FACULTY SENATE AGENDA MATERIALS
for
7 October 2013

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

FACULTY SENATE AGENDAS, MINUTES, AND FACULTY DOCUMENTS,
INCLUDING FACULTY POLICIES AND PROCEDURES, ARE AVAILABLE
ON-LINE AT:  http://www.secfac.wisc.edu/senate/
FACULTY SENATE MEETING
Monday, 7 October 2013 - 3:30 p.m.
272 Bascom Hall

AGENDA

1. Memorial Resolutions for:
   - Doc. No. 2430
     Professor Emeritus Fritz A. Albert
   - Doc. No. 2431
     Professor Emeritus Charles W. Anderson
   - Doc. No. 2432
     Professor Emeritus Gordon R. Cunningham
   - Doc. No. 2433
     Professor Emeritus R. Wayne Dickey
   - Doc. No. 2434
     Professor Emeritus Frederick J. Giesler
   - Doc. No. 2435
     Professor Emeritus Robert W. Hougas
   - Doc. No. 2436
     Professor Emerita Mary Ellen Rudin
   - Doc. No. 2437
     Professor Emeritus Elden J. Stang

2. State of the University.

3. Announcements/Informational Items.

4. Question Period.

AUTOMATIC CONSENT BUSINESS


6. Summary of Faculty Legislation and Faculty Senate Business for 2012-2013. 2438

CONFIRMATION OF APPOINTMENTS

7. Professor Carolyn Kelley (Educational Leadership and Policy Analysis) to serve on the Commission on Faculty Compensation and Economic Benefits for 2013-2014, replacing Professor Dominique Brossard who resigned from the commission.

8. Professor Kenneth Sytsma (Botany) to serve on the Commission on Faculty Compensation and Economic Benefits for 2013-2014, replacing Professor James Sweet who resigned from the commission.

REPORTS

9. Advisory Board’s Report on Restructuring the Division of International Studies. 2439


NEW BUSINESS

12. University Committee Recommendation to Amend the Academic Calendars for 2013-2016 and 2016-2021. 2081c 2366a
MEMORIAL RESOLUTION OF THE FACULTY
OF THE UNIVERSITY OF WISCONSIN-MADISON

ON THE DEATH OF PROFESSOR EMERITUS FRITZ A. ALBERT

Fritz Albert, renowned filmmaker and professor in the Department of Life Sciences Communication, passed away on September 16, 2012 at the age of 90. Over his three-and-a-half decades at UW-Madison, Fritz produced more than 200 feature-length and short films for his department (then known as Agricultural Journalism), the university, and international organizations. In collaboration with UW-Extension and the Land Tenure Center, he devoted much of his attention to land reform and agricultural issues. He was a visionary about the environment long before the term “environmentalism” became part of the American vocabulary.

Fritz was born in Mylau, Germany and attended Bayerische Staatslehranstalt für Lichtbildwesen (Bavarian State School of Photography). In 1939, he enlisted in the German Air Force and became an aerial photographer and cinematographer for the Luftwaffe. His experiences during the war and its aftermath indelibly shaped his political views as an avowed socialist and committed pacifist. After the war, Fritz worked briefly as a photojournalist then joined a German agricultural development agency. He returned to school and was awarded a Marshall Fund grant to study in the United States. After taking a course in the College of Agriculture at the University of Wisconsin, he and his wife, Ingeborg, decided to make Madison their home. It was here that the couple raised their six children. In 1954, Fritz joined the faculty of Agricultural Journalism where he began to teach filmmaking and document rural life in Wisconsin. He had, as one colleague described it, “an extraordinarily rich career.” From cranberries to cheese production, from integrated pest management to honey bee management, Fritz made films that captured the essence of Wisconsin.

As his reputation grew, Fritz continued to make films about his adopted home but also looked internationally for topics. A Fulbright grant took him to Budapest where he made a documentary about Hungarian agriculture. In the 1960s, his fearlessness took him to South America where he produced twelve films about agrarian reforms. One of them, an examination of land distribution under Chilean President Salvadore Allende, drew criticism and accusations of being a communist. That film is still used as a teaching tool at such prestigious universities as the London School of Economics. His cinematic research explored diverse topics, including okra farming in Gambia, winemaking in France, rice paddies in Java, and industrial pollution in the former East Germany. He truly became a photojournalist to the world. In a 2000 newspaper interview, Fritz said that he viewed himself as a middleman. “What you see in the viewfinder is what you present to other people,” he said. “What you think is the truth is what it will look like to the world.” This, he explained, obligated him to place social responsibility on the same par as artistic expression. It’s not surprising that his environmental awareness and commitment to land reform and best agricultural practices drew him to progressive politicians such as senators William Proxmire and Gaylord Nelson, for whom he created campaign materials on his own time. His “Wisconsin Runs on Time” spots for Proxmire were innovative for their time and for years were pointed to as changing the face of television political advertising.

As an educational leader, Fritz was particularly active and prolific in the realm of non-theatrical film education. He was one of the pioneers of educational film production in the US and his work helped to establish the field of non-theatrical film as an important educational tool. He was a member of the Educational Communications Board and served as a consultant to the Governor’s Blue Ribbon Task Force on Cable Communication. His legacy is reflected in the multimedia courses still taught today in life sciences communication.
As much as he loved Wisconsin, Fritz never forgot his native Germany. From the beginning of his tenure at UW-Madison, he arranged for German farm groups to visit the state and worked to promote mutually beneficial opportunities for German and American agricultural, communication, and labor specialists. He served numerous terms as chair of the jury of the International Agricultural Film Competition in Berlin. He was an advisor to the Max Kade Institute for German-American Studies. In 1984, a year that marked his 30th anniversary at UW-Madison, the Federal Republic of Germany awarded him the Cross of Merit “for promoting better understanding between his native land and his new homeland.”

MEMORIAL COMMITTEE
Patricia Loew
MEMORIAL RESOLUTION OF THE FACULTY OF THE UNIVERSITY OF WISCONSIN-MADISON

ON THE DEATH OF PROFESSOR EMERITUS CHARLES W. ANDERSON

Charles W. Anderson, scholar of many parts, teacher of exceptional distinction, architect and builder of multiple academic programs, passed away in Pensacola, Florida, on April 10, 2013. His numerous publications made original contributions to a wide variety of fields, from Latin American politics to policy analysis and normative political theory. Anderson spent his entire 36-year academic career at the University of Wisconsin-Madison, retiring in 1996. He is survived by his beloved wife of 57 years, Jean.

Anderson, better known to his friends and colleagues as Charlie, is a son of the upper Midwest, born in Manitowoc, raised in a Chicago suburb, and educated as an undergraduate at Grinnell College in Iowa. He earned his BA in 1955 and an MA at Johns Hopkins University in 1957, by this time committed to a specialization in Latin American politics. He entered the Wisconsin political science doctoral program in 1957, expecting to study under Latin Americanist Donald Stokes, but the latter left for Claremont the following year, leaving Anderson to work primarily with comparativists of other regional specializations, and Latin Americanists from other departments. He did dissertation field research in Central America in 1958-59, and completed his PhD the following year.

At the time, the department applied an informal rule against hiring its own doctorates directly out of graduate study. Anderson, however, proved by all odds the strongest candidate for the Latin American vacancy opened by the Stokes departure. The rule was set aside to offer him an assistant professor post in 1960, the last time such an exception was made, and only the second time since 1945. The exceptional promise shown by Anderson as a graduate student was confirmed by his rapid progression in rank, to associate professor in 1963, and full professor in 1967.

The dissertation field research was conducted in Honduras, Nicaragua and El Salvador, resulting in several articles and book chapters on the themes of development policy, the role of the military, and political parties. He did additional field research in Mexico in 1961, and then Colombia and Ecuador in 1962-63. The Mexico research gave rise to a 1963 book, *The Political Economy of Mexico*, co-authored with William Glade, a Latin Americanist with the UW School of Business. Anderson’s research then turned in a more broadly comparative direction, concerned with Latin American political development overall. A 1964 occasional paper, “Towards a Theory of Latin American Politics,” originally published by the Vanderbilt University Latin American Studies Program, was reprinted in no less than three major edited volumes in the years following. His major comparative volume, *Politics and Economic Change in Latin America*, appeared in 1967, with translations into Spanish and Portuguese following. That same year, in collaboration with colleagues Fred von der Mehden and Crawford Young, he published what became a widely used text in third world politics, *Issues of Political Development*.

Anderson had a restless intellect which could never be tethered too long to a single topic. Following field work in Spain in 1967, he explored *The Political Economy of Modern Spain* in 1970, at a moment when the country was seeking an exit from the authoritarian corporatism of the Franco era. He left behind his Latin American specialization to direct his attention towards issues of policy analysis, building on the political economy component of his scholarship and beginning to incorporate more normative elements of political choice. This new direction bore fruit in an influential 1977 work, *Statecraft: An Introduction to Political Choice and Judgment*, then in 1981 a co-edited volume with Robert Solo, *Value Judgment and Income Distribution*. Increasingly, his closest intellectual companions in the department were Leon Lindberg in comparative political economy, and Booth Fowler and James Farr in modern political theory. The book that best captures the culmination of his intellectual journey from Latin American politics to normative (continued)

Throughout this long intellectual pilgrimage, Anderson drew constantly renewed energy from his teaching. His inspirational performance won early recognition when he earned a campus distinguished teaching award as a teaching assistant in 1960, an honor repeated in 1963 as a faculty member. He mentored an unusually large number of graduate students. Even in his Pensacola retirement, volunteering at the University of West Florida, he taught many courses for a Leisure Learning Society which he helped found. A characteristic tribute from one of these students was published in his obituary appearing on April 20, 2013, in the *Pensacola News Journal*: “He was so good at communicating his vast knowledge in such an understandable way. More than that, he was so humble and kind. He made it seem that it was his privilege to teach us and also to learn from us.”

In his first years, Anderson was a key figure in the building of the Ibero-American Studies Program, which he chaired from 1968-71. He also was a significant participant in the early years of the Land Tenure Center, initially a major player in Latin American land reform. From the 1980s, he redirected his institution-building energies to the Integrated Liberal Studies Program, which he chaired from 1984-87. An ILS colleague wrote that Anderson “was a tireless advocate for the ILS idea that a wide vision that reached out to many ideas and approaches and tried to bring them together for active learning and humane personal growth . . . was a valuable and even a noble project.”

He and Jean met as undergraduates at Grinnell. They long resided on the shore of Lake Monona; on retirement, they began wintering in Florida, then moved entirely to Pensacola in 2002 to their dream home with large views of the water. He and Jean filled their leisure time with canoeing, biking, reading and tending their cherished cats.

MEMORIAL COMMITTEE
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MEMORIAL RESOLUTION OF THE FACULTY
OF THE UNIVERSITY OF WISCONSIN-MADISON

ON THE DEATH OF PROFESSOR EMERITUS GORDON R. CUNNINGHAM

Dr. Gordon R. Cunningham, professor emeritus of forest and wildlife ecology, died on June 28, 2013 at the age of 91 at his home at Oakwood Village University Woods in Madison, Wisconsin. He was born on May 11, 1922 in Oswego, Kansas, son of Lorain and Olive (Rowe) Cunningham. His father was a mining engineer in southern Illinois who later worked as a surveyor in the WPA program to rebuild Highway 66 from St. Louis to Chicago. Gordon enrolled at the University of Illinois in the fall of 1940 but withdrew in 1942 to volunteer for the Army. He served 3½ years and saw combat in Europe and was on occupation in Japan.

Following the war, Gordon enrolled in the forestry program at Michigan State College. On December 26, 1946, during the Christmas holiday break, he married the love of his life, Vera Galli. He was inducted into the Xi Sigma Pi forestry honor society in 1947 and received his BS degree in 1948. He subsequently attended Penn State University and received an MS in forest economics and farm management in 1950. Gordon was then hired by the University of Illinois forestry department as an extension forester to work with 4-H programs, plant windbreaks around farms, and assist with research. In 1954, he became associate extension forester at Cornell University, working with youth programs and focusing on Christmas tree and maple syrup production. In 1961, Gordon returned to Michigan State, where he received his PhD. His dissertation was dedicated to “Vera, her third PhT,” that is, “putting hubby through.”

In 1963, Gordon moved to Madison to work for the University of Wisconsin as the state extension specialist in forest management. In this role he recognized and embraced the successful educational programs initiated by his predecessor Fred Trenk, such as the unique Demonstration Forests throughout the state. Mindful that over 60% of the 16 million acres of Wisconsin forests were in non-industrial private ownership, he further developed and led the private forest owner education program. This was a challenging and important task as private forest owners were, and remain, the largest, the most diverse and the most productive forest ownership group in Wisconsin. Gordon thoroughly embraced the Wisconsin Idea. He traveled the state for 20 years, organizing forestry field days, participating in landowner workshops, speaking at woodland owner conferences and serving on committees.

Professor Cunningham was an outstanding university ambassador and a true forestry leader. He was active with numerous forestry organizations including Wisconsin Christmas Tree Growers Association, Wisconsin Maple Syrup Producers Association, Trees for Tomorrow Camp (an industry-sponsored educational program), Society of American Foresters, the Michigan-Wisconsin Timber Producers Association (now known as the Great Lakes Timber Professionals Association) and the American Tree Farm System. In response to the 1973 national oil crisis, he directed the Wisconsin Wood-burning Project leading to marked improvement in the design and operation of efficient wood-burning stoves and furnaces.

Dr. Cunningham was a founding member of the Wisconsin Woodland Owners Association (WWOA), a non-profit educational organization that promotes sustainable forest management and use. WWOA has since become the largest forest ownership group in Wisconsin with over 2,500 members. During his career, he participated in hundreds of field days and educational events, authored dozens of extension publications and made numerous public radio appearances. In the process, he touched thousands of lives while promoting the careful stewardship of the state’s forest resources. In many ways, he was the public face of forestry in Wisconsin.

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Most noteworthy was Gordon’s outgoing personality and kind nature. He was a true people-person who would go out of his way to help friend or stranger alike. He was known in every corner of the state and loved by one and all.

Gordon Cunningham retired as professor emeritus in 1983. He was as active in retirement as during his university years. He loved to travel (particularly Elder hostels) and he was a tireless volunteer. In 2002, he and Vera moved to Oakwood Village University Woods. While volunteering with the Red Cross, he donated 30 gallons of blood and plasma, and at Oakwood he was a volunteer driver, worked in the grocery store, wrote for the “Oak Chips” (residents’ newsletter), helped manage the grounds (including the 9-acre wooded preserve), and was an events monitor in the Oakwood auditorium.

Gordon loved life and adored his wife Vera to whom he was married for 67 year, his sons Stephan and James, daughter Gail (1952-1969), granddaughter Aubrey, and great-grandchildren Onyx and Opal. He will be deeply missed by his family, colleagues, and friends.

MEMORIAL COMMITTEE
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MEMORIAL RESOLUTION OF THE FACULTY
OF THE UNIVERSITY OF WISCONSIN-MADISON

ON THE DEATH OF PROFESSOR EMERITUS R. WAYNE DICKEY

Ronald Wayne Dickey, or Wayne as he was known to us, died unexpectedly on Monday, June 24, 2013. Wayne was born in Compton, California on March 12, 1938. He received a BA in physics from UCLA (1959) and worked as a computer analyst for Douglas Aircraft (1959-1960). He then entered graduate school in mathematics at the Courant Institute of New York University, receiving an MS (1962) and PhD (1965) under the direction of James Stoker. After a post-doctoral fellowship at the Courant Institute, he joined our faculty as an assistant professor (1967). Promotion to associate professor (1969) and professor (1972) soon followed. He also spent a seminal academic year (1971-72) at the University of Newcastle in England.

