FACULTY SENATE MEETING AGENDA
MATERIALS
for

05 October 2020

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

1. Memorial Resolutions for:
   - Professor Emeritus James O. Bailey (Faculty Document 2896)
   - Professor Emeritus Harlan Marquess (Faculty Document 2897)
   - Professor Emeritus Akira Miura (Faculty Document 2898)
   - Professor Emeritus Glen E. Myers (Faculty Document 2899)
   - Professor Emeritus William Vogelsang (Faculty Document 2900)
   - Professor Emeritus William Weidanz (Faculty Document 2901)

2. Announcements/Information Items

3. State of the University

4. Question period

5. Minutes of the May 4 and September 14 meetings. (consent)

Reports


Old business
None

New business
9. Resolution supporting UW-Madison’s Efforts to become a Fair Trade Certified University. (Faculty document 2905) (for vote)

10. Changes to Faculty Policies and Procedures Chapter 3 (3.05I. Mechanism for academic staff to maintain graduate faculty status following retirement or resignation). (Faculty document 2906) (1st reading)

11. Changes to Faculty Policies and Procedures Chapter 6 (6.34. Removing Commission on Faculty Compensation and Economic Benefits). (Faculty Document 2907) (1st reading)

Upcoming Faculty Senate Meetings – 3:30 p.m., Online
November 2, December 7, 2020; February 1, March 1, April 5, May 3, 2021
Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus James Orville Bailey

Emeritus James Orville Bailey, Jr., Jim, died at the age of 90 on July 20, 2020 in Madison, Wisconsin. He was born in 1929 in La Junta, Colorado, but grew up in California. After graduating from the University of Southern California, he served for several years in the U.S. Army, studying Russian at the Army Language School in Monterey, California. Jim received his MA in Slavic Studies at Indiana University in 1958 and his PhD in Slavic Languages and Literatures from Harvard University in 1965. He taught in the Slavic Department at UW-Madison from 1967 until his retirement in 1995. At UW-Madison he served at various times as department chair, head of the Russian Area Studies Program, and as head of the Folklore Program, which he also helped to found in the early 1980s.

Jim spent many decades devoted to the study of Russian folklore, traveling frequently to Russia to carry out research and visit colleagues. He published numerous articles and several books on folklore, and he collaborated on an anthology of translations of Russian epics. He helped to organize and also served as president of the Slavic and East European Folklore Association (www.seefa.org). A panel, “Building Bridges with Words and Deeds: Honoring Jim Bailey,” was held at the annual meeting of the American Folklore Society in Baltimore in October 2019.

Jim is survived by his wife Hanna, their sons Geoffrey Bailey and Michael Bailey, and by two grandchildren. The family has requested that donations be made to the National Alliance on Mental Illness of Dane County (https://www.namidanecounty.org).
Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Harlan Earl “Mark” Marquess

Professor Emeritus Harlan Earl “Mark” Marquess died on December 12, 2019 at Oakwood Village in Madison, Wisconsin. Mark was born in 1931 in Sheridan, Wyoming, where he graduated from high school. After a period studying accounting, he joined the Air Force and was sent to the Defense Language Institute in Monterey, California to study Russian. He served in the Korean War and was stationed in Japan, using his language skills to help in the war effort. After completing his military service, he received a PhD in Slavic Languages at the University of California-Berkeley. In 1964, he moved to Madison to join the Slavic Department. In 1972, Mark co-authored *Soviet Prison Camp Speech: A Survivor’s Glossary*; he subsequently received tenure. He taught courses in Slavic linguistics as well as both Russian and Czech language for many years, and he was active in the Faculty Senate. After a long career, he retired in the mid-1990s. In retirement, Mark enjoyed visiting national parks, canoeing on Wisconsin rivers, attending Madison opera, and volunteering with the Sierra Club.

He is survived by his wife, Jeanette “Jen” Blodau; a daughter Jeanette Marquess of Madison; two sons, Philip Delaquess of Madison and Erik Marquess of Spring Green; one step-daughter, Annette Puente of Rochester, New York; and five grandchildren and five great-grandchildren.
Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Akira Miura

Professor Emeritus Akira Miura died at the age of 92 on October 22, 2019, in Madison, Wisconsin. With his passing, Japanese language education in the U.S. lost one of its pioneers who contributed enormously to shaping the high quality of Japanese language teaching in the U.S. Akira ("Aki") grew up in Tokyo and graduated from the University of Tokyo in 1949 with a degree in German Literature. In 1950 he received a GARIOA (Government Appropriation for Relief in Occupied Areas) fellowship, predecessor of the Fulbright fellowship, and studied at Rochester University. He was one of the first cohort who came to study in the U.S. after WWII, and his experience during this time is well described in his interesting autobiographical book, *Watashi no mita Nihon to Amerika* [Japan and America that I saw] (2006).

Between 1951 and 1960, Aki taught English and German in Japan. He then moved to New York City in 1960, and in 1970 he received an EdD in English Language Education from Columbia University. He joined the Department of East Asian Languages and Literature of the University of Wisconsin-Madison in 1970, was promoted to professor in 1984, and retired in 2002. Aki was a visiting scholar/professor at various institutions, including Harvard University, Middlebury College, Australian National University, Columbia University, and the University of British Columbia.

Aki played a vital role in shaping Japanese language pedagogy in the U.S. At the time when grammar/structure-based teaching method was the primary method of teaching Japanese, Aki was a proponent of situation-based, proficiency-based approach. He was so well known in the field that many graduate students specifically came to UW-Madison to study and be trained by him. Many of these graduates are now teaching at major universities in the U.S. and Japan, and his presence greatly contributed to making UW-Madison’s Japanese program one of the best in the country. Aki wrote extensively in the area of Japanese language pedagogy. He coauthored three Japanese language textbooks: *An Integrated Approach to Intermediate Japanese* (1994), *Cultural Episodes for Speed Reading* (1997), and *People who Played Important Roles in Japan’s Modernization* (2001). These textbooks became standard in many Japanese language courses world-wide.

Aki’s research involved delineating linguistic and cultural differences as reflected in the meanings and usages of words. He had a keen and sensitive understanding of both Japanese and English, and his insight is reflected in his writings, such as *Japanese Words and Their Uses* (1983), *Japanese Words & Their Uses II* (2001), “English” in *Japanese* (1985), and *Jama ni naru Katakana Eigo* [Troublesome katakana English] (1990).

From 1987 to the time of his retirement, Aki served as President of the Madison Japan Association, and under his leadership the Association was actively engaged in serving the needs of the Japanese community in Madison. He was honored by the Consul General of Japan in Chicago and received an award in 1992 for “Outstanding Achievement as a Pioneer of Japanese Language and Cultural Education in Wisconsin.” In 2005 Aki was honored by the Japanese Government for a life-time of promoting friendship and cultural exchange between the United States and Japan, and he received one of the most prestigious decorations, the Order of the Sacred Treasure, Gold Rays with Rosette.

Aki loved playing tennis and watching Badger basketball. He was also an avid scrabble player. He will also be remembered for his gentle smile and witty word plays. He is survived by his two children, Asa and Hana, daughter-in-law Jill, and two grandchildren, Kin and Risa.

MEMORIAL COMMITTEE
Naomi McGloin
Junko Mori
Glen Everett Myers, Professor Emeritus of Mechanical Engineering, passed away peacefully on December 2, 2019 at age 85.

Glen was born March 6, 1934 in Hollywood, California to the late Henry and Kathryn Myers. He was a 1956 graduate of the Rensselaer Polytechnic Institute, where he lettered in basketball while maintaining a 4.0 average. He received his M.S. and Ph.D. degrees in Mechanical Engineering from Stanford University in 1957 and 1962 and began his career at the University of Wisconsin in 1962.

On August 4, 1963, Glen and Susan M. Ralph were married in Seattle, Washington. They raised their three children in Madison and participated in their many activities. He was involved with the Badger Dolphins swim team for a number of years. Genealogy research on his family became of particular interest to him during his retirement, and he and his wife took a number of international trips to learn more of their ancestral history.

