FACULTY SENATE MEETING AGENDA MATERIALS

for

4 November 2019

The University Committee encourages senators to discuss the agenda with their departmental faculty prior to meeting.
FACULTY SENATE MEETING
Monday, November 4 2019 - 3:30 p.m.
272 Bascom Hall

AGENDA

1. Memorial Resolutions for:
   Professor Emeritus Frank B. Baker (Fac Doc 2845)
   Professor Emeritus Fred Madison (Fac Doc 2846)

2. Announcements/Information Items.

3. Question period.

4. Minutes of October 7 meeting. (consent)

5. Committee on Women in the University Combined Annual Reports for 2017-2018 and
   2018-2019. (Fac Doc 2847)

6. Proposal to Update Faculty Policies & Procedures 6.56.A.7. Committee on Women in the
   University Election of Chairs. (Fac Doc 2848) (vote)

7. Committee on Gay, Lesbian, Bisexual, Transgender, and Queer People in the University
   Combined Annual Reports for 2017-2018 and 2018-2019. (Fac Doc 2849)


11. Proposal to Change Faculty Policies & Procedures Chapter 7 to Specify Support for Joint
    Appointments. (Fac Doc 2823) (vote)

12. Resolution to Celebrate 125 Years of “Sifting and Winnowing.” (Fac Doc 2853) (vote)

Upcoming Faculty Senate Meetings – 3:30 p.m., 272 Bascom Hall
December 2, 2019
February 3, March 2, April 6, May 4, 2020
Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Frank B. Baker

Dr. Frank B. Baker, scholar, educational statistician, and Professor Emeritus of Educational Psychology, died on November 9, 2018, just days before his 91st birthday. In the later years of World War II, he was in the U.S. Navy’s V-5 pilot training program, and in the Korean War he flew 50 combat missions as a U.S. Air Force navigator in B-26 aircraft, for which he was awarded the Distinguished Flying Cross.

Born in rural Minnesota, Dr. Baker earned a B.S. in 1950, an M.S. in 1954, and a Ph.D. in Educational Psychology and Statistics in 1959 from the University of Minnesota. His doctoral advisor was Cyril Hoyt, and he was a graduate assistant to Joseph Berkson. In 1961 he joined UW-Madison’s Department of Educational Psychology faculty, retiring in 1998. He was a member of the National Council on Measurement in Education, the American Educational Research Association, and the Psychometric Society; and he served as Associate Editor of Psychometrika, the leading journal in the field of psychometrics (psychological measurement).

Dr. Baker was an early researcher in the area of psychometrics known as Item Response Theory (IRT) and he authored over 100 journal articles and book chapters, along with three books, dealing with IRT and related topics: Computer Managed Instruction: Theory and Practice (1978), The Basics of Item Response Theory (1985), and Item Response Theory: Parameter Estimation Techniques (1992). He was twice (1971 and 1985) an author of one of the chapters in the classic reference, Educational Measurement.

When Dr. Baker arrived at UW-Madison, universities were just acquiring their first large-scale computers. Frank was an expert computer programmer and he focused this talent on the use of computers in educational research. He wrote one of the first test-scoring and test-analysis programs, which was widely used for improving the test reliability in courses locally, nationally, and internationally. His research into the simulation of human concept learning, supported for several years by the Wisconsin Educational Research and Development Center, were a precursor to the now burgeoning field of Artificial Intelligence. Perhaps his most educationally intensive computer work was a Sherman School project that provided computer-based management support to an individualized instruction system. The Madison schools eventually took over the project and invested over $300,000 to extend it to other schools, with the project culminating in a 1978 Baker-authored book, Computer-Managed Instruction: Theory and Practice.

Much of the computer software developed by Dr. Baker was created to facilitate research on statistical methodology. His work with R.O. Collier on Monte Carlo investigations of the randomization theory of analysis-of-variance hypothesis testing is widely cited in statistical textbooks. He pursued two lines of research with then UW-Madison colleague, Lawrence J. Hubert, Chaired Professor Emeritus at the University of Illinois and former editor of Psychometrika. One line of that research involved data-classification theory and resulted in a number of papers examining various clustering techniques. The second line of research, resulting in a series of 12 articles, dealt with the “quadratic assignment” technique for confirmatory and exploratory data analysis. All of this work appeared in the highest quality methodology journals in the field. In addition, Dr. Baker wrote multiple articles and book chapters dealing with statistical issues in educational research. His research extended from the purely theoretical to application of theory in educational settings. Clearly, he boasts a research-and-publication record that includes significant contributions to the field of education and educational research.

Dr. Baker also had an outstanding record of professional service. He was one of the original founders of the Journal of Educational Statistics, jointly sponsored by the American Statistical Association and AERA. He was co-founder of AERA’s Special Interest Group/Educational Statisticians, which remains the largest such group in AERA, and he served two terms as the inaugural Program Chair of that organization. He served as secretary of Division D (Measurement and Research Methodologies) of AERA and was a fellow of Divisions 5 (Quantitative Methods) and 15 (Educational) of the American Psychological Association.
Among Dr. Baker’s extensive service contributions to the University were stints on the Graduate School Research Committee, the Executive Committee of the Social Sciences Division, and, for 20 years, committees that set policy for the Madison Academic Computing Center. Within the School of Education, he was a member of faculty group that wrote the original proposal for the Wisconsin Educational Research and Development Center and was a member of its executive board for four years. He was also a long-time member of the Instructional Technology Committee and served on numerous other standing committees. Within the Department of Educational Psychology, he founded the Laboratory of Experimental Design (LED), which provided methodological and statistical consulting services to researchers in the School of Education and campus-wide, and for 24 years he served as LED’s director.

Dr. Baker taught a highly regarded three-semester educational statistics sequence, drawing students from both the School of Education and the University as a whole. This sequence presumed no prior knowledge of statistics and took students through the design and analysis of experiments in the field of education. A unique aspect of this sequence was his integration of computers into the curriculum. In the first semester, a computer-managed instructional system was used to provide weekly feedback on student progress. In the next two semesters, MINITAB and SPSS were used to analyze data sets. A revealing comment was made by a student who had graduated a few years earlier. She wrote: “I only earned a B in your stats courses, but in my department I am the stats expert.” The course, “Computer Applications in the Behavioral Sciences,” provided students with a broad perspective on how computers work and are applied in education. In addition, Dr. Baker taught a range of specialized psychometric theory courses, for which student evaluations were uniformly high. Over the years, he was the advisor to 12 Ph.D. and four M.A. recipients, and most of these students went on to hold faculty positions in universities throughout the country and in several foreign countries.

Dr. Baker set high standards for promotion and tenure, claiming that faculty needed at least 13 high-quality publications to be considered for promotion and tenure, a criterion that became known as a “Baker’s dozen.”

When not engaged in academic pursuits, Frank actively participated in "ski and sky" activities. He was an expert skier and during the Wisconsin winters he served as a ski patrol volunteer. Throughout the year he gave generously of his time to colleagues and their children who were interested in building model airplanes and boats. He frequently made suggestions for redesigning their models to improve performance and speed, especially when the child was involved in a competition. He enjoyed flying his Piper Cub and giving rides to colleagues and friends. One of his colleagues remembers some special occasions in which he and Frank would fly to small grass strip airports in Southern Wisconsin. “We would fly into the airport and Frank would introduce me to many other pilots who were very happy to see him and exchange aviation stories.” One of Frank’s favorite flights would be up and down the Wisconsin River Valley.

Dr. Baker is survived by his wife of 68 years, JoAnn; a daughter, Ann Marie; a son, Christopher (Odette); and two granddaughters, Hannah and Oona.
Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Fred Madison

Professor Fred Madison, Dr. Dirt as his license plate proudly proclaimed, was one of a kind. Through his drooping mustache came a gravelly but kind voice that loved to help people understand the diverse landscapes of Wisconsin and its thin veneer of life-giving soil. Inspired by early life acquaintance with the Boundary Waters and Quetico Wilderness areas, he was passionate about protecting natural resources through education, research, and advocacy throughout his career, and inspired many people along the way.

Fred was Wisconsin-born, in 1937. He is a product of the University of Wisconsin-Madison, receiving a B.A. in Geology in 1961 and M.S. and Ph.D. in Soil Science in 1963 and 1972. Between M.S. and Ph.D., Fred was appointed by the Peace Corps’ first director, Sargent Shriver, as the Director of the Midwest Regional Recruiting Office, and then served as Legislative Assistant to Senator Gaylord Nelson. In that capacity, he was instrumental in the creation of the Wild and Scenic Rivers Act. As a bookend in his professional life, Fred was Chair of the Lower Wisconsin Riverway Board until last year; the Lower Wisconsin was specifically named in the Rivers Act as an example of a scenic river.

After completing his Ph.D., Fred continued to work at UW. In 1978, he was appointed as an assistant professor in Soil Science and as an Extension state specialist with the Wisconsin Geological and Natural History Survey (WGNHS). He received tenure in 1984 and was promoted to professor in 1991. A few highlights of his university research and outreach career include:

- Evaluation of seepage from earthen-lined animal waste storage pits. These studies demonstrated that most pits leaked contaminants at unacceptable rates within a few years of construction, leading to changes in construction technical standards, stepped up local monitoring, and new state rules governing animal waste permitting.
- Establishment of routine County Drinking Water Inventories to monitor long term trends in groundwater quality and quantity for resource policy evaluation and land use planning. This information was also used in his WGNHS work, where he authored or co-authored 7 reports and 15 maps.
- Guidance and technical support for the establishment of the Nutrient and Pest Management Program, which helps farmers use agricultural chemicals more efficiently and carefully.
- Promotion and leadership of USDA’s Sustainable Agriculture Research and Education (SARE) program, serving several terms on its national Administrative Council and as Wisconsin’s representative to North Central SARE.
- Co-founder of University of Wisconsin-Extension Discovery Farms, which provides on-farm research and demonstration of best practices in soil, water, and nutrient management.

Prior to his retirement in 2011, Fred turned some of his attention to two emerging issues in Wisconsin – understanding the “unlithified materials” under soils in Wisconsin’s Driftless Area which can become conduits for groundwater contamination and understanding the natural resource impacts of and adaptation to climate change, particularly in Wisconsin’s Central Sands.

The groundwater table in the Central Sands has dropped considerably in the last two decades. Fred tried to bring the best science to the ensuing controversy, sorting through what can be attributed to irrigation, to land use change, and to climate change. As always, he brought passion for resource protection together with integrity of relevant science. As noted by then Soil Science chair Robin Harris and then WGNHS director Jamie Robertson, in their nomination of Fred for the Wisconsin Idea Award in Natural Resource Policy (which he received in 1994),

“Fred has chosen to make his contributions in a manner that defies a conventional typology. Behind his informal and gregarious style is a deep commitment to participatory and consensus driven approaches to resource policy and management. He has successfully used his web of contacts to broker ideas and facilitate emergence of technically sound and socially acceptable [solutions].”
Fred also enjoyed teaching, particularly in the field. For many years, he led the Soils 601 (Soil-Landscapes and Use) field trip, affectionately known by hundreds of students that benefited from his shared wisdom as the tour of Wisconsin soils and supper clubs. From 2006-2018, he co-led the field trip portion of the Environmental Studies 901, receiving similar appreciation by many students in the Nelson Institute’s graduate programs.

Fred was the chair of the Water Resources Management (WRM) professional M.S. program from 1999-2004. WRM students have a required practicum where they work as a group to evaluate contemporary water-related issues and provide solutions. Fred was the leader of several practicums and a frequently consulted for others. Two of the workshops Fred led have had long-term implications. For several years, farmers needing financial assistance for animal waste management infrastructure benefited from the Farmers’ Fund Program, the result of a 1985 practicum. The concepts were adopted by the legislature soon after. In 1989, another practicum studying the Rattlesnake Creek Watershed devised FARM*A*SYST, a tool that farmers and resource managers still use to assess the impact of farm operations on groundwater quality.

Over a 35-year period (1979 – 2014) Fred advised graduate students in WRM (12), Land Resources (2), Conservation Biology & Sustainable Development (1), and Soil Science (4). Over that same time frame, he served on graduate committees for more than 50 students in the Nelson Institute and Department of Soil Science.

Frederick William Madison passed away June 3, 2019. As Nelson Institute senior student services coordinator and frequent field trip companion Jim Miller said, “We were all the better off for knowing Fred and having him in our circle. I’d like to say that everybody should have someone like Fred in their life. The problem is that he was one-of-kind…”

Memorial Resolution Committee:
Birl Lowery, emeritus professor of Soil Science and former executive dean of College of Agriculture and Life Sciences
Jim Miller, Senior Student Services Coordinator, Nelson Institute for Environmental Studies
Ken Bradbury, Director, Wisconsin Geological and Natural History Survey
Steve Ventura, Professor of Environmental Studies and Soil Science
Chancellor Rebecca Blank called the meeting to order at 3:30 p.m. with 151 voting members present (115 needed for quorum). Memorial resolutions were offered for Professor Emerita Ingegerd Keith (Faculty Document 2833), Professor Emeritus Joseph Kepecs (Faculty Document 2834), Professor Emeritus James W. Jefferson (Faculty Document 2835), Professor Emeritus Jack C. Westman (Faculty Document 2836), Professor Emeritus Terry Millar (Faculty Document 2837), Professor Emeritus David B. Johnson (Faculty Document 2838), and Professor Emeritus James Stern (Faculty Document 2839).

Professor Erica Halverson (University Committee, District 120) read a statement recognizing the long history of the Ho-Chunk people who were on this land long before UW-Madison.

Chancellor Rebecca Blank presented her annual State of the University address. After welcoming new senators, including the new senators from Extension, she reviewed recent accomplishments and laid out four priority investment areas: maintaining and growing faculty and staff strength, cultivating educational excellence, expanding and improving student access, and expanding and improving our research. [The address is available as audio and text files on the Office of the Secretary of the Faculty website: secfac.wisc.edu/governance/faculty-senate/]. There were no questions for Chancellor Blank. Following the address, University Committee Chair Terry Warfield gave a general overview of the faculty role in shared governance and outlined plans for the coming year. There was one question.