Wayne’s research involved pioneering work on the mathematical analysis of the dynamics of elastic structures, such as bridges, beams, strings, membranes, and shells. His most influential research contributions are his papers on free vibrations and the dynamic buckling of beams and on models of string oscillations. The 1970s saw strong progress in the field of nonlinear elasticity, and during that period, he aided that development with his book entitled *Bifurcation problems in nonlinear elasticity*. It contains, as a reviewer noted, “an impressive collection of applications in so small a book.” He also organized a major symposium on nonlinear elasticity for the then-UW Mathematics Research Center and served as editor of the proceedings.

Four students completed their PhDs under his direction.

There were two important services that Wayne performed for the mathematics department for many years. He was the advisor for the Applied Mathematics, Engineering and Physics (AMEP) undergraduate degree program, and he was the Van Vleck Hall building manager. He retired in January 2009, becoming professor emeritus.

An avid reader and woodworker, Wayne’s main passion was sailing. He was introduced to the sport here in Madison and took to it like a fish to water. He received his BA in sailing on Lake Mendota, followed by an MS in a larger boat on Lake Michigan. For his PhD thesis, he sailed from Lake Michigan to Maine via the Erie Canal, New York City and the Cape Cod canal, an exciting dissertation indeed. Leaving the boat in Maine, he subsequently spent two months every summer sailing, mainly solo, along the New England coast. He died on his sailboat moored at his favorite anchorage in Northeast Harbor, at the southern tip of Acadia National Park, in Maine.

Wayne is survived by his wife, Barbara.

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MEMORIAL RESOLUTION OF THE FACULTY OF THE UNIVERSITY OF WISCONSIN-MADISON

ON THE DEATH OF PROFESSOR EMERITUS FREDERICK J. GIESLER

Frederick Giesler was born on June 28, 1915 on a livestock farm near Shell Rock, Iowa, and died on July 24, 2012 in Waunakee, Wisconsin. He received his BS in animal husbandry from the University of Minnesota in 1940 and his MS in meat and animal science in 1957 from the University of Wisconsin. His illustrious extension career began as a 4-H agent in Nicollet County and then progressed to county agricultural agent positions in Cass, Renville and Faribault counties in Minnesota. In 1953, he joined the extension staff of the University of Wisconsin as an assistant professor while working toward his MS degree. He advanced to the rank of professor in 1961 and retired from the meat and animal science department on December 31, 1976 as an emeritus professor.

Fred had an impactful career in extension. From a meager beginning, he directed and expanded the departmental extension staff to a group of seven specialists by adding a youth and meats position in 1958, a livestock marketing position in 1960, a beef cattle and sheep position in 1967, and a livestock performance testing position in 1970. Prior to the growth in staff numbers, Fred carried on active extension programming in all areas of livestock production, spanning swine, sheep and beef cattle, from 1953 to 1967. He concluded his career with an emphasis on swine production. With the advent of the educational telephone network (ETN) and WHA-FM, Fred seized the opportunity to use these new media to educate his audiences. He was the first extension specialist at this university to deliver programming with these media.

Numerous educational venues were initiated by Professor Giesler, and many of these continue to the present day. As documented in award nominations, the strength of his approach was that he recognized the need for a program, initiated it, and then developed it to the point where it could stand alone. He then turned his efforts to the next needed program. Another hallmark of his approach was his dedication to dissemination of science-based information. He was the first extension specialist in this department to transition from a solely extension appointment to an extension (90%)-research (10%) split appointment to recognize his collaborative efforts with resident research-instruction faculty members.

Programs which emerged from Professor Giesler’s educational programming, which now seem prescient, include artificial insemination in swine production, performance testing of swine breeding stock to estimate genetic merit, pork carcass economic value based on grade and yield determinations, an emphasis on pork quality (notably the pale, soft, exudative condition), the first lamb marketing pool (in 1954) with Equity Cooperative Livestock Sales Association, performance testing of rams to estimate genetic merit, Shepherd’s Clinics, sheep shearing clinics, the Spooner Sheep Day (since 1953), graded feeder cattle sales (since 1955), and beef cattle Feeder’s Day programs. He was instrumental in founding the Wisconsin Feeder Pig Marketing Co-op and a state pork industry committee. Livestock shows were highly visible venues for the growing livestock industries in the post-World War II period, and Professor Giesler had significant leadership roles in two of the most visible national shows – the International Livestock Exposition in Chicago and the National Barrow Show in Austin, Minnesota.

His contagious enthusiasm for extension work was motivated by his sincere dedication to helping others. Departmental chairman, Dr. Art Pope, wrote that those associated with Fred “immediately respected him as an individual and willingly gave him their trust and support.” In recognition of his humble service to the livestock industry, Professor Giesler received the Extension Award from the American Society of Animal Science, an honorary degree from the Wisconsin FFA, Distinguished Service Award from UW-Extension,

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Blue Ribbon Pork Show Leadership Award, Spooner Sheep Industry Award, Distinguished Service Award from the Wisconsin Livestock Breeders Association, and the first-ever Distinguished Service Award from the Wisconsin Pork Producers Association. He laid the foundation for this department’s extension program.

MEMORIAL COMMITTEE
Norval Dvorak
Robert Kauffman
Al Gunderson
Daniel Schaefer, chair
MEMORIAL RESOLUTION OF THE FACULTY
OF THE UNIVERSITY OF WISCONSIN-MADISON

ON THE DEATH OF PROFESSOR EMERITUS ROBERT W. HOUGAS

Dr. Robert Hougas was born in 1918 in Blythesdale, Missouri. He received his BS and PhD degrees from the University of Wisconsin in 1942 and 1949, respectively. His primary areas of study were genetics and plant breeding. Dr. Hougas served as an officer in the U.S. Naval Reserve from 1941 to 1945.

After completing his graduate work, Dr. Hougas joined the faculty of the Department of Genetics, where he served as an assistant professor from 1949 to 1956 and as an associate professor from 1956 to 1962. From 1962 to 1984, Hougas was jointly appointed in the departments of Genetics and Horticulture. He served this institution as a faculty member for 34 years.

Dr. Hougas had an international reputation for research in breeding wild and cultivated potatoes. His work in developing and evaluating haploids of cultivated potato formed the basis of a number of significant advancements in potato breeding and genetics. In particular, this discovery allowed breeders and geneticists to study potato at the diploid level, which simplified their work and also facilitated gene transfer from numerous wild species into the cultivated potato. These efforts led to potato breeding strategies that are now commonly employed in transferring desirable traits from unadapted relatives into commercial cultivars.

Dr. Hougas also served as the first project leader for the interregional Potato Introduction Station, known as IR-1. This effort led to the placement of the U.S. potato genebank at the Peninsular Agricultural Research Station in Sturgeon Bay, Wisconsin. Hougas also served as the president of the Potato Association of America.

Dr. Hougas served as an administrator in the College of Agricultural and Life Sciences, working as assistant dean and director in 1965–1966, associate dean and director from 1966 to 1984, and acting dean in 1977 and 1979. Dr. Hougas provided key administrative support for the development of the Plant Breeding and Plant Genetics program, an interdepartmental graduate program that has trained more PhDs in plant breeding and plant genetics than any other program in the U.S. Dr. Hougas also created the campus-wide Principal Investigator’s Committee, which served as a conduit between faculty and campus administrators on research matters.

Dr. Hougas is remembered as an accomplished scientist, a pioneer in potato breeding and genetics, and a fair and firm administrator who contributed much to the College of Agricultural and Life Sciences and to the University of Wisconsin-Madison.

MEMORIAL COMMITTEE
Irwin Goldman
MEMORIAL RESOLUTION OF THE FACULTY OF THE UNIVERSITY OF WISCONSIN-MADISON

ON THE DEATH OF PROFESSOR EMERITA MARY ELLEN RUDIN

Mary Ellen Rudin, Hilldale professor emerita of mathematics, died peacefully at home in Madison on March 18, 2013.

Mary Ellen was born in Hillsboro, Texas, on December 7, 1924. She spent most of her pre-college years in Leakey, another small Texas town. In 1941, she went off to college at the University of Texas in Austin, and she met the noted topologist R.L. Moore on her first day on campus, since he was assisting in advising incoming students. He recognized her talent immediately and steered her into the math program, which she successfully completed in 1944, and she then went directly into graduate school at Austin, receiving her PhD under Moore’s supervision in 1949.

After teaching at Duke University and the University of Rochester, she joined the faculty of the University of Wisconsin-Madison as a lecturer in 1959 when her husband Walter came here. Walter Rudin died on May 20, 2010.

Mary Ellen became a full professor in 1971 and professor emerita in 1991. She also held two named chairs: she was appointed Grace Chisholm Young Professor in 1981 and Hilldale Professor in 1988.

She received numerous honors throughout her career. She was a fellow of the American Academy of Arts and Sciences and was a member of the Hungarian Academy of Sciences, and she received honorary doctor of science degrees from the University of North Carolina, the University of the South, Kenyon College, and Cedar Crest College. She served as the vice-president of the American Mathematical Society in 1980-81 and was a member of the board of governors of the Mathematical Association of America from 1973-75 as well as numerous other committees of the AMS and MAA.

Mary Ellen was one of the leading topologists of our time. Besides solving many well-known outstanding open problems, she was a pioneer in the use of set-theoretic tools. She was one of the first to apply the independence methods in set theory to produce independence results in topology. These methods arose in the second half of the twentieth century, following work of Gödel, Cohen, and others, and showed that ZFC (the standard axioms of set theory) are not sufficient to answer many set-theoretic questions, notably CH (the continuum hypothesis) and SH (Suslin’s hypothesis, that there are no Suslin trees). To many mathematicians, this seemed to be primarily of interest in mathematical logic, but beginning in the 1950s, Mary Ellen realized that these results had important implications in topology, showing that some fundamental topological questions have one answer in some models of set theory and a different answer in other models. The connections that she found between topology and logic attracted many set theorists and logicians to topology. The best general topologists and set theorists in the world passed regularly through Madison to work with her and her students and colleagues.

In her thesis (1949), she gave an example of a nonseparable Moore space that satisfies the countable chain condition. She published the results of her thesis in three papers in the Duke Mathematical Journal (1950, 1951, and 1952).

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In 1955, she used a Suslin tree to construct a Dowker space; this is a normal space whose product with the unit interval is not normal. In 1971, she constructed a Dowker space just in ZFC. Her work on Dowker spaces led to an invited address at the International Congress of Mathematicians in 1974. It also led to her interest in the box topology because her ZFC Dowker space is special kind of box product. If \(X_n\) (for \(n \in \mathbb{N}\)) are topological spaces, then their box product is \(\prod X_n\), where a base for the topology is given by all products \(\prod U_n\), with each \(U_n\) open in \(X_n\). Mary Ellen was the first person to prove anything non-trivial about box products. In 1972, she showed that assuming \(\text{CH}\), \(\prod X_n\) is normal, and in fact paracompact, whenever all the \(X_n\) are compact metric spaces.

Mary Ellen is also famous for her work on \(\beta \mathbb{N}\), the space of ultrafilters on the natural numbers, starting in 1966. She was co-inventor of two well-known partial orders on this space, the Rudin-Keisler order and the Rudin-Frolík order. The Rudin-Frolík order led to the first proof in ZFC that the space of non-principal ultrafilters, \(\mathbb{N}^* = \beta \mathbb{N} \setminus \mathbb{N}\), is not homogeneous. Under \(\text{CH}\), this was already known by a result of Walter Rudin (1956); it is now known that his method of proof will not work in ZFC.

Mary Ellen worked extensively on the question of S and L spaces. She produced the first S space (a hereditarily separable space that is not hereditarily Lindelöf) assuming the existence of Suslin tree in 1972.

In 1999, almost a decade after her retirement, Mary Ellen settled a long-standing conjecture in set-theoretic topology (Nikiel, 1986) by showing that every monotonically normal compact space is the continuous image of linearly ordered compact space.

She was the author of 77 research papers and a famous research monograph, *Lectures on Set Theoretic Topology*. This was published in 1975, but it still remains one of the key references in the field today, summarizing seminal work by herself and others. It contains chapters on box products, S and L spaces, and \(\beta \mathbb{N}\) (including Walter Rudin’s work on P-points). It also explains models of set theory where Suslin trees exist (Gödel’s \(L\)) and where they do not exist (models of \(\text{MA + \neg CH}\)).

She had sixteen PhD students, many of whom went on to have sterling careers of their own. To quote one of them (Michael Starbird, currently a university distinguished teaching professor at the University of Texas at Austin): “From the perspective of a graduate student and collaborator, her most remarkable feature is the flood of ideas that is constantly bursting from her. · · · It is easy to use the Mary Ellen Rudin model to become a great advisor. The first step is to have an endless number of great ideas. Then merely give them totally generously to your students to develop and learn from. It is really quite simple. For Mary Ellen Rudin.”

Mary Ellen is survived by her four children, Catherine, Eleanor, Robert, and Charles, and by four grandchildren.

MEMORIAL COMMITTEE
Kenneth Kunen
Steffen Lempp
Arnold Miller, chair
Alexander Nagel
MEMORIAL RESOLUTION OF THE FACULTY
OF THE UNIVERSITY OF WISCONSIN-MADISON

ON THE DEATH OF PROFESSOR EMERITUS ELDEN JAMES STANG

Elden James Stang passed away on May 26, 2013 following a stroke. Elden was a faculty member in the Department of Horticulture for 17 years until his retirement in 1995. Elden was born in Kansas and attended Kansas State University, where he obtained his bachelor of science degree in horticulture. He served in the Peace Corps in Chile from 1961 to 1963, working in community development, agricultural mechanization, and crop production. During his Peace Corps service, Elden met and married his wife, Judy. Elden completed an MS and PhD in horticulture at Iowa State University and then served as an assistant professor in the Department of Horticulture at Ohio State University from 1973 to 1978.

Elden joined the faculty in the Department of Horticulture at UW-Madison in 1978 and was promoted to associate professor in 1982 and then to professor in 1987. His work focused on commercial fruit production with an emphasis on cranberry, cherry, strawberry, blueberry, and apple. Elden helped change the relationship between the university and the many distinct fruit commodity groups by promoting a model where each group hired its own executive director instead of relying on university staff for leadership. He also helped consolidate numerous grower meetings into more focused gatherings and established a set of summer mini-clinics where growers and extension personnel could interact on farms. In 1988, Elden’s appointment shifted toward research and teaching.

Elden’s research helped shed light on the role of pollination in fruit set in cranberry. He promoted the diversification of fruit crop production in Wisconsin through the use of underutilized crops such as lingonberry, Juneberry, and elderberry. In 1987, he was awarded a Fulbright fellowship in Finland where he worked on lingonberries. This work led to the release of two lingonberry cultivars (‘Regal’ and ‘Splendor’). Dr. Stang also released a blueberry cultivar, ‘Friendship.’

Dr. Stang authored or co-authored numerous research publications on fruit crops and provided a substantial number of extension publications. He advised several graduate students. He was also an author of two extension newsletters for Wisconsin fruit growers. Elden’s work also led to the creation of an endowed chair in cranberry production, known as the Gottschalk Endowed Chair, which was established in 1990.

During his last year of employment at UW-Madison, Elden developed a collaboration with the founder of Cran Chile. Elden was drawn to this opportunity because of his cranberry expertise and love for the Chilean people resulting from his Peace Corps service as a young man. He took a year’s leave of absence from the university to establish a large cranberry growing operation in southern Chile. After retirement, he worked with Cran Chile for two additional years. This work helped pioneer the development of commercial cranberry production in the southern hemisphere.

MEMORIAL COMMITTEE
Irwin Goldman, chair
Teryl Roper
The meeting was called to order by Interim Chancellor David Ward at 3:31 p.m. with 169 voting members present.

