Fac doc 2635)
7. Academic calendar and related policies (vote) (Fac docs 2636, 2636a, and 2632)
8. Proposal to modify *Faculty Policies and Procedures* 2.04.F. regarding Senate alternates (vote) (Fac doc 2637)
9. Campus statement on commitment to diversity, equity, and inclusion (vote) (Fac doc 2638)
10. Post-tenure review policy (first reading) (Fac doc 2639 and Fac doc 2639a)

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Upcoming Faculty Senate Meetings - 3:30 p.m., 272 Bascom Hall  
November 7, December 5, 2016  
February 6, March 6, April 3, May 1, October 2, November 6, December 4, 2017

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## **Highlights of Faculty Legislation, 2015-2016**

- 23 Memorial resolutions
- 13 Committee annual reports
- Confirmation of appointments:
  - Professor Jean Bahr (Geoscience) to the Committee on Faculty Rights and Responsibilities
  - Professor Jin-Wen Yu (Dance) to the Committee on Faculty Rights and Responsibilities
  - Professor Linda Graham (Botany) to the Library Committee
  - Professor Neil Kodesh (History) to the Library Committee
  - Professor David Vanness (Population Health Sciences) to the Committee on Faculty Rights and Responsibilities

### **Faculty Policies and Procedures (FPP), new sections and edits to committees**

- Revisions to FPP Chapter 10 (Layoff and Termination) (Faculty Document 2569a)
- Revisions to FPP Chapter 7 (Post-Tenure Review policy) (Faculty Document 2583a)
- Revisions to University Curriculum Committee Membership (FPP 6.53.) (Faculty Document 2584)
- Add Committee for Gay, Lesbian, Bisexual, Transgender, and Queer People in the University as FPP 6.40. (Faculty Document 2609)
- Committee on Women in the University Membership and Functions (FPP 6.56.) (Faculty Document 2614)
- Add University Research Council as FPP 6.59. (Faculty Document 2615)
- Add Budget Committee as FPP 6.25., rescinding FPP 6.52.D. (Faculty Document 2616 revised)

### **Resolutions**

- Resolution on Concealed Carry (Faculty Document 2581)
- Resolution Regarding Legislative Restrictions on Fetal Tissue Research (Faculty Document 2582)
- Revised Shared Governance Values statement (Faculty Document 2617, revised)
- Resolution on Cultural Competency (Faculty Document 2628)
- Resolution on Actions by UW System and Board of Regents (Faculty Document 2630)

### **Reports/policies**

- Changes to the Academic Calendar (Faculty Document 2570)
- Modification of Workflow for Tenure Clock Extensions (Faculty Document 2571)
- Report of the Commission on Faculty Compensation and Economic Benefits (regarding family leave policies) (Faculty Document 2594)
- Faculty Senate Districts and Apportionment Academic years 2016-2017, and 2017-2018 (Faculty Document 2610)

### **Endorsements and support**

- AFT-Wisconsin Higher Education Council Statement on Tenure and Indefinite Status (Faculty Document 2573)
- Regarding the UW-Madison Sexual Assault Climate Survey Task Force Report and Recommendations (Faculty Document 2604)
- Regarding Children in the Workplace Policy (Faculty Document 2613)
- Faculty of University of Iowa (Faculty Document 2585)

**Information Technology Committee (ITC) Resolution on Canvas LMS***Adopted on April 15, 2016*

- I. **ITC holds that any and all decisions regarding the adoption, integration, support and governance of learning management systems at the UW-Madison should be driven by a clear campus commitment to excellence in teaching and learning and by an inclusive decision-making process.** Any transition to a new learning management system (LMS) or away from existing LMSs should enhance excellence in teaching and learning; minimize disruptions to student learning and to the teaching efforts of faculty and staff; support continued innovation in teaching and learning; and be informed by data on LMS digital tool use on campus. The transition should provide for an adequate representation of the needs of colleges, schools, and departments across the UW-Madison.
- II. **ITC supports and encourages the transition to a single, fully integrated and centrally supported learning management system.** Student input and survey data indicate widespread frustration with the use of multiple LMSs on campus and a clear preference for a single LMS. In addition, moving to a single LMS will provide certainty and clarity for faculty and staff engaged in instructional design and redesign; reduce the cost of maintaining multiple LMSs; and take advantage of efficiencies in support and integration.
- III. **ITC supports the adoption of Canvas as the only fully integrated and centrally supported learning management system at UW-Madison.**
  - A. UW-Madison has engaged in several pilot studies of Canvas. In those pilots faculty, staff and students used Canvas in a variety of courses and provided feedback. The results indicate that the core functionality of Canvas accommodates the teaching and learning needs of the majority of courses offered at the UW-Madison. Canvas has clear advantages in key areas. It has a clean and intuitive layout and format, is easy to use, provides for better interaction with instructors and other students, and for better engagement with course material. Its ability to integrate components strongly supports the requirements of distance learning and blended learning environments. It is an upcoming next generation LMS.
  - B. Canvas holds particular promise for learning analytics and for the sharing, discovery, and integration of digital content from disparate systems. These possibilities are in turn enhanced by UW-Madison's membership in the Unizin consortium, many other members of which have already adopted Canvas. The Unizin consortium also ensures that UW-Madison will have meaningful opportunities to provide input to Instructure, the Canvas vendor, to mitigate functional gaps and other shortcomings in Canvas.
  - C. ITC supports the adoption of Canvas as a single, fully integrated and centrally supported LMS at the UW-Madison. This means that once transition is completed, UW-Madison will not provide central support for non-Canvas learning management systems.
  - D. ITC believes that providing adequate resources and funds to support the transition to the new LMS, resolve gaps and deficiencies, and enhance functionality is critical for the successful transition and use of Canvas. The support of ITC for Canvas is predicated on the UW-Madison providing the necessary resources and funding to this effect.

#### **IV. The transition process**

- A. ITC supports a reasonable transition period that takes into account financial constraints. At the end of this period the digital components of all or nearly all courses on campus that elect to adopt Canvas will be using it. While we recognize the importance of setting a target transition date, we also emphasize that no course that elects to adopt Canvas will face mandatory transition until it can be ensured that Canvas functionality will meet most of the pedagogical needs of the course and until support for performing such transition is provided to the supervising faculty.
- B. UW-Madison will not cease to support Moodle and Desire2Learn until adequate functionality in Canvas is provided.

#### **V. ITC calls for a well-managed transition process that meets the pedagogical needs of colleges, schools, and departments.**

- A. ITC emphasizes the need to provide full support for the transition to the new LMS in a way that ensures the continued quality of all courses. Support will be provided centrally -- by DoIT -- and locally, by colleges, schools, and departments.
- B. As the transition proceeds, faculty and staff should receive clear, consistent and frequent communication about Canvas, its features, and when its various functionalities will become available. These communications should include information on best practices for faculty and staff currently creating new courses--especially new online courses--using Desire2Learn and Moodle.
- C. Courses that make extensive use of Desire2Learn or Moodle should receive particular consideration when providing support.

#### **VI. Gaps, deficiencies, and functionality enhancements**

- A. ITC recognizes the existence of gaps and other deficiencies in the current functionality of Canvas. Examples include support for math-based courses and quizzing, features currently supported in Moodle. Other gaps and deficiencies are likely to be discovered in the future as the transition proceeds.
- B. ITC believes that dedication to resolving functionality gaps and deficiencies will encourage faculty and staff to make more extensive use of advanced LMS features and reduce resistance to change.
- C. Existing and future gaps, deficiencies, and functionality enhancement needs should be addressed effectively and in a timely manner before, during and after the implementation.