The focus of his early work at Wisconsin was bioengineering. He developed a very popular course that brought in a variety of speakers to present and discuss topics as varied as basic physiology, modeling the cardiovascular system, and engineering solutions to problems facing those in wheelchairs. With his graduate students, he conducted a number of studies on using heating or cooling to treat human ailments, including cancer. The cooling boot that he helped develop was used by anesthesiologists in operations on diabetics and in the treatment of UW football player injuries.

Numerical analysis of thermal problems was his special area of interest, and it formed the basis for most of his publications. His graduate text, Analytical Methods in Conduction Heat Transfer, published in 1971, was the first heat-transfer text to present the finite-element analysis of conduction problems. This text is still in use today. The Finite Element Heat Transfer program (FEHT) that resulted from this work continues to be available and is featured in a widely distributed heat transfer text.

Over the years, teaching the next generation of engineers became his passion. He was an excellent classroom instructor but was also readily approachable outside the classroom. He always had time for students to discuss the problems that they faced in their engineering studies. Glen’s approach to teaching combined excellent lectures with high expectations. He required that students exercise their knowledge through numerous, difficult homework assignments. As a result, he instilled in students both a love for the thermal side of mechanical engineering as well as a confidence in their own abilities. This approach clearly impacted the lives of many students in ways that are hard to measure. The eventual success of these students after they graduated was in part related to the excellent preparation that they received in Glen’s class. These students are his most lasting professional legacy and they have contributed to the national and international reputation of the department.

The students in his classes recognized his excellence as a teacher. Although the courses he taught are known to be among the most challenging in the curriculum, he received many student-administered teaching awards from Pi Tau Sigma and Polygon. The College of Engineering recognized him with the Teaching Excellence Award and the University of Wisconsin with the
AMOCO Distinguished Teaching Award. The large number of teaching awards he received are a testament to his commitment to helping students learn mechanical engineering subjects, and the recognition of its value.

His dedication to undergraduate teaching led to his textbook entitled *Engineering Thermodynamics*. This book differed from other texts by focusing on a sound and systematic method for analyzing and solving the challenging problems of thermodynamics. Although the process was presented in the context of thermodynamics problems, the underlying method provided a basic approach to solving a variety of problems encountered by engineers in school or practice.

Another measure of his dedication to undergraduate student development was his many years of service as Scholarship Chair of the department. The Scholarship Program provides financial support to undergraduate Mechanical Engineering students through a large number of gifts and grants from individuals, organizations, and industrial sponsors. Glen oversaw the matching of awards and recipients and organized the annual program in which the awards were presented.

His greatest honor was the universal respect and appreciation of colleagues and students for his dedication to undergraduate education.

Glen is survived by his wife Susan, his son Timothy A. Myers, his daughter Christine D. Myers, and a grandson, Ethan C. Myers. He was preceded in death by his young son, Gregory.

MEMORIAL COMMITTEE
  Jaal Ghandhi
  John Mitchell
  Greg Nellis
William F. Vogelsang, age 90 and a resident of Madison for nearly 60 years, died June 9, 2019. As a one of the first faculty in the original department of Nuclear Engineering at the UW-Madison, Bill was a major influence in the establishment of the UW Nuclear Reactor for research and education of nuclear engineering students as well as organizing and chairing the UW Reactor Safety Committee.

Bill was born September 12, 1928 in Lincoln, Nebraska to Fred and Lula Vogelsang. He grew up building and flying model airplanes, playing clarinet in the band, hiking in Colorado and reading. These remained his favorite activities throughout his whole life.

He graduated with a BS in physics from Nebraska Wesleyan, and an MS from Miami University of Ohio. He earned a PhD from the University of Pittsburgh in 1956. Bill entered his professional life as a senior scientist, and spent seven years as part of a team at Bettis Atomic Power Laboratory in Pittsburgh working on the design and development of the first nuclear reactors used to power United States submarines and aircraft carriers.

In 1962, Bill joined the UW faculty as one of the first professors of the newly formed Nuclear Engineering program, one of the first programs in the U.S. The development of the nuclear engineering program, was initially at the Masters level, followed by the PhD level and then a Bachelors undergraduate degree. By 1963, when the UW research and training reactor was built, Bill organized and chaired the UW Reactor Safety Committee. The research focus of the faculty was nuclear reactor engineering, specifically fission. Based on their scholarly activities, the UW nuclear engineering program was immediately ranked in the top five programs in the U.S. and has remained there ever since.

Throughout his career, Bill taught the basic required reactor engineering, laboratory and design courses to undergraduates. No one else brought more nuclear engineering knowledge to the classroom than Bill. Bill’s capstone reactor design course, using reactor analysis computer software, preceded by decades this now common approach to engineering education. In his team-based course, Bill taught students not just engineering, but how to be engineers. He insisted on professional behavior and taking responsibility for design decisions and project completion. He was critical but fair. During the years 1990-1997, Bill served as the editor of the American Nuclear Society’s international research journal “Nuclear Technology”.

Bill was one of the Nuclear Engineering faculty that saw the promise of plasma physics and nuclear fusion as emerging research areas. In the 1970s he expanded his research interests into fusion technology. Bill was universally considered a valued member of his department by his colleagues.

Barbara survives with their children, Margaret Sanders (Robert) and Tom (Kathy Moran); grandchildren Louisa Buck (Geoff), Billy Sanders (Martina), Adrienne Vogelsang; and great-granddaughter Josefina Fabian Sanders.
Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus William P. Weidanz

William “Bill” P. Weidanz, Professor Emeritus and former Chair of Medical Microbiology and Immunology, died at the age of 82 on November 21, 2017 at home in Roseville, California, surrounded by family. He was born in Jackson Heights, New York in 1935. Bill served in the U.S. Marine Corps Forces Reserves from 1955 to 1963. He earned a Bachelor of Science degree in Pharmacy from Rutgers University in 1956, a Master of Science degree in Bacteriology from the University of Rhode Island under the direction of Philip Carpenter in 1958, and a Doctor of Philosophy degree in Microbiology from Tulane University under the direction of Morris Shaffer in 1961.

He was awarded a National Institutes of Health Postdoctoral Fellowship in Immunology, training for three years under the direction of Maurice Landy in the Laboratory of Clinical Pharmacology and Laboratory of Immunology. He then served on the faculty of Louisiana State University for two years as Assistant Professor of Bacteriology. In 1966 Bill joined the faculty of Hahnemann Medical College, later Hahnemann University School of Medicine, in the Department of Microbiology, later Microbiology and Immunology, where he remained for 24 years. He rose through the academic ranks of Assistant Professor (1966), Associate Professor (1970), and Professor (1977), and also served as departmental Vice Chair and Acting Chair and Associate Dean for Academic Affairs at Hahnemann.

In 1990, Bill joined the faculty of the University of Wisconsin-Madison as Professor and Chair of the Department of Medical Microbiology and Immunology in the Medical School, later School of Medicine and Public Health. He served as departmental Chair until 2000 and remained with the department until his retirement in 2011, when he became Professor Emeritus at age 76. Notable activities in the Department of Medical Microbiology and Immunology during Bill’s ten-year tenure as Chair included: 1) expansion of the undergraduate major degree program administered through the College of Letters and Science from 25 students to more than 250 students, one of the largest biological sciences majors on campus at the time; 2) merger of the doctoral degree program with that of the Department of Bacteriology in the College of Agricultural and Life Sciences to form the Microbiology Doctoral Training Program, which is highly ranked nationally and one of the largest and strongest biological sciences graduate programs on campus; and 3) initial planning of the Microbial Sciences Building shared with Bacteriology. During Bill’s time in Madison, he also served as Adjunct Professor of Medicine at the University of Alabama-Birmingham, Adjunct Professor of Microbiology and Immunology at Drexel University, and Adjunct Professor of Pharmaceutical Sciences at Texas Tech University. He previously held Visiting Scientist appointments at Fibiger Laboratory in Copenhagen, Denmark and the Armed Forces Research Institute of Medical Sciences in Bangkok, Thailand.