1. Memorial resolutions were presented for:

   - Professor Emeritus Deane C. Arny 2413
   - Professor Emeritus George E.P. Box 2414
   - Professor William Wallace Cleland 2415
   - Professor Emeritus E. Michael Foster 2416
   - Professor Emeritus Jerome L. Kaufman 2417
   - Professor Emeritus William E. Saupe 2418
   - Professor Emeritus Loris H. “Bud” Schultz 2419
   - Professor Neil Lancelot Whitehead 2420
   - Professor Emeritus Warren C. Young 2421

2. Announcements/Informational Items.

   Chancellor Ward spoke about recent news reporting regarding UW System-wide fund account balances.

   Professor Mark Cook thanked Chancellor Ward for serving as interim chancellor during the past two years, and he thanked Professor Peter Lipton for serving on the University Committee during past three years.

   Professor Cook reminded senators to communicate with their department faculty about Rosh Hashanah and the 2013 fall semester calendar, and he updated the senate on the proposed College of the Arts.

   Professor Greg Downey presented an update on the UW Flexible Option initiative.

   Associate Professor Sara Goldrick-Rab presented an update from the Committee on Undergraduate Recruitment, Admissions and Financial Aid. There were several questions and comments.

   Professor Brad Barham presented an update on the Administrative Excellence initiative and the results of the Huron Consulting Group’s recommendations. There were two questions.

   Professor Cook asked the senate to grant permission for Ms. Eleni Schirmer and Mr. Jason Lee from the Teaching Assistants’ Association to speak about graduate assistant wages. There were no objections.

3. Question Period.

   Chancellor Ward responded to several questions presented by Assistant Professor Noah Feinstein (District 27) on behalf of Professor Chad Goldberg (District 71) regarding non-academic misconduct charges facing students who participated in a non-violent sit-in in the chancellor’s office on April 29.
AUTOMATIC CONSENT BUSINESS

4. The minutes of 8 April 2013 were approved as distributed.

REPORTS


There were no questions or comments.

6. Professor Marlys Macken submitted for informational purposes the Campus Diversity and Climate Committee Annual Report for 2012-2013.

There was one question.

7. Professor David Noyce submitted for informational purposes the Campus Transportation Committee Annual Reports for 2010-2012.

There were several questions and significant discussion.


There were several questions and comments.


There were no questions or comments.

10. Chancellor Ward announced that the Recreational Sports Board Annual Report for 2012-2013 will be deferred until the October senate meeting.


There were no questions or comments.

NEW BUSINESS

12. Associate Professor Bruce Barrett moved to adopt his Resolution Regarding Climate Change and Fossil Fuels Divestment.

The motion was seconded.

Professor Barrett spoke about the resolution.

There were several comments.

(continued)
Professor Brian Fox (District 6) moved to refer the resolution for study by an ad hoc committee to be established by the University Committee, and for the committee to report back to the senate in the fall.

The motion to refer was seconded.

The motion to refer passed by hand vote.

The meeting adjourned at 5:51 p.m.

Andrea Poehling
Secretary of the Faculty
SUMMARY OF FACULTY LEGISLATION
AND FACULTY SENATE BUSINESS FOR 2012-2013

Academic Calendar


Administrative Excellence


Alcohol

Dr. Sarah Van Orman reported on the campus alcohol policy. Minutes 4 March 2013.

Budget

Vice Chancellor for Administration Darrell Bazzell spoke about the resource reallocation project that is studying different approaches to the university’s budgeting process for its core mission needs. Minutes 5 November 2012.

Vice Chancellor for Administration Darrell Bazzell updated the senate on the state budget. Minutes 4 March 2013.

Climate Change and Fossil Fuels Divestment

Resolution from Associate Professor Bruce Barrett (District 103) Regarding Climate Change and Fossil Fuels Divestment. Faculty Document 2429. Minutes 6 May 2013.

College of the Arts

University Committee initiative for 2012-2013. Minutes 1 October 2012.


Committee Appointments Confirmed by the Faculty Senate

Associate Professor Ankur Desai (Atmospheric and Oceanic Sciences) to serve on the Library Committee for 2012-2013. Minutes 1 October 2012.

Professor Donald Stone (Materials Science and Engineering) to serve on the Commission on Faculty Compensation and Economic Benefits for the remainder of 2012-2013. Minutes 3 December 2012.

(continued)
Committee Reports


(continued)


Department Changes

Recommendation to Change the Name of the Department of Communicative Disorders in the College of Letters and Science to the Department of Communication Sciences and Disorders. Faculty Document 2367. Agenda 1 October 2012. Minutes 5 November 2012.

Recommendation to Merge the Department of Comparative Literature and the Program in Folklore to Create the Department of Comparative Literature and Folklore Studies. Faculty Document 2395. Minutes 4 February 2013.

Divisional Executive Committees


Educational Innovation

Interim Chancellor Ward spoke in his State of the University address about the challenges to securing revenue to fund higher education and the university’s principles for educational innovation. Minutes 1 October 2012.

University Committee initiative for 2012-2013. Minutes 1 October 2012.

Dean Jeffrey Russell reported on the university’s Educational Innovation initiatives, including MOOCs (massive open on-line courses). Minutes 4 March 2013.

Elections


Report of the nominations for election to the Committee on Committees. Minutes 4 March 2013.


(continued)
Faculty Consultative Committee on Financial Emergency


Faculty Legislation


Faculty Policies and Procedures


Flexible Option

Professor Greg Downey presented an update on the UW Flexible Option initiative. Minutes 6 May 2013.

Graduate Assistant Wages

Ms. Eleni Schirmer and Mr. Jason Lee from the Teaching Assistants’ Association spoke about graduate assistant wages. Minutes 6 May 2013.

Hilldale Awards

Presentation of the 2012-2013 Hilldale Awards: Arts and Humanities Division – Jack F. Damer (Art); Biological Sciences Division – Barry S. Ganetzky (Genetics); Physical Sciences Division – Francis L. Halzen (Physics); Social Studies Division – Sharon L. Dunwoody (Journalism and Mass Communication), social studies. Minutes 8 April 2013.

Honorary Degrees

Recommendation of nominations presented by the Committee on Honorary Degrees. Minutes 3 December 2012.

Human Resources System (HRS) Redesign Project

Human Resources Director Bob Lavigna presented a summary of the status of the HR system redesign project. Minutes 1 October 2012.

University Committee Resolution Accepting the HR Design Framework. Faculty Document 2375. Minutes 5 November 2012; 3 December 2012.

Resolution from Assistant Professor Noah Feinstein (District 27) Regarding the HR Design Strategic Plan. Faculty Document 2376. Agenda 5 November 2012.

(continued)
Memorial Resolutions

Cleland, William Wallace (Professor). Faculty Document 2415. Minutes 6 May 2013.
Fey, William (Professor Emeritus). Faculty Document 2398. Minutes 4 March 2013.
Kalaida, Lydia B. (Instructor Emerita). Faculty Document 2356. Minutes 1 October 2012.
Karsh, Ben-Tzion “Bentzi” (Professor). Faculty Document 2383. Minutes 4 February 2013.
Kuntz, James Eugene (Professor Emeritus). Faculty Document 2358. Minutes 1 October 2012.
Larson, Jane (Professor). Faculty Document 2359. Minutes 1 October 2012.
Meisner, Maurice J. (Professor Emeritus). Faculty Document 2408. Minutes 8 April 2013.
Ögelman, Hakki B. (Professor Emeritus). Faculty Document 2360. Minutes 1 October 2012.
Steward, Joyce Elinor Stribling (Professor Emerita). Faculty Document 2361. Minutes 1 October 2012.

(continued)

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Modified Professorial Working Titles


Motions/Resolutions

University Committee Resolution Accepting the HR Design Framework. Faculty Document 2375. Minutes 5 November 2012; 3 December 2012.

Resolution from Assistant Professor Noah Feinstein (District 27) Regarding the HR Design Strategic Plan. Faculty Document 2376. Agenda 5 November 2012.


Resolution from Associate Professor Bruce Barrett (District 103) Regarding Climate Change and Fossil Fuels Divestment. Faculty Document 2429. Minutes 6 May 2013.

Ombuds Program

Professor Emeritus Christopher Kleinhenz reported on the university’s ombuds program. Minutes 4 March 2013.

Questions for the Chancellor and the University Committee

Question from Assistant Professor Noah Feinstein (District 27) regarding whether the university is obliged to act on a shared governance committee’s recommendation, which is based on university policy, and why a particular case would merit an exception. Minutes 8 April 2013.

Questions presented by Assistant Professor Noah Feinstein (District 27) on behalf of Professor Chad Goldberg (District 71) regarding non-academic misconduct charges facing students who participated in a non-violent sit-in in the chancellor’s office on April 29. Minutes 6 May 2013.

Religious Observances Policy

Interim Vice Provost Christopher Olsen spoke about the university’s religious observances policy, particularly with respect to the timing of Rosh Hashanah in fall 2013, which will occur on the second day of classes. Minutes 8 April 2013.

Professor Mark Cook reminded senators to communicate with their department faculty about Rosh Hashanah and the 2013 fall semester calendar. Minutes 6 May 2013.

State of the University

Interim Chancellor Ward spoke in his State of the University address about the challenges to securing revenue to fund higher education and the university’s principles for educational innovation. Minutes 1 October 2012.

(continued)
**University Committee**

Initiatives for 2012-2013. Minutes 1 October 2012.


University Committee Resolution Accepting the HR Design Framework. Faculty Document 2375. Minutes 5 November 2012; 3 December 2012.

ADVISORY BOARD’S REPORT ON RESTRUCTURING
THE DIVISION OF INTERNATIONAL STUDIES
June 10, 2013

Advisory Board:

Caitilyn Allen (Professor, CALS)
Marianne Bird Bear (Assistant Dean, Division of International Studies)
Michael Corradini (Professor, Engineering)
Elizabeth Covington (Executive Director, Center for European Studies; L&S)
Suzanne Dove (Special Assistant to the Dean, Business)
Margaret Hawkins (Professor, Education)
Yoshiko Herrera (Associate Professor, L&S)
David McDonald (Professor, L&S and Chairperson)
Kristopher Olds (Professor, L&S)
Jonathan Patz (Professor, SMPH)
Mark Sidel (Professor, Law)

EXECUTIVE SUMMARY

In May 2012, Provost Paul De Luca in partnership with the University Committee appointed a
twelve-person shared-governance Advisory Board to the Interim Director of the Division of International
Studies. This committee’s creation came in response to the report submitted on 17 April to Interim
Chancellor David Ward and Provost De Luca by the Ad Hoc Committee to Examine Governance Structure
and Organization of UW-Madison’s Division of International Studies. As its title suggests, this report
offered a comprehensive assessment of the Division’s operations, leading to a series of specific
recommendations. The Advisory Board, composed of nine faculty and three staff, met monthly over the
2012-2013 academic year in fulfillment of its dual charges: to serve as a quasi-APC for Interim
Vice-Provost/Dean Guido Podesta; and to formulate a response to the Ad Hoc Committee’s
recommendations. This report outlines the Advisory Board’s responses in the form of proposals for the
restructuring of the Division in the interests of the university’s stated commitment to internationalizing
research, education and service/outreach. Its recommendations seek to render the Division, its subsidiaries
and its operations more accountable to, and navigable by, the university community and external
constituencies. This summary presents a brief enumeration of the Advisory Board’s recommendations,
which include:

1. The retention of a Division of International Studies under the direction of a Vice-Provost/Dean. The
   Division will serve as the hub, coordinator and resource for international research, teaching and
   outreach activities on and off campus.

2. The retention and institutionalization of the Advisory Board as a quasi-Academic Planning Council
to act as a shared-governance body in partnership with the Vice-Provost/Dean.

3. An emphasis on the university’s stated commitment to the globalization of research, teaching, and
   service/outreach throughout UW-Madison, the strengthening of budgetary and administration ties to
   central administration, with a concomitant loosening of those ties with the College of Letters and
   Science.

4. The reorganization of the Division into four administrative/functional sub-units or “pillars”, under
   the supervision of associate and assistant deans:

(continued)
Research: Led by an Associate Dean (faculty) this pillar would house research and graduate training, incorporating oversight of existing centers, programs and initiatives currently included in the International Institute (which would cease to exist in its current form), in addition to the coordination of programs and initiatives across campus that are not currently part of the International Institute.

Global Student Engagement: Also headed by an Associate Dean (faculty), this pillar would oversee undergraduate exchanges, study programs, degree programs, and vocational activities involving international or global study.

Finance and Operations: As its title states, this pillar would manage administration, budget, human resources, IT, and support activities, under the supervision of an Assistant Dean (staff).

External Communications, Advancement and Outreach, under an Assistant/Associate Dean responsible for coordinating and integrating all Division activities in these areas.

5. The creation of a new name and mission statement for the Division, to convey more clearly the breadth of its activities—research, teaching, outreach/service—but also to communicate effectively its role in the university’s interactions with international/global communities.

6. The initiation over the summer and fall of 2013 of consultation and discussion with interested faculty, staff, students and governance bodies across campus, to refine these proposals and to develop broad support for a revitalized Division of International Studies.

These recommendations stem from the Advisory Board’s firm conviction that the Division of International Studies should possess the authority, visibility and resources commensurate with its role as the chief unit for the implementation of the globalization priorities set out in the recent reaccreditation exercise.

REPORT OF THE ADVISORY BOARD TO THE INTERIM DIRECTOR OF THE DIVISION OF INTERNATIONAL STUDIES

In the spring and summer of 2012, Provost Paul DeLuca, in consultation with the university’s shared-governance bodies, created the “Advisory Board to the Interim Dean of the Division of International Studies.” As stipulated in the provost’s charge, the Board would perform two related functions: first, it would serve as the interim dean’s governance board, including advising and consulting with him about the Division’s initiatives and activities; second, its members would review the recommendations outlined in the report submitted that spring by the “Ad Hoc Committee to Examine the Governance Structure and Organization of UW-Madison’s Division of International Studies.” In conjunction with that latter brief, the board was instructed to “advise the Dean, Provost, and Chancellor on these recommendations.” This document reports on the board’s activity in both of its roles, with special emphasis on a set of recommendations for the reorganization of the Division of International Studies in response to the Ad Hoc Committee’s report.

Board Activity

The committee originally comprised twelve members, appointed by the Provost and the governance councils, drawn from faculty and administrative personnel representing a broad variety of colleges and schools, as well as the Division itself. Over the course of the academic year, a variety of circumstances necessitated the eventual withdrawal of one member, while other demands limited the participation of
professors Allen and Corradini. Beginning in September, 2012, the Board met monthly, with attention to each of its assigned tasks. The first three meetings were largely informational in nature, featuring briefings by Interim Dean Guido Podesta on current and developing issues in the Division. These initial meetings also featured presentations by senior staff, who acquainted Board members with the Division’s educational, budgetary, and external relations structures and operations. In addition, between meetings, Podesta consulted routinely with Advisory Board chair David McDonald on more urgent or short-term questions and issues, with fuller discussion by the full Board when necessary. In addition, Division staff provided Board members with an administrative organizational chart and a comprehensive inventory on the various initiatives and programs operating under its purview. All of this information provided the Board with a comprehensive overview of the Division’s organization and functions. This area of the board’s work, supplemented by discussions with Division staff and Podesta, largely confirmed many of the observations registered in the Ad Hoc Committee report.