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## **VII. Governance structure: Principles**

- A. ITC believes that it is essential to have an effective governance structure to manage the implementation, transition and operation of the Canvas LMS service ensuring that the UW-Madison is provided with an effective, well-managed, and reliable service.
- B. ITC calls on the administrative sponsors to bring before ITC a clearly laid out plan for governance around Canvas. The governance structure may incorporate existing advisory and other groups involved with the deployment of Canvas. Perhaps it can be modeled after the governance structure of Moodle. We advocate the existence of a single governance structure rather than creating an additional layer of governance.
- C. ITC calls for a governance structure that supports the following principles:
  - Ensuring that the voice of various stakeholders -- faculty, students and staff -- is heard during the implementation, transition, and operational phases of Canvas.
  - Adhering to a community-based, inclusive and transparent decision-making process during those phases.
- D. ITC envisions the following responsibilities for the governance of the LMS:
  - Setting high-level priorities and strategies for the LMS service.
  - Making policy and operational decisions for the service and directing the service provider to implement them.
  - Overseeing the migration process.
  - Determining pedagogical needs that are not met in Canvas and establishing priorities for resolving gaps and deficiencies and for functionality enhancements.
  - Securing funding to support the transition process, resolve gaps and deficiencies, and enhance functionality.
  - Determining the most cost-effective methods to resolve deficiencies and develop enhancements.

## **IX. Role of local instructional support staff in customization and functionality enhancements**

- A. Local units on campus are likely to need extensions and modifications to Canvas functionality to meet their instructional and pedagogical needs.
- B. ITC believes that local technology support staff should be given accommodations (permissions, delegated authority, unit-specific teaching and learning tools, etc.) where practical and reasonable to enhance Canvas as needed.
- C. The process for determining and prioritizing these enhancements needs to be inclusive, transparent, and collaborative. The governance structure proposed in Section VII will oversee the process and endorse recommendations.

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## **Information Technology Committee (ITC):**

### **Faculty**

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

### **Academic Staff**

Mike Pitterle, Pharmacy  
Jennifer Bonifas, Medicine  
Michael Pflieger, L&S Student Affairs

### **Classified Staff**

Michaela Aust, University Administration  
Thomas O'Brien, State Lab of Hygiene  
Janel Oster, Facilities Planning & Management  
Tara Cordes, Environmental Occupational Health

### **Students**

Chris Yue  
Jason Postweiler  
Srinidhi Emkay  
Edward Leonard

### **Non-Voting Members, Ex Officio**

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

### **Provost Appointments**

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

### **Campus Liaison, Group**

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



## **University Committee Recommendations on the Organizational Status of the Office of Research and Sponsored Programs**

The University Committee, on the advice of the Ad Hoc Committee on the Placement of the Office of Research and Sponsored Programs, calls for Faculty Senate endorsement on the three recommendations detailed below.

### **Recommendation #1 – Move the Office of Research and Sponsored Programs (RSP) from the Office of the Vice Chancellor of Finance and Administration to the Office of the Vice Chancellor of Research and Graduate Education.**

Currently, RSP is organizationally located within the Office of the Vice Chancellor for Finance and Administration (OVCFA) and a move to the Office of the Vice Chancellor of Research and Graduate Education (OVCERGE) is needed for the following reasons:

- (1) The OVCERGE is the primary advocate and leader for the research interests and needs of UW faculty and staff researchers. As such, key functions of RSP – specifically, assisting faculty and staff researchers in accomplishing their funding and research goals as well as protecting researchers and the University from risks – can best be achieved by situating these activities within the primary research unit on campus, the OVCERGE. Close interplay between RSP and OVCERGE is thus fundamental to the short term and long term success of the UW-Madison research enterprise.
- (2) Situating RSP administratively within OVCERGE will facilitate data analytics needed for strategic and tactical planning, including evaluating returns on investments, monitoring cross-time trends in grant success vis-à-vis peer institutions and tracking the content and diversity of research being conducted on the UW-Madison campus.

Research administration is an essential piece of research infrastructure. It encompasses a wide range of responsibilities from oversight on conflict of interest to Institutional Review Board (IRB) compliance to information security management to public access policies. External funding agencies further necessitate an infrastructure that is dependable, responsive and meeting the extensive and often rapidly evolving regulatory requirements, which come with grants (RSP works with over 3,000 federal and nonfederal sponsoring agencies, many with unique regulatory requirements). As OVCERGE is the focal point for all research activities on this campus and is closely linked with other nonfinancial compliance units, RSP will benefit from being placed administratively within the primary research unit on campus.

### **Recommendation #2 – Insuring a Smooth Transition and Continuing Effectiveness**

In order to facilitate a smooth and effective transition to OVCERGE, the UC recommends that a transitional plan and timetable be assembled (presumably by RSP and OVCERGE) that would include milestones to be reported along the way. Relatedly, the prior move from RSP into OVCFA be reviewed for administrative steps taken at that time. It may also be of benefit to have a newly formulated transitional plan put before the University Research Council for discussion and feedback. During the initial transitional period – the coming year, for example – RSP should be closely connected with both OVCFA and OVCERGE. Such joint interaction is important for evaluating needed adjustments in operations and resource management, as well as for keeping Central Campus apprised of how to insure optimal functioning of RSP, which is fundamental to the research mission of the University. In the long term, As is currently done for OVCERGE Centers, RSP should be reviewed at regular intervals (e.g., 5 years), seeking input from campus researchers and importantly, campus administrators involved in all aspects of the research

enterprise from grant applications through distribution of operating funds. It may also be of value to seek input from external entities (e.g., National Council of University Research Administrators).

### **Recommendation #3 – Resource Considerations**

Given that insufficient resources were part of what prompted the prior move of RSP into OVCFA, the University Committee strongly endorses a clear campus commitment to meeting the resource needs of RSP going forward. At present, there are multiple staffing needs linked to the two major arms of RSP:

- (1) providing services to campus researchers in submitting, understanding, and negotiating grant applications, and
- (2) providing required reporting to the 3,000+ sponsoring agencies, federal and nonfederal. Included among these needs are positions for audit managers, federal and nonfederal accountants, data analysts, and staff to assist on the proposal submission side as well as to insure that PIs submit required reports on time.

To insure that these needs be regularly monitored, the periodic reviews of RSP (see preceding section) is to include updates on provision of resources and the extent to which such resources are or are not adequate to insure optimal functioning of RSP. A key message the Ad Hoc Committee conveyed and that the UC agrees with, is that providing proper resources for RSP needs to be recognized as an important part of the overall campus commitment to the research enterprise and its financial sustainability. Thus, appropriate support for RSP will help to reduce the burgeoning application and compliance burdens on researchers, which, in turn, will allow them to prioritize more of their time on the science, the achievements of which are central to campus success in future funding.

### **Overarching Conclusion**

As a concluding point, the effective functioning of RSP is fundamental to the success of the research mission of UW-Madison, which in turn, is essential for the flourishing of the University as a whole. As such, the needs of RSP must be acknowledged and met, both now and in the future. Relatedly, there must be periodic review of RSP to insure that its many responsibilities are being carried out efficiently and effectively. The UC strongly believes all of the above tasks and objectives can best be carried out by placing RSP within OVCRGE.

### Proposed Academic Calendar for 2017-2021

The University Committee recommends that the Faculty Senate adopt the amended academic calendar for 2017-2021 (below and page 2), to update Faculty Legislation II-105(6) (pages 3 and 4), and to approve calls to action to the Board of Regents and to the Wisconsin Legislature (page 4).