Bill was passionate about scientific research. His innovative and seminal studies on immune responses to malaria earned national and international recognition in the fields of parasitology and immunology. Through his scholarly research activities, Bill made significant contributions to the understanding of the role of T lymphocyte-mediated immunity in resistance to malaria. For 35 years, Dr. Weidanz’s research program was funded by the National Institutes of Health and generated over 100 publications including classic reports in high-impact general-interest journals, such as “Immunity to Plasmodium chabaudi adami in the B cell-deficient mouse” (Grun JL and WP Weidanz, 1981, Nature 290: 143-145). For a decade after returning to his beloved laboratory following his service as departmental Chair, Bill continued his important
work with cell-mediated immunity, cytokine responses, and gd T lymphocytes in malaria as well as initiating innovative collaborative work on *Plasmodium* infection in “humanized mice” with engrafted immune cells.

Bill was also passionate about teaching. As chair, he served as champion and cheerleader for departmental medical school, graduate, and undergraduate teaching missions. He faced considerable administrative, organizational, and funding challenges for the very rare phenomenon of an undergraduate major in a medical school department, particularly one experiencing burgeoning interest and enrollment. The graduate program was simultaneously developing and expanding into the Microbiology Doctoral Training Program. Bill was also personally very dedicated to classroom instruction and laboratory mentoring. He continually participated in undergraduate classroom instruction during his time at UW, including the core course MMI 341, Immunology, required for students in the MMI major and also with considerable enrollment from students in other majors. Additionally, he was innovative in developing new courses at the forefront of biological research as well as timely for current events in society, including MMI 554, Emerging Infectious Diseases and Bioterrorism, and MMI 555, Vaccines: Practical Issues for a Global Society. As well as a teacher in the classroom, Bill was a dedicated and much sought-after mentor in the laboratory for more than 50 undergraduate students doing research projects and 14 PhD, one MD/PhD, and 14 MS students doing thesis research. He loved working in his lab and opened it to any student who shared his passion for research and learning. Bill provided his students a foundation for success in their careers and in life, teaching them to think and question critically, guiding their research, encouraging them through difficult times, and sharing the joy of their accomplishments. He valued his students, and they in turn stayed in touch with him throughout his life. About three weeks before his death, Bill indicated his one regret in retirement: he hated missing the students.

Outside of the laboratory and the classroom, Bill was an avid gardener and fisherman, ever in search of the perfect tomato or the big fish that got away. Conversations in his office would shift seamlessly between the intricacies and challenges of inbred mouse strains and those of favorite fishing spots. He had a love for travel, books - especially history or historical fiction - and movies, to which his children and grandchildren, when visiting, accompanied him in exchange for pizza dinners and pearls of wisdom. Despite his move to California, Bill remained a loyal supporter of the Green Bay Packers and the UW Badgers, much to the dismay of his Vikings-fan grandson and namesake. Bill will be remembered as a loving husband, father, and grandfather; a trusted friend and respected colleague; a strong mentor and inspiration to others who stayed true to the academic mission and showed passion and enthusiasm for science and research throughout his career; and for his faith, humor, wisdom, and integrity. He is survived by Barbara, his wife of 57 years, their five daughters and a son, and twelve grandchildren. He is remembered, honored, and missed.

MEMORIAL COMMITTEE
Curtis Brandt
Ron Schell
Jon Woods (chair)
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 2019-2020, the committee met 14 times on the second and fourth Fridays of the month on the following dates: September 13, September 27, October 11, October 25, November 8, November 22, and December 13, 2019; and January 24, February 14, February 28, March 27, April 10, April 24, May 8, 2020.

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 2019-2020, the UCC reviewed 754 course proposals. After a lighter year in 2018-2019 where only 408 proposals were reviewed, the volume was up more than 50% due to the number of new programs that were or are in the process of being created and a project to change the grading basis for clerkship and internship courses in the medical program.

Of the proposals submitted:
- 359 were new course proposals
- 365 were course change proposals
- 30 were course discontinuation proposals
Table 1. Counts of Types of Course Approvals by Subject

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

**Third-Party Test Credit Policy**

The Third-Party Test Credit Policy is a formalization of the existing procedures on how equivalences and acceptance of third-party test credit is managed at a university level. This policy was developed to advance UW-Madison’s goals to support students in their timely progress to degree. By awarding appropriate credit for prior learning experiences, the university helps students keep the cost of their education down and frees up space in high-demand courses. This policy covers how course equivalency for third-party exams are established or changed through an established campus-level process that aligns with processes for approval of for-credit courses and assures consistency and transparency of such assignments. The committee approved the proposed policy but acknowledged that due to Covid-19, there had been limited opportunity for schools and colleges to review the policy. Therefore, in the fall of 2020, the policy will be reintroduced to the schools and colleges for review and any necessary adjustments.

**Sustainability Attribute Course List Review**

During the spring of 2018-2019 the UCC approved the creation of a course attribute to identify courses with course learning outcomes related to sustainability. Over the summer and early fall departments identified existing courses that they felt met the requirements for the sustainability attribute. Lists of these courses were presented to the committee for review and approval. The courses that were included were given a provisional attribute and the department that offers the course now has three years to submit a course change proposal with the appropriate learning outcomes requesting the permanent sustainability attribute.

**Internships for Credit and Pay**

Nancy Lynch, Associate Vice Chancellor for Legal Affairs, was invited to meet with the committee to discuss legal issues associated with student internships. Nancy provided the legal perspective that
students can take part in an internship while getting paid and getting credit; there were no rules that prevent students from doing so. Due to different specialized accreditation requirements various programs may have different requirements for student internships. The Legal Affairs office is happy to help as needed in regarding what kind of documentation should be kept on file for students who are participating in an internship to fulfill an academic requirement.

The schools/colleges have requested guidance on what should be included with syllabi for internship or practical experience-related course proposals. It was suggested that a document like the Independent Study guidelines could be helpful for campus partners. The committee also discussed additional requirements of individualized accreditation, labor laws, and unpaid interns replacing entry-level employees. The committee is also interested in providing a definition of internship and guidelines on what should be documented. The committee will consider whether to provide guidelines when it reconvenes in the next academic year.

Provost Karl Scholz
The Provost meets annually with the University Curriculum Committee to share his concerns and priorities and to learn more about the work of the committee. Provost Scholz discussed improving UW-Madison by: leveraging the opportunities made possible by the Division of Extension and the Wisconsin Public Media following the merger with UW-Extension; increasing diversity and inclusion for students (particularly in the area of Pell Grants); and providing more support for faculty by creating a centralized and coordinated resource for instructors looking to leverage colleagues expertise on teaching and learning, and providing a means for mentorship. Specific items of interest that impact UCC are course design and online education, and duplication of courses in other departments were discussed. The creation of the first fully online undergraduate degree programs is new, but the university remains committed to ensuring that all students will receive a top-notch education that has come to be expected of UW-Madison graduates.

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

Obsolete Course Policy
There were 186 courses on the list of courses that have not been taught in the past eight years and thus were slated for automatic discontinuation. Departments owning five of these courses submitted requests for a two-year extension that would allow the courses to be scheduled and taught rather than being discontinued. All five requests were granted. The text of the policy and the timeline for the annual process is available here.

Course Requisite Clean-Up Project
The course requisite clean-up project continued this year and a deadline of completing the project in 2021 was established. Of the 190 active subject listings, 93 subjects have completed the clean-up process and another 67 are currently reviewing the courses in their subject listings. There are 31 subject listings that have taken no action.

IV. Summary
Given the increased volume of course proposals submitted during the 2019-2020 academic year and the extraordinary circumstances imposed by the Covid-19 pandemic, the committee’s primary focus was on the timely review of the more than 750 course proposals submitted during the year. After the move to
remote instruction and administrative work for campus in March the committee continued to meet using video conferencing tools but had limited opportunities to discuss policy due to more urgent demands. In the upcoming academic year, the committee will enact a plan to create a working group to review the role of crosslisted courses in the curriculum that will provide recommendations for the future use of crosslisting.

