

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

**FACULTY SENATE MEETING AGENDA
MATERIALS
for
6 May 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, May 6 2019 - 3:30 p.m.
272 Bascom Hall

AG E N D A

1. Memorial Resolutions for:
Professor Emeritus Allan Bringe (Faculty Document 2824)
Professor Emeritus Kemal H. Karpal (Faculty Document 2825)
Professor Emeritus William Stuart Sykes (Faculty Document 2826)
2. Presentation of the 2019 Hilldale Awards to:
Arts and Humanities Division: Professor Jin-Wen Yu, Department of Dance.
Biological Sciences Division: Professor Linda Schuler, Department of Comparative Biosciences.
Physical Sciences Division: Professor Ellen Zweibel, Department of Astronomy.
Social Sciences Division: Professor Patricia Devine, Department of Psychology.
3. Announcements/Information Items.
4. Question period.
5. Minutes of April 1 meeting. (*consent*)
6. Faculty Committees General Election Spring 2019 Results. (Faculty Document 2827)
7. Committee on Undergraduate Recruitment, Admissions, and Financial Aid (CURAFA)
Combined Annual Reports for 2017-2018 and 2018-2019. (Faculty Document 2828)
8. University Archives Committee Combined Annual Report for 2016-2017, 2017-2018, and
2018-2019. (Faculty Document 2829)
9. UW-Madison Division of Extension Academic Governance Structure. (Faculty Document 2830)
10. Incorporation of the Department of Labor Education into the Division of Continuing Studies.
(Faculty Document 2831)
11. Approval of Possible Academic Staff Title: Professor of Practice. (Faculty Document 2821)
(*vote*)
12. Proposal to update *Faculty Policies and Procedures* Chapter 6.27.A.5. & A.6. (Campus
Diversity and Climate Committee Membership). (Faculty Document 2822) (*vote*)

Upcoming Faculty Senate Meetings – 3:30 p.m., 272 Bascom Hall
October 7, November 4, December 2, 2019

Memorial Resolution of the Faculty of the University of Wisconsin-Madison On the Death of Professor Emeritus Allan Bringe

Professor Emeritus Allan Neal Bringe passed away on November 13, 2018 at age 83. Born on October 28, 1935, Allan grew up on his family's dairy farm near Holmen, LaCrosse County, Wisconsin. His outstanding record of work in 4-H and FFA led to his selection as state delegate to the National 4-H Dairy Conference in Washington, D.C. He graduated from UW-Madison in 1957 with a major in Dairy Science and minor in agricultural extension education. He worked as a summer 4-H agent in Monroe County after his junior year in college. Upon receiving his BS, Allan served in the US Army Reserves as a medical laboratory specialist at Brooks Medical Center in San Antonio, TX then returned to Madison for his MS in dairy science.

Allan began his service to the University of Wisconsin on February 1, 1959 and retired on July 5, 1994. Except for a two-year leave to complete his Ph. D., he served continuously as a member of the Dairy Science faculty. From 1959 to 1966 Allan conducted an effective dairy youth program through 4-H, FFA, and the dairy breed organizations. He developed the District 4-H Dairy Days program that continues to flourish today. Allan broadened these events to include communication skills, such as demonstrations, speaking, and interviews, in addition to the judging skills that had been the sole focus of these programs. Allan also led organization of the annual National 4-H Dairy Conference from 1965 to 1973 and led it through the transition from a Chicago-based meeting to one centered around World Dairy Expo in Madison. This, too, continues to the present. Bringe's youth development work was honored by the Wisconsin Junior Dairyman's Association, Wisconsin Brown Swiss Breeders Association, and Wisconsin FFA.

After completing his Ph.D. in 1968, Allan worked in the areas of calf and heifer management, milk quality, herd health, and milking management. Allan's program was a classic example of the Wisconsin Idea, bringing the results of research to application in the field. Drs. L. H. Schultz and R. D. Bremel in the Dairy Science Department developed a low cost method for determination of somatic cell concentration in milk, a measure of milk quality and mammary health of individual cows. Bringe and Schultz together implemented the procedure in Dairy Herd Improvement (DHI) laboratories during the late '70s and early '80s. Within 10 years, the program had been adopted by 85% of herds in the Wisconsin DHI program. At the same time, Allan was instrumental in working with dairy processing cooperatives to pay premiums to producers based on milk quality and milk protein content. Under Allan's leadership, Wisconsin led the way for other states to follow.

Using a team building approach, Allan developed innovative and highly effective educational programs around the issues of milk quality, mammary health, and milking procedures. His programs were designed for dairy producers and involved local veterinarians, milk plant field representatives, milking equipment dealers, and county agents as co-instructors. He organized milking management seminars from 1975 to 1987 in all the major dairy counties in Wisconsin. He held 20 to 25 of these two-day seminars each year. Beginning in 1987, another innovation was the development of county-level milk quality councils to promote and provide education on the production of high quality milk. By involving local specialists in these programs, he made producers aware of local expertise and established linkages among professionals in the community.

Allan was a strong proponent and facilitator of professional development for county extension agents. Over many years, he secured opportunities for key dairy agents to attend the annual meeting and education symposium of the National Mastitis Council. A few of them went on to membership on the Council's board of directors or service on committees of the Council.

Allan was one of three key players who developed the Milking Research and Instruction Laboratory that opened in 1990. This visionary collaboration between the Departments of Dairy Science and Agricultural Engineering (now Biological Systems Engineering) is the only one of its kind in the nation and is a leading center for research, instruction, and outreach on the principles of milking system function,

sanitation, and operation.

Allan's impact extended nationwide and worldwide. He served the National Mastitis Council as President, Vice-President, and member of the board of directors and on several major committees. He was the founding President of the National Mastitis Research Foundation. Allan was active at the national level in two antibiotic residue avoidance teams: a) developed and delivered six two-day regional training sessions for veterinarians and other professionals across the country; and b) a national five-day technology transfer session organized by the American Veterinary Medical Association. During 1991-93, Dr. Bringe was U. S. Chair of the International Dairy Federation's group that planned and presented a symposium on factors affecting yield of cheese from milk.

Allan had an excellent record of citizenship in University of Wisconsin-Extension. These activities included the UWEX University Committee, several search and screen committees, Ag/Ag Business Advisory Council, and UWEX Water Quality Issue Team among others. In addition, his resume' includes a long list of service to government agencies and industry groups. He performed these services competently and with dedication.

Allan was a strong team player and an individual of great integrity, dedication, selflessness, and commitment. His work was honored by prestigious awards: Distinguished Service Award, National Mastitis Council (1984); Second Mile Award, Wisconsin Association of County Agricultural Agents (1987); Excellence in Dairy Extension, American Dairy Science Association (1988); Career Extension Award, University of Wisconsin-Extension (1992).

Allan's community service is highlighted by president and board member of Bethel Lutheran Church and where he co-chaired a major remodeling of the church. Allan was proud of his Norwegian heritage that he shared with others in the Torske Klubben and Ygdrasil Literary Society. Favorite pastimes were family camping, fishing, hunting, and golfing.

Allan is survived by Joyce (Clay) Bringe, his wife of 60 years, and two children: Dr. Neal (Lida) Bringe, PhD (Food Science, Cornell University); and Dr. Ann (Richard) Schmidt, MD (UW-Madison). Also surviving are eight grandchildren and two great-grandchildren.

Memorial Committee

Clarence Olson
Doug Reinemann
Randy Shaver
George Shook, Chair

Memorial Resolution of the Faculty of the University of Wisconsin-Madison On the Death of Professor Emeritus Kemal Karpat

Professor Emeritus Kemal Karpat passed away in Madison, Wisconsin on February 20th, 2019 at the age of 96. He received a state funeral from Turkey, and now lays to rest in Istanbul in the Fatih Mosque graveyard, the burial site of sultans and select Ottoman and Turkish dignitaries.

Kemal Karpat was born in Armutlu, Romania in 1923. He left Romania during World War II and went to Istanbul, where he studied law at Istanbul University. He graduated from law school in 1947. Professor Karpat then moved to Seattle, Washington and completed an MA in Political Science at the University of Washington, Seattle. He then moved to New York, in order to complete a Ph.D. in History at New York University. While in New York, he also worked as a staff researcher for Turkey's delegation to the United Nations Economic and Social Council. He completed his Ph.D. in 1957 and took his first academic job at Montana State University. In 1962, he returned to New York, where he joined the History Department at New York University. In 1967, Karpat joined the faculty at the University of Wisconsin, Madison where he spent the remainder of his career. For his immense contributions to Turkish and Ottoman history, he was awarded several honorary doctorates, as well as the Presidential Medal of Honor from the Republic of Turkey and the Medal of Freedom from his native Romania.

A giant in his field, Professor Karpat was a pioneer in the study of late Ottoman and modern Turkish history. It is difficult to think of a topic in these fields that has not been shaped by one of his dozens of books and hundreds of articles. In the middle of the Cold War, when the notion of an essentially static "Islamic civilization" still pervaded most writing on the Middle East, Professor Karpat was a leader in a generation of scholars who shifted attention toward a socioeconomic understanding of the region. His research helped define our understanding of topics ranging from the emergence of ethnic nationalism in the Balkans, to the rise of political Islam. Several of Professor Karpat's monographs, including *Turkey's Politics: The Transition to a Multi-Party System*; *Ottoman Population: 1830-1914*; and *The Politicization of Islam: Reconstructing Identity, State, Faith, and Community in the Late Ottoman State*, remain standard references for graduate students entering the field today. Professor Karpat also organized and contributed to numerous influential edited volumes, including *The Ottoman State and Its Place in World History*, and *The Ottoman Past and Today's Turkey*. Professor Karpat's publications bridged the artificial gap between Ottoman and Turkish Republican history, helping scholars understand the roots of modern Turkish politics in the social upheavals of the late Ottoman years.

In addition to his field-defining research, Professor Karpat was a leading figure in the establishment of professional Middle East Studies in North America. In 1966, he was one of 50 founding members of the Middle East Studies Association, of which he later served a term as president. In 1971, he was elected the founding president of the Turkish Studies Association, incorporated in Madison. The Association's *Bulletin*, now the *Journal of the Ottoman and Turkish Studies Association*, is the leading journal in its field. Outside of academia, Professor Karpat was a policy advisor to both the Carter and Reagan administrations.