#### Proposed calendar:

<b>FALL SEMESTER</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
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
<b>SPRING SEMESTER</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
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
<b>SUMMER SESSIONS</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Memorial Day (observed)	May 28 (M)	May 27 (M)	May 25 (M)	May 31 (M)
3-week session begins	May 29 (T)	May 28 (T)	May 26 (T)	May 24 (M)
3-week session ends	Jun 15 (F)	Jun 14 (F)	Jun 12 (F)	Jun 11 (F)
4-week session begins	May 21 (M)	May 20 (M)	May 18 (M)	May 17 (M)
4-week session ends	Jun 15 (F)	Jun 14 (F)	Jun 12 (F)	Jun 11 (F)
8-week session begins	Jun 18 (M)	Jun 17 (M)	Jun 15 (M)	Jun 14 (M)
Independence Day (observed)	Jul 4 (W)	Jul 4 (R)	Jul 4 (S)	Jul 5 (M)
8-week session ends	Aug 10 (F)	Aug 9 (F)	Aug 7 (F)	Aug 6 (F)

Comparison of Proposed Calendar Changes and Adopted Calendars

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

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

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

(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.
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 three days (72 hours) after the last final exam day.

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*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

(continued)



3. period block schedule without submitting it to the faculty for approval, except that any college or school may prepare its own summary block schedule.
4. 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.
5. 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.
6. 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.
7. 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.**

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**The Faculty Senate calls upon the University of Wisconsin Board Of Regents to abolish some or all sections of the *University of Wisconsin System Policy on Academic Year Definition and Assorted Derivatives. Academic Planning Statement No. 4.***

Much of document [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.

**The Faculty Senate calls upon the Wisconsin Legislature to clarify Wisconsin Statute s.36.11(16) to limit application to undergraduates.**

Since the time when the Wisconsin legislature passed the requirement that classes could not begin until after September 1, other graduate-level programs which operate under similar professional calendar structures to those specifically exempted in the statute. This recommendation seeks to clarify the intent of the statute, which appears to have been to apply the mandatory September start date only to undergraduate-level classes.

*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.

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### Context for recommended changes to the academic calendar

The academic calendar is approved by the Faculty Senate, and its format is constrained by state law, UW System policy, UW-Madison faculty legislation, and patterns of practice. Seventeen specific constraints on the academic calendar have been identified, some of which operate in incompatible ways. Part of the reason for this is that the basic design of the calendar has not been revised in several decades.

During AY 2014-2015, two separate working groups developed recommendations relating to the academic calendar. The first of these, the Summer Term Committee based in the Division of Continuing Studies, recommended the creation of a 4-week summer session to precede the customary 8-week session. This [recommendation](#)<sup>1</sup> was endorsed by the majority of respondents to a summer 2015 student survey. The second group, convened by the provost and comprising primarily administrators, identified several problems related to the academic calendar (#1-#4 below). This working group issued a [White Paper](#)<sup>2</sup> with recommendations to address some of these issues.

In October 2015, the Faculty Senate officially created the 4-week summer session (to begin in summer 2017) and adopted two additional parameters to the academic calendar recommended by the working group (Faculty Document 2570). These new parameters primarily address problem #1 (by making the fall start date always the Tuesday before or after Labor Day) and problem #3 (by setting commencement always on the second Saturday in May and counting the spring semester backwards from there). Although this solved some of the most pressing problems, it did leave others unaddressed and created or highlighted some additional problems (#1a, #2b, and #5-#7 below).

The October 2015 Faculty Senate action (Faculty Document 2570) also called on the University Committee to appoint a broader ad hoc committee on the academic calendar to make recommendations on the remaining (unaddressed and new) issues. This committee met over the course of AY 2015-2016 and identified two additional concerns (problems #8 and #9). The Ad Hoc Committee on the Academic Calendar developed the recommendations discussed by the Faculty Senate on May 17, 2016, (Faculty Document 2632) and presented for approval at the September 2016 Faculty Senate meeting (Faculty Document 2636). The above problems are interconnected and modifications to one aspect often affects other aspects. The six recommendations made by the ad hoc committee are intended to, on the whole, address all of the problems with one set of changes.

#### Problems with the academic calendar

All of the problems with the calendar relate in one way or another to predictability and planning by students and instructors, administrative actions and processing, and compliance. These problems have significant impacts on planning of academic and co-curricular activities and all negatively impact the student experience. (Specific details explaining the issues referred to below is available in the Working Group White Paper and the report of the Ad Hoc Committee on the Academic Calendar, Fac doc 2632.)

1. Fall semester sometimes starts on a Friday. This creates a number of logistical and planning challenges and pedagogical issues, and raises concerns regarding student safety during a long weekend that follows the first day of class.
  - a. This issue has been addressed by Faculty Document 2570, however, convocation is still isolated from rest of the semester.
  - b. Recommendation #2 (instructional days) allows convocation to occur during the first week of classes; creates predictability of the start and end of terms; makes the number of instruction days each semester equal; and balances the spread of class days over the week.

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<sup>1</sup> [https://summer.wisc.edu/wp-content/uploads/2015/01/SummerTermCommitteeReport\\_Updated7.17.15.pdf](https://summer.wisc.edu/wp-content/uploads/2015/01/SummerTermCommitteeReport_Updated7.17.15.pdf)

<sup>2</sup> <https://kb.wisc.edu/sof/page.php?id=67084>

- c. Creating a fixed, predictable academic schedule with slightly fewer instructional days has the following advantages:
  - fall semester always starts on Wednesday and spring on Tuesday;
  - puts us more in line with peer institutions, allowing for easier cross-institutional cooperative education opportunities;
  - fall semester ends sooner, allowing more time between last exam and winter holiday, and eliminating workload for instructional staff and TAs over holiday break;
  - restores almost all of previous winter break;
  - provides more flexibility for housing contracts;
  - timetable will be easier to build;
  - creates the possibility of eventually adding additional study days.
2. Final exams conflict with commencement.
  - a. Exams on the day of commencement resolved through administrative action that has effectively already eliminated one day from the summary period. Recommendation #3 (summary period) makes this official.
  - b. Spring summary period immediately prior to commencement makes departmental commencement events difficult. Students have particularly asked that this and the processing time between semesters be addressed.
  - c. Recommendation #2 (instructional days) addresses this concern.
3. Spring semester sometimes starts in late January and the semester ends in late May, creating limitations on student summer internships and employment, as well as the “Maymester.” Commencement moves unpredictably and can be as late as the third Saturday in May.
  - a. Faculty Document 2570 sets commencement as always the second Saturday in May.
  - b. Recommendations #2 (instructional days) and #3 (summary period) address this issue.
  - c. Additional time created for departmental commencement events.
4. Irregular semester lengths and unpredictable term start and end dates create difficulties for instructors and students. Fall and spring semester do not have the same number of instructional days. The unpredictable calendar does not consistently allow enough time for the “Maymester.”
  - a. Faculty Document 2570 regularized the start and end dates of the semesters.
  - b. Remaining irregularities addressed by recommendation #2 (instructional days).
5. Faculty Document 2570 significantly shortened winter break in some years, creating problems for “J term” offerings and significant administrative constraints on processing of grades, financial aid, etc.
  - a. Recommendation #2 (instructional days) addresses this issue.
  - b. This also enables quicker processing of withdrawals for the required Return of Title IV funds (financial aid) and 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 terms disbursements.
6. Current UW-Madison policy (Faculty Legislation II-105.6) is that grades must be submitted within 144 hours of the assigned final exam block. Current practice has interpreted this as 144 hours from the last final exam. This lengthy grade submission period makes processing of grades, financial aid, and academic actions extremely difficult and does not allow students adequate time to make informed decisions about enrollment, course requirements, and degree clearance. Administrative actions (grading, reporting, Dean’s list, academic standing, probation and appeals, federal financial reporting, and so on) have a very tight turnaround time at the end of semester. The processing time between semesters is a significant student concern.
  - a. Recommendation #4 (grade submission) directly addresses this issue. When combined with the effects of recommendations #2 (instructional days) and #3 (summary period), there will be substantially more time for the required administrative processes and, thus, for student planning.
  - b. Creates the possibility for additional study days.
  - c. Recommendation #3 (summary period) also suggests an assessment of current final exam block usage to determine whether needs from changing pedagogical trends (e.g., fewer traditional final exams) are being met.