V. University Curriculum Committee Membership 2019-2020 (term expires)

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

Nick Balster, Soil Science (2021)
Kreg Gruben, Kinesiology (chair) (2020)
Sung Kim, Operations and Information Management (2020)
Dan Klingenberg, Chemical and Biological Engineering (2020)
Eugenia Malitsky, Mathematics (2022)
Dennis Miller, Art (2022)
Grant Nelsestuen, Classical and Near Eastern Studies (2021)
Julie Poehlmann-Tynan, Human Development and Family Studies (2021)
Ellen Smith, Social Work (2021)
Mary Thompson, Division of Continuing Studies (2021)
Tomy Varghese, Medical Physics (2022)
Sue Wenker, Physical Therapy (2020)

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

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

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

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

UAPC meets once per month during the academic year, usually on the third Thursday of the month from 3:30–5pm, and as needed during the summer months. In 2019–20, the UAPC met 10 times on the following dates: September 19, 2019; October 17, 2019; November 21, 2019; December 19, 2019; January 16, 2020; February 20, 2020; March 26, 2020; April 16, 2020; May 21, 2020; and June 18, 2020. The September through February meetings took place in-person in Bascom 52. Due to the COVID-19 pandemic, the March, April, May, and June meetings were held online via WebEx. Agendas and minutes for UAPC meetings are available from the Office of Academic Planning and Institutional Research (APIR) and are posted online at the APIR website.

II. UAPC Policy and Planning Discussions

A. Annual Program Review Report

The 2018–19 Annual Program Review Report was presented and discussed at the September 2019 meeting. In 2018–19, UW–Madison had approximately 400 degree/major programs and 125 certificate programs, for a total of approximately 525 academic programs. Consequently, reviews of 52 programs need to be completed each year to maintain the requirement that every program be reviewed once in 10 years. In 2018–19, 35 reviews covering 44 programs were completed. This was a decrease from 2017–18 when 48 reviews covering 82 programs were completed and 2016–17 when 72 reviews covering 93 programs were completed. The reduced number of program reviews completed last year is a sign that many overdue reviews have been completed and a backlog that had developed about five years ago is being reduced. Almost all academic programs are now being reviewed on schedule. As part of UAPC’s discussion of the Annual Program Review Report, the committee also considered a change to the five-year program review policy. Previously the five-year reviews for all new degrees/majors were facilitated by APIR while the reviews for options and certificates were managed by the
school/college deans’ offices. This delineation created confusion. As a result, UAPC approved the proposal to have the deans’ offices handle all five-year reviews for degrees/majors, options, and certificates.

B. Departments and Department-Like Academic Units: Definition, Privileges, Responsibilities, and Process for Approvals
At the September 2019 meeting, UAPC revisited a guidelines document covering departments and department-like academic units. These guidelines were discussed by UAPC in Fall 2018, provided to deans for feedback in January 2019, endorsed by the University Committee in August 2019, and were returned to UAPC for consideration and final endorsement in September. The guidelines filled a policy gap by operationalizing the criteria and information that UAPC uses in considering department creation, restructuring or discontinuation, and the creation, restructuring, or discontinuation of department-like units. The guidelines were approved by UAPC in September 2019.

C. Annual Undergraduate General Education Committee (UGEC) Report
The annual report from the Undergraduate General Education Committee was presented at the December 2019 UAPC meeting. Key initiatives related to the university’s General Education Requirement (GER) over the past year included:

- Clarification of the connection between English language proficiency and the Communication A requirement, which can be satisfied with English as a Second Language (ESL) coursework. This clarification, as well as other changes in practice and procedure, attempted to address concerns and complaints that had been expressed about practices for ESL placement, treatment of test and transfer credit for students directed to ESL placement, and satisfaction of the Communication A requirement.
- Assessment of student learning, including a focus on syllabus and course evaluation, as well as direct evidence of student learning.
- Full integration of GER review into the university’s course approval workflow, ensuring faculty governance procedures are followed and course’s being proposed to satisfy GER are reviewed on a timely basis.
- Participation in the decennial Higher Learning Commission (HLC) comprehensive evaluation of UW–Madison.

D. Overview of Official and Unofficial Transcripts
Staff from the Office of the Registrar updated UAPC on revisions to the university’s official and unofficial transcripts at the December 2019 meeting. Revisions were made during 2018–19 to update the transcripts, which were last evaluated in 1999. A working group comprised of associate and assistant deans in the schools and colleges, as well as advising leaders, guided the redesign of the layout and format. The largest changes/enhancements included:

- Removing the single-largest customization
- Reducing a significant technical risk by updating the technology used to create the transcript
- Aligning with the American Association of Collegiate Registrar and Admission Officers (AACRAO) Statement of Best Practices for Transcripts
• Providing a more modern transcript aligned with what peer institutions are providing resulting in a better end-user experience

E. **Annual Assessment of Student Learning Report**
The annual report on student learning assessment was presented at the January 2020 UAPC meeting. The report detailed five major assessment efforts during 2018–19 intended to support UW–Madison’s education mission and faculty, staff, and students. These efforts included:

• Direct evidence of student learning
• Academic program assessment plans and reports
• Digital course evaluation surveys
• Course learning outcomes and syllabus improvement
• Professional development for faculty and staff engaged in assessment activities

F. **Low-Producing Program Policy Revisions**
Revisions to the university’s Low-Producing Programs Policy were presented at the March 2020 meeting and approved at the April 2020 meeting. Revisions were made to align with changes to the UW System policy, which provided specified thresholds for low-producing status and required that each institution provide documented evidence of attention to and review of programs below the thresholds. In general, UW-Madison’s existing policy and process met the UW System requirements with minor adjustments. The main changes were that the award thresholds were higher for bachelor’s and master’s programs than previously established, and the university needed to formalize some documentation associated with low-producing programs.

G. **State Authorization Requirements Revisions**
The March UAPC meeting featured a presentation on the State Authorization Reciprocity Agreement (SARA) and changes to the requirements for the coming year. SARA ensures institutions can easily operate distance education programs in multiple states if they meet the regulatory requirements of their home state. Key changes to the requirements included institutions needing to have a process in place to determine in which states students are located for the purpose of issuing state-specific disclosures and specific disclosures for professional licensure and certification programs, as well as minor changes to the annual data reporting requirements.

H. **Policy on Determination of Student Location Adoption**
As noted in item G above, the SARA requirements changed to require institutions to determine and track where their students are located (i.e., where they lay their head) as opposed to state of residency. In response, UW–Madison established a new Policy on Determination of Student Location, which details how student location will be determined, as well as subsequent considerations around data, reporting, and disclosure regarding professional licensure.

III. **Academic Program Changes Approved, September 2019 – June 2020**

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

Notice of Intent

- MS-Environmental Remediation and Management, Department of Soil Science, College of Agricultural and Life Sciences. (UAPC September 2019)
- BBA-Business: Supply Chain Management, Department of Operations and Information Management, School of Business. (UAPC October 2019)
- PhD-Gender and Women’s Studies, Department of Gender and Women’s Studies, College of Letters & Science. (UAPC November 2019)
- EdS-School Psychology, Department of Educational Psychology, School of Education. (UAPC December 2019)
- MS-Financial Economics, Department of Economics, College of Letters & Science. (UAPC December 2019)

Authorization to Implement

- MS-Clinical and Health Informatics, Institute for Clinical and Translational Research, School of Medicine and Public Health. Planned implementation Fall 2020. (UAPC November 2019)
- BBA-Business Supply Chain Management, Department of Operations and Information Management, School of Business. Planned implementation Fall 2020. (UAPC November 2019)
- MS-Athletic Training, Department of Kinesiology, School of Education. Planned implementation Summer 2021. (UAPC December 2019)
- BS-Global Health, Department of Entomology, College of Agricultural and Life Sciences. Planned implementation Fall 2020. (UAPC January 2020)
- MS-Business Analytics, School of Business. Planned implementation Summer 2021. (UAPC March 2020)
- MS-Information, Information School, College of Letters & Science. Planned implementation Fall 2021. (UAPC April 2020)
- MS-Financial Economics, Department of Economics, College of Letters & Science. Planned implementation Fall 2021. (UAPC May 2020)
- Educational Specialist-School Psychology, Department of Educational Psychology, School of Education. Planned implementation Summer 2021. (UAPC May 2020)

Renamed/Restructure


Admission Suspended

- MS-Occupational Therapy, Department of Kinesiology, School of Education. Action effective Summer 2020. (UAPC September 2019)
- MS-Health Services Research in Pharmacy, School of Pharmacy. Action effective Fall 2020. (UAPC April 2020)
- MA-Physics, Department of Physics, College of Letters & Science. Action effective Fall 2020. (UAPC April 2020)
- MA-Art, Department of Art, College of Letters & Science. Action effective Fall 2020. (UAPC May 2020)

