FACULTY SENATE MEETING AGENDA MATERIALS
for
2 October 2017

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

1. Memorial Resolutions for:
   Professor Emeritus Charles R. Bentley (Fac doc 2691)
   Professor Emerita Biruté Cipliauskaité (Fac doc 2692)
   Professor Emeritus Donn D’Alessio (Fac doc 2693)
   Professor Emeritus Jack Fowler (Fac doc 2694)
   Professor Emeritus Milton Sunde (Fac doc 2695)

2. State of the University. (Fac doc 2696)
   University Committee Report.

3. Question Period.

4. Minutes of May 1. (consent)

5. Highlights of Faculty Legislation, 2016-2017. (Fac doc 2697)

6. Update on Resolution Calling for Fair and Equitable Pay for Faculty Assistants. (Fac doc 2677)

7. Confirmation of committee appointment: Jo Ellen Fair, African Cultural Studies, to serve on the Committee on Committees for the spring semester 2018, replacing Ivy Corfis who will be on sabbatical. (for vote)

8. Confirmation of committee appointment: Lisa Bratzke, Nursing, to serve on the University Library Committee for 3 years, replacing Leema Berland who resigned from the committee. (for vote)


10. Resolution Calling for the Creation and Implementation of a Campus-wide Climate Action Plan. (Fac doc 2699) (first reading)

11. Proposal to Clarify Faculty Policies and Procedures 3.05.H. regarding the policy on academic staff as advisors. (Fac doc 2700) (first reading)

Upcoming Faculty Senate Meetings - 3:30 p.m., 272 Bascom Hall
November 6, December 4, 2017
February 5, March 5, April 2, May 7, October 1, November 4, December 3, 2018
Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Charles R. Bentley

Charlie Bentley, A.P. Crary Professor of Geophysics Emeritus, who revolutionized our understanding of the Antarctic continent and its ice, passed away peacefully on August 19, 2017. Bentley is survived by son Alex and his spouse Emma Bentley, daughter Molly and her spouse Gordy Slack, grandson Archer Bentley and step-grandsons Jonah Taranta-Slack and Leo Taranta-Slack.

Born in 1929 in Rochester New York, Bentley was graduated in physics from Yale and then found his way into “Doc” W.M. Ewing’s program at Columbia University. After participating in ship-board seismic explorations in the Atlantic, Bentley undertook PhD research developing seismic techniques in Greenland, preparing to plumb the depths of the Antarctic ice sheet as part of the International Geophysical Year (IGY).

The day after he defended his thesis, Bentley headed for Panama, where he caught a ship south, then traversed out to Byrd Station in interior West Antarctica by February 1957. He returned to New York two years later, after two austral winters at Byrd and three summers exploring, to find that Columbia had not yet granted his PhD because his $50 dissertation fee had not been paid.

During those first 25 months in Antarctica, Bentley led geophysical traverses that fundamentally changed our view of the ice sheet—far from being a thin layer draped over high mountains, the ice in places was well over two miles thick, with a surface high above sea level but a bed that plunged far below, including into the Bentley Trench, the deepest point on the Earth’s surface not presently under the ocean. Bentley reasoned that, when the ice sheet first grew, a wall of ice could not have advanced across such great depths, and instead that a bridging ice shelf must have run aground and then thickened to fill the abyss. The possibility that this sequence could run backward in a warming future, greatly and perhaps rapidly raising sea level, became the focus of much of Bentley’s research over the subsequent decades, as he and his students and collaborators repeatedly made major contributions to the knowledge needed to quantify the risk.

After joining the Wisconsin faculty in 1961, Bentley focused first and foremost on training generations of glaciologists and geophysicists. He did that by taking them to the most important places to learn what was there, accurately and reliably. Working with the cutting-edge technical staff at Wisconsin, and recruiting students with complementary skills, the Bentley group adapted geophysical techniques to the harsh polar environment and developed other new techniques, including pioneering work in digital data acquisition. Experiments in reflection and refraction seismics, passive seismic monitoring of subglacial earthquakes, radar, gravity, magnetics, resistivity, borehole logging, and more rolled out of Madison, headed for Antarctica or Greenland, and returned with the essential data. The subsequent analyses were complemented by a healthy dose of modeling and remote sensing, but always tied to the ground truth.

The list of major discoveries and contributions from Bentley and his group is long, including demonstration that the fast-moving ice streams are lubricated by soft till at their bases, and that ice shelves do buttress the ice sheet but may be weakened by widespread basal crevasses. He learned what was really there: the three-dimensional structure of the ice, its seismic and electrical character, the distribution of ice streams and crevasses and other features, the nature of the rocks beneath, and so much more. Nobody does research in Antarctica without relying on that fundamental knowledge.

Bentley served the community, nation and world in many ways. He provided the geophysical “G” in RIGGS, the Ross Ice Shelf Geophysical and Glaciological Survey (1973-78), and was one of the founders of the subsequent Siple Coast Project, which evolved into the still-running West Antarctic Ice Sheet (WAIS) project. His service was especially directed to the Polar Research Board of the National Academy of Sciences, which he chaired, and the international Scientific Committee on Antarctic Research, which
he served as Vice-President and Convenor of their Group of Specialists on Global Change and the Antarctic, as well as serving as Vice-President of the International Commission on Snow and Ice. His contributions were recognized by the Seligman Crystal of the International Glaciological Society, the Bellingshausen-Lazarev Medal from the Soviet Academy of Sciences and the Hilldale Award at the University of Wisconsin, as well as by Fellowship in the American Geophysical Union, the American Association for the Advancement of Science and the Arctic Institute of North America.

And, when Charlie had reached the age that most people retire to well-earned rest, he stepped in to run the Ice Core Drilling Services (now Ice Drilling Design and Operations, IDDO) program at Wisconsin. This highly successful effort uses science and engineering to design, build and deploy drills to collect ice cores and basal samples or rapidly access desired depths in the ice, and has led to improved reconstructions of past climate, better knowledge of ice-sheet processes, and even fundamental physics observations harkening back to Bentley’s undergraduate degree. He continued to travel to Antarctica to conduct this work through 2010, and completed a total of 16 Antarctic expeditions spanning seven decades.

The reliability of Bentley’s science is legendary. As reported by Bentley’s long-time, distinguished Antarctic colleague and three-time Wisconsin grad John Behrendt, after the first seismic profile was completed at Byrd, Charlie radioed to the IGY coordinating office that the ice was 3 km thick near there. The IGY office was unsure whether to release this startling and unprecedented result based on the word of a 20-something grad student until A.P. “Bert” Crary (deputy science lead of IGY) weighed in: “If Charlie says the ice is 3 km thick, the ice is 3 km thick.” The ice was in fact 3 km thick.

Bentley’s students are spread widely across industry and academe, carrying on the work they started in Wisconsin. IDDO continues to plumb the depths of the ice sheets. Mount Bentley still rises above the ice sheet in Antarctica. And, if society makes wise use of the knowledge that owes so much to Bentley’s leadership and efforts, then the ice sheet will continue to occupy the depths of the Bentley Trench far into the future, as coastal dwellers thank him for timely warnings of possible dangers.

Memorial Resolution Committee
Richard Alley
Sridhar Anandakrishnan
Kurt L. Feigl
Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emerita Biruté Cipliauskaité

Biruté Cipliauskaité, John Bascom Professor from 1973 to 1997 and a lifetime senior fellow at U.W.-Madison’s Institute for Research in the Humanities (from 1974 until her retirement in 1997), died peacefully on June 19, 2017. Internationally renowned and with a vast scholarly production betokening a breathtakingly wide-ranging expertise, Professor Cipliauskaité was undeniably our department’s most distinguished and prolific member.

Professor Cipliauskaité was born on April 11, 1929 in Kaunas, Lithuania. She attended Kaunas Conservatory (present-day Lithuanian Academy of Music and Theatre), and fled Lithuania during World War II. She spent part of the war years in Germany, where she would go on to earn her baccalaureate from the Lycée Lithuanien Tübingen in 1947, while working in a factory. She emigrated to Canada on a work visa, where she worked as a domestic servant prior to resuming her university studies and receiving an MA from the University of Montréal in 1956. She earned her PhD from Bryn Mawr College in 1960, and in the following year was hired as an Assistant Professor at the University of Wisconsin-Madison. Four years later, in 1965, she was promoted to Associate Professor. Her first book, *La soledad y la poesía española contemporánea*, appeared in 1962. In subsequent years, she sustained a consistently impressive rate of scholarly productivity. Her second book, *El poeta y la poesía: del romanticismo a la poesía social*, was published in 1966. It was followed by three new books in the 1970s: a monograph on Pío Baroja, one of the major writers from Spain’s so-called Generation of ’98, and two others, including what is to this day upheld as the definitive study on the poet and critic Jorge Guillén, whose extensive correspondence is now housed in the Special Collections of UW-Madison’s Library. In the 1980s, Professor Cipliauskaité published three additional book-length studies: *Los Noventayochistas y la historia* (1981), *La mujer insatisfecha: el adulterio en la novela realista* (1984), and *La novela femenina contemporánea 1970-1985: hacia una tipología de la narración en primera persona* (1988). Before retiring in 1997, she authored a study of contemporary Lithuanian literature, *Literatūros eskizai, [Literary Sketches]* (1992), written in Lithuanian and published in Vilnius. Indeed, she remained until her death, a member of the Advisory Board for *Lituanus*, an English language quarterly journal dedicated to Lithuanian and Baltic languages, linguistics, political science, arts, history, literature, and related topics. Retirement did not by any means signal a lull in Professor Cipliauskaitė’s prolific academic productivity. She published *De signos y significaciones I: Juegos con la vanguardia: poetas del 27* (1999) and *Carmen Martín Gaite (1925-2000)* (2000). Her twelfth book, on the construction of the “feminine I” in literature (*La construcción del yo femenino en la literatura*), appeared in 2004.