(continued)



7. An overlap of approximately two weeks between the faculty contract and the new 4-week summer session could prohibit 9-month-contract employees from being able to do both.
  - a. Recommendation #1 (contract year) solves this problem. This recommendation also makes more time available for Welcome Week activities, creates more lead time to find last minute staff replacements, and provides more time and flexibility for employee training and orientation before fall semester.
8. The state law mandating that classes not start prior to September 2 exempts only two professional programs. This creates significant problems for other professional programs, especially Pharmacy, which would be out of alignment with its peers if bound by the calendar.
  - a. Recommendation #5 (state statute) solves this problem.
9. The UW System policy which creates many of the existing constraints on the academic calendar is seriously outdated. Much of it has been superseded by newer HR and other policies, and much of what remains still assumes paper-based registration and grade submission.
  - a. Recommendation #6 (System document) addresses this issue directly, but all of the recommendations are in one way or another linked to this outdated System document. Updating would take into account online registration and electronic processing of grades.
  - b. All recommendations are in compliance with federal, state, university and system policies for semester length, accreditation, etc.
  - c. Existing “hardship rules” for clustered exams (for students) or grading (for instructors) are still applicable.
  - d. Allows more efficient processing of grades and other end-of-term processing, such as determination of deans’ lists and degree clearance (audits of graduation status).

## **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.

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**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.

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

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

Sarah Barber, *Educational Innovation*

John Booske, *Electrical & Computer Engineering; WisCEL*

Catharine DeRubeis, *Office of Human Resources*

Mel de Villiers, *School of Pharmacy*

Wei Dong, *School of Human Ecology*

Katie Duren, *Educational Innovation*

Kris Eschenfelder, *School of Library & Information Studies*

Karen Evans-Romaine, *Slavic Languages*

Quinn Fullenkamp, *Population Health Sciences*

Laura Ingram, *Division of Continuing Studies*

Arashjot Kaur, *ASM*

Karen Kopacek, *School of Pharmacy*

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

Kubar Malhotra, *ASM*

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

Kristen McRoberts, *Enrollment Management*

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

Scott Owczarek, *Office of the Registrar*

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

Wren Singer, *L&S, Academic Advising*

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

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

Brian Yandell, *Horticulture; Biometry Statistics*

(continued)

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

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

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

*Current 4-week:* starts immediately after commencement

*Proposed 4-week:* starts one week after commencement

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

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

*Academic and administrative benefits:*

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

*Downsides:*

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

*Other considerations:*

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

*Action needed from:* Senate to change calendar

(continued)

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

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

*Fixed points:*

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

*Teaching and student benefits:*

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

*Administrative benefits:*

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

*Downside:*

- Reduces instruction by one or two days per class.

*Additional considerations:*

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

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

(continued)

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

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

*Teaching and student benefits:*

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

*Additional information/study needed:*

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

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(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](http://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](http://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](http://kb.wisc.edu/ohr/policies)).
  - b. Retirement: Covered by other UWSA policies ([ohr.wisc.edu/benefits/retirement](http://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**

<b>FALL SEMESTER</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
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
<b>SPRING SEMESTER</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
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
<b>SUMMER SESSIONS</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
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

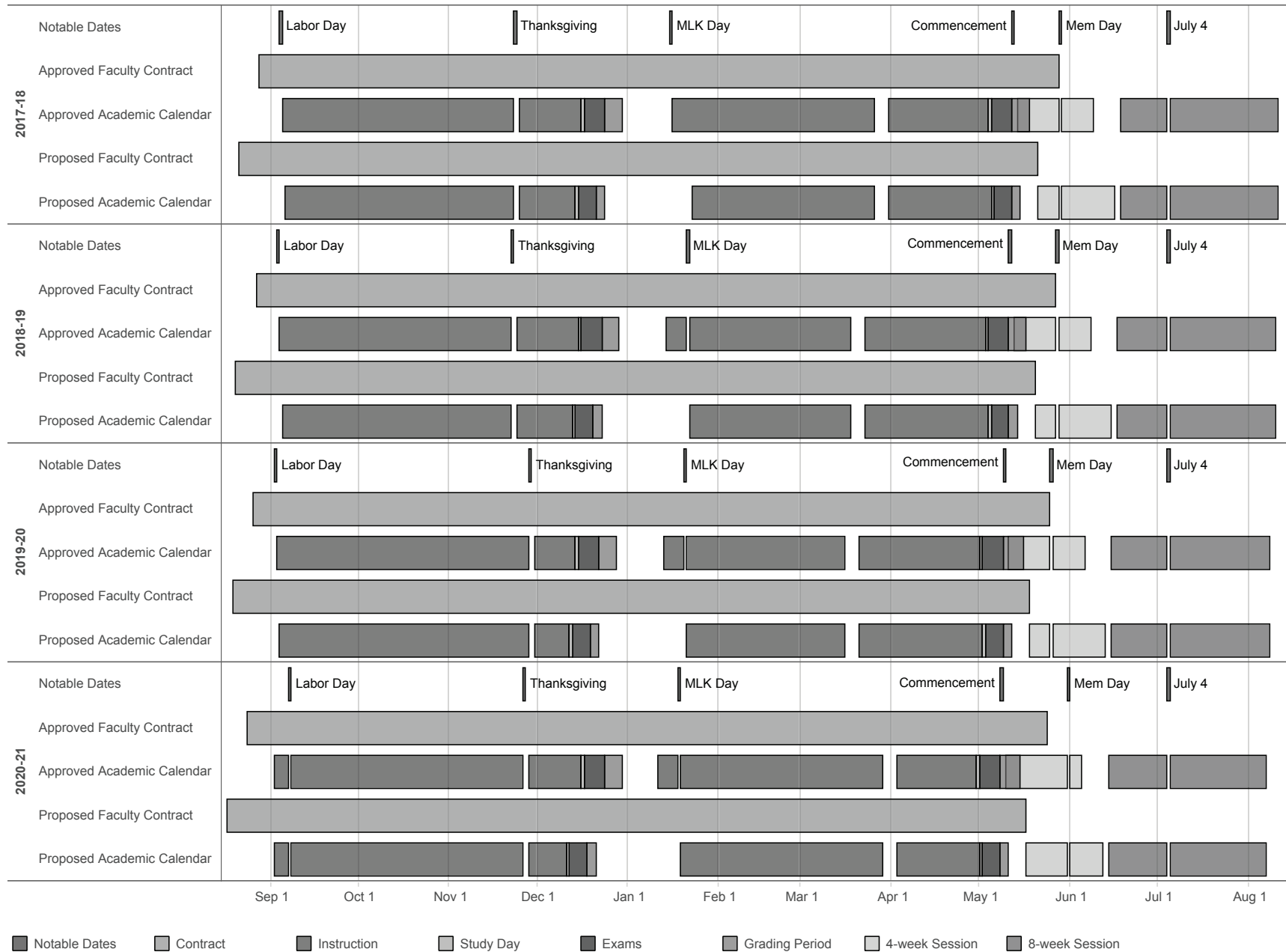
		2017-18		2018-19		2019-20		2020-21	
Important Dates		Proposed	Approved	Proposed	Approved	Proposed	Approved	Proposed	Approved
Fall	Faculty Contract Begins	21-Aug-2017 M	28-Aug-2017 M	20-Aug-2018 M	27-Aug-2018 M	19-Aug-2019 M	26-Aug-2019 M	17-Aug-2020 M	24-Aug-2020 M
	Labor Day Holiday	4-Sep-2017 M	4-Sep-2017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



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**Proposal to Modify Faculty Policies and Procedures 2.04.F. regarding Senate Alternates**Current language:

## 2.04. SELECTION AND TERMS OF SENATORS.

F. Each senator elected under subsection A. shall name an alternate from his/her district. The name of the alternate shall be reported in writing to the district chair and to the secretary of the faculty within fifteen days after the election of the senator. The alternate shall exercise the functions of the senator whenever the senator shall for any reason be unable to do so.

