

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

**FACULTY SENATE MEETING AGENDA
MATERIALS
for**

4 March 2019

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



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

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

secfac.wisc.edu/governance/faculty-senate/

FACULTY SENATE MEETING
Monday, 4 March 2019 - 3:30 p.m.
272 Bascom Hall

A G E N D A

1. Memorial Resolutions for:
Professor Emeritus Robert Dott (Faculty Document 2801)
Professor Emeritus Terry Howard (Faculty Document 2802)
Professor Emerita Susan Nitzke (Faculty Document 2803)
Professor Emeritus Johnny Pendleton (Faculty Document 2804)
Professor Emeritus Dwayne A. Rohweder (Faculty Document 2805)
Professor Emeritus Richard R. Smith (Faculty Document 2806)
2. Announcements/Information Items.
Chief Diversity Officer's State of Diversity and Inclusion.
Diversity Liaison Project.
3. Question period.
4. Minutes of February 4 meeting. (*consent*)
5. Kemper K. Knapp Bequest Committee Annual Report, 2018-2019. (Faculty Document 2807)
6. PROFS, Inc., Annual Report, July 1, 2017 to June 30, 2018. (Faculty Document 2808)
7. Retirement Issues Committee Combined Annual Reports for 2013-2018. (Faculty Document 2809)
8. Ombuds Office Annual Report for 2017-2018. (Faculty Document 2810)
9. Proposed Change to *Faculty Policies and Procedures* 9.06.C4. (Faculty Document 2811) (*vote*).
10. "Professorial" Academic Staff Titles (Faculty Documents 2776 and 2777 and additional materials)
11. Resolution Calling on the TSA Review Committee of the University of Wisconsin System to Ask TIAA to Address Transparency Issues Related to Deforestation Risk and Rural Land Grabs. (Faculty Document 2812) (*first reading*)

**FACULTY SENATE
MINUTES
04 February 2019**

Chancellor Rebecca Blank called the meeting to order at 3:32 p.m. with 138 voting members present (110 needed for quorum). Memorial resolutions were offered for Professor Emeritus Haskell Fain ([Faculty Document 2789](#)), Professor Emeritus Fred Dretske ([Faculty Document 2790](#)), Professor Emeritus Anthony Barresi ([Faculty Document 2791](#)), Professor Emeritus Roger Boom ([Faculty Document 2792](#)), Professor James Baughman ([Faculty Document 2793](#)), and Professor Emeritus William Hachten ([Faculty Document 2794](#)). Chancellor Blank addressed recent weather-related events, including the process for closures and the impact of flooding, and reported on ongoing leadership searches (provost, VCRGE, Business dean, UHS director, and Dean of Students). She also announced the creation of a VCSA-sponsored task force to review mental health resources on campus and make recommendations for a comprehensive approach to addressing the needs of our students. Other updates from the chancellor included [her response to proposed changes](#) in Title IX investigations, increases in graduate assistant stipends, upcoming Black History Month programming, and a preview of the upcoming Madison-hosted Board of Regents meeting.

University Committee chair Rick Amasino reported that campus has a wealth of information on and experience with the best ways to measure productivity in higher education and that we are poised to mobilize this expertise should the issue of program productivity be raised again by UW System or others. There was a comment agreeing with the Board's decision to allocate funds to chancellors in recognition of their service and a question about funding guarantees for graduate students. On the latter, Graduate School Dean Bill Karpus clarified that no changes have been made to the admissions process, which remains with the departments. What is being emphasized now is getting applicants the information they need to make a decision, including clear communication of what their funding will be; a 4- or 5-year guarantee is something to strive for, but unfunded students can still be admitted. The [minutes of the meeting of December 3, 2018](#), were approved. The [academic calendar](#) through Spring 2026 was approved.

Professor Dan Vimont (Atmospheric & Oceanic Sciences, District 64) presented the annual report for the Committee on Committees ([Faculty Document 2796](#)) and nominations for election to the Committee on Committees. Prof. Vimont also identified slates still needing nominations and emphasized the importance of service. Professor Pete Miller (Educational Leadership & Policy Analysis) presented the Athletic Board annual report ([Faculty Document 2797](#)). There was a question about head injuries and Chancellor Blank commended the Board for its safety audit. Professor Ankur Desai (Atmospheric & Oceanic Sciences) presented the annual report for the Budget Committee ([Faculty Document 2798](#)). There was one comment commending the committee for its work. Professor Joe Salmons (GNS; Jewish Studies; Linguistics, District 59) presented the annual report for the Information Technology Committee (ITC) ([Faculty Document 2799](#)), thanking his predecessor for his many years on the committee and also looking forward to a productive relationship with the new CIO, who has already demonstrated shared governance awareness and engagement.

Prof. Salmons moved adoption of a change to the ITC leadership structure to include the past chair and the chair elect ([Faculty Document 2800](#)). The motion was seconded and passed by voice vote without dissent. Associate Professor Kurt Paulsen (Planning & Landscape Architecture, District 22) moved to convene in closed session pursuant to Wis. Stats. 19.85(1)(c) and (f) to consider the recommendation of the Committee on Honorary Degrees. The motion was seconded and passed at 4:27 p.m. Professor Leann Tigges (Community & Environmental Sociology and chair, Committee on Honorary Degrees) presented background information on the honorary degree nominees. Senators voted by paper and electronic ballot whether to award the degrees. Both candidates were approved with 125 votes cast. Prof. Paulsen moved to reconvene in open session. The motion was seconded and passed at 4:35 p.m., at which point Chancellor Blank adjourned the meeting.



Steven K. Smith
Secretary of the Faculty

**Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Robert H. Dott, Jr.**

Robert H. Dott Jr., a renowned teacher, scholar, author, mentor, and humanist who served 35 years on the faculty, died on February 27, 2018, in Madison, Wisconsin.

Bob was born in 1929 in Tulsa, Oklahoma, then known as the “Oil Capital of the World.” His father, Robert H. Dott Sr., was a noted petroleum geologist and later the Director of the Oklahoma Geological Survey. As a boy, Bob Jr. spent his summers at camps in Colorado and New Mexico, which began a life-long interest in the Rocky Mountains. He began college at the University of Oklahoma before following his grandfather and father to the University of Michigan, where he obtained a BS in 1950 and an MS in 1951.

Bob met his wife Nancy (an avid birder and botanist who died on January 13, 2018) at the University of Michigan, and they were married on February 1, 1951. Nancy and Bob were intellectually equal partners in their exploration and fascination of the natural world. Nancy provided the logistical and emotional support that allowed Bob to thrive as an academician. She and their children were typical participants on the field excursions and the 6-week long fieldcamps run in the western US. Moreover, Nancy would help other faculty spouses (and families) adjust to the camping life. In Madison, the Dotts always welcomed faculty, students, and visitors to their house that proudly featured the Cambrian/Ordovician boundary in their backyard.

He received a Ph.D. at Columbia University in 1956 under the guidance of Marshall Kay, a proponent of both the geosyncline concept and continental drift. Bob served two years of active duty in the U.S. Air Force, participating in several Arctic research projects, and then worked in the petroleum industry in Oregon and California for three years. He accepted a faculty position at the University of Wisconsin in 1958. Over his long career he became one of the best known and most widely respected figures in sedimentary geology. He possessed a talent for recognizing classically important problems, and a determination to address them in a meticulous and rigorous manner.

Early in his career Bob was a pioneer in integrating sedimentary geology with the nascent theory of plate tectonics. He also made seminal contributions to our understanding of sedimentation in deep waters adjacent to the continents, a phenomenon that had long been shrouded in mystery. Bob also had a longstanding fascination with a common but enigmatic feature of Midwestern geology: widespread quartz sandstone deposited ~500 million years ago, when Wisconsin lay south of the equator. Bob, his students, and his collaborators advanced a number of innovative ideas to help explain the origin of these important deposits. Among the most famous of these ideas is that Wisconsin was raked by cataclysmic storms, implying that long intervals of tropical boredom were interrupted by brief moments of tempestuous terror.

Starting in the 1960s Bob was also captivated by the history of geology, an interest that eventually blossomed into a parallel career. He began a longstanding association with the UW History of Science Department, taught a course on the “History of Geologic Thought”, and wrote 20 journal articles and numerous book reviews and editorials, along with editing two volumes on this vein. He embraced the view that geologists and historians need each other, and that science and history should be integrated rather than stand apart as two separate cultures. This enlightened perspective has never been more relevant than it is today, as we grapple with how to respond to the challenges of environmental change.

Bob was very active in professional societies, including SEPM, GSA, and IAS, and served as President of SEPM from 1981-1982. He was co-convenor of the First SEPM Research Conference held in 1980 in the Baraboo Hills of Wisconsin, which was entitled “Cratonic Shelf Sedimentation: The Orthoquartzite-Carbonate Suite Revisited”. Bob was awarded Honorary Membership by SEPM in 1987, as well as the Twenhofel medal from SEPM in 1993. In 2001, he received the Laurence L. Sloss Award from the Sedimentary Geology Division of the GSA. Bob was also the national chair of the History of Geology Division of the GSA, and in 1995 received the Division's Mary C. Rabbit Award for exceptional scholarly contributions of fundamental importance to our understanding of the history of the geological sciences. In 2011, he received the American Geological Institute's Marcus Milling Legendary Geologist Medal, and was named a Wisconsin Academy of Sciences, Arts and Letters Fellow.

In 1971 Bob authored a textbook with Roger Batten called *Evolution of the Earth*, that transformed the way in which the Earth history is taught. Previous books generally adopted a dry, encyclopedic approach that geologist Larry Sloss once derided as a “roll call of the ages.” Dott and Batten brought the Earth to life, with an emphasis on scientific reasoning and the question “how do we know?” It ultimately proved to be one of the most successful textbooks in the geosciences. Bob and coauthor John Attig also published the popular *Roadside Geology of Wisconsin* in 2004. This insightful and accessible volume stands as one of the best of the Roadside series, and has helped to build public appreciation of the state’s diverse natural resources.

Bob successfully mentored 5 dozen graduate students, half of whom received PhDs. Many of his former students became academic leaders in their own right, and pursued diverse research topics such as ancient sand dunes of the Colorado Plateau, tsunami deposits caused by asteroid or comet impact, the paleoclimate record of ancient soils, the geology of Mars, and others. Other Bob Dott students became leaders in the petroleum industry, in environmental consulting, and at governmental agencies, and one served as Director of the U.S. Geological Survey. The successive generations of Bob’s academic offspring number in the hundreds, and they have been a major force in shaping the field of sedimentary geology as we know it today.

In addition to his significant academic achievements, Bob was also known for his humility and good-natured interactions with colleagues and students. Although Bob retired in 1994, he continued to contribute to geology, the history of science, and the Department of Geoscience throughout his emeritus years, setting a memorable example for the generations following him.

**Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus William Terry Howard**

Professor Emeritus W. Terry Howard passed away on February 26, 2017 at age 80. Terry was born on April 14, 1936 in Pueblo, Colorado. As a youth he grew up on registered Guernsey and Holstein farms managed by his father in Colorado, Missouri, Iowa, Illinois, and California. During his years in Illinois, he was active in 4-H dairy projects, served as president of his 4-H club, received outstanding member recognition in his county, and earned top-ten individual honors in the 1953 Illinois State 4-H Judging Contest.

Terry earned BS and MS degrees in Dairy Science at the University of Nebraska-Lincoln. An individual of tall stature and strong frame, he was recruited to play on the Cornhusker's varsity basketball team and was proud to have competed against Wilt Chamberlain, a preeminent college and professional player. Upon completion of the BS in 1958, he became manager of the University dairy herd, coached dairy cattle judging teams, and taught dairy courses while earning credits for the MS that he received in 1964. He completed the PhD at Purdue University in 1966 with a thesis project that was one of the first to have fed least-cost linear programmed diets to lactating dairy cattle.

Professor W. Terry Howard's 30-year career in the Dairy Science Department at UW-Madison began in 1966 and continued until retirement in 1995. His responsibilities were extension education for dairy cattle feeding and nutrition as part of the UW Cooperative Extension program. He served Wisconsin dairy producers, county extension educators, and feed industry specialists with his expertise. His contributions to the dairy industry as a researcher, educator, and communicator have been recognized throughout Wisconsin, the United States, and internationally. His work has benefitted the dairy cattle industry, producers and youth. Professor Howard's ultimate #1 goal was always to help dairy farmers operate efficiently and profitably!

- His extension programming is credited with the following advancements in dairy cattle feeding and management for improved production efficiency and reduced feed costs: least-cost dairy ration formulation, the feeding of total-mixed rations and whole cottonseed in Wisconsin and the Upper Midwest, the use of neutral detergent fiber (NDF) in dairy ration formulation and forage evaluation, the feeding of alfalfa hay and silage with an emphasis on high quality alfalfa, and the feeding of byproduct feedstuffs to dairy cattle.
- In the early days of computer technology and throughout his career, he provided software designed to balance dairy cow rations based on laboratory results for nutrient composition of farm grown forages. Especially well known and widely used were his WISPLAN Badger Balancer, total mixed ration (TMR), and least-cost dairy (LCD) ration formulation programs.
- He was co- leader of the Wisconsin near infrared (NIR) forage analysis project which implemented the first rapid, low cost forage testing for farmers using NIR systems of analysis.
- His most widely read Extension publications included those on calf and heifer nutrition and management, forage and TMR sampling procedures, determining feed inventories, and feeding byproducts to dairy cattle.

- In UW Farm & Industry Short Course, he taught Dairy Herd Management for 22 years.
- For the Dairy Herd Improvement Association (DHIA) and their official testing programs, he provided leadership for development of feeding guides and options along with nutrition and management training programs for DHIA supervisors.
- He was tireless in his involvement on international dairy nutrition and management outreach with efforts in the following countries: Spain, Hungary, Tahiti, Canada, Costa Rica, Columbia, Guatemala, Ecuador, Italy, Jamaica, Japan, Dominican Republic, Czechoslovakia, Poland, South Africa, United Kingdom, and Russia. Additionally, he hosted and presented to numerous international visitors that came to Wisconsin.

Professor Howard's contributions to the dairy industry have been recognized with several honors: Wisconsin Forage Council, Outstanding Educator Award (1986); Wisconsin County Agricultural Agents, Second Mile Award (1989); American Dairy Science Association, Extension Educator Award (1989); World Dairy Expo, President's Award (1991) and Industry Person of the Year (1994); Wisconsin Dairy Herd Improvement Cooperative, Friend of DHI Award (1996); and Wisconsin 4-H Foundation, Youth Development Hall of Fame (2016).