The minutes of the meeting of May 6, 2019, were approved. Chancellor Blank called attention to Faculty Document 2840, “Highlights of Faculty Legislation, 2018-2019.” Aaron Bird Bear and Omar Poler, both from the School of Education, gave a presentation on the cultural connection of UW-Madison with Wisconsin First Nations [Listen to their presentation at the 55 minute marker to 1 hour 10 minutes on the Office of the Secretary of the Faculty website: secfac.wisc.edu/governance/faculty-senate/].

Professor Warfield moved adoption of Faculty Document 2841, a clarification to Faculty Policies and Procedures 9.07 stating that the Committee on Faculty Rights and Responsibilities (CFRR) serves as the impartial hearing officer in dismissal cases. There was no discussion and the motion passed by voice vote. Professor Warfield also presented Faculty Document 2823, a proposal to change Faculty Policies & Procedures Chapter 7 to specify support for joint appointments, for a first reading.

Chancellor Blank adjourned the meeting at 4:39 p.m.

Jane M. Richard
Interim Secretary of the Faculty
I. Statement of Committee Functions

The Committee on Women in the University:

1. Recommends to administrative offices and governance bodies changes in university priorities, policies, practices, and programs that would improve the status of women.
2. Collaborates and consults with administrative offices and governance bodies to more fully support gender equity, employee engagement, an inclusive and respectful culture, and diversity.
3. Evaluates and monitors the status of women employees at the university.

The committee’s “Operating Procedures” (updated 18 October 2017) and “Statement on Diversity and Representation in Committee Membership” (adopted December 1999 and reaffirmed 27 September 2017) are available upon request from the Office of the Secretary of the Faculty.

Professor Bret Larget (Botany and Statistics) and Assistant Director of DoIT Enterprise Internet Services Tamara Walker (DoIT) are co-chairing the committee in 2017-2018.

II. Current Activities

The Committee on Women in the University values partnering with fellow governance committees and the university administration in an ongoing, collaborative effort to achieve gender equity and create inclusive environments for work and learning.

We are pleased to partner with women deans and the Office of Learning & Talent Development (formerly, the Office of Human Resource Development) in presenting the annual Women & Leadership Symposium.

Awards & Recognition. The committee congratulates recipients of UW-Madison’s Outstanding Women of Color Awards, all of whom are prominent on campus and in the broader community for their notable professional accomplishments and efforts to achieve social justice:

- UW-Madison – 10th Annual Outstanding Women of Color Awards
  Christy Clark-Pujara, Associate Professor, History
  Taucia Gonzalez, Assistant Professor, Rehabilitation Psychology & Special Education
  Beverly Hutcherson, Outreach & Communications Manager and Diversity & Inclusion and Career Pathways Coordinator, School of Medicine & Public Health
  Helen Lee, Assistant Professor, Art
  Barbara Nichols, Executive Director, Wisconsin Center for Nursing
  Brianna Young, Senior undergraduate student, School of Nursing

Brief introductions to UW-Madison Annual Outstanding Women of Color Award recipients are presented in “UW-Madison to honor six Outstanding Women of Color on Thursday, Feb. 22” (29 January 2018): https://diversity.wisc.edu/uw-madison-to-honor-six-outstanding-women-of-color-on-thursday-feb-22/

The committee joins the Women Faculty Mentoring Program in celebrating excellent mentoring of women assistant professors:

- 2017 Slesinger Awards for Excellence in Mentoring
  Connie Flanagan, Associate Dean and Vaughan Bascom Professor in Women, Family and Community, School of Human Ecology
  Susan Hagness, Philip Dunham Reed Professor, Electrical & Computer Engineering
Professors Flanagan and Hagness each received a $2,500 award from the Women’s Philanthropy Council, which has generously supported the Slesinger Award since 2004.

Diversity & Inclusion. In Fall 2016, all UW-Madison undergraduate, graduate, professional, and non-degree seeking students were invited to respond to a climate survey including nearly 200 questions. 8,652 students (21%) responded to the survey. In Fall 2017, the Committee on Women reviewed the Campus Climate Task Force’s report and recommendations and discussed findings with Vice Provost & Chief Diversity Officer Patrick J. Sims, Distinguished Policy & Planning Analyst Margaret Harrigan, and analyst James Yonker, including the number and identities of students who reported experiences hostile or intimidating behavior and differences in perceptions of being respected by faculty, teaching assistants, and peers in classroom settings. A presentation about survey findings is available upon request. The Committee on Women appointed member Abby Lindemann to an implementation team led by Assistant Vice Provost Sherri Charleston. The team will align and coordinate efforts of stakeholder groups – including the Campus Diversity & Climate Committee, Equity & Diversity Committee chairs, MDC’s, and the Committee on Women – to address and implement Campus Climate Task Force recommendations. In 2018-2019, the Committee on Women will focus effort on Campus Climate Task Force Recommendation 5. Promote our shared value of diversity and inclusion, which includes encouraging broad-based campus involvement in the work of equity and inclusion.

Early Childhood Care & Education. In spring 2018, Committee on Women co-chair Bret Larget, University Child Care Committee chair Phillip Braithwaite, Director of the Office of Child Care & Family Resources Cigdem Unal, and Lindsey Stoddard Cameron met with Provost Sarah Mangelsdorf and Vice Chancellor for Finance & Administration Laurent Heller to propose a campus-level planning process to better protect and build UW-Madison’s early childhood care and education capacity. In partnership Parent Resource Specialist Jen Templin and OCCFR Director Cigdem Unal, committee members worked to map campus lactation rooms (https://occfr.wisc.edu/lactation.1htm) to better support the needs of UW-Madison employees, students, guests and visitors. The committee thanks the School of Social Work and University Housing for enthusiastically responding to requests to consider providing lactation spaces in their facilities. The School of Social Work, the first academic department to respond to a template letter developed by the committee and OCCFR in 2016-2017, made a new lactation space in Summer 2017. University Housing installed a portable lactation pod in the Dejope residence hall and is remodeling Gordon Dining & Event Center to include built-in lactation space. Both of these buildings are used frequently for large campus-wide events. The committee will continue efforts to expand our campus network of lactation rooms in 2018-2019. Next steps include working with FP&M to adopt a logo for campus-wide use; establishing an online sign-up or calendar system, for ease of use and to reduce time away from work; and working with the Campus Planning Committee to include lactation spaces in new buildings and in major remodeling projects.

Hostile & Intimidating Behavior. In 2016-2017, Bret Larget served on a design team led by Vice Provost for Faculty & Staff Mike Bernard-Donals, Learning & Talent Development Director Lynn Freeman, and Ombuds Rosa Garner that developed and launched HIB workshops for campus leaders. Bret Larget and Lindsey Stoddard Cameron joined the facilitation team, which launched HIB workshops in Spring 2018. In Fall 2018, workshops will be offered to departments and units by request as well as to employees campuswide.

Gender Inclusive Restroom Facilities. In February 2018, the committee unanimously endorsed the Gender Inclusive Restrooms Facilities Phase I Task Force Report and Recommendations, stating “The most direct way to change a climate wherein others are motivated to violence by another's presence is to change structural conditions that pre-condition what is acceptable in public spaces. It is our view that gender inclusive restrooms are the most direct mechanism to do so.” The committee recommended that Provost & Vice Chancellor Sarah Mangelsdorf and Vice Chancellor
for Finance & Administration Laurent Heller implement GIRF Phase I recommendations and charge a Gender Inclusive Restroom Facilities Phase II Task Force as soon as possible to develop an inclusive, campus-wide usage policy for restroom facilities. In addition, the committee recommended that the university include gender inclusive restroom facilities in design standards for new construction, major remodeling, and adaptation of existing facilities, consistent with existing laws, codes, and UW-Madison FP&M Technical Design Guidelines and explicitly consider inclusive multi-stall facilities.

**ASM-FP&M Pilot Menstrual Products Program.** On behalf of Alex Hader, ASM Student Leadership Council Chair Katrina Morrison briefed the Women in the University on outcomes of an ASM-FP&M Pilot Menstrual Products Program, which replaced or modified coin-operated vending machines to provide free menstrual products in College Library, Red Gym, and Sterling Hall women’s rest rooms, and Red Gym men’s and gender inclusive restrooms. ASM and FP&M have agreed to continue the successful pilot program and are discussing strategic expansion over time, with a focus on adding sites in first floor restrooms of high occupancy buildings frequented by large numbers of students. The Committee on Women endorsed this project and recommended adding new locations to the south (e.g., Business, Engineering) and west (e.g., Nursing, Pharmacy, HSLC) of current sites. The committee suggested making gender inclusive restrooms, family restrooms, restrooms with free menstrual products, and campus lactation spaces readily identifiable and searchable by employing clear and consistent signage both in physical locations and on campus maps. The committee also suggested that ASM and FP&M support menstrual cups as an economical and environmentally friendly alternative to disposable menstrual products by making information about them broadly available and by soliciting discounts or samples for UW-Madison students from manufacturers (Lunette, DivaCup, etc.).

**Gender Pay Equity/Title & Total Compensation Study.** In March 2018, TTC Project Manager Mary Luther provided an update on the Title & Total Compensation Study and discussed with committee members how pay equity processes will continue for faculty and what processes will need to be developed for academic and university staff.

Following a request for proposals in late 2016, Mercer, a human resources consulting firm, was selected and conducted a site visit, including interviews with university leaders, employee groups, and HR professionals. Project teams were appointed and worked to identify job families (or groups) and subfamilies (or sub-groups) began in 2017. In addition, the project team is working to identify appropriate job levels and collecting data on compensation and benefits from public and private universities, as well as a small group of local employers. HR Design provided direction for the project, which seeks to mend disconnects in career progression, including smoothing transitions across academic staff and university staff employment groups, and to create a more transparent compensation system. With respect to salary equity, an important contribution of the TTC study will be to group jobs so that individuals employed within a title series are doing similar work. In our current structure, when individuals holding the same title play very different roles, it becomes very difficult to identify comparables and conduct a pay equity review.

Mary Luther described how titles would be assigned and job descriptions developed in the new system, using researcher, scientist, and animal care roles as examples. She encouraged committee members to attend campus-wide forums planned for the week of 23 April. Committee members asked about the current state of gender pay equity processes; the process by which titles would initially be assigned; how acquired experience and expertise, as well as basic qualifications, would be recognized during titling and salary exercises; and how reviews for promotion would be handled during the process.

During this period, the TTC team also is benchmarking benefits against UW-Madison’s official peers, private universities, and firms in the Midwest and Wisconsin, with a focus on employers who are recruiting from the same applicant pools as UW-Madison. A separate study on tuition reimbursement is planned, focusing on Big Ten+ institutions.
Organizations Serving Women. In January 2018, Suzanne Swift, Sue Babcock, and Kristyn Masters provided an overview of the Women in Science & Engineering Residential Program (WISE-RP). The program is housed in the College of Agricultural & Life Sciences, with administrative partnership and support from University Housing, and is funded, in part, through the Madison Initiative for Undergraduates (MIU) and through a learning community fee of $200 per student. More than 200 incoming students indicate WISE-RP as a first preference for housing; however, the program can accommodate just 70 new students, along with a dozen continuing students. Currently, a lottery system is used to admit program participants. WISE-RP is expected to grow in increments of 40 students, to serve 120 additional students, over the next 2-3 years. Finding ways to increase participation by students from historically underrepresented communities is a program priority. The team is considering how best to attract and retain students who might prefer living in southeast residence halls – including Sellery Hall, where WISE-RP was housed for several years – to Elizabeth Waters Hall – the program’s original home, where there is room for growth. Building positive, intentional connections with role models is a core goal. Committee members suggested ways to identify and reach women, at all stages of their academic careers, who could serve as excellent role models, including sending annual messages to women faculty and research doctoral academic staff. Committee members Rebecca Scheller and Liz Sadowski expressed personal willingness to work with WISE-RP students who are interested in possible careers in law or medicine.

Sexual Assault & Misconduct. In October 2017, UW-Madison Title IX Coordinator Lauren Hasselbacher briefly outlined federal and local contexts in which UW-Madison addresses issues of sexual harassment, sexual assault, and sexual misconduct, including changes in the federal Department of Education’s approach to sexual assault and misconduct (22 September Department of Education interim guidance on campus sexual misconduct). She provided a progress report on UW-Madison activities to educate employees and students and to prevent and mitigate the effects of sexual assault and sexual misconduct. She also reviewed the university’s complaint procedures and noted helpful resources. Training for all employees and new students is required. To date, 80% of employees and nearly 90% of students have completed the training. The committee subsequently reviewed and provided feedback on a campuswide policy on sexual assault and sexual violence.

Web Presence. Lindsey Stoddard Cameron is working with co-chairs Bret Larget, Tamara Walker, and committee members Abby Lindemann and Ashley Redjinski to identify core content and will develop a web page for the committee.

Wellness. Nicole Youngberg, Employee Wellness Leader in OHR, visited the committee in March 2018 to provide an overview of her position, which focuses on health and wellness related policies, procedures, and strategies. She partners with other UW-Madison employees who offer wellness programming. Nicole described how Don Schutt (OHR, retired) and Sarah Van Orman (UHS, now associate vice provost for student affairs and chief student health officer at the University of Southern California) collaborated to develop UWell, an initiative that encompasses a website (resource hub), annual wellness symposium, coordinated health screenings (Staywell), and workplace wellness activities (lunch & learn events, yoga, etc.). The conversation concluded with discussion about the seven dimensions of wellness.