Proposed language

## 2.04. SELECTION AND TERMS OF SENATORS.

F. Each senator elected under subsection A. shall name an alternate from his/her district. The name of the alternate shall be reported to the district chair and to the secretary of the faculty within fifteen days after the election of the senator. Subsequent changes in alternates may occur at any time except in the week preceding a senate meeting, and shall be reported immediately to the district chair and to the secretary of the faculty. The alternate shall exercise the functions of the senator whenever the senator shall for any reason be unable to do so. In the event an alternate is unable to exercise this function, another named alternate from the same district may do so.

**Endorsement of Campus Statement on Commitment to Diversity, Equity, and Inclusion**

**WHEREAS**, on 2 May 2016 the Faculty Senate passed a resolution (Fac Doc 2628) on Cultural Competency, which indicated faculty support initiatives proposed by the Division of Diversity, Equity, and Educational Achievement as part of the faculty's ongoing professional development;

**WHEREAS**, UW-Madison would for the first time formally adopt an institutional statement vetted by the four governance groups and senior leadership that reflects the many facets of its longstanding commitment to diversity, equity, and inclusion;

**WHEREAS**, a single cohesive guiding statement will serve as an overarching and galvanizing expression of the commitment of the UW-Madison campus community to diversity, equity and inclusion;

**WHEREAS**, the institutional statement serves as a positive message about inclusion on the UW-Madison campus;

**Therefore be it resolved, the Faculty Senate endorses the UW-Madison Institutional Statement on Diversity, Equity, and Inclusion.**

*Campus Statement on Diversity, Equity, and Inclusion:*

*Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.*

*The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background — people who as students, faculty, and staff serve Wisconsin and the world.*

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

**A. PURPOSE**

The purposes of the review of tenured faculty are:

- a. to recognize outstanding achievement;
- b. to provide opportunities for mentoring and professional development;
- c. to help identify and remedy, from a developmental point of view, any deficiencies in teaching, service, and research/scholarly productivity.<sup>1</sup>

The process of post-tenure review is the periodic assessment of each faculty member's activities and performance, in accordance with the mission of the department, college, and institution, and the responsibilities of the faculty as described in FPP 8.02. The review is to be appropriately linked to the merit process, and should not involve the creation of unnecessary additional bureaucracy. Review of tenured faculty builds on and complements other aspects of the tenure process in order to develop faculty capacity and strengthen and promote the public benefits of tenure. Post-tenure review is not a reevaluation of tenure and is not undertaken for the purposes of discipline or dismissal. Faculty shall be subject to discipline or dismissal only for just cause (see FPP 9). Departments, schools, and colleges may not use post-tenure reviews as the basis for budgetary decisions or for program modification or redirection.

**B. CRITERIA**

1. The basic standard for review shall be whether the faculty member under review discharges conscientiously and with professional competence the duties appropriately associated with the faculty member's position.
2. Each department shall develop criteria to measure progress in teaching, service and research/scholarly productivity as appropriate to the field and consistent with FPP 8.02.<sup>2</sup> The criteria for review shall be periodically reviewed by the executive committee of each department and the school or college APC.
3. The criteria for review should reflect the overall mission of the department, be sufficiently flexible to accommodate faculty with differing responsibilities, and recognize that careers and levels of productivity may change over time. In developing such criteria, departments may draw on statements used in other faculty review procedures, such as merit or promotion review. Special care should be taken to ensure that the scholarly productivity of jointly appointed and interdisciplinary faculty is appropriately evaluated.
4. The executive committee of each department shall ensure that the criteria governing faculty review do not infringe on the accepted standards of academic freedom of faculty, including the freedom to pursue novel, unpopular, or unfashionable lines of inquiry or innovative methods of teaching, and recognize that scholarly projects take varying amounts of time to come to fruition. Nothing in the criteria or application of these policies shall allow the review to be prejudiced by factors proscribed by

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<sup>1</sup> Clarifies the three primary categories of duties for faculty

<sup>2</sup> Departments will reassess and revise PTR criteria to be in alignment with performance measurement standards. Clarifies authority for criteria

applicable state or federal law, such as race, religion, sex, sexual orientation, ethnicity, age, and handicap.

5. For the purposes of this chapter, the following definitions shall apply:<sup>3</sup>
  - a. A review resulting in an indication of “exceptionally good” performance shall constitute a rating of “exceeds expectations” for the purposes of Regent Policy Document (RPD) 20-9 sec. 9.b.<sup>4</sup>
  - b. A review indicating “substantial deficiencies” in performance shall constitute a rating of “does not meet expectations” for the purposes of RPD 20-9 sec. 9.b.
  - c. All other review results under this chapter shall constitute a rating of “meets expectations” for the purposes of RPD 20-9 sec. 9.a.

### C. PROCEDURES

1. Reviews shall occur at least once every five years. These reviews may ~~be incorporated into~~ include the annual merit review ~~process~~ or be combined with promotion, retention, salary, or other reviews, including but not limited to nominations for chaired professorships, major teaching awards, and national professional honors or awards.<sup>5</sup> In the case of combined reviews, the department may require supplementary documentation from the faculty member, which meets the criteria below, that would not otherwise be required for the other review. The review may be deferred, by approval of the Provost, for unusual circumstances such as when it may coincide with an approved leave, promotion review, or other appointment, and the Provost may then determine a new review schedule.<sup>6</sup>
2. Each review, as determined by each department's executive committee, shall be carried out by two or more tenured faculty members, who may be drawn from outside the department. Upon notification of the reviewers selected by the committee, if ~~if~~ the faculty member under review formally objects to a reviewer, the chair, in consultation with the relevant dean, shall identify other appropriate reviewers.<sup>7</sup> Such formal objections should be kept confidential. In the case of a faculty member with appointments in more than one department, the department chairs of the affected departments shall agree in writing on procedures for the conduct of the review.<sup>8</sup>
3. Review procedures shall include:
  - a. A review of qualitative and quantitative evidence of the faculty member's performance over at least the previous five-year period. The evidence should include a current curriculum vitae, annual activity reports, teaching and student evaluations or summaries of evaluations, and other materials providing evidence of the faculty member's accomplishments and contributions that the department or the faculty member feel are relevant to the review.<sup>9</sup> The faculty member should provide the reviewers with a brief summary of career plans for the future. Letters from outside the university would not ordinarily be a part of the review process.

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<sup>3</sup> Definitions required by RPD 20-9 sec. 9

<sup>4</sup> Fac doc 2639a contains RPD 20-9

<sup>5</sup> Clarifies that PTR can incorporate annual reviews, not vice versa

<sup>6</sup> Provost is given this authority pursuant to RPD 20-9 sec. 4

<sup>7</sup> Gives faculty member opportunity to object to selection of committee

<sup>8</sup> Documentation will clarify roles where multiple departments involved

<sup>9</sup> Clarifies that student and teaching evaluations may both be considered

(continued)

The faculty member under review, however, may submit appropriate letters if she or he so chooses. The reviewers shall examine materials to the degree needed to accomplish the purposes of this review.

