

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

**FACULTY SENATE MEETING AGENDA  
MATERIALS  
for**

**01 November 2021**

*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/](http://secfac.wisc.edu/governance/faculty-senate/)*



---

**FACULTY SENATE MEETING**  
**Monday, November 1, 2021 - 3:30 p.m.**

**272 Bascom**

---

**A G E N D A**

---

1. Memorial Resolutions for:  
Professor Emeritus Larry Dahl (Fac doc 2970)  
Professor Emeritus Hans Reich (Fac doc 2971)  
Professor Emeritus Edward Jackson (Fac doc 2972)  
Professor Emerita Nancy Johnson (Fac doc 2973)  
Professor Donata Oertel (Fac doc 2974)  
Professor Emerita Joan Wildman (Fac doc 2981)

2. Announcements/Information Items
3. Update on Native Nations UW Initiative
4. Question period
5. Minutes of October 4 meeting (*consent*)

**Reports**

6. University Academic Planning Council Annual Report for 2020-2021 (Fac doc 2975)
7. Committee on Faculty Rights and Responsibilities Annual Report for 2016-2021 (Fac doc 2976)
8. Budget Committee Annual Report for 2020-2021 (Fac doc 2977)
9. University Curriculum Committee Annual Report for 2020-2021 (Fac doc 2978)

**Old business**

10. Changes to *Faculty Policies and Procedures Chapters 1, 2, 3, 4, and 6*: Amending FPP 1.30 (Meetings of the Faculty), FPP 2.06 (Meetings of the Senate), FPP 3.04 (Meetings of College and School Faculties), FPP 3.06 (Meetings of the Graduate Faculty), FPP 3.07 (Graduate Faculty Executive Committee), FPP 3.08 (School and College Academic Planning Councils), FPP 4.04 (Divisional Meetings), FPP 4.30 (Divisional Executive Committees: Procedures), FPP 4.40 (Divisional Committee Review Council), and FPP 6.10 (Meetings) (*vote*) (Fac doc 2969 Rev)

**New business**

11. Resolution in Support of Academic Freedom to Teach Race and Gender Justice and Critical Race Theory (*vote*) (Fac doc 2979)
12. Changes to Standardize Membership Information in *Faculty Policies and Procedures Chapter 6 Committees*: FPP 6.25 (Budget Committee), FPP 6.52 (University Academic Planning Council), FPP 6.38 (Committee on Faculty Rights and Responsibilities), and FPP 6.53

(University Curriculum Committee) (*vote*) (Fac doc 2980)

13. Amendments to Policy UW-879, Evening Midterm Exam Policy (*first reading*) (Fac doc 1585 Rev)

14. Proposal to Remove Program for Honorific Research Professor titles (*first reading*) (Fac doc 1489i)

Next Faculty Senate meetings: December 6, February 7, 2022, March 7, April 4, May 2

Upcoming Faculty Senate Meetings – 3:30 p.m., 272 Bascom Hall

---

**Memorial Resolution of the Faculty of the University of Wisconsin–Madison  
On the Death of Professor Emeritus Lawrence F. Dahl**

---

Lawrence Frederick Dahl, Professor Emeritus of Chemistry at the University of Wisconsin – Madison, passed away unexpectedly on March 20, 2021, at the age of 91. He was preceded in death by his son, Chris Dahl and he is survived by his wife of 63 years, Professor Emerita June Lomnes Dahl and two sons, Lawrence Dahl and Eric Dahl, all of Madison, Wisconsin, and grandson Lawrence Samuel Hendon-Dahl.

Professor Dahl was born June 2, 1929, in Louisville, Kentucky, and received a B.S. in 1951 from the University of Louisville and a Ph.D. in 1957 from Iowa State University, where his adviser was the late Robert E. Rundle. Larry began his independent career as an Instructor in the University of Wisconsin Department of Chemistry in September 1957, and spent 49 years as a faculty member, beginning as an Assistant Professor in July 1959. After promotion to Associate Professor in 1963 and Professor in 1964, he became the R. E. Rundle Professor of Chemistry in 1978 and in 1991 he was named a Hillebrand Professor of Chemistry at the University of Wisconsin-Madison. Professor Dahl's research focused on inorganic chemistry, with an emphasis on the synthesis of well-defined transition-metal cluster compounds, analysis of metal-metal bonded molecules and the application of X-ray crystallography to characterization of these and related compounds.

Larry's seminal early work on transition metal carbon monoxide cluster compounds remains highly cited and provides textbook examples to illustrate the principles of electron counting and cluster metal-metal bonding. This work involved many compounds that were novel at the time but are now commercially available as specialty chemical reagents. Examples include triiron dodecacarbonyl, diruthenium nonacarbonyl, and benzenechromium tricarbonyl. Highlights of his research include the discovery of hypervalent inorganic carbide compounds, one-electron bonds, and sulfur-containing organometallic compounds that have since been recognized as prominent models for the active site of hydrogenase metalloproteins. Larry's work from 2000-2016 was characterized by an explosion of new results on large palladium cluster compounds. In work done together with his close associate Dr. Evgenii Mednikov, Larry provided key structural details of chemically unique, nano-sized compounds containing as many as 165 metal atoms, detailing their core-shell multi-layer structures.

Professor Dahl mentored over 95 Ph.D. students during his career, in addition to working with a large number of postdoctoral associates, M.S. and B.S. students and visiting faculty. Always generous with his time, it was not uncommon for Larry to serve as an unofficial advisor to graduate or undergraduate students working in other research groups as well. He never turned down the opportunity to read a manuscript for one of his colleagues, making corrections both to science and to grammar. Larry was an exceptional writer who described his chemistry thoroughly and his papers are distinguished by a characteristic writing style and excellent command of the English language. In his articles, Larry's students and coworkers were listed as the lead authors, even when the majority of the writing and manuscript editing was performed by Larry himself. Larry did not just read papers in his field; he also read papers cited in those papers, and the papers cited therein, etc. Since he read papers in print, he eventually ran out of surface space in his office. But that suited Larry just fine – he enjoyed sharing space with his students in their office. He also adopted a special table in the Chemistry Library with close

access to the print journals; Larry kept this table for a long time and the library patrons respected that space.

Larry's contributions to teaching include the creation of a rigorous graduate course in chemical crystallography, and teaching freshman chemistry for nearly fifty years to at least 10,000 undergraduate students. In connection with his research, he served on the Editorial Boards of numerous journals in his field, including *Chemical Reviews*, *Journal of Physical Chemistry*, *Journal of Organometallic Chemistry*, *Journal of Coordination Chemistry* and the *Journal of Cluster Science*.

Professor Dahl's research resulted in over 300 publications and had a profound impact on the field of inorganic chemistry, an accomplishment that has been recognized by an extensive number of awards, and most notably his election to the National Academy of Sciences in 1988. Other noteworthy accolades include his election as a Fellow of the American Academy of Arts and Sciences (1992) and the New York Academy of Sciences (1975) and his receipt of the American Chemical Society Award in Inorganic Chemistry (1974), the Willard Gibbs Medal (1999), the Pioneer Award of the American Institute of Chemists (2000), and the F. Albert Cotton Award in Synthetic Inorganic Chemistry (2010). In 1994, he received the University of Wisconsin Hilldale Award from the Division of Physical Sciences. Professor Dahl has delivered a large number of prominent lectureships, including the Paolo Chini Lectureship endowed by the Italian Society of Chemistry, the J. C. Bailar, Jr. Lectures at the University of Illinois-Urbana Champaign, the Fred Basolo Lectures at Northwestern University, and the Sir Ronald Nyholm Lectureship sponsored by the Royal Society of Chemistry. Larry Dahl was appointed a "Kentucky Colonel" by the Governor of Kentucky in 1982. A decade later, he received the first Alumnus Award from the College of Arts and Sciences at the University of Louisville and an Honorary Doctorate Degree from the University of Louisville. In 2015, Larry Dahl was named a Fellow of the American Crystallographic Association.

An archetypal academic scientist, Larry positively affected lives and influenced careers of an innumerable number of students and colleagues, offering support and words of encouragement in addition to scientific advice. He was always sincerely interested in people and was extremely generous with his time. An accomplished writer with a long list of scientific publications, Larry credited the Goddess Fortuna in one of his papers for the good luck in chemical synthesis and crystallization that she brought his research group over the years. Larry knew how to enjoy life, had an unfailingly positive attitude, and remained enthusiastic about science to the very end. He was a brilliant researcher, thoughtful adviser, a wonderful colleague, and a dear friend. Our community lost one of its brightest lights.

**Memorial Committee**

Prof. John Berry

Dr. Ilia Guzei

Dr. Charles Campana, Bruker Corporation

---

**Memorial Resolution of the Faculty of the University of Wisconsin–Madison  
On the Death of Professor Emeritus Hans J. Reich**

---

Emeritus Professor of Chemistry Hans J. Reich died at the age of 76 on May 1, 2020 in Madison.

Reich was born on May 6, 1943 in Danzig, Germany, and immigrated to Canada in 1950. After earning a B.Sc. at the University of Alberta in 1964, he entered graduate school at UCLA. He received a Ph.D. with D. J. Cram in 1968. Reich met his future wife, Ieva, while they were both graduate students at UCLA. Reich spent two years doing postdoctoral work supported by a Canadian National Research Council Postdoctoral Fellowship, the first at Cal Tech with J. D. Roberts, and the second at Harvard with R. B. Woodward. In 1970, Reich joined the faculty at the University of Wisconsin-Madison. He was promoted to Associate Professor in 1976 and to full Professor in 1979. From 1975-1979 he held a Sloan Fellowship. Professor Reich held visiting Professorships at the University of Marburg in Germany, the Louis Pasteur University in Strasbourg, France and the University of Alicante, Spain.

In the Chemistry Department Reich was Chair of Organic Division 1991-1999 and Associate Chair of the Department 1999-2005 and 2010-2012. His contributions to the Department and the UW-Madison campus more broadly were recognized via the Helfaer Professorship in Chemistry, the Professor James W. Taylor Excellence in Teaching Award (1994) and the University of Wisconsin Mid-Career Award (1995).

Reich's scholarly achievements were recognized by the Arfvedson-Schlenck Prize (Lithium Award) sponsored by the German Chemical Society (2007) and the James Flack Norris Award in Physical Organic Chemistry sponsored by the American Chemical Society (2012).

In his 43 years as a faculty member Reich served as research supervisor for 39 Ph.D. students, 18 M.S. students and 59 undergraduate researchers. He published more than 150 papers in refereed journals, 9 review articles and 1 computer program. His most cited paper, on the selenoxide elimination, had received over 900 citations at the time of his death.

During his time at Wisconsin Reich taught a number of courses in the Chemistry Department both at the undergraduate level, where he initiated and regularly taught Chemistry 547, Advanced Organic Chemistry, and at the graduate level, where he taught Chemistry 605, Structure Determination Using Spectroscopic Methods (mainly NMR) annually from 1981 until after his retirement. This course was legendary among many generations of Wisconsin graduate students. Reich reached over 1000 chemists through an ACS continuing education short course, Frontiers of Organic Chemistry, from 1982 to 2007.

Reich's research program was supported continuously by the National Science Foundation from 1972 to 2010, and sporadically by the National Institutes of Health (National Institute for Arthritis, Digestive Diseases and Kidneys, National Institute for Environmental Health Sciences), by grants from private funds and industrial sources.

Reich's research program explored the synthetic and mechanistic aspects of organoselenium, organosilicon, and organolithium compounds. His efforts included smaller forays into organotellurium, organotin, organoantimony, organosulfur and organoiodine compounds.

Reich's work in organoselenium chemistry was aimed at developing methods for performing previously difficult or impossible chemical transformations of organic molecules using the special properties of this element. One of the methods developed (the selenoxide elimination to form  $\alpha,\beta$ -unsaturated carbonyl compounds and other alkenes) has become a standard procedure adopted by chemists throughout the world; this chemistry is covered in many undergraduate textbooks. Reich's work with selenium compounds also contributed to understanding of the chemical aspects of the role this essential trace element plays in metabolism.

Reich's work in the synthetic area was always supported and enhanced by clarifying mechanistic studies, especially when an unexpected chemical event jeopardized the synthetic utility of the reactions being developed. When he became seriously interested in organolithium chemistry in the mid-1980s his work took a decidedly stronger mechanistic organometallic turn. Reich's experimentation, which made heavy use NMR spectroscopic investigations, contributed substantially to our understanding of the chemical behavior of these widely used, highly reactive and structurally complicated reagents. He firmly established the presence of multiple aggregation states and identified changes in structure and reactivity that occurred under different conditions. Reich's students developed a Rapid-Inject NMR apparatus capable of operation down to  $-140\text{ }^{\circ}\text{C}$ , and the group used this device to perform the first accurate measurements of the reactivity of specific oligomers, such as the dimer and tetramer of n-butyllithium, the monomer, dimer and tetramer of several enolates, and of oligomers of aryllithium reagents.

Reich had an extraordinary commitment to the assembly of data that would be broadly useful to organic chemists, and to making this information available to other scholars and students. The Division of Organic Chemistry of the American Chemical Society recently launched an Organic Chemistry Data website (<https://organicchemistrydata.org/>) that is largely based on resources that Reich developed over many years. Other service to the scholarly community included many years on the Board of Editors for *Organic Reactions*.

Reich had an unusual and appealing personality. He was deeply insightful, and he was direct in his communications. As one colleague observed, Reich could explain to you why your favorite hypothesis could not possibly be correct in a way that didn't leave you feeling bad. For this reason, he was widely sought among colleagues and students for advice and guidance. Hans Reich is deeply missed by his wife, fellow chemist Dr. Ieva Reich, his former students, his colleagues at UW-Madison and by friends and fellow scholars around the world.

**Memorial Committee**

Samuel H. Gellman

Robert J. McMahon



---

**Memorial Resolution of the Faculty of the University of Wisconsin–Madison  
On the Death of Professor Emeritus Edward F. Jackson**

---

Edward F. Jackson, Professor Emeritus and fifth chair of the Department of Medical Physics, passed away in Madison, Wisconsin on June 2, 2020 at the age of 58 after a ten-month battle with illness. Ed is survived by his wife Sondra Jackson, his daughter Michelle Jackson, and his son Jonathan Jackson. Medical Physics is the field entrusted to train new generations of medically-oriented physicists to create new and more effective medical imaging and patient treatment devices, and to assure safe and effective use of these instruments when caring for patients. Ed, through his leadership roles, devoted his life to assuring that all the graduates of his field were trained to be the future leaders of the medical physics disciplines here in the United States and around the world.

Ed was born in Wilsonville, Alabama. He earned a bachelor's and master's degree in physics from Auburn University and his Ph.D. in biophysics at the University of Texas Health Science Center at Houston. Prior to joining the faculty at the University of Wisconsin - Madison in 2013 as the Chair of the Department of Medical Physics, Ed was a faculty member at the University of Texas MD Anderson Cancer Center, where he served in a series of leadership roles. His research focused on quantitative imaging, a technique in which data are extracted from medical images to measure disease biomarkers. Ed was committed to pushing the boundaries of radiology and medical physics to improve the diagnosis and treatment of cancer. Through worldwide collaborations, groups he led have facilitated standards and studies that have benefited patients and advanced the work of the global medical imaging community.

The Folkert Belzer Lifetime Achievement Award in the UW School of Medicine and Public Health was conferred to Ed posthumously in October 2020. As Dean Robert Golden remarked at the ceremony, "Ed's infectious commitment to excellence, diversity, and collaboration advanced the very best traditions of the department and our school. He also served in several additional key institutional leadership roles and received invitations on a regular basis to serve in the highest levels of leadership at national and international organizations."

Ed served in the leadership of numerous professional societies and, as the leader of the Quantitative Imaging Biomarker Alliance (the so-called "QIBA"), he marshalled the combined efforts of the Radiological Society of North America (RSNA), the American Association of Physicists in Medicine (AAPM), and federal agencies including the US Food and Drug Administration (FDA), the National Institutes of Health (NIH), and the National Institutes of Science and Technology (NIST), to re-instill the highest level of scientific rigor into imaging-based clinical sciences. He served as Co-Chair and Chair for QIBA and delivered numerous plenary talks on quantitative imaging biomarkers until his untimely passing.

Ed was an exceptionally devoted department chair, an exemplary leader in the medical physics profession, and a caring professor to his students. As the department chair, Ed always patiently listened to others, genuinely seeking to understand their points of view, and then provided his profound insight to help a conversation converge on a mutually acceptable solution. Ed was indeed a natural born leader with remarkable communication skills.

Ed was also an excellent teacher and was passionate about providing outstanding education to students. Ed served on numerous panels and committees that focused on high quality medical physics education. He served as the Education Council Chair at our professional society, AAPM, and guided the evolution of medical physics education in the United States. He recently led a curriculum transformation in our Medical Physics department to prepare our students to embrace a new knowledge structure founded upon fundamental principles of physics and mathematics, so that our graduates can continue to emerge as future leaders in the medical physics discipline.