Women & Leadership Symposium. The Committee on Women continues to partner with women deans, the Office of Human Resources, the Women’s Philanthropy Council, and others to present the UW-Madison Women & Leadership Symposium each summer. In Spring 2018, the committee considered future topics for the symposium and related Coffee & Conversation Series. Co-chairs Bret Larget and Tamara Walker will offer brief welcome remarks at the 2018 symposium on 7 June. The committee thanks the Women’s Philanthropy Council for continuing to underwrite the symposium and for sponsoring follow-up “Coffee & Conversation” programming presented by the Office of Learning & Talent Development and UW-Madison’s women deans. Since 2010, the Women’s Philanthropy Council has generously provided $66,500 in support.
III. **Data on Women Faculty & Staff**

The committee thanks Distinguished Policy & Planning Analyst Margaret Harrigan for her help in obtaining and interpreting institutional data on women academic staff and faculty, and the Office of Academic Planning and Institutional Research for providing both current and historic data on gender and race/ethnicity in the university’s Data Digest: [http://apir.wisc.edu/datadigest.htm](http://apir.wisc.edu/datadigest.htm)

Readers will find additional information about data provided to the committee on the APIR website ([https://apir.wisc.edu/diversity-faculty.htm](https://apir.wisc.edu/diversity-faculty.htm)), including memos from Margaret Harrigan regarding “Data on Women and Minority Faculty and Staff at UW-Madison” (September 2018): [http://apir.wisc.edu/facultystaff-trends.htm](http://apir.wisc.edu/facultystaff-trends.htm)

The Committee on Women in the University continues to monitor the percentage of women in the University of Wisconsin-Madison’s workforce (Appendix, Table 1):

<table>
<thead>
<tr>
<th>Women Employed at UW-Madison</th>
<th>1990-1991</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>18%</td>
<td>34.9%</td>
</tr>
<tr>
<td>Executive/Director/Administrator (Academic Staff)</td>
<td>38.8%</td>
<td>n/a</td>
</tr>
<tr>
<td>Limited Staff</td>
<td>n/a</td>
<td>49%</td>
</tr>
<tr>
<td>Academic Staff</td>
<td>49.1%</td>
<td>55.7%</td>
</tr>
<tr>
<td>University Staff</td>
<td>55.6%</td>
<td>49.6%</td>
</tr>
<tr>
<td>Post-Degree Training Staff</td>
<td>26.6%</td>
<td>42.1%</td>
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<tr>
<td>(including post-doctoral fellows)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>34.5%</td>
<td>44.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>41.8%</strong></td>
<td><strong>49.2%</strong></td>
</tr>
</tbody>
</table>

The percentage of women in the faculty has increased from 15.2% in 1987 to 35% in 2017. In 1987, fewer than 9% of faculty holding the title of professor were women; today, 29% of faculty at this rank are women. 44% of associate professors and 43.7% of assistant professors are women (Appendix, Table 5).

In 1987, 3.1% of faculty were Black, Asian, Native American, or Hispanic. Today 21.3% of faculty come from these historically underrepresented groups. Within this cohort, the percentage holding the rank of professor has risen from 5% in 1987 to 17.6% in 2017. 22.5% of associate professors and 30.5% of assistant professors are members of underrepresented groups (Appendix, Table 6).

Among 18 women (the smallest number hired in more than 6 years) and 51 men appointed at the rank of assistant professor in 2008-2009, the most recent year for which these data are available, 61% of the women and 82% of the men were tenured within nine years (Appendix, Table 7). One third of the women remained on the tenure track at nine years. In this same cohort, 78% of minority faculty and 76% of non-minority faculty were tenured (Appendix, Table 8). Women and men in the social sciences remain significantly less likely to win tenure than their peers, with an average nine-year tenure rate of only 65% for faculty hired between 2001-02 and 2007-08, compared to 77% in the arts & humanities, 80% in the biological sciences, and 84% in the physical sciences (Appendix, Table 9).

Overall, 55.6% of academic staff are women. 47.8% of instructional academic staff and 44.2% of research doctoral academic staff are women (Appendix, Table 1). In this same cohort, 14.3% of academic staff identify as Black, Asian/Pacific Islander, American Indian, Hispanic, or two or more
races. 13.5% of instructional academic staff and 23.6% of research doctoral academic staff belong to these historically underrepresented groups (Appendix, Table 2).

Among university staff, 41.4% of FLSA exempt (“salaried”) positions and 51.7% of FLSA non-exempt (“hourly”) positions are held by women (Appendix, Table 3). 9.2% of FLSA exempt positions and 20.2% of FLSA non-exempt positions are held by employees identifying as Black, Asian/Pacific Islander, American Indian, Hispanic, or members of two or more races (Appendix, Table 2).

Women currently hold 49% of limited positions. 13.9% of limited positions are held by individuals from historically underrepresented groups.

To ensure regular review of data related to each major employment category, the committee requests core data each year, plus data on an issue of particular interest or concern for faculty, academic staff, or university staff, with the focus rotating among these three employment groups. The committee remains committed to reviewing longitudinal data.

In April 2018, the committee reviewed additional data on faculty, with a focus on hires of women and faculty of color in STEM fields (Appendix, Table A1-A2) and tenure outcomes by gender, faculty of color status, and divisional affiliation (Appendix, Table A3-A10).

IV. Current and Future Issues or Concerns

In 2018-2019, the committee will focus on:

• Campus Climate Task Force Recommendation 5.
• Hostile and intimidating behavior and campus climate
• Visibility and accessibility of information about the committee

and priorities identified by the committee in Fall 2018.
V. Committee Membership

Committee on Women in the University, 2017-2018

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Member</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roseanne Clark</td>
<td>Psychiatry</td>
<td>2015-2021</td>
</tr>
<tr>
<td>Marah Curtis</td>
<td>Social Work</td>
<td>2016-2019</td>
</tr>
<tr>
<td>Teri Dobbs</td>
<td>Mead Witter School of Music</td>
<td>2016-2019</td>
</tr>
<tr>
<td>Bret Larget (co-chair)</td>
<td>Botany and Statistics</td>
<td>2015-2018</td>
</tr>
<tr>
<td>Nandini Pandey</td>
<td>Classical &amp; Ancient Near Eastern Studies</td>
<td>2017-2020</td>
</tr>
<tr>
<td>Melissa Skala</td>
<td>Biomedical Engineering</td>
<td>2017-2020</td>
</tr>
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<table>
<thead>
<tr>
<th>Academic Staff:</th>
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</thead>
<tbody>
<tr>
<td>Tina Hatch</td>
<td>Student Life/International Student Services</td>
<td>2011-2020</td>
</tr>
<tr>
<td>Antje Petty</td>
<td>Max Kade Institute</td>
<td>2016-2019</td>
</tr>
<tr>
<td>Liz Sadowski</td>
<td>Radiology</td>
<td>2017-2020</td>
</tr>
<tr>
<td>Rebecca Scheller</td>
<td>Law</td>
<td>2012-2018</td>
</tr>
<tr>
<td>Nancy Schultz-Darken</td>
<td>Primate Research Center</td>
<td>2012-2018</td>
</tr>
<tr>
<td>Rachael Willits</td>
<td>Dean of Students Office</td>
<td>2016-2019</td>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Antoinette (Toni) Coles</td>
<td>University Marketing</td>
<td>2014-2017</td>
</tr>
<tr>
<td>Tina Hunter</td>
<td>Sociology</td>
<td>2014-2017</td>
</tr>
<tr>
<td>Jennifer Hanrahan</td>
<td>Law School</td>
<td>2017-2021</td>
</tr>
<tr>
<td>Kate Moran</td>
<td>FP&amp;M/Transportation Services</td>
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<td>Office for Equity &amp; Diversity</td>
<td>2014-2020</td>
</tr>
<tr>
<td>Ashley Redjinski</td>
<td>French &amp; Italian</td>
<td>2017-2021</td>
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<td>Tamara Walker</td>
<td>DoIT/Enterprise Internet Services</td>
<td>2016-2019</td>
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<tr>
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<tr>
<td>Abigail Lindemann</td>
<td></td>
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<tr>
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<tr>
<td>Sowmya Achara (graduate student)</td>
<td></td>
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</tr>
<tr>
<td>Zahiah Hammad (undergraduate student)</td>
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<tr>
<th>Ex-Officio/Non-Voting:</th>
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<td>2013</td>
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<td>Office of the Vice Provost &amp; CDO</td>
<td>2015-2018</td>
</tr>
<tr>
<td>Luis Piñero</td>
<td>Office for Equity &amp; Diversity</td>
<td>1999</td>
</tr>
<tr>
<td>Susan Nelson (designee)</td>
<td>Office for Equity &amp; Diversity</td>
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<table>
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<th>Staff:</th>
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<tr>
<td>Lindsey Stoddard Cameron</td>
<td>Office of the Secretary of the Faculty</td>
<td>1996</td>
</tr>
</tbody>
</table>
Annual report, 2018-2019

I. Statement of Committee Functions

The Committee on Women in the University:

1. Recommends to administrative offices and governance bodies changes in university priorities, policies, practices, and programs that would improve the status of women
2. Collaborates and consults with administrative offices and governance bodies to more fully support gender equity, employee engagement, an inclusive and respectful culture, and diversity
3. Evaluates and monitors the status of women employees at the university.

The committee’s “Operating Procedures” (reaffirmed 26 September 2018) and “Statement on Diversity and Representation in Committee Membership” (adopted December 1999 and reaffirmed 26 September 2018) are available upon request from the Office of the Secretary of the Faculty.

Professor Marah Curtis (School of Social Work), Tina Hatch (International Student Services) and Ashley Redjinski (French & Italian) co-chaired the committee in Fall 2018, representing faculty, academic staff, and university staff, respectively. Professor Marah Curtis (School of Social Work) and Abby Lindemann (School of Social Work) are leading the committee in Spring 2019.

II. Current Activities

The Committee on Women in the University values partnering with fellow shared governance committees and the university administration in an ongoing, collaborative effort to achieve gender equity and create inclusive environments for work and learning.

We are pleased to partner with women deans and the Office of Learning & Talent Development in presenting the annual Women & Leadership Symposium.

Awards & Recognition. The committee congratulates recipients of UW-Madison’s Outstanding Women of Color Awards, all of whom are prominent on campus and in the broader community for their notable professional accomplishments and efforts to achieve social justice:

UW-Madison – 11th Annual Outstanding Women of Color Awards
Bianca Baldridge, Assistant Professor, Educational Policy Studies
Mariela Quesada Centeno, Ph.D. student and Director, Programa Bienestar, Centro Hispano of Dane County
Jennifer Young Choe Edgoose, Associate Professor (CHS), Family Medicine & Community Health
Melissa Metoxen, Coordinator, Native American Center for Health Professions, SMPH
Cherene Sherrard Johnson, Professor, English


The Committee on Women will participate formally in the annual selection process for UW System’s Outstanding Women of Color in Higher Education Award and UW-Madison’s Outstanding Women of Color Awards each year, starting in 2019-2020.
The committee joins the Women Faculty Mentoring Program in celebrating excellent mentoring of women assistant professors:

**2018 Slesinger Awards for Excellence in Mentoring**
Ian Bird, Professor & Vice Chair of Research, Obstetrics & Gynecology
Laura McClure, Professor, Classical & Ancient Near Eastern Studies and Mellon Morgridge Professor in the Humanities
Karen Young, Clinical Professor, Pathobiological Sciences

This year’s awards were generously supported by the Women’s Philanthropy Council Collaborative Giving Project and an Irvine Women Faculty Mentoring Program Fund. Each recipient received or designated a gift of $2,500.

**CWU Survey.** Twenty-five years after fielding a survey of women faculty and academic staff to establish priorities for the newly created Committee on Women in the University, a small work group of committee members convened to develop a contemporary survey to “take the pulse” of campus and learn what employees of all genders believe are most important areas for continuing and new effort as the committee continues its work to advance the status of women at UW-Madison. The committee is grateful to Distinguished Policy & Planning Analyst Margaret Harrigan (APIR) and Diversity & Climate Researcher James Yonker (DDEEA) for consulting on key content and format issues. The committee hopes to reach members of every employment category, and individuals working first, second, and third shift jobs. Next steps include reaching out to offices and divisions that could help with communication, including translation or interpretation to reach employees for whom English is a second language.

**Diversity & Inclusion.** In Fall 2016, all UW-Madison undergraduate, graduate, professional, and non-degree seeking students were invited to respond to a climate survey including nearly 200 questions. 8,652 students (21%) responded to the survey. In Fall 2017, the Committee on Women reviewed the Campus Climate Task Force’s report and recommendations and discussed findings with Vice Provost & Chief Diversity Officer Patrick J. Sims, Distinguished Policy & Planning Analyst Margaret Harrigan, and analyst James Yonker, including the number and identities of students who reported experiences hostile or intimidating behavior and differences in perceptions of being respected by faculty, teaching assistants, and peers in classroom settings. The committee agreed to help implement task force recommendations and selected Recommendation 5. Promote our shared value of diversity and inclusion, electing to partner with University Health Services colleagues Marlena Holden, Katherine Loving, and Molly Zemke in working to prevent and mitigate the effects of alcohol facilitated sexual assault and with DDEEA and UW Population Health Institute colleagues Stephen Montagna and Raymond Neal who are convening an Evolving Masculinity Learning Community within DDEEA’s Learning Communities for Institutional Excellence unit.

**Hostile & Intimidating Behavior.** Secretary of the Faculty Steve Smith visited the committee in February to discuss gendered impacts in investigations and grievances. A surprising proportion of complaints have been made about behavior of senior faculty who are women and who are white. Committee members offered examples of personal experiences and discussed how gender and power dynamics might contribute to a gendered pattern of allegations. The same behaviors may be viewed positively when performed by men and negatively when performed by women. Women may hesitate to complain about hostile and intimidating interactions when, historically, problematic behaviors have not been addressed and when they perceive professional risks will be high (including potential loss of high visibility assignments, risks to tenure and promotion, possibility of negative evaluations or weak letters of support, withholding nominations for named professorships and awards, problematic committee assignments, etc.). Beyond these commonly cited reasons for hesitation, committee members suggested that, too often, the focus shifts from the problematic behavior of a perpetrator to the complainant who brings an issue forward, is identified as disruptive, and “becomes the wound” in a department or unit. Introducing HIB workshops that include bystander intervention education may help interrupt behaviors and reduce the need for formal administrative interventions. Ultimately, we
need to create cultural change – replacing a culture of reporting with a culture of interruption and allyship – so that we don’t force individuals to represent as “the aggrieved.”

