FACULTY SENATE MEETING AGENDA
MATERIALS
for
1 April 2019

The University Committee encourages senators to discuss
the agenda with their departmental faculty prior to meeting.
1. Memorial Resolutions for:
   - Professor Emeritus Laurens Anderson (Faculty Document 2813)
   - Professor Emeritus Phil Lewis (Faculty Document 2814)
   - Professor Emeritus Bruce Murray (Faculty Document 2815)
   - Professor Emeritus Ved Prakash (Faculty Document 2816)
   - Professor Emerita Hanna Sobkowicz (Faculty Document 2817)
   - Professor Stefan Westerhoff (Faculty Document 2818)

2. Announcements/Information Items.

3. Question period.

4. Minutes of March 4 meeting. (consent)

5. University Library Committee Annual Report for 2017-2018. (Faculty Document 2798)

6. Campus Transportation Committee Annual Report for 2017-2018. (Faculty Document 2819)

7. Special Apportionment to Integrate Extension Faculty into UW-Madison Faculty Senate. (Faculty Document 2820)

8. Resolution Calling on the TSA Review Committee of the University of Wisconsin System to Ask TIAA to Address Transparency Issues Related to Deforestation Risk and Rural Land Grabs. (Faculty Document 2812) (vote)

9. Approval of Possible Academic Staff Title: Teaching Professor. (Faculty Document 2776) (vote)

10. Approval of Possible Academic Staff Title: Research Professor. (Faculty Document 2777) (vote)

11. Approval of Possible Academic Staff Title: Professor of Practice. (Faculty Document 2821) (vote)

12. Proposal to update *Faculty Policies and Procedures* Chapter 6.27.A.5. & A.6. (Campus Diversity and Climate Committee Membership). (Faculty Document 2822) (first reading)

13. Revisions to *Faculty Policies and Procedures* to Clarify Language on Joint Appointments, (Faculty Document 2823) (first reading)

Upcoming Faculty Senate Meetings – 3:30 p.m., 272 Bascom Hall
May 6, October 7, November 4, December 2, 2019
Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Laurens Anderson

University of Wisconsin–Madison Professor Emeritus of Biochemistry and Ph.D alumnus Laurens “Andy” Anderson died on Nov. 6, 2018 at the age of 98. He was a world-renowned expert on carbohydrate chemistry and nomenclature and a faculty member in the Department of Biochemistry for 35 years.

Anderson was born on May 19, 1920. He attended the University of Wyoming, graduating in 1942 with a degree in chemistry and a reserve commission in the US Army Air Force. During WWII he served as a B24 bomber pilot in missions over southern Europe. In 1946, Anderson and his wife Doris moved to Madison where he began his graduate studies in biochemistry.

As a graduate student he worked with esteemed biochemist Henry Lardy, an expert in metabolism of a wide array of compounds including sugars. After earning his Ph.D in 1950, and following a year-long postdoctoral position in Switzerland, Anderson returned to UW–Madison to join the biochemistry faculty. Members of the Department of Biochemistry remember Andy as a passionate scientist. He was a most valued mentor not only to his own students but also to the many additional students for which he served as a thesis committee member.

One of Anderson's first major scientific contributions was determining the molecular structure of cyclitols, which are a group of compounds closely related to the sugars. He became a world expert on the structure and chemical synthesis of cyclitols, including the inositols which are a class of cyclitols that proved to have a central role in biological signaling. This impactful research area yielded more than 800 cyclitol and sugar derivatives, most of which are intermediates in synthetic pathways.

Prof. Anderson’s career was filled with service and many awards. He was editor of the Journal of Carbohydrate Research for a long period and was involved in multiple initiatives with the American Chemistry Society (ACS). In 1984 he was awarded ACS’s Hudson Award in Carbohydrate Chemistry.

Anderson retired in 1986 to become an Emeritus Professor. But he couldn’t stay away from the laboratory for long. Just a few years later he became a Visiting Senior Professor in the Chemistry Department working in the laboratory of Professor Bassam Shakhashiri. There, he assisted in mentoring graduate and undergraduate students and co-authored a recent paper in the Journal of Chemical Education.
Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Philip Howard Lewis, Jr.

Philip (Phil) Howard Lewis Jr., age 91, passed away on July 2, 2017. He was born on September 4, 1925, in Robinson, Illinois, 20 miles from his hometown of Lawrenceville, Illinois. Professor Lewis served a distinguished career in the Department of Landscape Architecture from 1964 to 1995.

Lewis graduated from Lawrenceville Township, Illinois High School in 1943. He enlisted in the Air Corps upon graduation and completed the training program at Hondo Air Base in Hondo, Texas, where he received navigation training. He concluded his service with the Air Corps in 1946. Training, he later told us, helped him visualize urban growth patterns from the night time satellite imagery. He attended the University of Illinois on the G.I. bill, receiving a bachelor's degree in landscape architecture in 1950. Lewis then enrolled at Harvard University and completed a summer internship with the National Park Service in 1952, where he learned about governmental agency interdisciplinary efforts to maintain the landscapes under their jurisdiction. His thesis focused on the Everglades Inventory and Development Study. He completed his MLA at the Harvard Graduate School of Design in 1953.

On June 13, 1953, Lewis married Elizabeth Alice Thompson, a botany student at Radcliffe College. They were married for 58 years until her death on February 1, 2012. Lewis was awarded a Charles Eliot Traveling Fellowship in Landscape Architecture for his work on the Everglades. The fellowship allowed Lewis and his newlywed to travel to Europe for a year-long honeymoon and period of discovery. They viewed the landscapes of England, Scotland, Spain, Italy, Switzerland, Germany, Denmark, Sweden and Norway. These experiences sparked Lewis's interest in museums, communicating with the public, and the creation of spaces for buying local products.

After returning from Europe, Lewis returned home and worked for the University of Illinois Bureau of Community Planning from 1953 to 1963. Lewis was the director of the Recreation and Open Space Study of Illinois from 1958 to 1961. Here he identified environmental corridors and landscape personalities that were used to guide planning efforts. Lewis was later recruited by Wisconsin Governor Gaylord Nelson to serve as the Director of the State of Wisconsin Recreation Resource, Research and Design, Department of Resource Development, where he served from 1963 to 1965. Environmental corridors were again identified in the Wisconsin State Recreation Plan to help guide planning decisions and public land purchases in the state. In 1995, Gaylord Nelson, the father of Earth Day, recalled that “The Wisconsin inventory and analysis, plus similar studies done under Professor Lewis’s direction of the great lakes basin, the Upper Mississippi valley, and the states of Illinois and Alaska which were supported by the National Park Service, the U.S. Corps of Engineers, the Illinois State Housing Board, and the U.S. land Law Review Commission, are a core prototype of a national inventory and analysis.”

Lewis transitioned to a professorship at the University of Wisconsin Madison, where he went on to be named the chair of the Landscape Architecture Program from 1964-1972. Lewis also became the founder and director of the Environmental Awareness Center (EAC), part of the School of Natural Resources and the College of Agriculture and Life Sciences. Over his academic career, he had joint appointments with the Department of Landscape Architecture, Department of Urban & Regional Planning, and the University of Wisconsin–Extension where he taught undergraduate and graduate design courses. He was also a visiting professor in the School of Design at Harvard University from 1976 to 1977. Lewis received the prestigious ASLA medal in 1987 and shortly before his retirement in 1995 was named the Jens Jensen Professor of Landscape Architecture.
During his tenure as a Professor at the University of Wisconsin, Lewis advised and mentored a generation of professionals emphasizing a pragmatic sense of environmental responsibility. Gary A. Brown, FASLA said of his late colleague: “He was always looking at the big picture and patterns created on the landscape not only by development, but also by its many natural features unique to the region.” Ken Keeley, ASLA, a landscape architect and former student of Lewis, said that he “had an underlying optimism about the work he was doing and the work that landscape architects could do.”

Lewis contributed to the origins of geographic information systems technology with his concept of using transparent overlays of mapped resource qualities for environmental planning. The Environmental Systems Research Institute (ESRI) presented Lewis with its Lifetime Achievement Award in 2000. Lewis, along with Ian McHarg and Angus Hills, are credited with the development of the natural resource inventory approach and map overlays as a crucial part of the regional design process. His work and concepts are outlined in his book; Tomorrow by Design, A regional Design Process for Sustainability written in 1996.

Lewis applied much of his vision to real world problems via his Extension appointment and outreach efforts to communities across the State. In his home county of Dane, the County Board of Supervisors dedicated the Madison Environmental Corridor System to Phil and Elizabeth Lewis, now known as the Lewis Nine Springs E-Way, on September 12, 2013. The dedication recognized Phil as the father of the E-Way and his wife, Elizabeth (Libby), for her 26 years of service on the Dane County Parks Commission.

Lewis’s extraordinary record of distinctive contributions to this University and our State, his vision for protecting the environmental resources of the planet, and dedication to the Wisconsin Idea are unsurpassed. The University of Wisconsin-Madison owes Lewis a great measure of thanks for his dedicated and inspired leadership.
Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Bruce Murray

Professor Bruce Murry passed away in Madison, Wisconsin, on December 7, 2016, at the age of 83. He was born on April 28, 1933, in Chicago, Illinois, and he grew up in Whitewater, Wisconsin; he was a proud Wisconsinite throughout his life.