At the Board’s December meeting, members began consideration of their responses to the Ad Hoc Committee's recommendations. These latter became the starting-point for a more thoroughgoing discussion about how to reorganize the Division to increase its transparency, structural coherence, and visibility as the campus hub for international research, instruction, and outreach/collaboration. By this time, Board members agreed strongly that this body should become a permanent governance structure, on the model of APCs in other campus units, to work with the Vice-Provost/Dean in assessing the Division’s operations and policies, as stated in the Ad Hoc Committee’s call for clear “governance pathways” in the formation and implementation of policies. The same discussion indicated the need for a strong statement of the Division’s mission, which would clarify to the university community and external constituencies the unit’s centrality to the various global and international operations housed in or coordinated by this unit. At the same time, the Board noted with approval that Podesta had already followed the Ad Hoc Committee’s recommendation to create a faculty steering committee to oversee International Academic Programs, creating yet another “governance pathway.” Further, Board members also agreed with the Ad Hoc Committee’s proposal to reduce the titles for the Division’s chief executive, but also supported the recommendation that the incumbent should retain the twin roles of Vice-Provost and Dean of International Studies. This dual title would give the incumbent entrée to discussions at the provostial level of campus administration, while also maintaining involvement and visibility in the Dean’s Council. These last considerations sprang from another fundamental point of agreement among Board members: given the prominence accorded “internationalization” in the UW-Madison’s last reaccreditation self-report, faculty, staff, students, and administrators have to regard the Division of International Studies as a truly campus-wide unit. McDonald and Podesta conveyed these initial recommendations to Ward, De Luca and the University Committee during the winter break.

At their January and February meetings, Board members proceeded to concrete and substantive discussion of reforms and restructuring that would enable the Division to take its proper place as the hub/coordinator of the university’s international/global research, instruction, and outreach activities. These discussions also drew on information about similar efforts at peer institutions to restructure, integrate or stabilize their international activities. Not surprisingly, our peer institutions had devised a variety of institutional responses to the twin challenges of sustaining existing regional and international research and instructional programs, in addition to enhancing newer initiatives in their international activities. The experiences of these other efforts brought two important issues into relief. First, Wisconsin’s challenges proved not to be unique. Initiatives to promote “internationalization” or “globalization” had sprung up piecemeal at many universities in response to the dynamic international environment of the post-Cold War era. As had happened at UW-Madison, this new programmatic emphasis on the international element in the university’s mission had yielded sedimentary structures, and legacy governance cultures and systems in which ad hoc initiatives and programs took shape alongside or on top of such previously existing programs as the
federally funded Title VI National Research Centers [NRCs] devoted to interdisciplinary research and teaching regarding specific regions. And, as at Wisconsin, budgetary pressures—especially the 47% contraction of Title VI funding for NRCs—had revealed a series of organizational problems associated with coordinating and giving direction to the discrete units, initiatives and programs housed under the broader rubrics of “global” or “international” activities. These sister institutions devised varied responses to these challenges, running the gamut from the creation of new “Schools” of international or global studies, replete with tenured faculty drawn from various disciplines, to lower-profile centers or institutes. The Advisory Board chose a middle road to reflect the relative decentralization of Wisconsin’s administrative and intellectual cultures. Members saw the virtues of maintaining the Division as a non-tenure-granting unit, but also sought means by which to rationalize its administration and enhance its visibility on campus, as a way to encourage faculty, staff, and students across campus to regard and utilize it as an indispensable resource for pursuing new initiatives or coordinating existing programs.

These discussions resulted in the crystallization of several guiding principles and recommendations for the reform of the Division. At a four-hour retreat on March 12, the Board outlined an organizational restructuring of the Division that would best reflect these principles and incorporate the salient recommendations from the Ad Hoc Committee report. General principles guiding the Board’s deliberations included:

1. The necessity to balance “local” initiatives in other campus units with the coordination, information and expertise that the Division can offer. Ideally, those units seeking to retain programmatic autonomy would come to see the Division as a valuable partner and resource for the support of these efforts. At the same time, a more centralized and active Division would be able to take its place as the university’s leader or hub for the internationalization of the university called for in the last reaccreditation exercise.

2. The desirability of coordinating, to the extent possible, existing international programs or initiatives—e.g. the Global Health Institute—with the area and international studies centers currently housed in the International Institute. Such a reform would provide the twin benefits of encouraging collaboration—including the use of regional expertise—on issues of joint interest. It would also help promote the current reconceptualization of the mission to be filled by area and international studies centers, given both changes in the nature and production of regional or international knowledge, but also the uncertainties associated with the Department of Education’s future support for Title VI programs. Also, the integration of existing International Institute units into the DIS would allow for administrative development and increased efficiencies, especially in such areas as budgeting, outreach, communications, and advancement.

3. The importance of reorienting the fiscal and administrative ties binding the Division and the College of Letters and Science. The Division should become, in both practical and symbolic senses, a “Bascom”-centered unit, like other divisions, schools, and colleges. Such a shift would produce multiple returns. It would give institutional expression to the university’s commitment to globalization/internationalization, which figures so prominently in the reaccreditation documentation. This reorientation would also encourage the strengthening of ties with the other schools and colleges on campus. It would also confer on the Division clear authority as the anchor of international research, educational, and outreach/service on campus. More concretely, such a measure would create greater fiscal stability and budgetary clarity.

4. A commitment to increased resources to support international initiatives in the domains of research, teaching and service/outreach. The Board views this as a critical component of sustainable growth and development in the global arena.

(continued)
5. A campus-wide “rollout” period should precede the implementation of any restructuring, so as both to educate the university community about the Division and its role, as well as allowing appropriate stakeholders’ suggestions for reconsideration or revision of the Board's recommendations.

Other guiding considerations addressed other challenges and opportunities. Board members sought a “Wisconsin” solution, i.e. one honoring the campus governance culture, but also one that would clearly associate the Division with the principles of the Wisconsin Idea, at the state, national, and international levels. In the same vein, the Board agreed that the restructured Division required a clearly enunciated mission statement to highlight its presence and role as a university resource, as well as providing a clear set of values and strategic priorities for policy. Finally, the Board recognized a series of issues or questions whose resolution lay beyond our charge. Thus, this proposal omits any recommendation on the current discussions associated with foreign language instruction and the relationship between L & S, on one side, and the Language Institute and the “Van Hise departments,” on the other. The Board also recommended that the budgets for and administrative authority over the centers and programs currently housed in the International Institute be moved from Letters and Science to the Division of International Studies. The Board further recommended that the Division continue to receive funding for its participation in the recruitment and retention of faculty/staff involved in international research, instruction or outreach. Finally, several Board members noted that the current “cost recovery” basis of International Academic Programs often complicates its operations and merits further inquiry. Similarly, the future Advisory Board or central administration should consider ways in which to encourage other colleges and schools to adopt their own internationalization strategies, and to offer support in such endeavors, as proposed by the Ad Hoc Committee. Ideally, this work would involve forging strong ties with the Division, for purposes of cross-campus coordination and leverage, but also to encourage other units to take advantage of the resources and expertise housed within the Division.

Finally, the Advisory Board has already begun discussion of the following recommendations with interested parties in the Division and on campus. In April, McDonald and Podesta gave a summary of these recommendations to the University Committee; the same month, the full Board presented its draft recommendations to De Luca. Also in April, representatives of the Board presented these proposals to the Executive Committee of the International Institute. These initial discussions served as a useful prelude to the campus-wide conversations that will take place during the fall of 2013.

RECOMMENDATIONS FOR RESTRUCTURING THE DIVISION OF INTERNATIONAL STUDIES

The balance of this report offers a detailed outline of the Advisory Board’s recommendations for the restructuring of the Division of International Studies. The appendices contain a schematic representation of the proposed restructuring and allocation of responsibilities. This proposal entails the demarcation of four subsidiary units—or “pillars”—under the authority of a Vice-Provost/Dean of International Studies, according to function/mission: 1) a “research” pillar to foster coordination among research units across campus (centers, programs, or institutes devoted to area or international studies) as well as to provide oversight for the units administratively housed in the DIS, directed by a faculty Associate Dean holding a 50% appointment; 2) a pillar dedicated to “Global Student Engagement,” which would house the Division’s educational and vocational programs with an international or global reach, led by an Associate Dean on the same terms as apply to her or his counterpart in Research; 3) an office for Finance and Operations would function under the direction of an Assistant Dean drawn from existing Division staff; 4) finally, another Assistant or Associate Dean would direct an office of External Relations, Communications, and Advancement. These proposals address most, if not all, of the recommendations from the Ad Hoc Committee report, as noted in the information below. Thus, our recommendation that the Division be headed by a Vice-Provost/Dean accords in large measure with the Ad Hoc Committee’s proposal, including the institutionalization of the Advisory Board as a quasi-APC for the Division.

(continued)
Senior Leadership

After thorough consideration, the Advisory Board chose not to support the Ad Hoc’s “Division of International Studies Recommendation 1,” advocating the dissolution of the Division. To the contrary, Board members concluded the restructured Division would provide new focus and coordination to the university’s international mission. However, the Board suggests a renaming of the Division. This would permit due attention to “branding” the Division and its mission in strategic and positive ways, while also distinguishing the new Division from its predecessor, with a view to attracting external support. The new name should underscore the Division’s centrality as a coordinator or sponsor of international research, teaching/learning, and outreach/service on campus. At the same time, the Board strongly recommends the creation of a new mission statement for the Division, which clearly and concretely identifies this unit’s role and goals, for personnel within the Division, members of the campus community, and off-campus constituencies interested in its services.

Vice-Provost/Dean for the Division of International Studies

The proposed nomenclature offers a simplification of the previous title, in order to underscore the position’s responsibilities as a member of the central administrative team, while also ensuring continued involvement in the Deans’ Council. This office would preserve the functions currently associated with the position. [Ad Hoc “Senior Leadership Recommendations,” 1-4.]

DIS Advisory Board

A shared governance body filling the role of an Academic Planning Council for the Division, this committee should include faculty and staff representatives, whether elected under UC and ASEC auspices or nominated directly by these councils. Working in conjunction with the Vice Provost/Dean, this body could consider other measures proposed by the Ad Hoc Committee in their “Senior Leadership Recommendations” 5 and 6.

Administrative and Operational Divisions

Pillar 1: Research

One of the four pillars of the Division of International Studies will focus on research and will be headed by an Associate Dean for Research.

The key functions and activity in this pillar will include:

• Supporting research for faculty related to international and area studies
• Supporting research and training for graduate students and undergraduates, including overseeing selection of FLAS fellowships
• Intellectual community development, including support for regional or thematic events, seminars, etc.
• Coordination and support for visiting post-docs and faculty
• Library support as related to international and area studies
• Participate in the maintenance of a web portal for all international research activities to improve cross campus awareness and collaborative potential for international research

Existing units manage many, but not all, of the above activities. In particular, the member units of the International Institute, which are currently administratively housed in L&S or the current DIS, should all be administratively moved to the DIS under the purview of the new Associate Dean for Research in the DIS. These units include:

(continued)

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• Center for East Asian Studies
• Center for Southeast Asian Studies
• Center for South Asia
• Middle East Studies Program
• Center for Russia, East Europe and Central Asia
• Latin American, Caribbean, and Iberian Studies
• African Studies Program
• European Studies Alliance:
  - Center for European Studies
  - Center for German and European Studies
  - European Union Center of Excellence
• Global Studies:
  - Global Cultures Program
• Any new regional programs or initiatives, or any new thematic programs or initiatives explicitly related to international affairs

In addition to the International Institute member units, however, there are several other programs on campus oriented toward international research. **While not necessarily under the administrative purview of, nor reporting to, the Associate Dean for Research, appropriate lead personnel from the list below (along with those from the list above) should comprise a cross-campus steering committee to consult with the Associate Dean for Research.** This group would meet at least once a year, and could provide a forum for feedback and input into the budget, priorities, and organization of research in the DIS. Representation would come from the above units (current International Institute units) as well as the following:

• Global Health Institute
• Global Legal Studies
• Nelson Institute International Initiatives
• Center for International Business Education & Research (CIBER)
• Selected research centers in CALS
• Language Institute

This list is partial and could be amended as necessary.

**Rationale for this structure:**

There is a pressing need for improved awareness of all international research at UW-Madison. The primary motivation for bringing these units—located in colleges and schools across campus, in addition to L&S or the DIS—together under the Associate Dean for Research would be to support coordination and communication across units and across campus. Such a measure would serve both on-campus demand for enhanced collaboration on innovative research proposals, as well as external communications, by publicizing the full extent and vitality of UW’s international research and engagement.

The goal would not be to centralize governance of the units, but rather to provide institutionalized opportunities for collaboration and cooperation among units. Coming together under the direction of an Associate Dean for Research in the Division of International Studies provides a mechanism for coordination that does not currently exist on campus.

(continued)
Another important innovation in this recommendation is that it would explicitly move beyond a
region-focused basis for centers related to area and international studies. Instead, regional centers such as
those in the current International Institute would be preserved and strengthened, while it would also
strengthen the potential for the development of new centers or programs with dedicated thematic or
cross-regional emphasis. This better integrates existing thematic and cross-regional centers with the
regionally based centers. At the same time, the integration of these activities under a clear administrative
structure permits clear and concrete accountability various campus-sponsored “initiatives” and
relationships, while creating a structure for assessment of their sustainability and alignment to broader
strategic goals.

The flexible structure we propose would allow for the creation of new activities that are not currently in
existence, but which are supported by existing units, such as coordination and support for visiting post-docs
and faculty related to regional or thematic centers.

With regard to resources, some units could continue to function as they are, but for smaller units whose
budgets are more constrained this new structure within the DIS would present an opportunity for staffing
efficiency where administrative and support staff could be managed and supported by the DIS largely
within the Finance and Operations pillar.

Additional explanatory comments:

The International Institute

This structure would replace the International Institute. In 2012-13 the governance mechanisms and
membership structure of the International Institute were significantly revised. A number of institutional
improvements in transparency and efficiency were achieved, including the formation of an executive
committee that oversees the work of the Institute, and which is composed of the faculty directors and
associate directors from the Title-VI funded area centers (Center for East Asian Studies, Center for
Southeast Asian Studies, Center for South Asia, Middle East Studies Program, Center for Russia, East
Europe and Central Asia (CREECA), Latin American, Caribbean, and Iberian Studies, African Studies
Program, Center for European Studies, and Global Studies) and the Middle East Studies Program (MESP),
which is a region for which there is no Title-VI funded center. These changes are reflected in the bylaws
that were unanimously endorsed by the International Institute’s Academic Planning Council at its February
13, 2013 meeting.

Importantly, the membership of the International Institute is based on regional representation, where the
lead units are the Title-VI funded area centers listed above. While this structure represents a step forward in
that it recognizes the de facto membership of the Institute and replaces a structure in which
non-participating units were de jure members. Nonetheless, even the current structure poses important
problems. First, for the DIS to be effective in a globalization strategy it is critical to forge cross-campus
connections, beyond L&S-based units, and to move away from a structure dominated by historical regional
distinctions that may no longer be appropriate. Important countries such as Afghanistan and Turkey fit only
awkwardly within the existing regional structure; for many scholars and students, other current regional
definitions (such as Eastern Europe, for instance) have become artificial or anachronistic in view of global
changes since the late 1980s. Moreover, such thematic programs as those in human rights, public health, or
international security have too little representation among the units that currently comprise the International
Institute, particularly in view of their recent growth and the regional or transnational approaches that often
inform them.

(continued)
Another central problem with the International Institute concerns administrative efficiency. Title-VI funded centers underwent severe cuts in federal funding (approximately 47% in 2011-12 and 4.6% for 2013-14) as well as from L&S and DIS (approximately 18% in 2013). This has necessitated making difficult decisions regarding staffing while trying to honor Institute priorities.

A persistent issue that arose repeatedly during months of discussion about administrative restructuring of the Institute concerns administrative overlap with other parts of DIS. In staffing for finance, logistics, communications, advancement, and outreach, for example, the question arose of how Institute staff would work with DIS staff, and whether it might be more efficient to have one integrated administrative structure.

In our view, it would be more productive and efficient to merge the administrative staffs of the centers with the DIS, rather than keep trimming administrative staff from area centers as has been done since the major 2011 cut in federal funding. By doing so, many positions would fall under the new Finance and Operations pillar, but some would fall under Advancement, and some, including the faculty and associate directors along with their centers would fall under the purview of the Associate Dean for Research.