Until his retirement in 2004, Professor Karpat was known as an engaging and erudite lecturer. He taught generations of undergraduate students at UW-Madison. He also made enduring contributions to his field and profession by training graduate students. He directed dozens of doctoral students in his career, and many now hold important positions in Ottoman History in the United States, Turkey, and in other countries around the world. Additionally, he endowed a faculty position in Ottoman history at UW-Madison. Even in retirement, Professor Karpat remained active in his field, researching, publishing, delivering lectures, and editing the *International Journal of Turkish Studies*.

The History Department was fortunate to have had Professor Karpat as a colleague for four decades. He will be missed.

Memorial Resolution of the Faculty of the University of Wisconsin-Madison On the Death of Professor Emeritus William Stuart Sykes

William Stuart Sykes was born on May 21, 1930 near Manchester, England, the son of Evelyn Whitfield Sykes and Norman Bramhall Sykes. He entered Oxford University's Lincoln College at the age of 18 and studied biology and medicine, and obtained a master's degree. He then completed his formal medical studies at Westminster School of Medicine in London and graduated in 1955. After his initial training in anaesthesia, he spent two years as a Major in the Royal Army Medical Corp. A 3 months period of his conscription was spent in Nigeria working as a physician and anaesthetist. Bill completed his postgraduate medical training in Anaesthetics in the UK and subsequently became a Fellow of the Faculty Anaesthetists of the Royal College of Surgeons. This was followed by a sojourn of several years while he did additional anaesthesia training and worked as an anaesthetist for the U.S. Air Force in Britain. While working with the US Air Force, Bill was befriended by Dr. Don Howland, a former Badger anesthesiologist, who recommended him to Dr. Sydney Orth, chairman of the Department of Anesthesiology at UW, and the subsequent chair, Dr. Karl Siebecker for a faculty position in Madison.

Bill and his devoted wife of 64 years, Elizabeth, immigrated to the United States with five sons, Christopher, Nicholas, Jonathan, Mark and Mathew in July of 1964 where he joined the faculty of the University of Wisconsin School of Medicine. Subsequently two more sons, Andrew and David were born in the US in late 1964 and 1967. Over the next 32 years Bill was a highly regarded clinician, teacher and mentor. He trained several hundred physicians and countless medical students, many who followed in his footsteps. He had a particular interest in medical physics, which he taught the principles of to post graduate trainees, and computer science, building his own computers on several occasions.

In 1969, Professor Sykes became a tenured Associate Professor. He was the perioperative director for three decades during a time when the University Hospital operating rooms and procedural sights expanded anesthetic services dramatically. Bill helped direct the move to the "new" hospital in 1979 and co-coordinated daily, monthly and annual operating room schedules for staff and trainees until his retirement. He was considered a master of a broad spectrum of anaesthetic techniques including management of the difficult or near impossible airway, introduction or reintroduction of innovative anesthetics, and provision of anaesthesia in unique and challenging environmental situations (at high altitude, in high temperature and humidity and with limited resources).

Bill was active in his community and helped found the EMS service for Shorewood Hills and oversaw medical credentialing of physicians in Madison for over 15 years. After his retirement from the faculty in 1996, Bill remained active in the local and Wisconsin medical community for another 14 years as the Secretary-Treasurer of the Wisconsin Society of Anesthesiologists. His meticulous attention to detail kept this organization in good health and facilitated its expansion and the election of several of its members to major offices within the American Society of Anesthesiologists.

Bill had a dry wit and a sly sense of humor and was able to perceive the ridiculous to the sublime. He loved the local, Chicago, and Minneapolis opera offerings. He also treasured time with his family and enjoyed traveling extensively throughout the United States with them. His wife, seven sons, 14 grandchildren and 3 great grandchildren survive him. His legacy includes his and their many accomplishments in and outside of medicine, and the work of the hundreds of practitioners that he taught and positively influenced.

MEMORIAL COMMITTEE
Douglas Coursin, MD, Chair
Frank Sasse, MD
Scott Springman, MD
Mimi Wynn, MD

**FACULTY SENATE
MINUTES
01 April 2019**

Chancellor Rebecca Blank called the meeting to order at 3:32 p.m. with 146 voting members present (110 needed for quorum). Memorial resolutions were offered for Professor Emeritus Laurens Anderson ([Faculty Document 2813](#)), Professor Emeritus Phil Lewis ([Faculty Document 2814](#)), Professor Emeritus Bruce Murray ([Faculty Document 2815](#)), Professor Emeritus Ved Prakash ([Faculty Document 2816](#)), Professor Emerita Hanna Sobkowicz ([Faculty Document 2817](#)), and Professor Stefan Westerhoff ([Faculty Document 2818](#)).

Chancellor Blank reported that UW-Madison is first among large schools producing Peace Corps volunteers for the third year in a row, that three of our faculty have been named Simons Fellows in Mathematics this year, and that the women's hockey team won its fifth national championship. She also addressed the [recent national admissions scandal](#), reporting that we do not have any part in it. Blank stressed that all of our students go through the same admission process and every student on this campus is here because of their record of accomplishment and promise. She also provided updates on the state budget process and various administrative searches before announcing the opening of annual faculty elections to committees and then departing for the airport, handing the chair over to Provost Sarah Mangelsdorf.

The [minutes of the meeting of March 4, 2019](#), were approved. Professor Sabine Gross (German, Nordic & Slavic) presented the annual report for the University Library Committee ([Faculty Document 2798](#)). Professor Teresa Adams (Civil & Environmental Engineering) presented the annual report for the Campus Transportation Committee ([Faculty Document 2819](#)). Professor Rick Amasino (University Committee, District 120, Biochemistry) presented information on Senate apportionment relating to faculty transferring to UW-Madison from UW-Extension ([Faculty Document 2820](#)). There were no questions or comments on any of these presentations.

Assistant Professor Jenna Loyd (District 57, Geography) moved adoption of [Faculty Document 2812](#), a resolution calling for transparency around TIAA investments. There was no discussion and the motion passed by voice vote.

Professor Amasino moved adoption of [Faculty Document 2776](#), a resolution to approve the use of the word "professor" in a new academic staff title series of Teaching Professor. Over two dozen comments on both sides of the issue were made. Prof. Mark Edsel (District 11, Food Science) moved to postpone indefinitely. The motion was seconded. Several people spoke to the motion to postpone, which failed by a hand count of 27 in favor, 103 against. Six more people spoke to the original motion and then Prof. Richard Lindroth (Entomology) moved the previous question. The motion was seconded and passed unanimously by voice vote. The original motion to approve Faculty Document 2776 passed by a hand count of 95 in favor, 33 against.

Professor Amasino moved adoption of [Faculty Document 2777](#), a resolution to approve the use of the word "professor" in a new academic staff title series of Research Professor. Without objection, the text of this resolution was modified as follows:

- *Pursues ~~Secures~~ intramural and extramural funding through grants as PI to support salary for themselves and others working under their direction and to support other aspects of their independent research program;*

- *Has established, based on extramural funding and/or documented intramural mechanism(s), the financial independence resources necessary to maintain for a research program including salary (Associate Research Professor and Research Professor only);*

Following brief additional discussion, the resolution passed as amended by voice vote. A show of hands revealed that quorum was still present.

Professor Amasino moved adoption of [Faculty Document 2821](#), a resolution to approve the use of the word “professor” in a new academic staff title of Professor of Practice. Following one comment in favor and one with misgivings, Professor Doug Reindl (District 42, Engineering Professional Development) moved to amend the resolution to approve three levels of this title (Assistant Professor of Practice, Associate Professor of Practice, and Professor of Practice). The motion was seconded and passed by voice vote. Additional discussion pointed to a possible conflict created by having multiple title levels for a position defined as short term. Professor Reindl moved to amend the document to remove reference to the short-term nature of the position. This amendment was seconded but failed by voice vote. Associate Professor Betsy Stovall (District 63, Mathematics) moved to postpone this action to the next Senate meeting. The motion was seconded and passed by voice vote. Provost Mangelsdorf adjourned the meeting at 5:25 p.m.



Steven K. Smith
Secretary of the Faculty

Faculty Committees General Election Spring 2019 Results

University Committee

<u>Incoming members, 3 year terms, 2019-2022</u>	<u>Continuing members (term ends)</u>
Erica Halverson -- Curriculum & Instruction	Steve Ventura – Soil Science (2020)
Eric Sandgren – Pathobiological Sciences	Terry Warfield - Business (2020)
	Kirsten Wolf – German Nordic Slavic (2021)
	Paul Campagnola – Biomedical Engineering (2021)

Committee on Faculty Rights and Responsibilities

<u>Incoming members, 3 year terms, 2019-2022</u>	<u>Continuing members (term ends)</u>
Jenny Gumperz – Medical Microbiology	Susan Lederer – Medical History & Bioethics (2020)
Anja Wanner – English	Mary Halloran – Integrated Biology (2020)
	Adam Nelson – Educational Policy Studies (2020)
	Irwin Goldman – Horticulture (2021)
Robert Radwin – Industrial & Systems Eng	John Mullahy, - Population Health Sciences (2021)
	Jennifer Reatner-Rosenhagen – History (2021)

Commission on Faculty Compensation and Economic Benefits

<u>Incoming members, 3 year terms, 2019-2022</u>	<u>Continuing members (term ends)</u>
Lisa Cadmus-Bertram – Kinesiology	Randolph Ashton – Biomedical Engineering (2020)
Phillip Barak – Soil Science	Jessica Weeks – Political Science (2020)
Mihaela Teodorescu -- Medicine	Brigitte Fielder – Comparative Literature (2021)
	Nick Hillman – ELPA (2021)
Nicole Pulia – Pathobiological Sci (2020)	Jelena Todorovic -- French & Italian (2021)

University Library

<u>Incoming members, 4 year terms, 2019-2023</u>	<u>Continuing members (term ends)</u>
Duncan Carlsmith – Physics	Catherine Smith – Information School (2020)
Anne Vila – French & Italian	Sarah Thal – History (2020)
	Lisa Bratzke – Nursing (2021)
	Alessandro Senes – Biochemistry (2021)
Sean Fain – Medical Physics (term ends: 2022)	Richard Chappell - Statistics (2022)
	Amy Trentham Dietz – Pop Health Sci (2022)

Committee on Committees

<u>Incoming members, 4 year terms, 2019-2023</u>	<u>Continuing members (term ends)</u>
Steph Tai -- Law April Haynes -- History	Ron Gangnon – Pop Health Sci (2020) Morton Gernsbacher – Psychology (2021) Christine Seroogy – Pediatrics (2022) Dan Vimont – Atmospheric & Oceanic Sci (2022) John Yin – Chemical & Biological Eng (2021)