Ed was an exceptional mentor, deeply admired and loved by his students. While at the University of Texas MD Anderson Cancer Center, Ed received the William Randolph Hearst Foundation Faculty Achievement Award in Education in 2007 (at this time he had already served on more than 60 student advisory, examining and supervisory committees). He became a member of the University of Texas Academy of Health Science Education in 2012. In the words of one of his former students: “I have seen you strive to enhance the experience, opportunities and career of each and every one of your students. Whether our problems stemmed from classes, research or professional relations you were always there to listen, advise, help and teach...Part of our success is your success and we thank you for every minute.” His impact on the future generation of medical physicists is also reflected in this comment from a student Ed taught in a collaboration between UW-Madison Medical Physics and the People’s Republic of China: “You have indeed made a great difference, both to us as well as to the development of medical physics in China. It was you and your team that empowered us with stronger wings to fly in the sky of medical physics. And we will carry on with this spirit and support to make some differences in the medical physics profession in China.”

One of Ed’s memorable traits was his genuinely humble nature. If he were with us today, he would be surprised at just how greatly he has touched the lives of others, and how much of an impact he had on the Department of Medical Physics and his profession. He is truly our unsung hero at UW-Madison. We are honored to dedicate this Faculty Senate Memorial Resolution to the late Prof. Edward F. Jackson.

**Memorial Committee**

Guang-Hong Chen, chair  
Walter F. Block  
Jonathan W. Engle  
Robert N. Golden  
Timothy J. Hall  
Michael A. Speidel

---

**Memorial Resolution of the Faculty of the University of Wisconsin–Madison  
On the Death of Professor Emerita Nancy E. Johnson**

Nancy E. Johnson, Professor Emerita of Nutritional Sciences at University of Wisconsin-Madison died peacefully on May 18<sup>th</sup>, 2021 at the age of 95. Nancy was born in South Dakota and grew up in Fort Dodge, Iowa. She received a Bachelor of Science degree in Chemistry from Iowa State University in 1947 and a Master of Science degree in Food and Nutrition in 1949. She then worked for 17 years as a college instructor, clinical and public health nutritionist, and research assistant in Chicago, Milwaukee, and Madison. In 1966, she began her Ph.D. training under the mentorship of Helen Linkswiler in the Department of Nutritional Sciences at the University of Wisconsin-Madison and received her Ph.D. in 1969. Nancy was then hired as an Assistant Professor by the Department of Nutritional Sciences with a joint appointment in Extension in 1969 and was promoted to Associate Professor in 1973 and Professor in 1979. She left UW-Madison in 1986 to become Chair of the Department of Food Science and Human Nutrition at the University of Hawaii-Manoa, a position she held until her retirement in 1996.

During Nancy's years on the UW-Madison faculty, she did excellent work on a wide range of contributions to the department including general outreach and also developing new knowledge through her research. She published 35 manuscripts in peer-reviewed journals and as chapters in books and fifteen MS students and two PhD students completed their degrees under her direction. There were two main foci to her research: dietary assessment methodologies and calcium requirements. She was one of the first to create a simple, computerized diet analysis tool. Nancy then improved epidemiological methods for assessing variation in dietary intake. Using these improved survey techniques, she and her graduate students published several of the early studies relating calcium intake to slowing bone loss and reducing hypertension in aging women. Nancy taught several courses in Nutritional Sciences including NS 232 *Nutritional Science* and NS 540 *Nutrition and Society*. She was a much loved instructor who had a profound impact on many of her students.

Also very active in her Extension role, Nancy's outreach programs on the relationship between calcium, milk product consumption, and osteoporosis were among the first in the nation. Not only did these programs help women to improve their diets but also helped promote Wisconsin's dairy industry. She chaired the Food Science and Human Nutrition Group, Family Living Education Programs for UW-Extension from 1984-86. She served the state and nation in a large variety of additional roles including being active on the Wisconsin Nutrition Council, on several Wisconsin Division of Aging and Wisconsin Division of Health committees, and committees of the American Dietetics Association, the United States Department of Agriculture, and the Food and Drug Administration.

Nancy played several international roles while on the faculty at UW-Madison. She served as a research consultant at the University of Brasilia, Brazil in 1978-79 and as Adjunct Professor at the Institut Agronomique et Veterinaire Hassan II in Rabat, Morocco starting in 1986 until her retirement in 1996. In 1982, she led Title XII Strengthening Programs to create connections with researchers in Sri Lanka and Indonesia.

Nancy relished the academic environment and the many years she spent with students and faculty. She traveled extensively throughout the world and enjoyed meeting colleagues with an interest in solving real-world problems of nutrition. She maintained a high level of intellectual

curiosity throughout her life and was an avid reader on many subjects. She participated in athletics during her earlier years and her favorite sport was golf. She lived in Hawaii for over 30 years and traveled back and forth to Wisconsin frequently. She appreciated the beauty of Hawaii, taking frequent walks and watching the magnificent sunsets. She loved music, the arts, and fine dining, especially desserts (her favorites were a Wisconsin turtle sundae and Hawaiian lava cake).

**Memorial Committee**

David Eide  
Jane Voichick  
Charles Elson

---

**Memorial Resolution of the Faculty of the University of Wisconsin–Madison  
On the Death of Professor Donata Oertel**

---

Donata Oertel, Professor and Chair of Neuroscience, died in April 2020, after a long and courageous battle against breast cancer with her husband, Bill, son Arthur, and her daughter-in-law Lauren Sugden by her side. Donata was born in 1947 in Bonn, Germany but her family emigrated to the US, and she was raised in California. She received her undergraduate degree at the University of California-Los Angeles in 1969 and her Ph.D. in Biological Sciences in 1975 from the University of California-Santa Barbara. After post-doctoral research with Ching Kung at the University of Wisconsin-Madison (UW-Madison) and with Ann Stuart at Harvard, she was appointed Assistant Professor of Neurophysiology at UW-Madison in 1981 and promoted to full Professor in 1992. At the time, the Department of Neurophysiology was a recognized leader for the study of all aspects of auditory function. She spent her career of 38 years at UW-Madison where she contributed much to the university as a research scientist, a teacher and departmental chair. Donata was a world-renowned auditory neuroscientist whose discoveries of the role of neurons in the brainstem will forever shape our thinking about the neurophysiological basis of auditory function.

Donata Oertel began a new line of research after her faculty appointment. She initially collaborated with Bill Rhode and Phil Smith to characterize the sound responses of neurons in the first relay station in the brain, the cochlear nuclear complex, in anesthetized cats. However, she then made the significant experimental leap of investigating the cochlear nucleus using in vitro brain slices. At that time, little was known about this auditory nucleus because of its inaccessible location for electrical recording in the brain stem. However, studies using brain slices had great advantages, that neurons could be recorded and marked anatomically, and function could be explored with pharmacological tools. In the 1980s, experimental methods using a mammalian brain slice were novel, and restricted to a few brain regions. Donata thus took a major step in developing a brainstem slice preparation that overcame many of the experimental challenges recognized at the time. Introducing the cochlear nucleus brain slice enabled her to address a broad range of important questions about synaptic circuit mechanisms in sound processing. Her inaugural 1983 paper on the slice preparation in the *Journal of Neuroscience* is a classic. It reveals a series of ultra-fast electrical responses that encode the key features of timing of auditory signals that must be key properties in sound localization. Throughout her career, Donata focused her research on mapping the physiological properties of all neurons in the cochlear nuclear complex, including ‘bushy,’ ‘stellate,’ ‘octopus’ and ‘fusiform cells’. One of her main contributions was to recognize that these neurons are not equivalent and that each type has a unique electrical signature matched to its individual function. A case in point is the ‘octopus’ cell which expresses a high density of fast voltage-dependent potassium channels enabling it to detect with great precision coincident firing of auditory nerve inputs; thus these cells can compensate for variable frequency-dependent delays in the cochlear traveling wave. Another example is the crucial roles of two membrane ion channels, the low-voltage activated potassium channel and hyperpolarization-activated cation channel, HCN1, which are co-regulated in the cochlear nuclear neurons to set the resting potential. HCN1 may be part of a process to detect gaps between acoustic stimuli.

Over her time at UW-Madison, Donata produced a body of work of more than 60 peer-reviewed papers and 27 review articles representing major advances in our understanding of how the brain processes and interprets sound. She annually contributed to her beloved Association for Research

in Otolaryngology, was president of that organization in 2002 and was honored with its Award of Merit, a lifetime achievement award, in 2004. She served as a member of the Council of the National Institute for Deafness and other Communication Disorders (2003-2007) and was a member of the NIDCD Board of Scientific Counselors (2011-2017). She delivered a plenary lecture at the Society for Neuroscience annual meeting in 2012. Donata also performed important administrative roles in the university and weathered challenging periods during departmental reorganizations and mergers. She served as chair of the Department of Neurophysiology, for two years interim chair of the Department of Physiology and most recently as the Mary Herman and Lucien Rubinstein Distinguished Chair of the newly formed Department of Neuroscience, a position she occupied from 2014 until her death. As chair, she was always available, with her office door open, sage advice and a welcoming smile.

Donata was a consummate professional and was able to integrate admirably the research, teaching and social facets of her position. She was an inspiring and accomplished teacher who contributed to 18 disparate courses at UW-Madison. She created new courses with innovative curricula and delivered lectures over a wide range of subjects at all levels. She gave lectures in Biocore, Neuroscience and Physiology to undergraduate, graduate, and medical students. The lectures covered an extraordinary range of subjects, extending from brainstem auditory nuclei to the biophysical role of dendrites, from prions to brain cancers. She was kind and generous and always managed to pitch her lectures at a level appropriate for her audience. A prime illustration of her approach was her avid participation in the 'Hearing & Donuts' weekly morning gathering, which originated in the 1970's in the Department of Neurophysiology. The meeting is a unique space where faculty and students present and discuss all aspect of hearing science. Not only was Donata a mainstay attendee, but her insightful comments and gentle criticism from the front row were appreciated by all. Her mentorship and caring extended beyond the classroom walls and she hosted with her husband Bill many memorable dinner parties at her house. She always thought of others, and as an example she would invite to Thanksgiving dinner those students who were alone for the holiday.

Donata was a kind and brilliant woman and a role model for women scientists. Her energy and enthusiasm were infectious, and she will be missed by all those fortunate to have known her. She is survived by her husband Bill Sugden, a distinguished virologist and the James A. Miller Professor of Cancer Research at UW-Madison, her son Arthur Sugden, and her daughter-in-law Lauren Sugden. Donata inspired Arthur to earn a Ph.D. in Neuroscience, and they collaborated on several studies. Besides her family, Donata's influence on the professional careers of countless colleagues across the world stands as a legacy to her life.

**Memorial Committee**

John Brugge  
Cynthia Czajkowski  
Robert Fettiplace  
Ruth Litovsky  
Phil Smith

---

## **Memorial Resolution of the Faculty of the University of Wisconsin–Madison On the Death of Professor Emerita Joan Wildman**

Joan Wildman, Professor Emerita of Jazz Studies at the Mead Witter School of Music, jazz pianist and composer, passed away April 8, 2020. She was 82 years old. Born on January 1, 1938, in Loup County near Milburn, Nebraska, Joan was the only child of Ralph D. Poland and Lydia A. (Kokes) Poland.

She grew up on a ranch in Greeley County near Spalding, Nebraska. The ranch became quite successful but was “a lot of hard work”. This legacy of hard work with successful outcomes shaped her for her entire life. Growing up isolated in a rural area allowed her to do her “own thing” and use her imagination to “try things.” She credited her early appreciation for musical performance and the blues and ragtime, from the age twelve, with the nearby Glaser family (“Tompall and the Glaser Brothers” went on to become famous as a vocal trio and form Glaser Sound Studios in Nashville).

At age sixteen she went to Mount St. Scholastica College in Kansas, began performing in clubs in Topeka, transferred to Boston’s Berklee School of Music to study jazz, and, “missing Beethoven”, transferred to McPhail School of Music in Minneapolis-St. Paul. She performed with and married Thomas J. Wildman, a trumpet and bass player, in 1958 in Minneapolis and gave birth to four sons between 1959 and 1963. She and Thomas raised the boys together, even after they divorced in 1976. She is survived by her sons Mark E., Randall J., Keith T., and Lawrence M. Wildman.

Before coming to Wisconsin in the fall of 1977, Joan received her Doctor of Musical Arts degree from the University of Oregon (1977), and was the first of her extended family to have received a Doctorate. She had previously held teaching positions at the University of Minnesota-Morris (1961-1964), Central Michigan University (1970-1975) and at the University of Maine in Fort Kent (1975-1977).

Joan Wildman specialized in music theory, jazz improvisation, and jazz piano from 1977 through 2002. A major influence on generations of students of jazz and jazz musicians throughout the Madison area and beyond, Joan played an especially critical role in establishing the current jazz studies program at the School of Music. While she was an accomplished classically trained pianist, Joan consistently charted new territories in original compositional concepts, and was known to deftly explore all aspects of musical improvisation. She was also an early adopter of the digital synthesizer which allowed her to experiment with new and creative aural options. Joan was equally adept at creating computer-generated animations, web pages, and computer-generated drawings. Her extensive overview of jazz history and styles formed one of the first web pages in the country, a site that incorporated multi-media animations, sound and static visuals and hyperlinked text.

Joan was a proud primary founder of the Madison Music Collective, a nonprofit regional jazz organization. Joan had a knack for bringing musicians together and promoting their work. Though she performed less later in life, Joan was an active performer both nationally and in the Madison area. She led her trio for over 25 years, producing recordings such as *Orphan Folk Music* (1987), *Under the Silver Globe* (1989), and *Inside Out* (1992) with Hans Sturm, Bass, and Dane Richeson, Percussion. One of her more recent releases was the album *Conversations*, a live recording from April of 2015 with her longtime friend and frequent collaborator Joe Fonda, Bass, during a celebration of Madison Music Collective’s 30th anniversary at the Brink Lounge in Madison. Her long-standing friendship and musical affiliation with the internationally famous saxophonist, composer and jazz educator, Roscoe Mitchell, included performances on his CD’s “Four Compositions” (1987) and “Numbers” (2011).

\*\*\*

Joan Wildman was a unique creative force as an educator and performer during her years on the School of Music faculty. Her teaching was enhanced by her composing and piano performance in the jazz idiom as she helped to grow the importance of jazz in the school’s curriculum. As a strong proponent of new music she always sought to take music education and performance in directions that would go beyond the comfort zone of students and faculty alike. Her annual faculty jazz extravaganza concerts involved anyone on the faculty who was even slightly interested in sticking their toe into the waters of jazz, in

addition to those who were well versed in that performance genre. She also embodied the Wisconsin Idea by being a vital member of the Madison area and Wisconsin music scene throughout her career.

**John Stevens, Professor of Tuba 1985-2014, Director-1991-1996 & 2011-2013, UW-Madison**

When one thinks of Joan, one immediately thinks of her passionate love of music, particularly jazz piano and synthesized electronic sounds, with a focus on avant garde improvisation. She was my friend and neighbor on the fourth floor of the School of Music from when she first arrived in 1977. Joan always pursued so many varied activities including her popular jazz improvisation study groups on campus, her public performances in the area, the many successful collaborative recordings, and her own Jazz Web Page.

**Lois Anderson, Professor of Ethnomusicology 1968-2008 UW-Madison**

I have much respect for Joan as a musician, friend and musical partner. Always pushing the boundaries of composition, DX7 sounds, and improvisation, Joan created a unique imprint into the musical fabric of Madison and throughout Wisconsin that will last a long time. I am honored to have been a member of her trio and to have experienced her soulful love for life, music, teaching, and friendship.

**Dane Richeson, Professor of Music, Director of Percussion, Lawrence University  
Conservatory of Music**

The great nonagenarian artist-teacher François Rabbath has often said: “Each one is unique.” That may well be, but Joan Wildman was the most unique. A powerhouse of energy – a chain-smoking, fast-talking, fearlessly-improvising, brilliantly-inventive, swirling dervish of the piano. A composer of incredible depth - a mixologist of beauty, volatility, intellect, and passion. Electronic loops of a hundred or more bars collided with folk themes, stride piano, sampled voices, African percussion, romantic sonata forms, and the blues – always the blues – under her ever-watchful ear.

**Hans Sturm, Hixson Lied Professor of Double Bass & Jazz Studies, University of Nebraska-Lincoln**

I was a student in several of Joan’s early classes: Jazz Improvisation; History of Improvisation in Western European Music; and Contemporary Chamber Ensemble, where she introduced me to aleatoric music and the compositions of Roscoe Mitchell. Later, her expertise was invaluable as my advisor for the works of Roscoe Mitchell and other “free jazz” artists for my doctoral thesis. She was an immensely knowledgeable and passionate teacher who taught by example. Always eager to share a work-in-progress, she was also genuinely interested to hear what others were composing and playing. She would listen intently, give a thoughtful critique and finally encourage you to go write something new just as she did every day. The last time I saw her, a month before she passed, she said something she had often exclaimed throughout the many years I’ve known her: “Isn’t it fun?!” Joan was my teacher, mentor, and friend. A role model for me and so many others as an uncompromising creative artist, having the time of her life forging her own unique creative path. She has been and will always be a major inspiration.

**Jane Reynolds, Jazz Pianist, Composer and Educator, Radio Programmer/Host, “Strictly Jazz Sounds” WORT-FM**

What I would like to emphasize about Joan is her unrelenting focus on moving forward: always striving to improve, always trying new things (musically & otherwise), and meeting the future with a sense of optimism, adventure, and curiosity (including after her diagnosis).