Professor Murray joined the faculty in the Department of Landscape Architecture in 1969. He taught, advised and mentored for many years, including serving as Department Chairman and later an Assistant Dean and interim Associate Dean of CALS. He retired from the university in 1998. Bruce served in the Navy during the Korean Conflict and upon his discharge, graduated from Layton School of Art and married Elizabeth (Liz) Wyman in 1961. He earned two Master’s degrees at the University of Wisconsin, one in Art and Art Education, and the other in Urban and Regional Planning. Those experiences provided a sound foundation for further teaching, research, and service in Landscape Architecture.

Professor Murray was a talented and prolific artist. As an astute observer of the natural environment his woodland watercolors featured many Wisconsin landscapes. Bruce was an innately creative and caring person who took great joy in working with students and faculty. He especially enjoyed advising and listening to students while helping them define their personal and professional goals. He taught numerous courses in the Landscape Architecture program including introducing students to concepts of regional and landscape design, and he worked closely with students and colleagues on many design and applied research projects.

Perhaps one of his greatest accomplishments was developing the visionary state recreation plan under former Governor Gaylord Nelson, while working with his mentor and colleague Professor Philip H. Lewis. Bruce Murray’s appreciation and sharing, both orally and through his paintings, the simple beauties found in daily life was a lasting gift that enriched the lives of many. In his retirement, Professor Murray continued his service to other through active roles with downtown Madison Kiwanis and the Saint Benedict Society.

His former students, university colleagues, and friends remember him with deep affection and appreciation for his competence, dedication, creativity, kindness, calm, caring, and good-natured demeanor.
Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Ved Prakash

Professor Ved Prakash passed away in Madison, Wisconsin, on August 14, 2018, at the age of 86. He was born on January 28, 1932, in Cialkot, India.

Professor Ved Prakash joined the Department of Urban and Regional Planning at the University of Wisconsin in July 1965. He served on the faculty for more than 30 years, including two separate terms as Department Chair, and he remained active with the department and with his UW colleagues for many years after his retirement in 1998.

Professor Prakash earned his Ph.D from Cornell University in Public Administration, Government, and Urban and Regional Planning. Previously he had earned 2 degrees from the University of Lucknow in India: a Bachelor of Arts and a Master’s degree in Economics. He had also served as professor of Economics at Lucknow, lectured at the India Management Institute in Calcutta, and spent time working for the Government of India.

Ved’s work throughout his career covered many aspects of urban and regional planning but centered around financial planning for urban and regional development. He had a holistic, interconnected world view that applied to his scholarship, consulting, and personal relationships. Professor Prakash placed high value in making connections between people.

Beyond his teaching, Professor Prakash is remembered fondly for his many service contributions – both as a faculty member and chair. The Department of Urban and Regional Planning had only officially formed a couple of years before he joined the faculty and had encountered some headwinds shortly after its beginnings. Ved’s careful attention to detail then and throughout his career helped the department stay on track, allowing students, faculty and others to pursue their goals and responsibilities. Current faculty, staff, and students remain grateful for his steady hand and leadership.

Among his many contributions, Professor Prakash practiced great initiative and enthusiasm for bringing international students from all over the world to UW and making his department a welcoming environment. Colleagues recall that social gatherings at his home for the international students were warm events, and often recalled by those students decades later as among their most memorable and positive experiences at UW. He also taught several courses that were most applicable to international students interested in financial planning, and some of those graduates went into high positions in their governments, well skilled in the matters of finances, planning and development.

Ved was known and especially appreciated as a good colleague - sensitive to others on the faculty and staff, and always with a wry smile and wit. His colleagues from the time recall his major role in engaging many student and faculty in international planning and consulting work with projects that took them around the world together. His extensive travel included work with the university, the World Bank, Asian Development Bank, Habitat International, USAID, and the United Nations. He continued sharing his experiences following retirement as an active member of the Plato Learning Society, Association of Indians in America, and Kiwanis International.

In reviewing his materials, department faculty recently found a copy of Professor Prakash’s doctoral dissertation. Beyond the clear writing and analysis, his personal comments in the
acknowledgements reflected well his personal priorities: He recognized the Ford Foundation for their support of his time at Cornell and for his dissertation research in India; he recognized his advisors and collaborators and those who took the time to meet with him and discuss planning issues; and for his final comments, he wrote of his family and expressed his deepest appreciation for the sympathetic understanding, encouragement, and assistance from his wife, Raj.

The Department of Urban and Regional Planning and the University of Wisconsin-Madison are fortunate to have known Professor Ved Prakash as a faculty colleague. He was a significant and important presence in the department and is remembered with great fondness and appreciation.
Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emerita Hanna M. Sobkowicz

Dr. Hanna Maria Sobkowicz (Sobkowicz-Rose), Professor Emerita of Neurology at the University of Wisconsin School of Medicine and Public Health, died on March 31, 2018 at age 87. She was an internationally recognized neuroscientist who studied the development and regeneration of the neural tissue in organotypic culture models.

Hanna Sobkowicz was born in 1931 in Warsaw, Poland. She received her M.D. degree in 1954 and her Ph.D in 1962 from the Warsaw Medical Academy. After a one year internship in Internal Medicine, she completed residency training in Neurology during 1955-1959 at the Department of Neurology, Warsaw Medical Academy, under Dr. Irena Hausmanowa-Petrusewicz, a celebrated Polish neurologist and internationally recognized expert and pioneer in the field of neuromuscular diseases and electromyography. After achieving board certification in Neurology in 1959, Dr. Sobkowicz served as an Assistant Professor of Neurology in the Department of Neurology of the Warsaw Medical Academy from 1959-63.

In 1963, she migrated to the US to obtain additional research training. She initially was a Research Fellow under the supervision of Murray B. Bornstein in the Laboratory of Cellular Neurophysiology at Mt. Sinai Hospital, New York, from 1963-1965. From 1963-1965 she worked with Margaret Murray as a Fellow of the National Multiple Sclerosis Society at the Laboratory of Cell Physiology, Columbia University, New York, where she was introduced to methods of organotypic neural tissue culture which were then in an early phase of technical development.

Dr. Sobkowicz was recruited by Francis Forster and Steven Kornguth to join the Department of Neurology, and in 1966 moved to the University of Wisconsin. She set up a tissue culture laboratory to study development and regeneration of the nervous system. She was promoted to Associate Professor in 1972, and to the rank of Professor of Neurology in 1979. She was the first woman professor in the Department of Neurology, and retired to Professor Emerita in 2006.

Dr. Sobkowicz was an internationally recognized neuroscientist in developmental neurobiology. She studied cellular growth, regeneration, and synaptogenesis in organotypic cultures which retained the structure of the nervous system in isolation from the intact organism. The techniques of organotypic tissue culture provide opportunities for experimental approaches which are difficult in the intact whole animal organism, and typically require elaborate and tedious efforts to successfully culture areas of the nervous tissue with retention of structure and intact circuitry. In the 1960s and 1970s only a few laboratories around the world were able to successfully conduct experiments using organotypic neural tissue culture. Dr. Sobkowicz mastered the nuances of the technique, and distinguished herself with a reputation for highly successful development of organotypic culture models of the spinal cord, the hypothalamus, and the mamillary bodies, which supported projects examining the development, organization, and regeneration of neuronal and glial cell populations in these areas. Her publications typically included light and electron microscopic photographs of outstanding quality and stunning, esthetic beauty, which captivated readers of her articles. In early 1970s she pioneered and developed the organotypic tissue culture of the organ of Corti which enabled study of defects of development of the auditory system and provided insights relating to the biology of auditory disorders in man. The successful development of organ of Corti organotypic cultures became the focus of many of her collaborative publications with her husband, Dr. Jerzy Rose, who made seminal discoveries in the field of the physiology of the auditory system, and predeceased her in 1992.
During her career, Dr. Sobkowicz’s scholarly work included numerous research articles, book chapters, and abstracts, and she was a regular contributor at many national and international meetings. She served as a member of the Editorial Board for the International Journal of Developmental Neuroscience, and was a guest editor for several other scientific journals.

Dr. Hanna Sobkowicz was a significant contributor to interdisciplinary neuroscience on campus during the decade of 1960-1970 when the field was emerging as a major area of modern biology. During her 40 years of service at the University of Wisconsin she mentored undergraduate, graduate, and medical students, and introduced a significant number of neuroscientists to the techniques of organotypic culture who have contributed to a substantial body of knowledge about the structural features of neural circuits in health and disease.

She was a nature and animal lover, an avid gardener, and a passionate collector and cultivator of exotic plants and flowers. While her laboratory was notably lacking in windows and direct sunlight, she was remarkably successfully in growing plants under adverse conditions, perhaps part of the touch that contributed to successful growth of her tissue cultures. Her laboratory was frequently referred to by her collaborators and friends as a “botanic garden”, a recognition which she cherished and which was a source of pride and satisfaction for her. Her sense of the natural beauty of the structures of living organisms strongly influenced her work.

Respectfully submitted by the Memorial Committee:
Andrew J. Waclawik, M.D.
Thomas P. Sutula, M.D., Ph.D
Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Stefan Westerhoff

Stefan Westerhoff was born on December 25, 1967 and died on August 5, 2018, at the age of 50, after a long illness. Stefan was born in Hagen, Germany and received his Ph.D in physics from the University of Wuppertal in 1996. He arrived to the U.S. as a postdoctoral researcher at the University of California at Santa Cruz and spent time at Los Alamos National Laboratory.

Following a period of time on the faculty at Columbia University, Stefan joined the UW-Madison physics department in 2007 and was promoted to full professor in 2012. Stefan was also a faculty member in the Wisconsin IceCube Particle Astrophysics Center (WIPAC).