**Web Presence.** Lindsey Stoddard Cameron developed a new web page, linked to the shared governance committee tracker database, to make the committee’s annual reports more accessible. The next step will be to create a shared resource library providing easy access to key documents from the Committee on Women and other diversity and inclusion-related shared governance committees.

**Women & Leadership Symposium.** The Committee on Women continues to partner with women deans, the Office of Human Resources, the Women’s Philanthropy Council, and others to present the *UW-Madison Women & Leadership Symposium* each summer. In Spring 2019, the committee considered future topics for the symposium and related Coffee & Conversation Series. Abby Lindeman and Kate Moran agreed to present brief opening remarks at the symposium.

The committee thanks the Women’s Philanthropy Council for continuing to underwrite the symposium and for sponsoring follow-up “Coffee & Conversation” programming presented by the Office of Learning & Talent Development and UW-Madison’s women deans. Since 2010, the Women’s Philanthropy Council has generously provided $76,000 in support.

### III. Data on Women Faculty & Staff

The committee congratulates Distinguished Policy & Planning Analyst Margaret Harrigan on the occasion of her retirement and thanks her for her help over many years in obtaining and interpreting institutional data on women academic staff and faculty. The committee also thanks the Office of Academic Planning and Institutional Research for providing both current and historic data on gender and race/ethnicity in the university’s Data Digest: [http://apir.wisc.edu/datadigest.htm](http://apir.wisc.edu/datadigest.htm)

Readers will find additional information about data provided to the committee on the APIR website ([https://apir.wisc.edu/diversity-faculty.htm](https://apir.wisc.edu/diversity-faculty.htm)), including a memo from Margaret Harrigan regarding “Data on Women and Minority Faculty and Staff at UW-Madison” (August 2019): [http://apir.wisc.edu/facultystaff-trends.htm](http://apir.wisc.edu/facultystaff-trends.htm)

The Committee on Women in the University continues to monitor the percentage of women in the University of Wisconsin-Madison’s workforce (*Appendix, Table 1*):

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>18%</td>
<td>35.8%</td>
</tr>
<tr>
<td>Executive/Director/Administrator</td>
<td>38.8%</td>
<td>n/a</td>
</tr>
<tr>
<td>(Academic Staff)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited Staff</td>
<td>n/a</td>
<td>50.9%</td>
</tr>
<tr>
<td>Academic Staff</td>
<td>49.1%</td>
<td>56.1%</td>
</tr>
<tr>
<td>University Staff</td>
<td>55.6%</td>
<td>49.9%</td>
</tr>
<tr>
<td>Post-Degree Training Staff (including post-doctoral fellows)</td>
<td>26.6%</td>
<td>42.7%</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>34.5%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>41.8%</strong></td>
<td><strong>49.8%</strong></td>
</tr>
</tbody>
</table>

The percentage of women in the faculty has increased from 15.2% in 1987 to 35.8% in 2018.
In 1987, fewer than 9% of faculty holding the title of professor were women; today, 30% of faculty at this rank are women. 43% of associate professors and 45% of assistant professors are women (Appendix, Table 5).

In 1987, 3.1% of faculty were Black, Asian, Native American, or Hispanic. Today 22.1% of faculty come from these historically underrepresented groups. Within this cohort, the percentage holding the rank of professor has risen from 5% in 1987 to 18.1% in 2017. 20.3% of associate professors and 35% of assistant professors are members of underrepresented groups (Appendix, Table 6).

Among 37 women and 37 men appointed at the rank of assistant professor in 2009-2010, the most recent year for which these data are available, 62% of the women and 59% of the men were tenured within nine years (Appendix, Table 7). Three women and three men remained on the tenure track at nine years. In this same cohort, 47% of minority faculty and 65% of non-minority faculty were tenured (Appendix, Table 8). Women and men in the social sciences remain significantly less likely to win tenure than their peers, with an average nine-year tenure rate of only 63% for faculty hired between 2003-04 and 2009-10, compared to 76% in the arts & humanities, 82% in the biological sciences, and 80% in the physical sciences (Appendix, Table 9).

Overall, 56.1% of academic staff are women. 48.1% of instructional academic staff and 44.4% of research doctoral academic staff are women (Appendix, Table 1). In this same cohort, 15% of academic staff identify as Black, Asian/Pacific Islander, American Indian, Hispanic, or two or more races. 14% of instructional academic staff and 24% of research doctoral academic staff belong to these historically underrepresented groups (Appendix, Table 2).

Among university staff, 41.7% of FLSA exempt (“salaried”) positions and 51.6% of FLSA non-exempt (“hourly”) positions are held by women (Appendix, Table 3). 9% of FLSA exempt positions and 21% of FLSA non-exempt positions are held by employees identifying as Black, Asian/Pacific Islander, American Indian, Hispanic, or members of two or more races (Appendix, Table 2).

Women currently hold 51% of limited positions. 15% of limited positions are held by individuals from historically underrepresented groups.

To ensure regular review of data related to each major employment category, the committee requests core data each year, plus data on an issue of particular interest or concern for faculty, academic staff, or university staff, with the focus rotating among these three employment groups. The committee remains committed to reviewing longitudinal data.

In May 2019, the committee reviewed additional data on academic staff, with a focus on median salaries of academic staff holding selected instructional and research titles by gender and by minority status (Appendix, Table B1-B2) and median salaries of Category A academic staff by salary grade and gender, and by salary grade and minority status (Appendix, Table B3-B4). Margaret Harrigan also provided data on median salaries for information technology staff in extraordinary ranges, by prefix level, gender, and minority status; data related to the Instrumentation Specialist and Instrumentation Technologist title series; and a headcount of individuals holding specific titles in extraordinary ranges (Appendix, Table B5-B7).

IV. Current and Future Issues or Concerns

In 2019-2020, the committee will focus on:

- Survey of employees
- Inclusive Climate – Campus Climate Task Force Recommendation 5
- Hostile and Intimidating Behavior

and priorities identified by the committee in Fall 2019.
V. Recommendation

On 17 April 2019, the committee voted unanimously to recommend changing Faculty Policies & Procedures 6.56.A.7., replacing “The chair shall be elected from among the faculty members appointed pursuant to section A.1. Academic staff appointed pursuant to A.2. may be elected to serve as co-chair. University staff elected pursuant to A.3. may be appointed to serve as co-chair.” with “The chair shall be elected from among the faculty members appointed pursuant to section A.1. Any voting member of the committee may be appointed to serve as co-chair.”
### VI. Committee Membership

Committee on Women in the University, 2018-2019

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Member</th>
<th>Term</th>
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<tbody>
<tr>
<td>Roseanne Clark</td>
<td>Psychiatry</td>
<td>2015-2021</td>
</tr>
<tr>
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<td>Social Work</td>
<td>2016-2022</td>
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<td>Teri Dobbs</td>
<td>Mead Witter School of Music</td>
<td>2016-2019</td>
</tr>
<tr>
<td>Beth Larson</td>
<td>Kinesiology</td>
<td>2018-2021</td>
</tr>
<tr>
<td>Nandini Pandey</td>
<td>Classical &amp; Ancient Near Eastern Studies</td>
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<td>Biomedical Engineering</td>
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<th>Academic Staff:</th>
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<th>Term</th>
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<tbody>
<tr>
<td>Tina Hatch (co-chair, SI)</td>
<td>Student Life/International Student Services</td>
<td>2011 Fall 2018</td>
</tr>
<tr>
<td>Elizabeth Jach</td>
<td>Office of the Dean, School of Education</td>
<td>2018-2021</td>
</tr>
<tr>
<td>Kristi Omascher</td>
<td>Liberal Arts &amp; Applied Studies</td>
<td>2018-2021</td>
</tr>
<tr>
<td>Antje Petty</td>
<td>Max Kade Institute</td>
<td>2016-2019</td>
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<td>Liz Sadowski</td>
<td>Radiology</td>
<td>2017-2020</td>
</tr>
<tr>
<td>Suzanne Swift</td>
<td>WISE Residential Learning Community</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>Rachael Willits</td>
<td>Dean of Students Office</td>
<td>2016-2019</td>
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<th>University Staff:</th>
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<tbody>
<tr>
<td>Jennifer Hanrahan</td>
<td>Law School</td>
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<td>Sandy Peterson</td>
<td>Wisconsin Union</td>
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<td>April Schaaf</td>
<td>Business Services, FP&amp;M</td>
<td>2018-2021</td>
</tr>
<tr>
<td>Ashley Redjinski (co-chair, SI)</td>
<td>French &amp; Italian</td>
<td>2017 Fall 2018</td>
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<th>Post-Doctoral Fellow:</th>
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<th>Term</th>
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<tr>
<td>Abigail Lindemann (co-lead, SII)</td>
<td>Ctr. for Health Minds/School of Social Work</td>
<td>2017-2019</td>
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<table>
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<tr>
<th>Students:</th>
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<tbody>
<tr>
<td>Sara Park</td>
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</table>
Proposal to Update Faculty Policies & Procedures 6.56.A.7.
Committee on Women in the University Election of Chairs

The Committee on Women in the University and the University Committee recommend the following change to Faculty Policies & Procedures 6.56.A.7. to reflect changes in the committee’s structure following the advent of University Staff shared governance and to bring the leadership selection process into alignment with other diversity and inclusion-focused shared governance committees, including the Campus Diversity and Climate Committee and Committee for Gay Lesbian, Bisexual, Transgender, and Queer People in the University.

Mark-up
6.56. WOMEN IN THE UNIVERSITY, COMMITTEE ON.
A. MEMBERSHIP. The Committee on Women in the University shall consist of the following members:
1. Six faculty members appointed for three-year terms.
2. Six academic staff members appointed for three-year terms.
3. Six university staff members appointed for three-year terms.
4. One graduate student and one undergraduate student.
5. One postdoctoral scholar (research associate, postdoctoral fellow, or postdoctoral trainee), appointed by the Office of Postdoctoral Studies (VCRGE).
6. The Vice Provost for Diversity and Climate and the director of the Office for Equity and Diversity, ex officio, non-voting.
7. The chair shall be elected from among the faculty members appointed pursuant to section A.1. Academic staff appointed pursuant to A.2. may be elected to serve as co-chair. University staff elected pursuant to A.3. may be appointed to serve as co-chair. Any voting member of the committee may be elected to serve as co-chair.

No mark-up
6.56. WOMEN IN THE UNIVERSITY, COMMITTEE ON.
A. MEMBERSHIP. The Committee on Women in the University shall consist of the following members:
1. Six faculty members appointed for three-year terms.
2. Six academic staff members appointed for three-year terms.
3. Six university staff members appointed for three-year terms.
4. One graduate student and one undergraduate student.
5. One postdoctoral scholar (research associate, postdoctoral fellow, or postdoctoral trainee), appointed by the Office of Postdoctoral Studies (VCRGE).
6. The Vice Provost for Diversity and Climate and the director of the Office for Equity and Diversity, ex officio, non-voting.
7. The chair shall be elected from among the faculty members appointed pursuant to section A.1. Any voting member of the committee may be elected to serve as co-chair.
Committee for GLBTQ People in the University
(Faculty Policies & Procedures 6.40.)
Annual Report, 2017-2019

2017-2018

I. Statement of Committee Functions

The Committee for GLBTQ People in the University:

1. Recommends to administrative offices and governance bodies changes in university priorities, policies, practices, and programs that advance equity and diversity across the spectrum of gender identity and expression and sexual orientation.

2. Consults and collaborates with administrative offices and governance bodies to advocate for an inclusive and respectful campus climate and culture for faculty, staff, and students across the spectrum of gender identity and expression and sexual orientation.

3. Evaluates and monitors the status of GLBTQ members of the university community.

The committee’s “Operating Procedures” (5 September 2017) are available upon request from the Office of the Secretary of the Faculty.

Professor Steph Tai (Law) and ASM Assistant Director of Staff & Programs/Campus Organizer Kelly Krein (Division of Student Life) co-chaired the committee in 2017-2018.

II. 2017-2018 Activities

Culture of the Committee. Katherine Charek Briggs facilitated an in-depth conversation about committee members preferences for communication and the committee’s vision for a positive culture, and drafted ground rules for the committee which were adopted in December 2018. One outcome was an informal social hour for committee members, held at Memorial Union in mid-December.

Equitable & Inclusive Health Care. Co-chairs Steph Tai and Kelly Krein and Lindsey Stoddard Cameron met with Vice Chancellor for Finance & Administration Laurent Heller and Chief Human Resources Officer Wayne Guthrie in May and August to discuss LGBTQ concerns, especially the lack of trans health benefits and services. Vice Chancellor Heller, CHRO Guthrie, Employee Services Director Diane Blaskowski, and Recruitment Consultant Lauren Bowers met with the committee in October to discuss avenues for continued information gathering, with a focus on concrete impacts (recruitment, retention, sponsored projects) and to enumerate possible partners in a mid-to-long-term effort to provide appropriate health benefits and services. Diane Blaskowski outlined how gender markers currently appear in UW System’s HRS data system and in ETF’s data system. HRS allows individuals to select “male,” “female,” “other,” or to leave the field for gender blank. Blank or “other” markers default to “female” in ETF’s system. The ETF requirement for a binary “male” or “female” designation is driven by the needs of and contracts with health insurance companies. The process for changing gender markers in ETF takes several weeks. Committee members proposed adding an explanation and clarifying questions in UW-Madison’s system/forms and also proposed replacing “other” with appropriate gender designations. Steph Tai subsequently developed an “Explainer” document – in consultation with OHR, committee members, and members of the broader UW-Madison community – that provided a plain language summary of recent changes and the current state of health benefits and services. The Committee for GLBTQ People in the University formally adopted the “Explainer” document in December 2017 and circulated it broadly. Audiences included university administrators, shared governance bodies, HR representatives, the LGBTQ Faculty Networking Lunch listserv, readers of the LGBTCC’s Facebook page and newsletter, members of the ad hoc Committee.
on Equitable & Inclusive Health Care, the Trans Health Work Group in University Health Services, and Jordan Landry, a faculty member at UW-Oshkosh who has accepted a 25% appointment at UW System. Committee leadership and members also reached out through their own social networks. The committee planned and held a community listening session in May 2018. Vice Chancellor Heller and CHRO Guthrie attended, shared their personal commitment, and heard participants’ ideas and concerns. The LGBTCC hosted a follow-up discussion immediately following the public session. Committee co-chairs Steph Tai and Kelly Krein reviewed themes from the forum and wrote a follow-up letter describing how the committee would act on this initial community conversation.