**Diedre Buckley, Violist, Artist/Teacher, Madison Symphony, Wisconsin Chamber Orchestra**

**Memorial Committee**

Douglas Hill, Emeritus Professor of Music-Horn, (1974-2011) UW-Madison

Jane Reynolds, PhD in Theory and Composition, UW-Madison

Diedre Buckley, DMA-Viola, UW-Madison



---

**FACULTY SENATE  
DRAFT MINUTES  
04 October 2021**

---

Chancellor Rebecca Blank called the online meeting to order at 3:32 p.m. with 105 voting members present (147 needed for quorum). Memorial resolutions were offered for Professor Emeritus Phil Certain ([Faculty Document 2955](#)), Professor Mark Cook ([Faculty Document 2956](#)), Professor Emeritus Peter Eichman ([Faculty Document 2957](#)), Professor Emeritus Donald McCarty ([Faculty Document 2958](#)), and Professor Tejumola Olaniyan ([Faculty Document 2959](#)).

In her [State of the University](#) address, Chancellor Rebecca Blank reported that UW-Madison was the top public institution in a ranking of universities released by *Washington Monthly*. UW-Madison welcomed the largest and most diverse entering class in history (8,400). The underrepresented students of color hit a new high of 14.8%.

Vaccination rates are high on campus with 93% of students, nearly 95% of employees, and over 99% of the faculty fully vaccinated, contributing to the low number of COVID-19 cases. Unvaccinated students and employees must test once a week, and masking continues to be required on campus.

The Provost's office has created the new [Center for Teaching, Learning & Mentoring](#) to provide assistance to faculty and instructional staff, including lessons learned during the pandemic on improving student engagement. The office has created the [Exceptional Service Support Program](#) to acknowledge mentoring beyond what is expected. The program provides a course release.

Thirty-nine new faculty have been hired through the TOP program in the past three years. The Raimey-Noland campaign has raised over \$40 million for undergraduate scholarships, graduate school scholarships, faculty support, and academic programs.

In the area of research, an additional 100 grant proposals were submitted last year and the amount of grant money awarded increased by 15%. Capital projects for this year and next include the chemistry building, the Center for Dairy Research, and the Babcock Dairy Plant. A new Computer, Data and Information Sciences building, breaking ground in 2023, will have no public funding. The state biennial budget includes 2% salary increases for faculty and staff in each year of the biennium, and funding for a new academic building for the College of Letters & Science. The faculty compensation fund will be continued this year with \$2 million. In the ranking of faculty salaries, UW-Madison rose to number 5 in the Big Ten after spending the better part of 20 years at the bottom.

University Committee Chair Eric Sandgren shared his priorities for the coming year (administrative burden, campus climate, and shared governance), and proposed a shared governance ad hoc committee to work on the issue of administrative burden.

There was a question and comments about modality for the Faculty Senate.

Professor John Mackay (Philosophy) presented the Immigration and International Issues Committee annual report for 2019-2020 ([Faculty Document 2960](#)), Professor Mario Trujillo (Mechanical Engineering) presented the Recreational Sports Board combined annual report for 2019-2020 and 2020-2021 ([Faculty Document 2961](#)), Professor Shawn Green (Psychology) presented the Information Technology Committee annual report for 2020-2021 ([Faculty Document 2962](#)), Professor Rob Howard (Communication Arts) presented the University Libraries Committee annual report for 2020-2021 ([Faculty Document 2963](#)), and UC Chair Eric Sandgren presented the University Committee and Faculty Senate annual report for 2020-2021 ([Faculty Document 2964](#)). There were no questions on these reports.

University Committee Chair Eric Sandgren moved approval of a revision of Faculty Document 2570, which covers the process used to establish the academic calendar. An amended revision was approved ([Faculty Document 2570 Rev](#))

Senator Chad Goldberg (District 71, Sociology) moved approval of a resolution regarding the academic calendar, diversity and inclusion ([Faculty Document 2965](#)). The resolution was seconded and approved.

University Committee member Susan Thibeault moved approval of revisions to *Faculty Policies and Procedures* to standardize the language and format of committee sections in FPP that present annual reports to the Senate meeting ([Faculty Document 2966](#)). The revisions were approved.

Professor Mario Trujillo (Mechanical Engineering) moved approval of revisions to the Recreational Sports Board name and functions to reflect the rebranding of the unit ([Faculty Document 2967](#)). The revisions were seconded and approved.

Professor Rob Howard (Communication Arts) moved approval of revised functions of the University Libraries Committee ([Faculty Document 2968](#)). The revisions were seconded and approved.

University Committee Chair Eric Sandgren presented a first reading of revisions to several sections of *Faculty Policies and Procedures* to allow for electronic meetings ([Faculty document 2969](#)). Questions and comments were received.

The meeting adjourned at 4:50 pm.



Heather Daniels  
Secretary of the Faculty

---

**UW–Madison  
University Academic Planning Council  
Annual Report to the Faculty Senate  
2020–21**

## **I. Functions**

The University Academic Planning Council (UAPC) advises the provost on major academic program decisions, long-term academic plans, and related developments. The Council:

- Provides for faculty, staff, and student participation in academic planning,
- Assures that appropriate review is given to proposals for new academic programs (majors, degrees, or certificates) and changes to academic programs,
- Makes recommendations on proposals associated with the creation, reorganization, or discontinuation of academic structures (centers/institutes, departments, schools/colleges),
- Makes recommendations concerning the evaluation and review of academic programs, and
- Provides governance oversight for the general education requirements and for assessment of student learning.

The Council also makes recommendations on policy related to all of these areas ([FPP Ch. 6.52](#)).

UAPC meets once per month during the academic year, usually on the third Thursday of the month from 3:30–5pm. In 2020–21, due to the global pandemic of coronavirus disease 2019 (COVID-19), the UAPC meetings were all held virtually, via WebEx or Zoom. The committee met virtually seven times on the following dates: 17 September 2020, 19 November 2020, 17 December 2020, 21 January 2021, 18 March 2021, 15 April 2021, and 17 June 2021. The October 2020, February 2021, and May 2021 meetings were cancelled due to insufficient agendas. Agendas, minutes, and meeting materials are available from the Office of Academic Planning and Institutional Research (APIR) and are posted online at the [UAPC website](#).

## **II. UAPC Policy and Planning Discussions**

### **A. [Annual Program Review Report, 2019–20](#)**

The 2019–20 Annual Program Review Report was presented and discussed at the September 2020 meeting. In 2019–20, UW–Madison had approximately 400 degree/major programs and 125 certificate programs, for a total of approximately 525 academic programs. Consequently, reviews of approximately 50 programs need to be completed each year to maintain the requirement that every program be reviewed once in 10 years. In 2019–20, 27 program reviews were completed and 60 reviews were continued from the prior academic year. The 27 completed reviews were a decrease from 35 the year prior, 28 in 2017–18, and 72 in 2016–17. The decrease in completed reviews in 2019–20 can be partially attributed to the COVID-19 pandemic and the reprioritization of faculty and staff time toward pandemic-related activities. However, the continued decrease in completed reviews is a problematic trend and puts the university further off-track for the needed ~50 reviews per year to stay current. Focused efforts continue to support effective and timely program review, including annual program review workshops for department and program faculty and staff, as well as the [Program Review Status Tracker](#), which enables schools/colleges/programs to check upcoming, in-progress, and completed reviews and anticipate the program review timeline in its entirety. The tracker was created by Michelle Young in APIR and represents a notable improvement to the former antiquated database system used to manage program review across the institution.

**B. [Student Learning Assessment Annual Report, 2019–20](#)**

The annual report on student learning assessment was presented at the September 2020 UAPC meeting. The report noted that only 63 percent of undergraduate, graduate, professional, and certificate programs submitted the required annual assessment reports during the 2019–20 cycle. This was a substantial drop in received reports from previous years, and in part attributed to the COVID-19 pandemic and competing priorities. The report also detailed the efforts the student learning assessment team had made to support faculty and instructors in improving their course learning outcomes (CLOs) and aligning course syllabi with those CLOs. This work included the awarding of one-time small grants to departments, which resulted in 11 departments representing 4 schools and colleges participating in the CLO project. Beyond these two major areas of action, the assessment report also provided information about the Direct Evidence of Student Learning (DESL) initiative, course evaluations, cross-campus collaborations, and student learning assessment staffing.

**C. [Division of Extension Report, 2019–20](#)**

In November 2020, Karl Martin, the Dean of Extension, joined UAPC to present the 2019–20 Division of Extension Report, a report that was required for Fall 2020 when UAPC approved the Division of Extension structure in spring 2019. The report highlighted the activities of Extension's three shared governance committees: Academic Planning Council (APC), Council on Academic Staff Issues (CASI), and the Department of Extension Faculty (DEF). Featured achievements included the creation of the Extension Strategic Design, creation of the APC Bylaws and Operating Policies, development of the criteria and process for awarding performance bonuses within the Division of Extension, and formalization of CASI structure and bylaws. Related to the Extension faculty, the report noted that there were currently 107 faculty members and shared details on recent elections to bodies including the APC and the Administrative Committee, as well as the election of 11 faculty senators.

**D. [Undergraduate General Education Committee: Annual Report, 2019–20](#) / [Revision to Guide Language Regarding the Communication Requirement](#)**

The annual report from the Undergraduate General Education Committee was presented at the November 2020 UAPC meeting by Elaine Klein, who chairs the committee. Key initiatives related to the university's General Education Requirement (GER) included:

- Proposed revisions for the descriptive criteria for courses that meet the Communication A and B requirements.
- Improvements to resources for instructors relative to students' oral communication skills.
- Continued discussion of incorporating General Education Learning Outcomes in course proposals and on course syllabi.

In addition to these accomplishments, the report did note the impact the COVID-19 pandemic had on the committee's activities and the committee's ability to engage with campus stakeholders relative to GER activities and initiatives.

Beyond the annual report, the University General Education Committee also advanced a request to UAPC in April 2021 to revise the language used to present the Communication requirement in Guide. The revised language was written to be more inclusive by changing the reference to "speaking/speakers" to "communication/communicators." The proposal was approved by UAPC.

**E. Lumen Programs Diversity and Inclusion Section**

At its December 2020 meeting, UAPC received an update regarding the Lumen Programs new Diversity and Inclusion section. Lumen Programs is the system used to propose new academic programs and/or changes to existing programs. The D&I section was added to the proposal form in September 2020 to provide proposers with the opportunity to detail how they were being attentive to matters of diversity, equity, and inclusion during the process of new program development and when programs undergo substantial revision. The four D&I questions are:

1. Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.
2. Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.
3. Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.
4. Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, school/college or university, make those connections explicit where relevant.

**F. Policy on Tuition Surcharge for Undergraduate Excess Credits**

At the April 2021 meeting, UAPC approved the new Policy on Tuition Surcharge for Undergraduate Excess Credits. This policy is intended to encourage students to complete their baccalaureate degrees in a timely manner. The UW–Madison policy replaced the former UW System (UWS) policy by the same name, which was rescinded by the Board of Regents in April 2021. The new campus policy affirmed the former UWS policy in which Wisconsin resident undergraduates who accumulate more than 165 credits without graduating may be charged higher tuition rates and allowed for the implementation to continue uninterrupted.

**G. Policy on Credit by Departmental Exam**

UAPC approved administrative revisions to the existing Policy on Credit by Departmental Exam at its December 2020 meeting. This policy was established in 2015 and details how the university oversees and administers credit by exam. Credit by exam is an opportunity for students to demonstrate mastery of material that is equivalent to what would be learned in a specific UW-Madison course. The changes proposed in the 2020 revision include:

1. Exam Fee: Fee will be allocated 100 percent to the department offering the exam, rather than the previous allocation of 25 percent of the fee split between the Offices of the Bursar and Registrar. This change is being made at the request of the Madison Budget Office with the support of the Bursar and Registrar.
2. Exam Fee: Departments will have the option of lowering the fee from the standard \$135.
3. Bucky's Tuition Promise: Bucky's Tuition Promise is added as a fee-exempt group.



4. Lifting Restriction to Undergraduate Courses: Prior references to undergraduate students are removed opening the exam option to all degree-seeking students.
5. Posting of Credit: Clarifies language to remove ambiguity.

#### H. [Policy on the Credit Hour](#)

UAPC approved administrative revisions to the existing Policy on the Credit Hour at its December 2020 meeting. This policy was put into place in 2014 shortly after the U.S. Department of Education (ED) “Program Integrity Requirements” established federal compliance requirements for the federal credit hour regulation. It was last revised in 2017 with the revisions focused on providing clear standards for academic quality in combination with sufficient flexibility for all forms of instruction and new pedagogical approaches. The revision for 2020 incorporated the ED definition of “regular and substantive interaction” for instructors and students, which was released in August 2020. It also shifted language referencing the upcoming HLC accreditation visit to the past tense as the visit occurred in 2019. The addition of the regular and substantive interaction language is the key revision presented and follows exactly the policy language released by ED. The focus is clarity on “regular” and “substantive” definitional aspects of “regular and substantive interaction” for distance education, with the revised policy more clearly defining these terms and providing criteria for each.

### **III. Academic Program Changes Approved, September 2020 – June 2021**

The University Academic Planning Council considered and recommended the formal academic actions listed below.

#### **Majors and Degrees**

##### *Notice of Intent*

- [BS-Environmental Engineering](#), Department of Civil and Environmental Engineering, College of Engineering. Planned implementation Fall 2021. (UAPC September 2020)
- [MS-Sports Leadership](#), Department of Educational Leadership and Policy Analysis, School of Education. Planned implementation Fall 2021. (UAPC December 2020)
- [Bachelor of Liberal Studies-Applied Social Science](#), College of Letters & Science. Planned implementation TBD. (UAPC December 2020)
- [BA/BS-Information Science](#), Information School, College of Letters & Science. Planned implementation TBD. (UAPC January 2021)
- [BA/BS-Chicana/o and Latina/o Studies](#), Chicana/o and Latina/o Studies Program, College of Letters & Science. Planned implementation TBD. (UAPC June 2021)
- Convert named options (i.e., submajors) to degree/major, UW System Fast Track Approval, School of Business. Convert BBA in Business: Management and Human Resources, Option: Human Resources Online to [BBA in Business Administration-Human Resources](#). Planned implementation Fall 2022.
- Convert named options (i.e., submajors) to degree/major, UW System Fast Track Approval, School of Business. Convert BBA in Business: Management and Human Resources, Option: Management Online to [BBA in Business Administration-Management](#). Planned implementation Fall 2022.
- Convert named options (i.e., submajors) to degree/major, UW System Fast Track Approval, School of Business. Convert BBA in Business: Marketing, Option: Marketing Online to [BBA in Business Administration-Marketing](#). Planned implementation Fall 2022.
- Convert named options (i.e., submajors) to degree/major, UW System Fast Track Approval, School of Human Ecology. Convert BS-Personal Finance, Option: Personal

Finance Online to [BS-Consumer Finance and Financial Planning](#). Planned implementation Fall 2022.

- Convert named options (i.e., submajors) to degree/major, UW System Fast Track Approval, School of Human Ecology. Convert BS-Retailing and Consumer Behavior, Option: Consumer Behavior and Marketplace Studies Online to [BS-Consumer Marketplace Studies](#). Planned implementation Fall 2022.
- Convert named options (i.e., submajors) to degree/major, UW System Fast Track Approval, School of Human Ecology. Convert BS-Human Development and Family Studies, Option: Human Development and Family Studies Online to [BS-Human Development and Family Systems](#). Planned implementation Fall 2022.