Professor Howard provided many years of service and leadership in both the dairy industry and Madison community. Best known are his many years of work with World Dairy Expo from its founding in 1967: Holstein Breed Superintendent until 1988; Dairy Show Superintendent through 2007; and Board of Directors. He was an accredited dairy cattle judge by the Wisconsin Purebred Dairy Cattle Association and served as chair of its Annual Judges Conference. Annually, he judged dairy shows for 4-H and FFA events and county fairs throughout Wisconsin. Professor Howard was twice called upon to represent UW Dairy Science Department and College of Agricultural & Life Sciences on the Wisconsin's Governor's Drought Committee and Drought Assessment Task Force.

Terry was a life-long member of Mount Olive Lutheran Church where he served as Elder and Bible Class teacher. For nine years, including one year as president, he served on the Board of Directors of the Saint Coletta Home in Jefferson, WI for adults with developmental disabilities and other challenges. Terry was a 31-year member of Madison West Kiwanis including a term as president in 1993. In Dane County 4-H, he was project leader for 9 years, served 4 years on the 4-H Leaders Council and 3 years on the Junior Fair Board. For many years, Terry continued to play basketball in recreational leagues.

Terry is survived by his wife, Karen, of 56 years, sons Steven (Ember) Howard and Matthew Howard, daughter Rachel Howard, and 5 grandchildren: Patrick (Wendy) Wiltzius, Tavon Howard, Deon Howard, Jeffrey (Gabrielle) Howard, and Hailey (Ryan) Jenson.

Memorial Resolution Committee: Dairy Science Professors Randy Shaver, George Shook, Ric Grummer, and Dave Combs

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

Professor Emerita Susan A. Nitzke died at the age of 71 on August 20, 2018. She was born in 1946 in Byron, Wisconsin. After growing up in a small farming community, she obtained her bachelor's degree from UW-Madison School of Home Economics in 1968 with a major in Foods. Following a five-year period of working in the food and nutrition industry, she returned to Madison for her graduate studies and obtained her PhD from the Department of Nutritional Sciences in 1986 with a minor in Continuing and Vocational Education. Susan then joined the faculty of the Department of Nutritional Sciences and UW-Extension.

Susan's career was the embodiment of the Wisconsin Idea. She was dedicated to developing and evaluating techniques to improve the effectiveness of community interventions and nutrition education programs by identifying pertinent audiences and adapting promising theories and methods from related disciplines. This work was done in collaboration with students and colleagues from UW-Madison, UW-Extension, state agencies, professional organizations, and other groups. While focused on the University's extension mission, she also made important contributions to our research and teaching missions. She was a leader on campus and in our department throughout her career culminating in her service as department chair from 2008-2011.

Susan was consistently in the forefront of statewide extension activities involving nutrition. Her work had an impact on every county of the state. She and her staff worked on numerous programs over the years, some statewide and some focusing on groups with special needs. She was a highly regarded and respected source of nutrition information and shared that expertise on Wisconsin Public Radio, national radio outlets and many publications. To quote UW-Madison Professor and Wisconsin Public Radio host Larry Meiller, "*Sue was a great friend to me and to those who listened during her many, many visits on my Wisconsin Public Radio program. She dispelled myths, answered thousands of questions from listeners and did so with a smile and with wit.*" In 1995, she received the Pound Extension Award from the College of Agriculture and Life Sciences in early recognition of this career-long activity.

Susan made many significant contributions to research throughout her career. Much of her research was collaborative with various institutions statewide and nationwide. She led very large multi-state collaborations including a \$2 million multi-year USDA grant to prepare personally tailored nutrition education for financially disadvantaged young adults. Other grants focused on helping career placement for dietetics students and healthy eating for young adults. She served as panel manager for USDA/CREES National Research Initiative grants and won several Best Research Abstract awards from the Society for Nutrition Education. She was an author of over 50 journal publications and first author of the book "*Rethinking Nutrition: Connecting Science and Practice in Early Childhood Settings*" that was published for a national audience. Susan was on the Board of Editors/Reviewers for the *Journal of Nutritional Education and Behavior* and the *American Journal for Health Promotion*. Additionally, she prepared numerous press releases, newsletter articles, and nutrition fact sheets for used by the media and general public.

Despite having no official teaching responsibilities, Susan made important contributions to the teaching mission of the department. She was the lead instructor for Nutritional Sciences 540 "Community Nutrition and Nutrition Policy" and co-instructor for NS 600 "Introductory Seminar in Nutrition", and NS 931 "Seminar in Nutrition". She was also the major professor for 14 MS and

PhD students. As one student, Mei-Wei Chang, commented, *“She was a wonderful mentor to me and was always there when I needed her. She taught me how to work effectively with a community and be a good researcher.”*

Finally, Susan was a leader throughout her career. At the time of her retirement, she was chair of a department with 13 faculty and undergraduate programs with over 250 students and numerous graduate students. She also served as a leader in her Extension and outreach activities and consulted with state and federal agencies to improve nutrition education. Professor Susan Nitzke left an enduring mark on the key missions of our department and of the University of Wisconsin. Her career directly benefited the education of UW-Madison students and the health and well-being of the people of Wisconsin and across the nation.

Memorial Committee:

David Eide, chair

Jane Voichick

**Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Johnny W. Pendleton**

Johnny Pendleton, professor emeritus of the Department of Agronomy, died on May 15, 2018 in Milwaukee at age 96. Dr. Pendleton was born on January 1, 1922 on a small “two-mule farm” near Hillsboro, Tennessee and went on to become a world- renowned agronomist. After graduating from high school, he enrolled at the University of Tennessee. When World War II began, he enlisted in the US Navy. He was commissioned a lieutenant and served as a naval aviator (pilot) in both the Atlantic and the Pacific theaters. He left active service in 1946 but served in the Naval Reserve until 1954.

After the war, he returned to the University of Tennessee and graduated with a Bachelor of Science degree in agriculture in 1948. Pendleton received a Master of Science degree in 1951 and his PhD in agronomy in 1955, both from the University of Illinois Urbana Champaign (UIUC). Upon graduation he accepted a faculty position with the UIUC Department of Agronomy, where his research focused on increasing corn and soybean yields in the U.S. His discoveries contributed to the global green revolution. In the 1960’s his research here and abroad played a key role in improving soybean production around the world, including on the Indian subcontinent, increasing protein availability to the poor.

In 1971, Pendleton joined the University of Wisconsin–Madison as chair of the Department of Agronomy. His research at the University of Wisconsin concentrated on crop production, crop physiology and ecological studies. His primary research emphasis was on corn and soybean production. He also studied the effects of snow mobile traffic on winter wheat, alfalfa, red clover and turf grass survival. As department chair, Pendleton was instrumental in the planning and development of the Plant Science building. He was a strong supporter of the undergraduate Agronomy Club and encouraged their participation in the student activities of the American Society of Agronomy. During his tenure as Chair of the Department, the number of undergraduate majors in Agronomy increased markedly. He created a forum for retired faculty and staff to meet to foster continued connections and interactions with each other and with the department; this group still meets regularly.

In 1979 Pendleton stepped down from the chair position and served a year with the U.S. Department of Agriculture in Washington, D.C. From 1980 to 1982 he served the International Rice Research Institute (IRRI) as an agronomist and cropping systems program leader in the institute's Multiple Cropping Unit. During his time at IRRI, Dr. Pendleton worked on major rice-legume cropping system combinations and their fertilizer management. As part of a Food and Agriculture Organization (FAO)-sponsored expert consultation held in New Delhi in February 1982, he urged that all fertilizer research on cropping systems must include a careful economic analysis. He stated that “farmers are not interested in more crops per year but in more profits from their land each year.” He was also the managing deputy director at the International Institute of Tropical Agriculture in Nigeria.

Dr. Pendleton’s life mission was to “feed the world” and his contributions to that effort were recognized by numerous awards and honors, including being named a Fellow of the American Association for the Advancement of Science and a Fellow of the Crop Science Society of America. He served as president of the American Society of Agronomy as was also named Fellow of the Society. For his achievements in increasing rice production worldwide, South Korea awarded him the Korean Agriculture Medallion. He received a Lifetime Research Award from the American

Soybean Association and the Northrup King Distinguished Scientist Award. In 1997, he was named Agronomist of the 1960's by the Soil Science Society of America and in 2011 the UIUC College of Agriculture honored him with the "Award of Merit" for his contributions to agricultural research in the U.S., Asia and Africa. Leading agronomists and farmers the world over benefited from his research, and millions of people who otherwise would have known the pain of hunger did not, because of his work and ideas.

Johnny Pendleton had a life-long love of learning, and always emphasized the importance of education and hard work to all. In retirement Dr. Pendleton served on many global consultancies for agricultural projects in developing countries for the U.S. Agency for International Development, the Food and Agriculture Organization, and the International Fund for Agricultural Development, particularly in Asia and Africa.

He loved and served his country and had great faith in the ability of Americans and educated people the world over to address and solve the many challenges our world faces. He authored more than 100 technical papers during his career. He took great pride in the accomplishments of the 33 graduate students he sponsored from many countries. Supporting educational opportunity for future agronomists and ag leaders was an important issue for him, which is why he established a scholarship fund through the UIUC for students seeking to obtain advanced degrees in crop sciences.

Dr. Pendleton's wife of 66 years, Eleanor, and their daughter Betsy Pendleton Wong, predeceased him. He is survived by children Don (Juliene), Pam Thickens (Bob), Kip (Anne) Sandie (Terese), son-in-law Kam Wong and 13 grandchildren and eight great grandchildren.

Memorial Committee

Jerry Doll

Bill Tracy

Ron Doersch

**Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Dwayne A. Rohweder**

Dwayne A. Rohweder, professor emeritus of Agronomy, passed away on December 8, 2017 at the age of 91. Professor Rohweder was internationally and nationally recognized and respected as an expert on management and utilization of forage crops, especially alfalfa, as feed for livestock. He was remarkably effective in his role as University of Wisconsin Extension Agronomist - Forages, cultivating close relationships with farmers, agribusiness, and extension and research colleagues to ensure that relevant new technologies were understood and employed on Wisconsin farms to improve profitability and environmental stewardship.

Dwayne was born on August 12, 1926 and grew up on his family's farm near Green Mountain, IA. Dwayne received his B.S., M.S., and Ph.D. degrees from Iowa State University in Agronomy (1948), Soil Fertility (1956), and Crop Production and Soil Management (1963), respectively.

Dr. Rohweder began his professional career with the Iowa State University Cooperative Extension Service as a County Extension Director in 1948. He secured his graduate degrees while concurrently serving as Area Extension Agronomist in southeast Iowa. In 1963, he joined the UW Department of Agronomy as Extension Agronomist – Forages, a position he held until his retirement in 1988. For 2 ½ years (1967 – 1969) he served as Agronomist and Chief of Party for the UW-USAID Development Contract Team at the Federal University of Rio Grande do Sul in Porto Alegre, Brazil, guiding establishment of a graduate program in agronomy and research programs in related fields of agriculture. Here on campus he served as vice-chairman of the UW Extension University Committee and also chaired the UW Faculty Council that merged the tenure systems of the UW and the State University System institutions.

Forage legumes and grasses, including corn silage, are the foundation upon which the Wisconsin dairy industry is built, and Dwayne focused his career on improving forage yield and nutritive value and ultimately milk production through promoting enlightened farm management decisions. Dwayne was instrumental in the development and presentation of extension education programs related to forage production practices to County Extension faculty and Wisconsin's agricultural community. The scientific information for most of these programs was based on his individual research effort. He was instrumental in organizing the Wisconsin Forage Council, a valuable conduit for sharing information, that rapidly became the largest commodity group in the state.

Passage of the Plant Variety Protection Act in 1970 contributed to an explosion in the number of new alfalfa varieties released and available to farmers. Dwayne recognized the need to provide unbiased data on variety performance and established a replicated state-wide variety testing program to aide farmers in variety selection decisions. Dwayne led the development, with collaborators in Dairy Science, of the "relative feed value" index, widely known as RFV, providing farmers with a convenient means to assess nutritive value of various lots of alfalfa and the impact that management practices have on nutritive value. When near infrared reflectance spectroscopy (NIRS) was calibrated to quickly assess nutritive value of forages, Dwayne installed an NIRS instrument into a van allowing instant on-farm assessment of forage nutritive value. The travelling NIRS lab supported "quality tested hay auctions" that benefited both cash-crop hay producers and livestock producers in the state.

Dwayne's contributions were recognized by his peers by election to "Fellow" in both the American Society of Agronomy and the Crop Science Society of America. He received the "Merit Award" from the American Forage and Grassland Council and was named "Honorary Member" of the National Alfalfa Improvement Conference. Locally, he received the "Distinguished Service Award" for UW Extension and the "Second Mile Award" from the Wisconsin County Agents Association. In retirement, he was the driving force and editor for "The First 100 Years", a compilation detailing the history of the UW Department of Agronomy. The Dwayne and Wilma Rohweder Forage Extension Award continues to encourage and recognize graduate students who have excelled academically and have particular interest in extension careers.

Dwayne Rohweder was a big man with a big voice, big laugh and big heart. He was a giant presence in CALS and in the Wisconsin agricultural community--he was a leader in the forage-livestock industries within the state, the nation and internationally. He was outgoing and engaging, he loved his work and showed it, and will be missed by all who knew him.

Memorial Committee
Ronald E. Doersch
Kenneth A. Albrecht

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

Richard R. Smith died on June 2, 2018 at the age of 82. Dr. Smith became a UW faculty member in 1966 and retired at the end of 1999. His research program began in the USDA ARS Forage, Vegetable, and Oat Research Unit with a staff appointment in the Department of Agronomy, and he served as Research Leader of the Unit from 1979 to 1985. In 1986, he transferred to the USDA Dairy Forage Research Center where he served as Director from 1998 to 1999. His primary research activities involved the genetics and breeding of forage legumes. The results of his research led to the release of improved red clover cultivars, several of which had positive, widespread impact on agriculture in Wisconsin and the nation. Dr. Smith always believed that, while he enjoyed and excelled at agricultural research of all sorts, his research needed to be firmly directed to practical needs – an ethic anchored by his roots to his family’s farm.