Stefan was a leading expert in the exciting and growing field of particle astrophysics, and he helped pioneer the early and rapid expansion of this field in the U.S. and throughout the world. He had an illustrious research career in his chosen subfields of cosmic ray physics and gamma ray astrophysics. Stefan was a key contributor to a suite of historic experiments concentrating on the search for the enigmatic sources of cosmic rays: the High-Energy-Gamma-Ray Astronomy (HEGRA) detector array in La Palma, Spain, the High Resolution Fly's Eye (HiRes) detector in Utah, the Pierre Auger Observatory in Argentina, the Milagro telescope in New Mexico, and, in the past decade, the IceCube Neutrino Observatory, located at the South Pole and operated by UW–Madison, and the High Altitude Water Cherenkov (HAWC) Observatory near Puebla, Mexico. Stefan was particularly recognized for his anisotropy studies of cosmic rays, where he and his students developed many new ideas and methods of great utility in the field.

Stefan was known not only for his impeccable standards of quality in his research, but also for his dedication and commitment to excellence in teaching and student mentoring. A beloved instructor who taught courses ranging from undergraduate major core curriculum requirements to Acoustics for Musicians, Stefan had a dedicated following of undergraduates who considered him the best physics teacher they had ever had. Stefan also pioneered curricular changes to the undergraduate major sequence that have enhanced the department’s educational mission and will persist for years to come.

Stefan was a superb advisor and mentor to many graduate students, including four at Columbia (Chihwa Song, Chad Finley, Segev BenZvi, and Andrew O’Neill), and eight at UW-Madison (Carl Pfendner, Jonathan Eisch, Juan Marcos Santander, Dan Fiorino, Ian Wisher, Zig Hampel-Arias, Frank McNally, and Zachary Griffith) that he guided to the completion of their doctorates. His students speak of his singular ability to create an environment in his research group that was characterized by friendliness and mutual respect, making it one in which they were allowed and encouraged to grow. They also speak of his sharp and clever mind, his precise nature, his great generosity, his amiable presence, and his ironclad integrity. He was an irreplaceable mentor and role model.

Stefan believed in the value of service, both to the scientific community and to the UW-Madison as an institution. He served on the main advisory committees covering particle
physics as well as particle astrophysics, from the Subatomic Physics Evaluation Section (SAPES) of the Natural Sciences and Engineering Research Council (NSERC) of Canada, which he chaired in 2015, to the CERN Proton Synchrotron Committee and the advisory board of the Gran Sasso underground laboratory. His many service activities at the UW-Madison included many years on the Physical Sciences Divisional Committee and Faculty Appeals, numerous departmental service activities that included faculty hiring and recognition committees, and serving as one of the department’s undergraduate advisors. He was elected a Fellow of the American Physical Society in 2013 and received a UW-Madison Vilas Associates Award in 2014. In these duties, he was a respected and admired colleague, and he was especially recognized for the constructive and thoughtful input he gave to every task that he undertook.

Stefan’s great passion for music was well known. He was an accomplished classical pianist and regularly attended symphonies and opera productions throughout the world. An avid opera fan, he often visited New York for Metropolitan Opera productions and traveled throughout the globe for classical music festivals. Stefan also greatly enjoyed movies, and as with music, he was fond of the classics, mostly films released before 1940. However, he occasionally surprised his friends with his detailed knowledge of sitcoms such as The Golden Girls and Seinfeld.

Stefan was a private person with unparalleled professionalism. His illness was not widely known, and his sudden decline in health in the summer of 2018 was a shock to many who knew him. During his final days, his current and former graduate students, postdocs, scientific colleagues, friends, and family set up a caring and continuous vigil, in many cases traveling from far and wide to be with him and help manage his care during this difficult period. The dedication and loyalty that was demonstrated by the way in which so many rallied around Stefan in the last week of his life serve as a testament to his profound impact on many people. His was clearly a life well lived.

Stefan is survived by his parents, Christa and Bernd Westerhoff. He also leaves behind many friends, scientific colleagues and collaborators, and many students. While deeply saddened by the loss of Stefan at such a young age, we take comfort in the knowledge that his legacy to the physics community, the UW-Madison, and more broadly our nation and the world, has enriched us all and will be everlasting.

Memorial Committee
Francis Halzen
Albrecht Karle
Lisa Everett
Chancellor Rebecca Blank called the meeting to order at 3:32 p.m. with 135 voting members present (110 needed for quorum). Memorial resolutions were offered for Professor Emeritus Robert Dott (Faculty Document 2801), Professor Emeritus Terry Howard (Faculty Document 2802), Professor Emerita Susan Nitzke (Faculty Document 2803), Professor Emeritus Johnny Pendleton (Faculty Document 2804), Professor Emeritus Dwayne Rohweder (Faculty Document 2805), and Professor Emeritus Richard R. Smith (Faculty Document 2806). Chancellor Blank reported on the state budget outlook and process, referring people to budget.wisc.edu for the most recent information. She also provided updates on recent searches and noted that UW was ranked number one by NSF in the number of Ph.Ds granted. She concluded with an update on the PEOPLE program, which recently held the grand opening of a new location in Milwaukee.

That news segued into Chief Diversity Officer Patrick Sims annual State of Diversity and Inclusion address. Sims reported on many aspects of this topic, including governance, milestones, and events. He highlighted the new Targets of Opportunity Program, the annual Diversity Forum, and the Innovation Grant Funding System, and much more. He reminded faculty of their self-expressed commitment to diversity and inclusion and concluded by introducing members of the Diversity Liaison Program’s inaugural cohort, who in turn presented information on that program. There was one question for Prof. Sims about retention and attrition of minority faculty and one question which the provost responded to about open access platforms for scholarly publications. The minutes of the meeting of February 4, 2019, were approved.

Associate Professor Corinna Burger (Neurology) presented the annual report for the Kemper K. Knapp Bequest Committee (Faculty Document 2807). Professor Dorothy Farrar-Edwards (District 31, Kinesiology) presented the annual report for PROFS, Inc. (Faculty Document 2808). Professor Claude Woods (District 48, Chemistry) presented the annual report for the Retirement Issues Committee (Faculty Document 2809). Professor Emeritus Chuck Snowdon presented the annual report for the Ombuds office (Faculty Document 2810). There were no questions or comments on any of these reports.

Professor Rick Amasino (University Committee, Distrtict 120, Biochemistry) moved adoption of Faculty Document 2811, which specifies that appeals of discipline imposed under FPP Chapter 9 must be filed within 30 days. There was one question as to how 30 days was decided on (it is standard across campus for similar situations) and how it compares to current practice (it will be as long or longer than almost all cases up to now). The motion passed by voice vote without dissent. Professor Amasino presented Faculty Documents 2776 and 2777 for another discussion. The UC and the originating committee are open to changes in the resolutions but wanted to promote discussion on the merits and/or problems with the general concepts rather than specific wording. Thus, although additional documentation accompanied these resolutions, they remained in the same format as presented for discussion in November. Comments focused primarily on the Professor of Practice and concerns that a title series that did not require a degree could risk diluting the meaning of “professor.” This and other feedback will be incorporated into these documents as they are brought forward for vote in April.

Chancellor Blank ceded the chair to Provost Sarah Mangelsdorf for the balance of the meeting. Assistant Professor Jenna Loyd (District 57, Geography) presented Faculty Document 2812, a resolution calling for transparency around TIAA investments, for a first reading. A couple of comments in support of the resolution also suggested modifications that will be taken into consideration when this item returns for a vote in April. Provost Mangelsdorf adjourned the meeting at 4:51 p.m.
University Library Committee Annual Report for 2017-2018
As approved at the Sept 11, 2018 meeting of the committee

I. Committee Charge
The University Library Committee (ULC) reviews, consults and advises on, plans for, and receives reports and recommendations on the performance of library services, automation, budget, administrative structure, and allocation of resources. Responsibility for keeping the faculty, staff and students informed of major issues and for creating opportunities for the faculty, staff and students to discuss priorities also falls to the committee.

See Faculty Policies and Procedures 6.46.B (sefac.wisc.edu/governance/faculty-legislation/6-46-library-committee/)

II. Summary of Activities
a. ULC involvement in VPL search
   Sabine Gross and Sarah Thal from ULC served on the search & screen committee for the new Vice Provost for Libraries, and representatives from the ULC met with each of the 3 finalists. The selection of Lisa R. Carter (Ohio State) was announced on April 26, 2018.

b. ULC help in Consolidation (of science and social science libraries) and Facilities Master Plan

c. ULC continued engagement in plans to relocate UW Press to Memorial Library

III. Library Presentations to ULC
   a. Campus Open Access Policy (Carrie Nelson – OCT)
   b. Open Educational Resources (Brooke Schenk – OCT)
   c. Law Library Institutional Repository (Kris Turner – OCT)
   d. Facilities Master Plan process (Carrie Kruse – NOV)
   e. UW Campus Collections Plan (Doug Way – DEC)
   f. Gender & Women’s Studies Office 40th anniversary (Karla Strand – DEC)
   g. Online Virtual Call Number Browse (Lee Konrad – MAR)

IV. Major Issues
The Campus Libraries Facilities Master Plan final report was issued by consultants Engberg Anderson Architects and brightspot strategy on Feb. 20, 2018. On Feb. 28, the University Committee tasked the ULC with providing “structured feedback” on the consultants’ report as a required part of shared governance. An ad hoc subcommittee of Sabine Gross, Florence Hsia, and Carol Pech drafted the response, which was approved at the ULC meeting on April 10. The consultants’ final report, along with the ULC advisory report, were both presented to the Campus Planning Committee at their May 3, 2018 meeting.