Finally, the name “International Institute” overlaps confusingly with the Division of International Studies, the International Studies major, and International Academic Programs (study abroad). For students, faculty, and visitors trying to navigate international studies on campus, the existence of the International Institute and its relationship to the DIS is a constant point of confusion and will continue to be so as along as multiple entities with similar names exist. It might make sense for the Title-VI funded area centers to maintain some kind of coordinating body, but the name “International Institute” should be replaced with something more distinctive and less ambiguous.

**Governance**

The governance of the new Division of International Studies as a whole should adhere to UW-Madison norms of shared and faculty governance. Since 2012, the cooperation of faculty and staff in the DIS and International Institute has resulted in important steps to improve transparency and trust in governance structures related to area and international studies: this process should continue. Two additional comments however are in order:

It will be critical to determine a fair and effective process for selecting the Associate Dean for Research. It goes without saying that this person should be a senior faculty member with a distinguished research record and excellent leadership capabilities, as well as a background in area and international studies. It would also make sense for the Associate Dean for Research to have a formal connection to the Graduate School as well as to at least one of the units in the research pillar. However, to achieve the goals of this restructuring of the DIS, the Associate Dean for Research must also have the support of the majority of faculty in the units in this research pillar. Therefore, special attention to the process for selecting an effective Associate Dean is imperative.

Second, the current governance structure for the units comprising the existing International Institute (listed above) is not standardized; oversight and accountability regimes vary widely from center to center. Thus, in additional to improved transparency and governance at the level of the DIS and the Associate Deans, the governance of each unit under the purview of the Associate Dean for Research should be reviewed and modified to conform to shared and faculty governance procedures as necessary.
Relationship of this recommendation to the Ad Hoc Committee’s Report

This new structure addresses many of the “challenges and concerns” outlined on pp. 2-3 of the Ad Hoc Committee’s Report. In particular, it responds to the issues of transparency, governance, and isolation of the DIS from other units on campus that the report noted. By including units from across campus into one integrated research structure, the DIS will become a more effective leader in area and international studies across campus. In addition, by ensuring a fair process for selecting an Associate Dean for Research and setting up an Advisory Board within the research pillar, various issues related to transparency and governance pathways can be addressed.

The two recommendations from the report, “Division of International Studies Recommendation 4” and “Division of International Studies Recommendation 5” (pp. 9-10) merit further discussion here. Those recommendations were (respectively) to move the International Institute administratively to the College of Letters & Science, and to set up an International Institute “governing body” with cross-campus representation.

Given the above discussion about the progress and challenges of restructuring the International Institute since 2012, we contend that moving the International Institute to L&S would be a mistake at this juncture. To the contrary, we recommend moving all of these units into the DIS. As noted above, the integration of units across campus and in thematic cross-regional centers or programs will be nearly impossible in the current regionally oriented International Institute framework. In addition, it is unclear if L&S will continue its current level of support to the area studies centers, as suggested by the 18% cut to centers in 2013. From both a substantive research perspective as well as a budgetary perspective moving the units of the International Institute into L&S therefore is not recommended.

As for the recommendation about a governing body (Division of International Studies Recommendation 5), the Divisional Advisory Board proposed by our own committee would serve this function.

Pillar 2: Global Student Engagement

The second of the four pillars of the Division of International Studies will focus on students’ global experiences and engagement and will be headed by an Associate Dean for Global Student Engagement.

The key functions and activities in this pillar will include:

- Developing and supporting study abroad programs, international service-learning, and international internship experiences
- Developing and supporting initiatives to globalize programs and courses on campus
- Developing, supporting, coordinating and monitoring degree and non-degree (e.g., certificate) programs in global education across campus
- Identifying and coordinating online educational offerings that have a global reach (e.g., Massive Open Online Courses)
- Identifying opportunities and support for students to engage in global research
- Identifying and leveraging global resources locally to maximize student exposure and opportunities for global studies
- Creating a visible web and on campus presence for global engagement and studies
- Providing services and advising for domestic and international students engaged in global initiatives & programs
- Identifying and supporting global student organizations
- Collaborating with relevant units (e.g., DOIT, DCS) that are engaged in new programmatic and technological developments that engender a reshaping of UW-Madison’s global footprint.

(continued)
While there is clearly a significant connection and overlap between Pillar 1: Research, and Pillar 2: Global Student Engagement, the Board feels that providing our undergraduate and graduate students with a breadth and depth of global experiences and opportunities must be one of our top priorities. Strategically, the Division should also consider extending these learning and engagement opportunities as a means for creating and sustaining contact with a growing alumni population, via such media as MOOCs and other forms of outreach. This emphasis aligns with our university’s mission and figures repeatedly in the reaccreditation review documents. The Board feels that part of a UW ‘branding’ would be the visible, interdisciplinary, fully integrated nature of global studies at UW, and the creation of a mission statement reflective of our goals to ensure that students become world citizens.

It is clear that a robust study abroad program is critical to sustaining a globalization agenda, with multiple varieties of programs on offer. Currently, International Academic Programs handles study abroad programs for campus, and we recommend that they continue to do so as an integral part of Pillar 2. However, we believe that IAP’s current “cost-recovery” budget regimen merits assessment by the program’s administrators, the Vice-Provost/Dean and the future Advisory Board, to determine whether it offers the best basis for operating such a broad variety of programs. Finally, some members of the Advisory Board suggested that there is a need to expand IAP’s services to better serve the needs of graduate students, as well as undergraduates.

In addition to the further development of new, and maintenance of existing, programs that offer opportunities abroad, the Board recommends that attention to globalization on our campus be a key priority for this pillar, as well as the entire restructured Division. We advocate the increasing integration of global issues and content across programs and courses on campus. We also feel that it is imperative to make use of technological innovations on campus to link with global others (institutional, professional and other partners) for collaborative teaching and learning, so as to bring diverse global perspectives into our classrooms. These initiatives and areas of emphasis will impose a learning curve on many faculty and staff, but the Advisory Board prefers this alternative to simply maintaining global studies’ current status as a specialized and/or extraneous “add-on,” rather than a core curricular component. The Division must offer adequate support for faculty to develop expertise in order to grow this component of their curriculum and practice, and ultimately to change the culture of campus to embrace globalization throughout and across disciplines.

Indeed, the encouragement of and support for faculty to develop cross-disciplinary initiatives that engage students in global studies and research, both domestically and abroad, constitutes a critical component of this pillar’s mission. This will require strengthening collaboration and communication with the Research Pillar of the new Division, as well as with other entities (including the increasingly active Division of Continuing Studies). It is clear that a number of undertakings already described, such as the development of a ‘global community,’ support for events, and strengthening library resources will be shared between Research and Global Student Engagement, and the two Associate Deans who head the respective pillars must work closely together. Additionally, the director of this pillar should establish strong ties with the existing Educational Innovations initiative on campus and with the ongoing Madison Initiative for Undergraduates. There must also be close working relations with entities such as the Morgridge Center, the Division of Continuing Studies and other project- and initiative-sponsoring units on campus and in the local community, in order to create multi-pronged, multi-partner global initiatives, while minimizing unnecessary and confusing duplication or parallelism. Finally, there exist a number of student organizations on campus dedicated to global development and work, with multiple areas of overlap in mission, geography, activities and prospective members. Keeping track of these, coordinating their activities, and making their work visible would benefit students, and would provide new opportunities for branding and advancement.

(continued)
Degree and non-degree programs such as the Development Studies Ph.D. and the International Studies undergraduate major, currently managed by Global Studies, should be subsumed within this pillar. Currently, there exists across campus a broad array of programs, including certificate programs, whose variety and location in individual colleges and programs make it difficult for students to navigate, unwieldy to monitor and manage, often creating significant overlap in curricular requirements. Students should have one central unit that can organize and provide advice about campus program offerings. The Board feels that each College/School on campus must be tightly connected to this pillar to facilitate the coordination of initiatives and programs across campus and to infuse global and area studies seamlessly into the work of each unit, thus allowing students to move fluidly and flexibly across offerings to maximize the impact of their “global engagement.”

Finally, international students currently receive advice, information and resources from various entities, particularly International Student Services (ISS). Domestic students who wish to engage in international studies and activities are usually advised by particular programs, once they are able to locate them. We recommend strong collaboration between International Student Services and the people and units operating within this pillar in order to streamline advising and to enhance students’ ability to locate and utilize resources. This collaboration will also provide a strong foundation to better engage and integrate international students on the UW-Madison campus.

The above recommendations align with the broad tenor of the Ad Hoc Committee’s report. The report emphasized the need for greater coordination, and increased transparency, in the direction of the university’s international activities. The creation of an overall APC-like shared-governance body to work in conjunction with the Vice-Provost/Dean (analogous to the “International Activities Planning Council” recommended on p. 6 of the Ad Hoc report), together with the recently created IAP advisory body, will ensure that information about student-related initiatives is shared, and that the exercise of due diligence is enhanced. The creation of the above governing body, along with a Global Student Engagement pillar (led by an Associate Dean for Global Student Engagement) will also provide the human resources to delineate the recommended “governance pathways” for education-related special initiatives (as recommended on page 11 of the Ad Hoc report), as well as ensure that more enhanced coordination takes place between the multiple study abroad units on our campus (see p. 9 of the Ad Hoc report). Furthermore the people and units associated with this pillar will have the capacity to play important coordination and leadership roles in ongoing and future discussions regarding general education requirements with a global and/or international dimension, reaccreditation, and also the development of any formal internationalization strategy for the University (see pages 13-14 of the Ad-Hoc report). Thus the above recommendation supports many of the key elements of the Ad Hoc report.

**Pillar 3: Finance and Operations**

*Integration of Operations (Division of International Studies, International Academic Programs, member programs of the International Institute)*

The Division of International Studies administration office strives to lead efficient and effective business operations that contribute to the success of all units within the Division. This office provides services, consultation, and oversight in the areas of finance, human resources, information technology, facilities/space, grant management, and logistics. The goal of this office is to support and advance the work of the faculty and staff engaged in international research, teaching and learning, as well as external relations and advancement. The integration of human resources and financial duties, positions, and functions within the Division of International Studies and the Area and International Studies Centers is one of the most effective ways to “enhance efficiencies and scale up innovation by rationalizing activities and
functions.” This consolidation will help to eliminate one of the central concerns that the Ad Hoc Committee identified—the opaque process of funds-allocation in the Division of International Studies and its various units (or the appearance thereof).

While the member programs of the International Institute will retain their own identity as separate and distinct entities within the Division of International Studies, existing personnel may be reassigned to perform duties more in line with their most developed skills. There is a great deal of horizontal integration in the area studies centers—nearly everyone has parceled out portions of HR and financial work to two to three individuals associated with the centers. This means Assistant and Associate Directors, as well as Outreach Specialists, expend time and effort learning the constantly changing intricacies of University payment and processing of HR and finance. The reorganization of many .25 FTE positions (often two to three per individual employee) into more clearly defined and coherent positions is a primary challenge in the implementation of this plan. Centralizing these positions and functions under the leadership of an Assistant Dean for Finance and Operations would create necessary efficiencies of scale. On one hand, several FTEs would focus entirely on the financial and administrative functions of the DIS, while other staff currently involved in at least a part of those functions will be released to focus on other tasks (e.g., grant writing and reporting, teaching, fundraising, educational innovation).

This plan also speaks to the current request for restructuring of the area and international studies centers currently housed in the International Institute. These centers have been under financial pressure since the 2011 47% cut in federal funding, and are now also facing a cut of approximately 18% in 101 funds. Hence, the staffing efficiencies from the reassignment of positions outlined above is probably the only way to maintain center priorities within the current budgetary constraints.

Given the complexity of study abroad program accounting and financial processing, the financial specialists within International Academic Programs will continue to report to the associate director of IAP. The IAP financial specialists will receive regular communication from the Financial Program Supervisor and attend relevant meetings with the other staff of the finance and operations office.

**Structure, Positions, Roles and Responsibilities**

**Assistant Dean: Academic Staff, supervisor of all personnel and functions below**

**Fiscal Management** – Financial Program Supervisor and Financial Specialists

- Grant and contract management: developing budgets, creating records, purchasing goods and services, tracking spending, making payments, preparing reports
- Annual budget development and management, operational data analysis
- Effort coordination: tracking effort, preparing reports
- Process direct payments and PIRs
- Process cost transfers and e-reimbursements
- Manage foundation accounts and trust funds
- Prepare and present reports on all funds
- Provide financial management of special projects and initiatives: UW-Madison Shanghai Innovation Office, Nazarbayev University project, Wisconsin China Initiative, etc.

(continued)
Human Resources – Human Resource Assistant
• Manage personnel activities, including Unclassified, Classified, Student Hourly, Graduate Assistants
• Manage payroll and benefits
• Manage administrative tasks related to ongoing HR needs
• Support recruitment and retention
• Assist with professional development planning

Information Technology – Senior Information Processing Consultant
• Provide workstation support including: computers, check-out equipment, security, updates, landline phone support and inventory
• Provide server support including: user access control, file server, application server and e-mail support
• Provide web hosting framework for over 70 divisionally-related websites
• Serve as liaison with campus IT community including: campus IT policy, security, and Administrative Excellence

Administrative support and logistics – Administrative Program Specialist
• Assist with meeting support and scheduling
• Assist with travel and lodging arrangements
• Purchasing
• File maintenance (archival, e-copy and hard copy)
• Provide project management services

Currently, the following units of the DIS fall into this rubric:

Units of the Division of International Studies
• Dean’s Office
• European Studies Alliance (ESA)
• Global Studies
• International Academic Programs (IAP)
• International Institute (jointly with L&S)
• International Internship Program (IIP)

Units whose finance and HR processes would be consolidated in the current DIS structure above (from L&S) include:
• African Studies Program
• Latin American, Caribbean and Iberian Studies
• Center for Russia, East Europe and Central Asia
• Center for Southeast Asian Studies
• Center for South Asia
• Center for East Asian Studies
• Middle East Studies Program
• International Studies Major
Pillar 4: External Relations and Advancement

The new Division of International Studies, incorporating the member units of the International Institute, will need to work with faculty and staff on a variety of important resource development, communications and external relations tasks. Such tasks will become even more important as the University moves into a capital campaign and the Vice Provost and Dean takes on additional and significant fundraising responsibilities for international studies at Madison.

Within the new structure for the Division, these areas of work will be headed by an Associate or Assistant Dean for Advancement and External Relations. That individual may be either a faculty or staff member, to be determined later based on needs and budgetary issues.

This portion of the Division will be responsible for:

- **Resource development** for international studies, including participation in a capital campaign, relations with private foundations, government funders, the business community, and others providing resources for international studies;
- **External relations** for the Division, including delegation hosting, memoranda of understanding, contracts and other tasks;
- **Communications**, including Web and social media presence [see also “key functions” for the Associate Dean for Research, above at p. 7, as well as “information technology” under the Assistant Dean for Finance & Operations on p. 17 above];
- **Outreach** to other parts of the UW System, other colleges and universities, the K-12 communities in Wisconsin and beyond, federal, state and local government, the business community, and others.

In addition to the Associate or Assistant Dean heading this work, this part of the Division will also include professional staff members responsible for work in resource development, external relations, communications, and outreach.

Two of the core areas in this portfolio – advancement (resource development), and communications – have already been described in detail in strategic planning efforts carried out by the Division. While these planning efforts will need to be adapted to the new structure, together they capture much of the work that this new portion of the Division will undertake.

**Attachment 2** is the planning document titled *Advancement Plan Overview*. **Attachment 3** is the document entitled *Communications Planning: Creating a Framework*. They provide an excellent sense of the shape of this work in the years to come. By including them as attachments to this report, we also emphasize the continuity in this work between the current Division/Institute structure and the new structure that this report proposes.