- b. Discussion with the faculty member about his or her contributions to the profession, the department, and the university if either the reviewers or the faculty member so desire.
  - c. Appropriate consideration of a faculty member's contributions outside the department to interdisciplinary and other programs, governance, and administration.
  - d. Other steps the reviewers consider useful in making a fair and informed judgment, including but not limited to consultation with individuals who have knowledge of the faculty member's work.
4. The reviewers shall provide the faculty member with a written summary of the review by the end of the academic year. The faculty member shall have the right to prepare a written response to the summary within 30 days after receipt.
  5. A copy of the summary and any written response to it shall be given to the department chair and shall be placed in the personnel file of the faculty member. A copy shall also be provided to the appropriate dean, provost, and chancellor or designee.<sup>10</sup> The department shall also preserve in the faculty member's personnel file all documents that played a substantive role in the review (other than documents such as publications that are readily accessible elsewhere), and a record of any action taken as a result of the review. The summary and outcome of the review shall remain confidential, that is, confined to the appropriate departmental, college, or university persons or bodies and the faculty member being evaluated, released otherwise only at the discretion, or with the explicit consent of, the faculty member, or as otherwise required by business necessity or law.<sup>11</sup>
  6. Every effort should be made to offer tangible recognition to those faculty identified as exceptionally good, including but not limited to, nomination for university, national, and international awards and relevant merit and other benefits.<sup>12</sup>
  7. In the event a review indicates substantial deficiencies, there may be a review by the appropriate dean followed by a review by the chancellor or designee. The faculty member may submit a written statement as part of either review.<sup>13</sup> As part of the dean's review, the faculty member shall have the right to request a second review (peer review), following the above procedures except that the reviewers shall be selected by mutual consent of the faculty member and the dean.<sup>14</sup> Review by the chancellor or designee, or review by the dean which is not submitted for the chancellor's review, shall be the final review.<sup>15</sup> If after the reviews the substantial deficiencies are confirmed by the dean, chancellor or designee,<sup>16</sup> support from institutional resources for professional development shall be proffered. The department chair and the faculty member shall develop a written plan for mentoring and professional development to address all issues identified in the review, in consultation, ~~if necessary,~~ with the appropriate dean(s). This plan shall be the product of mutual negotiation and discussion between the faculty member and the chair and/or dean(s), shall respect academic

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<sup>10</sup> Required by RPD 20-9 secs.1, 10 and 14

<sup>11</sup> Required by RPD 20-90 sec. 14

<sup>12</sup> Creates link to pay plan tools, such as PTR increment

<sup>13</sup> Required by RPD 20-9 sec. 12.b

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

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

<sup>16</sup> Required by RPD 20-9 sec. 12.b

(continued)

freedom and professional self-direction, and shall be flexible enough to allow for subsequent alteration.<sup>17</sup> Such a plan could include review and adjustment of the faculty member's responsibilities, development of a new research program or teaching strategy, referral to campus resources, assignment of a mentoring committee, institution of mandatory annual reviews for a specified period, written performance expectations, and/or other elements. The faculty member shall have the right to provide a written response, ~~as well as the right of appeal through the grievance procedure outlined in FPP 8.15,~~ regarding the manner in which any written development plan is formulated, the plan's content, and any resulting evaluation.<sup>18</sup> At the conclusion of the remediation period, the dean shall review the faculty member's performance and determine whether the remediation plan and criteria have been satisfied or whether further action to address the substantial deficiencies must be taken.<sup>19</sup>

8. ~~In the event a review identifies substantial deficiencies, the faculty member shall have the right to request a second review (peer review), following the above procedures except that the reviewers shall be selected by mutual consent of the faculty member and the dean.~~<sup>20</sup>
9. ~~The faculty member shall have the right to challenge the findings of reviews and correct the record through the appeal procedure in section 7.18. below.~~<sup>21</sup>
8. ~~10.~~ Consistent with the provisions of RPD 20-9 sec. 12.c.ii., in the event that a review conducted subsequent to the implementation of the remediation plan reveals recurring reviews reveal continuing and persistent problems with a faculty member's performance that do not lend themselves to improvement after several efforts, and that call into question the faculty member's ability to function in that position, then other possibilities, such as a mutually agreeable reassignment to other duties or separation, should be explored.<sup>22</sup> If these are not practicable, or no other solution acceptable to the parties can be found, then the administration must convene an ad hoc committee of faculty to review proposed sanctions consistent with FPP.<sup>23</sup>
9. ~~11.~~ The standard for discipline or dismissal remains that of just cause as outlined in FPP 9.02. and 9.03. The fact of successive negative reviews does not diminish the obligation of the institution to show such cause in a separate forum, following the procedures outlined in FPP 9. Records from post-tenure review may be relied upon and are admissible, but rebuttable as to accuracy. The administration bears the ultimate burden of proof on the issue of just cause for discipline and dismissal.
10. ~~11.~~ The faculty member retains all protections guaranteed in FPP, including, but not limited to, ~~the rights to appeal specified above and~~ the right to appeal disciplinary action to the Committee on Faculty Rights and Responsibilities as described in FPP 9.07.<sup>24</sup>

#### D. ACCOUNTABILITY

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<sup>17</sup> Consistent with RPD 20-9 sec. 12.c

<sup>18</sup> Deletion of grievance provision required by RPD 20-9 sec 16

<sup>19</sup> Provides an end point to remediation period

<sup>20</sup> *moved to item 7*

<sup>21</sup> Section 7.18.removed (see below)

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

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

<sup>24</sup> Appeal rights "specified above" deleted, therefore reference in this section also deleted. Pursuant to RPD 20-9 sec. 16

(continued)

1. Copies of the departmental criteria and procedures for reviews of tenured faculty (including procedures to be used for individual tenured faculty with shared appointments in several departments) shall be filed with the appropriate chairs, deans, the provost, and the secretary of the faculty.<sup>25</sup>
2. At the beginning of each academic year, the chair shall identify faculty to be reviewed by the end of that year and the executive committee shall establish a calendar for reviews and provide notice to the identified faculty.<sup>26</sup>
3. Departments shall maintain a record of reviews completed, including the names of all reviewers.
4. At the end of each academic year, department chairs shall send a report to the appropriate dean(s) listing the names of faculty members reviewed during that academic year and summarizing the outcomes of those reviews.
5. If a department fails to conduct requisite reviews by the end of the academic year, the dean shall appoint reviewers to conduct reviews based on the department's specified criteria.
6. The periodic review of each department, in which the department's mission, personnel, and development are now evaluated, shall include review of the process for review of tenured faculty in the department.
7. Pursuant to RPD 20-9 sec. 16, reviews and remediation plans are not subject to grievance processes. Faculty retain all protections and rights to grievances and appeals provided elsewhere in these chapters, including but not limited to FPP chapters 8 and 9, unrelated to post-tenure review.

#### ~~7.18. APPEAL OF POST-TENURE REVIEWS~~

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

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<sup>25</sup> Clarifies process for developing departmental criteria for faculty with multiple appointments

<sup>26</sup> Required by RPD 20-9 sec. 5

<sup>27</sup> Required by RPD 20-9 sec. 16

(continued)

*No mark-up*

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

**A. PURPOSE**

The purposes of the review of tenured faculty are:

- a. to recognize outstanding achievement;
- b. to provide opportunities for mentoring and professional development;
- c. to help identify and remedy, from a developmental point of view, any deficiencies in teaching, service, and research/scholarly productivity.

The process of post-tenure review is the periodic assessment of each faculty member's activities and performance, in accordance with the mission of the department, college, and institution, and the responsibilities of the faculty as described in FPP 8.02. The review is to be appropriately linked to the merit process, and should not involve the creation of unnecessary additional bureaucracy. Review of tenured faculty builds on and complements other aspects of the tenure process in order to develop faculty capacity and strengthen and promote the public benefits of tenure. Post-tenure review is not a reevaluation of tenure and is not undertaken for the purposes of discipline or dismissal. Faculty shall be subject to discipline or dismissal only for just cause (see FPP 9). Departments, schools, and colleges may not use post-tenure reviews as the basis for budgetary decisions or for program modification or redirection.