Dr. Smith was born on August 7, 1936 in Mendota, IL and spent his younger years on his family farm. He graduated from Mendota High School in 1954 where he was the class president. He served in the Army for two years, stationed in Germany. Upon his return he married Shirley McConville in 1959 and moved to Champaign, IL where he obtained his B.S. degree and a M.S degree in Agronomy. He obtained his Ph.D. in Agronomy at Iowa State University.

Dr. Smith’s research at the UW provided basic information on the genetics of disease resistance, persistence, and nutritional quality of forage legume species in the *Trifolium*, *Lotus*, and *Medicago* genera. He was well-known internationally for his research excellence and the performance of the germplasm he created, particularly the release of two widely-used cultivars of red clover, Arlington (1973) and Marathon (1987). These cultivars captured about 50% of the seed market for the north central and eastern regions of the U.S. from 1973 to the late 1990s because of their disease resistance and persistence. Dr. Smith was a pioneer in red clover tissue culture research and released ‘NEWRC’ red clover germplasm that has high frequency plant regeneration potential from tissue culture. This germplasm has been used in multiple genetic transformation studies.

Dr. Smith authored or coauthored more than 200 publications, including ten book chapters. The Crop Science Society of American (CSSA) and the American Society of Agronomy (ASA) elected him Fellow in 1987. He was a member of both CSSA and ASA for 53 years. Dr. Smith served on the Board of Directors of CSSA, was Chairman of the CSSA Division C-1 (Crop Breeding, Genetics, and Cytology), and was Associate Editor for the journal *Crop Science* (CSSA) and the *Agronomy Journal* (ASA). He served on multiple program planning, nominations, review and task force committees for both organizations. He was a founding member and long-time participant in the Clover & Special Purpose Legume Crop Germplasm Committee of the National Plant Germplasm System (NPGS) and helped develop the descriptor list for clovers in the Germplasm Resources Information Network (GRIN) database. He took part in two *Trifolium* germplasm collection expeditions (Greece and Yugoslavia) that resulted in numerous plant introduction additions to the NPGS.

Dr. Smith was well organized and would gladly help arrange scientific meetings and related events on a worldwide scale. He attended most international Grassland Congresses and meetings of the European Grasslands Federation. He received the Merit Certificate from the American Forage and Grassland Council, the Wisconsin Agricultural Research Station Recognition Award for Outstanding Research, and the Researcher of the Year from the USDA ARS.

While having primarily a USDA ARS appointment, the Department of Agronomy and the UW Plant Breeding and Plant Genetics program benefitted greatly from Dr. Smith's commitment to academic excellence. While he had no formal teaching appointment, he taught Biometry and Experimental Design courses in the Agronomy Department for several years, as well as the Forages course in the Farm and Industry Short Course program. He was a dedicated mentor to numerous graduate students as well as to junior faculty. He was known among students and faculty for his data analysis skills. Students and colleagues regularly sought him out for advice on experimental design and data analysis, which he gladly provided.

Dr. Smith was known for his strong work ethic, which he also demanded of his students and staff. But his sense of humor was always apparent along with the love of the outdoors, his family, and the joy of a good story. His was a life well spent.

Memorial Committee

James G. Coors

Kenneth A. Albrecht

Kemper K. Knapp Bequest Committee Annual Report, 2018-2019

I. Committee Function

The Kemper K. Knapp Bequest Committee meets at least once each year to evaluate requests to fund special projects that will take place during the following academic year. The committee favors projects that cross departmental lines and have an impact on the educational and cultural life of the university community, particularly projects that benefit undergraduate students. Knapp funds are not often used for purposes that can and should be supported elsewhere, such as from regular grants or research funding, from fees charged for performances, or from the regular university budget. When considering requests for funds, the committee keeps in mind the spirit of the will of Kemper K. Knapp:

"In general it is my wish that such funds be used for purposes outside the regular curriculum of the university. . . to cultivate in the student body ideals of honesty, sincerity, earnestness, tolerance, and social and political obligations."

II. Activities

As in previous years, the major share of the income from the Knapp Bequest Fund has been allocated to enhance scholarship opportunities at the UW-Madison. Support in this category has been granted toward undergraduate and law scholarships, minority scholarships administered through the Office of the Chancellor, and Graduate School fellowships.

In addition to the ongoing support for scholarships, the committee makes regular allotments to the Lectures Committee and to the Morgridge Center for Public Service. The committee approved eight ongoing commitments in all in 2018-2019.

The committee makes other grants for one-time projects, typically in the range of \$500 to \$5,000. The committee approved support for fourteen of these projects in 2018-2019.

Awards approved during the 2018-2019 funding cycle are intended for projects occurring during the upcoming 2019-2020 academic year. During the 2018-2019 funding cycle, the committee received 22 total requests and granted funds to 20 programs for projects taking place in 2019-2020. The Kemper K. Knapp Bequest Committee approved grants totaling \$1,573,166 for 2019-2020 projects. Refer to page 2 for the list of awards.

This year, the committee again took an extra initiative to confirm that awardees reached out to underserved student groups and students in under-funded areas. Committee members also reviewed detailed narratives, outlining student impact from previous award cycles.

III. Summary

In its commitment to the enrichment of the intellectual environment of the university through the use of the Kemper K. Knapp Bequest, the committee strives to encourage increased interest in the development of campus activities that will fulfill the donor's interest in the undergraduate experience.

IV. Membership, 2018-2019

Andrea Arpaci-Dusseau, Physical Sciences (Computer Sciences)
Corinna Burger, Chair, Biological Sciences (Neurology)
Paola Hernandez, Arts and Humanities (Spanish & Portuguese)
Mindi Thompson, Social Sciences (Counseling Psychology)
Laurie Mayberry, Office of the Provost

Project/Program Name or Description	2018-2019
Sponsoring Unit	

Ongoing Commitments

Chancellor's Scholarship Program.....	\$85,000
Office of the Provost and Vice Chancellor for Academic Affairs	
Graduate School University Fellowships.....	\$395,456
Graduate School	
Legal Education Opportunity Program.....	\$100,000
Law School	
Division of Enrollment Management Financial Aid Scholarships.....	\$750,000
Division of Enrollment Management	
Secretary of the Faculty.....	\$35,000
University Lectures Committee	
Sophomore Summer Research Apprenticeships.....	\$15,000
L&S Honors Program	
Sophomore Research Fellowship Program.....	\$60,000
Office of the Provost	
Transportation Options Program.....	\$40,000
Morgridge Center for Public Service	

One-Time Awards

Concrete Canoe Team.....	\$6,000
Civil and Environmental Engineering	
Engineers Without Borders Guatemala Team.....	\$10,000
Civil and Environmental Engineering	
Engineers Without Borders Uganda Team.....	\$12,000
Civil and Environmental Engineering	
Evening of Storytelling.....	\$10,000
American Indian Studies	
GWS MA Conference - Sights/Sites/Cites of Resistance	\$4,927
Gender and Women's Studies	
Human Powered Vehicle Team.....	\$10,000
Mechanical Engineering	
Kaleidoscope Conference.....	\$5,692
Spanish & Portuguese	
Onward Odyssey English Composition Course.....	\$4,087
UW Odyssey Project/English	
Speech and Debate Team.....	\$5,000
L&S Honors Program	
Student Historian-in-Residence Program.....	\$5,000
University Archives & Records Management/UW Libraries	
Studio Creative Arts Community.....	\$5,000
Division of Arts	
Sustaining Scandinavian Folk Arts in the Upper Midwest.....	\$4,824
Scandinavian Studies, Folklore and Religious Studies	
Techniques of Wildlife Management.....	\$7,680
Forest and Wildlife Ecology	
Women's and Gender Studies Consortium.....	\$2,500
Women's and Gender Studies Consortium	

PROFS, Inc. Annual Report, July 1, 2017 to June 30, 2018**I CHARGE**

PROFS, the Public Representation Organization of the Faculty Senate, is a non-profit organization established by the Faculty Senate in 1976. The function of PROFS is to represent the UW-Madison faculty's interests – with particular emphasis on compensation and benefits, the university budget, legislation affecting the university and important regulatory issues – before the state legislature, the governor, other state and federal governmental agencies, the U.S. Congress, and the public.

II PARTICIPATION

PROFS is a voluntary dues-supported organization, funded through payroll deductions by faculty. Contributions are one-tenth of one percent of one's salary deducted once each month in which salary is earned.

III ORGANIZATION**Leadership**

The elected members of the University Committee serve as the board of directors of PROFS. For the 2016-17 academic year, the following individuals served on the Board of Directors:

- Anja Wanner (English), Chair
- Ruth Litovsky* (Communication Sciences & Disorders)
- Richard Amasino* (Biochemistry)
- Barbara Bowers (Nursing)
- Steven Ventura (Environmental Studies and Soil Science)
- Terry Warfield* (Business)

Much of the day-to-day work of PROFS occurs under the supervision of the president and steering committee. Dorothy Farrar Edwards took over as president in August. The 2017-18 members of the PROFS Steering Committee consisted of:

- Dorothy Farrar Edwards (Kinesiology), former University Committee member, President
- Michael Bernard-Donals (English and Jewish Studies) former University Committee member
- Thomas Broman (History, Emeritus), former University Committee member
- Judith Burstyn (Chemistry), former president, former University Committee member, member of the Faculty Senate
- Bradley Christian (Medical Physics)
- Robert Hamers (Chemistry)
- Nicholas Hillman (Educational Leadership & Policy Analysis)
- Kristyn Masters (Biomedical Engineering)
- Beth Meyerand (Biomedical Engineering), former University Committee member
- Donald Moynihan (La Follette School of Public Affairs)
- Grant Petty (Atmospheric & Oceanic Sciences), former president, former University Committee member
- Eric Raimy (English)
- Eric Sandgren (Pathobiological Sciences), member of the Faculty Senate
- Ronald D. Schultz (Comparative Biosciences, Emeritus), former University Committee member

- William Tracy (Agronomy), former president, former University Committee member, member of the Faculty Senate
- David Vanness (Population Health Sciences)
- Timothy Yu (English and Asian American Studies)
- Plus University Committee members, noted with an * above

PROFS Bylaws

The bylaws of PROFS (on file in the PROFS office) specify the University Committee serves as the PROFS board of directors. The steering committee consists of at least three current members of the University Committee; at least three members with prior experience on the University Committee; one or more at-large members selected from the UW-Madison faculty; at least one member from the Faculty Senate; and one member of the Commission on Faculty Compensation and Economic Benefits. Members who do not serve on the University Committee serve three-year renewable terms. Current University Committee members may serve renewable one-year terms.

Legislative Representative

Jack O'Meara continued to serve as PROFS Legislative Representative. Mr. O'Meara meets regularly with the board of directors and the steering committee to update them on legislative proposals affecting the faculty, establish PROFS' positions on legislation, and determine action. Mr. O'Meara meets with individual legislators and other officials at appropriate times to discuss PROFS issues and urge support of the faculty's position. PROFS arranges for members of the steering committee and other faculty members to meet with legislators, state officials, regents, the media and the general public, and to testify for or against key legislation.

Administration

Michelle Felber is the half-time administrator and website/social media editor. She communicates regularly with faculty with email and through posts to the PROFS website, Facebook, and Twitter. Laura Laurenzi, an outside financial assistant, maintained the financial records and accounts payable of PROFS through 2017. In January, payroll was transferred to Paychex and accounts payable brought in-house. The treasurer or president is responsible for check signing. The by-laws were amended in 2011 to require a financial review at least every three years. A financial review was completed by SVA in 2017 and is available in the PROFS office for review.

Lobbying

As an organization engaged in lobbying, PROFS is required to register with and report to the State of Wisconsin Ethics Commission, filing a lobbying report twice each year. PROFS also reports its interest in any legislative bill, proposal, or budget item, and if it is taking a position, its positions. All reporting is available on the Ethics Commission website, lobbying.wi.gov.

IV COMMUNICATION

PROFS communicates regularly with all faculty through e-mail updates and posts to the PROFS website (profs.wisc.edu), Facebook (facebook.com/PROFSUWMadison) and Twitter (@PROFSUWMadison). Communication through social media continues to grow. PROFS has almost 600 Twitter followers and Facebook posts were regularly read by hundreds of Facebook users.

V MEMBERSHIP

PROFS reaches out to new faculty every fall and continues outreach efforts to veteran faculty members. Membership held steady at about 700 members. In cultivating membership, PROFS emphasizes its past achievements, including:

- Help securing \$86 million in state-supported bonding for UW-Madison Chemistry Building project
- Led campaign for pre-tax retirement contributions, saving faculty about \$1,800 per year
- Implementation of first-day health insurance coverage
- A continuing focus on competitive compensation, which in the past led to increased pay plans and catch-up pay plans

PROFS also emphasizes its platform for the future:

- Improved state funding for the UW budget, including competitive compensation for all faculty
- Improved communication between faculty and members of the Legislature
- Increased funding for graduate education and research

For more than 40 years, PROFS has played a key role in advocating for UW-Madison and its faculty. PROFS' sole charge is to advocate on behalf of faculty and needs continued support of the faculty to maintain its efforts. Faculty are always welcome to support PROFS by completing the form in the PROFS brochure or on PROFS web site, profs.wisc.edu.

VI 2017-18 LOBBYING & LEGISLATION: PROFS' ACTIONS AND POSITIONS

PROFS was active during the 2017-18 legislative session, meeting with key legislative and university leaders. PROFS participates in more informal discussions, sending emails, making telephone calls, stopping in offices, and talking with people at meetings and in the halls of the Capitol.

2017-19 State Budget The Wisconsin state budget officially begins on July 1 in odd-numbered years, but funding continues at existing levels until a new budget is passed and signed into law. The 2017-19 budget was by Governor Walker on September 21, 2017.

Performance Based Funding (PBF) PROFS took proactive approach to promoting faculty expertise on PBF to key policymakers. As the budget was being developed, PROFS brought faculty experts (steering committee members Nick Hillman and Don Moynihan) to meet with UW System President Ray Cross and his team. PROFS then met with Governor Walker's staff and key legislators, and continued to share expertise throughout the process. While PROFS was not entirely happy with the final PBF package, we had an impact on the outcome.

The budget also included several last-minute provisions related to the university:

Faculty Workload Reporting The Joint Finance Committee restored language originally proposed by Governor Walker. Each UW institution is required to create a policy that monitors faculty and instructional academic staff teaching loads. Each institution must also develop a policy for rewarding faculty and instructional staff who exceed standard workloads. Aggregate data must be published on UW System's online accountability dashboard and included in legislatively mandated accountability reports. PROFS asked for this language to be removed, but it was not removed and remained in the final budget.