Divisional Committee Arts & Humanities

<u>Incoming members, 3 year terms, 2019-2022</u>	<u>Continuing members (term ends)</u>
Vlad Dima – African Cultural Studies Brian Hyer -- Music Elizabeth Lapina -- History Mario Ortiz-Robles -- English	Rania Huntington – Asian Lang & Cultures (2020) Marcelo Pellegrini – Spanish & Portuguese (2020) Mike Vandeneuvel – CANES (2020) Frederick Stonehouse – Art (2021) Derek Johnson – Communication Arts (2021) Jelena Todorovic – French & Italian (2021) Andrea Harris – Dance (2021)

Divisional Committee Biological Sciences

<u>Incoming members, 3 year terms, 2019-2022</u>	<u>Continuing members (term ends)</u>
Gretchen Schwarze – Surgery Randy Kimple – Human Oncology Anjon Audhya – Biomolecular Chemistry David Eide—Nutritional Sciences	Randy Jackson – Agronomy; Wis Energy Inst (2020) John Orrock – Integrative Biology (2020) Caitlyn Allen – Plant Pathology (2020) Richard Gourse – Bacteriology (2020) James Stein – Medicine (2021) Joseph Dillard – Medical Microbiology (2021) Bermans Iskandar – Neurological Surgery(2021) Suresh Marulasiddappa – Pathobiological Sci (2021)

Divisional Committee Physical Sciences

<u>Incoming members, 3 year terms, 2018-2021</u>	<u>Continuing members (term ends)</u>
John Lee – Industrial Engineering Thad Walker – Physics Pam Kreeger – Biomedical Engineering Nick Balster – Soil Science	Krishnan Suresh – Mechanical Engineering (2020) John Berry – Chemistry (2020) David Lynn – Chemical & Biological Eng (2020) Hongrui Jiang – Electrical & Computer Eng (2020) Paul Wilson – Engineering Physics(2020) Larissa Back – Atmospheric & Oceanic Sci (2020) Tullia Dymarz – Mathematics (2020)

Divisional Committee Social Sciences

<u>Incoming members, 3 year terms, 2019-2022</u>	<u>Continuing members (term ends)</u>
Stephen Kilgus – Educational Psychology Barbara King – Nursing Michael Wagner – Journalism & Mass Communication Don Hausch -- Business	Mark Rickenbach – Forest & Wildlife Ecol (2020) Andrea Mason – Kinesiology (2020) Bruce Hansen – Economics (2020) Steven Deller – Agricultural & Applied Econ (2020) Lesley Bartlett – Educational Pol Studies (2021) David Canon – Political Sciences (2021) Hill Goldsmith - Psychology (2021) Melinda Leko – Rehab Psych & Special Ed (2021)

Graduate Faculty Executive Committee

<u>Incoming members, 3 year terms, 2019-2022</u>	<u>Continuing members (term ends)</u>
<u>Arts and Humanities</u> Leslie Smith -- Art	<u>Arts and Humanities</u> Christa Olson – English (2020) Christopher Walker – Dance (2021) Joseph Dennis – History (2022)
<u>Biological Sciences</u> Beth Meyerand – Medical Physics	<u>Biological Sciences</u> Caroline Alexander – Oncology (2020) Lara Collier - Pharmacy (2021) Gail Robertson – Neuroscience (2022)
<u>Physical Sciences</u> Christopher Choi – Biological System Engineering	<u>Physical Sciences</u> Yu Hu – Electrical & Computer Engineering (2021) Steffen Lmpp - Mathematics (2021) Shannon Stahl – Chemistry (2022)
<u>Social Sciences</u> Scott Straus – Political Science	<u>Social Sciences</u> Steph Tai - Law (2020) Earlise Ward – Nursing (2021) Bret Shaw – Life Sciences Communication (2022)

Committee on Undergraduate Recruitment, Admissions, and Financial Aid (CURAFA) Combined Annual Reports for 2017-2018 and 2018-2019

The Committee on Undergraduate Recruitment, Admissions, and Financial Aid (CURAFA) is a shared governance committee whose mission is to build a scholarly and diverse undergraduate student population by initiating, monitoring, and advising on policies related to student recruitment, admissions, and financial aid.

Faculty Policies and Procedures 6.51.

A. MEMBERSHIP.

1. Six faculty members appointed for 4-year terms.
2. Two academic staff members appointed for 4-year terms.
3. Two university staff members appointed for 4-year terms.
4. Four students appointed for 1-year terms.
5. The Vice Provost for Enrollment Management or designee, ex officio nonvoting.
6. The Director of Admissions, ex officio nonvoting.
7. The Director of Financial Aid, ex officio nonvoting.
8. The Vice Provost for Diversity and Climate or designee, ex officio nonvoting.

The chair shall be elected from among the faculty members appointed pursuant to section A.1. Academic staff appointed pursuant to section A.2. may be elected to serve as co-chair. Chair and co-chair elections will be conducted in accordance with the Committee's Statement of Policies and Procedures.

B. FUNCTIONS

1. Advises and makes recommendations to the Division of Enrollment Management, and other administrative offices as appropriate, on all policies, procedures, and operations related to undergraduate recruitment, admissions and financial aid.
2. Monitors, reviews, and evaluates new policies and procedures, as well as formulation, substantive modification, implementation, and outcomes of university policies and procedures related to undergraduate recruitment, admissions, and financial aid.
3. Reports annually to the official governance bodies representing the faculty, academic staff, university staff, and students.

II. Activities

The committee sets priorities at the first fall meeting. Fall semester business may include: status and demographics of the incoming class; future year enrollment goals and recruitment plans; major changes in unit operations; and/or current enrollment financial aid data and metrics. Spring semester business may include issues such as review of the admissions application and recruitment materials, and review of the enrollment management plan.

Summary of meeting discussions:

- **October 2017:** CURAFA considered issues facing the Admissions office including a drastic increase in applications due to the second year of the Common App, and a resulting drop in yield – an indication of a stronger applicant pool. Of particular concern are the yield rates of particular populations of students of color and balancing an interpretation of lower yield with the fact that accounting and classification methods have changed, which could be leading to perceived drops in yield. Admissions reviewed their big recruitment initiatives, particularly those focused on students of color and Wisconsin residents.
- **November 2017:** CURAFA heard a presentation from Lauren Klink in Financial Aid about Bucky's Tuition Promise and how that is covering costs for Wisconsin residents from households making at or under the median AGI for the state of \$56,000/year.
- **December 2017:** Continued discussion of the mechanisms of Financial Aid and where the office is trying to make improvements. Committee discussed whether, if the pot of available money were bigger, it would be better to raise the level of AGI required to be qualify for Bucky's Tuition Promise to encompass more students, or to increase awards to currently qualified students to cover more expenses than tuition and fees. Updates were given on the admission status of the applying class, and more discussion ensued about how we as an institution think about "diversity" and the population we serve.

- **February 2018:** CURAFA members had some follow-up questions about numbers for Admissions, and a “boot camp” to review how decisions are made was suggested. Further discussion about Bucky’s Tuition Promise occurred, and Nick suggested CURAFA craft a statement on where we would like to see further resources directed. The committee as a whole agreed that the focus of any additional funds should be on deepening the aid rather than broadening it, and several folks volunteered to work on a first draft of a statement. The committee was also interested in hearing more from University Housing about the decision to institute a mandatory “meal plan” that would require all new students to put a minimum amount of money on their Wiscard to use in dining facilities. A draft of an annual report covering Fall 2014-Spring 2017 was circulated and feedback was solicited.
- **March 2018:** CURAFA heard from guest Jeff Novak about Housing’s decision to require a mandatory minimum amount to be loaded on the Wiscards of new residents. Prices are very low compared to other Big 10 schools, and this will help Housing forecast revenue a little better. Assurances were made of the availability exceptions for very special dietary needs, and the ability to carry over funds from year to year that could be used even at Badger Markets. Brief updates were given by Admissions and Financial Aid, including a discussion of the fact that Bucky’s Tuition Promise awards were not being discounted as a result of other awards by campus partners, which could potentially reduce expense money for students as it is a last dollar award. The draft statement on Bucky’s Tuition Promise was briefly reviewed and members encouraged to provide feedback via email.
- **April 2018:** CURAFA finalized edits to the statement on Bucky’s Tuition Promise, and voted to approve the statement pending those edits. Statement will be appended to the 2014-17 annual report and submitted to the Faculty Senate next fall. Discussion also began on the value of making it into a resolution for the Faculty Senate, Academic Staff Assembly, University Staff Congress, and ASM to vote on. The committee considered a nomination and balloting process for next year’s co-chairs, which took place electronically after the meeting. Nominations received included Nick Hillman for faculty co-chair and Tracy Mores for academic staff co-chair. Both Hillman and Mores were then confirmed by electronic ballot as co-chairs for the 2018-19 year.
- **September 2018:** New members were introduced and welcomed. The group generated ideas for topics of interest and possible meeting agendas. These included some background on the challenges faced by the Division of Enrollment Management, an Admissions Bootcamp, and an attempt at crafting a resolution for the faculty senate based on CURAFA’s statement on Bucky’s Tuition Promise last year, which became one the main focus of the fall semester’s meetings.
- **October 2018:** CURAFA heard a report from co-chair Nick Hillman and member Dante Fratta about a meeting they had with the University Committee to discuss turning CURAFA’s statement into a resolution. The UC was largely supportive and felt that recommendations on how to further support low-income students could become talking points for the Chancellor to use when promoting University programs. VP of Enrollment Management Steve Hahn and Director of Admissions André Phillips gave updates on the enrollment plan for 2019-2020 as well as recruitment efforts underway. New tools to help Admissions manage the large increase in applicants include a Constituent Relationship Management (CRM) system currently being implemented.
- **November 2018:** Text for the Bucky’s Tuition Promise resolution was distributed and briefly discussed. Deadline for final draft established in December to be ready for the February Faculty Senate Meeting. The rest of the meeting was devoted to an “Admissions Bootcamp” led by André Phillips so that committee members could get a sense of the importance of all the factors in an application in terms of the admission decision. Discussion ensued about the complexities of the admissions process and how each factor is or should be weighed.
- **December 2018:** CURAFA did not achieve quorum for this meeting. The committee hosted Secretary of the Faculty Steve Smith in response to their draft text of the resolution for the Faculty Senate. Smith gave some critical feedback, and the merits of a resolution versus recommendations were debated given CURAFA’s recent history. The committee did not come to a decision but resolved to meet again in February to determine a future path.
- **February 2019:** Meeting cancelled as we lacked quorum and a majority of faculty members.