**B. CRITERIA**

1. The basic standard for review shall be whether the faculty member under review discharges conscientiously and with professional competence the duties appropriately associated with the faculty member's position.
2. Each department shall develop criteria to measure progress in teaching, service and research/scholarly productivity as appropriate to the field and consistent with FPP 8.02. Each department shall develop criteria to measure progress in scholarly productivity as appropriate to the field. The criteria for review shall be periodically reviewed by the executive committee of each department and the school or college APC.
3. The criteria for review should reflect the overall mission of the department, be sufficiently flexible to accommodate faculty with differing responsibilities, and recognize that careers and levels of productivity may change over time. In developing such criteria, departments may draw on statements used in other faculty review procedures, such as merit or promotion review. Special care should be taken to ensure that the scholarly productivity of jointly appointed and interdisciplinary faculty is appropriately evaluated.
4. The executive committee of each department shall ensure that the criteria governing faculty review do not infringe on the accepted standards of academic freedom of faculty, including the freedom to pursue novel, unpopular, or unfashionable lines of inquiry or innovative methods of teaching, and recognize that scholarly projects take varying amounts of time to come to fruition. Nothing in the criteria or application of these policies shall allow the review to be prejudiced by factors proscribed by applicable state or federal law, such as race, religion, sex, sexual orientation, ethnicity, age, and handicap.
5. For the purposes of this chapter, the following definitions shall apply:
  - a. A review resulting in an indication of "exceptionally good" performance shall

(continued)



constitute a rating of “exceeds expectations” for the purposes of Regent Policy Document (RPD) 20-9 sec. 9.b.

- b. A review indicating “substantial deficiencies” in performance shall constitute a rating of “does not meet expectations” for the purposes of RPD 20-9 sec. 9.b.
- c. All other review results under this chapter shall constitute a rating of “meets expectations” for the purposes of RPD 20-9 sec. 9.a.

### C. PROCEDURES

1. Reviews shall occur at least once every five years. These reviews may include the annual merit review process or be combined with promotion, retention, salary, or other reviews, including but not limited to nominations for chaired professorships, major teaching awards, and national professional honors or awards. In the case of combined reviews, the department may require supplementary documentation from the faculty member, which meets the criteria below, that would not otherwise be required for the other review. The review may be deferred, by approval of the Provost, for unusual circumstances such as when it may coincide with an approved leave, promotion review, or other appointment, and the Provost may then determine a new review schedule.
2. Each review, as determined by each department's executive committee, shall be carried out by two or more tenured faculty members, who may be drawn from outside the department. Upon notification of the reviewers selected by the committee, if the faculty member under review formally objects to a reviewer, the chair, in consultation with the relevant dean, shall identify other appropriate reviewers. Such formal objections should be kept confidential. In the case of a faculty member with appointments in more than one department, the department chairs of the affected departments shall agree in writing on procedures for the conduct of the review.
3. Review procedures shall include:
  - a. A review of qualitative and quantitative evidence of the faculty member's performance over at least the previous five-year period. The evidence should include a current curriculum vitae, annual activity reports, teaching, and student evaluations or summaries of evaluations, and other materials providing evidence of the faculty member's accomplishments and contributions that the department or the faculty member feel are relevant to the review. The faculty member should provide the reviewers with a brief summary of career plans for the future. Letters from outside the university would not ordinarily be a part of the review process. The faculty member under review, however, may submit appropriate letters if she or he so chooses. The reviewers shall examine materials to the degree needed to accomplish the purposes of this review.
  - b. Discussion with the faculty member about his or her contributions to the profession, the department, and the university if either the reviewers or the faculty member so desire.
  - c. Appropriate consideration of a faculty member's contributions outside the department to interdisciplinary and other programs, governance, and administration.
  - d. Other steps the reviewers consider useful in making a fair and informed judgment, including but not limited to consultation with individuals who have knowledge of the faculty member's work.
4. The reviewers shall provide the faculty member with a written summary of the review by the end of the academic year. The faculty member shall have the right to prepare a written response to the summary within 30 days after receipt.
5. A copy of the summary and any written response to it shall be given to the department chair

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and shall be placed in the personnel file of the faculty member. A copy shall also be provided to the appropriate dean, provost, and chancellor or designee. The department shall also preserve in the faculty member's personnel file all documents that played a substantive role in the review (other than documents such as publications that are readily accessible elsewhere), and a record of any action taken as a result of the review. The summary and outcome of the review shall remain confidential, that is, confined to the appropriate departmental, college, or university persons or bodies and the faculty member being evaluated, released otherwise only at the discretion, or with the explicit consent of, the faculty member, or as otherwise required by business necessity or law.

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

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#### D. ACCOUNTABILITY

1. Copies of the departmental criteria and procedures for reviews of tenured faculty (including procedures to be used for individual tenured faculty with shared appointments in several departments) shall be filed with the appropriate chairs, deans, the provost, and the secretary of the faculty.
2. At the beginning of each academic year, the chair shall identify faculty to be reviewed by the end of that year and the executive committee shall establish a calendar for reviews and provide notice to the identified faculty.
3. Departments shall maintain a record of reviews completed, including the names of all reviewers.
4. At the end of each academic year, department chairs shall send a report to the appropriate dean(s) listing the names of faculty members reviewed during that academic year and summarizing the outcomes of those reviews.
5. If a department fails to conduct requisite reviews by the end of the academic year, the dean shall appoint reviewers to conduct reviews based on the department's specified criteria.
6. The periodic review of each department, in which the department's mission, personnel, and development are now evaluated, shall include review of the process for review of tenured faculty in the department.
7. Pursuant to RPD 20-9 sec. 16, reviews and remediation plans are not subject to grievance processes. Faculty retain all protections and rights to grievances and appeals provided elsewhere in these chapters, including but not limited to FPP chapters 8 and 9, unrelated to post-tenure review.

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*Regent Policy Document 20-9 (formerly Regent Policy Document 92-5)***Periodic Post-Tenure Review in Support of Tenured Faculty Development**Scope

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

Purpose

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

Policy Statement

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

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

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

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

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

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

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

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

#### Oversight, Roles and Responsibilities

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

#### Related Regent Policies and Applicable Laws

Chapter 36, Wis. Stats.

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

Regent Policy Document 20-23

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

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**FACULTY SENATE  
MINUTES  
02 May 2016**

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Chancellor Rebecca Blank called the meeting to order at 3:31 p.m. with 179 voting members present (109 needed for quorum). Memorial resolutions were offered for Professor Emeritus Paul Bredeson (Faculty document 2621), Professor Emeritus Alfred Kadushin (Fac doc 2622), Professor Emeritus Herbert Kliebard (Fac doc 2623), and Professor Emeritus Terry Oberley (Fac doc 2624).

Professor Chad Goldberg (District 71) moved to set aside the orders of the day to immediately take up agenda items 10, 11, and 12. Chancellor Blank informed the Senate that item 11 had been withdrawn. The motion was seconded and passed by voice vote. Associate Professor Chris Walker (District 33) moved approval of a resolution on cultural competency (Fac doc 2628). The motion was seconded. Several people spoke to the motion. The resolution passed by voice vote.

Professor Goldberg moved adoption of a resolution on actions by UW System and Board of Regents (Fac Doc 2630, revised). The motion was seconded.