A recipient of the Guggenheim Fellowship for the Humanities in 1968, Professor Cipliauskaitė has penned well over one hundred articles in Spanish, English and Lithuanian, on topics ranging from late nineteenth and early twentieth century Spanish Literature, Spanish women authors, the Spanish Realist master Benito Pérez Galdós, Medieval drama, Baroque poetry, as well as Latin American fiction and Lithuanian poetry and prose. She edited and organized an authoritative critical edition of the complete sonnets of Spanish Baroque poet Luis de Góngora y Argote, contributed extensively to, and occasionally (co-)edited collections of scholarly essays, as well as an anthology of Spanish poetry from the 1980s and several of contemporary Lithuanian poetry. In addition, Professor Cipliauskaitė translated numerous Spanish and Catalan literary works into Lithuanian, and Lithuanian texts into Spanish and French.

Well after her retirement, Professor Cipliauskaitė maintained her active engagement with the university’s intellectual community, most notably in the Institute for Research in the Humanities. It was nevertheless for her untiring volunteer efforts, throughout the nearly two decades after her retirement, to bring international visibility to the valuable archival materials in UW-Madison Libraries Special Collections that she was awarded the Governor’s Archival Advocacy Award in the fall of 2015. She contributed to the archives in three important ways: by donating her own extensive correspondence with prominent Spanish scholars, poets and novelists spanning five decades of notes and letters, and by painstakingly organizing

(continued)
and translating the letters of renowned Spanish poet Jorge Guillén. Second, generously sharing her specialized expertise and her extraordinary proficiency in Spanish, German, French, Italian, Portuguese, Polish and Lithuanian, Professor Ciplijauskaitė undertook the massive task of arranging and annotating such crucial archives as the copious Renée Lang papers, the letters of Corrado Puchetti in the Fry Collection on Italian fascism, the Góngora Collection of 17th-century manuscripts, and the Baltic section of the Chester Easum Collection. Third, she worked assiduously to transcribe and translate vital materials from the Collection of invaluable papers donated to the library by UW-Madison’s distinguished professor of modern European history George L. Mosse, containing the fascinating correspondence and unpublished memoir of Professor Mosse’s great-aunt Martha Mosse, a survivor of the Theresienstadt concentration camp. Without Professor Ciplijauskaitė’s transcriptions, translations and detailed notes, amounting to hundreds of pages, a fundamental and little-known component of the history of Nazi-Jewish relations in Germany would likely linger unread and undiscovered in document boxes. The extent and significance that her work holds for future generations is impossible to underestimate.

As a final and indelible measure of her profound generosity and abiding commitment to the study of Spanish poetry, Professor Ciplijauskaitė created a permanent endowment to fund a post-doctoral fellowship for research in peninsular Spanish poetry at UW-Madison’s Institute for Research in the Humanities (the Birutė Ciplijauskaitė Spanish Poetry Fellowship Endowment Fund), to be awarded to scholars from other than the UW-Madison campus. The creation of this fellowship fund is intimately tied to the vast collection of papers, poetry and other materials related to 20th-century Spanish poetry she donated to Special Collections.

The Department of Spanish and Portuguese considers itself extremely fortunate to have had Birutė Ciplijauskaitė among its ranks. Her passing leaves an immense and unfillable void — immense because of the depths and enormous array of her erudition; unfillable because, to borrow Hamlet’s words, we shall not look upon her like again.
Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Donn D’Alessio

Professor of Population Health Science Donn D’Alessio, aged 82, died December 20, 2016 at his home in Madison. Donn’s considerable contributions to the UW School of Medicine and Public Health spanned over three decades as a scientist, mentor, clinician, and department chair.

Donn received his MD from Cornell, completed a residency at UW and Illinois, received further training at the Center for Disease Control, and then returned to the UW Department of Medicine–Infectious Diseases in the mid-1960s. He began his UW career collaborating with Wisconsin Lab of Hygiene colleagues Alfred Evans and Elliot Dick examining the transmission of rhinovirus, influenza, and enteroviruses. His most significant scientific contributions stemmed from his collaborations with Catherine Allen, PhD with their examination of the seasonality of incident cases of Type 1 diabetes, as well as their investigation of Group B Coxsackievirus and Type 1 diabetes. This work led to the creation of the legacy Wisconsin Cohort, the Wisconsin Diabetes Registry Study. Donn, as principal investigator, teamed with Catherine, Mari Palta, PhD, Ron Klein, MD, MPH, and Steven Duck, MD to conduct their novel, NIH-supported prospective study of children, adolescents, and adults with Type 1 diabetes. Followed from diagnosis, their early investigations provided key evidence on the contemporary incidence of acute and chronic diabetes complications and their relationships to glycemic control, as well as on early markers for the development of eye and nerve complications associated with Type 1 diabetes.

Donn was Preventive Medicine (now Population Health Science) longest-serving department Chairman from 1981 to 2000. He assumed this role following the untimely death of John Rankin, MD (chair 1968-1981) and at a time when the very existence of the department was under threat. Under Donn’s “quiet leadership” the department expanded its faculty throughout the 1980s and early 90s to include epidemiology, biostatistics, and health care policy researchers while maintaining close ties with physiologists (John Rankin Laboratory of Pulmonary Medicine), the Laboratory of Hygiene, and State Department of Health. He spearheaded the formation of a unique MS/PhD degree in Population Health which was formally initiated in 1997, geographically united the faculty, and oversaw department research funding which ranked in the upper echelon of UW departments and included four long-standing, NIH-funded, population-based cohort studies.

Donn’s colleagues commented on his multi-faceted leadership style with the following: “100% of the time positive”, “always supportive”, “passionate researcher and mentor”, “excellent listener”, “good friend”, “always had my back”, and “dapper and congenial in his wry way”. Donn continues to be missed by his colleagues and students as a friend, mentor, and leader.

Donn is survived by his wife, Julie Hayward, three sons David (Traci), Mark (Kristin), and Greg, two step-daughters, Anne Latowsky (David Rohrbacher) and Claire Latowsky, six grandchildren, and two step-grandchildren.

Memorial Resolution Committee
Jerome Dempsey
Marty Kanarek
Tamara LeCaire
Mari Palta
Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus John “Jack” Fowler

Jack Fowler, emeritus professor of human oncology and medical physics, died December 1, 2016 at his home in London. He was 91.

Professor Fowler served a joint appointment at the University of Wisconsin School of Medicine and Public Health from 1988 until 1994 and from 1999 until 2003.

Fowler is considered one of the founders of modern radiation biology. Much of his work helped bridge the gap between radiation biology and the radiation oncology clinic. By mathematically modeling how radiation interacts with tissue, he advanced the concept of dose fractionation—dividing radiation therapy doses into several smaller doses to maximize therapeutic effects and minimize side effects.

He defined the “biologically effective dose,” which has become the standard method for predicting the biological effect of radiation when the dose-rate and dose-per-fraction rate are altered.

Fowler’s role at the UWSMPH was that of a scientific adviser, energizing and inspiring colleagues. He helped the Department of Human Oncology earn its first Program Project (P01) Grant for research on cellular proliferation and radiosensitivity. He collaborated and published with many UW clinicians and physicists, including Dolores Buchler, Judith Stitt, Daniel Peterit, Bruce Thomadson, Thomas “Rock” Mackie, Timothy Kinsella, Mark Ritter, Paul Harari, Bhudatt Paliwal, Richard Chappell, Mary Lindstrom, Minesh Mehta, Wolfgang Tome and others.

He also applied his dose escalation expertise to the clinical application of TomoTherapy, a radiotherapy system that delivers precise doses of radiation to tumors while allowing physicians to monitor treatment with a built-in CT scanner.

His dose fractionation work helped establish the UW as a leader in brachytherapy—a technically demanding but highly effective treatment modality in which radioactive sources are inserted directly into or placed near to maximize tumor dose while minimizing normal tissue dose.

After receiving his PhD in radiation physics from the University of London in 1955, Fowler spent several years in hospital physics. In 1959, he joined the MRC Radiotherapeutic Research Unit at Hammersmith Hospital (U.K.), where he later served as a professor of medical physics.

Immediately before coming to UW–Madison, Fowler served for nearly 20 years as the director of the famed Gray Laboratory (U.K.). While there, he guided and influenced the work of many of the world’s leading radiobiologists and radiation oncologists.

During his long career, Fowler published more than 550 peer-reviewed papers and dozens of book chapters and delivered hundreds of lectures and presentations. He received more than 30 honors and marks of distinction, including the Rontgen Prize of the British Institute of Radiology, Breur Medal of the European Society for Radiotherapy and Oncology, Juan del Regato Gold Medal, Gold Medal of the Gilbert Fletcher Society, Gold Medal of the American Society for Radiation Oncology and the Radiation Research Society Failla Award.
When Fowler retired in 2003, the Department of Human Oncology established the Jack Fowler Professorship. Current Chairman of the Department of Human Oncology, Dr. Paul M Harari, holds this Professorship and continues to foster the vision of Jack Fowler in the practice of radiation oncology.

In addition to his academic pursuits, Fowler always found time for other interests. He loved reading, theater, sports, dancing, wine and beer tasting, historic museums, and points of interest. Professor Fowler is survived by his wife Anna and seven children from his previous marriage and numerous grandchildren and great-grandchildren.