- **March 2019:** CURAFA failed to achieve quorum again. Members who were there discussed next steps given the limited meeting times left in the year. It was concluded that an annual report should be written, and CURAFA could spend the next meeting identifying topics for next year. Some major challenges surrounding enrollment constraints and yield of various subpopulations of students face Enrollment Management in the coming years, and CURAFA is needed to help identify ways to overcome the constraints and help increase yield in populations.

The University of Wisconsin-Madison's undergraduate enrollment planning for 2018-2019 and 2019-2020 was and continues to be characterized by:

- *Modest, planned growth in the first year class.* The chancellor has announced plans to pursue over time a 1,000-enrollment increase in our first-year class. The Division of Enrollment Management aims to achieve this through 250-student increments over four years. The current year represents the first of such growth and at 6862 the first-year class was 251 over the previous year. Next year aims to be just over 7,100 incoming undergraduates. With this growth, the university aims to continually improve in recruiting and enrolling students of color and students of socioeconomic diversity so that all students who are admitted have the means to attend. The university also aims to improve and expand enrollment of transfer students from Wisconsin and other states.
- *Commitment to Wisconsin.* At least 3,600 of the incoming class of first-year students must be Wisconsin residents; over the last two years, students came from 71 of the state's 72 counties. The Wisconsin Prime campaign kicked off during the Fall of 2016 as a marketing outreach campaign to recruit top Wisconsin student to attend UW-Madison. The program was developed as a vehicle to identify students to begin targeted outreach and recruitment efforts to our state's best and brightest students as early as possible. Top Wisconsin students were initially defined as those receiving an ACT composite score of 31 or higher and include additional academic indicators like high school course rigor and grades. Expansion of Wisconsin Prime initiatives will work to build relationships with students earlier in their high school career and support their enrollment through scholarship and financial aid programs, such as Bucky's Tuition Promise.
- *Access to a UW-Madison education.* The university is actively pursuing strategies to attract and retain students of diverse backgrounds. These efforts include expanding Bucky's Tuition Promise to include family incomes below \$58,000 (previously set at \$56,000). The Division of Enrollment Management's goal is to expand this program through eligibility or coverage. The Division has also worked on getting admission decisions released earlier in the year and to include any financial aid packages that would be available to the student. They have also devised a *Go Forward Pell Plan* to work with low-income students and families who may benefit from additional advising through the federal verification process; they have also increased high school counselor outreach and joined the American Talent Initiative, a network of 270 public and private colleges with the goal of educating 50,000 low/moderate income students.

Looking ahead

Last year, CURAFA prepared a statement on Bucky's Tuition Promise affirming our support and offering ideas to help strengthen and enhance the initiative. For example, focusing on non-tuition expenses (e.g., housing), keeping median family income as the eligibility criteria, and identifying relevant/promising student support services emerged as priorities to help promote and sustain positive educational outcomes. In partnership with the Division of Enrollment Management and other shared governance groups, CURAFA plans to continue initiating, monitoring, and advising on policies related to student recruitment, admissions, and financial aid. Much of this work in the years ahead will focus on what it means for UW-Madison to be in service to the state of Wisconsin.

Incoming First Year Data and Transfer Student Data

Data Sources: InfoAccess Data Warehouse: Applicant records maintained by the Office of Undergraduate Admissions and Recruitment and census date enrollment records maintained by the Office of the Registrar. Admissions and Financial Aid (Data Digest) <https://apir.wisc.edu/data-digest/>.

Please read footnotes.

First Year Admissions	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
First Year Applicants	30,464	32,780	32,887	35,615	42,741
First Year Admits	14,481	16,121	17,304	19,150	22,099
First Year Enrolled	6,264	6,270	6,430	6,610	6,862
Admissions Rate	47.5%	49.2%	52.6%	53.8%	51.7%
Yield Rate (% of admitted students who enroll)	43.3%	38.9%	37.2%	34.5%	31.1%
First Year Enrollees By Residency	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
WI Resident Applicants Enrolled	3,750	3,617	3,671	3,746	3,659
% of Admitted Applicants Who Enrolled	65.2	63.8	64.5	64.3	64.8
Minn Compact Applicants Enrolled	719	611	645	594	697
% of Admitted Applicants Who Enrolled	45.7	41.6	44.2	39.8	40.0
Non Resident Applicants Domestic	1,421	1,544	1,563	1,723	1,921
% of Admitted Applicants Who Enrolled	24.5	22.3	19.8	18.5	16.8
Non Resident Applicants Intl	374	498	551	547	585
% of Admitted Applicants Who Enrolled	27.4	24.3	24.3	21.9	17.8

New First Year Enrolled by Race/Ethnicity Detail*	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Hispanic/Latino	327	294	355	384	390
2 or more races	180	225	261	191	267
African American	135	127	135	123	118
American Indian	10	13	11	18	13
Hawaiian/Pacific	8	7	7	5	3
Asian	351	339	401	443	531
White	4,854	4,755	4,694	4,736	4,706
Unknown	19	8	12	160	239
Intl	380	500	554	550	595
total	6,264	6,270	6,430	6,610	6,862
First generation college Students**	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Applicants	4,377	4,724	5,487	6,562	11,918
Admitted	2,022	2,024	2,393	2,977	5,267
Enrolled	1,052	968	1,072	1,135	1,570
% Enrolled New First Year	16.8	15.4	16.7	17.2	29.8

New Transfer Students Enrolled By Residency	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
WI Resident	628	897	746	693	659
Minnesota Compact	30	52	42	44	28
Non-Resident Domestic	65	141	130	143	135
Non-Resident International	47	179	173	248	319
Total	770	1,269	1,091	1,128	1,141
Percent Non-Resident	14.5	25.2	27.7	34.6	39.8
Undergraduate Full-Time On Campus	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Cost of Attendance WI Resident	\$24,222	\$24,666	\$24,735	\$25,294	\$25,700
Cost of Attendance Non Resident	\$40,472	\$40,716	\$44,585	\$48,144	\$50,559
Financial Need	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
# of Undergraduates receiving Pell grants	4,844	4,615	4,315	4,061	
# of Students Receiving Some Form of Need Based Aid	38.3	36.4	33.5	33.1	34.6
% UG Completing Financial Aid App	58.2	57.7	54.2	53.5	55.3
% of Undergraduates receiving aid	63.5	63.3	60.4	59.5	61.1
Average Debt of Graduating UG	51.8	49.6	46.6	46.9	46.4
Undergraduate Average Need-WI Res	\$15,135	\$15,238	\$15,306	\$15,680	\$16,465
Undergraduate Average Need-NonRes	\$22,646	\$22,582	\$24,125	\$26,813	\$29,327

New Transfer Applicants, Admits, and Enrollments in Fall Semesters					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Applicants	4,255	4,620	4,352	3,858	3,700
Admits	1,233	2,149	2,042	1,996	1,975
Enrolled	770	1269	1091	1,128	1,141
Admit Rate	29%	46.5%	46.9%	51.7%	53.4%
Yield Rate	62.4%	59.1%	53.4%	56.5%	57.8%

Tuition Residency of Enrolled Transfer Students					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Non-Res Domestic	65	141	130	143	135
Non-Res Intl	47	179	173	248	319
Minnes Compact	30	52	42	44	28
WI Resident	628	897	746	693	659

First Generation** Transfer Students Enrolled					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Enrolled Fall	250	342	315	315	359

*Race/ethnicity categories and reporting methodology represent federal reporting categories and methodology.

A major change in both data collection and reporting occurred in 2008. Data before and after are not directly comparable. Prior to 2008 students were only able to indicate a single race/ethnic category and that is the category that is reported. Starting in 2008, revised Federal guidelines allowed students to indicate multiple race/ethnic identities. These guidelines stipulate that all domestic (non-international) students who indicate Hispanic ethnicity should be reported as Hispanic, regardless of other racial information provided. Non-Hispanic domestic students who indicate more than one race are reported in the "2 or more races" category. All other non-Hispanic domestic students who indicated a single race are reported in that category.

Targeted minority and minority counts are provided because they cannot be derived from the race/ethnic categories alone. Targeted minorities are domestic students who are Hispanic/Latino, African American, American Indian, or Southeast Asian (Hmong, Vietnamese, Laotian, and Cambodian). Minority includes all the targeted categories as well as students who are other Asians (non-Southeast Asian) and Native Hawaiians.

**First generation college means neither of the student's parents has a four year college degree: collection for all undergraduates was not fully implemented until 2009.

CURAFa Membership

2018-2019

Faculty [term ends]

Nick Hillman, Educational Leadership & Policy Analysis [2018], Co-Chair
Eric Grodsky, Sociology [2020]
Rachelle Winkle-Wagner, ELPA 2020
Alberta Gloria, Counseling Psychology [2021]
Duncan Carlsmith, Physics, [2021]
Dante Fratta, Civil & Environmental Eng [2021]

Academic Staff [term ends]

Tracy Mores, CFYE, [2021]
JJ Andrews, People Program [2021]
University Staff [term ends]
Shuwen Li, Human Resources [2019]
Julie Garvin, Soil Science [2021]

Ex officio, Non-voting

Steve Hahn, Enrollment Management
Sherri Charleston, designee, Chief Diversity Off
Andre Phillips, Admissions
Derek Kindle, Student Financial Aid

Friend

Clare Huhn, APIR

Students [terms end 2019]

TBD
TBD
Kesong Cao
Chrissy Ramakrishnan

2017-2018

Faculty [term ends]

Nick Hillman, ELPA [2018], Co-Chair
Eric Grodsky, Sociology [2020]
Rachelle Winkle-Wagner, ELPA [2020]
Alberta Gloria, Counseling Psychology [2021]
Duncan Carlsmith, Physics, [2021]
Dante Fratta, Civil & Environmental Eng [2021]

Academic Staff [term ends]

E Alison Rice, L&S Student Academic Affairs [2018], Co-Chair
Tracy Mores, CFYE, [2021]
University Staff [term ends]
Shuwen Li, Human Resources [2019]
Julie Garvin, Soil Science [2021]

Ex officio, Non-voting

Steve Hahn, Enrollment Management
Sherri Charleston, designee, Chief Diversity Off
Andre Phillips, Admissions
Derek Kindle, Student Financial Aid

Friend

Clare Huhn, APIR

Students [terms end 2018]

James Elkin
Sam Park
Kesong Cao
Chrissy Ramakrishna

**University Archives Committee
Combined Annual Report for 2016-2017, 2017-2018, and 2018-2019**

I. Function

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

The University Archives houses approximately:

- 26,000 linear feet of paper materials
- 2.5 million photos
- 1,800 oral histories
- 5,000+ films and videos
- 8,500 audio recordings, memorabilia campus publications, and other university records

Archives Staff:

One of the most striking changes for Archives in this time span, five of the six staff members are new: Alex Krensky (Processing Archivist), Sarah Grimm (University Records Officer), Cat Phan (Digital and Media Archivist), Katie Nash (University Archivist), and Kalani Adolpho, a processing archivist resident, who is serving a 2-year appointment. Troy Reeves continues as the Oral History Program Head. The reference desk is being staffed about 40 hours per week by iSchool graduate students and this is working out well.