V. Farewell to Ed Van Gemert
ULC thanks retiring VPL Ed Van Gemert for his years of leadership for UW-Madison Libraries. ULC chair Sabine Gross noted Ed’s unique ability to work with “complicated constituencies across campus.”

VI. Anticipated Priorities for 2018-2019
   a. Working with the new Vice Provost for Libraries
   b. Aligning the Library Facilities Master Plan with the Collection Development Plan and the Libraries’ Strategic Goals
   c. Continue to provide advice on the direction of Library Consolidation & Master Facilities Plan implementation
   d. Assist with the integration of UW Press into Memorial Library
VII. University Library Committee Membership (Faculty Policies and Procedures 6.46)
1. Eight faculty members, two from each faculty division, to serve four-year terms; two of these shall be elected each year by the faculty at large.
2. Two members of the academic staff. No member of the library staff may serve as a voting member of the committee.
3. Two members of the university staff. No member of the library staff may serve as a voting member of the committee.
4. Three students, at least one of whom shall be an undergraduate student and at least one a graduate student, to serve one-year terms.
5. Four nonvoting library staff members: the director of the General Library System, ex officio; one other member of the chancellor’s Library Coordinating Council, elected by the council to serve a two-year term which shall rotate among its members; two academic or faculty library staff members, elected by academic and faculty library staff members to serve two-year terms; one of these shall be elected each year.
6. One nonvoting member from the Office of Budget, Planning, and Analysis and one nonvoting member representing the provost. These members shall be appointed by the provost.

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Faculty Document 2819
1 April 2019

Campus Transportation Committee Annual Report for 2017-2018

I. STATEMENT OF COMMITTEE FUNCTIONS/CHARGE
Pursuant to section 6.30(B) of the Faculty Policy and Procedures, the functions of the Campus Transportation Committee (CTC) are as follows:

1. Provides advice and recommendations to the administration and all governance bodies on policies and budgetary matters, including rates, relating to all aspects of pedestrian, motorized, and non-motorized vehicular transportation and parking on the campus.
2. Interprets policies related to transportation and parking adopted by governance bodies.
3. Ensures appropriate consultation of governance bodies regarding proposed changes in any policies.
4. Initiates and recommends projects for addressing campus transportation needs including projects to enhance pedestrian, bicycle, bus, and automobile access to the campus. Such recommendations are to be considered in detail by the Division of Facilities Planning and Management, or other appropriate divisions of the university, and the Campus Planning Committee.
5. Provides representation on all building committees for projects that include or affect transportation facilities.
6. Creates subcommittees to address issues related to particular aspects of the campus transportation system.

II. CTC’s 2017-2018 ACTIVITIES
September 2017 – May 2018

- 8 Campus Transportation Committee meetings (did not meet January 2018)

2017-2018 CTC Actions Items

- September 8, 2017
  Tabled vote on the May 12, 2017 minutes – Quorum not met

  Reviewed 2016-2017 Annual Report – continued to wait for information from Madison Metro and the committee addressed the report at the October 11 meeting.

  Changed meeting dates for the fall semester. Doodle Poll determined the new date & time administered by Anne Bogan. Returned to the 2nd Friday of the month for spring semester.

- October 11, 2017
  Approval of the May 12, 2017 minutes – motion to approve the minutes made by A. Crandall and second by Sara Nagreen.
  Passed - voice vote.

  Approval of the September 8, 2017 minutes – motion to approve the minutes D. Egelis and second by S. Arneson.
  Passed - voice vote

  Motion: Pass the 2016-2017 Annual Report with the insertion of the Madison Metro numbers when received by Commuter Solutions. Made by S. Nagreen and second by C. Scarlett
  Approved: Yes 9 No 0 Abstain 0
- November 8, 2017
  Approval of the October 11, 2017 minutes – motion to approve the minutes C. Scarlett and second by S. Arneson.
  Passed - voice vote

- December 13, 2017
  Approval of the November 8, 2017 minutes – motion to approve the minutes S. Nagreen and second by A. Crandall.
  Passed - voice vote

  Motion: To cancel the January 12, 2018 meeting due to low attendance and the students have not returned to campus made by R. Maske and second by S. Nagreen.
  Passed - voice vote.

- January 12, 2018 – No Meeting

- February 16, 2018
  Approval of the December 13, 2017 minutes – motion to approve the minutes D. Marcouiller and second by S. Nagreen.
  Passed - voice vote

  MOTION: To approve the rate increase according to the 3:2 conversion plan for the 5th year - FY19 made by R. Maske and second by S. Nagreen.
  DISCUSSION: None
  Passed: Approved by a voice vote

- March 9, 2018
  Approval of the February 16, 2018 minutes – motion to approve the minutes C. Scarlett and second by S. Arneson.
  Passed - voice vote

- April 13, 2018
  Approval of the March 9, 2018 minutes – motion to approve the minutes D. Egelski and second by S. Nagreen.
  Passed - voice vote (1- Abstain)

- May 11, 2018 - Approval of the April 13, 2018 minutes – motion to approve the minutes S. Nagreen and second by P. Van Kan.
  Passed - voice vote

  MOTION: For the CTC to endorse the bus pass price increase from $36 annually to $48 annually for the FY19 parking year made by S. Nagreen and second by J. Moran.
  DISCUSSION: The bus pass is a benefit to UW employees that comes out of the Transportation Services operational costs. If an employee purchased through Madison Metro, the cost would be $780. Fifteen years ago, employees paid the full cost of the bus pass. Today approximately $160 per parking permit goes to subsidize the bus pass program.
  Passed - voice vote
III. CTC’s 2017-2018 DISCUSSION OF TRANSPORTATION SERVICES

Presentations and Topics brought to the CTC by Transportation Services:

Dates correlate with monthly minutes located online: [https://transportation.wisc.edu/ctc/](https://transportation.wisc.edu/ctc/)

- 2017-2018 Annual Report Review (5.11.18)
- 2018 Tax Bill (2.16.18) (3.9.18) (4.13.18) (5.11.18)
- 3:2 Rate Conversion (12.13.17) (2.16.18)
- Autonomous Vehicles (self-driving bus) (11.08.17) (4.13.18)
- Associate Director of Parking Operations Position & Interviews (2.16.18) (4.13.18) (5.11.18)
- Bicycle/Pedestrian stalls/racks – abandon bikes (11.08.17)
- Bus Consultant (2.16.18) (3.9.18)
- Bus Rapid Transit (12.13.17)
- Bus Pass (5.11.18)
- FY19 Transportation Services Budget (3.9.18) (4.13.18)
- Campus Bus (3.9.18)
- Campus Transportation Committee Roles & Responsibilities (10.11.17)
- Cash Reduction Project – Special Events Unit (12.13.17)
- Construction Updates (9.8.17) (10.11.17) (11.08.17) (12.13.17) (2.16.18) (3.9.18) (4.13.18) (5.11.18)
- Employee Bus Pass (2.16.18) (3.9.18) (4.13.18)
- Intersection Safety Discussion (dangerous intersections Campus Dr./Johnson St) (11.08.17)
- Lakeshore Path Bridge Project (2.16.18)
- Linden Drive new parking structure and Vet Med construction (2.16.18) (3.9.18) (4.13.18) (5.11.18)
- Overnight Shuttle Pilot (SAFEwalk) (12.13.17)
- Natatorium Timed Parking (9.8.17)
- New Transportation Website (5.11.18)
- Parking Lot Assignments & Priority System (9.8.17)
- Parking Rate Discussion 2017-2018 (12.13.17) (2.16.18) (3.9.18) (4.13.18)
- ParkMobile (pay by phone) (10.11.17) Pros & Cons (11.08.17) Citations (12.13.17)
  - 24/7 gates down (17, 20,36 & 36)
  - Afternoon permits increasing 3%
  - Cash Reduction – Special Events
  - Continue with the 3:2 Rate Conversion
  - Hire outside collection agency
  - No increase in citation fines
  - No increase in night permits
  - Review of Service Stall permits

- SAFEwalk (10.11.17)
- Transportation: What we do and who we are (9.8.17)
- WISCard/Bus Pass (2.16.18) (5.11.18)
Parking System
Operational changes beginning September 1, 2017 include:

A. Parking Updates
- Continue to move from the three to two rate conversions, Transportation Services is trying to match the rates of parking lots with the demand and location.
  - Move all parking structures to the highest rate; they are the most expensive lots to operate
  - Core campus lots move to the highest rate due to their proximity to the core of campus and high demand for the parking.
  - All lowest rate lots move to the mid-range rate.
  - Lots will increase 3%-10% per year.
  - Lowest rate in 2019 will be $950 per year.
- No change to Flex rates; Flex rates were increased last year; to visitor rates; Administration fees; afternoon and night permits.
- No change in monthly permit rates.
- Continue with a comprehensive maintenance plan for the campus parking structures.

B. Mopeds
- Issued 1172 moped permits; 124 returned permits, leaving 1048 active moped permits for 2017-2018, which is an increase of 83 permits from the previous year.
- Transportation Services removed one moped lot during 2017-2018.
- In cooperation with the UW Police Department, TS will continue outreach and education in areas where mopeds conflict with pedestrians, bicycle and/or vehicular traffic.

C. Commuter Solutions Initiatives 2017-2018
Transportation Demand Management activities continued for 2017-2018, including the use of the employee bus pass campus bus; flex parking, and ZipCar (car sharing program).