(continued)
APPENDICES

Attachment 1  Schematic Diagram of Proposed Restructuring of the Division of International Studies
Attachment 2  Advancement Plan Overview: Division of International Studies
Attachment 3  Communications Planning: Creating a Framework, Division of International Studies

(continued)
ATTACHMENT 1

SCHEMATIC DIAGRAM OF PROPOSED RESTRUCTURING OF THE DIVISION OF INTERNATIONAL STUDIES

Division of International Studies

Governance Structure

Dean and Vice Provost
Division of International Studies

Divisional Executive Committee (meets monthly)

Associate Deans Council
- Composed of: Divisions, Colleges and Schools, Nelson Institute
- Form sub-groups to tackle funding and strategy (Intl or fundraising?)

Board of Visitors

International Issues Consultative Committee or Division
“Assembly” (coordinating & communication sharing body)
- Area studies or dedicated theme studies (formerly the Intl Institute)
- International Academic Programs (IAP)
- International Internships (IIF)
- Global Health Institute
- Language Institute
- Global Legal Studies
- Nelson Institute
- International Student Services (ISS)
- International Learning Community (LC)
- CIBER (may not continue to exist)

6-10-13, Confidential

(continued)
Mission: Establish a sustainable development program to fulfill the Division of International Studies’ commitment to advancing globalization of UW-Madison through support of teaching, research and international experiences.

Guiding Principles: Appreciative, inclusive, collaborative, data driven, sustainable, aligns with Division’s and campus’ priorities and is informed by accurate assessment of Division’s financial and human resource capacity.

April 2013
Operational Structure

Interim Dean Podesta
Advancement Team (AT) & Assist Dean for Advancement, L. Root-Robbins, provide leadership for & decisions re: implementation of advancement efforts

April 2013

UW-Madison Fac Doc 2439 - 7 October 2013
ATTACHMENT 2

ADVANCEMENT PLAN OVERVIEW:
DIVISION OF INTERNATIONAL STUDIES

*Foundational Priority #1: Update all current donors’ records & databases*

- Review all UWF Access & strategy databases and document interactions b/w Division and donors

- Update WAA/UWF alumni databases for all UW graduates w/ affiliation and/or affinity with Division

- Create database to track students who participate in international programs such as: IAP, IIP, IS, ILC, WIScholars, etc

April 2013
**Foundational Priority #2: Create & Maintain Up-to-date Progress Record**

Example: Division Development Trends 2009-2012

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<th>YEAR</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<td>Donors (segmented)</td>
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<td>Foundations</td>
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<td>Other (e.g., events, grants, gov.)</td>
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<td>Expenditures:</td>
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<td>Promotional materials (website, print, etc.)</td>
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<td>Stewardship (stationary, mailings, visits, etc.)</td>
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<tr>
<td>Distribution:</td>
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<tr>
<td>Scholarships: Undergrad, Grad</td>
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<tr>
<td>Dean's Discretionary</td>
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<tr>
<td>Faculty/Staff Support: Travel, Research, etc.</td>
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</table>

(continued)
ATTACHMENT 2

ADVANCEMENT PLAN OVERVIEW:
DIVISION OF INTERNATIONAL STUDIES

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Foundational Priority #3: Generate Advancement Budget

Include items such as:
Domestic & International Travel in/out – assist. Dean, dean, visitors, Speakers
Event planning & implementation
Stewardship supplies: stationary, gifts
Communications: web, print materials,
Initiatives: Vietnam, IAP Scholars,
Board: meetings, development
Database
Conferences
Consultation

April 2013

(continued)
Foundational Priority #4: Board of Advisors? Directors? Visitors?

Define/Create:

➢ Effective complement of Board membership, i.e., increase diversity, robust & active engagement, representative of Division’s priorities

➢ Boards’ role & responsibilities more clearly defined and articulated

➢ Ensure that the Board members are true stakeholders and donors to Division

➢ More effectively utilize Board members’ expertise and connections to advance the Division’s mission & priorities

➢ Establish mutually agreed expectations b/w Board members and Division, i.e., work & communication pattern, schedule of meetings: phone, group, individual

April 2013
ATTACHMENT 2

ADVANCEMENT PLAN OVERVIEW:
DIVISION OF INTERNATIONAL STUDIES

UWF Leadership Annual Giving (LAG) Cycle

- Develop & communicate a strong vision
- Establish personal connection
- Follow-up & learning
- Thanking and Reporting Impact
- Build support with insiders
- Solicitation
- Leverage involvement of insiders

April 2013

(continued)
Primary Goals & Objectives

1. **Increase annual intake of funds**
   - Objective A: Effective advancement plan that fits with Division’s goals, needs & capacity
   - Objective B: Excellent stewardship of gifts from current donors
   - Objective C: Strategic & targeted communications
   - Objective D: Identification of additional sources of funding

2. **Ensure optimal utilization of Division’s resources**
   - Objective A: Account records up-to-date
   - Objective B: Databases current
   - Objective C: Positive working relationships with UWF, WAA and other campus units & partners
   - Objective D: Continuous assessment of return on investment (ROI) & effectiveness of efforts

April 2013
ATTACHMENT 2

ADVANCEMENT PLAN OVERVIEW:
DIVISION OF INTERNATIONAL STUDIES

Strategy

**Goal #1:** Increase annual intake of funds
Action steps to meet objective 1A: Develop & implement an effective advancement plan that fits with Division’s goals, needs & capacity

- Build a productive and engaged advancement team & identify lead staff member(s) for key activities and define role & responsibilities
- Integrate current philanthropy research and data driven strategies into all planned activities
- Utilize available data from UWF & WAA
- Identify specific programs and educational objectives we are raising money to support; set monetary goals for each area and develop metrics for tracking impact of gifts.
- Facilitate fit b/w what is most attractive and has highest appeal to donors with highest need activities & programs and plan activities that facilitate matches.
- Secure broad-based support for plan and shared goals, i.e., Ask for advice from staff, advisory board members, donors, campus partners, corporations, domestic & international alumni
- Create budget for development plans and assess/adjust on regular basis
- Continuous evaluation & integrate feedback into plan
- Create & maintain schedule of advancement activities and distribute throughout Division

April 2013
ATTACHMENT 2

ADVANCEMENT PLAN OVERVIEW:
DIVISION OF INTERNATIONAL STUDIES

Strategy

Goal #1: Increase annual intake of funds
Action steps to meet Objective 1B: Provide excellent stewardship of current donors. Donor retention is critical – higher likelihood of repeat contributions than cultivating new gifts. Stewardship is first step toward next gift.∗

Likelihood of gift as outcome of ask:
1st time 27%
2 consecutive years 60%
3-4 consecutive years 70%
5 consecutive years 85%

Incorporate the following key retention strategies: Relationships, relationships, relationships!

➢ Donors feel strongest connection to UW brand and want to know how their gifts contribute to “greater good” of campus, WI, society, world.
➢ Focus on stewardship of current donors – thanking donors in personalized ways and communicating to them and about the impact of their contributions.
➢ Donors want to be engaged, e.g., give advice, meet w/ students, visit site of projects their funds are supporting, guest speakers, visiting scholars, dean’s circles,

∗Source: UW Foundation April 2013

(continued)
ATTACHMENT 2

ADVANCEMENT PLAN OVERVIEW:
DIVISION OF INTERNATIONAL STUDIES

Goal 1, Objective B continued:

➢ Tailor level of contact to donors preferences — i.e., phone calls, face-to-face, written, more/less frequent, likes/dislikes events, etc.
➢ Donors deserve prompt and meaningful acknowledgment whenever they give.
➢ Donors will get meaningful and measurable results on their last gift at work before being asked for another one.
➢ Donors will receive the highest level of financial accountability for their gifts/funds.

April 2013

(continued)
Strategy

**Goal #1: Increase annual intake of funds**
Action steps to meet Objective 1C: Strategic & targeted communications to increase donor connection and giving

- Provide clear messaging on how to give & options, i.e., websites: Division’s, WAA, UWF
- Create clear connection b/w communications & advancement
- Collaborate with communications to establish Division’s brand and how this is communicated to all stakeholders, i.e., consistent logo, colors, mission
- Create/repurpose/recycle stories demonstrating donor impact
- Annual report: paper/electronic to who, what for?
- Honor our current & potential donors, i.e., News=notes, awards, Global Citizen, lectures/campus
- Collaborate with communications to provide strategic focus and facilitate gift impact messaging for major gifts, leadership annual gifts and planned gifts
- Find opportunities to include internationally related stories in other units/orgs publications, i.e., WAA, UWF, Rotary, MCFR
ATTACHMENT 2

ADVANCEMENT PLAN OVERVIEW:
DIVISION OF INTERNATIONAL STUDIES

Strategy

Goal #1: Increase annual intake of funds
Action steps to meet Objective 1D: Identify additional sources of funding

- Explore prospective new partnerships with corporations, foundations & government, i.e., grants, sponsorships, awards
- Innovate to deal with increased competition on campus, i.e., create lecture series, film and/or book presentations, visiting scholars/diplomats
- Tap into existing opportunities at WAA & UWF, i.e., establish “I Gave Campaign” w/ students who participated in international experiences, connect current donors with UWF/WAA recognition (1848 Society & other giving groups)
- Leverage donors, i.e., w/ other donors, areas of interest, networks
- Establish relationship & support international alumni chapters, i.e., increase presence on WAA website, visits, regular contact
- Explore cost/benefit of doing alumni survey via international WAA chapters

April 2013

(continued)
ATTACHMENT 2

ADVANCEMENT PLAN OVERVIEW:
DIVISION OF INTERNATIONAL STUDIES

Strategy

**Goal #2: Ensure optimal utilization of Division’s resources**
Action steps to meet Objective 2A: Account records up-to-date

- Create systems to track income and distribution of funds
- Reallocate funds to ensure greatest impact
- Collaborate with WAA & UWF, i.e., meet regularly with account manager(s)
- Regular schedule to review accounts to ensure accuracy
- Solicit assistance from UWF for highest yield placement of funds
- Work with UWF to create a policy and procedure for responding to overseas contributions. Research regulations and tax implications before making any significant solicitations to overseas prospects.

April 2013

(continued)
ATTACHMENT 2

ADVANCEMENT PLAN OVERVIEW:
DIVISION OF INTERNATIONAL STUDIES

Strategy

Goal #2: Ensure optimal utilization of Division’s resources
Action steps to meet Objective 2B: Current databases

- Maintain UWF database, i.e., timely entry of data, update as warranted
- Collaborate w/ WAA & UWF to identify graduating students with connection to Division
- Attend information & training sessions related to transition to new ABE and CRM systems
- Obtain & review donor reports and ensure Division contacts and relationships are included
- Communicate with international alumni groups & WAA chapters to connect with members
Strategy

Goal #2: Ensure optimal utilization of Division’s resources
Action steps to meet Objective 2C: Positive working relationships with UWF, WAA and other campus units & partners

- Advancement team members attend whenever possible advancement related campus events to connect Division with campus activities, learning & networking opportunities
- Participate in newly formed University Relations Council
- Communicate regularly with UWF & WAA reps
- Advocate for Division as changes are implemented at UWF, WAA, Chancellor’s office, etc.
- Volunteer for campus committees and service to increase Division’s presence and advocacy for international issues
- Investigate how other campus units operate advancement efforts, i.e., continue attendance at L&S meetings, meet with UWF development officers
- Collaborate with other units when appropriate on events and activities

April 2013

(continued)
ATTACHMENT 2

ADVANCEMENT PLAN OVERVIEW:
DIVISION OF INTERNATIONAL STUDIES

Strategy

Goal #2: Ensure optimal utilization of Division’s resources
Action steps to meet Objective 2D: Continuous assessment of return on investment (ROI) & effectiveness of efforts

- Create short and long term plans of action – adjust with appropriate input
- Develop metrics of success for each planned activity
- Review outcomes of all development activities
- Incorporate feedback – positive & negative – into future activities
- Input gathered from members of A-Team and stakeholders to determine quality of outcomes and determine planned course of action

April 2013
ATTACHMENT 2

ADVANCEMENT PLAN OVERVIEW:
DIVISION OF INTERNATIONAL STUDIES

Obstacles to Achieving
Advancement Goals

- Lack of coherent campus strategy for international fundraising (will new chancellor provide leadership, direction, set priorities??)
- Campus and Division changes (Division and L&S deans)
- Division’s capacity – human, financial, technology
- Limitations & gaps in current UWF & WAA databases
- Alignment of priorities & competing needs/wants
- Coordination with UWF & WAA – and other campus units
- Scope of international field
- ROI – “will take $ to make $” and resources are limited
- Identification of Division’s donors (i.e., who are our alumni?) & competition from other campus units for donors who they feel “belong” to them (i.e., donors who obtain degree from department but donor had a wonderful study abroad experience and contribute to IAP and/or donor who fits criteria for major gift contributor

April 2013

(continued)
Communications Planning: Creating a Framework

The University of Wisconsin–Madison, often described as a world-class university, has one of the most recognizable brands in higher education, nationally and internationally. UW–Madison ranked first among U.S. universities in a 2012 study examining higher education “brand equity” on the Internet.

Our brand is our reputation. It reinforces who we are and what qualities distinguish us from others. It starts with the mission that describes the essence of what guides our work every day:

To create, integrate, transfer, and apply knowledge through innovative programs of research, teaching, and public service.

The Wisconsin Idea — a principle first articulated in 1904 — means that we share knowledge with and serve as a resource for the citizens of Wisconsin and beyond, now extended to the world.

Division as “brand manager”: As a world-class university, UW–Madison engages across a broad range of internationally related activities. The Division of International Studies plays an important role in leading, coordinating, facilitating and promoting international engagement across UW–Madison — in essence, serving as the “brand manager” for international within the overall university brand.

To be effective in this role, the activities of the Division must be aligned with the overall UW–Madison brand. In its communications efforts, the Division:

- Collaborates closely with the University Communications and the Vice Chancellor for External Relations to provide a strong, consistent international voice at the highest levels.
- Builds productive networks and partnerships with schools, colleges, centers, faculty and staff and others engaged in international activities to promote coordination and collaboration, to maximize our collective efforts, and to facilitate communication of our global efforts.
- Tells compelling and exciting stories about the importance and impact of internationalization — e.g., connecting people, exchanging ideas, and collaborating on a range of important projects.
- Identifies and connects in meaningful ways with key stakeholders and other interested groups — e.g., specific subsets of UW–Madison alumni with global interests (international graduates, Peace Corps volunteers, Fulbright alumni, etc.), businesses, educators, policymakers, etc.
ATTACHMENT 3

COMMUNICATIONS PLANNING: CREATING A FRAMEWORK, DIVISION OF INTERNATIONAL STUDIES

Rationale for our communications: The UW–Madison Division of International Studies recognizes the necessity and benefits of communicating with a range of internal (campus) and external audiences. An active, robust dissemination of news and information, using a range of media formats and outlets, plays a central role in sustaining and enhancing the Division’s and University’s international profile and in transmitting useful information and resources to various audiences.

In the most basic terms, we engage in communications in order to:

- To tell who we are.
- To provide news and information about what we do.
- To share our resources and expertise.
- To promote productive exchanges and build positive, mutually beneficial relationships.

Developing effective communications begins by addressing these central questions:

- Who (which audiences/constituencies) do we want to reach—and at what level of engagement?
- What are the key messages we want to direct to each of these audiences/constituencies?
- What do we need/want from each of these audiences/constituencies (e.g., awareness, active support) in response to these messages?
- What are the most effective and efficient vehicles/outlets for delivering those messages?

Key internal (on-campus) audiences/constituencies include:

- Campus leadership: Chancellor, Provost, top administration, Deans and Directors
- International Studies/International Institute faculty and staff
- Other international programs/interests across campus
- Faculty and staff in general: University Committee, Faculty Senate, Academic Staff Assembly, individual faculty and staff members
- Current students, particularly international students, students with language/global interests, former, current and prospective study abroad participants.