#### *Authorization to Implement*

- [PhD-Information](#), Information School, College of Letters & Science. Action effective Fall 2021. (UAPC December 2020)
- [MS-Environmental Remediation and Management](#), Department of Soil Science, College of Agricultural and Life Sciences. Action effective Fall 2021. (UAPC December 2020)
- [BS-Environmental Engineering](#), Department of Civil and Environmental Engineering, College of Engineering. Action effective Fall 2021. (UAPC January 2021)
- [MS-Sports Leadership](#), Department of Educational Leadership and Policy Analysis, School of Education. Action effective Fall 2021, first enrollment Summer 2022. (UAPC March 2021)
- [Bachelor of Liberal Studies-Applied Social Science \(BLS-MASS\)](#), College of Letters & Science. Action effective Fall 2022. (UAPC June 2021)

#### *Discontinued*

- [PhD-Development](#), College of Agricultural and Life Sciences. The last term for enrollment/award will be Summer 2025. (UAPC December 2020)
- [MS-Biometry](#), College of Agricultural and Life Sciences. Admission will be suspended effective Fall 2021 with the discontinuation effective Fall 2023. (UAPC March 2021)
- [BSE-Chinese](#), Department of Curriculum and Instruction, School of Education. Action effective Fall 2023. (UAPC March 2021)
- [BSE-French](#), Department of Curriculum and Instruction, School of Education. Action effective Fall 2023. (UAPC March 2021)
- [BSE-German](#), Department of Curriculum and Instruction, School of Education. Action effective Fall 2023. (UAPC March 2021)
- [BSE-Italian](#), Department of Curriculum and Instruction, School of Education. Action effective Fall 2023. (UAPC March 2021)
- [BSE-Japanese](#), Department of Curriculum and Instruction, School of Education. Action effective Fall 2023. (UAPC March 2021)
- [BSE-Latin](#), Department of Curriculum and Instruction, School of Education. Action effective Fall 2023. (UAPC March 2021)
- [BSE-Portuguese](#), Department of Curriculum and Instruction, School of Education. Action effective Fall 2023. (UAPC March 2021)
- [BSE-Spanish](#), Department of Curriculum and Instruction, School of Education. Action effective Fall 2023. (UAPC March 2021)
- [MBA-Business: Arts Administration](#), Department of Management and Human Resources, School of Business. Admission will be suspended effective Fall 2022 with the discontinuation effective Fall 2024. (UAPC April 2021)

- [MFA-Dance](#), School of Education. Automatic elimination per UW System policy after five years of having admission suspended. Effective 1 February 2021. (UAPC June 2021)

#### *Renamed/Restructured*

- Substantially Redirect: [BS-Nursing](#), Nursing Collaborative Program (BSN@Home), School of Nursing. Action effective Fall 2021. (UAPC December 2020)
- Rename: [MS-Zoology to MS-Integrative Biology](#), Department of Integrative Biology, College of Letters & Science. Action effective Fall 2021. (UAPC March 2021)
- Rename: [PhD-Zoology to PhD-Integrative Biology](#), Department of Integrative Biology, College of Letters & Science. Action effective Fall 2021. (UAPC March 2021)
- Substantially Redirect (remove Comm-B General Education Requirement): [BSN-Nursing Accelerated Program](#), School of Nursing. Action effective Fall 2021. (UAPC March 2021)
- Revise undergraduate school-level degree requirements, [Bachelor of Business Administration](#) (BBA), School of Business. Action effective Fall 2021. (UAPC April 2021)
- Revise undergraduate school-level degree requirements, including changes to the [Bachelor of Social Work](#) (BSW) requirements, College of Letters & Science. Action effective Fall 2021. (UAPC April 2021)
- Substantially Redirect (change in curriculum): [MBA-Business: Marketing](#), Department of Marketing, School of Business. Action effective Fall 2022. (UAPC June 2021)
- Substantially Redirect (add Honors in the Major): [BA/BS-Asian Languages and Cultures](#), Department of Asian Languages and Cultures, College of Letters & Science. Action effective Fall 2021. (UAPC June 2021)

#### **Named Option**

##### *Established*

- Two new options in the MS-Psychology. Active effective Fall 2022. (UAPC November 2020)  
[Data Science in Human Behavior Research](#)
- [Human Development and Family Studies Online](#) associated with the BS-Human Development and Family Studies, Department of Human Development and Family Studies, School of Human Ecology. Action effective Fall 2022. (UAPC November 2020)
- [English Language and Linguistics](#) associated with the BA/BS-English, Department of English, College of Letters & Science. Action effective Fall 2021. (UAPC November 2020)
- [Psychoactive Pharmaceutical Investigation](#) associated with the MS-Pharmaceutical Science, School of Pharmacy. Action effective Fall 2021. (UAPC January 2021)
- [Master of Physician Assistant Studies \(MPAS\) at UW-Platteville](#) associated with MPA-Physician Assistant, School of Medicine and Public Health Academic Affairs. Action effective Fall 2021. (UAPC March 2021)
- [Machine Learning and Data Science](#) associated with the BS-Computer Engineering, Department of Electrical and Computer Engineering, College of Engineering. Action effective Fall 2021. (UAPC April 2021)
- [Machine Learning and Data Science](#) associated with the BS-Electrical Engineering, Department of Electrical and Computer Engineering, College of Engineering. Action effective Fall 2021. (UAPC April 2021)
- [Technology Strategy and Product Management](#) associated with the MBA-Business: Operations and Technology Management, Department of Operations and Technology Management, School of Business. Action effective Fall 2022. (UAPC June 2021)



- [Applied Security Analysis](#) associated with the MSB-Business: Finance, Investment, and Banking, Department of Finance, School of Business. Action effective Fall 2021. (UAPC June 2021)
- [Kindergarten – 9<sup>th</sup> Grade/Special Education Kindergarten – 12<sup>th</sup> Grade Dual Certification](#) associated with the BSE-Elementary Education, Department of Curriculum and Instruction, School of Education. Action effective Fall 2022. (UAPC June 2021)
- [Kindergarten – 9<sup>th</sup> Grade](#) associated with the BSE-Elementary Education, Department of Curriculum and Instruction, School of Education. Action effective Fall 2022. (UAPC June 2021)
- [Kindergarten – 9<sup>th</sup> Grade/Special Education Kindergarten – 12<sup>th</sup> Grade Dual Certification](#) associated with the BSE-Special Education, Department of Rehab Psychology and Special Education, School of Education. Action effective Fall 2022. (UAPC June 2021)
- [Early Childhood Special Education Birth-Grade 3](#) associated with the BSE-Special Education, Department of Rehab Psychology and Special Education, School of Education. Action effective Fall 2022. (UAPC June 2021)
- [Early Childhood Special Education/Special Education Dual Certification Birth-Grade 12](#) associated with the BSE-Special Education, Department of Rehab Psychology and Special Education, School of Education. Action effective Fall 2022. (UAPC June 2021)
- [Special Education Cross Categorical K-12](#) associated with the BSE-Special Education, Department of Rehab Psychology and Special Education, School of Education. Action effective Fall 2022. (UAPC June 2021)

#### *Admission Suspended*

- [Evening MBA](#) associated with MBA-Business: General Management, Wisconsin School of Business. Action effective Fall 2021. (UAPC October 2020)
- [Environmental Engineering](#) associated with the BS-Civil Engineering, Department of Civil and Environmental Engineering, College of Engineering. Last term to declare Summer 2022. (UAPC January 2021)

#### *Discontinued*

- [Business Analytics](#) associated with MS-Business: Operations and Technology Management, Department of Operations and Information Management, Wisconsin School of Business. Action to suspend admission effective Fall 2022. Action to discontinue effective Fall 2023. (UAPC October 2020)
- [Resource and Energy Demand Analysis](#) associated with MS-Agricultural and Applied Economics, Department of Agricultural and Applied Economics, College of Agricultural and Life Sciences. Action to discontinue effective Fall 2021. (UAPC March 2021)
- [Hebrew Bible](#) associated with MA-Classical and Ancient Near Eastern Studies, Department of Classic and Ancient Near Eastern Studies, College of Letters & Science. Action to discontinue effective Fall 2021. (UAPC March 2021)
- [Hebrew Bible](#) associated with PhD-Classical and Ancient Near Eastern Studies, Department of Classic and Ancient Near Eastern Studies, College of Letters & Science. Action to discontinue effective Fall 2022. (UAPC March 2021)
- Plant Biology associated with the [BA/BS-Biology \(L&S\)](#) / [BS-Biology \(ALS\)](#), Department of Integrative Biology / Department of Bacteriology, College of Letters and Science / College of Agricultural and Life Sciences. Admission will be suspended effective Fall 2021 with the discontinuation effective Fall 2024. (UAPC April 2021)

- [Marketing Analytics and Insights](#) associated with the MBA-Business: Marketing, Department of Marketing, School of Business. Admission will be suspended effective Fall 2022 with the discontinuation effective Fall 2023. (UAPC June 2021)
- [Product Management](#) associated with the MBA-Business: Marketing, Department of Marketing, School of Business. Admission will be suspended effective Fall 2022 with the discontinuation effective Fall 2023. (UAPC June 2021)

## **Certificates**

### *Established*

- [Capstone Certificate in Clinical and Health Informatics](#), Institute for Clinical and Translational Research, School of Medicine and Public Health. Action effective Summer 2021. (UAPC October 2020)
- [Capstone Certificate of French Studies for Teachers](#), Department of French and Italian, College of Letters & Science. Action effective Summer 2021. (UAPC November 2020)
- [Capstone Certificate in Applied Bioinformatics](#), Department of Cell and Regenerative Biology, School of Medicine and Public Health. Action effective Fall 2021. (UAPC December 2020)
- [Certificate in Applied Bioinformatics](#) (graduate/professional), Department of Cell and Regenerative Biology, School of Medicine and Public Health. Action effective Fall 2021. (UAPC December 2020)
- [Certificate in Economic Analytics](#) (undergraduate), Department of Economics, College of Letters & Science. Action effective Fall 2021. (UAPC December 2020)
- [Certificate in Dance Studies](#) (undergraduate), Dance Department, School of Education. Action effective Fall 2021. (UAPC December 2020)
- [Capstone Certificate in Global Health Online](#), School of Medicine and Public Health Academic Affairs, School of Medicine and Public Health. Action effective Fall 2021. (UAPC January 2021)
- [Certificate in Global Health Online](#) (graduate/professional), School of Medicine and Public Health Academic Affairs, School of Medicine and Public Health. Action effective Fall 2021. (UAPC January 2021)
- [Capstone Certificate in Psychoactive Pharmaceutical Investigation](#), School of Pharmacy. Action effective Fall 2021. (UAPC January 2021)
- [Certificate in Science Communication](#) (graduate/professional), Department of Life Sciences Communication, College of Agricultural and Life Sciences. Action effective Fall 2021. (UAPC March 2021)
- [Certificate in Organic Agriculture](#) (undergraduate), Department of Plant Pathology, College of Agricultural and Life Sciences. Action effective Fall 2021. (UAPC March 2021)
- [Certificate in Health Policy](#) (undergraduate), LaFollette School of Public Affairs, College of Letters & Science. Action effective Fall 2021. (UAPC March 2021)
- [Certificate in Data Science](#) (undergraduate), Department of Statistics, College of Letters & Science. Action effective Fall 2021. (UAPC March 2021)
- [Certificate in Arts and Teaching](#) (undergraduate), Department of Curriculum and Instruction, School of Education. Action effective Fall 2021. (UAPC March 2021)
- [Certificate in Accounting](#) (undergraduate), Department of Accounting and Information Systems, School of Business. Action effective Fall 2021. (UAPC April 2021)

### *Admission Suspended*

- [Capstone Certificate in Global Health](#), School of Medicine and Public Health Academic Affairs, School of Medicine and Public Health. Admission suspended effective Fall 2021 with the discontinuation effective Summer 2024. (UAPC January 2021)
- [Certificate in Public Humanities](#) (graduate/professional), Center for Humanities, College of Letters & Science. Action effective Fall 2021. (UAPC April 2021)

### *Discontinued*

- [Capstone Certificate in Clinical Nurse Specialist–Adult/Gerontology](#), School of Nursing. Action effective Spring 2021. (UAPC September 2020)
- [Nurse Educator Capstone Certificate](#), School of Nursing. Action effective Spring 2021. (UAPC September 2020)
- [Capstone Certificate in Global Health](#), School of Medicine and Public Health Academic Affairs, School of Medicine and Public Health. Admission suspended effective Fall 2021 with the discontinuation effective Summer 2024. (UAPC January 2021)

### *Renamed/Restructured*

- [Capstone Certificate in Engine Design](#) (change mode of delivery from >50-99% online to 100% online), College of Engineering. Action effective Fall 2021. (UAPC April 2021)
- [Capstone Certificate in Powertrain Electrification](#) (change mode of delivery from >50-99% online to 100% online), College of Engineering. Action effective Fall 2021. (UAPC April 2021)
- [Certificate in Medieval Studies](#) (undergraduate) (change audience to prohibit University Special Student enrollment), Department of History, College of Letters & Science. Action effective Fall 2021. (UAPC April 2021)

## **Academic Departments**

### *Eliminated*

- [Department of Comparative Literature and Folklore Studies](#), College of Letters & Science. Action effective Summer 2021. (UAPC November 2020)

## **Subject Listings**

### *Renamed/Restructured*

- Change Academic/Administrative Home: [Animal Sciences](#) (AN SCI, 604) from Department of Animal Sciences to the new Department of Animal and Dairy Sciences, College of Agricultural and Life Sciences. Action effective Summer 2021. (UAPC September 2020)
- Change Academic/Administrative Home: [Dairy Science](#) (DY SCI, 292) from Department of Dairy Science to the new Department of Animal and Dairy Sciences, College of Agricultural and Life Sciences. Action effective Summer 2021. (UAPC September 2020)

## **Centers and Institutes**

### *Established*

- [University of Wisconsin–Madison Center for Biomedical Swine Research and Innovation](#), School of Medicine and Public Health. Action effective Spring 2021. (UAPC November 2020)
- [Center for Ecology and the Environment](#), Institute for Environmental Studies, Gaylord Nelson Institute for Environmental Studies. Action effective Spring 2021. (UAPC December 2020)

- [Center for Health Disparities Research](#), School of Medicine and Public Health. Action effective Fall 2021. (UAPC April 2021)
- [Center for Healthcare Safety and Applied Research in Antimicrobial Resistance](#), School of Medicine and Public Health. Action effective Fall 2021. (UAPC June 2021)
- [Center for Transdisciplinary Psychoactive Substances](#), School of Pharmacy. Action effective Fall 2021. (UAPC June 2021)

#### *Discontinued*

- [Pediatric Pulmonary Center](#), Department of Pediatrics, School of Medicine and Public Health. Action effective Spring 2021. (UAPC October 2020)

#### **Miscellaneous**

- Discontinue an Intended Major Code: [BS-Agricultural Business Management](#), Department of Agricultural and Applied Economics, College of Agricultural and Life Sciences. Action effective Fall 2021. (UAPC March 2021)

In addition to these formal UAPC academic actions, the committee was provided with a summary of administrative actions taken during 2020–21 for the record. This list includes actions regarding doctoral minors, School of Education BSE minors, and Teach (TCH) codes. The full list of actions provided for the record can be found within the [June 2021 agenda](#) starting on page five.

#### **IV. Future Issues**

The UAPC will continue to address issues relevant to its purpose of advising the Provost on university academic program issues. These issues are expected to continue to include overseeing program review policies and general education requirements, monitoring assessment of student learning, and reviewing a range of academic policy matters.

#### **V. Summary**

In 2020–21, UAPC addressed academic issues relevant to many aspects of its purpose as defined by Faculty Policy and Procedures. The UAPC reviewed annual reports on program review, general education requirements, Extension, and student learning assessment. UAPC approved/endorsed new policy and/or guidance documents over the past year related to the Lumen Programs Diversity and Inclusion section, the Policy on Tuition Surcharge for Undergraduate Excess Credits, the Policy on Credit by Departmental Exam, and the Policy on the Credit Hour. As part of its responsibility for appropriate review and consideration of requests for new programs and changes to programs and units, the UAPC approved 94 actions related to changes in the status of academic programs and academic units as listed above, down from 134 in 2019–20 and 100 in 2018–19. Notably this work was done while the campus grappled with the impacts of the COVID-19 pandemic during the 2020–21 academic year.

#### **VI. University Academic Planning Council Membership 2020–21**

##### Ex Officio Members

Rebecca (Becky) Blank (Chancellor)  
John Karl Scholz, Chair (Provost)  
William Karpus (Dean, Graduate School)

Administrative Member Appointed by the Provost  
Eric Wilcots, Dean of the College of Letters and Science

University Committee Representative  
Eric Sandgren, Pathobiological Sciences

Academic Staff Executive Committee Appointee  
Debra Shapiro, Information School

University Staff Central Committee Appointee  
Jen Schumacher, Department of History

Divisional Committee Appointees  
Donna Fernandez, Botany, Biological Sciences Division  
Xueli Wang, Educational Leadership and Policy Analysis, Social Sciences Division  
Jose Pincheira, Civil and Environmental Engineering, Physical Sciences Division  
Junko Mori, Asian Languages and Cultures, Arts and Humanities Division

University Committee Faculty Appointees  
Elizabeth Cox, Pediatrics  
Linsey Steege, Nursing  
Yevgenya Grinblat, Zoology  
Susannah Tahk

ASM Student Appointee  
Cole Jacob Roecker

Consultants and Staff to the UAPC  
Jocelyn Milner, Vice Provost for Academic Affairs and Director of Academic Planning and Institutional Research  
Karen Mittelstadt, Academic Planner, Academic Planning and Institutional Research

---

## **Committee on Faculty Rights and Responsibilities Annual Report for 2016-2021**

### **I. Functions**

The functions of the Committee on Faculty Rights and Responsibilities (CFRR) are laid out in [\*Faculty Policies and Procedures \(FPP\) 6.38\*](#): to serve as the review committee for non-renewal appeals pursuant to [\*FPP 7.10\*](#); to serve as the hearing committee for appeals in discipline and dismissal cases in accordance with the provisions of [\*FPP Chapter 9\*](#); and to serve as the hearing committee in cases of layoff due to financial emergency pursuant to [\*FPP Chapter 10\*](#). For non-renewals, the CFRR will hold an initial meeting to determine whether the appeal falls under the jurisdiction of CFRR, if a violation of UWS 3.08(1) is alleged, if the information requested is provided, and that the information provides some evidence in support of the allegations. If the CFRR decides to consider an appeal of a non-renewal, they may conduct fact-finding interviews and meet multiple times before issuing a decision.

### **II. Committee Activities**

#### **2016-2017 Committee Activities**

The 2016-2017 CFRR met to consider three non-renewal decisions; de novo committees were recommended in all three. In two appeals, the de novo committees did not recommend promotion. One de novo decision was appealed to CFRR, and the resolution is reported in the activities for 2017-2018. In the third case, the de novo committee did recommend promotion, however, the faculty member resigned.

#### **2017-2018 Committee Activities**

The 2017-2018 CFRR met to consider two non-renewal decisions. The first was the appeal of a de novo committee decision from 2016-2017. The new de novo committee recommended promotion, however, the faculty member resigned. In the second case, a de novo committee recommended promotion, which was confirmed by the divisional committee and then approved by the Dean, Chancellor, and Board of Regents.