Qualifications of UW System President, Chancellor, Provost and Vice Chancellor positions

Individual campuses may not adopt a policy that requires the Board of Regents to only consider candidates who hold tenure or a terminal degree in their field. UW-Madison Faculty Policies and Procedures (FP&P) currently requires the Chancellor and Provost to hold a tenured faculty position. Earlier in the budget process, PROFS asked the co-chairs of the finance committee to remove the proposed language. It was not removed and was included in the final budget.

Pay Plan The budget included a pay plan for all state employees, including UW faculty and staff. State employees will receive 2 percent increases on July 1, 2018 and January 1, 2019. The Joint Committee on Employment Relations approved the plan in February 2018.

Legislation

Assembly Bill 758 and Senate Bill 671 “Mark Cook Bill”, legislation related to faculty contracts. Led by faculty experts, PROFS worked with a bipartisan group of legislators who introduced legislation related to University of Wisconsin research contracts. The faculty group, led by the late Mark Cook (Animal Science), identified the need to change state statutes that regulate how the university contracts with companies in which faculty or other university employees have a financial interest, noting current law is slow and cumbersome and ultimately leads to lost contracts. Three current and emeritus faculty members testified in support of the bill. AB 758 passed an Assembly committee on a unanimous vote, but neither bill was scheduled for a vote in the Senate.

Senates Bill 823 and 824, legislation relating to tenure and shared governance. PROFS registered in support of these bills that would restore tenure and shared governance to state statutes, provisions that had been in state law until 2015. These bills died in committee.

Senate Bill 423 and AB 549, legislation limiting scientific research. PROFS registered and offered written testimony against this bill that would limit the use of fetal tissue in scientific research. Both bills died in committee.

Assembly Bill 206 and Senate Bill 154, legislation limiting OB/GYN training at UW-Madison. In July, UW School of Medicine and Public Health Dean Robert Golden testified this bill would seriously hamper student training in obstetrics and gynecology and could possibly jeopardize the medical school’s accreditation. PROFS registered against the bills, which died in committee.

UW System Board of Regents

Regent President John Behling created a chancellor hiring workgroup in August. The group, which did not include representation from UW-Madison, was tasked with examining hiring processes for chancellor and other high-level positions. Behling said he wanted to streamline the hiring process and encourage search committees to consider non-traditional candidates. Regents approved the task force recommendations at their October meeting. In late June 2017, PROFS asked the co-chairs of the Joint Committee on Finance to remove a budget provision that would prohibit UW System from creating a rule limiting candidates for chancellor and vice chancellor positions to individuals who are faculty members or hold terminal degrees in their field. No such rule currently exists, but UW-Madison’s Faculty Policies and Procedures does state the chancellor and provost must hold a tenured faculty rank.

In October, UW System President Ray Cross announced a plan to restructure UW Colleges and Extension. Regents quickly approved the plan at their November meeting. PROFS issued a public statement November 8 calling on the Board of Regents and UW System to better honor the principles of shared governance.

VII FEDERAL RELATIONS PROGRAM

PROFS President Dorothy Farrar Edwards and Legislative Representative Jack O'Meara participated in the Wisconsin Alumni Association's Badgers on the Hill event in Washington, D.C. on March 14 and 15. They met with Senator Tammy Baldwin, Congressman Mark Pocan, Congressman Glenn Grothman and representatives from Speaker Paul Ryan's and Senator Ron Johnson's office.

Jack O'Meara and Steering Committee member Terry Warfield participated in the Greater Madison Chamber of Commerce DC Meets Madison event June 20. While in Washington, they met with Senator Tammy Baldwin and staff of Speaker Paul Ryan and Congressman Mark Pocan.

Chemistry professor Judith Burstyn continued as a member of Congressman Mark Pocan's higher education advisory committee. Pocan is a member of the House Appropriations Committee and its Labor, Health and Human Services and Education Subcommittee

VII CAMPUS OUTREACH

WISCAPE Budget Panel PROFS cosponsored a state budget panel discussion with WISCAPE on July 26. PROFS Legislative Representative Jack O'Meara and Steering Committee member Nicholas Hillman were among the four panelists.

Shared Governance Forum PROFS held a public forum on shared governance on May 3. The forum, featuring Gary Rhoades (professor, University of Arizona, David Maxwell (President Emeritus, Drake University), Regina Millner (President Emeritus, UW System Board of Regents), and Thomas Harnisch, (American Association of State Colleges and Universities Director of State Relations and Policy Analysis) was moderated by *Milwaukee Journal Sentinel* higher education reporter Karen Herzog. The forum attracted more than 75 faculty, staff and students and received prominent coverage in *The Capital Times*. The La Follette School of Public Affairs, the Tommy G. Thompson Center on Public Leadership, WISCAPE (Wisconsin Center on the Advancement of Postsecondary Education) and ASPRO (Academic Staff Professionals Representation Organization) were cosponsors.

Retirement Issues Committee Combined Annual Reports for 2013-2018

I. Function, *Faculty Policies and Procedures* 6.50

1. Review and make recommendations on university services relating to retirees.
2. Review and make recommendations on services relating to retirement planning.

II. Activities

The Retirement Issues Committee (RIC) took a hiatus for a few years and re-grouped in late 2016 with a refreshed charge and slimmed down membership. Faculty Document 2649 (7 November 2016), modified the RIC in *Faculty Policies and Procedures* as follows:

6.50. Committee on Retirement Issues.

A. MEMBERSHIP. appointed for three-year terms:

1. ~~Five~~ Three active faculty members ~~appointed by the University Committee for three-year terms.~~
2. ~~Five~~ Three active academic staff members.
3. ~~Five~~ Three active classified university staff members.
4. ~~Ten~~ Five retired members appointed by the UW-Madison Retirement Association
5. The chair shall be appointed by the University Committee from among the faculty members appointed pursuant to A.1. Academic staff and classified university staff appointed pursuant to A.2. and A.3. may be appointed to serve as co-chair.

Also in late 2016, the University Committee proposed that RIC explore several topics of interest to faculty, staff, and the UW-Madison Retirement Association. Many of these were addressed in the subsequent meetings as outlined in the rest of this report. The RIC met three times in the spring of 2017, twice in fall 2017, and three times in spring 2018.

The RIC looked at including retired university employees on *Faculty Policies and Procedures* Shared Governance (“Chapter 6 committees”). After a proposal was drafted and revised by a subcommittee in the fall, further consultation with the secretaries of the faculty and academic staff over the winter indicated the overall infeasibility of such a proposal. Whereas a blanket request for inclusion of a retiree member on several committees initially seemed to the RIC a good way to go on grounds of principle, the reality is that each committee has its own history and politics that makes this principled approach difficult to pursue. Moreover, the process by which retiree members would be chosen seemed complicated and likely enormously time-consuming, and would not assure the appointment of willing volunteers. However, if retirees want a voice in governance issues, a more practical start would be to attend the relevant committee meetings.

A second main area of attention was working with the Office of Human Resources (OHR) to address various areas of phased retirement. Graduated retirement is already possible on campus, but it is handled on an individual basis. This was discussed further in the April 3, 2018 RIC meeting, including how to make better known how employees might pursue this, especially University Staff, who meet essential needs and cannot go down to part time without that time being replaced.

OHR was in the process of revamping its benefits pages (ohr.wisc.edu/benefits/retirement/) and RIC reviewed draft pages on retirement. Beyond specific editing suggestions, RIC urged including another section right at the beginning about non-financial considerations about retirement. Among other things, this could include Seltzer’s “If I Knew” document (see page 5), which the chair sent to Stern. In addition, RIC suggested consulting with Cultural Linguistic Services for selected translation into the other four supported languages.

IV. Current and Future Issues

- Continue to encourage retirees to be involved with shared governance committees
- Develop guidelines (with OHR) on how to approach retirement (including phased and transitional retirement) with employees in ways that don't impinge on or threaten employees not yet ready to retire
- Consider developing a peer mentoring system or other mechanism to provide a retiree mentor or other point of contact for discussing retirement-related issues
- Revise university's volunteer policy with respect to retirees from all employee groups. What activities can retiree volunteers engage in? With respect to retirees and volunteers who have disabilities, what are UW's legal obligations under ADA?
- Help develop relations between retirees and Alumni Association
- Increase effort to inform all people in the university of the pertinent issues before they retire
 - Requirements and information from the Office of Human Resources
 - Benefits of membership in the UW Retirement Association
 - Benefits of emeritus if applicable

V. Summary/Recommendations

The RIC adopted a document drafted by committee member Rob Seltzer, "If I Knew Then What I Know Now: Tips on Retiring Well from the UW-Madison" (see Appendix, page 4)

VI. Membership, Faculty Policies and Procedures 6.50 (since December 2016)

1. Three active faculty members for 3-year terms.
2. Three active academic staff members, 3-year terms.
3. Three active university staff members, 3-year terms.
4. Five retired members appointed by the UW-Madison Retirement Association, 3-year terms

2017-2018

Faculty [term ends]

Lynn Nyhart, History of Science, [2018], chair
Hill Goldsmith, Psychology, [2019]
Claude Woods, Chemistry, [2020]

Academic Staff [term ends]

Louis Loeffler, Educational Innovation, [2019]
Chelsea Daley, Human Resources, [to April 2018]
Carol Hulland, Obs & Gyn, [April 2018-2020]
Mark Lindquist, Business, [2018]

University Staff [term ends]

David Rieves, Athletics, [2020]
Brian Shore, DoIT, [2019]

vacant

UW Retirement Association (annual terms)

Darrell Barth
Diane Kravetz
Gary Mitchell
Bill Richner
Rob Seltzer

2016-2017

Faculty [term ends]

Tom Broman, History of Science, [2019], chair
Lynn Nyhart, History of Science, [2018],
Robert Radwin, Indus & Systems Eng, [2017]

Academic Staff [term ends]

Louis Loeffler, Educational Innovation, [2019]
Mary Condon, Financial Aid, [2017]
Mark Lindquist, Business, [2018]

University Staff [term ends]

Jodi Roberts, FP&M, [2017]
Brian Shore, DoIT, [2019]
Christine Legler, Family Medicine, [2017]

UW Retirement Association (annual terms)

Darrell Barth
Diane Kravetz
Gary Mitchell
Bill Richner
Rob Seltzer

Membership, *Faculty Policies and Procedures* 6.50 (prior to November 2016)

1. Five active faculty members for 3-year terms.
2. Five active academic staff members, 3-year terms.
3. Five active classified staff members, 3-year terms.
4. Ten retired members appointed by the UW-Madison Retirement Association, 3-year terms

2015-2016

Faculty [term ends]

Michael Gould, Oncology [2016], chair
Lynn Nyhart, History of Science [2018]
Robert Radwin, Biomedical Engineering [2017]
Michael Schatzberg, Political Science [2017]
Bruce Thomadsen, Medical Physics [2016]

Academic Staff [term ends]

Sandy Bertics, Dairy Science [2017]
Mary Condon, Student Financial Services [2017]
Shelly Godar, Waisman Center [2017]
Steven Limbach, Physics [2016]
Michael Maroney, Res Animal Rescues Ctr [2016]

University Staff [term ends]

Christie Legler, Family Medicine [2017]
Mary Murray, University Housing [2017]
Thomasin Propson, Human Resources [2017]
Jodi Roberts, Human Resources [2017]
Brian Shore, Appl Dev & Integration [2017]

UW Retirement Association (annual terms)

Darrell Barth, Treasurer
Phil Certain, Past President
Bob Dye, President
Gary Mitchell, President-Elect
Bill Richner, Secretary
John Helgeson, Board Member
Dorothy Klinefelter, Board Member
Diane Kravetz, Board Member
Cora Marrett, Board Member
Ann Wallace, Executive Director

2014-2015

Faculty

Michael Gould, Oncology. [co-chair]
Dennis Miller, Art
Robert Radwin, Biomedical Engineering
Bruce Thomadsen, Medical Physics
Michael Schatzberg, Political Science

Academic Staff

Sandy Bertics, Dairy Science
Steven Limbach, Physics
Michael Maroney, Res Animal Res Center
Shelly Godar, Waisman Center
Mary Condon, Student Financial Services

2014-2015 membership, continued

Classified Staff

Christie Legler, Family Medicine
Thomasin Propson, Human Resources
Jason Rittel, Housing
Jodi Roberts, Human Resources
Brian Shore, IT/Appl Dev & Integration

UW Retirement Association

Darrell Barth
Dale Burke
Phillip Certain
Judith Craig
Richard Daluge
Robert Dye
Barbara Erlenborn
Jan Richardson
William Steffenhagen
Ann Wallace

2013-2014

Faculty

David Combs, CALS/Dairy Science
Michael Gould (co-chair), SMPH/Oncology
Brian Mayhew, BUS/Business
Dennis Miller, EDUC/Art
Bruce Thomadsen, SMPH/Medical Physics

Academic Staff

Sandra Bertics, Dairy Science
Steven Limbach, Physics
Michael Maroney, Research Animal Res Ctr
Joyce Tikalsky, External Relations Office
[vacant]

Retirement Association

Darrell Barth
Dale Burke
Phillip Certain
Judith Craig
Richard Daluge
Robert Dye
Barbara Erlenborn
Jan Richardson
William Steffenhagen
Ann Wallace

Appendix

Are you RETIRED? CLOSE to retirement? THINKING about retirement? FAR away from retirement?
This is for you.

If I Knew Then What I Know Now - Tips on Retiring Well from UW-Madison

By Rob Seltzer

1. Plan for retirement:
 - a. Financially
 - b. Socially
 - c. Physically (view “23 ½ Hours” on YouTube)
 - d. Emotionally
2. Know your benefits
 - a. Visit the Human Resources Office periodically. Peruse their materials.
 - b. Understand your pension benefits.
 - c. Know how sick leave converts to pay health insurance premiums.
 - d. Understand emeritus status, what that offers, and if you qualify.
3. Know the benefits of UWRA membership.
4. You may be asked to join many organizations. Try not to agree to join anything for six months. Then be selective.
5. Explore continuing education opportunities including free university courses (after age 60), Plato, etc. See: continuingstudies.wisc.edu/senior-learning/
6. Consider pursuing your avocations more in retirement.
7. Do the things you never could do when working.
8. Follow your passion.
9. Keep active in retirement. It is important to remain physically active by taking walks, walking up and down stairs regularly, maybe join a gym, become a “mall walker”, etc.
10. Pick up a hobby you may have put on the back burner while working.
11. Consider volunteering to fill your time (if needed) or devote time to giving back to our wonderful community (campus and locally).
12. You may have more money at the end of every month than while working. You no longer contribute to a retirement fund (or contribute less). If you went out for lunch or frequently brought in dinner because you were too tired to cook, you may save considerable money. You save money on clothing for work as well as parking
13. You will receive more unsolicited phone calls during the day than you ever imagined, even if you are on the No Call list. If you intend to keep a land-line, change out your system to get one that has multiple handsets (so you are always pretty close to a phone) and provides a Call Block button on each handset. That way you can glance at the caller ID and immediately block the call if you don't want to take it.
14. If you get bored you can go back to work part time. Be sure to understand any impacts this may have on your benefits.
15. You will likely adjust to being retired very quickly and easily!