Memorial Resolution Committee
Bhudatt Paliwal
Mark Ritter
Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Milton L. Sunde

Milt L. Sunde, professor emeritus of the Poultry Science Department died October 2, 2015 in Madison, Wisconsin at the age of 94. Professor Sunde was born January 7, 2021 near Brookings South Dakota on the family farm. In his youth Milt was an avid breeder of show chickens, which received top rankings in shows across the Midwest. On entry to South Dakota State University in 1940 he decided to turn his hobby into a career by studying in the Department of Poultry Science with minors in Chemistry and Rural Sociology. His undergraduate education was interrupted by his enlistment in World War II on April 12, 1943. He entered as a Private, but quickly rose to Captain within his three years of military service. Professor Sunde received the Bronze Star for Valor for his leadership and bravery in the Allied offensive at the Siegfried line, and the Battle of the Bulge. After his discharge from the service in June 1946, he returned to South Dakota State University to complete his BS degree. While SDSU attempted to retain him as an instructor, University of Wisconsin was paying $8/month more for assistantship, so off to Wisconsin he went for graduate studies.

At UW-Madison, Professor Sunde joined the Poultry Science Department, August 23, 1947, where he worked on his degrees under Professors Cravens and Elvejhem. He received an MS in Poultry and Biochemistry in 1949 and a Ph.D. in 1950. His graduate studies resulted in 9 published papers. He was retained at UW-Madison as an instructor (1949-1951) and he received an assistant professorship in Poultry Science shortly thereafter. By 1957 he was promoted to Professor. One of his proudest achievements was the training of his 74 MS and PhD students. Many of his students went into academia and populated east coast universities. Professor Sunde was a polymath and his research had one foot in real world problems and the other in basic research. His research had a major impact on the growth and development of commercial poultry production and the allied industries that served it. Professor Sunde began his academic career just as all of the nutrients required for animal growth had been discovered (approximately 1957, selenium). Discovery of the essentiality of nutrients also required discovery of how to formulate a diet to meet the requirement. The first decade of Professor Sunde’s research was dedicated to determining the optimal dietary levels for nutrients required for animal productivity and exactly how to formulate these nutrients such that they did not interfere with other nutrients or nonnutritive feedstuff components. One of his early studies focused on how feeding the vitamin, choline, could spare the dietary levels of the amino acid methionine. His initial report in 1951 spawned 3 decades of study at many universities, where choline found a place in reducing feed cost. Another one of his early findings was that nutrient requirements were dependent on caloric density of the diet. Today all diet are formulated based on caloric density. During the late 60s and early 70s Professor Sunde increasingly studied the role of environmental toxicants on health. He published works on the effects of malathionine, polychlorinated biphenyls, and methyl mercury (more later). Throughout the 70’s and into the 80’s, Professor Sunde did considerable research on the use of crystalline amino acids in poultry diets to reduce the cost of feeding high protein diets. While establishing the requirement for specific amino acids was essential, Professor Sunde showed numerous interactions between amino acids, which could impact requirements. These findings support the concept of a “balanced diet” which proved to be much more complex than simply feeding a nutrient adequate diet. Toward the end of his career, Professor Sunde began to focus on alternative ingredients used in poultry diets. Some of the ingredients studied were not readily available in the US (e.g., rice bran) and, part of his motivation for their study was to improve poultry production in developing countries. Wheat middlings, a byproduct of wheat starch production was Professor Sunde’s major focus for a number of years, and by the time he completed his research, the value of wheat middlings rose 3 fold. Another unique focus of his was the study of insects as poultry feedstocks. While still not commonly used in animal agriculture, his work showed the immense value of feeding Mormon Crickets; a species well known to swarm to 100 individuals/m².
Professor Sunde’s most highly cited works involved enzymes in animal feeds, vitamin D metabolism, and the interaction of selenium and methyl mercury. His early work on the use of enzymes for improving the use of barley as an animal feedstuff undoubtedly impacted the growth of a $1B dietary enzyme market developed in the 2000s. His work with Professor Hector DeLuca, developed a core understanding of Vitamin D metabolism and embryonic development. In collaboration with Professor Howard Ganther and using avian models, they uncovered a novel interaction between methyl-mercury in fish and the value of selenium in reducing its toxicity. This work was critical in showing why high levels of methyl-mercury in a product (e.g. fish) could be safe depending on the level of selenium found in the fish. He also did a study with caged birds that showed that if the birds had more exercise, their bone strength could be improved. The founding basis for the welfare of the cage free hen is largely based on bone strength. Today many researchers still reference his 1974 research paper on this topic. Over his 38 years at UW-Madison, Professor Sunde published over 325 articles, many which provided new ways of thinking, and have caused changes in practices or how we view the world. Even though he retired 30 years ago, his works still average about 60 citations per year. Hence his work continues to have impact today.

Professor Sunde lit up the room when he taught. Alumni that took a course under Professor Sunde still reminisce about the fun that they had under his direction. By the end of his career he had taught nearly every course offered by the Poultry Science Department for at least one semester. He was always willing to fill teaching vacancies. His teaching materials on the fundamental biology of the chicken that he developed over his career continue to be used in the classroom today. His love for teaching led to a continuous lecture in Animal Sciences 101 on the role that College of Agricultural and Life Sciences faculty played in state development; a lecture he taught until his death. For his excellence in teaching, Professor Sunde received both college and national award recognition. His teaching extended far from the boundaries of campus. Like an extension specialist, Professor Sunde traveled the state to hold workshops and training sessions involving poultry nutrition. His diet formulas, for many years, were the basis for feeding commercial poultry production, pheasants, pigeons, pet birds and birds in zoological gardens. Needless to say, his phone constantly rang with requests for additional insight into avian problems throughout the state and the U.S. He also served as a leader in national organizations. He served as president of the Poultry Science Association, Chair of the National Research Council’s Subcommittee on Poultry Nutrition, President of the American Poultry Historical Association, President of the World’s Poultry Science-US Branch, and Vice President of World’s Poultry Science Association.

Professor Sunde continued to be active even after his retirement. Due to budget cuts, Professor Sunde taught the freshman class in poultry science for 5 years with no reimbursement. He wrote a book entitled History of the University of Wisconsin Poultry Department since it’s 1909 founding until its merger with Meat and Animal Sciences in 1996. It was his love of all things in academia and poultry that made him a campus ambassador. He simply was the flame that ignited any gathering and his laughter and sense of goodness in the world will always be cherished.

In the end of his joyous life, Professor Sunde was survived by his three children, Professor Roger Sunde, Madison, Wisconsin, Scott Sunde, Albuquerque, New Mexico and Robert Sunde, Fort Worth Texas. Also surviving were six grandchildren Gavin, Colin, Eric, Kevin, Nicole, and John, and two great grandchildren, Dean and Rose. His wife, Genevieve, preceded him in death. An oral history of Professor Sunde’s life is archived at Steenbock Library on the University of Wisconsin-Madison’s campus.
Sustainability at UW–Madison

From John Muir to Aldo Leopold to Gaylord Nelson, the University of Wisconsin–Madison has a history and culture rooted in conservation and stewardship. Our commitment to sustainability is reflected across the campus – in our educational offerings, research projects, facility operations, and outreach to the state.

Several campus units focus specifically on developing and running programs designed to help the university conserve and preserve its natural resources. These include Facilities Planning and Management, University Housing, and the Office of Sustainability, created in 2012 to align academics and research to advance campus sustainability goals.

Education

Education related to sustainability is woven into many academic disciplines at UW–Madison, and opportunities on campus for hands-on learning through internships and student research projects are growing every year. Perhaps our most important long-term contribution to sustainability is educating students.

- At least 285 undergraduate courses and 112 more for graduate students incorporate learning on sustainability, according to a 2013-2014 preliminary analysis by the Office of Sustainability. A formal analysis is currently underway.
- For undergraduates, UW–Madison offers 31 bachelor’s degrees, 44 majors, and 6 undergraduate certificates in topics related to the environment and sustainability. The university also offers 33 environment-and-sustainability-related Master’s degree programs.
- At the Ph.D. level, students focused on sustainability are dispersed across disciplines. The Nelson Institute Environment and Resources Ph.D. program graduates 8-9 students per year, and enrolls about 62 students each year.
- In 2013-2014, a preliminary Office of Sustainability analysis determined that about 35 percent of bachelor’s and master’s graduates earned a degree from a UW–Madison program related to sustainability. Graduates go on to a wide array of careers. They are teachers, policy analysts, corporate sustainability directors, scientists, engineers and more.

Research

As a large research institution with more than $1 billion in annual research expenditures, UW–Madison manages a vast portfolio of projects related to sustainability and environmental studies.

There are more than 250 of these research projects currently underway, supported with an estimated $360,000,000 in externally generated funding. A few examples:

- The Johnson Controls Research Partnership, created at the Wisconsin Energy Institute in 2016, focuses on building car batteries that will last longer, improve fuel efficiency and reduce carbon dioxide emissions. The project is co-directed by UW-Madison and UW-Milwaukee.
- The Great Lakes Bioenergy Research Center is working on alternative fuels for transportation and petroleum-based products from bioenergy crops such as switchgrass, poplar trees, and sorghum.
- The UW–Madison Center for Sustainability and the Global Environment in the Nelson Institute brings together collaborators from disciplines across campus and from universities in the U.S. and Canada to examine the relationship between human actions and the earth's complex environment systems, and develop adaptive strategies to sustainably manage natural resources and preserve human health.