#### **2018-2019 Committee Activities**

The 2018-2019 CFRR considered three appeals of non-renewal decisions. A de novo committee was recommended for one, and the other two tenure cases were remanded back to the departments. The de novo committee did not recommend promotion, and this decision was appealed to CFRR, which dismissed the appeal. In both cases remanded back to the departments, the departmental executive committee voted in favor of submitting the tenure packet to the divisional committee. The divisional committee recommended promotion for one which was approved by the dean, chancellor, and the UW System Board of Regents. The divisional committee did not recommend promotion in the other case, and the faculty member was not approved for promotion by the dean.

### 2019-2020 Committee Activities

The 2019-2020 CFRR considered four appeals of non-renewal decisions. One of the cases was dismissed by CFRR. The three other appeals were considered in 2020-2021.

In addition, two appeals for discipline were submitted but withdrawn before hearings were held.

### 2020-2021 Committee Activities

The 2020-2021 CFRR considered one new appeal of a non-renewal decision and continued work on three appeals from 2019-2020. Three of the cases were dismissed by CFRR. The fourth was referred to the dean. The dean upheld the nonrenewal by the department. This decision was appealed to CFRR, and the appeal was subsequently withdrawn.

### III. Committee on Faculty Rights and Responsibilities Membership

#### 2016-2017 Committee Membership

Corinna Burger (Neurology)  
J. Michael Collins (Consumer Science)  
Irwin Goldman (Horticulture)  
Susan Lederer (History of Medicine)  
Gloria Maria-Beffa (Mathematics)  
Steven Nadler (Philosophy)  
Pilar Ossorio (Law)  
Jennifer Reed (Chemical & Biological Eng)  
Howard Schweber (Political Science) *chair*

#### 2017-2018 Committee Membership

Corinna Burger (Neurology)  
Irwin Goldman (Horticulture) *chair*  
Mary Halloran (Integrative Biology)  
Susan Lederer (History of Medicine)  
Gloria Maria-Beffa (Mathematics)  
Steven Nadler (Philosophy)  
Adam Nelson (Educational Policy Studies)  
Pilar Ossorio (Law)  
Jennifer Reed (Chemical & Biological Eng)

#### 2018-2019 Committee Membership

Irwin Goldman (Horticulture) *chair*  
Mary Halloran (Integrative Biology)  
Susan Lederer (History of Medicine)  
Gloria Maria-Beffa (Mathematics)  
John Mullahy (Population Health Sciences)  
Steven Nadler (Philosophy)  
Adam Nelson (Educational Policy Studies)  
Pilar Ossorio (Law)  
Jennifer Ratner-Rosenhagen (History)

#### 2019-2020 Committee Membership

Irwin Goldman (Horticulture), *chair*  
Jenny Gumperz (Medical Microbiology)  
Mary Halloran (Integrative Biology)  
Susan Lederer (History of Medicine)  
John Mullahy (Population Health Sciences)  
Adam Nelson (Educational Policy Studies)  
Robert Radwin (Industrial & Systems Eng)  
Jennifer Ratner-Rosenhagen (History)  
Anja Wanner (English)

#### 2020-2021 Committee Membership

Jeff Beneker (Classical & Ancient Near Eastern Studies)  
Irwin Goldman (Horticulture) *chair*  
Jenny Gumperz (Medical Microbiology)  
John Mullahy (Population Health Sciences)  
Robert Radwin (Industrial & Systems Eng)  
Jennifer Ratner-Rosenhagen (History)  
Vikas Singh (Biostatistics & Medical Informatics)  
Izabela Szlufarska (Materials Science & Eng)  
Anja Wanner (English)



---

**University of Wisconsin-Madison****Shared Governance Budget Committee 2020-21 Report**

*Authored by Members of the UW-Madison Budget Committee*  
*Approved by UW-Madison Budget Committee: September 10, 2021*

**Background**

The UW Budget Committee was chartered in summer of 2016. The charge of this committee is to advise the Chancellor, Provost, Academic Planning Council, University Committee, and relevant colleges and divisional committees on issues of budgetary impact. The Budget Committee also provides feedback on budget planning and analysis for the offices within Finance and Administration. In September 2020, the UW Budget Committee delivered a report to shared governance about the budget operations of UW-Madison, improving awareness and transparency of budget issues and effects on the campus community.

This report provides further information for the academic year 2020-21. The audience for this information includes the University Committee, Faculty Senate, Academic Staff Assembly, University Staff Congress, Associated Students of Madison, as well as faculty and staff across the UW-Madison campus. The Budget Committee also welcomes suggestions for topics for the Committee to consider in the AY2020-21. The Committee seeks to be a partner; a place where units, planning councils, and senates can express ideas, concerns, and proposals.

Note that the committee charge under 6.25. Budget Committee, B.FUNCTIONS.1. now includes “matters of compensation and economic benefits for all employees”.

**Activities**

Since the last report, the Committee has held 8 meetings. Meeting dates and topics include:

- October 2020: University Health. Is the UHS funding model still feasible given current needs? What are the implications across campus budgets?
- November 2020: COVID-19 and Budget Responses – planned responses and potential issues ahead
- December 2020 How has UW-Madison’s research enterprise managed the COVID-19 pandemic? What investments does campus need to keep research funded externally at a high level?
- January 2021: Division of Continuing Studies – How has the expansion of online instruction affected operations and instruction? What are the implications for costs and revenues, and what investments does UW need to make across departments?
- February 2021 Division of Extension – how has the role of Extension at UW Madison evolved with the merger? What are the impacts of state and county-based staff as the state and local budgets are in austerity mode?
- March 2021 UW-System – how will financial issues across campuses statewide impact the UW-Madison campus? Are there potential areas of collaboration of consolidation that have budget savings?
- April 2021 Budget Planning – the budget process and new budget tools



- May 2021 Government Affairs – updates on state / federal policies with budget implications

## **Focal Issues for Shared Governance 2020-2021**

### **1. University Health Services (UHS)**

Jake Baggott, Associate Vice Chancellor and Executive Director of University Health Services (UHS), provided an update on COVID-19 impact to UHS budget and operations during the October 2020 meeting in campus transition planning from Smart Restart to COVID-19 Response. No details about pandemic impact on UHS or campus budget were available at this time of emergency response. Jake shared our cost recovery depends on outbreaks in Winter and outcomes of upcoming federal, state and campus budget processes. He also offered details about COVID-19 impact on operations related to community collaborations, staff workloads and service delivery challenges.

By October, UHS coordinated with Public Health Madison Dane County (PHMDC), Wisconsin Department of Health Services (DHS) and campus partners to provide and increase testing, contact tracing and other direct services to students and employees. Over 70 contact tracers and 35 testing staff were hired in temporary appointments to meet demand of Fall and anticipated Spring semesters. UHS staff participated in COVID-19 health communications, isolation and quarantine, outbreak investigations, onsite campus infection control, and other pandemic response activities. Mental Health Services continued to experience an increase in demand for student appointments since pivoting to virtual delivery in Spring 2020. The ongoing challenge was how to find efficiencies and more effective ways to provide scheduled services and initiatives like seasonal flu shot clinic in addition to changing emergency response needs.

Moving forward, having some remote mental health services continue can be seen as a solution to increase capacity. The continuation of listening to feedback and increased cooperation between student government bodies will also be seen as beneficial.

### **2. Implications of COVID-19**

The committee focused on the budget effects of COVID-19 at the November meeting. The pandemic's impact on campus budget uncertainty cannot be understated. The administration provided the committee with regular budget updates throughout the year. The initial forecasts were cause for alarm, although as the year progressed and federal support came through, as well as stability in tuition, the worst case scenarios did not come to fruition. Almost all parts of campus suffered negative budget consequences from the pandemic, with some units facing very severe shortfalls. The next AY 22-22 will be a critical period to monitor discrepancies in units that are able to rebound more quickly and those that lag behind.

### **3. Online Programs / Summer Term**

At the January 2021 committee meeting, Jeff Russell, Dean of the Division of Continuing Studies (DCS) and Vice Provost for Lifelong Learning, presented on the role of DCS on campus. DCS has supported a range of online learning during the pandemic, a focus during the pandemic. However, many DCS programs were not able to operate at regular capacity this last year, generating significant budget shortfalls for DCS and resulting in cuts of staff and programs. UW remains behind other peer universities in revenue generating online learning. A number of new programs are going online but the process of growing these new programs will take time.

#### **4. Extension Merger**

The committee heard updates on the Division of Extension from Dean Martin at the February meeting. The committee was pleased to hear that the overall process has gone smoothly and that no major budget implications have been encountered. Extension continues to navigate the nature of its dispersed staff across the state, and unique partnership agreements with most county governments and tribal areas that are a source of ongoing negotiation. If local governments reduce their support for Extension staff across the state, the Division will work to find other funded roles for staff but may face some risks going forward. FY22 is uncertain but Extension is planning a 4% cut. They are planning on not replacing vacant positions, but also could benefit from legislative proposals for more regional or topical positions.

#### **5. Research Enterprise**

At the March meeting, Steve Ackerman provided an update to the committee on the VCGRE's \$1.3B in funded research, including \$732M in federal; \$570 in non-federal; and \$32M in industry grants. UW remains in the top 10 for most areas of research support but lags peers in industry-sponsored. Overall, the COVID 19 impacts on research were not major. Proposals for projects have actually increased, including 67 awards on COVID topics. WARF Funding was not adversely affected by budget cuts. There is growing support for work in inequality and well as Industry Collaborations. There is a new rate for indirect costs, the "Federal Negotiated Rate." Overall the research enterprise and graduate school are weathering the pandemic without major setbacks.

#### **6. UW System**

Sean Nelson, VP of Finance for UW System, joined our April 2021 meeting to provide an update and overview of the financial state of UW System. He provided a general UW System perspective, while also explaining the particular relevancies and impacts on UW-Madison. Overall, the state of the budget isn't particularly healthy due to low levels of reserves from the now 8-year tuition freeze, the ever decreasing State allocations, and impacts of Covid-19.

Regarding tuition and the tuition freeze that started in 2013, the reserves that were carried have gone from \$500m to \$150M. The UW System budget is \$6.5B, making these reserves extremely low. Because the state has restricted tuition increases, revenue has been significantly impacted. For comparison, UW resident tuition is ~\$4K-\$5K lower than neighboring states. By freezing the tuition for all residents, there is a negative impact on UW's ability to grow. Other states have charged a higher base tuition and use revenue for targeted subsidies (such as the Badger Promise Program). UW-Madison would be able to expand such programs but UW System currently lacks the authority to do this. In terms of the state's budget allocation to UW System, their portion is only ~18%, and federal support now is greater than state support. Due to the lapses in WI budgets, this created ~1/3 loss of System's budget.

Finally, the update on Covid-19 financial impacts centered around the federal Covid relief, which has acted like a lifeline for UW System campuses (particularly the regional

ones). The support is mostly comprised of direct student aid (~50%), but the other support has greatly assisted in making up for the auxiliary losses (like housing). UW-Madison was hit harder than any other UW System campus by Covid and across more areas of the budget.

Overall, the budget outlook does seem to be improving and there is some optimism for 2021-2022.

## **7. State and Federal Budget Issues**

### Federal Budget:

Mike Lenn, Director of Federal Relations, joined the May 14<sup>th</sup> meeting to update the committee on matters related to the federal budget. Mike highlighted the three rounds of federal stimulus/recovery funding UW-Madison received: (1) CARES Act funding - \$19 million (half to support students), (2) HEERF II funding - \$29 million (\$10 to support students), and (3) HEERF III funding - \$53 million (half to support students). Mike also highlighted the significant delays in the appropriations bill process, with congressional approval of the omnibus bill occurring as late as December 2021 (with continuing resolutions and/or possible shutdowns occurring along the way).

Mike also noted four factors to watch with respect to the FY2022 federal budget: (1) Democratic control over both houses of Congress, (2) no statutory budget caps, (3) return of earmarks after a decade-long absence, and (4) the high likelihood that “infrastructure week” will last months given push to pass the Biden administration’s American Rescue plan.

Finally, Mike highlighted the continued efforts that underlie the UW advocacy strategy. These efforts include advocating appropriation requests, hosting a (virtual) UW Lobby Day, meetings between the chancellor and Wisconsin appropriators, congressional staff trips to campus, and outside engagement (e.g., support letters).

### State Budget:

Crystal Potts, Director of State Relations, joined the May 14<sup>th</sup> meeting to update the committee on matters related to the 2021-2023 state budget. Notable events/items include: (1) two lapses in funding for UW system (lapse 1: \$40 million, lapse 2: \$45 million), (2) State Budget Stabilization (“Rainy Day”) Fund balance of ~\$993.9 million, (3) undesignated General Fund balance of ~\$1.9 billion at the end of FY2020, (4) debates regarding the use of federal funding (echoes panel discussion at Campus State Budget Forum hosted by PROFS), (5) UW System operating budget request includes an increase in funding of \$95.7 million and the capital budget request includes \$1.2 billion for building projects, and (6) Gov. Evers’ budget proposal includes \$191 million in new state funding (though final amounts still undetermined).

Crystal highlighted several key factors to watch with regards to the next biennial budget: (1) divided government, (2) UW System competing with several other areas of need in the state, including healthcare, K-12 education, and infrastructure, and (3) updated revenue estimates (Evers’ budget based on Nov. 2020 estimates, legislators likely base on April/May 2021 estimates).

Finally, Crystal highlighted the continued efforts that underlie the UW advocacy strategy. These efforts include meetings between the chancellor and Gov. Evers and legislative leaders, candidate education and freshmen legislative briefs, UW Lobby Day (held on April 14, 2021), and developing a broad coalition with external advocates (e.g., greater corporate engagement). A key point of emphasis is support for the capital budget, using activities such as regional/targeted webinars, facility tours, engagement of deans, board of visitors, alumni, and other advisory groups.

Both Mike and Crystal stressed the important role that faculty and staff play in the advocacy strategy at both the federal and state levels.

### **Potential Topics for 2021-2022 Meetings**

The Committee has developed a broad sense of budget issues across campus, including familiarity with specific units. This next academic year we will plan to revisit with some of the same units and divisions. Potential meeting topics include:

- UW Athletics- how has the budget of Athletics weather the pandemic give the losses of revenue as sports seasons are altered? Can UW provide the same level of support as for prior cohorts of student-athletes?
- Housing – How will housing maintain its budget and manage future capital and operating expenses?
- Capital Projects, Facilities and Buildings- What is the status of needed projects?
- UHS – how has the budgeted increase in mental health services worked?
- UW employee benefits – how sustainable are benefits and benefit options for Madison employees? What changes are in planning? How has TTC changed the budget for compensation and benefits?
- How COVID Emergency funds were spent at the UW Campos level

### **Conclusions**

The UW Budget Committee will be an important conduit between shared governance bodies and campus consistencies this next year, especially given changes in the Vice Chancellor's Office. UW-Madison is facing an unprecedented budget environment with a great deal of uncertainties in the future. The Budget Committee welcomes feedback through its members to help UW-Madison adapt and adjust in this challenging environment.

## COMMITTEE MEMBERS

First Name	Last Name	Department Name	Seat Type	Act. Start	Exp. End
WILLIE	CHOI	BUSINESS	Faculty	7/1/18	6/30/22
J. MICHAEL	COLLINS*	SOHE / PUB AFFR	Faculty	7/1/17	6/30/21
SUSAN	COOK	MUSIC / L&S	Faculty	7/1/17	6/30/21
TARA	CORDES	FP&M	University Staff	10/15/19	6/30/23
YASMINE	FERGUSON	DOIT	Student	7/1/20	6/30/21
JOHN	HORN	FINANCE & ADMIN	Admin	1/10/20	6/30/21
GRANT	RUPKALVIS	STUDENT	Student	7/1/20	6/30/21
NATHAN	SCHULFER**	NELSON	Academic Staff	7/1/19	6/30/23
ZACH	SMITH	ENGR	Academic Staff	6/14/20	7/1/23
JANA	VALEO	L&S/HISTORY	University Staff	7/1/18	6/30/22
KIMBER	WILKERSON	EDUC/REHAB PSYCH	Faculty	7/1/19	6/30/23
LAURENT	HELLER	FINANCE & ADMIN	Ex Officio	7/1/19	6/30/23
EDEN	INOWAY-RONNIE	GEA	Ex Officio	7/1/19	6/30/23
JENNIFER	KLIPPEL	BUDGET OFFICE	Ex Officio	7/1/18	6/30/21
DAVID	MURPHY	FINANCE & ADMIN	Ex Officio	7/1/19	6/30/23
JAKE	SMITH	ACAD STAFF	Friend	7/1/17	6/30/21
LISA	WALTERS	FINANCE & ADMIN	Friend	7/1/17	6/30/21

\* *chair* \*\* *co-chair*

Thank to our committee members ending their service on this committee.

## Budget Committee Background

[https://policy.wisc.edu/library/UW-806#Pol806\\_6\\_25](https://policy.wisc.edu/library/UW-806#Pol806_6_25)

### 6.25. Budget Committee

- A. **MEMBERSHIP.** The Budget Committee shall consist of the following members, to serve staggered terms of four years, except that student terms shall be two years and initial terms of all members shall range from one to four years to create a staggered rotation.
1. Four faculty members.
  2. Two academic staff members.
  3. Two university staff members.
  4. Two students, to include both graduate and undergraduate students.
  5. Ex officio non-voting members: campus budget director; chancellor or designee; provost or designee; and vice chancellor for finance and administration or designee.