**Revised resolution on actions by UW System and Board of Regents (as introduced)**

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

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

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

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

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

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

**WHEREAS** the process by which changes to UW-Madison policies were made—directly by UW System

general counsel and the Board of Regents instead of returning the policies to the UW-Madison Faculty Senate for modification—violates local faculty governance and erodes our tradition of active shared governance;

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

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

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

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

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

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

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

**WHEREAS** affordable tuition, adequate budget, strong tenure and shared governance are essential to the quality of a university’s educational, scholarly, and outreach missions;

**WHEREAS** the erosion of active shared governance in conjunction with budget cuts diminishes access, affordability, and educational resources for our students, as well as support for scholarship and its associated economic benefits, as well as outreach and services to the citizens of the State of Wisconsin, and harms the quality of our university;

**It is hereby RESOLVED that the actions of President Ray Cross and the Board of Regents give the UW-Madison Faculty Senate no confidence in their commitment to defending the Wisconsin Idea, extending the benefits of the University to every citizen in the state;**

**It is further RESOLVED that the UW-Madison Faculty Senate calls on System President Ray Cross and the Board of Regents to recommit themselves to the Wisconsin Idea by carrying out their responsibilities and working with us to strengthen the quality of our state universities, in particular by working with the state legislature to make a positive case for improved access, affordability, and educational resources for our students; for additional support for scholarship and its associated economic benefits; for greater**



**resources for outreach and services to citizens of the State; and by truly respecting, advancing, and participating in shared governance at the UW System.**

Professor Goldberg explained how the revised resolution differed from the version included with the agenda materials (Fac Doc 2630). In addition to rearrangement of some clauses, the last four whereas clauses are either new or changed, the first resolved clause was reworded, and a second resolved clause was added. Several people spoke to the motion. Professor Amy Wendt (District 120) moved to amend the resolution by adding the following clause to the end of the whereas clauses.

**WHEREAS** a primary function of the university, to aid our students in the development of the critical thinking skills they will bring to bear on their personal experiences and the challenges faced by human society, is impaired when the authority for the educational direction of the university may be wielded to suppress instruction in areas that are deemed risky or controversial

The motion to amend was seconded. Several people spoke to the motion. Professor Laura Schwendinger (District 65) moved to amend the amendment to add the words “or without short-term deliverables” to the end. The motion to amend the amendment was seconded. Several people spoke to the amendment to amend. The motion to amend the amendment failed by voice vote. Assistant Professor Matthew Hora (District 115) moved to amend the amendment to add “their future careers” after “personal experiences.” No second was heard. The original motion to amend passed unanimously by voice vote.

Associate Professor Chris Wells (District 61) moved to amend the resolution by adding the following clauses to the beginning.

**WHEREAS** faculty are responsible for ensuring a quality education for students, serving the state of Wisconsin, and contributing to knowledge through research;

**WHEREAS** fulfillment of these responsibilities has long been guided and enabled by the University’s traditions of the Wisconsin Idea, robust tenure policies and shared governance;

**WHEREAS** these practices have enabled a state of average size and wealth to enjoy a university system of worldwide renown at unparalleled cost effectiveness;

**WHEREAS** UW System President Ray Cross and Regents have overseen a weakening of these traditions and engaged in practices that fall short of principles of responsible governance in their stewardship of the University;

The motion was seconded. There were two comments in favor of the motion. Professor Deane Mosher (District 97) moved to amend the amendment to add “by their actions” before “have overseen” in the fourth clause of the amendment. The motion was seconded. There was one comment on the amendment to the amendment, which passed by voice vote. The original motion to amend passed unanimously by voice vote.

Professor Brian Mayhew (District 24) moved to amend the resolution to remove the first resolved clause and change “further” to “hereby” in the second resolved clause. The motion was seconded. Several people spoke to the motion to amend. Associate Professor Dawnene Hassett (District 27) called the question. The motion to call the question passed by voice vote. The

motion to amend failed by a show of hands.

Professor Bret Larget (District 47) moved to postpone the resolution indefinitely. The motion was seconded. Assistant Professor Hans Freyberger (District 54) called the question. The motion to call the question passed by voice vote. The motion to postpone indefinitely failed by voice vote.

Assistant Professor Hans Freyberger (District 54) called the question on the resolution. The motion to call the question failed by voice vote. Professor Matt Herndon (District 67) moved to amend the resolution to change the first resolved clause into a whereas clause which states that “the actions of President Ray Cross and the Board of Regents demonstrate that they have no commitment to defending the Wisconsin Idea.” The motion to amend was seconded. There were two comments against the amendment. The amendment failed by voice vote.

Professor Judith Burstyn (District 48) called the question on the resolution. The motion to call the question passed unanimously by voice vote. The resolution passed by voice vote.

Chancellor Blank asked consent to postpone the remaining agenda items to a special meeting to be called within a couple of weeks. There were no objections.

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



Steven K. Smith  
Secretary of the Faculty

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**FACULTY SENATE  
MINUTES OF SPECIAL MEETING  
17 May 2016**

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Chancellor Rebecca Blank called the meeting to order at 3:32 p.m. with 121 voting members present (109 needed for quorum). Chancellor Blank summarized responses and efforts relating to campus climate and recent incidents, including hiring of additional counselors, pilot of diversity and inclusiveness training modules, exploration of options for a Black Cultural Center, review and assessment of hate and bias reporting processes, a campuswide call for diversity initiatives, and compiling and making accessible the range of existing resources. She also provided updates on commencement and state government relations. Her priority is on maintaining a civil and useful conversation that clearly communicates the fact that we are a world-class university with world-class faculty, who are among the most important employees this state has. There were two comments during the question period, one on the impact of climate issues on untenured faculty of color in particular and the other on government relations.

Sherry Boeger (Human Resources) submitted for informational purposes the reports of the Ombuds and Employee Assistance offices (Faculty documents 2619 and 2620), highlighting the synergies and differences between them. There was one question on confidentiality. Assistant Professor Matthew Bakkom (District 25) submitted for informational purposes the annual report of the Archives Committee (Fac doc 2625). There were no questions or comments. Professor Beth Meyerand (Biomedical Engineering) submitted for informational purposes the annual report of the University Committee (Fac doc 2626). There were no questions or comments. Professor Judith Burstyn (District 48) presented the report of elections to faculty committees for 2016-2017 (Fac doc 2627). There were no questions or comments. Professor Parmesh Ramanathan (Electrical and Computer Engineering) submitted for informational purposes the annual report of the Advisory Committee for the Office of Equity and Diversity (Fac doc 2619). There were no questions or comments.

University Committee Chair Beth Meyerand moved adoption of Faculty Document 2615 (revised) to incorporate the University Research Council into *Faculty Policies and Procedures*. Associate Professor Noah Feinstein (District 18) moved to amend the document on behalf of the Committee on Committees to add “from a slate of nominees presented by the Committee on Committees” to the end of section A.1.b. The motion was seconded. Professor Tom Broman (District 120) moved to amend the amendment to modify the wording to “with input in the form of a slate of nominees presented by the Committee on Committees.” The motion was seconded. Several people spoke to the motion to amend the amendment. The motion to amend the amendment passed by a show of hands. Two comments were made on the amendment as amended. The amendment as amended passed unanimously by voice vote. The original motion as amended passed unanimously by voice vote.

Professor Meyerand moved adoption of Faculty Document 2616 (revised) to create a shared governance budget committee in *Faculty Policies and Procedures* and make related changes to dissolve the Budget Planning and Analysis Joint Subcommittee. There were no comments or

questions. The motion passed unanimously by voice vote.

Professor Meyerand presented recommendations on the academic calendar for a first reading (Fac doc 2632). There were several questions and comments, which will be taken into account prior to this matter being brought to the Senate for a vote in the fall.

Professor Meyerand moved adoption of a revised version of the Values Statement on Shared Governance (Fac doc 2718) that was approved by the Senate in April 2016. The revised version incorporates amendments drafted by representatives of all four governance groups. There were no comments or questions. Adoption of the revised statement passed unanimously by voice vote.

The meeting was adjourned at 4:27 p.m.

A handwritten signature in black ink, appearing to read "Steven K. Smith". The signature is fluid and cursive, with the first name "Steven" and last name "Smith" being clearly legible.

Steven K. Smith  
Secretary of the Faculty