II. Activities

The University Archives Committee meets once each semester.

The Archives has been successful in securing grants to process specific collections, including

- Recording oral histories to record women philanthropists;
- Digitize about 650 videotapes from the LGTBQ community project Nothing to Hide (a television show aired in Madison for 20 years);
- Digitize a small section of the Daily Cardinal, beginning with the most fragile originals from the 1920s;
- The General Library System provided \$5000 for a “student campus historian in residence;” Rena Newman is in the position this year.

Other activities:

- Collections survey to inventory and preservation triage, and to identify items for de-accession. A happy result has been the discovery of really interesting things, like records of the YWCA from the 1920s-1960s, and a handful of films of Duke Ellington when he visited campus in 1972.
- Implementing two new collection management tools, Aeon for public and staff access, and ArchivesSpace for staff use;
- Katie Nash has introduced the collections to students and TAs each semester, primarily in the English department;
- Various exhibits/open houses, such as the 50th anniversary of the Black Student Strike.

- Oral History projects cover a lot of ground, though the queue is well over 375 potential subjects
 - Dow 50 with Madison Public Library
 - Madison Reunion (June 14-15) to commemorate the 1968 events on campus included booths to record participant stories
 - Book Arts preserved the memories of those who contributed to the history of book arts since the 1970s
 - African-American athletes
 - In the near future:
 - Art Department's 100th anniversary
 - Wisconsin General Hospital School of Nursing Alumna/i

III. Current and Future Issues or Concerns

Sarah Grimm is working with the UW-Extension faculty and staff to align their records management into campus policy and practices.

Sarah also advised departments affected by the flooding of Vilas Hall and the Chemistry building in January 2019 on what should be salvaged and what could be discarded.

Archives has received funding from Kemper-Knapp to continue the Student Historian position another year.

Goals for 2019 are built around the main points of the Libraries' Division of Special Collections strategic plan:

1. Foster diversity and inclusion
 - a. Create a collection development policy: where to grow, identify unheard voices
 - b. Have a collection theme every year: 2019 will be LGBTQ
2. Improve visibility of collections
 - a. Make sure webpages are current and accurate
 - b. Partner events with Foundation and Alumni Association
3. Improve access to collections
 - a. Launching Aeon, an automated request and workflow management software to track items, improve security, and provide better statistics. Launching ArchivesSpace in January, an internal information management system that will, among other things, help create finding aids
4. Develop creative partnerships on campus and in the community
 - a. Foundation/WAA primarily and find others

VI. University Archives Committee Membership

2018-2019

Faculty [term ends]

Joseph Kemnitz, Cell & Regenerative Biology [2019], Chair

Junko Mori, Asian Languages & Cultures [2020]

Tom Purnell, English [2021]

Academic Staff [term ends]

Daniel Einstein, Facilities Planning & Management [2021]

Ex officio

Heather Daniels, Secretary of the Academic Staff

Laurie Mayberry, designee Provost

Katie Nash, University Archivist

Jane Richard, designee, Secretary of the Faculty

Named Members

Matthew Blessing, Wisconsin Historical Society/State Archivist

Sabine Gross, University Library Committee

David Pavelich, designee, General Library System Director

2017-2018

Faculty [term ends]

Joseph Kemnitz, Cell & Regenerative Biology [2019], Chair

Tom Purnell, English [2018]

Ethelene Whitmire, Library & Information Studies [2017]

Academic Staff [term ends]

Daniel Einstein, Facilities Planning & Management [2018]

2017-2018, *continued*

Ex officio

Heather Daniels, Secretary of the Academic Staff

Laurie Mayberry, Provost's Designee

David Null, University Archivist

Jane Richard, Secretary of the Faculty's designee

Named Members

Matthew Blessing, Wisconsin Historical Society/State Archivist

Sabine Gross, University Library Committee

2016-2017

Faculty [term end]

Matthew Bakkom, Art [2018]

Joseph Kemnitz, Cell & Regenerative Biology [2016], Chair

Junko Mori, Asian Languages & Cultures [2017]

Academic Staff [term ends]

Daniel Einstein, Campus Planning & Landscape Architecture [2018]

Ex officio

David Null, University Archivist

Laurie Mayberry, designee, Provost

Heather Daniels, Secretary of the Academic Staff

Jane Richard, designee, Secretary of the Faculty

Named Members

Matthew Blessing, Wisconsin Historical Society/State Archivist

Doug Way, designee, General Library System Director

Dan Klingenberg, University Library Committee

UW-Madison Division of Extension Academic Governance Structure

This document outlines the academic governance structure of a unit of the University of Wisconsin-Madison (UW-Madison) titled *University of Wisconsin-Madison Extension*. This unit was created pursuant to University of Wisconsin Board of Regents resolution 10956 requiring merger of some units of the previously separate institution of University of Wisconsin Extension (prior to merger: Cooperative Extension, Department of Labor Education, and Broadcasting and Media Innovations) into UW-Madison. (See <https://www.wisconsin.edu/uw-restructure/download/Board-of-Regents-Restructuring-Proposal-Resolution-7.pdf>.) Extension is a Division at UW-Madison as defined by *FPP* Chapter 3. A department, as defined by *FPP* Chapter 5, is housed within the division of Extension. The Division comprises the faculty and staff previously part of University of Wisconsin Cooperative Extension and the department is created as a tenure home for faculty.

Structure overview

The Division of Extension is the functional equivalent of a college or school as specified in *FPP* Chapter 3 – Faculties of the Colleges and Schools, per *FPP* 3.01.D. It was created by the Chancellor, after consultation with the UW-Madison University Committee and faculty in Extension, under authority granted by the Board of Regents. The chief executive officer of the Division of Extension is a dean holding a tenured faculty rank, appointed by the Chancellor through procedures specified in *FPP* 6.04.D. The Extension dean provides administrative leadership and support for the overall mission and purpose of Extension.

The Department resides within the Division of Extension. It was created in accordance with *FPP* Chapter 5 and approved by the University Academic Planning Council (UAPC) on April 18, 2019. The UAPC approval was made with the understanding that the academic sections mentioned in the documents refer to the faculty only. (The documents considered and approved by the UAPC included most of the information about academic sections in an appendix. The full document approved by the UAPC is available at <https://uwmadison.box.com/s/wcuyobkudregl44cdkuy21sskh8oj1vi>.) The UAPC also requested that the Division of Extension leadership provide a report by October 2020 on the status of the implementation and evolution of this structure to the Provost and to the UAPC. Presentation of this structure to the UW-Madison Faculty Senate constitutes the final step in the creation of the Department. The Department will work over the course of the 2019-2020 academic year to develop policies and procedures, including operating procedures, post-tenure review departmental procedures and criteria, and the like. To the extent feasible, existing Cooperative Extension policies and procedures may be used in the interim by the academic sections and the new Executive Committee to ensure a smooth transition.

The UW-Madison Faculty Senate resolved on November 5, 2018, to [transfer the tenure](#) of all existing Extension tenured faculty to Madison. This new Department exists to serve as a tenure home for faculty formerly in Cooperative Extension and to execute the rights and responsibilities of Extension faculty as specified in Chapters 1 and 5 of *FPP*. The Department is led by a chair (elected by the faculty and appointed by the dean as specified in *FPP* 5.30.) and is organized into five academic sections, which are based upon the “academic departments” of Cooperative Extension prior to its merger with UW-Madison.

Mission and Purpose of the Division of Extension

Mission: Extend the knowledge and resources of the University of Wisconsin to people where they live and work. Embodying the power of the Wisconsin Idea, we partner to develop and connect the research and educational resources of the University of Wisconsin with the people and communities in our state to facilitate change in the areas of thriving youth, families, organizations and communities; stronger economies; resilient and productive environments; and food safety, food security, and health.

Vision: A thriving, well-known and sought-out educational resource that reflects the rich diversity of the state. Extension conducts applied research, provides educational programs, and creates connections to:

- support the agricultural economy;
- enable communities to solve challenges;
- protect natural resources;
- strengthen Wisconsin's families;
- support young people.

This work is conducted through its academic sections (see section 4.4a), through several institutes and independent programs, and through Extension-funded support for faculty and staff specialists at UW-Madison in CALS, SoHE, and L&S, and other UW System campuses.

Extension's programs are developed and measured in terms of its strategic directives and outcomes, developed in collaboration with supporters and stakeholders. In addition to state resources, Extension is also supported by its federal partner (National Institute of Food and Agriculture, United States Department of Agriculture) and by Wisconsin county and tribal governments. These agencies have additional local, regional, and national goals associated with their Extension collaboration.

Organization

1. Faculty

1.1 *Governance Faculty:* The Extension *governance faculty* consists of all persons who hold the rank of professor, associate professor, assistant professor, or instructor with at least a one-half time appointment at UW-Madison and a tenure home in Extension on or after July 1, 2019. They have rights and responsibilities as described in *FPP* 1.20 – Authority and Responsibilities of the Faculty and *FPP* 3.03 – Duties and Powers of College and School Faculties.

1.2 *Joint Governance Appointment:* Upon request and with the approval of the department Executive Committee, integrated faculty (those supported with extension funding with tenure homes in other UW-Madison departments) may be granted joint governance appointments per *FPP* 5.12 for renewable three-year terms.

1.3 *Affiliation:* Per *FPP* 5.13, “an affiliation allows a faculty member or a member of the academic staff to be associated with a department without governance rights or a continuing departmental commitment. Affiliations may be granted by the departmental executive committee to probationary and tenured faculty and to academic staff for a specified term of not greater than three years.” Given the statewide nature of Extension activities, faculty and academic staff of any University of Wisconsin campus collaborating on Extension activities or supported in part by Extension funding may be invited to become affiliates.

2. Extension Leadership

2.1 *Dean:* The chief executive officer of the Division of Extension is a dean holding a tenured faculty rank, appointed by the Chancellor through procedures specified in *FPP* chapter 6.04.D.

2.2 *Associate deans:* The Extension Dean may appoint associate deans after consultation with the Academic Planning Council. Associate deans with academic responsibilities (research, education, training) will be tenured faculty hired through procedures specified in *FPP* chapter 6.04.D.