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

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

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

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

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



## COMMON UW MADISON FUNDING SOURCES / CODES

- 101- State tax, Federal indirect cost, and tuition funding allocated for the purpose of education and related programs. Salaries on 101 have fringe from the State.
- 104- Funding from UW-Extension used for off campus credit and non-credit activities.
- 128- Cost recovery funding used by units selling goods or services, both externally and internally.
- 131- Tuition generated by self-supporting instructional programs.
- 133- Non-Federal grants and contracts.
- 135- VCRGE
- 136- Cost recovery outreach funding mechanism.
- 144- Federal grants and contract funding.
- 150- Federal indirect cost reimbursement used for special allocations.
- 161- University administered trust funds.
- 233- Gift funding.
- 402- Minority and disadvantaged programs.

## UNIVERSITY CURRICULUM COMMITTEE ANNUAL REPORT FOR 2020-2021

### **I. Functions and Meetings**

The functions of the University Curriculum Committee (UCC) are specified in Chapter 6.53 of FPP as follows:

**APPROVAL OF COURSES.** Proposals for new credit courses, or for modifications of or discontinuation of existing credit courses, shall be approved by the department (or department-like body), then by the school or college, and finally by the University Curriculum Committee.

**REVIEW OF COURSE OFFERINGS.** The University Curriculum Committee may review and recommend the alteration or discontinuance of existing credit courses, and the establishment of new courses.

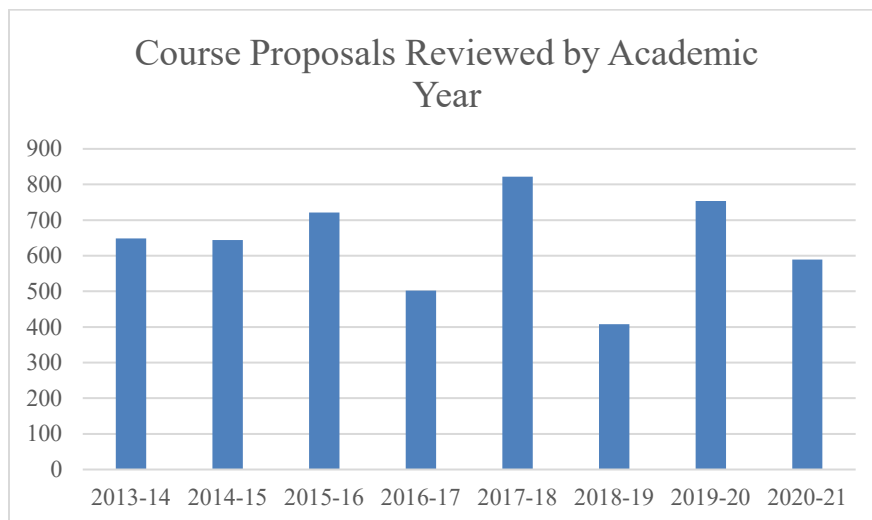
**ADVICE ON EDUCATIONAL POLICY AND PLANNING.** On its own initiative or on request, the University Curriculum Committee may advise the chancellor, provost, deans, or other administrative officers of the university on educational policy and planning and their implementation.

In 2020-2021, the committee met 13 times on the second and fourth Fridays of the month on the following dates: September 11, September 25, October 9, October 23, November 13, and December 11, 2020; and January 22, February 12, February 26, March 12, April 9, April 23, May 14, 2021. All meetings were held virtually using Zoom.

Agendas and minutes for UCC meetings are available from the Office of Academic Planning and Institutional Research (APIR) and are posted on-line at <https://apir.wisc.edu/course-planning/meeting-dates-deadlines/>.

### **II. Approval of Courses**

One of the major functions of the UCC is to review proposals to create new, change existing, or discontinue courses. In 2020-2021, the UCC reviewed 589 course proposals. This number is down from 2019-20 (754 proposals) mainly due to no new subject listings being created and no major projects being undertaken. The total number of proposals reviewed is slightly below the average number of proposals reviewed each year since the UCC was created in 2013.



Of the proposals submitted:

- 234 were new course proposals
- 218 were course change proposals
- 137 were course discontinuation proposals

See appendix for a list of subjects that submitted course proposals in 2020-21.

### **III. Policy and Initiatives**

#### **Cross-list Working Group**

The outcome of the discussion during the 2019 joint UCC and school/college curriculum committee meeting it was a recommendation to form a working group to perform an in-depth study of course cross-listing. The UCC charged a working group with investigating three primary considerations related to course cross-listing:

1. the treatment of cross-listing and how it supports goals and/or enrollment practices on campus,
2. the problems cross-listing may cause for students, departments, and the student digital ecosystem, as well as the potential conflicts, misunderstandings, complications, and costs that arise from cross-listing, and
3. recommendations for the future practice of cross-listing on campus

In May 2020 the UCC accepted a report of the group's finding and recommendations. The group's investigation revealed that the use of cross-listing has a long and complex history and over time has created different meanings for cross-listing depending on the specific course and audience. These many different meanings cause misunderstandings and issues across campus – for example, course selection, program requirements, and topic representation. The working group recommended raising awareness of the current challenges; clarifying what it means to cross-list by identifying targeted reasons to cross-list (such as shared ownership); optimizing the use of cross-listing by providing guidance on how it should be used appropriately; and finding alternative ways to accomplish the other goals that could be better served with different solutions.

No plan of action was made other than the group's continuation for the 2021-2022 year. The UCC and the working group agree that this is a complex issue that will require time and communication with a number of constituent groups. The final report was sent to all school/college curriculum contacts in May with the expectation of feedback to be delivered at the joint School/College/UCC meeting in October. Additional work based on that feedback is needed prior to any action being taken.

#### **Regular and Substantive Student-Instructor Interaction**

In September 2020, the US Department of Education provided a definition of “regular and substantive student-instructor interaction”, a phrase they use in the federal definition of distance education but that had not previously been defined. The UCC does not approve the mode of instruction when a course is considered, but mode does factor in to how a course is reviewed. For example, courses are reviewed to make sure they would not be considered a correspondence course, a mode that UW-Madison is not authorized to offer). The distinguishing difference between a correspondence course and a distance-delivered course is the requirement for regular and substantive interaction between the faculty and students that is primarily faculty driven. The new definition was the topic of discussion at the annual joint meeting of the UCC and the school/college curriculum committee chairs. Grant Nelsestuen provided an overview of the definition and led a discussion about how it will apply at UW-Madison.

The application of this new definition from the Department of Education is something UCC will consider as they review courses. A [KnowledgeBase page](#) was created to provide information about the new

definition and how to apply it to a course. The UCC discussed how to include it in their review and how to provide guidance to proposers and other curriculum committees. They decided to add a check box to the Lumen Courses proposal similar to what exists for the credit hour policy where the proposer checks a box acknowledging that the course has been designed to meet the definition of regular and substantive student-instructor interaction. There will also be a new required element on the sample syllabus where the instructor will articulate explicitly how the course meets the definition. Required elements for a course proposal sample syllabus are available in the UW-Madison Policy Library <https://policy.wisc.edu/library/UW-1065>.

#### Mode of Instruction Definitions

Vice Provost for Teaching and Learning, John Zumbrunnen and Vice Provost for Academic Affairs, Jocelyn Milner, presented a document that proposed clarified definitions of modes of instruction and how synchronous and asynchronous instruction may take place (or not) with each mode. The Covid-19 pandemic created a need for clarity and consistency on what these terms mean. The terms relate to 'mode of instruction' (WHERE does the meeting occur), 'synchronous versus asynchronous' (WHEN does the meeting occur), and 'pedagogy' (HOW the material is delivered). Zumbrunnen and Milner discussed in detail the variations within each of the terms and how they apply with examples and how that should be presented to students (whether it's in SIS or the syllabus). The proposed definitions were approved effective spring 2021 and are available in the UW-Madison Policy Library <https://policy.wisc.edu/library/UW-1076>.

#### Course Learning Outcomes Expedited Project

Course learning outcomes have been a part of the course proposal and approval process since 2015. When Lumen Courses was implemented in January 2018, it included the entry of course learning outcomes in a way that would allow them to be extracted from Lumen and used by other campus systems, most notably AEFIS. Having all 10,000 courses go through the course proposal process one by one to have learning outcomes added is not efficient or even feasible; a batch process for expedited entry was needed. The CLO expedited project began with a pilot phase in 2019 and to date approximately 19% of courses have had learning outcomes entered. The next phase of the project intends to ramp up efforts with the goal of having learning outcomes entered for most group instruction undergraduate courses in 3-4 years.

Vice Provost for Teaching and Learning, John Zumbrunnen and Mary Thompson met with the UCC in May to request approval to continue the project that allows departments to enter course learning outcomes (CLOs) in Lumen Courses for use in AEFIS and other campus systems without a full course proposal. Providing assessable course learning outcomes is a part of the institutional assessment plan and accreditation and is important for student learning. The expedited approval of CLOs is working to meet those requirements.

The plan as outlined includes communication in spring 2021 to UCC and UCAAA (University Council on Academic Affairs and Assessment) to inform the process. Over the summer/fall the Student Learning Assessment Office (SLA) will identify point people within the school/colleges and determine a timeline that will work for that unit and its departments. Starting in fall 2021, SLA and the schools/colleges will begin communication efforts for professional development and operational support at the department level. In spring 2022, SLA will deliver a progress report to the UCC for updates on the CLO work. J. Zumbrunnen noted that schools/colleges may be at different stages in the process and acknowledges that there are many other projects on-going, which is why they intend to incorporate this project as they are able to.

### Provost Karl Scholz

The committee meets annually with the provost and the discussion this year naturally focused on the impact the Covid-19 pandemic has had on the university and in particular its impact on courses and instruction. The provost said that the pandemic and move to remote instruction has changed how we do business, but we hope with the vaccine we can return to a largely residential university. That doesn't mean we will forget our experience over the last two years. We will take this knowledge and apply it historically how we've done.

The committee was curious to know if with all the lessons learned from Covid-19 there will there be more flexibility in what is done online versus in-person in the future? The provost talked about the commitment of keeping UW-Madison a residential campus. He said we need to think deeply about what the learning outcomes are for the course and how the propose mode, or course structure, best meets the learning objectives of the course. If it's better to do it remotely, that's fine. If it's better to do in-person, that's fine too.

### Ongoing Projects and Processes

The University Curriculum Committee is responsible for the oversight of several regular projects and processes.

#### *Obsolete Course Policy*

There were 170 courses on the list of courses that have not been taught in the past eight years and thus were slated for automatic discontinuation. Departments owning five of these courses submitted requests for a two-year extension that would allow the courses to be scheduled and taught rather than being discontinued. All five requests were granted. The text of the [policy](#) and the timeline for the annual process [is available here](#).

#### *Course Requisite Clean-Up Project*

The course requisite clean-up project continued this year although the pace of completion was limited due to many of those who would normally be working on this project needing to work on issues related to the pandemic. In February 2021, the committee voted to extend the project to the end of 2021 rather than concluding it in May 2021, the previously established date to conclude the project. Departments would get an additional seven months and those that had not completed by December 31, 2021 will not be able to propose new courses or make changes to existing courses until they have completed the requisite clean up for their subject listing(s). Of the 192 subject listings, 139 subjects have completed the clean-up process and 53 are currently reviewing the courses in their subject listings (as of July 26, 2021).

## **IV. Summary**

The Covid-19 pandemic has impacted the work of the University Curriculum Committee in matters of routine business with course proposal submissions down compared with the prior year and with the issues it needed to address, implementing the new definition of regular and substantive student-instructor interaction during a time when most courses are offered remotely and in approving new, more substantial definitions for modes of instruction which will carry forward when the campus returns to largely in-person instruction for the 2021-2022 academic year. The implementation of the regular and substantive student-instructor interaction definition and the cross-listing working group will continue in the next academic year as the UCC and the campus adjust to a new normal.

## **V. University Curriculum Committee Membership 2020-2021 (term expires)**

Each of the four divisions has three representatives who are appointed to staggered three-year terms.

Ed Boswell, Soil Science (2023)  
 Kreg Gruben, Kinesiology (2023)  
 Armando Ibarra, Labor Education (2023)  
 Hongrui Jiang, Electrical and Computer Engineering (2021)  
 Eugenia Malitsky, Mathematics (2022)  
 Dennis Miller, Art (2022)  
 Carol Mitchell (2021)  
 Grant Nelsestuen, Classical and Near Eastern Studies (chair) (2021)  
 Julie Poehlmann-Tynan, Human Development and Family Studies (2021)  
 Jennifer Schomaker, Chemistry (2023)  
 Ellen Smith, Social Work (2022)  
 Tomy Varghese, Medical Physics (2022)

Michelle Young, Academic Planning and Institutional Research, consultant to the UCC

### **Appendix 1. Counts of Types of Course Approvals by Subject**

	Change	Discontinue	New Course	Total
Agricultural and Applied Econ	1			1
Air Force Aerospace Studies	3			3
Applied Biotechnology			3	3
Accounting and Info Systems	2		2	4
Actuarial Science	1			1
African Cultural Studies	6		4	10
Agronomy	2			2
American Indian Studies	1		1	2
Animal Sciences	1	7	2	10
Anesthesiology			1	1
Anthropology			1	1
Art Department	1			1
Art Education (Department of Art)			1	1
Art History	2			2
Asian Lang & Culture: Language	3	4	1	8
Asian Languages and Cultures	3			3
Atmospheric & Oceanic Sciences	1			1
Biomedical Engineering			3	3
Biostatistics and Medical Informatics		1		1
Biochemistry	1	1		2
Botany	1			1
Biological Systems Engineering	1		2	3
Chemical & Biological Engr	1			1
Chemistry	4		1	5
Civil and Environmental Engr	1	1	3	5
Classics			1	1

	Change	Discontinue	New Course	Total
Communication Arts	3			3
Computer Sciences	6		5	11
Counseling Psychology			4	4
Cell and Regenerative Biology	2	1	4	7
Communication Sciences and Disorders	2			2
Civil Society and Community Studies			1	1
Curriculum and Instruction	1		2	3
Dance	9	1	3	13
Dermatology			2	2
Design Studies	1		4	5
Dairy Science	2			2
East Asian Area Studies		8		8
Electrical and Computer Engr	6		3	9
Engr Professional Development	2	9	4	15
Economics	7		1	8
Educational Policy Studies	25		2	27
Educational Psychology	2		1	3
Ed Leadership & Policy Analysis	1		7	8
Emergency Medicine			1	1
English			3	3
Envir St - Gaylord Nelson Inst	2		2	4
Forest & Wildlife Ecology			1	1
Family Medicine			1	1
Finance, Investment & Banking	10	3	4	17
Folklore			1	1
Food Science			1	1
French (French and Italian)			3	3
Geological Engineering	2		1	3
General Business	3	7	1	11
Gender and Womens Studies			5	5
Genetics			1	1
Geography			4	4
German, Nordic, and Slavic			3	3
Greek (Classics)			1	1
History	2		3	5
Horticulture	1		2	3
Industrial & Systems Engr	6		2	8
Integrated Liberal Studies			2	2
Information Systems		1		1
Integrated Arts		2		2
Interdis Courses (C A L S)	1			1
Jewish Studies			1	1



	Change	Discontinue	New Course	Total
Journ and Mass Communication			2	2
Kinesiology	2	1	3	6
Library & Information Studies			5	5
Landscape Architecture		3	4	7
Legal Studies	1		2	3
Literature in Translation	2		1	3
Life Sciences Communication	1		3	4
Mechanical Engineering	4		4	8
Management and Human Resources	1	1		2
Materials Sci and Engineering	1			1
Marketing	5		1	6
Mathematics	7		2	9
Medical History and Bioethics	1	8	3	12
Medical Physics	2	1	3	6
Medical Sciences - Med School	1		3	4
Medicine		2	1	3
Medieval Studies	1			1
Microbiology			1	1
Music-Performance		7	5	12
Music			3	3
Nuclear Engineering			1	1
Neuroscience		1		1
Neurology	1			1
Neuroscience Training Program			2	2
Nursing	4	13	1	18
Nutritional Sciences	1			1
Obstetrics and Gynecology			1	1
Operations & Technology Mgmt	1	8	3	12
Pathology and Laboratory Med	1		2	3
Patho-Biological Sciences	1			1
Pediatrics	2		2	4
Pharmacy			6	6
Philosophy		3	1	4
Pharmacy Practice	2	2		4
Pharmaceutical Sciences	2			2
Physical Therapy			1	1
Plant Pathology			2	2
Political Science	3		4	7
Population Health Sciences		13	1	14
Psychology	3		6	9
Psychiatry	1		1	2
Lafollette School Pub Affairs	1		2	3
Public Health	6		4	10

	<b>Change</b>	<b>Discontinue</b>	<b>New Course</b>	<b>Total</b>
Risk Management and Insurance	2		2	4
Real Estate and Urban Land Economics	4		8	12
Religious Studies	1			1
Rehab Psych & Special Educ	3		6	9
Scandinavian Studies	5	2	1	8
Slavic (Slavic Languages)	4		1	5
Sociology	3		1	4
Social Work	2		5	7
Soil Science			3	3
Spanish (Spanish and Portug)	2		1	3
Senior Medical Program		26		26
Statistics	2		1	3
Surgery			1	1
Theatre and Drama			1	1
Urban and Regional Planning			5	5
	218	137	234	589

---

**Changes to Faculty Policies and Procedures Chapters 1, 2, 3, 4, and 6:**

Amending FPP 1.30 (Meetings of the Faculty), FPP 2.06 (Meetings of the Senate), FPP 3.04 (Meetings of College and School Faculties), FPP 3.06 (Meetings of the Graduate Faculty), FPP 3.07 (Graduate Faculty Executive Committee), FPP 3.08 (School and College Academic Planning Councils), FPP 4.04 (Divisional Meetings), FPP 4.30 (Divisional Executive Committees: Procedures), FPP 4.40 (Divisional Committee Review Council), and FPP 6.10 (Meetings)

Robert's Rules of Order requires that bodies who hold virtual meetings include language in their bylaws permitting these types of meetings. The language included in each section of *Faculty Policies and Procedures* is driven by the need to provide the opportunity for simultaneous aural communication. This document will bring FPP in line with the requirements listed in Robert's Rules of Order for holding electronic meetings.