100,000 – number of square feet of green roofing on campus buildings that is helping to manage stormwater runoff, reduce cooling and heating needs, and create habitat for pollinators.

- The Great Lakes Bioenergy Research Center is working on alternative fuels for transportation and petroleum-based products from bioenergy crops such as switchgrass, poplar trees, and sorghum.
- The UW–Madison Center for Sustainability and the Global Environment in the Nelson Institute brings together collaborators from disciplines across campus and from universities in the U.S. and Canada to examine the relationship between human actions and the earth's complex environment systems, and develop adaptive strategies to sustainably manage natural resources and preserve human health.

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Outreach

The Wisconsin Idea – our commitment to sharing discoveries and innovations beyond the borders of the campus – drives important outreach efforts around sustainability and the environment. For example:

• The Wisconsin Energy Institute, in partnership with the Great Lakes Bioenergy Research Center, provides educational materials and professional development opportunities around clean energy to K-12 teachers.

• The Sustainable Dairy Project, led by UW-Madison with collaborators at Penn State and Cornell, is identifying ways farmers and dairies can adapt to climate change by tailoring management of their herds and production systems.

• Scientists at the Center for Limnology are actively monitoring Wisconsin’s waterways for invasive species like zebra mussels and rusty crayfish and working with state agencies to prevent their spread and mitigate their harmful impacts.

$96,000 – dollars saved by re-upholstering items from two campus dens as part of a campus program to repair and reuse furniture that was once landfilled.

Facilities Initiatives

Sustainability and resource stewardship are the organizing principles of UW-Madison’s campus master plan, Extending Our History and Embracing our Future. Here are a few of the ways UW-Madison is working to create a more sustainable campus:

• Renovating and constructing sustainable buildings, including many designed for LEED certification. The campus has invested $63 million in energy conservation projects over the last decade, reducing its energy footprint by 27 percent per square foot. Many campus buildings now have solar or geothermal systems, green roofing and/or designs that take advantage of natural light.

• Purchasing renewable energy credits from Madison Gas & Electric. These now account for 15 percent of each year’s electricity use. MG&E has committed to providing 30 percent of its electricity from renewable sources by 2030, so if the university continues to buy credits for 15 percent of its electricity consumption, its total renewable use will be above 40 percent by 2030.

• Managing multiple projects across campus to reduce waste and promote donation and recycling, steadily increasing our recycling rates over the last 20 years.

33,000 – number of pounds of unwanted carpet left behind during spring move-out that is now being donated or recycled into new carpet, roofing shingles and composite lumber for benches.

9/25/17
Chancellor Rebecca Blank called the meeting to order at 3:33 p.m. with 143 voting members present (110 needed for quorum). Memorial resolutions were offered for Professor Emeritus Seymour Abrahamson (Faculty Document 2678), Professor Emeritus John Berbee (Faculty Document 2679), Professor Emeritus Robert Cole (Faculty Document 2680), Professor Emeritus Jack Ferver (Faculty Document 2681), and Professor Emeritus Hugh Ilitis (Faculty Document 2682).

Vice Provost and Chief Diversity Officer Patrick Sims presented an update on diversity and inclusion at UW-Madison entitled “Forward Together: A New Era for Diversity and Inclusion.” There was one comment on how best to advance diversity and inclusion in light of other forces, to which both Sims and Blank responded. Chancellor Blank provided updates on the close of the academic year, upcoming commencement events, the announcement of two UW-Madison Carnegie Fellows, and her recent visit to Washington, DC, which included attendance at the American Association of Universities (AAU) annual meetings, testimony to a congressional panel on over-regulation, and a meeting of Big10 chancellors with House Speaker Paul Ryan. Blank also provided updates on research funding, campus efforts arising from the AAU sexual assault survey, the state budget, legislation related to speech, appointments of new directors for the Arboretum and the State Lab of Hygiene, and the approval of the campus post-tenure review policy by the Board of Regents. There were four comments, regarding sexual violence and training, basic research funding, and regulations. The minutes of the meeting of March 3, 2017, were approved. Chancellor Blank thanked outgoing University Committee members Amy Wendt (2016-2017 chair) and Tom Broman for their service, and welcomed incoming chair Anja Wanner and new members Steve Ventura and Terry Warfield.

Associate Professor John Hall (History) presented the annual report of the Officer Education Committee (Faculty Document 2683). There were no questions or comments. Professor Parmesh Ramanathan (Electrical & Computer Engineering) presented the annual report of the Advisory Committee for the Office for Equity and Diversity (Faculty Document 2684). There was one question, with responses from several people, on conflict of interest. Professor Irwin Goldman (Horticulture) presented the annual report of the Committee on Faculty Rights and Responsibilities (Faculty Document 2685). There were no questions or comments. University Committee Chair and Professor Amy Wendt (Electrical & Computer Engineering) presented the report on elections to faculty committees (Faculty Document 2686) and thanked everyone who helped her during her year as UC chair, concluding with an exhortation to all faculty to get involved in the rewarding work of governance. There were no questions or comments.

Associate Vice Chancellor and Professor Jan Greenberg (Social Work) presented the results of an IRB (Institutional Review Board) survey, which reviewed PI (principal investigator) experiences with human subject regulatory mechanisms and recommendations for improvements (Faculty Document 2687). There were two questions, relating to streamlining ARROW (Application Review for Research Oversight at Wisconsin) and user fees. Associate Dean and Professor Greg Downey (Journalism & Mass Communication) presented a proposal to merge the Departments of Urban & Regional Planning and Landscape Architecture into the Department of Planning & Landscape Architecture and a proposal to rename the Department of Zoology to the Department of Integrative Biology. There were no questions or comments on either proposal.

Associate Professor Ellen Samuels (Gender & Women’s Studies) moved adoption of a resolution in support of transgender students, faculty, and staff (Faculty Document 2690). The motion was seconded and several people spoke in favor of the resolution. The resolution passed unanimously by voice vote. The meeting was adjourned at 5:29 p.m.

Steven K. Smith
Secretary of the Faculty
Highlights of Faculty Legislation, 2016-2017

Reports/policies
- Implement changes to the academic calendar (Fac docs 2632, 2636, and 2636a)
- Research and Sponsored Programs (RSP) relocated to the Office of the Vice Chancellor for Research and Graduate Education (Fac doc 2635)
- New post-tenure review policy for UW-Madison (Fac doc 2639 modified)
- Policy on minor protection and adult leadership (Fac doc 2658)
- Policy on campus research misconduct (Fac doc 2668a)
- Social Studies Division changed its name to Social Sciences Division (Fac doc 2673)
- Institutional Review Board report (Fac doc 2687)

Resolutions, Endorsements, and Support
- Campus statement on commitment to diversity, equity, and inclusion (Fac doc 2638)
- Resolution in solidarity with students, staff, and faculty experiencing discrimination (Fac doc 2659)
- Resolution to support UW-Madison undocumented students (Fac doc 2660)
- Resolution calling for fair and equitable pay for faculty assistants (Fac doc 2677)
- Resolution in support of transgender students, faculty, and staff (Fac doc 2690)

Academic department changes
- Department of History merged with Department of the History of Science (Fac Doc 2651)
- School of Library and Information Studies changed its name to Information School (Fac doc 2676)
- Department of Urban and Regional Planning (L&S and CALS) merged with Department of Landscape Architecture (CALS) to form Department of Planning & Landscape Architecture (L&S) (Fac doc 2688)
- Department of Zoology changed its name to Integrative Biology (Fac doc 2689)

Faculty Policies and Procedures (FPP), new sections and edits to committees
- 2.04.F. regarding Senate alternates (Fac doc 2637)
- 5.14., 5.30., 6.09., 7.06., and 7.10. clarifying the roles of the chancellor and provost with regard to faculty transfers, departmental chair selection, committee reports, and actions on probationary appointments, bringing sections into line with campus practice (Fac doc 2666)
- 6.06.H. regarding filling committee vacancies through the remainder of the term (no doc)
- 6.42. adding an ex officio member to the Information Technology Committee and creating the positions of co-chairs (Fac doc 2648)
- 6.50. reducing the size of the Retirement Issues Committee (Fac doc 2649)
- 6.51. changing the membership and charge of the Committee on Undergraduate Recruitment, Admissions, and Financial Aid (Fac doc 2650)
- 6.60. adding the Health Care Advisory Committee (Fac doc 2672)
- 7.20. conforming with current UW System policy on leaves (Fac doc 2667)
- 9.14. reflecting the new research misconduct policy (Fac doc 2668b)
- Various sections: updating Social Studies Division to the Social Sciences Division (Fac doc 2673)

In addition to the legislative actions outlined above, the Faculty Senate heard 10 Memorial Resolutions in tribute to their deceased colleagues, and received 16 regular annual reports from standing committees, as well as the final report of the ad hoc committee on equitable and inclusive health care. Three vacancies were filled by senate confirmation on the Commission on Faculty Compensation and Economic Benefits.
Resolution Calling for Fair and Equitable Pay for Faculty Assistants

WHEREAS the faculty have the primary responsibility for advising the chancellor regarding academic and educational activities (Act 55, 36.09[4]);

WHEREAS adequate and equitable pay is necessary to attract and retain the most talented and experienced instructional staff and thus to ensure quality education for students;

WHEREAS the faculty depend on the contributions of the academic staff, including Faculty Assistants, to fulfill most effectively our own professional responsibilities;

WHEREAS Faculty Assistants perform the same duties as Teaching Assistants, and often do more;