2017-2018 Highlights are:
- Lot 202 and 203 Park and Rides (with shuttles) ran for fifth year with permit total sales of 726: 151 permits returned, net of 575 active permits.
- Fourth year of Accessible Circulator Shuttle. Total ridership Sept-May was 5,524 up from the previous year of 4,939. ASM agreed to help fund the fifth year of the Accessible Circulator Shuttle (57.5%) while continuing to partner on campus bus funding.
- Total bicycle parking stalls on campus increased to 15,123 from 14,279. Of these, the number of stalls meeting campus standard increased to 15,123 from 14,225.
- University Bicycle Resource Center attendance down to 784 from 1,284.
- Football Bicycle Corral customers down to 232 from 251.
- FY18 Campus Bus Rides: 2,139,637 up from FY17 1,879,704
- FY18 Employee Bus Pass Rides: 1,682,905 down from FY17 Employee Bus Pass Rides: 1,719,028
- SAFEWalks up to 1,534 from 1,340 last year.
- Zipcar reservation hours up to 47,758 from 47,059 of the previous year.
- Flex permits continue to be a popular option.
- B-cycle memberships down to 2,500 from 4,036 last year.
- Review how to collect revenue for flex parking and decide whether to continue with pay by phone or move to another solution. STILL IN PROCESS
- Added 2nd EV charging kiosk at lot 75. There are now charging stations at lots 7, 17, 20, 29, 36, 64, 74, 75, 95. Each location has two charging cables except lot 75, which has 4.
Transportation Demand Management activities continued for 2017-2018, including the use of the employee bus pass, campus bus, flex parking, and ZipCar again this year.

IV. FUTURE TRANSPORTATION ISSUES-
- Monitor development of the Campus Master Plan/Transportation Master Plan recommendations.
- Explore ways to offset rising costs of all programs.
- Concerns over rate increase and the effect on the lower paid employees.
- Improvements to PARCS (parking access revenue control system).
- Continue with parking rate conversion process.
- Review the disabled parking policy for updates and changes.
- Review the subsidized Madison Metro bus pass policy for updates and changes.
- Analyze the annual parking assignment process and replace priority systems with an annual permit renewal system.
- Continue to review changes to the moped policies, permit and parking management.
- Connect the Flex permits to the garage and ramp gate systems.

V. SUMMARY/RECOMMENDATIONS
The CTC recognizes the efforts of Transportation Services to balance the complex and often competing needs of transportation users on campus. As traffic congestion continues to grow in the Madison region, the University, UW Hospital, Dane County, City of Madison, Village of Shorewood Hills, and major employers will need to continue to explore alternatives.

VI. COMMITTEE MEMBERSHIP 2017-2018

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<tr>
<th>Faculty</th>
<th>Chancellor Appointee</th>
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<tr>
<td>David Marcouiller, Chair, L&amp;S/ Urban &amp; Region Planning</td>
<td>Shawn Arneson- UW Hospitals</td>
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<tr>
<td>Teresa Adams – Civil &amp; Environmental Engineering</td>
<td>Chris Corrigan - (alternate) UW Hospitals</td>
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<td>Peter Van Kan - Kinesiology</td>
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<tr>
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<tr>
<td>Cameron Scarlett – School of Pharmacy Sara Nagreen – L &amp; S/Mathematics</td>
<td>Donna Egelski-Div. of student Life/McBurney- Admin</td>
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<tr>
<td>Aaron Crandall – School of Med &amp; Public Health</td>
<td>Rachel Maske – School of Education</td>
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<td>Jerry Moran – UW Housing</td>
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<td>Jim O’Brien – (alternate) UW Housing</td>
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<td>Beau Burdett</td>
<td>Patrick Kass – Director, Transportation Services</td>
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<tr>
<td>Benjamin Rolsma (first semester) George Chen (second semester) Cullen Vens</td>
<td>Gary Brown, Director, Campus Planning and Landscape Architecture</td>
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<td>Anne Bogan – Recorder/TS Administrative Services</td>
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Revised 11/7/18 agb
Special Apportionment to Incorporate Extension Faculty into UW-Madison Faculty Senate

I. Extension Faculty Incorporation into UW-Madison Faculty Senate

In November 2018, the UW-Madison Faculty Senate took one of the first steps in formalizing the governance involvement for UW-Extension faculty by voting unanimously to recommend that tenure for UW-Extension faculty be transferred to UW-Madison.

Once that transfer is operationalized on July 1, 2019, Extension faculty will become university faculty as defined in Faculty Policies and Procedures 1.02. University faculty status provides eligibility to participate in faculty governance, including, inter alia, the ability to serve on Chapter 6 committees, elect representatives to the Faculty Senate, and serve in the Senate.

The University Committee and the Office of the Secretary of the Faculty recommend that these new faculty be apportioned into the Faculty Senate as follows:

- Faculty in the Department of Labor Education (School for Workers) will be incorporated into District 115 along with Liberal Arts & Applied Studies in the Division of Continuing Studies. The Department of Labor Education comprises approximately 7 faculty members.
- Faculty currently in Cooperative Extension will be incorporated into new District 117 comprising all Cooperative Extension faculty. The exact number of faculty in this category is somewhere between 120 and 145. (Due to the nature of administrative appointments in UW Extension some faculty do not currently have faculty governance rights, but will regain those rights fully once incorporated into UW-Madison.)

An electoral district, as defined in FPP 2.03., is composed of a department having ten or more voting faculty members. The new Department in the Division of Extension will be considered a single district with the right to elect 1 senator for every 10 faculty members for the 2019-2020 Senate session.

Like other electoral districts, in accordance with FPP 2.04., the new Department is to elect one senator for each ten voters and appoint the same number of alternates (e.g., 13 senators and 13 alternates if there are 130 faculty). Since senator elections are typically held in spring before the next senate term begins in October, the new Department is urged to hold elections as soon as possible and practicable and to report the results to the secretary of the faculty. The senators should be ready to participate in the 2019-2020 faculty senate meetings.

This apportionment will be revisited during the next regular districting exercise, which will start in Fall 2020. Per FPP 2.03.D., every three years, the secretary of the faculty provides the University Committee with faculty census data in all departments to review districts, including the appropriateness of combinations of departments into districts, and recommend to the senate any reapportionment which it deems necessary or desirable. The next reapportionment is scheduled for data collection in 2020 and recommendations to the senate in February 2021. The apportionment accepted by the senate will be effective for elections held in spring 2021 for terms beginning in fall 2021.
II. Proposed Update to *Faculty Policies and Procedures* 1.02.

Once the current Cooperative Extension and Department of Labor Education faculty become UW-Madison faculty, the section of *FPP* relating to joint Madison-Extension appointments will need to be removed. The Senate will vote on this during the 2019-2020 academic year, but the suggested language is included below for information.

**With markup:**

1.02. UNIVERSITY FACULTY  
A. The university faculty consists of all persons who hold the rank of professor, associate professor, assistant professor, or instructor with at least a one-half time appointment in UW-Madison, or with a full-time appointment jointly between UW-Madison and UW-Extension. Use of these titles and the definition of fractional appointments are governed by Chapters 4, 5, and 7 of these rules.

**Without markup**

1.02. UNIVERSITY FACULTY  
A. The university faculty consists of all persons who hold the rank of professor, associate professor, assistant professor, or instructor with at least a one-half time appointment in UW-Madison. Use of these titles and the definition of fractional appointments are governed by Chapters 4, 5, and 7 of these rules.
Resolution Calling on the TSA Review Committee of the University of Wisconsin System to Ask TIAA to Address Transparency Issues Related to Deforestation Risk and Rural Land Grabs

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

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

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

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

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

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

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

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

WHEREAS, TIAA has tens of millions of dollars invested in palm oil and other agribusiness companies associated with deforestation, land grabbing, labor abuses, human rights violations, and severe climate impacts, and several billion dollars in consumer-facing companies in the value chains of these companies;
WHEREAS, TIAA has billions of dollars invested in farmland in Brazil and has expanded agriculture in the threatened ecosystem of the Cerrado, contributing to deforestation, water contamination, and human rights violations against local communities\textsuperscript{i};

WHEREAS, TIAA has put its clients’ funds at risk by acquiring land from sellers that a Brazilian court has found to have illegally grabbed land\textsuperscript{ii};

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

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

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

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

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

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


Approval of Possible Academic Staff Title: Teaching Professor

At its November 5, 2018, and March 5, 2019, meetings, the Faculty Senate discussed the use of the word “professor” in potential future Academic Staff titles. One of the titles that was discussed was “Teaching Professor,” which was originally combined with another title (“Professor of Practice”) due to the fact that both grew out of the same ad hoc committee originally. The report of that committee – the Ad Hoc Committee on Instructional Titles – is attached hereto. The implementation of these titles will align with the implementation of all titles in scope for the TTC. Senate action does not create any new titles. For a general sense of how many people might be eligible for such a title, we provide the following information on related titles: People with over 15 years UW-Madison employment and currently at 100%: 2 distinguished lecturers, 20 senior lecturers; 13 distinguished faculty associates, 71 faculty associates, 12 associate faculty associates, 1 assistant faculty associate.