**1.30. MEETINGS OF THE FACULTY.**

A. CALLING OF MEETINGS. Meetings of the faculty shall be held at the call of the chancellor; or at the request of the University Committee; or on the written petition, to the secretary of the faculty, or of any hundred members of the university faculty, and shall be consistent with the provisions of the state's Open Meetings Law. Robert's Rules of Order most recent edition, shall be the parliamentary manual for all meetings of the university faculty.

B. ELECTRONIC MEETINGS. The chair of the University Committee may determine that a meeting of faculty shall be held entirely or partially by electronic or other communications means so long as the electronic or other communications facilities provide for simultaneous aural communication among all members equivalent to those held in one room or area. These electronic meetings of the faculty shall be subject to all rules adopted by the University Committee to govern them, which may include any reasonable limitations on, and requirements for, faculty members' participation, subject to appeal to the assembled faculty. A person participating in a meeting by such means is deemed to be present at the meeting and votes taken at such a meeting fulfill any requirement that a vote be cast.

~~BC.~~ PRESIDING OFFICER. The chancellor is the presiding officer at meetings of the faculty. If the chancellor is absent, the vice chancellor for academic affairs and provost serves as the presiding officer. In the absence of both, the chair of the University Committee (see Chapter 6) shall serve as the presiding officer.

~~CD.~~ SPEAKING AND VOTING PRIVILEGES. All members of the faculty and full-time members of the academic staff, may speak at meetings of the faculty, but only members of the university faculty and members of the academic staff holding faculty status (as defined in 1.02. and 1.03.C.) may offer motions, second motions, or vote.

~~DE.~~ COMMITTEE OF THE WHOLE. At any meeting of the faculty, time may be set aside for the faculty to meet as a committee of the whole for discussion of matters of general interest. The University Committee is responsible for preparing the agenda for committee-of-the-whole meetings, and the chair of the University Committee presides over them.

EF. EXECUTIVE SESSION. The faculty may meet in executive session; i.e., with only university faculty present where permitted by state law (see 19.85 of Wisconsin Statutes, Open Meetings of Governmental Bodies). Business of a confidential nature is indicated on the calendar and in the published minutes by title or some other brief form and is explained and discussed on the floor of the faculty meeting in executive session.

## 2.06. MEETINGS OF THE SENATE.

A. The senate shall hold regular meetings on the first Monday of each month during the academic year. If the first Monday of the month falls on a holiday, the meeting shall be scheduled at a date as close to the original date as possible. The announced time and place of the meeting may be changed at the discretion of the chancellor with consent of the Executive Committee. Regular meetings may be cancelled by the chancellor with the consent of the Executive Committee if there is no significant business to be transacted.

B. The Chancellor, Executive Committee chair or Executive Committee by majority vote may determine that a meeting of faculty senate shall be held entirely or partially by electronic or other communications means so long as the electronic or other communications facilities provide for simultaneous aural communication among all members equivalent to those held in one room or area. These electronic meetings of the faculty senate shall be subject to all rules adopted by the Executive Committee to govern them, which may include any reasonable limitations on, and requirements for, faculty senate members' participation, subject to appeal to the assembled Senate. A person participating in a meeting by such means is deemed to be present at the meeting and votes taken at such a meeting fulfill any requirement that a vote be cast.

BC. Special meetings of the senate shall be held at the call of the chancellor; or at the request of the Executive Committee; or on the written petition to the secretary of any fifteen senators. Notice of a special meeting shall be sent to each senator so as to be received at their office at least twenty-four hours prior to the meeting, unless the Executive Committee finds that an emergency exists that requires reduction of the period of notice to the minimum notice specified by law.

## 3.04. MEETINGS OF COLLEGE AND SCHOOL FACULTIES.

A. Meetings of each faculty are held at the call of the dean, or as the faculty provides, and shall be consistent with the provisions of the state's Open Meetings Law. (See 8.02.B.)

B. Each faculty shall make rules of procedure and provide for committees. Robert's Rules of Order Newly Revised, 11<sup>th</sup> edition, shall be the default parliamentary manual for all meetings of school/college faculties, but in case of conflict between Robert's and any rules adopted by those bodies, the latter shall take precedence.

C. The dean may determine that a meeting of school or college faculty shall be held entirely or partially by electronic or other communications means so long as the electronic or other communications facilities provide for simultaneous aural communication among all members equivalent to those held in one room or area. These electronic meetings of the school or college faculty shall be subject to all rules adopted by the school or college faculty to govern them, which may include any reasonable limitations on, and requirements for, school or college faculty members'

participation. A person participating in a meeting by such means is deemed to be present at the meeting and votes taken at such a meeting fulfill any requirement that a vote be cast.

CD. The dean is the presiding officer of the college or school faculty and ex officio member of all of its standing committees.

DE. Each faculty appoints a secretary who keeps a record of its proceedings. A copy of the proceedings of each faculty meeting is furnished by its secretary to the chancellor, to the secretary of the faculty, and to the secretary of the Board of Regents.

EF. The dean or secretary of each college or school faculty shall transmit to the university faculty for consideration all matters that are within its concern or that relate to more than one college or school.

FG. The dean or secretary of each faculty shall communicate to the chancellor, for transmission to the president and the Board of Regents, faculty action that does not require consideration by the university faculty but which requires consideration by the Board of Regents or which departs from the established routines and methods of the university.

### 3.06. MEETINGS OF THE GRADUATE FACULTY.

A. Meetings of the graduate faculty shall be held at the call of the dean; or at the request of the Graduate Faculty Executive Committee; or on the written petition to the dean of any 25 members of the graduate faculty.

B. The dean, with the consent of the Graduate Faculty Executive Committee chair, may determine that a meeting of graduate faculty shall be held entirely or partially by electronic or other communications means so long as the electronic or other communications facilities provide for simultaneous aural communication among all members equivalent to those held in one room or area. These electronic meetings of the graduate faculty shall be subject to all rules adopted by the Graduate Faculty Executive Committee to govern them, which may include any reasonable limitations on, and requirements for, graduate faculty members' participation. A person participating in a meeting by such means is deemed to be present at the meeting and votes taken at such a meeting fulfill any requirement that a vote be cast.

BC. The agenda for a meeting of the graduate faculty is set by the Graduate Faculty Executive Committee in consultation with the dean. Any ten members of the graduate faculty may propose a matter for consideration at any meeting of the graduate faculty by submitting it to the dean. Matters submitted under this provision shall be examined by the dean and the Graduate Faculty Executive Committee and shall be included in the agenda if they are within the jurisdiction of the graduate faculty and in a form suitable for expeditious consideration.

CD. Except when there is an urgent need for immediate action, an announcement of a meeting of the graduate faculty and a copy of the agenda shall be distributed to all graduate faculty at least ten days prior to the meeting.

DE. A matter not on the agenda for a meeting of the graduate faculty meeting may not be considered at that meeting except by unanimous consent by the body.

### 3.07. GRADUATE FACULTY EXECUTIVE COMMITTEE.

A. MEMBERSHIP AND SELECTION OF MEMBERS. The Graduate Faculty Executive Committee consists of sixteen members of the graduate faculty, elected as specified below, the dean, and not more than four associate deans appointed by the dean.

1. One member of the graduate faculty shall be elected from each faculty division each year for a four-year term. No more than one member may be elected from any department or graduate program.
2. Each divisional executive committee shall solicit suggestions from departments and graduate programs each year and shall nominate two candidates for the Graduate Faculty Executive Committee. Additional nominations may be made by at least five members of the graduate faculty. In the case of faculty having affiliation with more than one department or graduate program, the nominator shall specify which program or department the nominee is to be considered as from, for the purposes of the membership restriction in 3.07.A.1., above.
3. In each division, ballots shall be distributed to all members of the graduate faculty in that division. If no candidate receives a majority of the votes cast, then a run-off election shall be held to choose between the two candidates receiving the largest number of votes in the initial election.

#### B. FUNCTIONS.

1. The Graduate Faculty Executive Committee exercises the powers of the graduate faculty in accord with 3.05. This includes but is not limited to the establishing or modifying of graduate degree programs, reviewing graduate programs, setting standards for admission of graduate students and degree requirements, and excusing minor deficiencies of graduate students.
2. The Graduate Faculty Executive Committee selects a subcommittee of five faculty from among its elected members to serve, together with the dean, as the academic planning council of the Graduate School. One of the elected members shall be chosen from each faculty division and the fifth elected member shall be chosen at-large. The dean may invite associate deans or others to attend meetings of the academic planning council as advisors. The academic planning council advises the dean on policy and budgetary planning and presents faculty views and opinions to the dean. It also has the responsibility of assisting the graduate faculty in understanding budget and policy decisions and constraints.

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

- a. Program review and the future development or contraction of graduate programs.
- b. Allocation of fellowships.
- c. Appointments of committees of the Graduate School. The council shall report regularly to the Graduate Faculty Executive Committee, and distribute a written report to the graduate faculty at least once each year.

#### C. PROCEDURES.

1. The Graduate Faculty Executive Committee meets at the call of the dean, or on petition of any five or more members. Meetings are chaired by the dean or their designee.

2. The dean, with consent of the Graduate Faculty Executive Committee chair, may determine that a meeting of Graduate Faculty Executive Committee shall be held entirely or partially by electronic or other communications means so long as the electronic or other communications facilities provide for simultaneous aural communication among all members equivalent to those held in one room or area. These electronic meetings of the Graduate Faculty Executive Committee shall be subject to all rules adopted by the Graduate Faculty Executive Committee to govern them, which may include any reasonable limitations on, and requirements for, Graduate Faculty Executive Committee members' participation. A person participating in a meeting by such means is deemed to be present at the meeting and votes taken at such a meeting fulfill any requirement that a vote be cast.

23. The Graduate Faculty Executive Committee may establish rules for its operation, including establishing the agenda for meetings, conduct of business, and the creation of subcommittees.

34. Whenever possible, policy questions to be discussed shall be identified in advance and information distributed to graduate departments and programs for comment. Comments received shall be reported by the dean to the committee before action is taken.

45. Meetings of the academic planning council shall be held regularly, not less than once per semester. The council shall be chaired by the dean or their designee. The agenda for each meeting is prepared by the dean but a matter shall be added to the agenda at the request of any three members.

### 3.08. SCHOOL AND COLLEGE ACADEMIC PLANNING COUNCILS.

The faculty of each school or college shall establish an academic planning council with which the dean shall consult on school or college programs and budgetary planning. The council shall advise the dean on such matters and present departmental, school, or college views and opinions.

A. MEMBERSHIP. Since considerable variance exists in the size and method of administration of each school or college, the size of each council, the term of membership, and the selection process may vary. Each school or college shall, however, adhere to the following provisions:

1. The dean shall be a member ex-officio.
2. All elected and appointed members of each academic planning council shall be faculty or academic staff whose primary responsibilities are instruction, outreach/extension, and/or research or be academic associate deans.
3. Except as provided elsewhere for the Graduate School Academic Planning Council, at least two-thirds of the membership shall be university faculty elected by the school or college faculty and shall hold no substantial administrative appointment beyond the departmental level.
4. Except as provided elsewhere for the Graduate School Academic Planning Council, at least one member shall be academic staff from the school or college.
5. The process of selection should foster representation of the major divisions of study within a school or college.

Changes in procedures for nomination or election of faculty members shall be approved by the school or college faculty, and transmitted to the University Committee.

B. PROCEDURES. Except as provided elsewhere for the Graduate School Academic Planning Council:

1. Each council shall be chaired by the dean or their designee. At least three times per semester, the council shall meet and the dean shall consult with it on such matters as program review and future development or contraction of academic programs within the school or college. The dean shall schedule an academic planning council meeting within a reasonable time if requested to do so by at least one-third of council faculty members.
2. The dean may determine that a meeting of academic planning council shall be held entirely or partially by electronic or other communications means so long as the electronic or other communications facilities provide for simultaneous aural communication among all members equivalent to those held in one room or area. These electronic meetings of the academic planning council shall be subject to all rules adopted by the academic planning council to govern them, which may include any reasonable limitations on, and requirements for, council members' participation. A person participating in a meeting by such means is deemed to be present at the meeting and votes taken at such a meeting fulfill any requirement that a vote be cast.
23. Each dean shall consult with the academic planning council, and the academic planning council shall advise the dean in developing strategic plans and long-range planning for the school or college. In addition, the council may consider any other factors relevant to the capacity of the school or college to fulfill its mission.
  - a. Each school and college council shall adopt rules governing advance circulation of council agendas, how items may be added to agendas by a council member, how appropriate summaries of council meetings shall be made available to the faculty of the school or college and how the faculty of the school or college shall be notified of the council membership. These rules and any subsequent modifications shall be filed with the University Committee.
  - b. At intervals which shall not exceed five years, the elected faculty members of each council shall review its structure and functions to assess its effectiveness as a faculty voice and its compliance with Faculty Policies and Procedures 3.08. The self-study report shall be submitted to the dean, the faculty of the school or college, and to the University Committee.
34. a. Each dean shall consult with the academic planning council, and the academic planning council shall advise the dean on program decisions likely to affect promotions to tenure or nonrenewal of probationary faculty appointments. When advising the dean the council shall give appropriate weight to:
  1. the anticipated responsibilities of the department and of the school or college for teaching, research, and public service of high quality;
  2. existing and potential budgetary commitments in relation to present and anticipated resources of the school or college;
  3. the effect of the proposed program decision in strengthening the capacity of the school or college to carry out its mission;
  4. the goals of the university's affirmative action programs.



- b. Academic planning councils shall afford the affected departments an opportunity to present their position during the course of the discussions.

#### 4.04. DIVISIONAL MEETINGS.

A. MEETINGS. The division's chair may call meetings of the division's faculty and must do so on the written request of ten members.

B. ELECTRONIC MEETINGS. The division's chair may determine that a meeting of the division shall be held entirely or partially by electronic or other communications means so long as the electronic or other communications facilities provide for simultaneous aural communication among all members equivalent to those held in one room or area. These electronic meetings of the division shall be subject to all rules adopted by the Divisional Executive Committee to govern them, which may include any reasonable limitations on, and requirements for, division members' participation. A person participating in a meeting by such means is deemed to be present at the meeting and votes taken at such a meeting fulfill any requirement that a vote be cast.

#### 4.30. DIVISIONAL EXECUTIVE COMMITTEES: PROCEDURES.

A. MEETINGS. Each executive committee shall meet at least monthly throughout the academic year unless the chair considers there is insufficient business. The schedule of meetings shall be announced at the beginning of each academic year.

B. ELECTRONIC MEETINGS. The chair or the executive committee by majority vote may determine that a meeting of executive committee shall be held entirely or partially by electronic or other communications means so long as the electronic or other communications facilities provide for simultaneous aural communication among all members equivalent to those held in one room or area. These electronic meetings of the executive committee shall be subject to all rules adopted by the executive committee to govern them, which may include any reasonable limitations on, and requirements for, executive committee members' participation. A person participating in a meeting by such means is deemed to be present at the meeting and votes taken at such a meeting fulfill any requirement that a vote be cast.

~~BC.~~ SPECIAL MEETINGS. The chair may call a special meeting of an executive committee at any time, and they must call one on the request of one-third of the members of the committee.

~~CD.~~ QUORUM RULE. A majority of the members of a committee shall constitute a quorum.

#### 4.40. DIVISIONAL COMMITTEE REVIEW COUNCIL

A. Membership. The Divisional Committee Review Council (DCRC) shall consist of four faculty members, one from each faculty division, selected by the relevant divisional executive committee in April or May of each year to serve on the DCRC the following year. Anyone who has completed a full term on the divisional committee is eligible for selection. The DCRC shall select its own chair, except when the DCRC is consulted under section 7.17.C.7., in which case it shall be chaired for the purposes of that consultation by the member from the same division as the post-tenure review case.

In PTR cases (under 7.17.C.7.) where a member of the committee is from the same department as the individual being reviewed, the committee member is disqualified from participation and the University Committee shall select a replacement for the duration of that case from among members of past divisional executive committees. Any such disqualification does not create a vacancy on the committee, but the replacement member shall sit on the committee until termination of the case.