2.3 *Assistant deans:* The Extension Dean may appoint assistant deans to assist in administrative responsibilities after consultation with the Academic Planning Council.

3. Academic Planning Council

3.1 The Extension Academic Planning Council (APC), as specified in *FPP* 3.08, is a body that advises the dean on research, outreach, and educational activities, assessment, and strategic planning. The APC serves the needs of shared governance within the Division of Extension.

3.2 Membership

- a. Per *FPP* 3.08.A. at least two-thirds of the membership shall be university faculty elected by the division faculty and shall hold no substantial administrative appointment beyond the departmental level.
- b. The APC may include one participating joint faculty member elected by the participating joint faculty as defined in part 1.2 above.
- c. The APC may include three Extension academic staff educators elected through the Committee on Academic Staff Issues (CASI) by Division of Extension academic staff, representing county and campus-based staff.
- d. The APC may include an Extension University Staff member.
- e. Associate Dean for Agriculture & Natural Resources (*ex officio*, non-voting)
- f. Associate Dean for Youth, Family and Community Development (*ex officio*, non-voting)
- g. Dean (*ex officio*, non-voting, and chair, unless delegated per *FPP* 3.08)

3.3 Authority and responsibilities. The APC will provide advice to the dean on:

- a. research, education, outreach activities, and Extension programs, particularly establishment of new or discontinuation of existing Extension initiatives
- b. budgetary planning
- c. personnel decisions, particularly advice on new faculty, director, program manager, and staff educator positions
- d. decisions about policies and procedures likely to affect faculty tenure or promotion
- e. all Extension decisions requiring interaction with or approval by UW-Madison bodies such as University Committee, UAPC, and Faculty Senate.
- f. actions referred to the APC by the Department or its academic sections
- g. strategic and long-range planning
- h. periodic review of APC structure and functions to assess its effectiveness as a faculty voice and its compliance with *FPP* 3.08.
- i. county/tribal relations
- j. coordination of geographically dispersed functions.

3.4 Meetings

- a. The APC will meet at least once per month. The APC will appoint a recording secretary to keep and distribute meeting minutes.
- b. A quorum consists of a majority of voting members. Members may participate in meetings via teleconference or videoconference.
- c. Meetings will be conducted according to Robert's Rules of Order (most recent edition) and in compliance with Wisconsin open meeting requirements.
- d. The Dean will serve as chair of the meeting and will consult with APC members to establish each agenda.

4. The Department of Extension Faculty

The Department is created in the Division of Extension, as defined by *FPP* 5.01. It comprises a faculty as defined in part 1 above, an executive committee, an elected chair who is a tenured governance faculty member of Extension, and faculty organized by their five functional units.

4.1 Faculty includes all faculty of Extension as defined in 1.1 above and participating joint faculty as defined in 1.2 above. Duties include:

- a. Perform the duties and powers of Extension faculty as defined in *FPP* 3.03, and *FPP* 5.11
- b. Participate in a preference ballot for Department Chair selection

- c. Participate in an academic section
- d. Conduct research, develop and deliver educational programming, and develop and deliver outreach services
- e. Participate in annual preference ballot for academic section vice chair
- f. Participate in Academic Planning Council elections as described in 3.2.a above
- g. Participate in election of UW-Madison Faculty Senate representatives
- h. Participate in the governance of the Division of Extension
- i. Lead program and outreach curricula development
- j. Generate research and applied scholarship.

4.2 The Department *Executive Committee* consists of all Extension governance faculty members who hold the rank of Professor or Associate Professor per *FPP 5.20*. Participating joint faculty may be granted joint executive committee appointments through approval of the Department Executive Committee. Duties include:

- a. Perform the general functions of department Executive Committees as defined in *FPP 5.21 A.-E.*, including recommendations to the dean about faculty appointments, recruitment, leaves, non-retentions, dismissals, promotions, and salaries and other departmental budget matters.
- b. Provide for the periodic review of faculty as defined in *FPP 7.17* and further elaborated in Extension Post Tenure Review procedures documents, based on review and recommendations made by a faculty member's academic section. Such reviews shall provide for a faculty member to be heard if the faculty member wishes and for the faculty member to be informed of the outcome of the review.
- c. Provide to its associate professors, in written form, the expectations for promotion to full professor and consider each of its associate professors' progress toward promotion to full professor status; inform her/him of the outcome of that consideration.
- d. Provide to its probationary faculty, in written form, the expectations for promotion to associate professor with tenure, including expectations of the academic section, the Department, and the appropriate Faculty Divisional Committee as described in *FPP Chapter 4*.
- e. Provide for the annual written evaluation of every probationary faculty member starting in the second year of employment. In a year in which a renewal/promotion review is being carried out, this evaluation shall normally be part of that review.
- f. Delegate to the chair or to a subcommittee certain of its authorities including salary recommendations and faculty recruitment, in accordance with *FPP 5.22.A*.
- g. Evaluate and approve requests for joint governance appointments.

4.3 Chair

- a. Duties as defined by *FPP 5.31*:
 - maintains departmental communications, correspondence, and records
 - convenes meetings of the department
 - provides input and reports to the Extension Dean on matters within the department
- b. Additional duties:
 - monitors the functions of academic sections
 - oversees coordination between academic sections
 - convenes monthly meetings of all academic section vice-chairs
 - serves as the faculty point-of-contact for communication about matters concerning the faculty of the Department
- c. Chair selection: The Department Chair will be appointed by the Dean for renewable one-year terms based on a confidential annual preference ballot of all Extension governance and participating joint faculty, as specified in *FPP 5.30*.

4.4 Internal Department Structure

- a. The Department is organized into academic sections that reflect a set of programmatic themes within the Department to assure responsible, effective research, educational programming, outreach, and engagement. The initial academic sections of the Department are based on the

- “academic departments” of Cooperative Extension prior to transition to UW-Madison.
- b. Faculty have a primary affiliation with the academic section to which they were hired or subsequently appointed. In the case of faculty affiliated with multiple Extension academic sections, a primary section should be identified for administrative matters.

Academic Sections (*information on academic sections included as informational appendix to the UAPC*)

- a. The following program areas will be referred to as the “academic sections”; their membership will initially consist of the UW-Extension Departments listed below:
 - Agriculture (*UW-Extension Department of Agriculture and Life Sciences*)
 - Youth Development (*UW-Extension Department of Youth Development*)
 - Family Development (*UW-Extension Department of Family Development*)
 - Community Resource Development (*UW-Extension Department of Community Resource Development*)
 - Natural Sciences (*UW-Extension Department of Environmental Sciences*)
- b. Academic sections shall design, develop, organize and implement their educational programming and scholarship.
- c. Academic staff may be invited to participate in the activities of the academic section by the faculty of the section per *FPP* 5.12.
- d. Upon request, and with the approval of both academic section steering committees, and with the consultation and approval required per *FPP* 5.14, a faculty member may switch academic sections.
- e. Restructuring and renaming of academic sections requires an affirmative majority vote of the section faculty, an affirmative vote of Department faculty, and with the consultation and approval of the APC.

Academic Section Vice-chairs

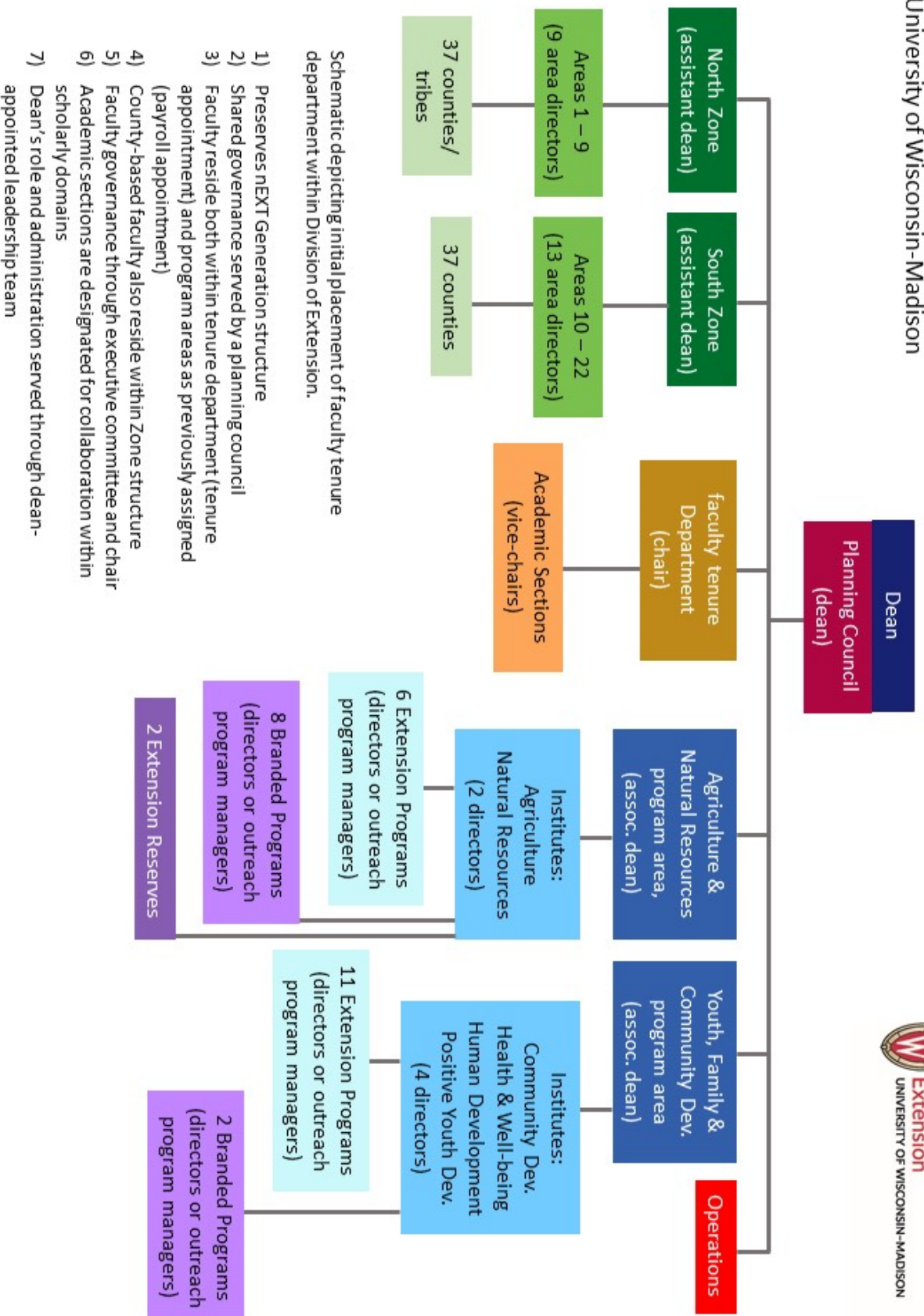
- a. Each academic section will be led by a vice-chair, elected on a confidential preference ballot by section faculty to serve renewable one-year terms.
- b. The academic section vice-chair shall be a member of the academic section steering committee.
- c. The academic section vice-chairs facilitate the operation of the academic section
- d. The Department chair and the academic vice-chairs will meet with the Extension Dean and Division of Extension senior leadership as needed to discuss matters of concern to the department and academic sections.