Off-campus (external) audiences/constituencies include:

- Elected state officials (Governor, Legislators)
- External advisory boards, donors, and others with high-level engagement
- UW–Madison alumni/WAA: International alumni, U.S. alumni with global interests/connections (returned Peace Corps volunteers)
- Peer institutions, organizations and scholars in the United States and around the world
- Key state agencies: Department of Public Instruction; Wisconsin Economic Development Corp.
- Education community: DPI, K-12 leadership, teachers
- Business community: Major companies, associations

NOTE: Media outlets (on-campus, mainstream and specialized) are not defined as “audiences” per se but are recognized as important vehicles to connect with various audiences.
ATTACHMENT 3

COMMUNICATIONS PLANNING: CREATING A FRAMEWORK, DIVISION OF INTERNATIONAL STUDIES

Defining Our Core Messages: The core international messages for the University and the Division provide a foundation for framing key messages to specific audiences.

- The University of Wisconsin-Madison is one of the nation’s most internationalized universities.
- UW-Madison is responsible for ensuring that students develop the skills, knowledge, and attitudes to work effectively in our increasingly interdependent world.

Foremost among these “global competencies” are the abilities to:
- Communicate effectively across linguistic and cultural boundaries
- See and understand the world from a perspective other than one’s own
- Understand and appreciate the diversity of societies and cultures

- Developing global competency must be strategically integrated within the culture of the university, but also recognized as a life-long process.

By graduation, UW-Madison students should:
- Know that all disciplines have international or cross-cultural implications, and learn to recognize when they need global/cross-cultural skill sets in order to address a given issue, or make a desired contribution or change.
- Appreciate the interdependence of nations in a global economy and to know how to adapt their work to a variety of cultures.
- Possess the skills, knowledge and attitudes that will allow them to navigate in a wide variety of work environments.

- The UW-Madison Division of International Studies serves as:
  - Center of a cross-campus, interdisciplinary network of people and programs designed to bring the world to campus and to expand the boundaries of campus to the world.
  - A partner working with schools and colleges across campus to infuse global content into curricula and foster synergy among disciplines.
  - A catalyst working with partners across campus to ensure UW-Madison’s position as a world-class public research university.
  - A facilitator and leader in establishing meaningful, productive relationships with partners around the world.

- In terms of its international efforts, UW-Madison should be perceived as:
  - A global talent incubator – attracting the brightest students from across Wisconsin and around the world, and providing them with an environment, opportunities and mentoring to develop strong technical/professional and global skills for today’s marketplace.
  - A force for good – applying the knowledge and expertise of the university to address issues and solve problems for improving the human condition, near and far.
  - A resourceful, good neighbor – applying the university’s expertise, skills and knowledge assets to benefit our neighbors, locally, statewide, nationally, and globally.
RECREATIONAL SPORTS BOARD
ANNUAL REPORT FOR 2012-2013

I. STATEMENT OF COMMITTEE FUNCTIONS

Pursuant to Faculty Policies and Procedures 6.48.B., the functions of the Recreational Sports Board are as follows:

1. Advises the administration concerning the development, programming, staffing, maintenance, and financing of recreational sports facilities for faculty, staff, and students.
2. Initiates actions in matters of budget and personnel for the chancellor.
3. When issues related to academic matters develop, decisions shall be restricted to a subcommittee consisting of the faculty members of the committee. Disputes about identifying issues as academic shall be resolved by the University Committee.

II. CURRENT OR PAST YEAR’S ACTIVITIES

Highlights from the five Recreational Sports Board meetings conducted in 2012-2013 include:

• Implemented IM Leagues Software for Intramural Sports Operations. In addition, purchased 16 iPads through a We Conserve grant to eliminate virtually all paper from our Intramural Program operations. Reduced paper output by over 50,000 copies on an annual basis.
• Continued technology expansion to offer online registration for all programs. Membership and locker online services scheduled to be fully complete in summer 2013.
• Implemented several new membership options for users, including perpetual memberships, expanded payroll deduction, and more temporary membership services.
• Replaced all strength and conditioning equipment at the Natatorium.
• In line with vice chancellor for administration strategic initiatives, Recreational Sports has created an “Engagement, Inclusion and Diversity Plan” as a result of the EID survey conducted in 2010-2011. Recreational Sports has also created a “Key Performance Indicator Dashboard” to measure program success.
• Converted the vast majority of marketing materials into digital form.
• Added indoor futsal (soccer) at the Southeast Recreation Facility. Through this renovation, the Intramural Sports Program was also able to offer a new sport that attracted almost 100 teams.
• Recreational Sports continues to expand special events in order to generate new revenue. At this point, we feel that we have not impacted use by students with this expansion.
• The Student Services Finance Committee proposed and approved funding to request that the Division of Recreational Sports re-open the master plan and consider a broader scope for purposes of a 2014 referendum for new and expanded indoor and outdoor recreational facilities.
• The Near East Playfield has been closed for a number of years to accommodate a staging area for numerous construction projects. The completion of the Dejope Residence Hall allowed the division to level the field with topsoil and plant new seed. That playfield space is expected to open in fall 2013 for use by the division.

(continued)
• Several club sports within the division remain nationally competitive and have won numerous national club tournaments.

• Indoor recreational use is on pace once again to surpass 1.6 million users in 2012-2013. The numbers for 2011-2012 are below:

<table>
<thead>
<tr>
<th>Facility</th>
<th>Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southeast Recreation Facility</td>
<td>735,079</td>
</tr>
<tr>
<td>Natatorium</td>
<td>413,824</td>
</tr>
<tr>
<td>Camp Randall Sports Center</td>
<td>273,649</td>
</tr>
<tr>
<td>Nielsen Tennis Stadium</td>
<td>93,343</td>
</tr>
<tr>
<td>Lathrop Hall</td>
<td>11,966</td>
</tr>
<tr>
<td>Outdoor Spaces (includes only scheduled programs)</td>
<td>139,670</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,527,861</strong></td>
</tr>
</tbody>
</table>

III. CURRENT ISSUES OR CONCERNS

Many facilities within the unit are aging and have significant major repair projects to keep the facilities up to code. Without the approval of a master plan, significant funds will be needed to repair the facilities in coming years.

IV. FUTURE ISSUES

State mandated reductions and the 50/50 split on all major repair projects in facilities have severely impacted the Recreational Sports budget. In response to these issues, Recreational Sports worked closely with student leaders to expand segregated fees for 2013-2014. The Student Services Finance Committee supported and approved this budget expansion to prepare the division better for these current expenses. Expected projects included in the FY 2014 budget include roof repairs at the Southeast Recreation Facility and Nielsen Tennis Stadium, and HVAC and plumbing repair at the Camp Randall Sports Center. Facilities conditions assessments are continuing, and we expect the expenses to increase in foreseeable future.

The division expects to move forward with a master plan to present to the campus in a referendum in April 2014.

V. SUMMARY/RECOMMENDATIONS

The Recreational Sports Board passed a motion requesting that the Division of Recreational Sports work closely with students and the campus community to develop a master plan for the purpose of going to referendum in FY 2014.

The Recreational Sports Board will continue to work closely with Division of Recreational Sports staff and campus administration to consider long-range recreational services to benefit the campus community.

VI. COMMITTEE MEMBERSHIP

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Staff</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heidi Kaeppler, co-chair</td>
<td>Peter Crump</td>
<td>Christian Blatner</td>
</tr>
<tr>
<td>Doug Reindl</td>
<td>Jesse Markow, co-chair</td>
<td>Nathan Ebben</td>
</tr>
<tr>
<td></td>
<td>Stephen Radar</td>
<td>Ian Malmstadt</td>
</tr>
<tr>
<td>Ex officio</td>
<td>Classified Staff</td>
<td>Emily Wolfenden</td>
</tr>
<tr>
<td>John Horn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeff Schmidt</td>
<td>Cathryn Pierce-Mosher</td>
<td></td>
</tr>
</tbody>
</table>

UW-Madison Fac Doc 2427 - 6 May 2013
UNIVERSITY ACADEMIC PLANNING COUNCIL  
ANNUAL REPORT FOR 2012-2013

I. Functions

The University Academic Planning Council (UAPC) advises the provost on major academic program decisions, long-term academic plans, and related developments (Faculty Policies and Procedures 6.52.). 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.

The UAPC meets as often as once per month during the academic year, typically on the third Thursday of the month from 3:30 p.m. to 5:00 p.m., and as needed during the summer months. In 2012-2013, the UAPC met seven times on the following dates: October 18, 2012; December 20, 2012 (via teleconference due to a severe snowstorm); February 21, 2013; March 21, 2013; April 18, 2013; May 9, 2013; June 25, 2013.

Agendas and minutes for UAPC meetings are available from the Office of Academic Planning and Institutional Research and are posted on-line at http://apir.wisc.edu/uapc.htm.

II. UAPC Policy and Planning Discussions

A. Educational Innovations

Christopher Olsen, interim vice provost for teaching and learning, and Jeffrey Russell, vice-provost for life-long learning and dean of the Division of Continuing Studies, presented information for discussion on the Educational Innovations initiative. The Educational Innovations initiative is a strategy to leverage new approaches to using our academic resources. Several policy changes or innovations, such as alternative course delivery methods or curricular redesign and new academic programs, may arise out of this initiative. Active components of the EI initiative include applying a strategic approach to summer enrollment, including encouraging more degree-seeking students to complete degree requirements in the summer, increased use of blended learning and flipped classrooms, efforts to increase special (non-degree seeking) student enrollment, and the piloting of MOOCs by UW-Madison faculty in 2013-2014. A number of new master’s level degree options and capstone certificates were approved in 2012-2013 under the Educational Innovation initiative.

B. Annual Report on Student Learning Assessment and University Assessment Council Activities

Mo Noonan Bischof, co-chair of the University Assessment Council, presented an annual update on assessment. A plan to update the university assessment plan, which has not been updated since 2008 when the Essential Learning Outcomes framework was added, is in development. Schools and colleges will also be asked to update their plans. The strong history of assessment at UW-Madison, and the importance of assessment in the context of current federal initiatives, was emphasized in the discussion. The UAPC discussed logistics and approaches for assessment across 40,000 students and a large range of student levels and disciplines.

(continued)
C. Annual Report on Program Review and Low-Enrollment Majors

This annual report is made in keeping with the UAPC policies on program review and low-enrollment programs. The program review policy requires that all academic programs be reviewed once in a ten-year period and is in support of both a Board of Regents mandate for program review and expectations of the university’s accrediting body that regular program reviews be conducted. Low-enrollment programs are defined as those that award five or fewer degrees in a five-year period.

The annual report on program review to UW System administration provided the core of this report, presented by Jocelyn Milner, director of Academic Planning and Institutional Research. Overall, UW-Madison has an estimated 500 academic programs, so about 50 have to be reviewed each year to comply with the requirement that each program be reviewed at least once every ten years. Currently, 35-40 program reviews are completed annually. Consequently a backlog is developing and must be eliminated.

The UAPC program review guidelines were last updated in 2010. In the same year, the Graduate School also updated program review guidelines for graduate programs. It became clear that the two sets of guidelines would be more useful to departments if they were merged into a single set of guidelines. Jocelyn Milner and Kelly Haslam, assistant dean in the Graduate School, collaborated in an effort to merge these guidelines together into one document without creating new policy. UAPC members expressed appreciation for the merged guidelines and formally approved the resulting document that was considered an administrative revision.

D. Changes to UW System/Regent Program Planning and Activity and Revisions to UW-Madison Program Planning Policy and Practice

In August 2012, the Board of Regents approved changes to system/regent program planning and activity guidelines. Jocelyn Milner provided an overview of the changes and presented a proposal that would combine the new system policy with policies and practices established by UW-Madison over the past 20 years. The new process has general similarities to the old guidelines, with two opportunities in the new structure to expedite the process. One way to expedite the approval process will be to allow for the “Notice of Intent” and the full “Authorization Proposal” to proceed through governance in a single cycle, rather than in the typical double-cycle process. The other simplification is that the review of the full authorization proposal, which was required, is now optional. Combined, these changes can reduce what was a two-year process to have a new program approved by the Board of Regents to about six months.

A major change is that while a review five years after new program implementation is still required by system/regent guidelines, it is no longer conducted jointly with UW System administration. This allows for substantial simplification of the five-year review, and the review can be focused on whether the new program is meeting the goals specified at the time of approval.

UAPC approved the proposed guidelines.

E. Annual Report of the Undergraduate General Education Committee (UGEC)

The UAPC receives an annual report from the UGEC because the UAPC authority for oversight of general education is delegated to this committee. Elaine Klein, chair of the UGEC and assistant dean in the College of Letters and Science, and Jim Wollack, professor of educational psychology and research director for assessment of general education, presented the annual report of the UGEC. The UAPC formally accepted the report.
UAPC members were asked to provide feedback on two main questions: first, on the appropriate process to modify general education requirements, and secondly whether the UGEC should investigate further the possibility of a gap in the general education requirements in relation to an international/global competency requirement.

On the question of process for change, there was consensus that any process for approving major additions to or subtractions from the current requirements would be an iterative process that included study by the UGEC, wide consultation, and eventual formal approval by the UAPC, the University Committee and the Faculty Senate.

On the question of requirements, the UGEC had reviewed requirements in a range of contexts and had identified a possible gap in the UW-Madison requirements around global/international competence. After much discussion, UAPC members collectively stated that if a group were to examine the issue of a global experience general education requirement, the UGEC should be the group that looks into the issue. Further, if the UGEC decides to explore this issue more deeply, then the UAPC will want to enter into discussions with them as the review progresses.

F. Policy for Undergraduate Reentry Enrollment

Joanne Berg, vice provost for enrollment management, and Scott Owczarek, university registrar, presented a proposal to establish a formal policy for undergraduate reentry enrollment. This policy was created through a subcommittee of the Crossroads Committee. The subcommittee was convened in order to improve the process and formalize many of the ad hoc decisions and processes already occurring. The proposed policy will streamline the process of undergraduate reentry by having a student reenter to the same school or college that they were enrolled in at the time of last enrollment. Students would work through that dean’s office if the major they were enrolled in previously has been discontinued. This policy will impact about 3% of students who ever enroll and then re-enter the university.

The proposed policy reads:

Any undergraduate who leaves university enrollment must do the following to be readmitted:  
1. Complete the “Application for Reentry”  
2. Re-enter UW-Madison by enrolling in the school/college in which s/he was last enrolled  
3. Re-enter the same academic plan (if the academic plan is no longer available, the student will be referred to the school/college dean’s office)  
4. Re-enter with the same academic advisor or with the approval of another advisor in the same academic plan or program

If a student desires to change their program of study to another school/college, the process for transfer would begin AFTER the student is readmitted to the school/college s/he was in prior to leaving enrollment. Advice and guidance can be sought about changing majors or programs from the target school/college after the student has been readmitted.

The UAPC approved the policy.

(continued)
G. Directed/Independent Study Guidelines for Undergraduates

A set of guidelines for undergraduate directed/independent study was developed in response to a recent realization that no single policy document existed on campus to guide independent/directed study. The primary value of such a document may be in responding to situations in which it appears that one instructor is supervising an impossibly high number of undergraduates in directed/independent study. Such guidelines may also be useful to instructors seeking guidance for conducting directed/independent study. Jocelyn Milner and Andrea Poehling, then-divisional committee coordinator and now-secretary of the faculty, compiled drafts and circulated them for review to the Crossroads Committee and schools/colleges. Feedback was collected from each school/college APC or curriculum committee, who discussed a late version of the guidelines and provided suggestions for revisions and a statement of concurrence or endorsement. The ad hoc interdivisional curriculum committee also discussed the versions of the guidelines and provided an endorsement.