Ombuds Office Annual Report for 2017-2018

Sarah C. Mangelsdorf, Provost
University of Wisconsin-Madison
150 Bascom Hall

August 16, 2018

Dear Provost Mangelsdorf:

We are pleased to submit the Annual Report of the UW-Madison Ombuds Office for Academic Year 2017-18. It has been an especially busy year as we continue to serve the campus as a confidential, informal, impartial and independent resource for all university employees and graduate students.

The Ombuds Office saw an increase of nearly 50% in number of visitors served, with 250 new cases in 2017-18 as compared to 171 in 2016-17. This included an increase in the number of Faculty served (29.2% of new cases in 2017-18; 23.97% in 2016-17), while Academic Staff percentages remained steady. Through additional outreach efforts, we did make progress on the previously noted shortfall in service to University Staff employees, with 49 new cases (19.6% in 2017-18; 12.86% in 2016-17). The number of graduate student visitors has remained constant so we can continue to serve this group with no strain on resources.

Our visitors continue to report “Evaluative Relationships” (nearly 50% of new cases) as their highest concern. We saw a near doubling of new cases that could be classified as “hostile and intimidating behavior” (82 in 2017-18; 42 in 2016-17), reflecting the added emphasis placed on these important issues across campus. More specific details are presented in the appendices attached to this report.

We look forward to meeting with you in September in order to introduce our newest Ombuds, Michael Ashmore, and to discuss this report and the continuing work of the Ombuds Office.

Respectfully submitted, The Ombuds Team

John Dowling
Rosa Garner
Ann Hoyt
Jean Peterson
Charles Snowdon

cc: Eden Inoway-Ronnie Michael Bernard-Donals

Ombuds Office

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Overall Summary

UW-Madison

July 1, 2017 to June 30, 2018

OMBUDS OFFICE

Ombuds Visitors and Issues

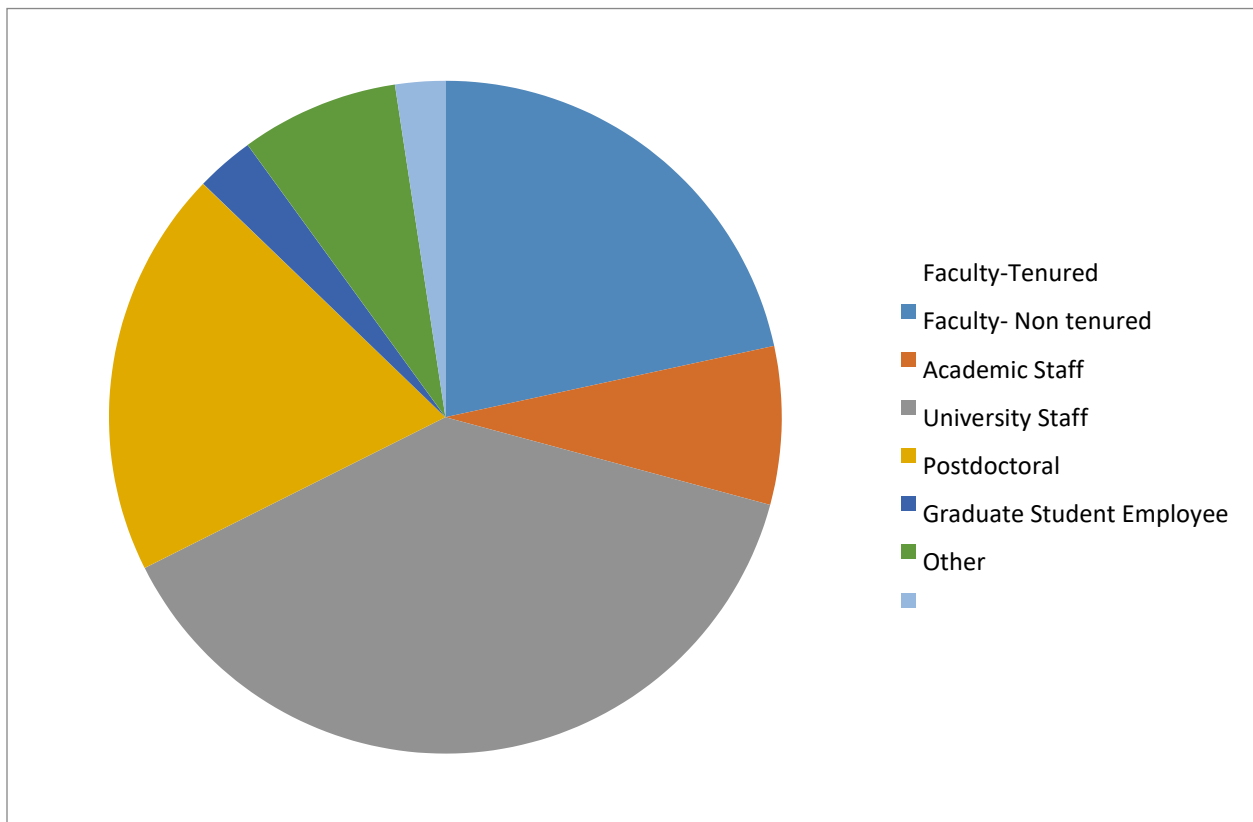
Total Cases	250	Position	Total (%)
Total Contacts	278	Faculty	54 (21.6)
Years Employed	Total (%)	Faculty non-tenured	19 (7.6)
<= 5	85 (34)	Academic Staff	96 (38.4)
> 5	140 (56)	University Staff	49 (19.6)
Unknown	25 (10)	Postdoc	7 (2.8)
		Graduate Student Employee	19 (7.6)
		Non-employee	6 (2.4)
Primary Topics	Total (%)	Action / Impact	Percent
HIB	82 (32.8)	Provide information, feedback, and perspective	58.4
FLSA	0	Consult with other parties	7.5
Gender	21 (8.4)	Refer to campus / community resources	28.4
Ethnicity	9 (3.6)	Provide information only	3.5
Grad Prof Student Svc Gap	28 (11.2)	Other	2.1

Issues	Percent
1 Compensation & Benefits	2.7
2 Evaluative Relationships	49.4
3 Peer and Colleague Relationships	21.2
4 Career Progression and Development	12.6
5 Legal, Regulatory, Financial and Compliance	3.8
6 Safety, Health, and Physical Environment	1.3
7 Services/Administrative Issues	1.9
8 Organizational, Strategic, and Mission Related	5.3
9 Values, Ethics, and Standards	1.7

UW Madison Ombuds Office Visitors Report July 1, 2017 to June 30, 2108

Who Was Served?

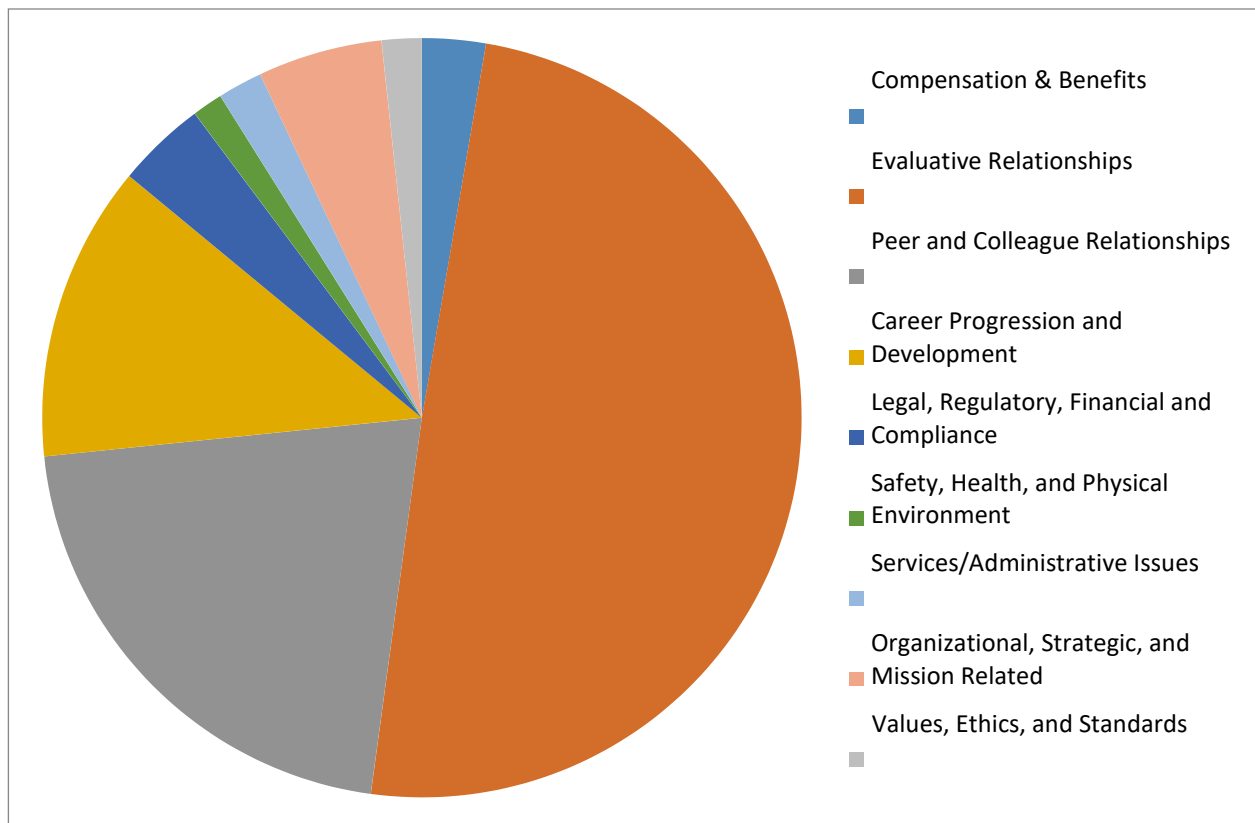
Category	Number	Percentage Served	Percent Employees
Faculty Tenured	54	21.6	11
Faculty Non-tenured	19	7.6	
Academic Staff	96	38.4	44
University Staff	49	19.6	25
Postdoctoral students	7	2.8	5
Graduate Students	19	7.6	15
Other	6	2.4	



UW-Madison OMBUDS OFFICE Visitor Report July 1, 2017 to June 30, 2018

What were the issues?

Issues	Percentage
Compensation and Benefits	2.7
Evaluative Relationships	49.4
Peer and Colleague Relationships	21.2
Career Progression and Development	12.6
Legal, Regulatory, Financial and Compliance	3.8
Safety, Health, and Physical Environment	1.3
Service/ Administrative Issues	1.9
Organizational, Strategic and Mission Related	5.3
Values, Ethics, Standards	1.7



Outreach Completed 2017-2018

Graduate Coordinators 7/19/2017

Chairs Bootcamp 7/19/2017

Chemistry Department Meeting 7/20/2017

School of Medicine and Public Health Diversity 7/31/2017; 10/9/2017, 12/18/2017, 3/21/2018,
4/19/2018/ 4/24/2018

Letters and Science Chairs and Directors 8/29/2017

Chairs' Leadership Lunch 8/30/2017

Development and Roll out of HIB Training (9 meetings from August 2017 to January 2018)

Fall and Spring Equity and Diversity training for Graduate Students (12 dates) Psychology

Town Hall 11/9/2017

Academic Staff Assembly 12/11/2017 University

Staff Congress Report 1/22/2018 University

Committee 2/12/2018

Office of Strategic Planning 2/26/2018

Faculty Senate 3/5/2018

College of Agriculture and Life Sciences Chairs and Directors 3/19/2018 Mailing to

University Staff (5 languages) 4/10/2018

HIB Training School of Medicine and Public Health, 3 dates April- May, 2018

APPENDIX A

Hostile and Intimidating Behavior

UW-Madison

Date Range: 7/1/2017 - 6/30/2018

OMBUDS OFFICE**Ombuds Visitors and Issues****Primary Topics: HIB**

Total Cases	82	Position	Total (%)
		Faculty	17 (21)
Years Employed	Total	Faculty non-tenured	9 (11)
<= 5	34	Academic Staff	33 (40)
> 5	47	University Staff	15 (18)
Unknown	1	Postdoc	2 (2)
		Graduate Student Employee	5 (6)
		Non-employee	1 (1)

Primary Topics	Total	Action / Impact	Total (%)
HIB	82	Provide information, feedback, and perspective	74 (55)
FLSA	0	Consult with other parties	11 (8)
Gender	9	Refer to campus / community resources	43 (32)
Ethnicity	6	Provide information only	5 (4)
Grad Prof Student Svc Gap	5	Other	2 (1)

Issues (Multiple issues presented with each case)	Total
1 Compensation & Benefits	2
1a - Compensation & Benefits --- Compensation	2
2 Evaluative Relationships	115
2b - Evaluative Relationships --- Respect/Treatment	22
2c - Evaluative Relationships --- Trust/Integrity	5
2d - Evaluative Relationships --- Reputation	3
2e - Evaluative Relationships --- Communication	6
2f - Evaluative Relationships --- Bullying, Mobbing	40
2g - Evaluative Relationships --- Diversity-Related	6
2h - Evaluative Relationships --- Retaliation	5
2j - Evaluative Relationships --- Assignments/Schedules	3
2k - Evaluative Relationships --- Feedback	5
2m - Evaluative Relationships --- Performance Appraisal/Grading	4
2n - Evaluative Relationships --- Departmental Climate	6