B. Electronic Meetings. The university committee chair or the Divisional Committee Review Council by majority vote may determine that a meeting of Divisional Committee Review Council shall be held entirely or partially by electronic or other communications means so long as the electronic or other communications facilities provide for simultaneous aural communication among all members equivalent to those held in one room or area. These electronic meetings of the Divisional Committee Review Council shall be subject to all rules adopted by the Divisional Committee Review Council to govern them, which may include any reasonable limitations on, and requirements for, Divisional Committee Review Council members' participation. A person participating in a meeting by such means is deemed to be present at the meeting and votes taken at such a meeting fulfill any requirement that a vote be cast.

~~BC.~~ Functions. The DCRC serves as a consultative resource to the provost on matters relating to tenure, including promotion review and post-tenure review (under section 7.17.C.7.).

#### 6.10. MEETINGS.

A. A faculty committee meets at the call of its chair. A meeting may also be called at the request of a simple majority of members of the committee.

B. Electronic Meetings. The committee chair or committee by majority vote may determine that a meeting of the committee shall be held entirely or partially by electronic or other communications means so long as the electronic or other communications facilities provide for simultaneous aural communication among all members equivalent to those held in one room or area. These electronic meetings of the committee shall be subject to all rules adopted by the committee to govern them, which may include any reasonable limitations on, and requirements for, committee members' participation. A person participating in a meeting by such means is deemed to be present at the meeting and votes taken at such a meeting fulfill any requirement that a vote be cast.

~~BC.~~ Faculty should be familiar with and follow the university's open meetings and open records policies, which will also be communicated to committee chairs as part of the committee confirmation letter.

~~CD.~~ Meeting agendas should be prepared and distributed in a timely manner by the chair (in conjunction with any committee staff assigned to the committee). Specific rules governing meeting agendas will be communicated to the chair as part of the committee appointment letter.

~~DE.~~ Quorum rule: For the purposes of this chapter, a quorum exists when a majority of the voting members of a committee is present.

~~EF.~~ Minutes: Will be taken and retained for the meetings of all committees. Guidelines for minutes will be included in committee appointment letters to chairs. Outgoing chairs should give committee documents to the Office of the Secretary of the Faculty to pass on to the next chair.

---

**Resolution in support of Academic Freedom to Teach Race and Gender Justice, and Critical Race Theory**

WHEREAS in 1894, the Board of Regents released a statement on the importance of academic freedom that remains foundational to the University of Wisconsin-Madison's academic pursuits, famously writing: *"Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found;"*

WHEREAS UW-Madison [Faculty Policies and Procedures](#) affirms the importance of academic freedom to the proper functioning of the university;

WHEREAS a [resolution in support of Academic Freedom](#) was endorsed by the Faculty Senate on April 4, 2011;

WHEREAS the University of Wisconsin Madison's mission is in part to "Embody, through its policies and programs, respect for, and commitment to, the ideals of a pluralistic, multiracial, open and democratic society;"

WHEREAS University of Wisconsin-Madison's Institutional Statement on Diversity reads:  
*Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background — people who as students, faculty, and staff serve Wisconsin and the world;*

WHEREAS this statement was endorsed by the Faculty Senate on September 26, 2016;

WHEREAS a resolution in [Support of Instruction and Training On Diversity, Equity, Inclusion and Social Justice](#) was endorsed by the Faculty Senate on November 2, 2020;

WHEREAS the Public Representation Organization of the Faculty Senate (PROFS) has already released a statement in opposition to the proposed legislation in the state assembly (AB413) on "Anti-Racism and Anti-Sexism Instruction and Training at the UW System and Wisconsin Technical College System;" and John Zumbrunnen, Vice Provost for Teaching and Learning at UW-Madison stated UW-Madison opposed this legislation in his testimony before the Assembly Committee on Colleges and Universities on Thursday, October 7, 2021. A similar bill has been introduced in the Wisconsin State Senate;

WHEREAS educating about systemic barriers based on race or gender should be understood as central to realizing our multiracial democracy and to the active pursuit of knowledge in the 21st century to produce engaged and informed citizens;

THEREFORE BE IT RESOLVED that the Faculty Senate at UW-Madison resolutely rejects any attempt by bodies external to the faculty to restrict or dictate university curriculum on any

matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the state legislature;

BE IT FURTHER RESOLVED that the Faculty Senate affirms that the University of Wisconsin-Madison has a responsibility and opportunity to help build equity and social justice in a nation that has for centuries struggled with issues of racial inequity and injustice, and provide students with an adequate knowledge of BIPOC and LGBTQ+ history and the policies that contributed to inequities;

BE IT FURTHER RESOLVED that Faculty Senate affirms the [Joint Statement on Efforts to Restrict Education about Racism](#), authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges & Universities, endorsed by over seventy organizations, and issued on June 16, 2021.

**Proposal to Standardize Membership Information in *Faculty Policies and Procedures***  
**Chapter 6 Committees: 6.25 (Budget Committee), 6.38 (Committee on Faculty Rights and Responsibilities), 6.52 (University Academic Planning Council), and 6.53 (University Curriculum Committee)**

Over time, committee membership information in *Faculty Policies and Procedures* (FPP) has become inconsistent. The Secretary of the Faculty and the University Committee propose applying a basic template to consistently structure the committee entries. These mainly clerical updates to the 27 shared governance committees in [FPP Chapter 6](#) will be presented during the 2021-2022 faculty senate in groups of 3-6, usually in the same session as the committee's annual report. Any proposed changes to membership or functions will be presented to the faculty senate separately from the clerical changes.

The template is from Faculty Document 2967 (4 October 2021)

6.48. Recreation and Wellbeing Advisory Board	No change to name or FPP number
Short name: Rec Well Board	Add: Usage in casual communication
Faculty are appointed by the Committee on Committees; academic staff, university staff, and student members are selected according to procedures established by their shared governance system.	Add: Repeated from <a href="#">FPP 6.05</a> , but is a frequently asked question about how membership is appointed (or elected), and the responsible authority
1. Membership (16 seats)	Add: Total membership count
1. Three faculty members appointed for 3-year terms 2. Two academic staff members appointed for 3-year terms 3. Two university staff members appointed for 3-year terms 4. Seven student members appointed for 1-year terms 5. Director of the Division of Recreational Sports, ex officio, nonvoting 6. Representative of the Division of Intercollegiate Athletics, ex officio, nonvoting	Standardize: <ul style="list-style-type: none"> <li>term length for each seat category</li> <li>listing of membership categories (e.g., faculty-academic staff-students-ex officio)</li> </ul> Plus: Superficial format changes
Chair: The chair shall be chosen by the committee from among the faculty members appointed pursuant to section A.1. The committee may also, at its discretion, appoint an academic staff member, a university staff member, or a student appointed pursuant to A.2, A.3. and A.4. to serve as co-chair.	Standardize: language around chair selection; will vary depending on committee practice  See also <a href="#">FPP 6.08</a> .
Other membership notes: One member representing the committee (selected from among current or recent past membership) will serve on the Campus Planning Committee (FPP 6.28) to be appointed annually.	Add: if missing

November changes:

- 6.25, Budget Committee
- 6.38, Committee on Faculty Rights and Responsibilities
- 6.52, University Academic Planning Council
- 6.53, University Curriculum Committee

*With mark-up*

## **6.25. Budget Committee**

Faculty are appointed by the Committee on Committees; academic staff, university staff, and student members are selected according to procedures established by their shared governance system.

Membership (14 seats)

1. Four faculty members appointed to four-year terms
2. Two academic staff members appointed to four-year terms
3. Two university staff members appointed to four-year terms
4. Two students, to include both graduate and undergraduate students, appointed to two-year terms.
5. Campus budget director, ex officio nonvoting
6. Chancellor or designee, ex officio nonvoting
7. Provost or designee, ex officio nonvoting
8. Vice chancellor for finance and administration or designee.

~~Each shared governance group shall determine its own criteria for committee membership. However,~~  
There may only be one representative per school, college, or division from each group. No department/unit will have more than one member on the committee. The shared governance secretaries and student shared governance coordinator will confer to address any departmental or other diversity concerns prior to finalization of the committee roster and at the time of selecting replacement members. In addition, committee members shall be chosen who have experience with, expertise on, or demonstrated interest in learning about and becoming a campus resource about budgetary matters.

Chair: The chair shall be chosen by the University Committee from among the faculty members appointed pursuant to section A.1. The committee may also, at its discretion, appoint an academic staff member, a university staff member, or a student appointed pursuant to A.2, A.3. and A.4. to serve as co-chair. The University Committee shall designate the chair from among the faculty members. A co-chair from another governance group may be elected as well

*Without mark-up*

## **6.25. Budget Committee**

Faculty are appointed by the Committee on Committees; academic staff, university staff, and student members are selected according to procedures established by their shared governance system.

Membership (14 seats)

1. Four faculty members appointed to four-year terms
2. Two academic staff members appointed to four-year terms
3. Two university staff members appointed to four-year terms
4. Two students, to include both graduate and undergraduate students, appointed to two-year terms.
5. Campus budget director, ex officio nonvoting
6. Chancellor or designee, ex officio nonvoting
7. Provost or designee, ex officio nonvoting
8. Vice chancellor for finance and administration or designee.

There may only be one representative per school, college, or division from each group. No department/unit will have more than one member on the committee. The shared governance secretaries and student shared governance coordinator will confer to address any departmental or other diversity concerns prior to finalization of the committee roster and at the time of selecting replacement members. In addition, committee members shall be chosen who have experience with, expertise on, or demonstrated interest in learning about and becoming a campus resource about budgetary matters.

Chair: The chair shall be chosen by the University Committee from among the faculty members appointed pursuant to section A.1. The committee may also, at its discretion, appoint an academic staff member, a university staff member, or a student appointed pursuant to A.2, A.3. and A.4. to serve as co-chair.

*With mark-up*

### **6.38. Faculty Rights and Responsibilities, Committee on**

Short name: CFRR

Faculty are elected by the faculty at-large from a slate prepared by the Committee on Committees.

A. Membership (9 seats)

Nine faculty members elected by the faculty at large for 3-year terms. At least one and no more than three members shall be from a single division. ~~Three members shall be elected each year to serve three year terms.~~

Chair: At the end of each academic year, the Committee on Faculty Rights and Responsibilities shall elect a chair and associate chair for the following year from among its members.

*Without mark-up*

### **6.38. Faculty Rights and Responsibilities, Committee on**

Short name: CFRR

A. Membership (9 seats)

Faculty are elected by the faculty at-large from a slate prepared by the Committee on Committees.

Nine faculty members elected by the faculty at large for 3-year terms. At least one and no more than three members shall be from a single division.

Chair: At the end of each academic year, the Committee on Faculty Rights and Responsibilities shall elect a chair and associate chair for the following year from among its members.

---

*With Mark-up*

### **6.52. University Academic Planning Council**

Short name: UAPC

Faculty are appointed by the Divisional Committees and the Committee on Committees and the academic planning council of each school or college; academic staff, university staff, and student members are selected according to procedures established by their shared governance system.

Membership (16 seats):

1. The chancellor
2. The provost
3. The dean of the Graduate School
4. One administrative member selected by the provost, confirmed annually
5. One member ~~selected by~~ of the University Committee from among its current members selected annually
6. One member ~~selected by~~ of the Academic Staff Executive Committee from among its current members selected annually
7. One member ~~selected by~~ of the University Staff Central Committee from among its current members selected annually
8. Four faculty members, one from each faculty division, selected for four-year terms by the divisional executive committee from departmental nominees after consultation with the Committee on Committees.

For each division making an appointment, the executive committee of each department with membership in that division may nominate one faculty member or second the nomination of a faculty member nominated by another department.

9. Two faculty members selected for four-year terms by the University Committee from school and college nominees in even-numbered years. For each vacancy to be filled by the University Committee, the academic planning council of each school or college may nominate one faculty member or second the nomination of a faculty member nominated by another school or college.
10. Two faculty members selected for four-year terms by the University Committee from school and college nominees in odd-numbered years to serve jointly on the University Academic Planning Council and the Campus Planning Committee. For each vacancy to be filled by the University Committee, the academic planning council of each school or college may nominate one faculty member or second the nomination of a faculty member nominated by another school or college.
11. One student member appointed for a one-year term nonvoting.

~~The faculty members selected under A.9., A.10., and A.11. above shall serve four-year terms, which shall be staggered.~~

Chair: The provost shall chair the council.

*Without Mark-up*

## **6.52. University Academic Planning Council**

Short name: UAPC

Faculty are appointed by the Divisional Committees and the Committee on Committees and the academic planning council of each school or college; academic staff, university staff, and student members are selected according to procedures established by their shared governance system.

Membership (16 seats):

1. The chancellor
2. The provost
3. The dean of the Graduate School
4. One administrative member selected by the provost, confirmed annually
5. One member of the University Committee from among its current members selected annually
6. One member of the Academic Staff Executive Committee from among its current members selected annually
7. One member of the University Staff Central Committee from among its current members selected annually
8. Four faculty members, one from each faculty division, selected for four-year terms by the divisional executive committee from departmental nominees after consultation with the Committee on Committees.

For each division making an appointment, the executive committee of each department with membership in that division may nominate one faculty member or second the nomination of a faculty member nominated by another department.

9. Two faculty members selected for four-year terms by the University Committee from school and college nominees in even-numbered years. For each vacancy to be filled by the University Committee, the academic planning council of each school or college may nominate one faculty member or second the nomination of a faculty member nominated by another school or college.
10. Two faculty members selected for four-year terms by the University Committee from school and college nominees in odd-numbered years to serve jointly on the University Academic Planning Council and the Campus Planning Committee. For each vacancy to be filled by the University Committee, the academic planning council of each school or college may nominate one faculty member or second the nomination of a faculty member nominated by another school or college.
11. One student member appointed for a one-year term nonvoting.

Chair: The provost shall chair the council.



*With mark-up*

### **6.53, University Curriculum Committee**

Faculty are appointed by the Committee on Committees; academic staff members are appointed by the Academic Staff Nominating Committee.

#### **A. Membership (12 members)**

~~The committee shall consist of 12 members, as indicated below. Members shall serve three year terms, which shall be staggered.~~ The Committee on Committees and the Academic Staff Nominating Committee shall coordinate so that no department has more than one member on the committee.

1. Two faculty members from each division appointed for three-year terms. The Committee on Committee shall give consideration to appointing members who have recently served on their college or school curriculum committee.
2. Four academic staff members with instructional titles appointed for three-year terms. The-Academic Staff Nominating Committee shall give consideration to appointing members who teach or have taught more than one different course.

*Without mark-up*

### **6.53, University Curriculum Committee**

Faculty are appointed by the Committee on Committees; academic staff members are appointed by the Academic Staff Nominating Committee.

#### **A. Membership (12 members)**

The Committee on Committees and the Academic Staff Nominating Committee shall coordinate so that no department has more than one member on the committee.

1. Two faculty members from each division appointed for three-year terms. The Committee on Committee shall give consideration to appointing members who have recently served on their college or school curriculum committee.
2. Four academic staff members with instructional titles appointed for three-year terms. The-Academic Staff Nominating Committee shall give consideration to appointing members who teach or have taught more than one different course.

---

## Evening Midterm Exam Policy

Policy Number: UW-879

Responsible Office: Office of the Registrar

### University Policy

#### Policy

Two evening examination periods have been established for daytime classes that require ~~evening~~ midterm examinations outside of their regularly scheduled class hours. The first 90-minute period is from ~~5:30~~ 5:45 pm to 7:00 7:15 pm to accommodate examinations up to ~~of~~ 90 minutes. Examinations can begin any time ~~before or~~ during this period as long as they end no later than ~~7:00~~ 7:15 pm. The second period begins at ~~7:15~~ 7:30 pm and will accommodate longer exams. Exceptions to this general policy may be authorized by the Vice Chancellor for Academic Affairs ~~academic vice chancellor~~.

Instructors of daytime courses who plan to give evening midterm examinations must make a request to ~~footnote~~ that information in the Schedule of Classes on the course so students will be aware of potential conflicts with evening courses or other commitments. Whenever possible the times and/or dates of evening examinations should also be included in the syllabus and as part of the class notes in the enrollment application ~~be footnoted~~.

Instructors who schedule evening examinations should make every possible effort to accommodate students with unavoidable conflicts. It is the instructor's responsibility to assure that all students with conflicts between daytime courses with evening exams and evening courses are treated fairly and without penalty. If a scheduling conflict exists between the evening exam of a daytime course and a regularly scheduled evening course, then the evening course takes precedence over the exam.

### Policy Administration

**Approval Authority:** Faculty Senate

**Policy Manager:** Office of the Registrar

**Policy Contact:** Secretary of the Faculty -- Heather Daniels, sof@secfac.wisc.edu, (608) 265-4562

#### Policy History

**Effective date:** 03-10-1982, by Fac Doc 475

**Revised Dates:** 11/05/01, amended by Fac Dc 1585a

### **Proposal to Remove Program for Honorific Research Professor Titles**

In February 2001, the Faculty Senate approved the use of honorific working titles associate research professor and research professor ([Faculty document 1489e](#)). This program is no longer necessary due to the Faculty Senate approval of a Research Professor title series in April 2019 ([Faculty document 2777](#)). These new titles have been integrated in the human resource system, a campus policy is in place, and schools and colleges have adopted their own policies.

Individuals who received an honorific working title may continue to use it as their business title.

#### **Motion:**

The Faculty Senate approves ending the program for honorific research professor working titles created by the Faculty Senate, effective immediately. Individuals who received an honorific title may continue to use it as their business title until they leave their current UW-Madison position.