WHEREAS in the 2017–2018 academic year the minimum compensation rate for Standard Teaching Assistants will be $32,392, while the minimum compensation for Faculty Assistants will remain at the current rate of $29,945 based on a 100%, 9-month appointment;

WHEREAS in the 2017–2018 academic year the minimum compensation rate for Senior Teaching Assistants will be $36,856, while in the College of Letters and Science the minimum compensation for experienced Faculty Assistants will remain at the current rate of $31,292, based on a 100%, 9-month appointment;

WHEREAS experienced Faculty Assistants in the College of Letters and Science have completed graduate degrees and/or have substantial teaching experience, which is not a requirement for Senior Teaching Assistants;

WHEREAS some Faculty Assistants were Senior Teaching Assistants in the past, and upon completing or leaving their graduate program, received a substantial reduction in wages while remaining, effectively, in the same jobs;

WHEREAS the UW–Madison Academic Staff Assembly, the Teaching Assistants’ Association, and the Associated Students of Madison have already called for fair and equitable pay for Faculty Assistants;

Therefore, be it RESOLVED that the UW–Madison Faculty Senate advises the Chancellor to raise the minimum 9-month 100% appointment compensation for Faculty Assistants to equal that of Standard Teaching Assistants by Fall 2017, and to maintain this parity in the future; and

Be it further RESOLVED, the UW–Madison Faculty Senate advises the Chancellor to raise the minimum 9-month 100% appointment compensation for experienced Faculty Assistants to equal that of Senior Teaching Assistants by Fall 2017, and to maintain this parity in the future.
I. Functions

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

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

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

The UAPC meets once per month during the academic year, typically on the third Thursday of the month from 3:30pm to 5:00pm, and as needed during the summer months. In 2016-17, the UAPC met nine times on the following dates: September 15, 2016; October 20, 2016; December 15, 2016; January 19, 2017; February 16, 2017; March 16, 2017; April 20, 2017; May 18, 2017; and June 15, 2017. The January and May meetings were conducted via email, with confirmation of actions at the subsequent face-to-face meeting. 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. Program Review Policy and Procedure

The 2015-16 annual report on program review was discussed at the September 2016 meeting.

UW-Madison has approximately 500 programs, so 50 need to be reviewed each year. In 2015-16, 54 reviews covering 83 programs were completed. At the current rate, all program review will be up to date by 2017-18.

In addition, new academic programs are reviewed five years after implementation. The provost’s office directs five-year reviews of degree-majors. UAPC discusses and endorses five-year reviews for degree-majors. In 2015-16, UAPC endorsed the five-year reviews for the MS/PhD – Clinical Investigations, BS-Community and Nonprofit Leadership, BS-Personal Finance, and Master of Physician Assistant Studies.

In 2014-15, a working group revised the program review guidelines and the impact of those revisions was discussed again at the September 2016 UAPC meeting. The revised guidelines emphasize that reviews must be completed within 10 years. To aid in timely completion, reviews will be charged by October 1st of year 8 in the cycle. The transition to this pattern will be phased in over the next few years. The policy also asserts that requests for approval for new academic programs or changes to academic programs may be delayed in units that do not have up-to-date program reviews. UAPC agenda items include notation about program review status to facilitate this policy point. Better supporting documentation is being developed for schools, colleges, and departments including templates, data resources, and training sessions. UAPC discussed the importance of program review follow up and the role of program review in motivating improvements to academic programs.
B. Student Learning Outcomes Assessment Report

Associate Vice Provost Mo Bischof made the annual presentation on student learning assessment at the December 15, 2016 UAPC meeting. She provided an update on implementation of the institutional plan for assessment, which was endorsed by the UAPC in 2015. The plan specified requirements for academic programs to have learning outcomes, assessment plans, and assessment reports. As of December 2016, 95% of degree/major programs had submitted learning outcomes and 68% of degree/major programs had submitted assessment plans. They are available on the assessment website. Degree/major program assessment reports will be routinely collected starting in November 2017.

Program faculty are using an array of assessment activities including exit surveys, dissertation or thesis review, and institutional data resources. Direct assessment is a required component at least once in a three-year assessment cycle. As part of her assessment report, Bischof also described planning and implementation of a campus-wide transition to an online course evaluation system that will also be useful in supporting assessment of student learning.

C. Review of Ethnic Studies Courses

At the June 2016 meeting, Provost Mangelsdorf initiated a discussion of the ethnic studies requirement (ESR) with a reminder to the UAPC that Chancellor Blank is interested in a review of ESR as part of a campus-wide response to climate issues. The UAPC discussed the purpose of the ethnic studies requirement and supported a review of the ESR courses, as well as a review of the criteria for the ethnic studies course designation and the language describing the requirement. The UAPC was interested in periodic updates on progress of the review conducted by the Ethnic Studies Subcommittee of the University General Education Committee during the 2016-17 academic year. At the February 2017 UAPC meeting, Elaine Klein, associate dean, Letters & Science, and Cindy I-Fen Cheng, chair, Ethnic Studies Subcommittee, provided a progress update on the review.

During the fall 2016 semester, syllabi were gathered and a questionnaire was fielded to instructors of courses with the ethnic studies designation. A total of 225 syllabi were collected for the 178 active ethnic studies courses under consideration. At the time of the February 2017 update, preliminary results of the syllabus review showed that most ethnic studies courses were aligned with the ethnic studies requirements and learning outcomes. A small number of courses appear to not be meeting standards. Professor Cheng plans to meet with the instructors and department leaders for these courses to better understand the structure of these courses and how they can demonstrate that they meet the requirements for ethnic studies.

The response rate to the questionnaire, which was sent to 110 instructors of ethnic studies courses, was 69%. Preliminary findings show that faculty perceive courses to be successful at meeting the learning outcomes. Instructors also think that small group discussions with TAs are the best teaching format. Results show faculty of color are disproportionately teaching ethnic studies courses. The Ethnic Studies Subcommittee report was to be completed by the end of the 2016-17 academic year with a discussion expected by UAPC in Fall 2017.

D. The Wisconsin Experience

In 2007, the term Wisconsin Experience was formalized as a way to describe the undergraduate experience at UW-Madison. Starting in Fall 2015, Steve Cramer, vice provost for teaching and learning, Lori Berquam, vice provost for student life, provided leadership for a broadly consultative process to revise and update Wisconsin Experience language. Cramer and Berquam introduced the new language at the October 2016 UAPC meeting.
The UAPC formally endorsed the values statement and the four components articulated for the Wisconsin Experience as follows:

**Institutional Values**

As a public land-grant university and prolific research institution, our students, faculty and staff have contributed to a campus culture that values a deep commitment to the truth, broad participation in decision-making processes and a commitment to serving our local and global communities. These institutional values, highlighted below, have served as a catalyst for success and have been reinforced in specific ways throughout history.

- **Integrity:** Academic Freedom
  - “…fearless sifting and winnowing by which alone the truth can be found”
- **Inclusive Engagement:** Shared Governance
  - Keeping real power in the hands of as many people as possible
- **Connection and Community:** Wisconsin Idea
  - “Education should influence people’s lives beyond the boundaries of the classroom”

**Wisconsin Experience**

The “Wisconsin Experience” (WI Ex) was articulated in 2007 to describe what students might expect, and then pursue, during their time at UW-Madison. From the beginning, the WI Experience had ties to the Wisconsin Idea, co-curricular activities and certain inquiry-based high impact practices. The original articulation referred to that ineffable “something” that is unique to UW-Madison. This revised and enhanced articulation of the Wisconsin Experience highlights four dimensions that emerge from our unique institutional values.

- **Empathy and Humility**
  - Develop and demonstrate cultural understanding of self and others
  - Engage locally, nationally, and globally in respectful and civil manner
  - Appreciate and celebrate one another’s abilities, views, and accomplishments
- **Relentless Curiosity**
  - Actively learn with expert teachers, scholars, and peers
  - Engage in creative inquire, scholarship, and research
  - Develop resilience and foster courage in life and learning
- **Intellectual Confidence**
  - Develop competence, depth and expertise in a field of study
  - Integrate ideas and synthesize knowledge across multiple contexts
  - Exercise critical thinking and effective communication
- **Purposeful Action**
  - Apply knowledge and skills to solve problems
  - Engage in public service, partner with others, and contribute to community
  - Lead for positive change

**E. Credit Hour Policy**

The draft Credit Hour Policy was first discussed at the April 2017 UAPC meeting, and revised and provided for information at the May 2017 meeting. The policy was formally endorsed in its final version by the UAPC at the June 2017 meeting.

In 2011, the federal government established a credit hour definition. Starting in 2013, the Higher Learning
Commission was charged with checking on institutional compliance with the federal definition at the time of the ten-year accreditation review. The expectation is that institutions have a credit hour policy that complies with the federal policy and that institutions can provide clear evidence, typically through a review of syllabi, that the credit hour policy is being applied. UW-Madison has followed the traditional Carnegie definition of the credit hour and has not formally documented a credit hour policy. With these changing requirements and, more importantly, with changing pedagogical approaches that do not fit as well with the traditional credit expectations, there has been a need to establish a credit hour policy.