UW-Madison
OMBUDS OFFICE
Ombuds Visitors and Issues

Date Range: 7/1/2017 - 6/30/2018

Primary Topics: HIB

2 Evaluative Relationships	115
2o - Evaluative Relationships --- Supervisory Effectiveness	8
2p - Evaluative Relationships --- Insubordination	1
2q - Evaluative Relationships --- Discipline	1
3 Peer and Colleague Relationships	59
3b - Peer and Colleague Relationships --- Respect/Treatment	16
3c - Peer and Colleague Relationships --- Trust/Integrity	3
3d - Peer and Colleague Relationships --- Reputation	3
3e - Peer and Colleague Relationships --- Communication	8
3f - Peer and Colleague Relationships --- Bullying, Mobbing	23
3g - Peer and Colleague Relationships --- Diversity-Related	3
3h - Peer and Colleague Relationships --- Retaliation	1
3i - Peer and Colleague Relationships --- Physical Violence	1
3j - Peer and Colleague Relationships --- Other	1
4 Career Progression and Development	13
4c - Career Progression and Development --- Involuntary Transfer/Change of Assignment	2
4d - Career Progression and Development --- Tenure/Position Security/Ambiguity	7
4h - Career Progression and Development --- Termination/Non-Renewal	3
4j - Career Progression and Development --- Position Elimination	1
5 Legal, Regulatory, Financial and Compliance	3
5c - Legal, Regulatory, Financial and Compliance --- Harassment	1
5h - Legal, Regulatory, Financial and Compliance --- Privacy and Security of Information	2
6 Safety, Health, and Physical Environment	1
6b - Safety, Health, and Physical Environment --- Physical Working/Living Conditions	1
7 Services/Administrative Issues	2
7b - Services/Administrative Issues --- Responsiveness/Timeliness	1
7c - Services/Administrative Issues --- Administrative Decisions and Interpretation/Application of Rules	1
8 Organizational, Strategic, and Mission Related	7
8c - Organizational, Strategic, and Mission Related --- Use of Positional Power/Authority	3
8f - Organizational, Strategic, and Mission Related --- Organizational Climate	2
8g - Organizational, Strategic, and Mission Related --- Change Management	2
9 Values, Ethics, and Standards	4
9c - Values, Ethics, and Standards --- Scientific Conduct/Integrity	4

APPENDIX B Graduate Students

UW-Madison

Date Range: 7/1/2017 - 6/30/2018

OMBUDS OFFICE**Ombuds Visitors and Issues****Primary Topics: Graduate Professional Student**

Total Cases	28	Position	Total (%)
		Faculty	6 (20)
Years Employed	Total	Faculty non-tenured	1 (4)
<= 5	15	Academic Staff	3 (11)
> 5	12	Graduate Student Employee	17 (61)
Unknown	1	Non-employee	1 (4)

Primary Topics	Total	Action / Impact	Total (%)
HIB	5	Provide information, feedback, and perspective	25 (63)
FLSA	0	Consult with other parties	4 (10)
Gender	3	Refer to campus / community resources	10 (25)
Ethnicity	0	Other	1 (2)
Grad Prof Student Svc Gap	28		

Issues (Multiple issues presented with each case)	Total
2 Evaluative Relationships	31
2b - Evaluative Relationships --- Respect/Treatment	6
2c - Evaluative Relationships --- Trust/Integrity	3
2e - Evaluative Relationships --- Communication	5
2f - Evaluative Relationships --- Bullying, Mobbing	4
2j - Evaluative Relationships --- Assignments/Schedules	1
2k - Evaluative Relationships --- Feedback	3
2l - Evaluative Relationships --- Consultation	4
2m - Evaluative Relationships --- Performance Appraisal/Grading	1
2n - Evaluative Relationships --- Departmental Climate	1
2o - Evaluative Relationships --- Supervisory Effectiveness	3
3 Peer and Colleague Relationships	5
3b - Peer and Colleague Relationships --- Respect/Treatment	2
3e - Peer and Colleague Relationships --- Communication	1
3g - Peer and Colleague Relationships --- Diversity-Related	1
3j - Peer and Colleague Relationships --- Other	1

UW-Madison

Date Range: 7/1/2017 - 6/30/2018

OMBUDS OFFICE**Ombuds Visitors and Issues**

Primary Topics: Graduate / Professional Student Gap

4 Career Progression and Development	10
4e - Career Progression and Development --- Career Progression	3
4h - Career Progression and Development --- Termination/Non-Renewal	3
4j - Career Progression and Development --- Position Elimination	1
4k - Career Progression and Development --- Career Development, Coaching, Mentoring	3
5 Legal, Regulatory, Financial and Compliance	3
5c - Legal, Regulatory, Financial and Compliance --- Harassment	3
7 Services/Administrative Issues	3
7a - Services/Administrative Issues --- Quality of Services	1
7c - Services/Administrative Issues --- Administrative Decisions and Interpretation/Application of Rules	1
7d - Services/Administrative Issues --- Behavior of Service Provider(s)	1
8 Organizational, Strategic, and Mission Related	3
8b - Organizational, Strategic, and Mission Related --- Leadership and Management	1
8f - Organizational, Strategic, and Mission Related --- Organizational Climate	1
8g - Organizational, Strategic, and Mission Related --- Change Management	1
9 Values, Ethics, and Standards	2
9a - Values, Ethics, and Standards --- Standards of Conduct	1
9c - Values, Ethics, and Standards --- Scientific Conduct/Integrity	1

Proposed Change to *Faculty Policies and Procedures* 9.06.C.4.

The University Committee, the Office of the Provost, and the Office of the Secretary of the Faculty propose to clarify the operational parameters of *Faculty Policies and Procedures* 9.06.C.4. regarding faculty appeals to discipline or dismissal procedures. Currently, faculty being disciplined have the right to appeal but there is no specific indication of the timeframe for such an action. A period of 30 days is recommended.

In practice, faculty members have been given a couple of weeks to a month to file an appeal, although when discipline is more immediate the time frame can be even shorter. The proposed change (below) would guarantee one month to faculty. In other parts of FPP (as well as other campus policies), one month (either 30 calendar days or 20 business days) is the norm for similar actions. For example:

- probationary faculty members have 20 days to request a reconsideration of a nonrenewal decision (FPP 7.08.A.) and 20 days to appeal an adverse reconsideration (FPP 7.10.A.);
- faculty members have 30 days from receipt of their post-tenure review to submit a response (FPP 7.17.C.3.);
- if a department and a dean disagree about whether a faculty member is meeting expectations, the provost consults with the DCRC, which has 30 days to respond (FPP 7.17.C.7.);
- if a post-tenure review is deemed to not meet expectations, the faculty member and chair have 30 days to create a remediation plan (FPP 7.17.C.7.b.) and at the end of that plan the executive committee has 30 days to determine if the plan has been met (FPP 7.17.C.8.b.);
- if the formal mediation is invoked in a discipline case, it must be completed within 30 days (FPP 9.06.C.3.);
- in cases of research misconduct allegations, the chancellor has 30 days to respond to recommendations from the Committee on Faculty Rights and Responsibilities (FPP 9.14.D.4.); and
- similar one-month appeal timeframes exist for parking citations, graduate school admissions, University Staff grievances, and Academic Staff appeals of discipline and nonrenewal.

It should be noted that Chapter 9 discipline/dismissal already includes a process for negotiation.

As this change is operational rather than substantive, it is being brought to the Senate directly for a vote.

Chapter 9: DISCIPLINE AND DISMISSAL OF FACULTY FOR CAUSE
Chapter 9.06. INVESTIGATION AND FURTHER ACTION.*With markup*

C. Actions that the provost may take are:

1. Dismiss the case; or
2. Refer the complaint to the department(s) or the equivalent functional unit(s) in which the faculty member concerned holds membership if the investigation indicates that the case involves a matter which should be resolved at the departmental level and in which disciplinary action by the provost is not warranted; or
3. Prepare to invoke an appropriate disciplinary action. In doing so, the provost will present the faculty member with a written summary of all evidence obtained both for and against each charge brought forward for disciplinary action or dismissal. The provost shall then invite the faculty member to participate in voluntary and confidential settlement negotiations which could involve, with agreement of both parties, formal mediation.
4. If formal mediation is invoked, the parties shall agree on the appointment of a mediator or mediators. Formal mediation must be completed within 30 days of the appointment of

the mediator(s), unless both parties agree to an extension of no more than 30 days. At any time, either party may withdraw from the mediation process.

If settlement is not achieved by negotiation or mediation, invoke appropriate discipline or dismissal. When the provost invokes either discipline or dismissal, he/she shall provide the faculty member with a copy of any investigatory report produced and a copy of any written recommendation as provided above. The provost shall also inform the faculty member of his/her right to appeal to the Committee on Faculty Rights and Responsibilities (CFRR). Such appeal must be filed with the Office of the Secretary of the Faculty within 30 calendar days of the provost's notification as detailed in this clause.

No markup

C. Actions that the provost may take are:

1. Dismiss the case; or
2. Refer the complaint to the department(s) or the equivalent functional unit(s) in which the faculty member concerned holds membership if the investigation indicates that the case involves a matter which should be resolved at the departmental level and in which disciplinary action by the provost is not warranted; or
3. Prepare to invoke an appropriate disciplinary action. In doing so, the provost will present the faculty member with a written summary of all evidence obtained both for and against each charge brought forward for disciplinary action or dismissal. The provost shall then invite the faculty member to participate in voluntary and confidential settlement negotiations which could involve, with agreement of both parties, formal mediation.
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If settlement is not achieved by negotiation or mediation, invoke appropriate discipline or dismissal. When the provost invokes either discipline or dismissal, he/she shall provide the faculty member with a copy of any investigatory report produced and a copy of any written recommendation as provided above. The provost shall also inform the faculty member of his/her right to appeal to the Committee on Faculty Rights and Responsibilities (CFRR). Such appeal must be filed with the Office of the Secretary of the Faculty within 30 calendar days of the provost's notification as detailed in this clause.

Resolution Calling on the TSA Review Committee of the University of Wisconsin System to Ask TIAA to Address Transparency Issues Related to Deforestation Risk and Rural Land Grabs

WHEREAS, according to the University of Wisconsin-Madison mission statement, “The primary purpose of the University of Wisconsin-Madison is to provide a learning environment in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all”;

WHEREAS, hundreds of universities across the country are signatories to the American College and University Presidents’ Climate Commitment;

WHEREAS, the Chancellors of eight UW System schools (Madison, Eau Claire, Green Bay, Milwaukee, Oshkosh, River Falls, Stevens Point, Stout, and Whitewater) have signed the American College and University Presidents’ Climate Commitment;

WHEREAS, UW-Madison Faculty Senate passed a resolution in 2017 to encourage the Administration to fund, create, and implement a campus-wide climate action plan with specific and measurable targets;

WHEREAS, UW-Madison Faculty Senate passed a resolution in 2013 to support divestment of UW System funds from fossil-fuel companies;

WHEREAS, many of the faculty members of the University of Wisconsin-Madison have investments in TIAA and recognize the responsibility that comes with such financial involvement;

WHEREAS, the Organization of Economic Cooperation and Development (OECD), the United Nations Environment Program, and the United Nations Guiding Principles on Business and Human Rights all call upon the financial sector to do its part in reducing climate emissions and respecting human rights;

WHEREAS, TIAA represents itself as a leader in responsible investing and the inclusion of Environmental and Social Governance (ESG) in its investment decisions;

WHEREAS, the UN-endorsed Principles for Responsible Investing commit TIAA to incorporate ESG risks into investment decision-making; seek disclosure of ESG issues; promote implementation of the principles within the investment industry; enhance its effectiveness in implementing the principles; and report on its activities and progress towards implementing the principles;

WHEREAS, TIAA has tens of millions of dollars invested in palm oil and other agribusiness companies associated with deforestation, land grabbing, labor abuses, human rights violations, and severe climate impacts, and several billion dollars in consumer-facing companies in the value chains of these companiesⁱ;

WHEREAS, TIAA has billions of dollars invested in farmland in Brazil and has expanded agriculture in the threatened ecosystem of the Cerrado, contributing to deforestation, water contamination, and human rights violations against local communitiesⁱⁱ;

WHEREAS, TIAA has put its clients' funds at risk by acquiring land from sellers that a Brazilian court has found to have illegally grabbed landⁱⁱⁱ;

WHEREAS, TIAA is also buying farmland in the United States – including Wisconsin – leading a trend of corporate and institutional land accumulation that threatens the future of family farming^{iv};

WHEREAS these investments may expose TIAA and its beneficiaries—including faculty members with retirement investments—to a host of material financial risks including operational risk, market risk, regulatory risk, policy risk and reputational risk, as well as physical risks related to the unsustainable exploitation of ecosystems^v;

WHEREAS, CalPERS, the California Public Employees' Retirement System, passed a similar policy giving extraordinary attention to crucial climate issues including: deforestation, land use and the related human and labor rights issues;

WHEREAS, investments in TIAA that contribute to deforestation and rural land grabs represent a contradiction between the university's stated mission and its and its faculty's history of leadership in conservation;

Therefore, be it RESOLVED by the University of Wisconsin-Madison Faculty Senate that the faculty urge the TSA Review Committee of the University of Wisconsin System to publicly call on TIAA to take the following actions regarding its equities holdings:

- Develop and apply guidelines for transparent, time-bound engagement with portfolio companies in sectors exposed to deforestation risk in order to reduce and eventually eliminate deforestation and to uphold the human rights of affected small-holders and Indigenous peoples, and to provide consumers with relevant information regarding the exposure of their investments with regard to causing deforestation and to acquiring land previously farmed by small-holders;
- Allow TIAA clients (faculty and staff) an easily and publicly accessible way to be able to exclude companies from their investments that are linked to significant levels of deforestation and land risk.
- Publicly disclose the full information about TIAA's farmland holdings in the U.S. and abroad, including the exact locations and boundaries and the dates the lands were acquired, to better inform TIAA clients about these investments and the potential risks involved.