The policy is comprised of an assemblage of previously existing policies or guidelines associated with independent/directed study. A few features were added to address emerging issues. One new feature was an explanation of how much directed/independent study work corresponds to a credit. This section was added to meet the spirit of the federally mandated credit definition requirements (established in 2010) and, thereby, to meet accreditation guidelines. To support this, there is a requirement for the student to work with the instructor on a plan of study, which is already a requirement in most schools/colleges. Another new feature is the setting of a 40-credit threshold; an audit will be made of independent study to check for instructors with enrollments of more than 40 credits of directed/independent study.

The UAPC approved the policy guidelines. The policy will be communicated to schools and colleges in fall 2013.

III. Academic Program Changes Approved, September 2012 through June 2013

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

A. Majors and Degrees

Notice of Intent

BS-Pharmaceutical Sciences, School of Pharmacy

BS-Physical Education, Department of Kinesiology, School of Education

Authorization to Implement

BS-Pharmaceutical Sciences, School of Pharmacy

Five-Year Review

MS-Agroecology, College of Agricultural and Life Sciences

Master of Public Health, School of Medicine and Public Health

Doctor of Physical Therapy (satisfied by accreditation review), School of Medicine and Public Health

(continued)
Phased Out/Discontinued

MA-Economics, Department of Economics, College of Letters and Science (MS will continue)

Major: Business: Accounting (code 004), Master of Business Administration degree, School of Business

Major: Business: Information Systems (code 571), Master of Business Administration and Master of Science-Business degree, School of Business

BS-Agricultural Education, College of Agricultural and Life Sciences

MS-Family and Consumer Journalism, College of Agricultural and Life Sciences

MA-Rehabilitation Psychology, Department of Rehabilitation Psychology and Special Education, School of Education (MS will continue)

MA-Special Education, Department of Rehabilitation Psychology and Special Education, School of Education (MS will continue)

Major: Theatre and Drama, Bachelor of Science-Education degree, Department of Curriculum and Instruction, School of Education (L&S T&D major will continue)

Renamed/Restructured

MS/PhD in Limnology and Marine Science renamed to Freshwater and Marine Sciences, College of Engineering

Moved the administrative home of the MS/PhD in Physiology from the Department of Neuroscience to the SMPH Office of Basic Research, Biotechnology and Graduate Studies, School of Medicine and Public Health

Moved the administrative home of the MS/PhD in Material Science and the Material Science Program from the Department of Material Science and Engineering to the College of Engineering Dean’s Office

Moved the administrative home of the undergraduate major in Biological Aspects of Conservation from the Institute for Biology Education to the Department of Botany, College of Letters and Science

Moved the administrative home of the Biology Major from the Institute for Biology Education to the Department of Bacteriology in the College of Agricultural and Life Sciences and the Department of Zoology in the College of Letters and Science

Moved the administrative home of the PhD in Endocrinology-Reproductive Physiology from the Department of Obstetrics and Gynecology to the SMPH Office of Basic Research, Biotechnology, and Graduate Studies in the School of Medicine and Public Health

Moved the administrative home of the undergraduate Molecular Biology major from the Institute for Biology Education to the Department of Zoology, College of Letters and Science

(continued)
Converted to No Admissions Status (Program may still award degrees)

MS-Medical Microbiology and Immunology, Department of Medical Microbiology and Immunology, School of Medicine and Public Health

MS-Nursing, School of Nursing

B. Options and Sub-majors

New

MS-Economics, Major: Economics, Option: Graduate Foundations, Department of Economics, College of Letters and Science (Educational Innovation program)

MA-Mathematics, Major: Mathematics, Option: Foundations of Advanced Studies, Department of Mathematics, College of Letters and Science (Educational Innovation program)

MS-Computer Science, Major: Computer Science, Option: Professional Program, Department of Computer Science, College of Letters and Science (Educational Innovation program)


PhD-Educational Leadership and Policy Analysis, Major: Educational Leadership and Policy Analysis, Option: Wisconsin Idea Executive PhD Cohort, Department of Educational Leadership and Policy Analysis, School of Education (Educational Innovation program)

Renamed/Restructured

MS-Manufacturing Systems Engineering, Major: Manufacturing Systems Engineering, Engineering Management specialization converted to a named Option: Engineering Management Specialization

Admissions Suspended

Master of Business Administration, Major: Business: Finance, Investment, and Banking, Option: Quantitative Finance, School of Business (due for review and resolution by 2015-2016)

Discontinued

Master of Business Administration, Major: Business: Management and Human Resources (code 623), Option: Strategic Management in Life and Engineering Sciences, School of Business

MS-Educational Leadership and Policy Analysis, Major: Educational Leadership and Policy Analysis, Option: Cooperative Program with UW-Oshkosh, Department of Educational Leadership and Policy Analysis, School of Education

Education Certification, Major: Classical Humanities, Department of Curriculum and Instruction, School of Education

(continued)
C. Certificates

**Established**

Certificate in Education and Educational Services (for undergraduates), Department of Educational Psychology, School of Education

Certificate in Studio Art (for undergraduates), Department of Art, School of Education

Certificate in Pilates (for undergraduates), Dance Department, School of Education

Capstone Certificate in Nursing Care of Children with Chronic Conditions in Schools, School of Nursing (Distance Ed program, Educational Innovations program)

Capstone Certificate in Computer Sciences for Professionals, Department of Computer Science, College of Letters and Science (Educational Innovations program)

Capstone Certificate in International Politics and Practice, Department of Political Science, College of Letters and Science Sciences (Distance Ed program, Educational Innovations program)

Capstone Certificate in Clinical Nutrition, Department of Nutritional Science, College of Agricultural and Life Sciences (Distance Ed program, Educational Innovations program)

Capstone Certificate in Clinical Nutrition-Dietetic Internship, Department of Nutritional Science, College of Agricultural and Life Sciences (Distance Ed program, Educational Innovations program)

**Renamed/Restructured**

Certificate of Specialist in Gerontology; no longer available to special students; moved from the College of Letters and Science to the School of Medicine and Public Health

Capstone Certificate in Consumer Health Advocacy, converted from traditional to distance-delivery, Law School (Distance Education program, Educational Innovation Program)

**Converted to No-Admissions Status (Program still may award degrees)**

Certificate of Specialist of Library and Information Studies, School of Library and Information Studies, College of Letters and Science

**Phased Out/Discontinued**

Graduate-level Certificate in Air Resources Management, Nelson Institute

Capstone Certificate in Laboratory Quality Management, School of Medicine and Public Health

(continued)
D. Academic Departments

   Renamed/Restructured

   Merger of the Department of Comparative Literature and the Folklore Program into the Department of
   Comparative Literature and Folklore Studies, College of Letters and Science

E. Course Subject Listings (formerly Timetable Departments)

   Established

   Subject Listing ENGL, Department of English, College of Letters and Science

   Renamed/Restructured

   Renamed the Subject Listing: English (Subject code 350) to English as a Second Language, Department
   of English, College of Letters and Science.

   Discontinued

   Family and Consumer Communications, School of Human Ecology

   Clinical Laboratory Science, School of Medicine and Public Health

F. Centers and Institutes

   New

   Native American Center for Health Professions, School of Medicine and Public Health

   Wisconsin Applied Computing Center, College of Engineering

   Renamed/Restructured

   The Cardiovascular Research Center was moved from the Department of Cell and Regenerative
   Biology to the SMPH Office of Basic Research, Biotechnology and Graduate Studies, School of
   Medicine and Public Health

   The Waisman Center on Mental Retardation and Human Development Renamed the Waisman Center,
   Graduate School

   The Center for Excellence in Family Studies Renamed the Center for Family and Child Well-Being,
   School of Human Ecology

   The administrative home of the Center for Demography and Ecology (CDE) and the Center for
   Demography, Health, and Aging was moved from the Department of Sociology to the Dean’s Office
   (Associate Dean for Social Sciences), College of Letters and Science

   Phased Out

   Center for Neuroscience, School of Medicine and Public Health

   (continued)
IV. Future Issues

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

V. Summary

In 2012-2013, the UAPC addressed academic issues relevant to many aspects of its purpose as defined by Faculty Policy and Procedures: an update on the Educational Innovation initiative; a policy on undergraduate student reentry; a policy on directed/independent study for undergraduates; policy changes to adjust to changes in UW System and Board of Regents policy for new program approvals; a report on program review activity; an update from the Undergraduate General Education Committee; and an annual report on the assessment of student learning activities. As part of its responsibility for appropriate review and consideration of requests for new programs, the UAPC acted on more than fifty proposals related to changes in the status of academic programs as listed above.

VI. University Academic Planning Council Membership 2012-2013

Standing Members
- David Ward (Interim Chancellor)
- Paul M. DeLuca, Jr., Chair (Provost)
- Martin Cadwallader (Dean, Graduate School)

Administrative Member Appointed by the Provost
- Gary Sandefur, Dean of the College of Letters and Science

University Committee Representative
- Peter Lipton, Department of Neuroscience

Academic Staff Executive Committee Appointee
- Jeffrey Shokler

Divisional Committee Appointees (term expires)
- Lea Jacobs, Communication Arts, Arts and Humanities Division (2014)
- Ronald Kalil, Ophthalmology and Visual Sciences, Biological Sciences Division (2013)
- Mark Seidenberg, Psychology, Social Studies Division (2016)

University Committee Faculty Appointees (term expires)
- Ramon Aldag, Business (2016)
- Jacqueline Hitchon, Life Sciences Communication (2014)
- Linda (LD) Oakley, Nursing (2015)
- Kenneth Potter, Civil and Environmental Engineering and Nelson Institute (2013)

ASM Student Appointee (nonvoting, one-year appointment)
- Laura Dunek (PhD candidate in Educational Leadership and Policy Analysis)

Consultant to the UAPC
- Jocelyn Milner, Director of Academic Planning and Institutional Research
UNIVERSITY COMMITTEE RECOMMENDATION TO AMEND
THE ACADEMIC CALENDARS FOR 2013-2016 AND 2016-2021

The academic calendar includes the line “Advising available” with dates one week prior to the beginning of instruction for each of the fall and spring semesters. For many decades, those weeks were designated for student registration. When telephone registration replaced in-person registration beginning in 1988, the need to designate a registration week in the academic calendar was eliminated, and the line description in the calendar was changed to “Advising and Orientation Week.” Several years ago, that line description was changed to the current “Advising available.” As academic advising is available throughout the year, there is a concern that continuing to list specific advising available dates in the academic calendar may communicate inadvertently that advising is not available all the time. For this reason, the University Committee recommends that advising available dates be removed from the academic calendar.

(continued)
# Academic Calendar for 2011-2016

## Fall Semester

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<tr>
<th>Event</th>
<th>2011</th>
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<tr>
<td>Faculty contract year begin</td>
<td>Aug 29 (M)</td>
<td>Aug 27 (M)</td>
<td>Aug 26 (M)</td>
<td>Aug 25 (M)</td>
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<tr>
<td>Instruction begins</td>
<td>Sep 2 (F)</td>
<td>Sep 4 (T)</td>
<td>Sep 3 (T)</td>
<td>Sep 2 (T)</td>
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<td>Sep 5 (M)</td>
<td>Sep 3 (M)</td>
<td>Sep 2 (M)</td>
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<tr>
<td>Thanksgiving recess</td>
<td>Nov 24-27</td>
<td>Nov 22-25</td>
<td>Nov 28-Dec 1</td>
<td>Nov 27-30</td>
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<td>Dec 14 (F)</td>
<td>Dec 13 (F)</td>
<td>Dec 12 (F)</td>
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<td>Dec 15 (S)</td>
<td>Dec 14 (S)</td>
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<td>Dec 16 (W)</td>
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<td>Dec 16 (N)</td>
<td>Dec 15 (N)</td>
<td>Dec 14 (N)</td>
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<td>Dec 22 (N)</td>
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<td>Dec 22 (N)</td>
<td>Dec 21 (N)</td>
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### MWF days

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## Spring Semester

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<td>Advising available</td>
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<td>Martin Luther King Jr. Day</td>
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<td>Jan 20 (M)</td>
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<td>Jan 18 (M)</td>
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<td>Classes resume</td>
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<td>Mar 24 (M)</td>
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### MWF days

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## Summer Sessions

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<td>8-week session begins</td>
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<td>Jun 17 (M)</td>
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### MWF days

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### ACADEMIC CALENDAR FOR 2016-2021

#### FALL SEMESTER

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<th>2018</th>
<th>2019</th>
<th>2020</th>
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<td>Aug 28 (M)</td>
<td>Aug 27 (M)</td>
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<td>Aug 24 (M)</td>
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<td>Advising available</td>
<td>Aug 29 (M)</td>
<td>Aug 28 (M)</td>
<td>Aug 27 (M)</td>
<td>Aug 26 (M)</td>
<td>Aug 24 (M)</td>
</tr>
<tr>
<td>Instruction begins</td>
<td>Sep 2 (F)</td>
<td>Sep 5 (T)</td>
<td>Sep 4 (T)</td>
<td>Sep 3 (T)</td>
<td>Sep 2 (W)</td>
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<tr>
<td>Labor Day</td>
<td>Sep 5 (M)</td>
<td>Sep 4 (M)</td>
<td>Sep 3 (M)</td>
<td>Sep 2 (M)</td>
<td>Sep 7 (M)</td>
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<tr>
<td>Thanksgiving recess</td>
<td>Nov 24-27</td>
<td>Nov 23-26</td>
<td>Nov 22-25</td>
<td>Nov 28-Dec 1</td>
<td>Nov 26-29</td>
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<tr>
<td>Last class day</td>
<td>Dec 15 (R)</td>
<td>Dec 15 (F)</td>
<td>Dec 14 (F)</td>
<td>Dec 13 (F)</td>
<td>Dec 15 (T)</td>
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<tr>
<td>Study day</td>
<td>Dec 16 (F)</td>
<td>Dec 16 (S)</td>
<td>Dec 15 (S)</td>
<td>Dec 14 (S)</td>
<td>Dec 16 (W)</td>
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<tr>
<td>Exams begin</td>
<td>Dec 17 (S)</td>
<td>Dec 17 (N)</td>
<td>Dec 16 (N)</td>
<td>Dec 15 (N)</td>
<td>Dec 17 (R)</td>
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<td>Dec 23 (S)</td>
<td>Dec 22 (S)</td>
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<td>Commencement</td>
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<td>Dec 23 (N)</td>
<td>Dec 22 (N)</td>
<td>Dec 24 (R)</td>
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#### SPRING SEMESTER

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<td>Jan 16 (T)</td>
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<tr>
<td>Martin Luther King Jr. Day</td>
<td>Jan 16 (M)</td>
<td>Jan 15 (M)</td>
<td>Jan 21 (M)</td>
<td>Jan 20 (M)</td>
<td>Jan 18 (M)</td>
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<tr>
<td>Instruction begins</td>
<td>Jan 23 (M)</td>
<td>Jan 22 (M)</td>
<td>Jan 22 (T)</td>
<td>Jan 21 (T)</td>
<td>Jan 19 (T)</td>
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<tr>
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<td>Mar 18-26</td>
<td>Mar 24-Apr 1</td>
<td>Mar 16-24</td>
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<td>May 8 (F)</td>
<td>May 7 (F)</td>
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<td>Study day</td>
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#### SUMMER SESSIONS

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<td>3-week session ends</td>
<td>Jun 16 (F)</td>
<td>Jun 15 (F)</td>
<td>Jun 14 (F)</td>
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<td>Jun 11 (F)</td>
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<tr>
<td>8-week session begins</td>
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<td>Jun 18 (M)</td>
<td>Jun 17 (M)</td>
<td>Jun 15 (M)</td>
<td>Jun 14 (M)</td>
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<td>8-week session ends</td>
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