Admission Reinstated

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• BA/BS-Molecular and Cell Biology, Department of Integrative Biology, College of Letters & Science. Action effective Fall 2020. (UAPC March 2020)

Discontinued

• MA-Psychology, Department of Psychology, College of Letters & Science. Action effective Fall 2020. (UAPC October 2019)

• MA-Comparative Literature and Folklore Studies, Department of Comparative Literature and Folklore Studies, College of Letters & Science. Action effective Fall 2021. (UAPC February 2020)

• PhD-Comparative Literature and Folklore Studies, Department of Comparative Literature and Folklore Studies, College of Letters & Science. Action effective Fall 2021. (UAPC February 2020)

• BA/BS-Comparative Literature and Folklore Studies, Department of Comparative Literature and Folklore Studies, College of Letters & Science. Action effective Fall 2020. (UAPC February 2020)

• M.Eng.-Mechanical Engineering, Department of Mechanical Engineering, College of Engineering. Action effective Fall 2020. (UAPC March 2020)

• BS-Athletic Training, Department of Kinesiology, School of Education. Action effective Summer 2022. (UAPC May 2020)

B. Options

Established

• Research associated with the MS-Atmospheric and Oceanic Sciences, Department of Atmospheric and Oceanic Sciences, College of Letters & Science. Action effective Fall 2020. (UAPC September 2019)

• Professional associated with the MS-Atmospheric and Oceanic Sciences, Department of Atmospheric and Oceanic Sciences, College of Letters & Science. Action effective Fall 2020. (UAPC September 2019)

• Twenty-one new options to facilitate the Graduate School’s administrative restructuring of graduate programs with named options. Action effective Fall 2020. (UAPC November 2019):
  o Biomedical Engineering MS – Research
  o Business: Accounting, M.Acc – Accounting, Assurance, Advisory
  o Cartography and Geographical Info. Sys. MS – Thesis
  o Civil and Environmental Engineering MS – Research
  o Computer Sciences MS – Computer Sciences
  o Curriculum and Instruction MS – Research
  o Economics MS – Economics
  o Educational Psychology MS – Research
  o Engineering Mechanics MS – Research
  o French Studies MFS – Full-Time Academic
  o Human Ecology MS – Human Ecology
  o Industrial Engineering MS – Research
  o Manufacturing Systems Engineering MS – Manufacturing Systems Engineering
  o Materials Science and Engineering MS – Research
  o Mathematics MA – Foundations for Research
Five new options in the BA/BS-Mathematics. Action effective Fall 2020. (UAPC March 2020)
- Mathematics for Data and Risk Analysis
- Mathematics for Economics and Finance
- Mathematics for Programming and Computing
- Mathematics for Secondary Education
- Mathematics for the Physical and Biological Sciences
Two new options in the Doctor of Occupational Therapy (OTD). Active effective Summer 2021. (UAPC April 2020)
- Entry Level
- Post-Professional
Two new options in the MS-Information, Information School, College of Letters & Science. Action effective Fall 2021. (UAPC April 2020)
- Online Program
- Campus Program
Two new options in the BBA-Business: Management and Human Resources, Department of Management and Human Resources, Wisconsin School of Business. Action effective Fall 2021. (UAPC June 2020)
- Human Resources Online
- Management Online
Six new named options in the Doctor of Nursing Practice (DNP), School of Nursing. (UAPC May 2020)
- Adult/Gerontology Acute Care Nurse Practitioner, effective Fall 2020
- Adult/Gerontology Clinical Nurse Specialist, effective Fall 2020
- Adult/Gerontology Primary Care Nurse Practitioner, effective Fall 2020
- Pediatric Primary Care Nurse Practitioner, effective Fall 2020
- Psychiatric Mental Health Nurse Practitioner, effective Fall 2020
- Population Health Nursing, effective Fall 2021
- Systems Leadership and Innovation, effective Fall 2021
Applied Drug Development associated with the MS-Pharmaceutical Sciences, School of Pharmacy. Action effective Fall 2020. (UAPC December 2019)
Research associated with the MS-Pharmaceutical Sciences, School of Pharmacy. Action effective Fall 2020. (UAPC December 2019)
Graphic Design associated with the BS-Art, Department of Art, School of Education. Action effective Fall 2020. (UAPC December 2019)
Graphic Design associated with the BFA-Art, Department of Art, School of Education. Action effective Fall 2020. (UAPC December 2019)
• Aerospace Engineering associated with BS-Engineering Mechanics, Department of Engineering Physics, College of Engineering. Action effective Fall 2020. (UAPC February 2020)

• Polymer Engineering associated with the Engineering M.Eng., Engineering Professional Development, College of Engineering. Action effective Fall 2020. (UAPC March 2020)

• Professional associated with the MS-Civil and Environmental Engineering, Department of Civil and Environmental Engineering, College of Engineering. Action effective Fall 2021. (UAPC April 2020)

• Aerospace Engineering associated with the MS-Engineering Mechanics, Department of Engineering Physics, College of Engineering. Action effective Fall 2021. (UAPC May 2020)

• Learning Analytics associated with the MS-Educational Psychology, Department of Educational Psychology, School of Education. Action effective Summer 2021. (UAPC May 2020)

• Professional MBA associated with the MBA-General Management, School of Business. Action effective Fall 2021. (UAPC May 2020)

• Consumer Behavior and Marketplace Studies Online associated with the BS-Retail and Consumer Behavior, Department of Consumer Science, School of Human Ecology. Action effective Fall 2021. (UAPC June 2020)

• Marketing Online associated with the BBA-Business: Marketing, Department of Marketing, Wisconsin School of Business. Action effective Fall 2021. (UAPC June 2020)

Renamed/Restructured
• Rename: Market Research to Marketing Analytics and Insights associated with the MBA-Business: Marketing, School of Business. Action effective Fall 2020. (UAPC September 2019)


Admission Suspended
• Astronautics associated with BS-Engineering Mechanics, Department of Engineering Physics, College of Engineering. Action effective Fall 2020. (UAPC February 2020)

Discontinued

• Architectural History associated with PhD-Art History, College of Letters & Science. Action effective Fall 2020. (UAPC February 2020)

• Comparative Literature associated with MA-Comparative Literature and Folklore Studies, Department of Comparative Literature and Folklore Studies, College of Letters & Science. Action effective Fall 2021. (UAPC February 2020)

• Folklore Studies associated with MA-Comparative Literature and Folklore Studies, Department of Comparative Literature and Folklore Studies, College of Letters & Science. Action effective Fall 2021. (UAPC February 2020)
• Comparative Literature associated with PhD-Comparative Literature and Folklore Studies, Department of Comparative Literature and Folklore Studies, College of Letters & Science. Action effective Fall 2021. (UAPC February 2020)
• Folklore Studies associated with PhD-Comparative Literature and Folklore Studies, Department of Comparative Literature and Folklore Studies, College of Letters & Science. Action effective Fall 2021. (UAPC February 2020)
• Radio-Television-Film/Communication Science and Rhetorical Studies associated with the BA-Communication Arts, Communication Arts Department, College of Letters & Science. Action effective Fall 2020. (UAPC February 2020)
• Polymer Science associated with the Mechanical Engineering M.Eng., Department of Mechanical Engineering, College of Engineering. Action effective Fall 2020. (UAPC March 2020)
• Jewish Studies and Education associated with the BA/BS-Jewish Studies, Department of Jewish Studies, College of Letters & Science. Action effective Fall 2020. (UAPC April 2020)
• Controls associated with the MS-Mechanical Engineering, Department of Mechanical Engineering, College of Engineering. Action effective Fall 2021. (UAPC May 2020)
• Six options in MS-Civil and Environmental Engineering, Department of Civil and Environmental Engineering, College of Engineering. Action effective Fall 2022. (UAPC April 2020)
  o Construction Engineering and Management
  o Environmental Science and Engineering
  o Geological/Geotechnical Engineering
  o Structural Engineering
  o Transportation Engineering
  o Water Resources Engineering