ⁱ ActionAid USA, Friends of the Earth U.S., Inclusive Development International, Rede Social de Justiça e Direitos Humanos. (2017). *Invested in Exploitation? TIAA's Links to Land Grabbing and Deforestation*. Retrieved from <https://foe.org/resources/invested-exploitation-tiaas-ties-land-grabbing-deforestation/>

ⁱⁱ ActionAid USA, Friends of the Earth U.S., Inclusive Development International, Rede Social de Justiça e Direitos Humanos. (2017). *Invested in Exploitation? TIAA's Links to Land Grabbing and Deforestation*. Retrieved from <https://foe.org/resources/invested-exploitation-tiaas-ties-land-grabbing-deforestation/>;
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fian.org/fileadmin/media/publications_2018/Reports_and_guidelines/The_Human_and_Environmental_Cost_of_Land_Business-The_case_of_MATOPIBA_240818.pdf

ⁱⁱⁱ Rede Social de Justiça e Direitos Humanos, GRAIN, Inter Pares, Solidarity Sweden-Latin America, FIAN and National Family Farm Coalition. (2016, July 20). *Court rules that Brazilian businessman who sold lands to TIAA-CREF acquired lands illegally* [Press release]. Retrieved from: farmlandgrab.org/26367;

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Fritz, M. (December 19, 2012). \$108 Million Paid for 29,000 Texas & Wisconsin Acres. *Beef Magazine*. Retrieved from: beefmagazine.com/pastureland-values/108-million-paid-29000-texas-wisconsin-acres;

Fritz, M. (April 11, 2013). Is Money Manager TIAA-CREF Behind a Proposal to Repeal Wisconsin Limits on Land Ownership by Farmers? *Farmland Investor Center*. Retrieved from:

farmlandinvestorcenter.com/?p=426&option=com_wordpress&Itemid=171;

Ivey, M. (April 12, 2013). Huge Grant County farmland sale linked to state law on foreign ownership. *The Capital Times*. Retrieved from: https://madison.com/ct/news/local/writers/mike_ivey/huge-grant-county-farmland-sale-linked-to-state-law-on/article_f1259d94-a087-11e2-baf7-001a4bcf887a.html;

Impacts of Concentrated Farmland Ownership to Family Farming and Rural Communities:

Lyson, Thomas A.; Stevenson, G. W.; Welsh, Rick; and Guptill, Amy, "Food and the Mid-level Farm : Renewing an Agriculture of the Middle" (2008). *Brockport Bookshelf*. 175. Retrieved from:

<https://digitalcommons.brockport.edu/bookshelf/175>;

Parsons, R., Ruhf, K., Stevenson, G.W., Baker, J., Bell, M., Epley, E., Gilbert, J., Hinton, C., and Keller, J. (2010). Research Report and Recommendations from the FarmLASTS Project. Retrieved from the website of the Farm Land Access, Succession, Tenure and Stewardship (Farm LASTS) Project at the University of Vermont:

uvm.edu/farmlasts/FarmLASTSResearchReport.pdf;

Ruhf, K. Z. (2013). Access to farmland: A systems change perspective. *Journal of Agriculture, Food Systems, and Community Development*, 4(1), 51–60. [dx.doi.org/10.5304/jafscd.2013.041.006](https://doi.org/10.5304/jafscd.2013.041.006);

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Desmarais, A. A., Qualman, D., Magnan, A., & Wiebe, N. (2016). Investor ownership or social investment? Changing farmland ownership in Saskatchewan, Canada. *Agriculture and Human Values*, 34(1), 149–166.

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Fairbairn, M. (2014). "Like gold with yield": Evolving intersections between farmland and finance. *Journal of Peasant Studies*, 41(5), 777-795. <https://doi.org/10.1080/03066150.2013.873977>;

Gunnore, A. (2014). The Political Economy of Institutional Landownership [Abstract]. *Rural Sociology*, 79: 478-504. <https://doi.org/10.1111/ruso.12045>;

The National Family Farm Coalition. (May 2012). *U.S. Farmland: The Next Big Land Grab?* Retrieved from: nffc.net/Learn/Fact%20Sheets/US%20Land%20Grab%20backgrounder_5.24.12.pdf;

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^v Steinweg, T., Kuepper B., Thoumi, G. (2017). *Farmland Investments in Brazilian Cerrado: Financial, Environmental and Social Risks*. Retrieved from the website of Chain Reaction Research, a collaborative effort of Aidenvironment, Climate Advisers, and Profundo: chainreactionresearch.com/wp-content/uploads/2017/10/farmland-investments-in-brazilian-cerrado-v2.pdf;

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FIAN International, Rede Social de Justiça e Direitos Humanos and Comissão Pastoral da Terra (CPT). (2018). *The Human and Environmental Cost of Land Business: The case of MATOPIBA, Brazil*. Retrieved from: fian.org/fileadmin/media/publications_2018/Reports_and_guidelines/The_Human_and_Environmental_Cost_of_Land_Business-The_case_of_MATOPIBA_240818.pdf

“Professorial” Academic Staff Titles

Supplementary and Background Materials

At the November 5, 2018, Faculty Senate meeting, two resolutions were discussed regarding the use of the word “professor” in potential future Academic Staff titles. Among the comments received at and after that first reading was a recommendation to reinstate the “assistant” prefix on the “research professor” title. Because this change represented a major shift in the proposal, the University Committee remanded the resolutions to the originating committee for further discussion and elaboration. The materials presented here are the result of those further discussions by the originating committee. The committee has provided more details as well as the pros and cons of leaving the Research Professor resolution as is or changing it. Following a second discussion (another “first reading”) at the March Senate meeting, the Senate may wish to consider an amendment to introduce the “assistant” prefix or make other changes when the matter comes for a vote in April.

Other issues of note raised in the first Senate reading in November:

- There was a suggestion to add “Participates in the peer-review process...” to the research professor title. This can be done, but it is important to note that the Senate only has direct purview over the use of the word “professor” in these academic staff titles. The Senate can only make recommendations about other details, such as specific job duties.
- Some comments received after the November reading were under the impression that these were “no prefix” titles. This is not the case. The “Professor of Practice” title would be recommended without prefixes; the “Research Professor” title (as written) would have both associate and “no” (ie, “full”) prefixes; the “Teaching Professor” title would have all three prefixes (assistant, associate, and “no”/“full”).
- There has been a request to separate the “Professor of Practice” from the “Teaching Professor” since these are fundamentally different titles, despite both relating to instruction. Since the only issue the Senate is really being asked to vote on is the use of the word “Professor” in these various titles, the two have been left together, but could be separated if needed.

To be clear, the implementation of these titles will align with the implementation of all titles in scope for the TTC. Senate action does not create any new titles.

This set of documents includes:

1. Resolution in Support of “Professor” Titles for Instructional Academic Staff (Faculty Document 2776)
2. Resolution in Support of “Research Professor” Titles for Academic Staff (Faculty Document 2777)
3. DRAFT job descriptions
 - a. Teaching professor
 - b. Research professor
 - c. Professor of Practice
 - d. Lecturer
 - e. Instructional Administrator
 - f. Researcher 1-4
 - g. Scientist 1-3
2. Pros/Cons to changing “professorial” titles
3. FAQ for changing “professorial” titles
4. Final Report of the Ad Hoc Committee on Instructional Titles
5. The Ad Hoc Committee on Research Scientist Titles Report: executive summary

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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



Teaching Professor (Title pending Faculty Senate approval)

J o b D e s c r i p t i o n

DRAFT – Export from JDXpert

JOB INFORMATION

Job Title:	Teaching Professor <i>(Title pending Faculty Senate approval)</i>
Job Group/Family	Teaching and Learning

JOB SUMMARY

Designs and facilitates classroom and/or laboratory instruction within an academic discipline to ensure quality delivery of instruction and integration of content within an academic work unit. Each department must define the specific substantive criteria for level advancement, however, differences between successively higher title levels must reflect demonstrable differences in experience and knowledge gained, applied to the specific duties of the function.

TYPICAL RESPONSIBILITIES *(Other duties as assigned)*

1. Develops instructional design and curriculum relevant to a course of instruction
2. Advises students on academic and career direction within a specific field of study
3. Facilitates classroom and/or laboratory instruction including assessment of student performance.
4. Supervises student employees involved in development or delivery of instruction
5. Collaborates with department faculty and staff to develop teaching strategies relevant to the discipline
6. Contributes to the development of teaching and learning scholarly work including publications and presentations
7. Contributes to the strategic development of curriculum and academic content through various mediums to ensure the integrity of the educational mission of the work unit



Professor of Practice
(Title pending Faculty Senate approval)
J o b D e s c r i p t i o n
DRAFT – Export from JDXpert

JOB INFORMATION

<i>Job Title:</i>	Professor of Practice <i>(Title pending Faculty Senate approval)</i>
<i>Job Group/Family</i>	Teaching and Learning

JOB SUMMARY

Designs and facilitates classroom instruction and experiential learning activities in areas directly related to the individual's area of expertise and experience to provide students with an understanding of the practical applications of a particular field of study. Each department must define the specific substantive criteria for level advancement, however, differences between successively higher title levels must reflect demonstrable differences in experience and knowledge gained, applied to the specific duties of the function.

TYPICAL RESPONSIBILITIES *(Other duties as assigned)*

1. Develops and designs instructional curriculum and activities for classroom and outside educational experiences in areas directly related to the individual's expertise and experience outside of academia
2. Advises students on academic coursework and career perspectives within a specialized discipline
3. Facilitates classroom instruction including assessment of student performance. May supervise student employees in the facilitation of instruction materials
4. Collaborates with department faculty and staff, and external stakeholders to develop curriculum and instructional programs
5. Develops, presents and serves as a subject matter expert regarding scholarly work, research, publications and presentations



Lecturer

Job Description

DRAFT – Export from JDXpert

JOB INFORMATION

<i>Job Title:</i>	Lecturer
<i>Job Group/Family</i>	Teaching and Learning

JOB SUMMARY

Facilitates classroom and/or laboratory instruction for a single course or series of courses within an academic discipline to support the delivery of quality instruction. Each work unit must define the specific substantive criteria for level advancement, however, differences between successively higher title levels must reflect demonstrable differences in experience and knowledge gained, applied to the specific duties of the function.

TYPICAL RESPONSIBILITIES *(Other duties as assigned)*

1. Facilitates classroom and/or laboratory instruction for one or more courses including assessment of student performance
2. Assists with the development of instructional design and curriculum relevant to a course of instruction.
3. Advises students on academic and career direction as it is relevant to a specific academic discipline



Instructional Administrator

J o b D e s c r i p t i o n

DRAFT – Export from JDXpert

JOB INFORMATION

<i>Job Title:</i>	Instructional Administrator
<i>Job Group/Family</i>	Teaching and Learning

JOB SUMMARY

Assists with the design and execution of non-teaching functions associated with academic instruction and the development of pedagogy or assessment tools and resources to support quality student learning. This individual may provide limited classroom and/or laboratory instruction. Each department must define the specific substantive criteria for level advancement, however, differences between successively higher title levels must reflect demonstrable differences in experience and knowledge gained, applied to the specific duties of the function.

TYPICAL RESPONSIBILITIES *(Other duties as assigned)*

1. Oversees and executes the development of instructional design for academic classroom and/or laboratory instruction
2. Assesses student learning performance and prepares reports recommending instructional improvements
3. Develops teaching techniques that enhance course effectiveness
4. Provides classroom and/or laboratory instruction including grading
5. Supervises the day to day activities of work unit employees involved in instructional support



Research Professor
(Title pending Faculty Senate approval)
J o b D e s c r i p t i o n
DRAFT – Export from JDXpert

JOB INFORMATION

<i>Job Title:</i>	Research Professor <i>(Title pending Faculty Senate approval)</i>
<i>Job Group/Family</i>	Teaching and Learning

JOB SUMMARY

Serves as a subject matter expert and primary investigator engaged in fundamental and/or applied scientific research within a specialized and designated field of study to expand principles and further the overall direction of the discipline. Each department must define the specific substantive criteria for level advancement, however, differences between successively higher title levels must reflect demonstrable differences in experience and knowledge gained, applied to the specific duties of the function.

TYPICAL RESPONSIBILITIES *(Other duties as assigned)*

1. Secures intramural and extramural funding through grants to establish financial independence for research program(s)
2. Formulates and directs research program scientific and technical processes, policies and procedures to ensure compliance with established financial, ethical and administrative requirements and standards
3. Develops and publishes research content in peer-reviewed publications, presents materials at conferences, participates as an editor for publications and/or participates in committees
4. Oversees the day-to-day operational activities of research program staff

Researcher I

J o b D e s c r i p t i o n

DRAFT – Export from JDXpert

JOB INFORMATION

Job Title:	Researcher I
Job Group/Family	Research
Job Sub-Group/Sub-Family	Research

JOB SUMMARY

Provides technical expertise to fundamental and/or applied scientific research under the direction of senior research personnel or faculty and analyzes problems in research, development, and applications to support the advancement of research.

TYPICAL RESPONSIBILITIES *(Other duties as assigned)*

1. Collects and analyzes basic research data, conducts experiments and interviews and documents results according to established policies and procedures.
2. Conducts literature reviews, prepares reports and materials and disseminates information to appropriate entities.
3. Trains individuals and groups on equipment operations, research protocols and techniques within a specialized laboratory or research area.
4. Assists with the development of research methodologies and procedures.
5. Identifies concerns, and recommends solutions to leadership.
6. Assists in developing of grant applications and proposals to secure research funding.

PHYSICAL DEMANDS

A detailed overview of physical demands is located in the appendix under the section for the Research job sub-group/sub-family.

Researcher II

J o b D e s c r i p t i o n

DRAFT – Export from JDXpert

JOB INFORMATION

Job Title:	Researcher II
Job Group/Family	Research
Job Sub-Group/Sub-Family	Research

JOB SUMMARY

Provides research expertise to fundamental and applied scientific research and solves problems in research, development, and applications to support the advancement of research.

TYPICAL RESPONSIBILITIES *(Other duties as assigned)*

1. Collects and analyzes increasingly complex research data, conducts experiments and interviews and documents results according to established policies and procedures.
2. Conducts literature reviews, prepares reports and materials, co-authors publications and disseminates information to appropriate entities.
3. Guides and trains individuals and groups on equipment operations, research protocols and techniques within a specialized laboratory or research area.
4. Develops and implements increasingly complex research methodologies, procedures and criteria.
5. Reviews and edits protocols to ensure accuracy, thoroughness and consistency.
6. Assists in developing grant applications and proposals to secure research funding.

PHYSICAL DEMANDS

A detailed overview of physical demands is located in the appendix under the section for the Research job sub-group/sub-family.

Researcher III

J o b D e s c r i p t i o n

DRAFT – Export from JDXpert

JOB INFORMATION

Job Title:	Researcher III
Job Group/Family	Research
Job Sub-Group/Sub-Family	Research

JOB SUMMARY

Provides research expertise to fundamental and applied scientific research and develops, designs, and conducts one or more moderately complex research projects to support the advancement of research.