**Gender Inclusive Restroom Facilities.** Provost Sarah Mangelsdorf and Vice Chancellor for Finance & Administration Laurent Heller charged a Phase I project team, co-chaired by Kelly Krein and Gary Brown (FP&M), to develop guidance for Facilities Planning & Management and other administrative units regarding the provision of gender inclusive restroom facilities at UW-Madison, with an initial focus on prioritizing existing requests for gender inclusive restrooms, considering how to build an inventory of restrooms in more than 400 campus buildings, and recommending options for consistent signage. Concurrently, through a volunteer process, Kelly Krein, Katherine Charek Briggs, and Alex Hader conducted restroom surveys and occupancy studies of existing single stall facilities. The Committee for GLBTQ People in the University unanimously endorsed the Phase I work group’s report and recommendations in February 2018 and called for appointment of a Phase II work group. The committee envisions that follow-up efforts will include work to develop a comprehensive, campuswide policy on use of campus restroom facilities and recommendations related to new construction, major remodeling, and adaptation of existing facilities, consistent with existing laws, codes, and UW-Madison FP&M Technical Design Guidelines.

**LGBT Campus Center.** Katherine Charek Briggs briefed committee members on the process adopted to consider renaming the center and invited feedback at multiple meetings. Ultimately, the LGBTCC was renamed the Gender & Sexuality Campus Center.

**Sexual Assault and Sexual Misconduct.** Petra Walech, a student member of the committee, championed UW-Madison adoption of Callisto Campus an IT platform that provides survivors of sexual assault with “a confidential and secure way to create a time-stamped record of an assault and report electronically to campus authorities.” She provided detailed information to the full committee, including the benefits of Callisto Campus as a reporting tool, campus prevention efforts, what services and resources are available to survivors, and the investigative process. Feedback shared through this process included recommendations to focus more on connecting survivors with support services and providing resources and to use UW-Madison AAU survey data to illustrate the risk for and experiences of LGBTQ members of our campus community. The Office of the Dean of Students co-hosted two listening sessions with StIXA (a student Title IX committee), one for university administrators and one for students. Kelly Krein, Ellen Morin, Rex Lohe, and Lindsey Stoddard Cameron attended the first demonstration and listening session, held on 8 January 2018. Lindsey Stoddard Cameron worked with Petra Walech Roth and Assistant Dean Tonya Schmidt to include student members of the Committee for GLBTQ People in the University, Campus Diversity & Climate Committee, and Committee on Women in the University in a February demonstration and listening session for students. Ultimately, UW-Madison opted not to purchase an institutional membership in Callisto.

**P.B. Poorman Award for Outstanding Achievement on Behalf of LGBTQ+ People.** Dormant since LGBTCC Assistant Dean & Director Gabe Javier was named the UW-Madison recipient in Spring 2015, this UW System award was revitalized in 2017-2018. Committee members were invited to help identify and nominate UW-Madison faculty, staff, or students. Vice Provost for Student Life and Dean of Students Lori Berquam was nominated and named UW-Madison’s recipient in Spring 2018.

**III. Current and Future Issues or Concerns**

In 2018-2019, the committee will focus on:
- Gender inclusive restroom facilities
• Trans health benefits and services
• Community building activities for faculty, staff, and students, and
• additional priorities identified by the committee in Fall 2018

V. Committee Membership

Committee for GLBTQ People in the University, 2017-2018

<table>
<thead>
<tr>
<th>Member</th>
<th>Term</th>
<th>Since</th>
<th>Ends</th>
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<tr>
<td>Faculty:</td>
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<tr>
<td>Stephanie Budge</td>
<td>Counseling Psychology</td>
<td>2017</td>
<td>2020</td>
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<td>Alex Dressler</td>
<td>Classical &amp; Ancient Near Eastern Studies</td>
<td>2017 (SI)</td>
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<td>Jenny Gumperz</td>
<td>Medical Microbiology &amp; Immunology</td>
<td>2014</td>
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<td>Eric Sandgren</td>
<td>Pathobiological Sciences</td>
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<td>Law</td>
<td>2016</td>
<td>2019</td>
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<td>Scott Teeple</td>
<td>Mead Witter School of Music</td>
<td>2016</td>
<td>2019</td>
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<td>Jay Botsford</td>
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<td>2020</td>
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<td>Associated Students of Madison</td>
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<td>Ellen Morin</td>
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<td>Steve Reischel</td>
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<td>2019</td>
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<td>Aydin Prehara (undergraduate student)</td>
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<tr>
<td>Petra Walech-Roth (undergraduate student)</td>
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<td>Lori Berquam</td>
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<td>Rex Loehe (designee)</td>
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<td>2017 (SI)</td>
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<td>Finn Enke</td>
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<tr>
<td>Lindsey Stoddard Cameron</td>
<td>Office of the Secretary of the Faculty</td>
<td>2016</td>
<td></td>
</tr>
</tbody>
</table>

2018-2019

I. Statement of Committee Functions

The Committee for GLBTQ People in the University:

1. Recommends to administrative offices and governance bodies changes in university priorities, policies, practices, and programs that advance equity and diversity across the spectrum of gender identity and expression and sexual orientation.
2. Consults and collaborates with administrative offices and governance bodies to advocate for an inclusive and respectful campus climate and culture for faculty, staff, and students across the spectrum of gender equity and expression and sexual orientation.
3. Evaluates and monitors the status of GLBTQ members of the university community.
The committee’s “Operating Procedures” (18 September 2018) are available upon request from the Office of the Secretary of the Faculty.

Professor Steph Tai (Law) and ASM Assistant Director of Staff & Programs/Campus Organizer Kelly Krein (Division of Student Life) are co-chairing the committee in 2018-2019.

II. 2018-2019 Activities

The Committee for GLBTQ People in the University values opportunities to collaborate with individuals and units who are helping to improve UW-Madison’s campus climate. In 2018-2019, the committee thanks the following individuals for sharing their knowledge, expertise and time:

- Diane Blaskowski & Catherine DeRubeis, Office of Human Resources – discussions on gender markers in Human Resources Info System and with the WI Department of Employee Trust Funds
- Center for Patient Partnerships – discussions on healthcare access, information, and advocacy for transgender faculty & staff

Awards. The Committee for GLBTQ People in the University recognizes past UW-Madison recipients of UW System’s **P.B. Poorman Award for Outstanding Achievement on Behalf of LGBTQ+ People**:

- 2015: Gabe Javier, Assistant Dean and Director, LGBT Campus Center; Currently Director, Multicultural Student Center
- 2018: Lori Berquam, Vice Provost for Student Life and Dean of Students

Past members of the committee and staff from the Gender & Sexuality Campus Center (GSCC) have participated informally in the nomination process for the P.B. Poorman Award since its inception in 2011. In November, in consultation with the Division of Diversity, Equity, & Educational Achievement (DDEEA), committee members unanimously approved a motion that two committee members and one GSCC representative be appointed annually to serve on a selection committee convened by DDEEA.

Campus Forums. Committee members Jay Botsford, Stephanie Budge, Katherine Charek Briggs, Mady Greene, Chris Barcelos, Steph Tai, Kelly Krein, and Nick Pjevach and friend of the committee Nicole Bresnick planned a spring forum hosted by the committee on Monday, 29 April: **Faculty/Staff/Graduate Student LGBTQ+ Climate Town Hall**. This event, attended by approximately 25 people, including solid representation from the committee’s membership, provided a space by and for LGBTQ+ faculty, grad students, and staff to share their needs with the committee. Taking the pulse of campus enables the committee to identify and document areas where action is needed, and will provide a foundation for the committee’s work plan for 2019-2020. The event format included a progress update on committee effort since the May 2018 spring forum, opportunities for audience members to share concerns verbally or through an anonymous texting system, grouping concerns into categories, and small discussion group reflection on themes and action steps.

Gender Data. Committee members met with Director of Employee Services Diane Blaskowski (OHR) and HRIS Director Catharine DeRubeis (OHR) to discuss how gender is recorded in campus and ETF data systems and how to make the process of designating gender as transparent and inclusive as possible. Committee members identified several concerns, including FOIA/open records requests, denial of coverage for health care requests, and clarity/transparency about institutional and government data systems and processes. Open records requests should be handled through the office of compliance, not through informal “data pulls.” In an open records request, Race/Ethnicity data is typically excluded unless specifically allowed to be provided; however, gender data is provided as personally identified information. The UW report repository has aggregated information on Employee Demographics without revealing names. Historically, there have been reports that have revealed the gender of all individuals in a department/unit. Gender data must be reported in IPEDS; no blank fields are allowed. Currently, there are multiple routes to designate and edit data in UW-Madison’s HR records, including
open recruitment (TREMS), a 5-year DDEEA call, self-service(to change Race/Ethnicity designations), or consultation with HR Reps(to change gender designations). Divisions may post gender selections in some cases. Graduate student and employee data records are linked only by EmplID. All other information (social security number, date of birth, etc.) must be re-submitted. DoIT has initiated an effort to eliminate duplication. Committee members would like for individual employees to know how data will or may be used and to have a clear choices about how gender is designated in UW-Madison and ETF data systems. Possible actions include

- Starting a conversation with colleagues in the Office of Legal Affairs about withholding data on a case-by-case basis, making an exception for personal safety
- When employees select a gender designation (female, male, other, unknown), asking: “For an open records request, what gender would you like to have us list?” and “For health insurance, what gender would you like to have us list?”

It may be possible to build a widget in My UW to ask these questions. As health insurance providers update their data systems and UW-Madison completes an Administrative Transformation Project, updating campus financial and HR systems, the committee will continue to work with Diane Blaskowski and OHR colleagues, to establish protocols that offer flexibility to employees while also aligning with ETF and health insurance providers’ requirements. Ideally, UW-Madison’s HR system would include a self-service portal “widget” that allows employees to update their gender designation, along with the designation for race/ethnicity and preferred name.

The committee thanks OHR for removing “ex domestic partner” language in HRS/EPM. The group also discussed:

- What support UW-Madison is providing to faculty and staff now that trans health services have been included in the State Group Health Insurance Plan (Benefits 101 and It’s Your Choice include information about trans health coverage)
- Whether PrEP coverage (pre-exposure prophylaxis) medications are included in the Pharmacy benefit and what cost changes are anticipated
- How to improve mental health services for LGBTQ+ employees and students
- Denial of service problems (Diane asked for examples to support follow up with ETF)
- Whether/when ETF will specify what trans health benefits and services must be covered (i.e., what is deemed “medically necessary” vs. “cosmetic”)
- What the TTC survey of employees reveals about benefit needs and wishes (discussion of data cuts & analysis are just beginning; Diane anticipates survey data will be presented be Mercer to OHR in early-to-mid March)

**Gender Inclusive Restroom Facilities (GIRF).** Following an initial GIRF task force report and recommendations, campus elected to adopt uniform signage for gender inclusive restrooms. Gender inclusive restroom facilities are now included on the campus map and the Gender & Sexuality Campus Center (GSCC) has taken on the administrative role of adding and updating restroom facilities on the map. In Fall 2018, Vice Chancellor for Finance & Administration Laurent Heller and Provost Sarah Mangelsdorf charged the second phase of the GIRF task force, chaired by Kelly Krein and Gary Brown (FP&M), to focus on developing a usage policy for campus restrooms and a provisional policy for new buildings and buildings undergoing major renovations. While researching facilities issues, the team determined that locker rooms and changing rooms are in scope. UW-Milwaukee’s usage policy served as a foundation for UW-Madison’s draft policy. A completed draft of the proposed usage policy has been reviewed by FP&M and submitted to Provost Sarah Mangelsdorf and Vice Chancellor Heller for consideration. As of early May 2019, the Provost and Vice Chancellor have agreed to begin moving forward with the Task Force’s recommended actions.

**Resources for Employees:** Committee members discussed how to strengthen LGBTQ+ resources for faculty and staff. The GSCC has provided strong informal support for many years. A recent proposal to pilot more formal services for faculty and staff by creating a part time ombuds-like position within the center was not funded. Some schools and colleges have built strong and active communities, but there is little coordination and linkages across divisions are limited. Deputy Vice Chancellor, Vice Provost &
Chief Diversity Officer Patrick Sims met with the committee in April to discuss developing an affinity group for LGBTQ+ employees. The committee advocates will continue to work on this topic in 2019-2020.

**Shared Governance.** Lindsey Stoddard Cameron reached out to committee co-chairs Kelly Krein and Steph Tai, as well as GSCC leadership, for comments and suggestions on a draft resolution prepared by the Academic Staff Executive Committee. She shared *Academic Staff Document 690: Resolution of Support for the Inclusion of Transgender Health Services in State of Wisconsin Group Health Insurance Program Uniform Benefits* when the resolution was approved. Committee members discussed and endorsed the resolution, providing greater specificity about needs and accountabilities in a cover letter from co-chairs Kelly Krein and Steph Tai.