C. Doctoral Minors
Established
• Energy Analysis and Policy, Institute of Environmental Studies, Gaylord Nelson Institute for Environmental Studies. Action effective Fall 2020. (UAPC June 2020)
• Animal Sciences, Department of Animal and Dairy Sciences, College of Agriculture and Life Sciences. Action effective Fall 2020. (UAPC June 2020)
• Dairy Science, Department of Animal and Dairy Sciences, College of Agriculture and Life Sciences. Action effective Fall 2020. (UAPC June 2020)

Admission Suspended/Reinstated
• Reinstated: Folklore; Department of German, Nordic, and Slavic; College of Letters & Science. Action effective Fall 2020. (UAPC June 2020)

Discontinued
• Freshwater and Marine Science, Department of Integrative Biology, College of Letters & Science. Action effective Spring 2021. (UAPC June 2020)
• Air Resources Management, Department of Environmental Studies, Gaylord Nelson Institute for Environmental Studies. Action effective Fall 2020. (UAPC June 2020)
• Comparative Literature, Department of Comparative Literature and Folklore Studies, College of Letters & Science. Action effective Fall 2021. (UAPC June 2020)
D. Certificates
Established
- Certificate in Athletic Healthcare, undergraduate, School of Education. Action effective Fall 2020. (UAPC March 2020)

Renamed/Restructured

Admission Suspended/Reinstated
- Reinstate: Certificate in Folklore, undergraduate, Department of German, Nordic, Slavic; College of Letters & Science. Action effective Fall 2020. (UAPC November 2019)
- Suspend: Supply Chain Management Certificate, undergraduate, School of Business. Action effective Fall 2020. (UAPC April 2020)

Discontinued

E. Academic Departments
Established
- Department of Animal and Dairy Sciences, College of Agricultural and Life Sciences. Action effective Summer 2020. (UAPC January 2020)

Discontinued
- Department of Animal Sciences, College of Agricultural and Life Sciences. Action effective Summer 2020. (UAPC January 2020)
- Department of Dairy Sciences, College of Agricultural and Life Sciences. Action effective Summer 2020. (UAPC January 2020)

F. Subject Listings
Renamed/Restructured

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• Change Academic/Administrative Home: Comparative Literature (260) from the Department of Comparative Literature and Folklore Studies (A4819) to the College of Letters & Science (A48), College of Letters & Science. Action effective Summer 2021. (UAPC December 2019)

Discontinued
• University Forum (943), Department of Communication Arts, College of Letters & Science. Action effective Summer 2020. (UAPC December 2019)

G. Centers and Institutes
Established
• Center for Human Genomics and Precision Medicine, School of Medicine and Public Health. Action effective Fall 2020. (UAPC February 2020)
• UW-Madison Comprehensive Diabetes Center, School of Medicine and Public Health. Action effective Fall 2020. (UAPC February 2020)

Renamed/Restructured
• Rename: A.C. Nielsen Center for Marketing Research to A.C. Nielsen Center for Marketing Analytics and Insights, School of Business. Action effective 1 November 2019. (UAPC October 2019)
• Rename: Laboratory of Cell and Molecular Biology to Center for Quantitative Cell Imaging, Office of the Vice Chancellor for Research and Graduate Education. Action effective Fall 2020. (UAPC May 2020)

Discontinued
• Biotron Center, Office of the Vice Chancellor for Research and Graduate Education. Action effective Spring 2021. (UAPC May 2020)
• Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE), School of Education. Action effective Summer 2020. (UAPC June 2020)

H. Schools/Colleges/Divisions
Renamed/Restructured

I. Miscellaneous
• CIP Code Change: MS and PhD in Psychology, from 42.0101 (Psychology, General) to 42.2799 (Research and Experimental Psychology), Department of Psychology, College of Letters & Science. Action effective Fall 2020. (UAPC November 2019)
• CIP Code Change: MS and PhD in Health Services Research in Pharmacy, from 51.2002 (Pharmacy Administration and Pharmacy Policy and Regulatory Affairs) to 51.2007 (Pharmacoeconomics/Pharmaceutical Economics), School of Pharmacy. Action effective Fall 2020. (UAPC May 2020)
• Change Academic/Administrative Home: Genetic Counselor Studies (MGCS461MED) from the Department of Pediatrics (A5367) to School of Medicine and Public Health
Academic Affairs (A5303), School of Medicine and Public Health. Action effective Fall 2020. (UAPC January 2020)

- Establish an Honors in the Major Subplan: BS-Life Sciences Communication, Department of Life Sciences Communication, College of Agricultural and Life Sciences. Action effective Fall 2020. (UAPC April 2020)
- Establish a New Degree Level: Specialist, to allow for the Educational Specialist-School Psychology. (UAPC May 2020)
- Change Academic/Administrative Home: From the Departments of Dairy Science and Animal Sciences to the new Department of Animal and Dairy Sciences, College of Agricultural and Life Sciences. Action effective Fall 2020. (UAPC April 2020)
  - BS-Animal Sciences
  - MS-Animal Sciences
  - PhD-Animal Sciences
  - BS-Dairy Science
  - MS-Dairy Science
  - PhD-Dairy Science

IV. Future Issues

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

V. Summary

In 2019–20, UAPC addressed academic issues relevant to many aspects of its purpose as defined by Faculty Policy and Procedures. The UAPC reviewed annual reports on program review, general education requirements, and student learning assessment. It also was updated on campus initiatives related to official and unofficial transcript redesign and state authorization requirements. UAPC approved/endorsed three new policy and/or guidance documents over the past year related to low-producing programs, departments and department-like academic units, and student location. As part of its responsibility for appropriate review and consideration of requests for new programs and changes to programs and units, the UAPC approved 135 actions related to changes in the status of academic programs and academic units as listed above, up from 100 the year before. Notably this work was done while the campus also grappled with the impacts of the COVID-19 pandemic during the Spring 2020 term.

VI. University Academic Planning Council Membership 2019–20

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

Administrative Member Appointed by the Provost

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Eric Wilcots, Interim Dean of the College of Letters and Science

University Committee Representative
Stephen Ventura, Soil Science

Academic Staff Executive Committee Appointee
Debra Shapiro, Information School

University Staff Executive Committee Appointee
Jen Schumacher, Department of History

Divisional Committee Appointees (Term Expires)
Donna Fernandez, Botany, Biological Sciences Division (2021)
Steven Deller, Agricultural and Applied Economics, Social Sciences Division (2020)
Jake Blanchard, Engineering Physics, Physical Sciences Division (2023)
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)
*Linsey Steege, Nursing (2023)
*Yevgenya Grinblat, Zoology (2021)
Sarah Thal, History (2020)

ASM Student Appointee (nonvoting, one-year appointment)
Laurn Christianson (fall 2019)
Cole Jacob Roecker (spring 2020)

Consultants and Staff to the UAPC
Jocelyn Milner, Vice Provost for Academic Affairs and Director of Academic Planning and Institutional Research
Karen Mittelstadt, Academic Planner, Academic Planning and Institutional Research
University Committee and Faculty Senate Annual Report, 2019-2020

The University Committee (UC) meets weekly (customarily Monday afternoons) during the fall and spring semesters and as needed throughout the summer and during the winter and spring breaks. The Office of the Secretary of the Faculty provides support to the UC. The secretary of the faculty attends all UC meetings and maintains committee records. The chancellor, provost, vice chancellors, and vice provosts are invited to attend open sessions of UC meetings and to keep the committee up-to-date on issues and initiatives.

The last UC annual report was submitted in 2016. The summary of activities below can be considered representative of a typical year. For details on specific topics covered by the UC, see the agendas and minutes: kb.wisc.edu/sof/73567

I. Functions

As the executive committee of the Faculty Senate, the UC has the following functions (as abbreviated from Faculty Policies and Procedures (FPP) 6.54.B.):

• Considers questions concerning the educational interests and policies of the university;
• Advises on procedures and involves the faculty in policy development and decision making;
• Consults with and provides advice to administrative officers on budget matters;
• Prepares the agenda for the Faculty Senate;
• Makes timely reports to the faculty;
• Appoints and/or advises on the appointment of faculty to committees;
• Serves as the faculty’s grievance committee, except for matters within the jurisdiction of the Committee on Faculty Rights and Responsibilities.