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

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

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

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

WHEREAS a faculty-academic staff ad hoc committee recommended creating a renewable, potentially indefinite, “Teaching Professor” title to recognize significant contributions to a unit or department’s broader teaching mission;

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

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

WHEREAS the ad hoc committee, the University Committee, and the Faculty Senate recognize the need for an instructional academic staff title series for professionals with a terminal degree and demonstrated expertise in a relevant discipline who: make significant contributions to their unit or department’s broader teaching mission, advance teaching and learning in their discipline, and use innovate strategies that produce course and/or curriculum improvement;

WHEREAS these same individuals may engage in the scholarship of teaching and learning and have an instructional and curricular impact both within their department and beyond through scholarly or expressive publications, sharing of creative and scholarly work, or the publication of textbooks or other related activities involving their discipline;

WHEREAS these same individuals may be involved in department, college, or university service, and may supervise teaching assistants, but would spend no less than 50% time devoted to classroom discussion;
THEREFORE, BE IT RESOLVED that the Faculty Senate approves the creation of a “Teaching Professor” title series in the above context as part of the current Title and Total Compensation process;

BE IT FURTHER RESOLVED that the Faculty Senate strongly opposes the use of “Teaching Professor” as a substitute for tenure-track faculty appointments and encourages the creation of mechanisms to ensure this;

BE IT FURTHER RESOLVED that the “Teaching Professor” title series should include all rights available to other renewable academic staff under Academic Staff Policies and Procedures.
Teaching Professor  
*(Title pending Faculty Senate approval)*

**Job Description**

**DRAFT – Export from JDXpert**

### JOB INFORMATION

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<th>Job Title:</th>
<th>Teaching Professor <em>(Title pending Faculty Senate approval)</em></th>
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<tbody>
<tr>
<td>Job Group/Family</td>
<td>Teaching and Learning</td>
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### JOB SUMMARY

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

### TYPICAL RESPONSIBILITIES  *(Other duties as assigned)*

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

Job Title: Lecturer

Job Group/Family: Teaching and Learning

JOB SUMMARY

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

TYPICAL RESPONSIBILITIES  (Other duties as assigned)

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

Instructional Administrator

JOB INFORMATION

Job Title: Instructional Administrator

Job Group/Family: Teaching and Learning

JOB SUMMARY

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

TYPICAL RESPONSIBILITIES  (Other duties as assigned)

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

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

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

3. Do departments have to use these new titles?
Use of these titles would be at the discretion of the hiring department and like any other position would require approval by the school/college.

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

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

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

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

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

9. How are these positions similar to clinical or CHS professor positions?
Clinical and CHS professors are also academic staff so the same principles and policies would apply to the new professor titles.

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

11. What levels are available with the titles?
Professor of Practice has one level. Teaching Professor and Research Professor are being proposed with three levels: Assistant, Associate, and “no prefix,” which is often referred to as “full.” Research Professor was originally proposed at Associate and “Full” levels only, but the Assistant level was added after the March Senate reading for the April Senate vote. [The Q&A originally included with the April Senate materials still had the old information about two levels for the Research Professor title.]

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

13. What protections will prevent Research Professors from being exploited?
Letters of appointments should be specific and clear about what the expectations of the position are. Mentoring committees may be set up to give new Research Professors the advice and assistance they need to succeed in the position including helping the employee work through these types of issues.
Final Report of the Ad Hoc Committee on Instructional Titles

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

Proposed position descriptions

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

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

Revise “Lecturer” Title Series
A Lecturer (Assoc., No Prefix, Senior, Dist.) is engaged primarily in classroom and/or laboratory instruction in an academic discipline, both formal and informal. Lecturers may work either independently or under the general supervision of a faculty member. Responsibilities include the effective delivery of instructional material and assessment and grading. May also involve course design, development of disciplinary teaching techniques, and/or the supervision of teaching assistants. It is not expected that a lecturer make contributions to a broad area of pedagogy across a unit or department. Rather, a lecturer would be expected to focus on a single course, or a series of courses within a sub-discipline. A terminal degree is not required. Each department must define the specific substantive criteria for level advancement,
but fundamentally it denotes a higher level of contribution to the unit. Could spend up to one-third time in non-teaching activities. This is a renewable title series.

Rename and Revise “Faculty Associate” Title Series

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

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

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

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

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

In conclusion, the committee notes that there are people on campus who qualify for these new titles. There is no direct correlation of existing titles to these new titles, and many individuals would have to be considered on a case-by-case basis. For example, some senior lecturers and other instructional staff are already performing duties appropriate to the “Teaching Professor” title. Conversely, there are some individuals with instructional titles who may be more appropriately classified under other series. The above array of titles is intended as an end goal. Certainly new hires could be brought in under the correct series immediately, but some thought will have to be given to how to transition from existing titles to these new/revised titles.

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

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

At its November 5, 2018, and March 5, 2019, meetings, the Faculty Senate discussed the use of the word “professor” in potential future Academic Staff titles. One of these titles, “Research Professor,” was originally proposed with only an “associate” and a “full” (“no”) prefix. Among the comments received at and after the November reading was a recommendation to include the “assistant” prefix on the “Research Professor” title. Because this was a significant change, the University Committee remanded the resolutions to the originating committee for further discussion. Some members of the originating committee continued to have reservations about the “assistant” prefix, and the committee provided their thoughts about the pros and cons of this title in the material included below.

Following the discussion at the March Senate meeting, the University Committee decided to add the “assistant” prefix to the title. The context and framing of that title has been recast in the resolution including a renewed caution that this title not be used as a substitute for, or put into competition with, tenure-track faculty positions. The University Committee recognizes that not all departments/schools/colleges may want to employ the “assistant” prefix, instead using the Senior Scientist title as the position from which an Associate Research Professor would be promoted. Whether it is used or not, the University Committee, the originating committee, and the Office of the Secretary of the Faculty reiterate that the distinction between a tenure-track Assistant Professor and an Assistant Research Professor must remain clear at all times and at no time should the Research Professor title, regardless of prefix, be used as a substitute for tenure-track faculty appointments.

Another change in this title series from its original presentation is that the position duties have been amended and added to. It is worth noting that the Senate only has direct purview over the use of the word “professor” in these academic staff titles. The Senate can only make recommendations about other details, such as specific job duties. The implementation of these titles will align with the implementation of all titles in scope for the Title and Total Compensation project. Senate action does not create any new titles.

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

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

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

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

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

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

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

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

- Organizes and conducts research projects and studies
- Writes grant proposals to procure external research funding (may serve as PI, co-PI or co-I)
WHEREAS the Research Professor title would be granted to individuals with a PhD or other terminal degree and would include the following roles and responsibilities:

- Primary responsibility for a research program including leadership of the scientific and technical aspects and compliance with all financial, ethical, and administrative aspects of the research including supervision of staff, students, and postdoctoral fellows;
- Formulates long-range research projects and programs;
- Publishes in peer-reviewed journals, book or chapter publications, presents at conferences, participates as an editor for a publication, and/or participates on panels;
- Participates in the peer-review process by reviewing journal manuscripts and grant proposals;
- Secures intramural and extramural funding through grants as PI to support salary and research program;
- Has established financial independence for a research program including salary (Associate Research Professor and Research Professor only);

THEREFORE, BE IT RESOLVED that the Faculty Senate approves the creation of the payrolled titles “Assistant Research Professor,” “Associate Research Professor,” and “Research Professor” in this context;

BE IT FURTHER RESOLVED that the Faculty Senate strongly opposes the use of the “Research Professor” titles as a substitute for tenure-track faculty appointments and asks that policies and procedures be developed, with meaningful faculty and academic staff input, that define the distinctions in responsibilities, rights, and opportunities for research professors, tenure-track faculty, and academic staff scientists, in order to prevent competition between this new title and tenure-track faculty, especially at the “assistant level”;

BE IT FURTHER RESOLVED that these titles should hold Permanent PI status and otherwise include the same level of rights available to all academic staff under Academic Staff Policies and Procedures.
JOB INFORMATION

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<thead>
<tr>
<th>Job Title:</th>
<th>Research Professor (Title pending Faculty Senate approval)</th>
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<tr>
<td>Job Group/Family</td>
<td>Teaching and Learning</td>
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</table>

JOB SUMMARY

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

TYPICAL RESPONSIBILITIES  (Other duties as assigned)

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

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<th>Job Title:</th>
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<td>Research</td>
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<td>Job Sub-Group/Sub-Family</td>
<td>Research</td>
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</table>

JOB SUMMARY

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

TYPICAL RESPONSIBILITIES (Other duties as assigned)

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

PHYSICAL DEMANDS

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

**Job Description**

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### JOB INFORMATION

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<td>Job Group/Family</td>
<td>Research</td>
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<tr>
<td>Job Sub-Group/Sub-Family</td>
<td>Research</td>
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### JOB SUMMARY

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

### TYPICAL RESPONSIBILITIES *(Other duties as assigned)*

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

### PHYSICAL DEMANDS

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

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<thead>
<tr>
<th>Job Title:</th>
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<tbody>
<tr>
<td>Job Group/Family</td>
<td>Research</td>
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<td>Job Sub-Group/Sub-Family</td>
<td>Research</td>
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</table>

## JOB SUMMARY

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

## TYPICAL RESPONSIBILITIES  
(Other duties as assigned)

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

## PHYSICAL DEMANDS

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

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

JOB SUMMARY

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

TYPICAL RESPONSIBILITIES  (Other duties as assigned)

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

PHYSICAL DEMANDS

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

**Job Description**

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<td><strong>Job Group/Family</strong></td>
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<td><strong>Job Sub-Group/Sub-Family</strong></td>
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<tr>
<th>JOB SUMMARY</th>
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<tbody>
<tr>
<td>Identifies research problems, designs research methodologies, performs research, and helps to prepare the results for presentation to professional organizations or for scholarly publications to help advance research.</td>
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<tr>
<th>TYPICAL RESPONSIBILITIES (Other duties as assigned)</th>
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<tbody>
<tr>
<td>1. Assists with the identification of research problems and the development of basic research methodologies and procedures.</td>
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<tr>
<td>2. Collects and analyzes basic research data, conducts experiments and interviews and documents results according to established policies and procedures under general supervision and limited responsibility.</td>
</tr>
<tr>
<td>3. Conducts literature reviews, prepares reports and materials and disseminates information to appropriate entities.</td>
</tr>
<tr>
<td>4. Attends and assists with the facilitation of scholarly events and presentations in support of continued professional development and the dissemination of research information.</td>
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<tr>
<td>5. Assists in developing of grant applications and proposals to secure research funding.</td>
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<td>6. Serves as a main point of contact and liaison with internal and external stakeholders, providing information and representing the interests of a specialized research area.</td>
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<th>PHYSICAL DEMANDS</th>
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<tr>
<td>A detailed overview of physical demands is located in the appendix under the section for the Research job sub-group/sub-family.</td>
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Scientist II