TYPICAL RESPONSIBILITIES *(Other duties as assigned)*

1. Collects and analyzes complex research data, conducts experiments and interviews and documents results according to established policies and procedures.
2. Conducts literature reviews, prepares reports and materials, authors or co-authors publications and disseminates information to appropriate entities through various communication mediums.
3. Guides and trains individuals and groups on equipment operations, research protocols and techniques within a specialized laboratory or research area.
4. Develops and implements complex research projects, methodologies, procedures and criteria.
5. Reviews and evaluates results.
6. Writes and submits grant applications and proposals to secure research funding.
7. Provides operational guidance on day-to-day activities of unit or program staff and student workers.

PHYSICAL DEMANDS

A detailed overview of physical demands is located in the appendix under the section for the Research job sub-group/sub-family.

Researcher IV

J o b D e s c r i p t i o n

DRAFT – Export from JDXpert

JOB INFORMATION

Job Title:	Researcher IV
Job Group/Family	Research
Job Sub-Group/Sub-Family	Research

JOB SUMMARY

Provides research expertise to fundamental and applied scientific research and collaborates with other researchers on plans for research and the program, acting as expert in specialized area to contribute to knowledge and principles within a field, to support the advancement of research.

TYPICAL RESPONSIBILITIES *(Other duties as assigned)*

1. Develops strategic initiatives, methodologies and technical direction for a research program or project to ensure compliance with established research rules and regulations and to align with unit objectives.
2. Leads the collection and analysis of highly complex research data, conducts experiments and interviews and documents results according to established policies and procedures.
3. Authors publications, edits peer-reviewed publications and disseminates information to appropriate entities through various communication mediums.
4. Identifies grant opportunities, writes and submits grant applications and proposals and approves responses to secure research funding.
5. Serves as a subject matter expert and unit liaison among internal and external stakeholders providing information and representing the interests of the unit.
6. Provides operational guidance on day-to-day activities of unit or program staff and student workers.

PHYSICAL DEMANDS

A detailed overview of physical demands is located in the appendix under the section for the Research job sub-group/sub-family.

Scientist I

Job Description

DRAFT – Export from JDXpert

JOB INFORMATION

Job Title:	Scientist I
Job Group/Family	Research
Job Sub-Group/Sub-Family	Research

JOB SUMMARY

Identifies research problems, designs research methodologies, performs research, and helps to prepare the results for presentation to professional organizations or for scholarly publications to help advance research.

TYPICAL RESPONSIBILITIES *(Other duties as assigned)*

1. Assists with the identification of research problems and the development of basic research methodologies and procedures.
2. Collects and analyzes basic research data, conducts experiments and interviews and documents results according to established policies and procedures under general supervision and limited responsibility.
3. Conducts literature reviews, prepares reports and materials and disseminates information to appropriate entities.
4. Attends and assists with the facilitation of scholarly events and presentations in support of continued professional development and the dissemination of research information.
5. Assists in developing of grant applications and proposals to secure research funding.
6. Serves as a main point of contact and liaison with internal and external stakeholders, providing information and representing the interests of a specialized research area.

PHYSICAL DEMANDS

A detailed overview of physical demands is located in the appendix under the section for the Research job sub-group/sub-family.

Scientist II

J o b D e s c r i p t i o n

DRAFT – Export from JDXpert

JOB INFORMATION

Job Title:	Scientist II
Job Group/Family	Research
Job Sub-Group/Sub-Family	Research

JOB SUMMARY

Identifies research problems, designs research methodologies, performs; prepares and/or presents results for presentation to professional organizations or for scholarly publications to help advance research.

TYPICAL RESPONSIBILITIES *(Other duties as assigned)*

1. Assists with the identification of research problems and the development of complex research methodologies and procedures.
2. Collects and analyzes complex research data, conducts experiments and interviews and documents results according to established policies and procedures under general supervision.
3. Conducts literature reviews, prepares reports and materials and disseminates information to appropriate entities.
4. Attends and assists with the facilitation of scholarly events and presentations in support of continued professional development and the dissemination of research information.
5. Writes or assists in developing of grant applications and proposals to secure research funding.
6. Supervises the day-to-day activities of a research unit as needed.
7. Serves as a unit subject matter expert and liaison with internal and external stakeholders, providing advanced level information and representing the interests of a specialized research area.

PHYSICAL DEMANDS

A detailed overview of physical demands is located in the appendix under the section for the Research job sub-group/sub-family.

Scientist III

Job Description

DRAFT – Export from JDXpert

JOB INFORMATION

Job Title:	Scientist III
Job Group/Family	Research
Job Sub-Group/Sub-Family	Research

JOB SUMMARY

Identifies research problems, designs research methodologies, performs, and supervises research; prepares and presents results for presentation to professional organizations or for scholarly publications. This individual may supervise staff.

TYPICAL RESPONSIBILITIES *(Other duties as assigned)*

1. Identifies research problems and develops highly complex research methodologies and procedures.
2. Collects and analyzes highly complex research data, conducts experiments and interviews and documents results according to established policies and procedures independently.
3. Conducts literature reviews, prepares reports and materials and disseminates information to appropriate entities.
4. Attends and assists with the facilitation of scholarly events and presentations in support of continued professional development and the dissemination of research information.
5. Identifies grant opportunities and grant applications and proposals to secure research funding.
6. Supervises the day-to-day activities of a research unit and staff and resolves routine personnel issues.
7. Serves as an institutional subject matter expert and liaison with key internal and external stakeholders, providing expert level information and representing the interests of a specialized research area.

PHYSICAL DEMANDS

A detailed overview of physical demands is located in the appendix under the section for the Research job sub-group/sub-family.

Pros/Cons to Changing “Professorial Titles”

<i>No change to current titles</i>		<i>Research Professor title with Associate, Full ranks only</i>		<i>Research Professor title with Assistant, Associate, Full ranks</i>	
PROS	CONS	PROS	CONS	PROS	CONS
<ul style="list-style-type: none"> • Avoid disruption to current titling scheme • No perceived incursion on tenure 	<ul style="list-style-type: none"> • Decreases ability to retain and recruit research talent • Decreases ability of academic staff to secure grant funding due to titles not understood by funding agencies/reviewers • Fewer career options for PhD-level scientists and researchers 	<ul style="list-style-type: none"> • Reduces direct competition for S/C funding with Asst. tenure track professors • Research Prof will acquire independent funding prior to hire • Recognizes the work of research academic staff fully supporting themselves and a research project(s) • Increases ability of senior academic staff to secure grants by using titles commonly used by peers 	<ul style="list-style-type: none"> • Not competitive with peer institutions in recruiting talent • Potential for stagnation in Scientist track • Lost grant funding from junior scientists due to a title not understood by funding agencies 	<ul style="list-style-type: none"> • Provides entry level position for PhD-level scientists and additional career “track” for those interested in research • Increases ability to retain and recruit research talent • Increases ability of academic staff to secure grants by using titles commonly used by peers • Recognizes the work of research academic staff fully supporting themselves and a research project(s) 	<ul style="list-style-type: none"> • May create direct competition with tenure-track Asst. Professors for resources • S/C may have to provide resources for Asst. Research Professors prior to procuring extramural funds • Blurs distinction between faculty & staff researchers

FAQs for Professor Titles (Teaching Professor, Research Professor and Professor of Practice)

1. What would the Faculty Senate be approving?

The Faculty Senate is considering approving the use of the word “Professor” in three new titles “Teaching Professor,” “Professor of Practice,” and “Research Professor”. Faculty Policies and Procedures (FPP) 1.03 indicates that the creation of formal modified professorial titles requires approval by the university faculty. The Faculty Senate is not approving the job duties that accompany the job titles.

2. Why is the Faculty Senate being asked to consider these titles?

These titles might increase our competitiveness in the national research environment and bring us into parity with our peers. Would these titles replace any existing titles? These titles would not replace existing titles. However, all titles are currently under review for the Title and Total Compensation Project so some titles may change depending on the outcome of that project.

3. Do departments have to use these new titles?

Use of these titles would be at the discretion of the hiring department and like any other position would require approval by the school/college.

4. When is it appropriate for these titles to be used?

It is appropriate to use these titles when an employee will be performing the job duties associated with the titles. It is not appropriate to use these titles to increase the salary of an academic staff member who does not perform the job duties.

5. What type of job security would these titles have?

These titles (except for Professor of Practice) would maintain the same type of job security as existing academic staff titles (in most cases a one-year renewable appointment). The Professor of Practice title is meant to be a short-term appointment and in many cases would be set up as a terminal appointment.

6. How many current academic staff would switch to these new titles?

There are small number of academic staff who would become Professor of Practice. Based on grants where academic staff serve as PIs or Co-PIs, there are approximately 35-50 academic staff who may qualify for the research professor title. Based on the amount of time full-time instructors and faculty associates have been on campus, there are approximately XXX academic staff who may qualify for the teaching professor title.

7. How many of our peer institutions use these titles?

A 2014 scan of peer universities revealed that many peers have this title including UC-Berkeley, Indiana, Michigan State, Northwestern, Ohio State, Penn State, Purdue, and Michigan. All Big Ten institutions except for Indiana University currently have a Research Professor title. Many Big Ten peers also have the Teaching Professor title including Illinois, Northwestern, Minnesota, Nebraska, Michigan State and Penn State.

8. How are these positions different than faculty positions?

These positions do not have tenure like faculty positions. Employees in these positions can be laid off or non-renewed like other academic staff. These positions have duties which reside in one area either teaching or research. Professors of Practice may do some research and teaching depending on their expertise, but as mentioned have appointments of a limited amount of time.

9. How are these positions similar to clinical or CHS professor positions?

Clinical and CHS professors are also academic staff so the same principles and policies would apply to the new professor titles.

10. What degrees are required are for these positions?

The teaching and research professor titles require the highest degree in the field (typically Ph.D.). The Professor of Practice does not require a particular degree as it is intended to be used as a title for well-known professionals to hold short term appointments at UW-Madison.

11. What levels are available with the titles?

Professor of Practice has one level. Teaching Professor has three levels proposed and Research Professor has two levels proposed.

12. What is the promotional process for the titles?

Much like current lecturers, faculty associates, researchers and scientists, individual departments, schools and colleges may create promotional criteria that they apply to all individuals in the same title. (Please note that procedures for promotions may change with the implementation of the Title and Total Compensation Project)

13. What protections will prevent Research Professors from being exploited?

Letters of appointments should be specific and clear about what the expectations of the position are. Mentoring committees may be set up to give new Research Professors the advice and assistance they need to succeed in the position including helping the employee work through these types of issues.

Research Specific

1. Would the research professor title allow for PI status?

The Research Professor title would come with blanket PI status to allow individuals in these titles to apply for grants to support their salaries and research programs. It is expected that many of these individuals would apply for and be granted Permanent PI status.

2. Can research professors advise/mentor trainees and serve on thesis committees?

Currently, Academic staff are able to serve on thesis committees for graduate students. They are also able to serve as a co-advisor/major professor for graduate students. This would also be true of research professors.

3. Are departments required to provide startup funds and/or laboratory space to Research Professors?

Any startup funds or laboratory space for a Research Professor should be specified in the offer letter. There is no requirement to provide either of these items, but it is required that the employee be given the tools to operate an independent research program.

4. Can Research Professors be incorporated into an existing laboratory program?

Research Professors may report to a faculty member who has comparable research interests rather than a department chair. It may benefit the Research Professor to be in close contact with a faculty member for mentoring, funding collaboration, etc. It is important though that the Research Professor to have an independent research program.

Final Report of the Ad Hoc Committee on Instructional Titles

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

Proposed position descriptions

Create “Professor of Practice” Title Series

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

Create “Teaching Professor” Title Series

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

Revise “Lecturer” Title Series

A **Lecturer (Assoc., No Prefix, Senior, Dist.)** is engaged primarily in classroom and/or laboratory instruction in an academic discipline, both formal and informal. Lecturers may work either independently or under the general supervision of a faculty member. Responsibilities include the

effective delivery of instructional material and assessment and grading. May also involve course design, development of disciplinary teaching techniques, and/or the supervision of teaching assistants. It is not expected that a lecturer make contributions to a broad area of pedagogy across a unit or department. Rather, a lecturer would be expected to focus on a single course, or a series of courses within a sub-discipline. A terminal degree is not required. Each department must define the specific substantive criteria for level advancement, but fundamentally it denotes a higher level of contribution to the unit. Could spend up to one-third time in non-teaching activities. This is a renewable title series.

Rename and Revise “Faculty Associate” Title Series

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

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

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

Finally with regard to other titles, there are titles on campus that appear to relate to instruction due to their names, but the committee does not feel these are, in fact, instructional titles, but are rather in support of instruction. These titles, which include instructional program manager¹ and instructional specialist² should not be used for teaching appointments.

Instructional Program Manager: Manages the development of a specific instructional program of an academic department or unit. Assists in defining the objectives of the program and plays a major role in carrying out program duties. An example might be a position involving the development and implementation of a program to train students in the use of a specific computer software for educational applications, or development, supervision and management of such facilities as the reading, writing, or mathematics laboratories.

In conclusion, the committee notes that there are people on campus who qualify for these new titles. There is no direct correlation of existing titles to these new titles, and many individuals would have to

¹ Instructional Program Manager: Manages the development of a specific instructional program of an academic department or unit. Assists in defining the objectives of the program and plays a major role in carrying out program duties. An example might be a position involving the development and implementation of a program to train students in the use of a specific computer software for educational applications, or development, supervision and management of such facilities as the reading, writing, or mathematics laboratories

² Instructional Specialist: Provides professional support to students in their programs of study and to faculty and instructional academic staff in their instructional duties. May include individual small group tutoring, outreach program activities, assisting faculty in arranging student field placements, or setting up instructional laboratories.

be considered on a case-by-case basis. For example, some senior lecturers and other instructional staff are already performing duties appropriate to the “Teaching Professor” title. Conversely, there are some individuals with instructional titles who may be more appropriately classified under other series. The above array of titles is intended as an end goal. Certainly new hires could be brought in under the correct series immediately, but some thought will have to be given to how to transition from existing titles to these new/revised titles.

The Ad Hoc Committee on Research Scientist Titles Report: Executive Summary

Introduction

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

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

Main Findings

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

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

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

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

Summary of Notable Policy Recommendations

In order to remain competitive with our peers, maximize the potential of the nearly 700 current Ph.D.-level staff scientists, foster recruitment of new world-class research talent, and ultimately strengthen the research enterprise at the University of Wisconsin-Madison, we unanimously recommend the following changes to the current titling practice for Ph.D.-level research scientists at UW-Madison

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