In addition, the UC serves as the board of directors of PROFS, Inc., which is a voluntary, non-profit organization of UW-Madison faculty that advocates before state legislators, the governor, the Board of Regents, members of Congress and the public and represents the interests of the faculty to members of the state legislature and to other officials and state agencies.

II. Issues Addressed

Issues are brought to the UC by members of the faculty, or administration, or by the Academic Staff Executive Committee (ASEC), or the University Staff Central Committee (USCC), or the Associated Students of Madison (ASM), by individuals, or are generated internally within the UC itself. Some of these issues are eventually brought to the senate for action.

The UC reporting year runs from June 1 to May 31. The committee held 40 business meetings in 2019-2020. The UC spent a significant portion of its time on issues related to the following:

• The COVID-19 pandemic has dominated every meeting since mid-March, particularly in regards to the impact in shifting to online instruction, but also testing and other safety protocols. The UC has been holding their meetings online via Blackboard since March 23, 2020.
• The educational interests and policies of the university, including considering questions of policy posed by members of the faculty and administration, communicating with and appointing faculty to committees, and setting the agendas for Faculty Senate meetings.
• The process of joint/shared governance, including representing the interests of the faculty in discussions and follow-through with members of campus and school/college administrations, the UW System Board of Regents and the other campuses of the UW System, the academic staff through
coordination with ASEC, the university staff through coordination with the USCC, and the student body through coordination with ASM.

- **Rule waiver and other requests** (see below) including tenure clock extensions, leaves of absence, grievances, and dual role approvals.
- **Relations with state government**, including responding to and addressing issues related to state legislation and proposals including the biennial budget, the Wisconsin Idea, tenure, shared governance, resource and management flexibilities, tuition revenue generation and caps, out-of-state enrollments, faculty compensation and pay tools. The UC sought input from faculty, staff, students, administration, the UW System Board of Regents, the UW System, and colleagues at other UW campuses concerning the impact of proposed and actual legislative changes.
- **High-level searches** (see below), including serving on and consulting with search and screen committees for high-level positions.

### A. Issues addressed by the Faculty Senate

Faculty Senate business and legislation are summarized below:

- **Reports/policies**
  - In response to audit, clarified that CFRR serves as the impartial hearing officer in dismissal cases ([Fac doc 2841](#))
  - Professor of Practice title approved for academic staff ([Fac doc 2870](#))
  - Approved changes to final grading period to make all grades due 72 hours after the final exam day and provides possibility of an extension for exams during the last three days. ([Fac doc 2887 Rev](#))
  - FPP-specified support for joint appointments ([Fac doc 2823](#))

- **Resolutions, Endorsements, and Support**
  - Supporting of the request of ASM to add emergency numbers to Wiscards ([Fac doc 2862](#))
  - Calling for emergency numbers to be added to faculty/staff Wiscards ([Fac doc 2880](#))
  - Objecting to the limited composition of the University of Wisconsin System president search and screen committee ([Fac doc 2861](#)),
  - **Our Shared Future**: acknowledging the entwined history of UW-Madison and the Ho-Chunk Nation ([Fac doc 2893](#))
  - Supporting UW-Madison DACA employees ([Fac doc 2894](#))
  - Celebrating the 125th anniversary of the Sifting and Winnowing statement ([Fac doc 2853](#))

- **Academic departmental changes.**
  - Discontinuation of the Department of Engineering Professional Development ([Fac doc 2858](#))
  - Name change for the School of Social Work to the Sandra Rosenbaum School of Social Work ([Fac doc 2867](#))
  - Proposal to Establish the Department of Animal and Dairy Sciences and Discontinue the Department of Animal Sciences and the Department of Dairy Science. ([Fac Doc 2877](#))

- **Faculty Policies and Procedures** changes to committees:
  - Campus Diversity and Climate Committee added a postdoctoral fellow ([Fac doc 2860](#))
  - Committee on Women in the University allowing any member of the committee to serve as co-chair ([Fac doc 2847](#))
  - Updated membership of the Committee on Committees ([Fac doc 2869](#))

- In addition, Faculty Senate heard 25 Memorial Resolutions in tribute to their deceased colleagues, and received 14 regular annual reports from standing committees; two nominations were approved to receive honorary degrees at the spring 2020 commencement (which was subsequently indefinitely postponed)

  - To reflect on one sentence of the Our Shared Future plaque at each senate meeting.
B. Other issues studied by the UC

Some issues are resolved by the UC without action by the senate, including:

- Responded to the UW System Restructuring in Response to COVID-19 Pandemic Impacts proposal
- Facilitation establishing a graduate student advisory board within the Graduate School

III. Faculty Nominations and Appointments to Committees

As authorized in *FPP*, the UC appoints faculty members as needed to certain committees established under chapter 6 or other faculty legislation, including:

- Athletic Board (subject to approval of the chancellor)
- Commission on Faculty Compensation and Economic Benefits
- Labor Licensing Advisory Committee
- Memorial Library
- PROFS, Inc. Steering Committee
- Search and Screen Committees
  - Vice Chancellor for Research and Graduate Education
  - Dean of Division of Extension
  - Dean of the Law School
  - Dean of Letters and Science
  - Secretary of the Faculty
  - Vice Provost for Teaching & Learning
  - Vice Provost for Faculty & Staff Affairs
  - Vice Provost for Academic Operations
  - Vice Provost for Enrollment Management
- Union Council
- University Research Council
- University Academic Planning Council
- Ad Hoc Committee on Practitioner-Instructor Titles
- Ad Hoc Committee on Promotion to Full

The UC also appointed the chairs of the following committees:

- Co-chairs for the GLBTQ committee
- Athletic Board
- Committee on Honorary Degrees

IV. UC Representation on Committees

UC membership carries with it the additional duty of serving on various other committees, as well as sharing responsibility for and participating in campuswide planning and informational sessions for new faculty and department chairs. Some of primary committees include:

- Big Ten Academic Alliance (formerly the CIC) Faculty Representative
- Committee on Committees (2 members)
- Commission on Faculty Compensation and Economic Benefits
- Faculty Consultative Committee for Financial Emergency (2 members)
- PROFS Steering Committee (3 members)
- PROFS, Inc. Board of Directors (all members)
• Search and Screen Committees (various)
• University Academic Planning Council
• UW System Faculty Representative

V. Waivers, Other Personnel Items, and Interpretations

The UC is authorized under FPP to hear requests for waivers such as extensions of the tenure clock, leaves of absence and temporary assignments, and conversion of a probationary faculty appointment to an academic staff appointment. It also serves as the hearing committee for faculty grievances other than those under the jurisdiction of the Committee on Faculty Rights and Responsibilities. These personnel matters are of great import to those concerned, and the UC spends considerable time studying, discussing, and resolving these requests. The UC is also charged with clarifying and rendering interpretations of FPP. During the past year, in partnership with the Provost Office, the UC helped formulate the tenure clock extension program for COVID-19.

During 2019-2020, the UC dealt with 6 leave-of-absence requests and 28 tenure clock extension requests. Each year, the UC also considers and deals with a large number of other personnel issues, including track transfers, academic staff dual roles, and grievances. It is difficult to put a specific number on these items for several reasons. For example, in addition to the fact that they commonly bridge years, the distinction between a grievance and a simple request to be heard or to clarify information is not a bright line. Moreover, often the UC chair will meet with faculty members to discuss possible grievances that only materialize as official complaints years later, if at all. A review of the official agendas and minutes of the UC show that there are at least a dozen of these items per year, but an exact count would be nearly impossible.