Job Description

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JOB INFORMATION

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<td>Research</td>
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<tr>
<td>Job Sub-Group/Sub-Family</td>
<td>Research</td>
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</table>

JOB SUMMARY

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

TYPICAL RESPONSIBILITIES *(Other duties as assigned)*

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

PHYSICAL DEMANDS

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

_Job Description_

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### JOB INFORMATION

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<td>Research</td>
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<td>Job Sub-Group/Sub-Family</td>
<td>Research</td>
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### JOB SUMMARY

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

### TYPICAL RESPONSIBILITIES

_(Other duties as assigned)_

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

### PHYSICAL DEMANDS

A detailed overview of physical demands is located in the appendix under the section for the Research job sub-group/sub-family.
# Pros/Cons to Changing “Professorial Titles”

<table>
<thead>
<tr>
<th></th>
<th>No change to current titles</th>
<th>Research Professor title with Associate, Full ranks only</th>
<th>Research Professor title with Assistant, Associate, Full ranks</th>
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<tbody>
<tr>
<td><strong>PROS</strong></td>
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<tr>
<td>Avoid disruption to current titling scheme</td>
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<td>No perceived incursion on tenure</td>
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<tr>
<td>Decreases ability to retain and recruit research talent</td>
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<tr>
<td>Decreases ability of academic staff to secure grant funding due to titles not understood by funding agencies/reviewers</td>
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<tr>
<td>Fewer career options for PhD-level scientists and researchers</td>
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<tr>
<td>Recognizes the work of research academic staff fully supporting themselves and a research project(s)</td>
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<tr>
<td>Increases ability of senior academic staff to secure grants by using titles commonly used by peers</td>
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<tr>
<td><strong>CONS</strong></td>
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<tr>
<td>Not competitive with peer institutions in recruiting talent</td>
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<td>Potential for stagnation in Scientist track</td>
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<td>Lost grant funding from junior scientists due to a title not understood by funding agencies</td>
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<tr>
<td>Provides entry level position for PhD-level scientists and additional career “track” for those interested in research</td>
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<td>Increases ability to retain and recruit research talent</td>
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<td>Increases ability of academic staff to secure grants by using titles commonly used by peers</td>
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<td>Recognizes the work of research academic staff fully supporting themselves and a research project(s)</td>
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<td>May create direct competition with tenure-track Asst. Professors for resources</td>
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<td>S/C may have to provide resources for Asst. Research Professors prior to procuring extramural funds</td>
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<td>Blurs distinction between faculty &amp; staff researchers</td>
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FAQs for Professor Titles (Teaching Professor, Research Professor and Professor of Practice)

1. What would the Faculty Senate be approving?

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

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

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

3. Do departments have to use these new titles?

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

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

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

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

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

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

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

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

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

8. How are these positions different than faculty positions?

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

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

10. What degrees are required are for these positions?

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

11. What levels are available with the titles?

Professor of Practice has one level. Teaching Professor and Research Professor are being proposed with three levels: Assistant, Associate, and “no prefix,” which is often referred to as “full.” Research Professor was originally proposed at Associate and “Full” levels only, but the Assistant level was added after the March Senate reading for the April Senate vote. [The Q&A originally included with the April Senate materials still had the old information about two levels for the Research Professor title.]

12. What is the promotional process for the titles?

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

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

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

**Research Specific**

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

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

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

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

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

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

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

Research Professors may report to a faculty member who has comparable research interests rather than a department chair. It may benefit the Research Professor to be in close contact with a faculty member for mentoring, funding collaboration, etc. It is important though that the Research Professor to have an independent research program.
The Ad Hoc Committee on Research Scientist Titles Report: Executive Summary

Introduction

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

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

Main Findings

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

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

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

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

Summary of Notable Policy Recommendations

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

1. Introduction of a Research Professor title track (Assistant, Associate, No Prefix, Distinguished) that is distinct from preexisting Researcher and Scientist title series.
2. Criteria for Research Professor appointment shall closely mirror the research responsibilities outlined for a tenure-track Professor at the corresponding rank.

3. Research Professors receive automatic Principal Investigator status at all title ranks.

4. Research Professors can serve as co-advisor (or principal advisor as policy allows) and supervise undergraduate/graduate students, postdoctoral research associates, and staff.

5. Research Professors receive a minimum of 5 percent of their salary from the university general fund, are eligible to compete for intramural research funds, and are eligible for start-up, grant-writing, and bridge funding at the discretion of the unit.

6. Research Professors are categorized as Academic Staff, but culturally integrated as Faculty within units per standard practices.

7. Along with implementation of the Research Professor title track, we also recommend the following amendments to existing research scientist titles:
   a. Researcher:
      i. No change in title description
      ii. Current [no prefix] level is replaced with the Senior level (Assistant, Associate, Senior, and Distinguished)
   b. Scientist:
      i. Title series is no longer intended to parallel the faculty tenure-track
      ii. New language to distinguish Scientists from Research Professors regarding the level of independence
      iii. Principal Investigator status still requires approval for Scientists (no change from current policy)
Approval of Possible Academic Staff Title: Professor of Practice

At its November 5, 2018, and March 5, 2019, meetings, the Faculty Senate discussed the use of the word “professor” in potential future Academic Staff titles. One of the titles that was discussed was “Professor of Practice,” which was originally combined with another title (“Teaching Professor”) due to the fact that both grew out of the same ad hoc committee originally. The report of that committee – the Ad Hoc Committee on Instructional Titles – is attached hereto. The implementation of these titles will align with the implementation of all titles in scope for the TTC. Senate action does not create any new titles.

This title is substantially different from the other two discussed concurrently. This is a no-prefix title intended for short-term use in order to provide a mechanism to bring practitioners to campus to share their experience and knowledge with students. Professional schools and departments, such as the College of Engineering, the Nelson Institute for Environmental Studies, and the La Follette School of Public Affairs, have particularly expressed interest in such a title and have argued that the lack of it has prevented us from bringing some important people to campus as instructors.

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

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

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

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

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

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

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

(Job Title pending Faculty Senate approval)

Job Description

DRAFT – Export from JDXpert

JOB INFORMATION

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

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

TYPICAL RESPONSIBILITIES  (Other duties as assigned)

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

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

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

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

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**Final Report of the Ad Hoc Committee on Instructional Titles**

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

**Proposed position descriptions**

**Create “Professor of Practice” Title Series**

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

**Create “Teaching Professor” Title Series**

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

**Revise “Lecturer” Title Series**

A Lecturer (Assoc., No Prefix, Senior, Dist.) is engaged primarily in classroom and/or laboratory instruction in an academic discipline, both formal and informal. Lecturers may work either independently or under the general supervision of a faculty member. Responsibilities include the effective delivery of instructional material and assessment and grading. May also involve course design, development of disciplinary teaching techniques, and/or the supervision of teaching assistants. It is not expected that a lecturer make contributions to a broad area of pedagogy across a unit or department. Rather, a lecturer
would be expected to focus on a single course, or a series of courses within a sub-discipline. A terminal degree is not required. Each department must define the specific substantive criteria for level advancement, but fundamentally it denotes a higher level of contribution to the unit. Could spend up to one-third time in non-teaching activities. This is a renewable title series.

**Rename and Revise “Faculty Associate” Title Series**

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

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

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

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

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

In conclusion, the committee notes that there are people on campus who qualify for these new titles. There is no direct correlation of existing titles to these new titles, and many individuals would have to be considered on a case-by-case basis. For example, some senior lecturers and other instructional staff are already performing duties appropriate to the “Teaching Professor” title. Conversely, there are some individuals with instructional titles who may be more appropriately classified under other series. The above array of titles is intended as an end goal. Certainly new hires could be brought in under the correct series immediately, but some thought will have to be given to how to transition from existing titles to these new/revised titles.

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

2 Instructional Specialist: Provides professional support to students in their programs of study and to faculty and instructional academic staff in their instructional duties. May include individual small group tutoring, outreach program activities, assisting faculty in arranging student field placements, or setting up instructional laboratories.
Proposal to update Faculty Policies and Procedures Chapter 6.27.A.5. & A.6. (Campus Diversity and Climate Committee Membership)

The University Committee recommends the changes to Faculty Policies and Procedures Chapter 6.27 indicated below, in order to clarify and simplify committee membership. These changes are requested for two purposes:

- To create more flexibility in what kind of person could be selected and/or what kind of community they would represent.
- To reduce the burden on the administration.

With markup

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

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Proposal to Change Faculty Policies and Procedures to Specify Support for Joint Appointments

A number of incidents and discussions over recent months have raised concern about how well our campus supports faculty with joint appointments, particularly assistant professors. Working with the Vice Provost for Faculty and Staff and with the Office of the Secretary of the Faculty, the University Committee has developed some recommendations on changes to Faculty Policies and Procedures that would bolster mentoring and oversight for jointly appointed faculty, as indicated below. In addition to modifying FPP, the UC will work to develop guidance for deans and chairs on joint appointments, including best practices and guidelines on appointment letters, mentor committees, review processes, and on what information to provide to divisional committees and outside evaluators in order to appropriately assess interdisciplinary work.