At the April 2017 and June 2017 meetings Jocelyn Milner, vice provost for academic affairs; Steve Cramer, vice provost for Teaching and Learning; Leslie Smith, professor, Mathematics, and chair, University Curriculum Committee; and Michelle Young, senior academic planner, Academic Planning and Institutional Research, described a proposed credit hour policy for UW-Madison. The policy was circulated widely for feedback and input. This included discussions with the University Curriculum Committee, the University Committee, and school/college representatives. In summary, the policy provides three ways to define a credit hour: first, the status quo, which is based on the Carnegie unit (15 hours in class and 30 hours out of class for the average student); secondly, 45 hours of total effort in learning work; and thirdly, a definition based on the same amount of learning as takes place in a 45 hour credit. In all cases, credit instruction must involve substantive and regular instructor-student interaction. Learning outcomes are at the center of this policy. A feature of implementation will be the need to include information about how the credit hour is met on the syllabus. Milner explained that the HLC reviewers base their review on a random collection of syllabi and are instructed to look for specific information that reflects implementation of the credit hour policy.

The core policy reads as follows:

*Generally, UW-Madison will follow the federal credit hour definition: one credit hour is defined as one hour (i.e., 50 minutes) of classroom or direct faculty/qualified instructor instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks, or the equivalent engagement over a different time-period.*

*Alternatively, a credit hour is defined as the learning that takes place in at least 45 hours of learning activities, which include time in lectures or class meetings, in-person or online, laboratories, examinations, presentations, tutorials, preparation, reading, studying, hands-on experiences, and other learning activities; or a demonstration by the student of learning equivalent to that established as the expected product of such a period of study.*

*In all cases, learning in for-credit courses is guided by a qualified instructor and includes regular and substantive student-instructor interaction.*

The full policy is available at [https://kb.wisc.edu/vesta/page.php?id=24558](https://kb.wisc.edu/vesta/page.php?id=24558)

**F. HLC Accreditation Update**

Vice Provost Jocelyn Milner provided an update on the Higher Learning Commission (HLC) Accreditation process at the October 2016 UAPC meeting regarding preparations for UW-Madison’s HLC visit in March 2019. Preparations started in January 2013 when HLC launched a new set of criteria and a new system called Pathways. There are four major components of the accreditation process:

1. **Federal compliance** – HLC added these requirements in 2013 at the behest of the US Department of Education. The HLC accreditation visit provides an opportunity for HLC reviewers to check that each institution is in compliance with a number of federal regulations.
2. **Assumed Practices** – These are practices that are generally assumed to be in place in higher education. They are not reviewed *per se* at the time of the visit, but reviewers may ask questions
about the assumed practices if they see gaps in related criteria and core components. The preparations for HLC accreditation readiness will include a full internal review of the assumed practices.

3. Criteria and Core Components – Institutions prepare an assurance argument that addresses each of five criteria with a total of 19 core components. The assurance argument and the accompanying evidence file plus the information gathered during their two-day visit provide the HLC review team with the information they need to render a judgment as to whether an institution meets the criteria.

4. Quality initiative – Each institution must undertake one project focused on improving learning or the student experience. Our quality initiative is the REACH project with was presented at the November 19, 2015 UAPC meeting. The University’s report to HLC is due in November 2017.

The UW-Madison HLC accreditation project is being led by a core team, which meets every three to four weeks. An HLC federal compliance team started meeting in August 2016. An HLC Advisory Team, chaired by Steve Cramer, vice provost for teaching and learning, and Anja Wanner, professor of English and University Committee appointee to the UAPC, began meeting in December 2016.

UAPC members raised questions about how accreditation works and discussed features of the project plan. UAPC will get regular updates throughout this preparation period.

G. Honors

Provost Mangelsdorf initiated a general discussion about undergraduate honors programs at UW-Madison to get reactions and general feedback from UAPC members. Recent survey data (see item H) has highlighted that our undergraduate honors offerings are not transparent to prospective students and their families and a higher profile may help attract high-achieving students. Council members agreed about the value of making honors options more clear to prospective and new undergraduates and noted the value of the research experience, residential learning communities, and other distinctive experiences.

H. Admissions Marketing Survey

Steve Hahn, vice provost for enrollment management, presented information about the Admissions Marketing Survey that was conducted in spring of 2016. The survey population was limited to prospective students and applicants from Wisconsin, and included prospects who applied and who did not apply, as well as applicants who were admitted and were not admitted. In part, the survey was motivated by the requirements set by the Board of Regents that UW-Madison attract more high achieving Wisconsin residents.

Some of the key reasons students identified for not enrolling included they thought UW-Madison was too large, that they wouldn’t get personal attention, that they wouldn’t get good financial aid or scholarships, or that it was too close to home. Reasons that students did enroll included low cost of attendance, good career advising, strong reputation and ranking, close to home, and lots of academic opportunities. Interestingly, some of the same reasons given for choosing to enroll were the same as those given for choosing not to enroll.

Council discussed some findings in depth, including the observations that UW-Madison could do more to explain ways of making the large campus smaller, and more to promote and explain the honors programs and undergraduate research. The survey results indicate that prospective students don’t learn much about honors and it is not being used as a recruiting tool the way it is at our peers and other universities who are competing for the same high-achieving students. Vice Provost Cramer, who chairs the University Honors Committee, and Prof. Sabine Gross, who is director of the L&S Honors Program, both indicated the potential for improvement and that planning is in progress. UAPC also discussed opportunities around financial aid and scholarships as a way to attract students.

I. Guide Implementation Updates and Demonstration
Over the 2016-17 academic year, the UAPC undertook a number of actions and had discussions related to the efforts of the University to move to a new academic catalog, called the Guide, and in preparation for an electronic/digital workflow system for academic actions.

To facilitate movement to the new digital environment, UAPC approved several actions to cleanup plan codes – the codes in the student information system (SIS) that represent academic degree/major programs and certificates. These actions including adding, deleting, and rearranging codes, and reassigning codes to appropriate academic owners. With the implementation of these actions, plan codes more consistently conform to a set pattern, and thus more accurately and efficiently represent the academic structure of the University.

As part of this effort, Academic Planning and Institutional Research conducted a comprehensive review of governance procedures for actions related to academic programs (as displayed in the Academic Program Approval Overview, https://apir.wisc.edu/academicplanning.htm). This revision was both responsive to revisions in UW-System academic planning policy and supported preparations for a future transition to the digital environment for academic program changes.

In June 2017, the Guide replaced the standalone Undergraduate Catalog and Graduate Catalogs. Associate Registrar Beth Warner provided the UAPC with an update and demonstration of the Guide. The Guide is interactive and searchable. The Guide does not require students to understand the academic structure of the university; rather students can navigate through search or areas of interest. Content is presented consistently for all majors. In this first year of publication, Guide updates focused on undergraduate programs. Graduate program content was migrated into the new Guide from the old Catalog. In the coming academic year, the graduate programs will go through the full update and transition process. Going forward, all Guide material will be updated on an annual cycle rather than the two-year cycle used historically. One other improvement is that courses are dynamically linked with course information throughout the Guide. Course changes and cross lists will be displayed and updated automatically. They will not need to be updated in manually at each occurrence. UAPC members expressed appreciation for the work leading to the new Guide.

J. The Future of the Dissertation

Daniel Kleinman, senior associate dean in the Graduate School, presented a report on the Future of the Dissertation at the December 2016 UAPC meeting. This report was a product of a Graduate School committee that included two people from each of the four disciplinary divisions. The report was reviewed and discussed widely. There is support for reducing the minimum size of the dissertation committees from five to four. There was support for clear and explicit specification of dissertation criteria. There was less consensus on the value of public performance to be required across all the disciplines. While a public seminar is commonly associated with the defense in the sciences, this practice is not uniform and is not appropriate in some disciplines. Another topic explored is the role of co-authored work. It is common in the sciences for co-authored papers to form the basis of a dissertation. It would be valuable to have clear guidelines and agreements for co-authorship of papers or dissertation chapters. A co-authored dissertation was not reviewed favorably either among UW-Madison faculty or nationally. GFEC discussed the idea of a “lay abstract” directed to the public but that also did not have widespread support as a requirement. Updates to the Graduate School’s Policy on Committees (Doctoral/Master’s), the Graduate School’s Policy on Dissertation, and the Graduate School’s Policy on Advisors were approved at the February 10, 2017 GFEC meeting.
III. Academic Program Changes Approved, September 2016 through June 2017
The University Academic Planning Council considered and recommended the formal academic actions listed below.