VI. University Committee Membership, 2019-2020

Terry Warfield, chair (Business)
Steve Ventura (Soil Science)
Paul Campagnola (Biomedical Engineering)
Kirsten Wolf (German, Nordic, Slavic)
Erica Halverson (Curriculum & Instruction)
Eric Sandgren (Pathobiological Sciences)
Resolution supporting UW-Madison’s efforts to become a Fair Trade Certified University

WHEREAS what we choose to purchase and consume impacts farmers, laborers, artisans, and environments around the world;

WHEREAS farmers and other workers in developing countries are often paid less than a living wage;

WHEREAS conventional agricultural systems and the industrial production of other commodities are often damaging to the environment, harmful to local economies, and threaten public health;

WHEREAS certifying products as fair trade ensures fair wages, safe working conditions, environmental sustainability, and prohibits forced labor of any kind;

WHEREAS the purpose of using and consuming fair trade products is to contribute to better livelihoods for workers and their families; just working conditions; and environmental stewardship;

WHEREAS Fair Trade Campaigns is a certifying organization that recognizes cities, schools, congregations, and universities that incorporate fair trade in their operations and policies;

WHEREAS in 2010, the city of Madison was the first capital city in the country to become a Fair Trade City;

WHEREAS five UW-System Schools are Fair Trade certified or working towards certification;

WHEREAS four Big 10 Schools are working towards Fair Trade certification;

WHEREAS UW-Madison has a history of addressing social justice issues;

WHEREAS UW-Madison is a founding member of United Students Against Sweatshops (USAS)

WHEREAS USAS formed the Worker Rights Consortium (WRC), an international labor rights monitoring organization;

WHEREAS UW-Madison has an on-going partnership with the WRC via the Chancellor's Labor Codes and Licensing Advisory Committee (LCLAC);

WHEREAS the LCLAC ensures the ethical production of UW-Madison branded merchandise;
**WHEREAS** by becoming a Fair Trade University, UW-Madison will continue to affirm the importance of ethical business practices, environmental stewardship, and sustainable economic development around the world;

**WHEREAS** by becoming a Fair Trade University, UW-Madison will more effectively educate the campus community about social justice around the world;

**WHEREAS** by becoming a Fair Trade University, UW-Madison will enhance its image as a leader in sustainability by addressing numerous UN Sustainable Development Goals including Decent Work & Economic Growth and Responsible Consumption and Production;

**THEREFORE**, be it resolved, the Faculty Senate supports the implementation of fair trade products, education, and awareness at UW-Madison.

**FURTHER** be it resolved, the Faculty Senate supports UW-Madison in its efforts to become a Fair Trade Certified University as outlined by Fair Trade Campaigns, which consists of the following:

**Fair Trade Committee**: Establish an institutional body to oversee Fair Trade University certification.

**Campus Venues**: Ensure all campus owned and operated venues have at least two Fair Trade products available for purchase. This can include but is not limited to, food and apparel.

**Offices & Catering**: Engage with food service providers and/or office suppliers to make fair trade products available for administrative and faculty offices. The campus must also work with these groups to make fair trade products available for university-hosted meetings and events. For designation, the university must document a minimum of three instances per year of offices or events incorporating fair trade products in their operations.

**Education & Engagement**: Increase on-campus awareness of fair trade among faculty, staff, and students through events, marketing, communications, and curricula. This can include virtual programming. For designation, the university must document four instances per year of education or outreach efforts.

**Shared Governance**: Pass resolutions in support of Fair Trade University designation through shared governance bodies.
Changes to Faculty Policies & Procedures Chapter 3. Adding FPP 3.05.I

Background:
In 2018, the Faculty Senate amended FPP 3.05.H by adding language by which an academic staff member could become a sole advisor. There was nothing added at that time to allow academic staff to retain graduate faculty status following their retirement or resignation and thus be able to continue to advise their graduate students to completion of their degrees.

The proposed addition to FPP fixes this issue by creating a mechanism for academic staff following retirement or resignation to retain graduate faculty status so they can continue to advise their graduate students. Faculty are automatically able to maintain graduate faculty status for 1 year after retirement or resignation (FPP 3.05.C). The process for academic staff would require approval from both the department and the graduate school and if the request exceeds one year, the Graduate Faculty Executive Committee (GFEC) would also need to approve.

Here is the text in FPP including the addition.

FPP 3.05. THE GRADUATE SCHOOL.

A. The Graduate School is a component of the Office of the Vice Chancellor for Research and Graduate Education.

B. The faculty of the Graduate School includes all university faculty defined in 1.02, holding professional rank (professor, associate professor, assistant professor or instructor) in any department with graduate program authority, including those with zero-time appointments in such departments.

C. University faculty in departments without graduate program authority may be granted graduate faculty status by the dean and Graduate Faculty Executive Committee upon recommendation of the executive committee of a department with graduate program authority.

D. Members of the graduate faculty are automatically permitted to retain graduate faculty status for one year after their retirement or resignation. Annual extensions of graduate faculty status for a retired or resigned faculty may be granted by the dean or the dean’s designee on the affirmative recommendation of a departmental executive committee and with the approval of the Graduate Faculty Executive Committee.

E. Membership in the graduate faculty or graduate faculty status includes the right to participate in and vote at meetings of the graduate faculty, to vote in elections of committees of the graduate faculty, to serve as a major professor, and to serve on doctoral and master’s examination committees.
F. University faculty from departments without graduate program authority and non-faculty with appropriate qualifications may be permitted to serve on examining committees in accord with policies determined by the graduate faculty and dean.

G. The authority of the graduate faculty is delegated to the Graduate Faculty Executive Committee in accord with section 3.07., below. Decisions of the Graduate Faculty Executive Committee are subject to review by the graduate faculty at a duly called meeting as provided in section 3.06., below.

H. Upon the affirmative recommendation of the departmental executive committee, and approval by the dean of the Graduate School or other person or body designated by the graduate faculty, academic staff may advise graduate students as a committee member or co-chair, but not as sole major advisor, and they may participate in graduate training programs on a basis similar to that of the faculty of the Graduate School. Exceptions will be granted by the dean of the Graduate School to departments with written policies that allow certain academic staff members with documented research and mentorship experience whose primary job responsibilities include graduate education to serve as sole major advisor. These departmental policies must clearly indicate both the criteria that qualify an academic staff member to serve as sole major advisor as well as the departmental mechanisms that ensure that advisors are kept current on the requirements for serving in this capacity.

I. Members of the academic staff with graduate faculty appointments are permitted to retain graduate faculty status for one year after their retirement or resignation upon affirmative recommendation of a departmental executive committee and the approval of the Graduate School dean. Subsequent annual extensions of graduate faculty status for retired academic staff may be granted upon affirmative recommendation of a departmental executive committee and the approval of the Graduate School dean and the Graduate Faculty Executive Committee.
Changes to FPP Chapter 6. Striking FPP 6.34

For many years, the Commission on Faculty Compensation and Economic Benefits has had an annual charge from the University Committee. Much of the work the committee might take on, such as comparison of faculty salaries to peer groups, is already compiled elsewhere on campus. The lack of ongoing duties has led faculty to disengage with the committee. The UC recognizes that there will continue to be topics that need to be addressed in this area. Rather than electing members as part of a standing committee for intermittent committee work, the UC proposes dissolving this standing committee and appointing ad hoc committees as needed. Faculty can then serve based on availability and interest.

Text to be struck:

6.34. FACULTY COMPENSATION AND ECONOMIC BENEFITS, COMMISSION ON.

A. MEMBERSHIP. The Commission on Faculty Compensation and Economic Benefits shall consist of the following members:

1. Nine faculty members elected for three-year terms. Not more than three members shall be from a single faculty division. At least two members shall be nontenured faculty members at the time of their election. For purposes of coordination, the chair of the University Committee or his/her designated representative shall be an ex officio nonvoting member.

2. No elected member of the commission may serve concurrently on the University Committee.

B. FUNCTIONS:

1. Concerns itself primarily with improving economic benefits for the faculty. Matters of governance, including decisions affecting individual faculty concerning recruitment, retention, promotion, merit increases, and workloads, are reserved to the department, school, and college faculties.

2. Prepares for the information of the faculty, studies of faculty economic needs and desires, including such comparative data from other universities and professional fields as it deems necessary.

3. Prepares for the Faculty Senate, recommendations concerning faculty compensation and economic benefits for transmission to the administration, the Board of Regents, the governor, and the legislature.

4. Represents the faculty in discussions, hearings, and other appropriate settings to present faculty policy recommendations and requests dealing with faculty compensation and economic benefits.

5. Coordinates its activities with those of the Academic Staff Committee to ensure concerted action on economic issues common to faculty and academic staff.