**III. Gender & Sexuality Campus Center (GSCC) – Awards & Scholarships**

The Gender & Sexuality Campus Center celebrated the following scholarship and award recipients at Rainbow Graduation 2019 on Thursday, May 9, 2019:

**Scholarships:**
- The R. Richard Wagner Scholarships to honor a commitment to LGBTQ communities: Karissa Ebert
- The Bayard Rustin Endowed Scholarship: Madison Matijevich and Alex Dudek
- The Tracy Woolever Fund Scholarship: Rosie Rodriguez
- The Sippel Bemis Award: Rebecca Michael
- The Milo and Virgil’s Fabulous Fund scholarship: Cyra Polizzi

**Awards:**
- Community Development Award: Rena Yehuda Newman
- Emerging Leader Award: Beck Seeley Powling
- Rainbow Leadership Award: Flint Devine
- Ginsberg Family Award: Dequadray White

**IV. Current and Future Issues or Concerns**

In 2019-2020, the committee will focus on:
- Community engagement – based on feedback from the Faculty/Staff/Graduate Student LGBTQ+ Climate Town Hall, the committee will be pursuing the following themes:
  - Performance Management/Discipline – unwritten policies and biases
  - Policy – healthcare support, bathroom/locker rooms, sexual assault
  - Data gathering – what is currently happening on campus, stories
  - Networking – OUTList, departmental, social
  - Hold a follow-up to the Town Hall in fall 2019 to give a status update on initiatives
- Advocacy working group - continuing health care advocacy, working with the Transgender Health Coalition and the Law School Center for Patient Partnerships
- Gender inclusive restroom facilities – implementation of policy, education, communication
- Human Resources – how gender is recorded, how data will/may be used
- Graduate School Application – gender options
- And additional priorities identified by the committee in Fall 2019
I. Functions and Meetings

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

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

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

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

In 2018-2019, the committee met 14 times on the second and fourth Fridays of the month on the following dates: September 14, September 28, October 12, October 26, November 9, December 14, 2018, January 11, January 25, February 8, February 22, March 8, April 12, April 26, May 10, 2019.

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

II. Approval of Courses

One of the major functions of the UCC is to review proposals to create new, change existing, or discontinue courses. In 2018-2019, the UCC reviewed 408 course proposals. Overall, the number of proposals was down significantly compared to recent years in part due to the fact that there were no large-scale course renumbering projects or department mergers as there have been in the past several years.

Of the proposals submitted:

• 216 were new course proposals
• 173 were course change proposals
• 19 were course discontinuation proposals
Table 1. Counts of Types of Course Approvals by Subject

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<tr>
<th>Subject</th>
<th>Change</th>
<th>Discontinue</th>
<th>New Course</th>
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III. Policy and Initiatives

Policy on Creation of Course Attributes
This policy sets criteria for when a course attribute is appropriate and outlines the proposal process to follow for establishing new course attributes. The nature of the proposal to the University Curriculum Committee (UCC) is influenced somewhat by the nature of the plan for the course attribute. If the attribute is simple, well-justified, and does not establish a broad academic requirement, or incur substantial costs, the proposal process is straightforward. If the course attribute carries more complexity and/or requires a fiscal commitment, then broader planning and additional endorsements will need to accompany the proposal to the UCC. More information about this policy is available here.

Joint Meeting with the School/College Curriculum Committees
Vice Provost for Teaching & Learning Steve Cramer and Associate Vice Provost Mo Bischof met with the UCC and the chairs of the school/college curriculum committees and their coordinators. Discussion focused on campus initiatives related to learning outcomes and assessment. This included a demonstration of the Digital Learning Assessment Tool (AEFIS) and discussion of how it can facilitate direct assessment efforts. The group also discussed the upcoming initiative to input course learning outcomes in the Academic and Curricular Management Tool (Lumen) and explained how once they are in Lumen they will be available for use in AEFIS assessment activities.

Expeditied Process for Entering Course Learning Outcomes
Vice Provost for Teaching & Learning Steve Cramer and Vice Provost for Academic Affairs Jocelyn Milner gave a presentation to the committee to explain why an expedited process to enter course learning outcomes in Lumen is needed. At the current annual rate of course proposal review, it would take 25-40 years to reach a point where all courses in the Course Catalog have learning outcomes. A proposal was made to use a process, similar to the requisite amnesty program, in which departments can submit learning outcomes for multiple courses in their subject listing in a batch proposal rather than individually; the expedited process would be available to each department one time. This project will be a collaboration with the Student Learning Assessment Team, the department that owns the subject, and Academic Planning and Institutional Research (APIR). The Office of Student Learning Assessment will have responsibility for reviewing and approving the course learning outcomes and they will provide regular updates to the UCC. The goal is that all courses will have their learning outcomes approved within four or five years.

Meeting with Provost Mangelsdorf
Provost Mangelsdorf had her annual meeting with the committee at which she reiterated the role it plays as a campus leadership group and role in governance particularly in the area of ensuring quality curriculum, principally as it pertains to setting standards for courses.

They discussed online course offerings and the student experience. Considering intentional undergraduate growth on campus and finite ways to grow revenues, the current course offerings and modalities were discussed in relation to course demand. It was noted that offering online sections of high demand sections may relieve pressure in bottleneck courses. Provost Mangelsdorf discussed increased faculty hiring and possible implications that can have on
curriculum, such as offering new courses. The curriculum is not static and therefore the work of committees like UCC is central to renewal of the course array and the curriculum. There was additional discussion on the value of instructional designers in developing online courses and the array of online courses in Summer Term, especially high enrollment courses.

Required syllabus elements for course proposals
The committee reviewed existing policy regarding which elements are required on the sample syllabus that accompanies any course proposal. After extensive discussion, the group affirmed the existing policy regarding required elements and that a full syllabus accompanies every course proposal. For course change proposals UCC agreed to alter the depth/level of review depending on the type(s) of changes requested. For example, proposals to remove crosslistings or remove attributes would likely be consent agenda items and would not receive the same level of thorough syllabus review that would happen for other changes to the course. The committee also affirmed the requirement that a full syllabus be included with requests for a two-year extension to the application of the obsolete course policy. Course proposal sample syllabus requirements are available here.

Creation of Sustainability Course Attribute
Creation of a “sustainability” course attribute was motivated by student interest and a student call for easy identification of course work that relates to sustainability. The attribute provides an opportunity for units offering such courses, if they so choose, to facilitate students’ ability to identify courses that include a focus on learning about sustainability.

In addition, such an attribute will allow UW-Madison to meet requirements to represent externally the extent to which learning about sustainability is included in coursework. Specifically, UW-Madison, through the Office of Sustainability, has committed to participate in the Sustainability Tracking, Assessment & Rating System™ (STARS), a national, self-reporting framework for colleges and universities to measure their sustainability performance. More information about this course attribute is available here.

Creation of Departmental Placement Exam
A gap exists that is noticeable as the university has moved toward enforcing course requisites. There are instances in which academic preparation (or the way the academic preparation is acquired) identified as necessary for a student to be successful in a course is identifiable but it cannot be specified as a course requisite because it does not fit with any of the ways the university documents course credit that can then be used to meet a course requisite. The ability to create departmental placement exams as a way of filling this gap was approved by the UCC.

The value of a departmental placement exam is that the results of the exam can be entered in Student Information System (SIS) and potentially utilized for any course requiring that requisite. Currently, students need to seek instructor permission to enroll and that permission needs to be entered in SIS for each class section for which it is needed. Information about the policy and process is available here.

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

**Obsolete Course Policy**
There were 325 courses on the list of courses that have not been taught in the past 8 years and thus were slated for automatic discontinuation. Departments owning nine of these courses submitted requests for a two-year extension that would allow the courses to be scheduled and taught rather than being discontinued. All nine requests were granted. The text of the policy and the timeline for the annual process is available here.

**Course Requisite Clean-Up Project**
The course requisite clean-up project continued this year and a deadline of completing the project in 2021 was established. Of the 190 active subject listings, 62 subjects have completed the clean-up process and another 68 are currently reviewing the courses in their subject listings.

**V. Summary**

The volume of course proposals reviewed by the University Curriculum Committee returned to levels similar to recent years when major course re-numbering projects or department mergers were not taking place. This year was the first full year using the Lumen Course Proposal System. The committee was able to discuss issues related to campus initiatives regarding online education and assessment of student learning. These discussions will undoubtedly continue in the next academic year and beyond.

**VI. University Curriculum Committee Membership 2018-2019 (term expires)**

Each of the four divisions has three representatives who are appointed to staggered three-year terms. (first year of term listed in parentheses)

- Ivy Corfis, Spanish and Portuguese (2019) – chair
- Nick Balster, Soil Science (2021)
- Lee DeBaillie, Engineering Professional Development (2019)
- Kreg Gruben, Kinesiology (2020) – vice chair
- Sung Kim, Operations and Information Management (2020)
- Dan Klingenberg, Chemical and Biological Engineering (2020)
- Amy Moser, Human Oncology (2019)
- Grant Nelsestuen, Classical and Near Eastern Studies (2021)
- Julie Poehlman-Tynan, Human Development and Family Studies (2021)
- Mary Thompson, Division of Continuing Studies (2021)
- Susan Wenker, Physical Therapy (2020)

Michelle Young, Academic Planning and Institutional Research, consultant to the UCC
University Lectures Committee Annual Report for 2018-2019

Statement of Committee Function
The University Lectures Committee considers requests for lectures of general interest that are not primarily supplementary to or extensions of programs of instruction provided by colleges, schools, or departments, recommends annually to the chancellor a budget for its activities, and exercises such control over the announcement of lectures as it deems necessary and desirable. It supports departments, academic programs and student organizations that bring distinguished lecturers to the UW-Madison campus. These university-wide lectures are intended to enrich the general intellectual and cultural life of the university community. The committee itself does not initiate lecture arrangements. Rather, it receives and acts on requests from eligible university groups that are interested in inviting outstanding speakers to the campus.

Past Years’ Activities
During the 2018-2019 academic year the committee received a total of 54 applications for lecture support, 50 of which were supported and occurred and three that were supported and cancelled. The attached report presents information for each supported lecture; lectures are listed chronologically by the lecture’s date.

In 2018-2019, the 53 supported lectures that occurred drew a combined reported attendance of 4,439 persons, an increase in attendance by 306 from 2017-18, and an average of 94 attendees per supported application. Lectures were sponsored by a total of 39 different campus units. Lectures had 153 co-sponsoring units, in addition to the primary sponsor.

The committee’s total expenditures for the 2018-2019 year were $43,086.72.

Fitch Funds: Five lectures were approved for Fitch Funds in 2018-2019, four of which followed up. The total amount of Fitch Funds spent was $2,175.2

The table below compares committee activity from the most recent five years. A similar number of applications were received and supported during the past three years. The total expenditures increased and then stayed consistent over the past four years, as the committee made significant efforts to follow up with units regarding attendance reports and transferring of lecture funds after the event. Sponsors have also been limited to supporting only one lecture for each spring and fall semester during recent years.

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Current Issues or Concerns
There has been a common theme of low monetary co-sponsorship in applications. To help make it clearer to applicants, the committee will add a request to the application portal for justification if co-sponsorship/match is less than half or on the lower end. The committee will also add clarification that “sponsorship” letters are less meaningful than financial contribution as there seems to be some confusion around that language.
The William Fitch Scholarship Fund was created with the specific goal of bringing to Madison experts, especially businesspeople, to give lectures on the American free-enterprise system. The committee would also like to add a note to the SOF website about some flexibility with Fitch Funds that we do not have with other types of funds. The committee received five Fitch Funds applications last year for relatively low costs and could have approved more financial contribution.

**Summary/Recommendations**
We gratefully acknowledge sources of financial support for university-wide lectures: The Anonymous Fund, Kemper K. Knapp Bequest, and the Chancellor’s Office (General University Fund).

**2018-19 Committee Membership**
Eve Emshwiller, Botany
William Karpus, Academic Dean Representative
Ashtin Massie, Student
Antje Petty, Max Kade Institute
Jordan Rosenblum, Center for Jewish Studies & Religious Studies Program
Timothy Smeeding, Lafollette School of Public Affairs (Chair)
(Partial term: Cary Forest, Physics)
I. Functions

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

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

The Council also makes recommendations on policy related to all of these areas (FPP Ch. 6.52 https://secfac.wisc.edu/governance/faculty-legislation/6-52-university-academic-planning-council/).

The UAPC meets once per month during the academic year, usually on the third Thursday of the month from 3:30pm to 5:00pm, and as needed during the summer months. In 2018-19, the UAPC met eight times on the following dates: September 27, 2018; November 15, 2018; December 20, 2018; January 17, 2019; February 21, 2019; April 18, 2019; May 16, 2019; June 20, 2019. Agendas and minutes for UAPC meetings are available from the Office of Academic Planning and Institutional Research and are posted on-line at https://apir.wisc.edu/academic-planning/uapc-meeting-information/.

II. UAPC Policy and Planning Discussions

A. Program Review Report

The 2017-18 annual report on program review was discussed at the September 2018 meeting.

In 2017-18, UW-Madison had 393 degree/major programs and 123 certificate programs, for a total of 519 academic programs. Consequently, reviews of about 50 programs need to be completed each year to maintain the requirement that every program be reviewed once in 10 years. In 2017-18, 48 reviews covering 82 programs were completed. Many overdue reviews have been completed and a backlog that had developed about five years ago is being reduced. Almost all academic programs have been reviewed on schedule.