Academic Section Steering Committee

The Steering Committee of the Academic Sections are all Extension tenured faculty within the section. Duties include:

- a. reviewing and providing recommendations to the department executive committee and dean on requests for leaves;
- b. forming mentoring committees and providing support for assistant professors within their academic section toward the goals of tenure and promotion;
- c. assigning committee service and non-programmatic activities within the section;
- d. developing criteria for and initiating periodic post-tenure reviews of section faculty, and providing recommendations to Department Chair and Department Executive Committee;
- e. providing criteria for and assessment of research and educational programming emanating from the academic section;
- f. providing recommendations to Department Chair and Department Executive Committee on hiring, tenure, promotions, post-tenure review, and section needs.

Organizational Structure – Division of Extension University of Wisconsin-Madison



UW-Madison University Archives and Records Management

University Records Management Program:

The University's teaching, research, and outreach mission and its successful implementation of the Wisconsin Idea depend upon the effective and efficient management of information assets and resources. Although University records can and do exist in a variety of formats, [state and federal laws](#) apply to how to manage the information contained in them.

The University of Wisconsin-Madison Records Management is governed by the University of Wisconsin Board of Regents under [Policy 3-2, University of Wisconsin System Public Records Management](#) and Wisconsin Records Laws.

Records Management Services:

The University Records Officer consults with all office levels campus-wide in managing information assets, regardless of format or medium in accordance with Records Management Best Practices and assists the University community with:

- Consultation on enterprise-wide records management issues
- Consultation on management of electronic records
- Consultation with digitization projects and ongoing management of digitized records
- Consultation with classification & file management
- Consultation and development of general and departmental records retention policies
- Records and information management training for departments and campus
- Consultation on research records and data management issues
- Consultation with office moves and departmental consolidations
- Consultation regarding the records of departed Faculty
- Preparing records for transfer to the University Archives
- Appropriate destruction of University records as dictated by the records schedules

In addition, the University Records Officer has the responsibility for the creation and submittal of University Records Retention Schedules to the Public Records Board for approval. The Records Officer is also the primary campus liaison with the State Records Center (SRC) and helps departments and divisions with the process of storing their inactive records with the SRC.

University departments are urged, and welcome, to contact the University Records Officer with their specific comments and concerns.

Contact:

Sarah Grimm
University Records Officer
University Records Management Program
recmgmt@library.wisc.edu
(608) 262-3284

Incorporation of the Department of Labor Education into the Division of Continuing Studies

The Division of Continuing Studies at the University of Wisconsin-Madison (UW-Madison) proposes to incorporate the Department of Labor Education pursuant to UW-Madison *Faculty Policies and Procedures* Chapter 5 and to change the formal name of the department. This restructuring is necessitated by University of Wisconsin Board of Regents resolution 10956, which required merger of some units of the previously separate institution of University of Wisconsin Extension (prior to merger: Cooperative Extension, Department of Labor Education, and Broadcasting and Media Innovations) into UW-Madison. (See www.wisconsin.edu/uw-restructure/download/Board-of-Regents-Restructuring-Proposal-Resolution-7.pdf.) The UW-Madison Faculty Senate resolved on November 5, 2018, to [transfer the tenure](#) of all existing Extension tenured faculty to Madison. A new Department in the Division of Extension will serve as a tenure home for faculty formerly in Cooperative Extension. This action covers the remaining faculty in UW-Extension and was approved by the University Academic Planning Council (UAPC) on April 18, 2019. Presentation to the Faculty Senate constitutes the final step in the incorporation of the department.

Proposal, as approved by UAPC (excerpts; full document at <https://uwmadison.box.com/s/73p7n3hpct6gu9n2qlgvyy4i3pg8ox81>):

- A. Academic department serving as a tenure home: UW-Madison, Department of Labor Education.
- B. Home for Department: UW-Madison, Division of Continuing Studies (DCS).
- C. Statement of Proposal: Transfer already-existing UW-Extension academic department to UW-Madison, pursuant to Resolution 11011 of the UW System Board of Regents, adopted February 20, 2018.
- D. Statement of Common Field of Knowledge: The common field of knowledge for faculty of the Department is Labor and Working-Class Studies, and Labor Education. Research by faculty is interdisciplinary, and has been published in a variety of disciplines' top peer-reviewed academic journals, by varying academic book publishers, and in popular presses. Their subfields include adult education, popular education, multi methodological research approaches, social movements, identity and labor politics, immigration, labor management relations, industrial engineering, workplace diversity, labor and working-class history, organizational development and leadership, and labor and employment law.
- E. Timeline of Planning and Implementation: The process began on November 9, 2017, when the University of Wisconsin System Board of Regents passed Resolution 10956, announcing the merger of certain academic departments and programs of UW-Extension into UW-Madison and the UW System. On February 20, 2018, the Board of Regents declared in Resolution No. 11011 that the Department of Labor Education, shall move to the UW-Madison Division of Continuing Studies (DCS). To further this transition, on June 29, 2018, UW-Madison and UW-Extension entered into a Memorandum of Understanding detailing the terms of transition of the Department of Labor Education to DCS, assigning administrative personnel responsible for the transfer. Pursuant to this MOU, the Board of Regents' resolution, and in keeping with UW-Madison *FPP* and other policies, the DCS Dean, faculty, and staff, and the Department faculty and staff have been working together to determine the functional operations of DCS after the Department is officially transitioned to DCS.

Following the Board of Regent's Resolution 11011, information about the anticipated integration of DLE into DCS was shared with faculty in the Department of Liberal Arts & Applied Studies. LAAS faculty were supportive and took no formal action on the proposal to transfer another academic department serving as a tenure home into Division of Continuing Studies.

This transfer has been mandated by Board of Regents' resolution rather than through faculty initiative. Pursuant to FPP Section 502 C., the faculty of the Department of Labor Education have approved the transfer. On January 30, 2019, the faculty unanimously (6-0), voted to accept the Board of Regents' resolution to transfer the Department to DCS at this time. The faculty of the DCS Department of Liberal Arts and Applied Studies has approved the transfer without formal action. DCS submitted the proposal for restructure for discussion at the February 21, 2019 meeting of the UW-Madison University Academic Planning Council and is submitting the proposal for action by the UAPC at the April 18, 2019 meeting.

Subsequent to the Board of Regents Resolution 11011 of February 20, 2018, the faculty and staff of DCS and the Department have informed all faculty of the transition, several times, both internally and across their departments, and are working diligently on a smooth integration of the Department into DCS. The Department has been planning with the UW-Madison/UW-Extension "transition team" to develop operational protocols and other administrative aspects of the transition. On November 5, 2018, the UW-Madison Faculty Senate voted to adopt Faculty Document 2763, recognizing the transfer of tenure of University of Wisconsin-Extension faculty to University of Wisconsin-Madison. Since then, UW-Madison and UW-Extension governance bodies have been working together to encourage a smooth transition of UW-Extension faculty to UW-Madison.

This restructuring should not have an impact on courses currently offered and taught to students of either DCS or the Department, which are all non-credit offerings. While the Department will be housed at DCS, its labor education offerings will continue to be provided by faculty of the Department with continued quality and attention. Since the courses currently taught by the Department are non-credit, short courses, this will not affect any students through completion of their degree or even credit courses. This restructuring does not create any new programming areas, but simply moves the Department to DCS. Therefore, there is no duplication within UW System caused by this transition. On joining the UW-Madison faculty, the DLE faculty plans to continue collaboration with other UW-Madison faculty and units as appropriate.

Under the terms of the restructuring, and UW-Madison's merger of former UW-Extension faculty, the Higher Learning Commission approved the restructuring with the understanding and proviso that there was not for-credit course or program activity in the units transitioning to UW-Madison.

- F. Precipitating Circumstances of the Transition of UW-Extension Academic Department of Labor Education, to DCS: As mentioned above, this proposed restructuring stems from the November 9, 2017 Board of Regents Resolution announcing the merger of certain academic departments and programs into UW-Madison, and the February 20, 2018 Board of Regents Resolution that specifies that the Department of Labor Education shall move to the UW-Madison Division of Continuing Studies (DCS). The DCS Dean, faculty, and staff, and the Department faculty and staff have been working together to determine the functional operations of DCS after the department is officially transitioned to DCS. The Department will continue to maintain its own budget, and will benefit from collaboration with the Division of Continuing Studies regarding marketing, personnel, and IT, while still maintaining use of its School for Workers' name on its website, and in communications and marketing and other materials, wherever the Department deems appropriate.

The Division of Continuing Studies functions within UW-Madison to support lifelong learning and increase access for nontraditional learners. At the time of the Board of Regents' decision, DCS included one academic tenure home department, the Department of Liberal Arts and Applied Studies, which has roots in UW-Extension and is currently the tenure home for four faculty. LAAS faculty provide continuing education for professional development and personal enrichment, conduct research, including research on adult teaching and learning, and engage in outreach. Faculty-directed projects include the Odyssey Project which provides adults facing economic barriers a chance to earn 6 credits in the Humanities, the Wisconsin HIV Outreach Project supporting community planning initiatives and training for HIV service providers throughout the State, and other projects. In addition

to this academic department with tenured faculty, DCS includes other units through which academic and University staff provide additional programming.

The Department of Labor Education has existed as an academic department serving as a tenure home for many years as a part of University of Wisconsin-Extension, and prior to that, as a part of UW-Madison. Originating in 1925, it is the country's oldest labor education program based in a university system, bringing the three components of the Wisconsin Idea – teaching, research, and outreach – to thousands of workers, unions, and employers throughout Wisconsin, the nation, and the world. The mission of the Department is to “empower working people and labor organizations at the job site, in the national economy, and in the global economic system through a comprehensive program of lifelong adult learning opportunities.”¹ The Department offers a variety of non-credit courses in labor and employment relations, including the process of collective bargaining, contract administration, organizational leadership, law, history, work measurement, and dispute resolution. The expertise and experience of the faculty is varied and multidisciplinary, but all focuses on enabling working people to improve their lives in their workplaces and their communities. In addition to non-credit teaching, all faculty engage in applied research. The Department of Labor Education currently has three tenured professors, two tenured associate professors, and one tenure-track assistant professor.