A. Majors and Degrees

Authorization to Implement

- BS-Education Studies, Education Policy Studies, School of Education. Planned implementation Fall 2017. (UAPC October 2016)

- PhD Biomedical Data Science, Department of Biostatistics and Medical Informatics, School of Medicine and Public Health. Planned implementation Fall 2018. (UAPC April 2017)

Renamed/Restructured

- Rename the PhD in Rehabilitation Psychology to Rehabilitation Counselor Education, Department of Rehabilitation Psychology and Special Education, School of Education. This action is effective Summer 2017 for all new PhD students. All students currently enrolled under PhD Rehabilitation Psychology will have the option to switch to Rehabilitation Counselor Education until August 2018 conferral of degrees. The PhD in Rehabilitation Psychology will be unavailable for enrollment and degrees in Fall 2018. (UAPC December 2016)

- Rename the BA/BS, MA, PhD African Languages and Literature to African Cultural Studies, Department of African Cultural Studies, College of Letters and Science. Effective Fall 2018. (UAPC December 2016)

- Rename the BA/BS, MA, PhD in Languages and Cultures of Asia to Asian Languages and Cultures, Department of Asian Languages and Cultures, College of Letters and Science. This action is effective Fall 2018. (UAPC February 2017)

- Create student information system plan code PED 770 for School of Education pre-Physical Education. Effective Fall 2017. (UAPC January 2017)

- Un-suspend the M.S. in Medical Microbiology and Immunology, Department of Medical Microbiology and Immunology, School of Medicine and Public Health. This action is effective Fall 2017. (UAPC January 2017)

- Rename the M.S. in Medical Microbiology and Immunology to MS in Microbiology, Department of Medical Microbiology and Immunology, School of Medicine and Public Health. This action is effective Fall 2017. (UAPC January 2017)

- Establish the MS-Microbiology as a non-admitting terminal degree for the Microbiology Ph.D. This action is effective Fall 2017. (UAPC January 2017)

Admissions Suspended or Reinstated

- Reinstate admissions to BA/BS, MA, PhD Asian Languages and Cultures, Department of Asian Languages and Cultures, College of Letters and Science. This action is effective Fall 2018. (UAPC February 2017)

- Suspend admissions to the MA Art Education, Department of Art, School of Education. This action is effective Spring 2017. (UAPC January 2017)
Suspend admissions to BA/BS Asian Studies, Institute for Regional and International Studies, College of Letters and Science. This action is effective Fall 2018. (UAPC February 2017)

Suspend admissions to BA/BS History of Science, Medicine, and Technology, Department of History of Science, College of Letters and Science. This action is effective Fall 2017. (UAPC February 2017)

Suspend admissions to BA/BS History and History of Science, Medicine, and Technology, Department of History of Science, College of Letters and Science. This action is effective Fall 2017. (UAPC February 2017)

Suspend admissions to the major in Landscape Architecture offered under the CALS Bachelor of Science degree, Department of Landscape Architecture, College of Agricultural and Life Sciences. This action is effective Spring 2018. (UAPC May 2017)

Suspend admissions to MFA Theatre and Drama, Department of Theatre and Drama, School of Education. This action is effective Fall 2017. (UAPC June 2017)

Suspend admissions to the additional major in Theatre and Drama (MAJ 971), College of Letters and Science. This action is effective Summer 2017. (UAPC June 2017)

Discontinued

MA/PhD in Hebrew and Semitic Studies, Department of Classical and Ancient Near Eastern Studies, College of Letters and Science. Effective Spring 2017. (UAPC December 2016)

School of Education pre-Physical Education student information system plan code PED 768. Effective Fall 2017. (UAPC January 2017)

School of Education Physical Education student information system plan code PEC 768. Effective Spring 2017. (UAPC January 2017)

School of Education student information system plan code KNM 768. Effective Spring 2017. (UAPC January 2017)

School of Education student information system plan code KNX 768. Effective Spring 2017. (UAPC January 2017)

School of Education student information system plan code PDAN 248. Effective Spring 2017. (UAPC January 2017)

BSE Biology, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

BSE Chemistry, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

BSE Earth Science, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

BSE Economics, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)
BSE English, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

BSE Geography, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

BSE History, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

BSE Mathematics, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

BSE Natural Science, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

BSE Physics, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

BSE Political Science, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

BSE Social Studies, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

BSE Sociology, Department of Curriculum and Instruction, School of Education. Effective Summer 2017. (UAPC March 2017)

MA Landscape Architecture, Department of Landscape Architecture, College of Agricultural and Life Sciences. Effective Summer 2017. (UAPC May 2017)

Additional major in Theatre and Drama (MAJ 971), College of Letters and Science. Effective Spring 2018. (UAPC June 2017)

B. Options

Established

Construction Engineering and Management associated with M.S. in Civil and Environmental Engineering, College of Engineering. Effective Fall 2017. (UAPC December 2016)

Environmental Science and Engineering associated with M.S. in Civil and Environmental Engineering, College of Engineering. Effective Fall 2017. (UAPC December 2016)

Geological/Geotechnical Engineering associated with M.S. in Civil and Environmental Engineering, College of Engineering. Effective Fall 2017. (UAPC December 2016)

Structural Engineering associated with M.S. in Civil and Environmental Engineering, College of Engineering. Effective Fall 2017. (UAPC December 2016)

Transportation Engineering associated with M.S. in Civil and Environmental Engineering, College of Engineering. Effective Fall 2017. (UAPC December 2016)
Water Resources Engineering associated with M.S. in Civil and Environmental Engineering, College of Engineering. Effective Fall 2017. (UAPC December 2016)

Systems Engineering and Analytics associated with M.S. in Industrial Engineering, College of Engineering. Effective Fall 2017. (UAPC December 2016)

Human Factors and Health Systems Engineering associated with M.S. in Industrial Engineering, College of Engineering. Effective Fall 2017. (UAPC December 2016)


Automotive Engineering associated with M.S. in Mechanical Engineering, College of Engineering. Effective Fall 2017. (UAPC December 2016)


East Asian Studies associated with BA/BS Asian Languages and Cultures, Department of Asian Languages and Cultures, College of Letters and Science. Effective Fall 2018. (February 2017)

South Asian Studies associated with BA/BS Asian Languages and Cultures, Department of Asian Languages and Cultures, College of Letters and Science. Effective Fall 2018. (February 2017)

Southeast Asian Studies associated with BA/BS Asian Languages and Cultures, Department of Asian Languages and Cultures, College of Letters and Science. Effective Fall 2018. (February 2017)

Middle Childhood through Early Adolescence/English as a Second Language associated with the BS Elementary Education, Department of Curriculum and Instruction, School of Education. Effective Fall 2017. (UAPC March 2017)

Early Childhood/English as a Second Language associated with the BS Elementary Education, Department of Curriculum and Instruction, School of Education. Effective Fall 2017. (UAPC March 2017)

Middle Childhood through Early Adolescence/Content-focused Minor associated with the BS Elementary Education, Department of Curriculum and Instruction, School of Education. Effective Fall 2017. (UAPC March 2017)

Middle Childhood through Early Adolescence associated with the BS Elementary Education, Department of Curriculum and Instruction, School of Education. Effective Fall 2017. (UAPC March 2017)

Middle Childhood through Early Adolescence associated with the BS Special Education, Department of Rehabilitation Psychology and Special Education, School of Education. Effective Fall 2017. (UAPC March 2017)
Renamed/Restructured

Delay the enrollment of students into the named option Applied Computing & Engineering Data Analytics within the Master of Engineering, Engineering major from Fall 2016 until Fall 2017. (UAPC September 2016)

Delay the enrollment of students into the named option Manufacturing Systems Engineering within the Master of Engineering, Engineering major from Fall 2016 until Fall 2017. (UAPC September 2016)

Rename the named option Applied Computing and Engineering Data Analytics to Engineering Data Analytics within the Master of Engineering, Engineering major. Effective Fall 2016. (UAPC October 2016)

Admissions Suspended

Suspend admissions to the named option Technical Japanese associated with the Master of Engineering, Engineering Major, School of Engineering. Effective Fall 2017. (UAPC May 2017)

Suspend admissions to the named option Architectural History associated with the PhD Art History, Department of Art History, College of Letters and Science. Effective Fall 2018. (UAPC June 2017)

Discontinued

Civilizations and Cultures associated with the MA/PhD in Languages and Cultures of Asia, Department of Asian Languages and Cultures, College of Letters and Science. Effective Fall 2018. (UAPC February 2017)

Languages and Literatures associated with the MA/PhD in Languages and Cultures of Asia, Department of Asian Languages and Cultures, College of Letters and Science. Effective Fall 2018. (UAPC February 2017)

Religious Studies associated with the MA/PhD in Languages and Cultures of Asia, Department of Asian Languages and Cultures, College of Letters and Science. Effective Fall 2018. (UAPC February 2017)

C. Certificates

Established

Undergraduate-level Certificate in East Central European Languages, Literatures, and Cultures, Department of German, Nordic, and Slavic, College of Letters and Science. Effective Fall 2017. (UAPC December 2016)


Undergraduate-level Certificate in Political Economy, Philosophy, and Politics, Department of Political Science, College of Letters and Science. Effective Fall 2017. (UAPC March 2017)

Undergraduate-level Certificate in The Science of Fermented Food and Beverages, Department of Food Science, College of Agricultural and Life Sciences. Effective Fall 2017. (UAPC June 2017)

Capstone Certificate in Clinical Nurse Specialist – Adult/Gerontology, School of Nursing. Effective Fall 2017. (UAPC March 2017)

Renamed/RESTRUCTURED


ADMISSIONS SUSPENDED

Capstone in French Studies, Department of French and Italian, College of Letters and Science. Effective Fall 2016. (UAPC October 2016)

Undergraduate-level Certificate of Specialist in Gerontology, Institute on Aging, School of Medicine and Public Health. Effective Summer 2017. (UAPC March 2017)

Graduate-level Certificate in Material Cultures, Department of Art History, College of Letters and Science. Effective Fall 2017. (UAPC June 2017)

DISCONTINUED

Artist Certificate in Music, Mead Witter School of Music, College of Letters and Science. Effective Fall 2016. (UAPC October 2016)


D. ACADEMIC DEPARTMENTS

Renamed/RESTRUCTURED

Merge the Department of History of Science with the Department of History, College of Letters & Science. Effective July 1, 2017. (UAPC September 2016)

Merge the Department of Landscape Architecture in the College of Agricultural and Life Sciences and the Department of Urban and Regional Planning in the College of Letters and Science to create the Department of Planning and Landscape Architecture in the College of Letters and Science. Effective July 1, 2017. (UAPC April 20017)

Rename the School of Library and Information Studies to the Information School, College of Letters and Science. Effective July 1, 2017. (UAPC March 2017)

Rename the Department of Zoology to the Department of Integrative Biology, College of Letters and Science. Effective July 1, 2017. (UAPC April 2017)
E. Subject Listings