In addition, new academic programs are reviewed five years after implementation. Five year reviews for named options and certificates are conducted under the aegis of the deans’ offices. The provost’s office directs five-year reviews of degree-major programs, which are chaired by a member of the UAPC. In 2017-18, UAPC endorsed the five-year review for the Doctor of Nursing Practice. Several five-year reviews for certificate programs were completed by their respective dean’s office.
Program review guidelines were last updated in 2016 and will be considered for update again in 2019-20. Detailed information about program review including policies and reports is available here: https://apir.wisc.edu/academic-planning/program-review/

B. Undergraduate General Education Committee (UGEC) Report

The annual report from the Undergraduate General Education Committee was presented at the September 2018 UAPC meeting. UGEC undertook multiple policy related projects in 2017-18. UGEC clarified the connection between English language proficiency and the Communication A requirement to address concerns and complaints expressed about UW-Madison practices for English as a Second Language (ESL) placement and the treatment of test and transfer credit for students required to take ESL placement tests and courses. Arising from this clarification, corresponding changes were implemented to admissions, placement testing, course enrollment and advising practices.

UGEC continued their work on assessing student learning. In particular, UGEC worked to update and improve language describing learning outcomes associated with each of the general education requirements. These learning outcomes will be made public to students through the Guide published in June 2019. UGEC also fielded a pilot study of oral communication in Communication B courses.

In 2017-18 an assessment plan was developed for courses that fulfill the Ethnic Studies Requirement (ESR), which was piloted in 2018-19. UGEC facilitated discussions of the Ethnic Studies Subcommittee with ESR course instructors about online instruction, the importance of student/instructor and student/student interactions, and the value of ESR courses in fostering civil interaction on challenging topics that tend to arise in ESR courses.

The UAPC discussed how general education requirements will be considered as a part of the HLC reaccreditation project associated with the comprehensive review visit in March 2019. General education requirements have been consistently monitored and maintained since their advent in the mid-1990s.

C. Digital Education Principles

At the December 2018 UAPC meeting, Vice Provost Steve Cramer introduced a draft update to a set of digital education principles that had been adopted in 2012. Vice Provost Cramer and Professor John Zumbrunnen presented a final version of the Digital Education Principles for approval at the May 2019 UAPC meeting. The Digital Education Principles set a framework to ensure the quality of academic offerings of courses and programs that are fully online and provide guidance for various groups that oversee governance of courses and programs, such as the University Curriculum Committee and the University Academic Planning Council. The bedrock of the guidelines is the Wisconsin Experience and a strong commitment that experiences will be rooted in those principles. All recognized that the ever-evolving nature of the online space will necessitate future and ongoing reexamination. The Digital Education Principles were endorsed by the UAPC and are posted on the Office of the Provost website: https://provost.wisc.edu/wp-content/uploads/sites/181/2019/06/032919-UW-Madison-Digital-Education-Principles.pdf
D. Integration of Former UW Extension Units Into UW-Madison

The Fall 2017 decision of the UW Board of Regents to restructure UW Extension resulted in the decision that units of the former UW Extension were to be integrated into UW-Madison. Proposals associated with these moves were discussed at length at the February 2019 and April 2019 UAPC meetings.

Specifically for UAPC discussion, the UW Extension Division of Cooperative Extension was proposed to be integrated into UW-Madison as the Division of Extension. The tenured/tenure-track faculty associated with Cooperative Extension would also be moving to UW-Madison into a tenure home within the new Division of Extension. As noted in the list of approvals below, the UAPC approved the Division of Extension and the Department of Extension Faculty as the tenure home for those tenured/tenure-track faculty making the transition from the former UW Extension.

Deliberations about this proposal recognized the need to take timely action to allow for a reading of the proposal at the May faculty senate meeting and have implementation of the Division of Extension and the Department of Extension faculty as a tenure home by July 1, 2019. Recognizing that a proposal of this type by necessity leaves many questions unanswered, Council approved the proposal with the embedded proviso that a status report would be provided as follows: “the Division of Extension leadership will provide a report by October 2020 on the status of progress of the implementation and evolution of the proposed structure to the Provost and the University Academic Planning Council.”

In addition, the UAPC approved the Department of Labor Education within the Division of Continuing Studies, which will serve as the tenure home for the faculty formerly associated with the UW Extension School for Workers.

These proposals were subsequently presented to the Faculty Senate at their May 2019 meeting with no objection.

E. Guidelines for Departments and other Academic Units

The UAPC began a discussion of draft guidelines related to departments and academic units in Spring 2018 and continued that discussion in September 2018 with the review of draft guidelines that had been substantially endorsed by the University Committee. Currently no formal guidelines exist under the FPP Ch 5 specification that departments and other academic units are governed in consultation with the University Academic Planning Council (UAPC).

There is a need for a policy to operationalize the criteria and information that the UAPC will use in considering department creation, restructuring or discontinuation, as well as the creation, restructuring, or discontinuation of non-department academic units. Such guidance is of value as faculty and deans’ offices plan for changes in departmental structures or seek to establish units that are not departments as homes for academic programs or course offerings. The UAPC discussed issues of tenure, size, discipline, and flexibility in defining departments and department-like academic units. Review and refinement of the draft guidelines was to continue throughout 2018-19 and a final document for approval is expected to be considered by the UAPC in 2019-20.
F. Annual Report on Assessment of Student Learning

The annual report on assessment, presented in 2017-18, outlined work undertaken over the last three years under the aegis of the 2015 University Assessment Plan. Over that time, the Office of the Provost has taken on a more centralized role in assessment and replaced previous approaches with a systematic approach to assessment information. In the first phase (2015), learning outcomes were collected from all academic programs. In the second phase (2016), academic programs were required to submit assessment plans. In 2017, academic programs submitted the first of their annual assessment reports.

By Fall 2018, in preparation for the HLC accreditation comprehensive review visit in March 2019, essentially all academic programs had completed the second round of assessment reports.

There is continued work with programs on annual reports, systematic efforts to align course level learning outcomes with program level learning outcomes and assessment, and integration of assessment approaches across a number of digital tools available to support these efforts. An updated report on the assessment of student learning will be provided to UAPC in 2019-20.

G. Transition to a Digital Environment for Academic and Curricular Proposals Planning and Implementation of Guide and Lumen Programs

Starting Fall 2018, changes to academic programs, including changes to governed areas of the Guide, were transitioned from the traditional paper-based workflow process to an electronic workflow process in the online system branded as Lumen Programs. This change did not represent any policy changes but implementation of Lumen Programs did represent a substantial change in the way that governance actions have been recorded and set the stage for a more fully digitally driven environment for UAPC actions and activity.

H. High Volume of New Academic Programs

The volume of academic actions approved by UAPC in 2018-19 was unusually high, especially in terms of new degree/major programs and actions related to academic departments. The UAPC approved eight notice of intent proposals that subsequently are reviewed by all UW institutions and five full program proposals that require Board of Regent approval. This is more of these kind of actions than were considered in total in the previous four years. Two new academic departments (serving as faculty tenure homes) were established, and one academic department was discontinued (pending final reading at a Faculty Senate meeting). The UAPC considered a total of 106 distinct academic actions.

III. Academic Program Changes Approved, September 2018 through June 2019

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

A. Majors and Degrees

Notice of Intent

- M.S. Applied Biotechnology, Department of Cell and Regenerative Biology, School of Medicine and Public Health. (UAPC November 2018)
• Undergraduate major in Data Science, Department of Statistics, College of Letters & Science. (UAPC November 2018)

• M.S. Athletic Training, Department of Kinesiology, School of Education. (UAPC December 2018)

• M.S. Information, Information (I) School, College of Letters & Science. (UAPC December 2018)

• M.S. Design + Innovation, College of Engineering. (UAPC December 2018)

• M.S. Clinical and Health Informatics, UW Institute for Clinical and Translational Research, School of Medicine and Public Health. (UAPC April 2019)

• M.S. Business Analytics, School of Business. (UAPC May 2019)

• Bachelor of Science in Global Health, Department of Entomology, College of Agricultural and Life Sciences. (UAPC June 2019)

Authorization to Implement

• B.S.-Health Promotion and Health Equity, Department of Kinesiology, School of Education. Planned implementation Fall 2019. (UAPC November 2018; Board of Regents approval, February 2019)

• M.S.- Applied Biotechnology, Department of Cell and Regenerative Biology, School of Medicine and Public Health. Planned implementation Fall 2019. (UAPC December 2018; Board of Regents, April 2019; HLC consortial program approval, July 2019.)

• M.S.- Design + Innovation, College of Engineering. Planned implementation Summer 2020. (UAPC April 2019; Board of Regents, July 2019)

• Data Science major, Department of Statistics, College of Letters & Science. Planned implementation Fall 2020. (UAPC June 2019; Board of Regents pending)

• Substantial restructuring of the BA/BS- Landscape and Urban Studies, Department of Planning and Landscape Architecture, College of Letters & Science. This action is effective Fall 2019. (UAPC December 2018; Board of Regents, June 2019)

Renamed/Restructured

• Rename the M.S. Rehabilitation Counseling to M.S. Clinical Rehabilitation Counseling, Department of Rehabilitation Psychology and Special Education, School of Education. This action is effective Spring 2019. (UAPC November 2018)

• Restructure the curriculum and re-open the quiescent M.S.-Business: Supply Chain Management, Department of Operations & Information Management, School of Business. This action is effective Fall 2019. (UAPC December 2018)
• Reopen the quiescent M.S. Business: Operations and Technology Management, Department of Operations & Information Management, School of Business. This action is effective Fall 2019. (UAPC January 2019)

• Rename the degree Bachelor of Science-Dietetics to Bachelor of Science-Nutrition and Dietetics, Department of Nutritional Sciences, College of Agricultural and Life Sciences. This action is effective Fall 2019. (UAPC February 2019)

• Rename MS/PhD Social and Administrative Sciences to MS/PhD Health Services Research in Pharmacy, School of Pharmacy. This action is effective Fall 2019. (UAPC April 2019)

Admissions Suspended
• PhD Development, College of Agricultural and Life Sciences. This action is effective Spring 2019. (UAPC November 2018)

• Part Time Masters in Social Work, Eau Claire, School of Social Work, College of Letters & Science. This action is effective Fall 2021. (UAPC November 2018)

• Poultry Science major associated with the B.S. (CALS) degree, Department of Animal Sciences, College of Agricultural and Life Sciences. This action is effective Fall 2019. (UAPC February 2019)

• Suspend admissions to world language programs, Department of Curriculum and Instruction, School of Education (These actions are effective Fall 2020. (UAPC April 2019):
  o Bachelor of Science-Education: Chinese
  o Bachelor of Science-Education: French
  o Bachelor of Science-Education: German
  o Bachelor of Science-Education: Italian
  o Bachelor of Science-Education: Japanese
  o Bachelor of Science-Education: Latin
  o Bachelor of Science-Education: Portuguese
  o Bachelor of Science-Education: Spanish

• Suspend admissions to the MS and PhD in Physiology, School of Medicine and Public Health. Suspension of admissions is effective Summer 2019. (UAPC May 2019)

Discontinued
• Part Time Masters in Social Work, Eau Claire, School of Social Work, College of Letters & Science. This action is effective Fall 2022. (UAPC November 2018)

• B.A./B.S. History and History of Science, Medicine and Technology, Department of History, College of Letters & Science. This action is effective Fall 2020. (UAPC November 2018)

• B.A./B.S. History of Science, Medicine and Technology, Department of History, College of Letters & Science. This action is effective Fall 2020. (UAPC November 2018)
• Poultry Science major associated with the B.S. (CALS) degree, Department of Animal Sciences, College of Agricultural and Life Sciences. This action is effective Fall 2019. (UAPC February 2019)

• MS and PhD in Physiology, School of Medicine and Public Health. Discontinuation is effective Fall 2024. (UAPC May 2019)

• MA in Art Education, Department of Art, School of Education. This action is effective Fall 2019. (UAPC May 2019)

• Asian Studies BA/BS, Institute for Regional and International Studies, College of Letters & Science. This action is effective Fall 2021. (UAPC May 2019)

B. Options

Established

• Professional associated with the M.S. Electrical Engineering, Department of Electrical and Computer Engineering, College of Engineering. This action is effective Fall 2019. (UAPC September 2018)

• Research associated with the M.S. Mechanical Engineering, Department of Mechanical Engineering, School of Engineering. This action is effective Fall 2019. (UAPC September 2018)

• Educational Specialist in School Psychology associated with the M.S. Educational Psychology, Department of Educational Psychology, School of Education. This action is effective Fall 2019. (UAPC September 2018)

• Professional Option associated with the M.S.-Agricultural and Applied Economics (AAE), Department of Agricultural and Applied Economics, College of Agricultural and Life Sciences. This action is effective Fall 2019. (UAPC November 2018)

• Biomedical Engineering Accelerated Program associated with the M.S. Biomedical Engineering, Department of Biomedical Engineering, College of Engineering. This action is effective Fall 2019. (UAPC November 2018)

• Biomedical Innovation, Design and Entrepreneurship associated with the M.S. Biomedical Engineering, Department of Biomedical Engineering, College of Engineering. This action is effective Fall 2019. (UAPC November 2018)

• French Studies Summer Institute associated with the Master of French Studies, Department of French and Italian, College of Letters & Science. This action is effective Summer 2019. (UAPC December 2018)

• Business Analytics, associated with the M.S. Business: Operations and Technology Management, Department of Operations & Information Management, School of Business. This action is effective Fall 2019. (UAPC January 2019)
• Real Estate, associated with the M.S. Business Real Estate and Urban Land Economics, Department of Real Estate & Urban Land Economics, School of Business. This action is effective Fall 2019. (UAPC January 2019)

• Research, associated with the M.S. Electrical Engineering, Department of Electrical and Computer Engineering, College of Engineering. This action is effective Fall 2019. (UAPC January 2019)

• Research and Theory, associated with the M.S. Special Education, Department of Rehabilitation Psychology and Special Education, School of Education. This action is effective Fall 2019. (UAPC February 2019)

• Teacher Certification associated with the M.S. Special Education, Department of Rehabilitation Psychology and Special Education, School of Education. This action is effective Fall 2019. (UAPC February 2019)