The Department plans to use this opportunity brought about by transfer to improve programming, in particular utilizing greater access to marketing resources and support for online education. The regular operations of DCS should not otherwise be affected by the transition, and the potential access to greater resources will only improve the programmatic offerings of the Department of Labor Education.

The Department will continue to develop and diversify its curriculum and online programming, as well as broaden the scope of its traditional course offerings, collaborating with departments and other academic units, and to increase its support of academic and applied research and community involvement. Faculty has and continues to instruct students in credit courses, both at UW-Madison and elsewhere. In the near future, the Department will seek authority to offer credit courses.

- M. This proposal does include changing the name of the academic department to the Department of Labor Education, with the understanding that the department shall continue to use the “School for Workers” name with its non-credit labor education programming to maintain consistency with its client base and stakeholders. Specifically, the Department plans to continue the use of its website, <https://schoolforworkers.wisc.edu/>, the use of the School for Workers’ name and logo on social media and in printed communications and marketing materials, and the use of the School for Workers’ name and logo on adult educational and other materials as it deems appropriate.

Throughout its 94 year history, the name of the academic department has been the School for Workers, though UWEX and UW-Madison administration and others have more recently referred to the department as the Department of Labor Education. The department’s faculty have agreed to a formal name change to the Department of Labor Education, and potential department initiatives such as research and offering for-credit courses (as indicated in Section G) would be advanced under the official Department of Labor Education name. No confusion regarding department identity is anticipated since the SFW name will continue to be associated with existing non-credit labor education programs and clients.

Approval of Possible Academic Staff Title: Professor of Practice

At its November 5, 2018, and March 5, 2019, meetings, the Faculty Senate discussed the use of the word “professor” in potential future Academic Staff titles. One of the titles that was discussed was “Professor of Practice,” which was originally combined with another title (“Teaching Professor”) due to the fact that both grew out of the same ad hoc committee originally. The report of that committee – the Ad Hoc Committee on Instructional Titles – is attached hereto. 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 title is substantially different from the other two approved at the April 2019 Senate meeting (Teaching Professor and Research Professor). The Professor of Practice title as proposed at the April Senate meeting and the two prior readings was intended for short-term use in order to provide a mechanism to bring practitioners to campus to share their experience and knowledge with students. Professional schools and departments, such as the College of Engineering, the Nelson Institute for Environmental Studies, and the La Follette School of Public Affairs, have particularly expressed interest in such a title and have argued that the lack of it has prevented us from bringing some important people (CEOs, national-profile legislators, etc.) to campus as instructors.

During the discussion of this resolution at the April 2019 Senate meeting, it became clear that there is another unmet need on campus for which a title along the lines of “Professor of Practice” might prove beneficial. Some departments had hoped to use this title for practitioners who switch over to a teaching career, which would require a long-term, non-terminal career series with the potential for advancement. (Some departments currently use “Faculty Associate” for this purpose.) To that end, an amendment was made during the April Senate meeting, as indicated below. A discussion followed trying to reconcile the apparent disconnect between the short-term intent behind the original resolution and the longer-term horizon that was created by the amendment. Discussions after the April Senate meeting appear to point to the fact that this disconnect stems from trying to use the proposed new title to meet two different needs.

Discussion will resume where it left off in April—with the amended resolution on the floor. Both versions of the resolution (amended and as originally submitted) follow, as well as an illustrative job description in the format of the Titling and Total Compensation project and the original committee report on teaching titles.

ORIGINAL RESOLUTION (APRIL 2019)

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 several schools, colleges, and departments 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 a relevant “professor of practice” title would allow for the hiring of people with relevant experience and expertise in non-academic organizations, significant leadership experience and evidence-based reputations for superior accomplishments in field, senior technical, research, or management positions outside academia;

WHEREAS such short-term instructional personnel would enrich student experience through deep understanding and appreciation of best practices in settings outside the academy, provide students with

understanding of practical applications of a particular field of study, and be able to teach, advise, and collaborate in areas directly related to expertise and experience outside academia;

THEREFORE, BE IT RESOLVED that the Faculty Senate approves the creation of the “Professor of Practice” title in this context;

BE IT FURTHER RESOLVED that the Faculty Senate strongly opposes the use of the “Professor of Practice” title as a substitute for tenure-track faculty appointments and acknowledges that those hired into such a position would have to hold a bachelor’s degree or unique qualifications as per the minimum qualifications policy.

REVISED RESOLUTION (MAY 2019)

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 several schools, colleges, and departments 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 a relevant “professor of practice” title would allow for the hiring of people with relevant experience and expertise in non-academic organizations, significant leadership experience and evidence-based reputations for superior accomplishments in field, senior technical, research, or management positions outside academia;

WHEREAS such short-term instructional personnel would enrich student experience through deep understanding and appreciation of best practices in settings outside the academy, provide students with understanding of practical applications of a particular field of study, and be able to teach, advise, and collaborate in areas directly related to expertise and experience outside academia;

THEREFORE, BE IT RESOLVED that the Faculty Senate approves the creation of the “Professor of Practice” title series in this context to include the titles “Assistant Professor of Practice,” “Associate Professor of Practice,” and “Professor of Practice;

BE IT FURTHER RESOLVED that the Faculty Senate strongly opposes the use of the “Professor of Practice” title as a substitute for tenure-track faculty appointments and acknowledges that those hired into such a position would have to hold a bachelor’s degree or unique qualifications as per the minimum qualifications policy.



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

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 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.

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.

**Proposal to update *Faculty Policies and Procedures* Chapter 6.27.A.5. & A.6.
(Campus Diversity and Climate Committee Membership)**

The University Committee recommends the changes to *Faculty Policies and Procedures* 6.27. indicated below, in order to clarify and simplify the membership of the Campus Diversity and Climate Committee (CDCC). These changes stem from several months of conversations among the committee itself; the Chief Diversity Officer and the Division of Diversity, Equity & Educational Achievement (DDEEA), which it advises and works with; the Office of the Secretary of the Faculty; and the Office of the Chancellor.

As currently written into *FPP*, CDCC membership includes four people appointed by the chancellor: two alumni (appointed in consultation with the Wisconsin Alumni Association) and two community members. These appointments have been understood historically to be non-campus employees, i.e., members of the wider community, and it has proven consistently difficult to find such people who are able to commit to coming to campus for monthly meetings. The Office of the Chancellor and the Chief Diversity Officer spend a great deal of time and effort every year to identify people who can serve for even a short time.

The abovementioned conversations concluded that what is desired on the committee is not necessarily individuals who themselves are alumni or community members, but people who are able to represent the interests of alumni or the external (non-campus) community. There is no reason that people from campus could not be found who can appropriately and meaningfully represent these interests. There are other mechanisms on campus, such as advisory groups to the chancellor, where specific external groups have direct input into campus. The changes below were made to allow for the possibility of appointing either on- or off-campus individuals, as long as they represent interests beyond campus.

When the CDCC voted on these changes, it recommended also changing “beyond campus” to “on or beyond campus.” Some CDCC members were concerned that “beyond campus” would not allow for sufficient flexibility to appoint a member who has a role on campus yet is able to represent the interests of community. They argued that appointing potential committee members who may have campus status, yet clearly have a role beyond campus in the larger Madison community, could extend such members’ ability to attend meetings more consistently and thereby represent community interests more effectively. The University Committee and the Secretary of the Faculty wholeheartedly agree with the latter, and strongly endorse opening up the possibility of appointing committee members with campus status as long as they represent off-campus interests. However, the UC and the Secretary of the Faculty believe that adding “on or” to “beyond” runs counter to that shared goal because it would allow the appointment of people from campus who do not represent interests beyond campus. That is, as proposed below, “beyond campus” describes the interests that are to be served, not the status of the individuals on the committee. There is no limitation, as worded below, based on campus status; changing the words modifying “interests” to “on or beyond campus” would mean that people only representing interest on campus could be appointed.

In summary, these changes are requested for two purposes:

- To create more flexibility in what kind of person can be selected by focusing on the interests they would represent rather than their status as alums or non-employees;
- To distribute the burden of appointment, which is currently fully on the Office of the Chancellor.

With markup

CHAPTER 6.27.A.5. & A.6.

- 6.27. CAMPUS DIVERSITY AND CLIMATE COMMITTEE.
- A. MEMBERSHIP. The Campus Diversity and Climate Committee shall consist of the following members:
1. Four faculty.
 2. Four academic staff
 3. Four students
 4. Four university staff
- ~~6-~~ 5. Two members representing community interests beyond campus representatives appointed by the chancellor.
- ~~5-~~ 6. Two alumni members representing community and/or alumni interests appointed by the ~~chancellor~~
~~after consultation with the~~ Wisconsin Alumni Association.
7. The Vice Provost for Diversity and Climate/Chief Diversity Officer, ex-officio nonvoting.
 8. Faculty, staff, alumni, and community representatives appointed under A.1, A.2, A.4., A.5., and A.6. shall serve three-year staggered terms, and may be reappointed to second consecutive three-year terms. Students selected under A.3. shall serve renewable one-year terms.
 9. The committee shall elect two co-chairs. One co-chair shall be elected from among the faculty members appointed pursuant to Section A.1. The second co-chair shall be elected among the other shared governance groups appointed pursuant to Section A.2, A.3, and A.4.

Without markup

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- A. MEMBERSHIP. The Campus Diversity and Climate Committee shall consist of the following members:
1. Four faculty.
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 3. Four students
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 5. Two members representing community interests beyond campus appointed by the chancellor.
 6. Two members representing community and/or alumni interests appointed by the Wisconsin Alumni Association.
 7. The Vice Provost for Diversity and Climate/Chief Diversity Officer, ex-officio nonvoting.
 8. Faculty, staff, alumni, and community representatives appointed under A.1, A.2, A.4., A.5., and A.6. shall serve three-year staggered terms, and may be reappointed to second consecutive three-year terms. Students selected under A.3. shall serve renewable one-year terms.
 9. The committee shall elect two co-chairs. One co-chair shall be elected from among the faculty members appointed pursuant to Section A.1. The second co-chair shall be elected among the other shared governance groups appointed pursuant to Section A.2, A.3, and A.4.