Established

Asian Languages and Cultures, Department of Asian Languages and Cultures, College of Letters and Science. Available for course proposals Fall 2017. (UAPC February 2017)

Asian Languages and Cultures: Languages, Department of Asian Languages and Cultures, College of Letters and Science. Available for course proposals Fall 2017. (UAPC February 2017)

German, Nordic, and Slavic, Department of German, Nordic, and Slavic, College of Letters and Science. Available for course proposals Fall 2017. (UAPC February 2017)

Renamed/Restructured

Rename the Subject listing African Languages and Literature (104) to African Cultural Studies, Department of African Cultural Studies, College of Letters and Science. Effective Fall 2018. (UAPC December 2016)

F. Centers and Institutes

Established


Center for Research on the Wisconsin Economy, Department of Economics, College of Letters and Science. Effective July 1, 2017. (UAPC June 2017)

Renamed/Restructured

Rename the Center for Integrative Design to the Center for Design and Material Culture, School of Human Ecology. Effective July 1, 2017. (UAPC June 2017)

Discontinued


Beers-Murphy Clinical Nutrition Center, School of Medicine and Public Health. Effective July 1, 2017. (UAPC June 2017)

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 a range academic policy matters. Agenda topics in 2017-18 may include reports on progress of preparations for the March 2019 HLC accreditation visit, discussions of academic implications of making the transition to a digital workflow for academic program changes actions, and the review of the ethnic studies requirement.
V. Summary

In 2016-17, the UAPC addressed academic issues relevant to many aspects of its purpose as defined by Faculty Policy and Procedures. The UAPC discussed the status of program review, assessment of student learning, and considerations related to the general education program including a discussion of the review of the ethnic studies requirement. The UAPC adopted a new Credit Hour Policy for the University and endorsed new language describing the Wisconsin Experience. As part of its responsibility for appropriate review and consideration of requests for new programs and changes to programs and units, the UAPC approved 93 actions related to changes in the status of academic programs and academic units as listed above. These included a number of new programs representing new directions for academic work, many changes and transitions related to several departmental restructuring efforts, and a number of actions that were simply code clean-up activities.

VI. University Academic Planning Council Membership 2015-16

Standing Members
Rebecca Blank (Chancellor)
Sarah Mangelsdorf, Chair (Provost)
William Karpus (Dean, Graduate School)

Administrative Member Appointed by the Provost
John Karl Scholz, Dean of the College of Letters and Science

University Committee Representative
Anja Wanner, English
Tom Broman, History of Science (substitute for A. Wanner for January to April)

Academic Staff Executive Committee Appointee
Debra Shapiro, Library and Information Studies

Classified Staff Executive Committee Appointee
Carol Pope, Center for the First Year Experience

Divisional Committee Appointees (Term Expires)
Brian Gould, Agricultural and Applied Economics, Social Studies Division (2020)
Ed Jackson, Medical Physics, Biological Sciences Division (2017)
Catherine Middlecamp, Environmental Studies, Physical Sciences Division (2019)
Dennis Miller, Art, Arts and Humanities Division (2018)

University Committee Faculty Appointees (Term Expires)
* Also a member of the Campus Planning Committee.
* Seth Blair, Zoology (2017)
* Mark Eriksson, Physics (2019, completing J. Skinner's term)
* James Skinner, Chemistry (through December 2016)
Sarah Thal, History (2020)
Darryl Thelen, Mechanical Engineering (2018)

ASM Student Appointee (nonvoting, one-year appointment)
Matthew Zinsli

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

UW-Madison Fac Doc 2698 — 2 October 2017
Faculty Senate Resolution Calling for the Creation and Implementation of a Campus-wide Climate Action Plan

WHEREAS The University of Wisconsin-Madison has always been a leader in teaching, research, and outreach regarding the conservation of natural resources, environmental protection, and sustainable living patterns;

WHEREAS UW-Madison has already made significant progress in recent years in conservation and reduction of carbon emissions; has created the Office of Sustainability and the We Conserve Program, and has made significant investments in conservation and energy reduction;

WHEREAS we recognize that reducing UW-Madison’s carbon emissions will require shared effort among faculty, students, academic staff, university staff, and the administration;

WHEREAS UW-Madison will soon adopt an updated Campus Master Plan that includes many goals regarding sustainability and energy, such as:

- “Extend our educational mission to Wisconsin and the world with new technology and partnerships.” (p. 27)
- “Promote environmental sustainability through our own campus operations, integrated with research and education.” (p. 28)
- “The master planning process is used to accommodate and direct future growth of the campus in a responsible and efficient manner utilizing funding to assure that facilities development supports the institution’s mission of teaching, research and outreach.” (p. 30)
- “We are committed to being responsible stewards of our human, intellectual, cultural, financial, and environmental resources.” (p. 14)
- “It is the policy of the Board of Regents that the following principles shall guide the physical planning and development of UW System institutions and stewardship of physical assets controlled by the Board of Regents…”
  - 9. Sustainable design through: …
    - d. High-performance and energy-efficient design;
    - f. Appropriate use of renewable energy. (p. 31)
- “Demonstrate leadership in environmental sustainability both on- and off-campus.” (p. 139)
- “As we maximize opportunities for generating and using renewable energy, we will continue to reduce our carbon footprint.” (p. 17);

WHEREAS UW-Madison, along with the City of Madison and 10 other municipalities that are home to over 70% of the population of Dane County, was a partner in the federally-funded Capital Region Sustainable Communities, which by consensus in 2013 endorsed the Framework & Goals of a county-wide, all-sector climate action plan for the municipalities of Dane County;

WHEREAS hundreds of universities across the country are signatories to the American College and University Presidents’ Climate Commitment and are preparing or have prepared climate action plans to become carbon neutral by 2050;

WHEREAS the Chancellors of eight UW System schools have signed the American College and University Presidents’ Climate Commitment (Eau Claire, Green Bay, Milwaukee, Oshkosh, River Falls, Stevens Point, Stout, and Whitewater);
WHEREAS development of a campus climate action plan will draw on faculty and staff expertise and further enhance UW-Madison’s research, education, and outreach missions;

Therefore, be it RESOLVED by the UW-Madison Faculty Senate that the faculty endorses and fully supports the goal that UW-Madison should eliminate its contributions to climate disruption by becoming carbon neutral by 2050 or sooner, and that we encourage our shared governance partners (students, academic staff, and university staff) to adopt similar goals;

Be it FURTHER RESOLVED that the UW-Madison Faculty Senate encourages the Administration to endorse or adopt the goal that UW-Madison would eliminate its contributions to climate disruption by becoming carbon neutral by 2050 or sooner;

Be it FURTHER RESOLVED that the UW-Madison Faculty Senate encourages the Administration to fund, create, and implement a campus-wide climate action plan with specific and measurable targets and implementation actions to move UW-Madison to become carbon neutral by 2050 or sooner;

Be it FURTHER RESOLVED that the UW-Madison Faculty Senate recommends that this campus climate action plan:

- begin with the City of Madison’s formally adopted or endorsed climate and energy goals as well as the framework and goals of the forthcoming climate action plan of the Dane County Climate Council;
- contain procedures for UW-Madison to report progress on climate goals to the American College and University Presidents’ Climate Commitment and/or the AASHE STARS (American Association for Sustainability in Higher Education - Sustainability Tracking, Assessment & Rating System) or other similar system;
- contain procedures for regular reports to the campus community on progress and actions taken in furtherance of these goals;
- address adaptation and resilience of campus facilities and processes within the context of a changing climate;
- and (to the maximum extent practicable) coordinate goals and implementation strategies with climate action plans in Dane County and the City of Madison;

Be it FURTHER RESOLVED that the UW-Madison Faculty Senate encourages the Chancellor to sign the American Colleges and University Presidents’ Climate Commitment as a symbol of UW-Madison’s commitment to these goals.
Proposal to Clarify Faculty Policies and Procedures
3.05.H. Regarding the Policy on Academic Staff as Advisors

Recent requests made of the Graduate School, and subsequent conversations between the University Committee and the Dean of the Graduate School, have revealed a need for clarification of a section of FPP relating to the role of academic staff. Section 3.05.H. (below) consists of a single sentence that could be interpreted to allow the dean of the Graduate School to grant academic staff authority equivalent to that of the graduate faculty with regard to the advising of graduate students. After discussion and analysis of other sections of FPP, as well as historical campus practice, the University Committee believes that the intent of this section was to grant academic staff the same rights as graduate faculty members with regard to graduate training programs, but not with regard to advising graduate students. The intent of the proposed modification below is to make that distinction clear.

Current
Upon the affirmative recommendation of the departmental executive committee, and approval by the dean of the Graduate School or other person or body designated by the graduate faculty, academic staff may advise graduate students and participate in graduate training programs on a basis similar to that of faculty members of the faculty of the Graduate School.

Clarification (with markup)
Upon the affirmative recommendation of the departmental executive committee, and approval by the dean of the Graduate School or other person or body designated by the graduate faculty, academic staff may advise graduate students as a committee member or co-chair, but not as sole major advisor, and they may participate in graduate training programs on a basis similar to that of faculty members of the faculty of the Graduate School.

Clarification (no markup)
Upon the affirmative recommendation of the departmental executive committee, and approval by the dean of the Graduate School or other person or body designated by the graduate faculty, academic staff may advise graduate students as a committee member or co-chair, but not as sole major advisor, and they may participate in graduate training programs on a basis similar to that of the faculty of the Graduate School.