• Establish the named options associated with the Educational Leadership and Policy Analysis MS/PhD, Department of Educational Leadership and Policy Analysis, School of Education. These actions are effective Fall 2020. (UAPC May 2019)
  - “Educational Policy Analysis & Evaluation” in the Educational Leadership and Policy Analysis
  - “Higher Education” in the Educational Leadership and Policy Analysis
  - “K-12 Leadership” in the Educational Leadership and Policy Analysis

• Rural Pharmacy Practice associated with Pharmacy, Doctor of Pharmacy, School of Pharmacy. This action is effective Fall 2019. (UAPC May 2019)

• Personal Finance Online associated with the Personal Finance, BS, Department of Consumer Science, School of Human Ecology. This action is effective Fall 2020. (UAPC June 2019)

Renamed/Restructured
• Rename the named option Undergraduate Specialist in Acting to Acting, associated with the Theatre and Drama, BS, School of Education. This action is effective Fall 2019. (UAPC May 2019)

Admissions Suspended
• Hebrew Bible associated with the M.A. Classical and Ancient Near Eastern Studies, Department of Classical and Ancient Near Eastern Studies, College of Letters & Science. This action is effective Spring 2019. (UAPC November 2018)

• Hebrew Bible associated with the PhD Classical and Ancient Near Eastern Studies, Department of Classical and Ancient Near Eastern Studies, College of Letters & Science. This action is effective Spring 2019. (UAPC November 2018)
- History associated with the BA/BS Music, School of Music, College of Letters & Science. Suspended admission is effective Fall 2019. (UAPC May 2019)

- Theory associated with the BA/BS Music, School of Music, College of Letters & Science. Suspended admission is effective Fall 2019. (UAPC May 2019)

Discontinued
- History associated with BA/BS Music, School of Music, College of Letters & Science. Discontinuation is effective Fall 2019. (UAPC May 2019)

- Theory associated with BA/BS Music, School of Music, College of Letters & Science. Discontinuation is effective Fall 2019. (UAPC May 2019)

C. Minors
Established
- Doctoral Minor in Community-Engaged Scholarship from the Department of Civil Society and Community Studies, School of Human Ecology.

Renamed/Restructured
- Change of academic home for the Doctoral Minor in Folklore from the Department of Comparative Literature and Folklore Studies to the Department of German, Nordic and Slavic within the College of Letters & Science, effective Fall 2019.

Admissions Suspended
- World Language minors associated with the Bachelor of Science in Education, Department of Curriculum and Instruction, School of Education. These actions are effective Fall 2020:
  - SED 445MIN French
  - SED 477MIN German
  - SED 580MIN Italian
  - SED 598MIN Latin
  - SED 810MIN Portuguese
  - SED 936MIN Spanish

Discontinued
- Doctoral Minor in Medical Physics, effective Spring 2019, School of Medicine and Public Health.

- Doctoral minor in Physiology, effective Spring 2019, School of Medicine and Public Health.

D. Certificates
Established
- Undergraduate Certificate in Disability Rights and Services, Department of Rehabilitation Psychology and Special Education, School of Education. This action is effective Fall 2019. (UAPC November 2018)

- Graduate Certificate in Community-Engaged Scholarship, Department of Civil Society and Community Studies, School of Human Ecology. This action is effective Fall 2019. (UAPC December 2018)
• Undergraduate Certificate in Promoting Activity for Diverse Abilities, Department of Kinesiology, School of Education. This action is effective Fall 2019. (UAPC December 2018)

• Undergraduate Certificate in Sports Communication, School of Journalism & Mass Communication, College of Letters & Science. This action is effective Fall 2019. (UAPC April 2019)

• Undergraduate Certificate in Theatre, Department of Theatre and Drama, School of Education. This action is effective Fall 2019. (UAPC May 2019)

• Undergraduate Certificate in Turfgrass Management, Farm and Industry Short Course, College of Agricultural and Life Sciences. This action is effective Fall 2020. (UAPC May 2019)

• Capstone Certificate in Community and Nonprofit Leadership, Department of Civil Sociology & Community Studies, School of Human Ecology. (UAPC June 2019)

• Certificate in Graphic Design, Art Department, School of Education. This action is effective Fall 2020. (UAPC June 2019)

Renamed/Restructured

• Change the academic home of the Capstone Certificate in Power Conversion and Control from the Department of Engineering Professional Development to the College of Engineering. This action is effective Fall 2019. (UAPC April 2019)

• Change the academic home of the Capstone Certificate in Foundations of Professional Development from the Department of Engineering Professional Development to the College of Engineering. This action is effective Fall 2019. (UAPC April 2019)

• Change the academic home of the undergraduate Certificate in Technical Communication from the Department of Engineering Professional Development to the College of Engineering. This action is effective Fall 2019. The certificate will be discontinued for availability to Special students and the corresponding plan code SCRT706 will be discontinued effective Fall 2019. (UAPC April 2019)

• Change the academic home of the undergraduate Certificate in Technical Japanese Studies for Undergraduates from the Department of Engineering Professional Development to the College of Engineering. This action is effective Fall 2019.

• Change the academic home for the undergraduate Certificate in Folklore, Department of Comparative Literature and Folklore Studies, College of Letters & Science to department of German, Nordic, and Slavic College of Letters & Science. This action is effective Fall 2019. (UAPC April 2019)

• Rename the Certificate in Foundations of Farm Management to Certificate in Foundations of Farm & Agribusiness Management, Farm and Industry Short Course, College of Agricultural and Life Sciences. This action is effective Fall 2019. (UAPC May 2019)
• Rename the Certificate in Studio Art to Certificate in Art Studio, Art Department, School of Education. This action is effective Fall 2020. (UAPC June 2019)

Admissions Suspended
• Certificate in Bioinformatics at the Graduate Level, Department of Biostatistics and Medical Informatics, School of Medicine and Public Health. This action is effective Spring 2019. (UAPC November 2018)

Discontinued
• Certificate in Bioinformatics at the Graduate Level, Department of Biostatistics and Medical Informatics, School of Medicine and Public Health. This action is effective Spring 2022. (UAPC November 2018)

• Capstone Certificate in Bioinformatics, Department of Biostatistics and Medical Informatics, School of Medicine and Public Health. This action is effective Spring 2019. (UAPC November 2018)

• Graduate/professional-level Certificate in Material Culture Studies, Department of Art History, College of Letters & Science. This action is effective Fall 2020. (UAPC November 2018)

• Capstone Certificate in French Studies at the Graduate Level, Department of French and Italian, College of Letters & Science. This action is effective Fall 2019. (UAPC November 2018)

• Certificate in European Studies at the Graduate Level, Institute for Regional and International Studies, College of Letters & Science. This action is effective Fall 2019. (UAPC November 2018)

• Certificate in Southeast Asian Studies at the Graduate Level, Institute for Regional and International Studies, College of Letters & Science. This action is effective Fall 2019. (UAPC November 2018)

• Capstone Certificate in International Politics and Practice, Department of Political Science, College of Letters & Science. This action is effective Fall 2021. (UAPC February 2019)

• Undergraduate Certificate in Technical Japanese Studies for Undergraduates, College of Engineering. This action is effective Fall 2019. (UAPC April 2019)

E. Academic Departments
Established
• Department of Labor Education as a tenure home in the Division of Continuing Studies. This action is effective July 1, 2019. (UAPC April 2019)

• Department of Extension Faculty as a tenure home in the Division of Extension. This action is effective July 1, 2019. (UAPC April 2019)

Renamed/Restructured
• Change of UDDS for School of Business tenure home to A120000 from A122000. This is a change in the tenure home department code (UDDS) only, the tenure home remains the School of Business. This action is effective July 1 2019. (UAPC February 2019)

Discontinued
• Department of Engineering Professional Development, College of Engineering. This action is effective Summer 2020. Pending Faculty Senate reading in Fall 2019. (UAPC April 2019)

F. Subject Listings
Established
• Applied Biotechnology, Department of Cell and Regenerative Biology, School of Medicine and Public Health. The subject listing will first be available for course enrollment in Fall 2019. (UAPC November 2018)

Renamed/Restructured
• Move the administrative home for the course subject listing Engineering Professional Development (348) from UDDS A1995 (Department of Engineering Professional Development) to UDDS A19 (College of Engineering). This action is effective Summer 2020. (UAPC April 2019)

• Move the administrative home for the course subject listing, FOLKLORE (380) from the Department of Comparative Literature and Folklore Studies (CLFS, UDDS A4819) to the Department of German, Nordic and Slavic (GNS, UDDS A4870). This action is effective Summer 2020. (UAPC April 2019)

Discontinued
• East Asian Languages and Literature (295-E ASIAN), Languages and Cultures of Asia (521-LCA), Languages and Cultures of Asia- Languages (522- LCA LANG), College of Letters & Science. This action is effective Fall 2019. (UAPC May 2019)

G. Centers and Institutes
Established
• Data Science Institute, Office of the Vice Chancellor for Research and Graduate Education. This action is effective May 1, 2019. (UAPC April 2019)

• University of Wisconsin-Madison Prevention Research Center, School of Medicine and Public Health. This action is effective July 1, 2019. (UAPC May 2019)

• University of Wisconsin-Madison Center for Genomic Science Innovation, Office of Vice Chancellor for Research and Graduate Education. This action is effective August 1, 2019. (UAPC June 2019)

Discontinued
• Wisconsin Center for Sustainable Agriculture, College of Agricultural and Life Sciences. This action is effective January 1, 2019. (UAPC December 2018)

• General Clinical Research Center, School of Medicine and Public Health. This action is effective February 1, 2019. (UAPC January 2019)
- Environmental Resources Center, College of Agricultural and Life Sciences. This action is effective December 31, 2019. (UAPC April 2019)

H. Schools/Colleges/Divisions
Established
- The Division of Extension. Effective July 1, 2019. (UAPC April 2019)

I. Miscellaneous
- Additional location in Green Bay, Wisconsin, to deliver a 30-credit MS in Educational Leadership and Policy Analysis (named option: Wisconsin Idea Principal Preparation Program (WIPP). This action requires HLC approval after UAPC approval. (UAPC September 2018)

- Change the admitting status of the Sociology MS to non-admitting, Department of Sociology, College of Letters & Science. (UAPC June 2019)

- Create a new TCH (teach) code for mathematics, Certified to Teach Mathematics (Grades 4-12), Department of Curriculum and Instruction, School of Education. This action is effective Fall 2019.

- Create a new TCH (teach) code for social studies, Certified to Teach Social Studies (Grades 4-12), Department of Curriculum and Instruction, School of Education. This action is effective Fall 2019.

IV. Future Issues
The UAPC will continue to address issues relevant to its purpose of advising the provost on university academic program issues. These issues are expected to continue to include overseeing program review policies, general education requirements, monitoring assessment of student learning, and reviewing a range of academic policy matters. Agenda topics in 2019-20 are likely to include a report on the March 2019 HLC accreditation visit. The department guidelines discussed at the September 2018 meeting will return for consideration by UAPC for approval.

V. Summary
In 2018-19, the UAPC addressed academic issues relevant to many aspects of its purpose as defined by Faculty Policy and Procedures. The UAPC discussed the status of program review and considerations related to the general education program. The UAPC discussed the development of department guidelines, online education principles and actions relevant to Extension restructuring. As part of its responsibility for appropriate review and consideration of requests for new programs and changes to programs and units, the UAPC approved over 100 actions related to changes in the status of academic programs and academic units as listed above. These included a number of new programs representing new directions for academic work, many changes and transitions related to several departmental restructuring efforts, and a number of actions that provided for the removal of unused codes or other kinds of academic “clean up”.

VI. University Academic Planning Council Membership 2018-19

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

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

University Committee Representative Rick
Amasino, Biochemistry

Academic Staff Executive Committee Appointee Debra
Shapiro, Information School

University Staff Executive Committee Appointee Laura
Ketterhagen, Wisconsin Energy Institute

Divisional Committee Appointees (Term Expires)
Donna Fernandez, Botany, Biological Sciences Division (2021)
Brian Gould, Agricultural and Applied Economics, Social Sciences Division (2020)
Steven Deller, Agricultural and Applied Economics, Social Sciences Division (2020, completing B.Gould’s term)
Catherine Middlecamp, Environmental Studies, Physical Sciences Division (2019) Junko Mori,
Asian Languages and Cultures, Arts and Humanities Division (2022)

University Committee Faculty Appointees (Term Expires)
* Also a member of the Campus Planning Committee.
Elizabeth Cox, Pediatrics (2022)
*Mark Eriksson, Physics (2019, completing J. Skinner’s term)
*Yevgenya Grinblat, Zoology (2021)
Sarah Thal, History (2020)

ASM Student Appointee (nonvoting, one-year appointment) Nate
Jones

Consultants and Staff to the UAPC
Jocelyn Milner, Vice Provost for Academic Affairs and Director of Academic Planning and Institutional
Research
Nicole Wiessinger, Academic Planner, Academic Planning and Institutional Research
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 their 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).
7.07. 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.
Resolution to Celebrate the 125 Years of “Sifting and Winnowing”

WHEREAS, the UW Board of Regents unanimously adopted a report on September 18, 1894 that found Professor Richard Ely innocent of charges related to teaching “utopian, impractical or pernicious doctrines.”;

WHEREAS, contained within the report are the words “Whatever may be limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage the continual and fearless sifting and winnowing by which alone the truth can be found.”;

WHEREAS, these words are memorialized on a plaque on the front of Bascom Hall given by the class of 1910 to the University;

WHEREAS, September 18, 2019 marks the 125th anniversary of the sifting and winnowing statement;

Therefore, be it RESOLVED by the UW-Madison Faculty Senate recognizes this important anniversary of one of the fundamental principles of UW-Madison.

BE IT FURTHER RESOLVED, the Senate urges the university and UW System to protect the free speech and academic freedom of faculty, staff and students at the University of Wisconsin-Madison.