The role of appointment letters is crucial for all faculty, but particularly for those with appointments spanning more than one department. In these letters, the following information needs to be clearly specified:

- composition of mentoring and/or oversight committees, specifying how many representatives from each department will be included;
- the sequence and prioritization of votes and decisions across departments, i.e., where ultimate decisions lie (see 7.05 C below); and
- how the appointment terms could change over time.

Proposed revisions (with markup)

7.02. DEPARTMENTAL ROLE.

Faculty appointments may be granted only upon affirmative recommendation of a departmental executive committee as provided in Chapter 5, except in the specific situation provided for under UWS 3.08(3) and 7.10. of these Faculty Policies and Procedures. If the appointment is to be divided among several departments, each must make an affirmative recommendation regarding the appointment. One department shall be identified as the principal sponsor of the recommendation for appointment for the purposes of 5.20.A.2. of these rules and this department shall be considered the tenure home. The fraction of a divided appointment in a department and/or the tenure home may be changed only by mutual agreement among the appropriate departmental executive committees, dean(s), and the individual concerned. The appointment must be at the same rank in each department.

7.03. RECRUITING AND APPOINTMENTS. (See UWS 3.02 and 3.03.)

A. An initial faculty appointment is an appointment granted to an individual who has not previously held a faculty appointment in the university. An initial appointment may be probationary or with tenure. The provisions of 7.14. and 7.15. of these rules apply to initial appointments with tenure.

B. Faculty recruitment and the selection of individuals to whom appointments may be offered is the responsibility of the departmental executive committee. The procedures shall be consistent with UWS 3.02.
C. Faculty appointments shall be offered only in accordance with the provisions of UWS 3.03 and these regulations and with appropriate administrative approval.

D. Each person to whom a faculty appointment or reappointment is offered shall receive notification of that appointment in accordance with UWS 3.03. In the case of joint appointments, this notice shall be issued by the tenure home department but must include information as to the nature and implications of the joint appointment and the role of all involved departments in guidance, oversight, and evaluation.

E. A part-time appointment is an appointment for the equivalent of an academic year at one-half time or more, but less than full-time, in the university faculty as defined in 1.02 of these rules.

F. If tenure for a part-time or jointly appointed faculty member is recommended by a department, the following procedures shall be followed:

1. Deans and divisional executive committees shall follow the normal tenure review procedures, as provided elsewhere in this chapter.
2. A department is responsible for making clear to the dean, to the divisional executive committee, and to the appointee, what continuing commitment would be assumed by granting tenure (see 7.19. of these rules).

[7.04. – No changes proposed.]

7.05. GUIDANCE AND ANNUAL EVALUATION FOR PROBATIONARY FACULTY.

A. The departmental executive committee shall establish procedures for the guidance and annual evaluation of each probationary faculty member and for the review of probationary appointments (see 7.06. of these rules). A written description of these procedures shall be filed with the relevant dean(s), the secretary of the faculty, and the provost. This must include specification of the voting rules of the departmental executive committee and how joint appointments will be handled. A copy of this description and the departmental and divisional executive committee criteria for the granting of tenure (see 7.14.C. and D. of these rules) shall be given to each probationary faculty member at the time of his/her appointment.

B. Primary responsibility for the guidance of the probationary faculty member shall be assigned to one or more members of the departmental executive committee. The departmental executive committee shall ensure that guidance of probationary faculty members includes implementation of 5.21.E.

1. It is desirable that the faculty member(s) assigned responsibility for the guidance of the probationary faculty member remain the same throughout the probationary appointment unless the probationary faculty member requests a change.
2. In some circumstances it may be desirable to formally include tenured faculty from outside the department in the guidance of probationary faculty, for example in interdisciplinary fields in which no member of the department has expertise close to that of the probationary faculty member.
3. Guidance of probationary faculty should include information and advice on the areas of responsibility of tenure-track professors: research, teaching, service, and outreach. Experts outside the department who can provide specific information
and advice on research, teaching and pedagogical effectiveness, and service and outreach should be consulted when appropriate as determined by the probationary faculty member and/or the guidance committee. Guidance committees should monitor teaching responsibilities and service assignments for appropriateness of workload and match of assignment to the probationary faculty member’s expertise.

4. Guidance of probationary faculty with joint appointments should clearly and specifically indicate how mentoring and review committees will be constituted, which department is the tenure home, how the votes and other input of each involved department will be incorporated, and any other information necessary to ensure that probationary faculty with joint appointments have the same support and guidance as other probationary faculty.

C. Responsibility for developing annual evaluations shall be assigned to a committee made up of members of the departmental executive committee. The probationary faculty member shall be informed of the membership of his/her their oversight committee. In the case of joint appointments, executive committees shall establish procedures to coordinate the annual evaluations of probationary faculty members, including whether there will be one review committee with members from all involved departments or multiple committees and the specific role of all involved executive committees. At least once each year, one or more members of the oversight committee and the department chair shall discuss with the probationary faculty member departmental and divisional committee expectations and his/her their progress toward tenure. The oversight committee shall ensure that the probationary faculty member’s file contains all material relevant to effective evaluation including teaching evaluations and copies of publications.

Membership of the oversight committee may change from year to year at the discretion of the department. This policy allows either for separate guidance and oversight committees or for a single committee.

D. Each year, the oversight committee shall provide the departmental executive committee(s) with an annual evaluation of the progress of the probationary faculty member. When a probationary faculty member has been granted an extension(s) of the tenure clock, the annual evaluation should be conducted in the context of the individual’s progress toward a tenurable record given the time remaining on the adjusted clock. Following discussion of the evaluation by the executive committee(s), a written evaluation approved by the executive committee shall be given to the probationary faculty member. In the case of joint appointments, this written evaluation shall be issued by the tenure home department. The probationary faculty member may respond to the evaluation in writing or may, upon request, address the executive committee regarding the evaluation.

E. The oversight committee shall have primary responsibility, in consultation with the probationary faculty member, for the collection of supporting material and preparation of necessary documentation prior to executive committee review of the probationary appointment (see 7.06 of these rules).

[7.06. – No changes proposed.]
7.07. DEPARTMENTAL PROCEDURES FOR ACTION ON PROBATIONARY APPOINTMENTS. (See UWS 3.06 and 3.07.)

A. All probationary faculty members whose appointments are to be acted upon shall be notified of that fact in writing by the department (or departments, as appropriate, in the case of joint appointments). This preliminary notice should normally be provided early in the semester that precedes the semester in which the action will be taken; an exact date for the meeting of the executive committee need not be specified in the preliminary notice. The notice shall invite the faculty member to submit relevant material for consideration by the executive committee or a subcommittee thereof.

B. As soon as the date is set for the meeting of the executive committee at which action on a probationary faculty member’s appointment is to be considered, the probationary faculty member shall be notified. The notice shall inform the faculty member of his/her right to require that the meeting be open. Under no circumstances shall this notification be given less than twenty days before the meeting, except with the agreement of the probationary faculty member.

C. At the meeting specified in B. above, other persons may be invited by the executive committee to participate. This shall be a closed meeting, unless an open meeting is requested by the individual under consideration. In an open meeting, the individual under consideration may attend, but does not have the right to participate in the debate at this meeting unless specifically permitted by departmental rule.

D. The faculty member concerned shall be notified in writing of the decision of the executive committee within five working days. The notification must further state that the faculty member will be given, upon request, the specific reason(s) for the decision in writing and a reconsideration of the decision.

E. Upon written request by the faculty member concerned, within fifteen days of the receipt of the written notice of the decision, the departmental chair shall provide within thirty days a written statement, which has been approved by the executive committee, indicating its reasons for the decision. The faculty member shall be advised that this statement constitutes a confidential personnel document.

F. A department is responsible for making clear to the dean, to the divisional executive committee, and to the appointee, especially in the case of joint appointments, what the expectations and criteria for promotion are.

[7.07. – 7.17. No changes proposed.]

7.19. OBLIGATION TO FACULTY MEMBERS FOLLOWING APPOINTMENT: CONTINUING COMMITMENT.

A continuing commitment, shared between the department or equivalent unit and the university, is incurred upon the appointment of a probationary or tenured faculty member. For tenured members of the faculty, that continuing commitment extends for as long as the faculty member holds tenure. For probationary faculty members, the term of the continuing commitment coincides with the term of appointment.
A. In the case of an appointment that is less than full-time, the continuing commitment is for the same fraction as the appointment.

B. In the case of an appointment that is divided among several departments or units, the fraction of the continuing commitment assignable to each shall be specified. The department identified in 7.02. of these rules as the principal sponsor of the appointment shall be the tenure home regardless of appointment percentage. The tenure home and the total continuing commitment or its division among departments or units may be changed only by agreement among the individual, the departmental executive committees, and the deans involved.

C. By agreement of the faculty members, the departments, and the dean, the level of departmental activity of the individual may differ from the continuing commitment in any given year. Such an occasional deviation does not in itself alter the continuing commitment. Similarly, a minor change in the division of a joint appointment to accommodate differentials in salary or other support would also not in itself alter the continuing commitment. Neither of these situations would require the procedures or approvals of section 5.14. of these rules.

D. In the event of the dissolution of a department holding a continuing commitment to a faculty member, an effort shall be made to identify an alternative department which is mutually suitable and which will assume the continuing commitment of the former department. If no such department can be found, the continuing commitment will be assumed by the university.